**LLT Journal**, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 26, No. 2, October 2023, pp. 469-479

*LLT Journal: A Journal on Language and Language Teaching*
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

# INVESTIGATING THE IMPLEMENTATION OF COLLABORATIVE STRATEGIC READING (CSR) IN EFL CONTEXT: PROFICIENCY AND PERSPECTIVES

**Rozanah Katrina Herda[1*], Teguh Setiawan[2], and Regine Aguilar Principe[3]**
[1,2]Universitas Negeri Yogyakarta, Indonesia
[3]Famy National Integrated High School, Philippines
rozanahkatrina.2021@student.uny.ac.id[1], teguh_setiawan@uny.ac.id[2],
and regine.aguilar@deped.gov.ph[3]
*correspondence: rozanahkatrina.2021@student.uny.ac.id
https://doi.org/10.24071/llt.v26i2.6408
received 19 May 2023; accepted 9 October 2023

## Abstract
The students are mostly unmotivated in the EFL reading classrooms since they have problems reading English texts. They feel stressed as they consider themselves alone, readers who cannot understand the text content well. This mixed-method study aimed to (1) investigate the significant difference between the mean scores of the pretest and the post-test in reading using Collaborative Strategic Reading (CSR) and (2) describe the students' reflections using CSR in the reading classroom. The data were collected by using a pretest-posttest and students' reflection sheets. The participants were 32 students from a private university in Indonesia. The pretest and post-test results indicated that CSR significantly improved students' reading skills in collaborative classrooms. The written reflections showed students were highly motivated to join collaborative reading, as the strategies were beneficial for improving their vocabulary, reading understanding, and critical thinking. This study greatly influences improving students' reading proficiency and social skills.

**Keywords:** collaborative reading, collaborative strategic reading, EFL reading

## Introduction
Since reading is one of the English skills that should be taught and assessed in an international program, like the PISA (Program for International Student Assessment) organized by the OECD (Organization for Economic Co-operation and Development), the concern and challenge become a contentious issue among stakeholders and language practitioners. The influence on the general public has undoubtedly been greater. Since the 2018 PISA offers a worldwide assessment of student learning, the results have attracted particular attention from the Indonesian government and the public (Emilia, 2022). The students' PISA literacy score, which was ranked 74th out of 79 countries, attracted notice because it was one of the lowest in the world.

The fact that the students struggle with reading and experience anxiety indicates that they encounter challenging circumstances. Accordingly, those



This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

difficult circumstances could impact students' progress, especially the struggling readers who frequently feel isolated when practicing reading texts in English. While this is going on, discussions among educators and other interested parties on the best reading instruction models become crucial to meeting the demands of EFL students or classrooms. According to Moreillon (2007), there is general agreement that the objective should be to satisfy students' urge to develop into lifelong readers. In this situation, the need for reading in 21st-century learning might be linked to how teachers teach reading to realize the students need to be lifelong readers.

Therefore, teaching reading in 21st-century learning has required EFL teachers to be concerned with what students should do to successfully absorb the reading material (Chumworatayee, 2017; Horner, 2002; Joyce et al., 2004). This is because reading is the gateway to access knowledge and is a complex activity. Reading is a vital and difficult English skill for both teachers and students. According to Ur (2012), reading is defined as "reading and understanding," and this entails a variety of sorts of knowledge, including schematic knowledge and systemic knowledge (Tin, 2016). Although EFL students can read the words in some circumstances, they may not understand what they imply. It is, therefore, obvious that the difficulty of teaching reading in the modern world should not be understated. Teachers must pay close attention to what they face to assist students in resolving their issues. Furthermore, students themselves are the biggest issue in reading classes.

In the teaching-learning process, the terms "reluctant" or "struggling" readers have always persisted. Because they feel isolated, students who fall into this category find reading to be an impossible task. They will have fun doing everything, which will help them succeed in the reading classroom. On the other hand, when students are unmotivated to read the text, they appear discouraged from completing the procedure, which will result in their achievement. These are the logical premises the researcher can make to address students' motivation to read. As one of the most important skills for learning in the 21st century, collaboration in EFL reading classrooms appears to be one option that can help students read the text effectively. The core skill mentioned earlier in EFL reading classrooms can effectively reduce student difficulty and anxiety. According to Scanlon et al. (2003) and Yon (2022), students' problem demonstrates that they require a strategy to advance and encourage them to acquire knowledge through reading and their social and cognitive competence.

Students require techniques to engage them in meaningful reading activities that satisfy the important skills of 21st-century learning if collaborative reading is one of the possibilities. This study demonstrates various elements that might be novelties in training EFL students to read collaboratively. The researchers take into account the demands of this 21st-century learning that are connected to the core competencies and skills for a lifelong learning age (Longworth, 2003) covering (1) self-management skills, (2) handling and interpreting information, (3) applying new knowledge into practice, (4) learning to learn, (5) questioning, reasoning, and critical judgment, (6) management and communication skills, (7) thinking skills and creativity, (8) adaptability, flexibility and versatility, (9) teamwork, and (10) learning to learn.

### *EFL reading comprehension and constructivism theory*

Students' prior knowledge is a factor in reading comprehension for meaning construction in EFL reading (Razavi & Gilakjani, 2020). Accordingly, understanding becomes the primary objective of reading and reading education (Brassel & Rasinski, 2008). So teachers must be aware of reading comprehension's components. Now that they have a greater understanding of the circumstances, teachers may be able to develop engaging reading exercises that encourage their students to generate inferences from the text and think creatively about what they have read. As stated earlier, students' understanding of the text content should be solved effectively.

One of the components that should be reflected in this case is vocabulary mastery since, without ample vocabulary, it is hard for EFL students to translate and make meaning (Hardiyanti & Herda, 2023). Students can perform their reading ability effectively if they have good prior knowledge. On the other hand, teachers' proficiency plays a vital role in guiding students to improve their ability in reading comprehension (Herda & Damayanto, 2022). EFL texts. In line with that, EFL teachers should believe in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity. The practice itself is challenging.

However, teachers knowledgeable about learning theory may develop interesting and relevant resources to help students learn to their full potential. Teachers should set up environments where students can actively develop their understanding with their partners as co-learners in line with this. In this case, constructivism, a branch of cognitive theory (Clark, 2018), believes that individuals learn best when they actively construct the knowledge and meaning of new content from an interaction between their experiences and ideas (Gao & Bintz, 2020). Accordingly, this learning theory is a learner-centered model that makes a crucial contribution to constructivism based on the idea that each person has a unique learning experience and that cognition emerges from students' mental constructions (Bada & Olusegun, 2015; Clark, 2018). As a result, applying constructivism in EFL collaborative reading lessons helps students' peers, and themselves learn the language. Collaboration is necessary in this situation for students to reflect on the course materials and learn from one another's techniques and methods.

### *Collaborative strategic reading*

Collaborative strategies in teaching reading can be useful and appropriate, along with interactive activities in which students collaborate with peers to learn reading material and work on assignments (Anwar, 2020; Limeranto & Subekti, 2021). It is, therefore, well suited for content-based learning and significantly impacts the reading development of EFL students (Grabe, 2009). Additionally, in collaborative learning, students interact with each other because feedback, reinforcement, and support come from peers in the group rather than from the teacher (Borich, 2017). In this study, the researchers implemented CSR as the treatment during the collaborative reading class.

Susanti et al. (2020) conducted a previous study on experimental design. The independent t-test showed that CSR could improve students' higher-order thinking skills. The paired-sample t-test also indicated a significant difference

between the pretest and post-test scores of the experimental group (Sig. 2-tailed =000). The result of the study also shows higher order thinking skills (HOTS) allow students to apply new knowledge and information to respond to reading activities (Susanti et al., 2020). The researchers implied here that an experimental study using CSR as the treatment succeeded in improving students' HOTS in collaborative nuance.

CSR consists of four reading strategies, namely (1) Preview, (2) Click and Clunk, (3) Get the Gist, and (4) Wrap-Up (Klingner & Vaughn, 1988). In the Preview, the students predict the text's content to activate their prior knowledge. They may look at the clue from the title or supporting picture in the text. Then, in the click-and-clunk strategy, students collaboratively identify the unfamiliar words in the text. The third strategy is to Get the Gist. In this scenario, teachers instruct students to write the main idea for each paragraph. Finally, in the wrap-up strategy, students generate some questions and answer them based on the information from the text. Teachers gave specific time for them to do this task in each strategy.

## Method

Researchers applied mixed-method approaches to present numerical and descriptive data to answer research questions (Fraenkel & Wallen, 2009; Gay et al., 2012). The design of this mixed-method study is Explanatory, where the quantitative is followed by the qualitative (Gay et al., 2012). The student's scores as numerical data indicated the effectiveness of CSR for reading proficiency. At the same time, the student's written reflection showed their perspectives on CSR. In this context, the researchers quantitatively used quasi-experimental with a one-group pretest-posttest design to investigate the effects of CSR on the student's reading proficiency. This one-group pretest-posttest design did not involve the control group (Fraenkel & Wallen, 2009; Gay et al., 2012). In a three-week period, one group, the experimental group, received treatment using CSR.

### *Participants*

This study involved 32 participants. They were Indonesian college students majoring in English Education. The researchers distributed consent letters to them before conducting the study. All participants agreed to be the respondents in this study without coercion. Table 1 shows the information according to their gender. 62.5% were female students (N=20), and 37.5% were male (N=12).

Table 1. Sampling information

| | | Frequency | Percent | Valid Percent |
|---|---|---|---|---|
| Valid | Female | 20 | 62.5 | 62.5 |
| | Male | 12 | 37.5 | 37.5 |
| | Total | 32 | 100.0 | 100.0 |

### *Procedure*

The study lasted three weeks in April 2023 in the academic year 2022/2023. In the first week, the researchers conducted an observation as the preliminary phase to reveal the situation that occurred in the classroom. In the second week,

all participants did a pretest for about 20 minutes. There were five reading comprehension questions in essay form. Students answered the questions independently. After that, the researchers monitored and analyzed the pretest result by looking at the students' scores. One researcher was a classroom lecturer who implemented CSR in the third week. She prepared the seating arrangement and divided students into groups that consisted of four students each.

In the implementation phase, the students sat down together in groups. The lecturer gave explanations and instructions on how to practice CSR. Researchers facilitated a learning log and a handout covering the brief materials learned so that students knew the nature of the Explanation text, including its generic structure, social function, and language features. As articulated earlier, the implementation of the CSR phase covered Preview, Click and Clunk, Get the Gist, and Wrap up. The students practiced collaborative reading for about 150 minutes. Students were then tested using the text they learned while implementing CSR in an individual post-test with five essay questions to determine their reading comprehension after CSR instruction.

### *Data collection and analysis techniques*

This quasi-experimental study used two tools to collect data: (1) a pre-and post-test and (2) a students' reflection sheet. Because the design of this study was quasi-experimental with one pretest-posttest, the pretest-posttest is a single-subject type that did not have a comparison group (Bonate, 2000). The pretest and post-test were designed for essay reading comprehension questions. Each pre- and post-test consisted of five questions. Pretest-posttest results were analyzed using SPSS statistics version 25. Knowing the data were homogeneous, the researchers conducted a paired-sample t-test to compare means and draw conclusions about the first research questions. Then, the students' reflection sheet was used to monitor information about students' perspectives on using CSR in reading the Explanation text. The reflection sheet in collaborative activities reveals the students' honest feelings as reflective responses (Yang et al., 2022) after being taught using CSR. The researchers analyzed the eight reflection sheets and coded them to identify the aspects as the parts of reflections.

## Findings and Discussion

This section provides the results and discussion based on two research questions:

1) Is there a significant difference between the mean scores of the pretest and the post-test in reading performance obtained by the experimental group using CSR?
2) What are the students' reflections on using CSR in the reading activity?

### *The effect of using CSR*

To determine the effect of CSR in the reading classroom, the researchers set up the null hypothesis, or 'H0: There is no significant difference between the pretest and post-test averages in the reading test using CSR. After testing for homogeneity and the result showed that the collected data is normally distributed, a parametric test using a 2-tailed test was used here. The level of significance was

determined by p>0.05. Figure 1 shows a comparison of pretest and post-test mean values.

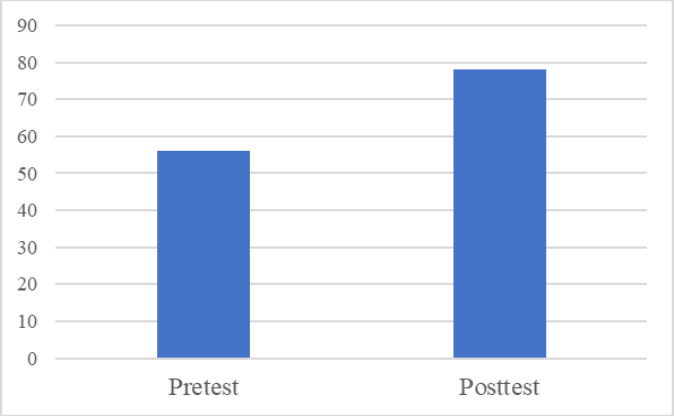



Figure 1. The comparison of pretest and post-test mean results

Figure 1 shows the comparison of the Pretest and Post-test Mean scores. The mean of the pretest was 56.09, and the post-test was 77.53. The student's achievement in the post-test was better than in the pretest. It indicates an improvement in the mean score (21.44) after the treatment.

In addition, the researchers also analyzed the data using a paired sample test with Sig. (2-tailed) with p value= 0.005.

Table 2. Paired sample test

| | Mean | Std. Deviation | Std. Error Mean | t | df | Sig. (2-tiled) |
|---|---|---|---|---|---|---|
| Pretest – Post-test | -21.438 | 6.928 | 1.225 | -17.504 | 31 | .000 |

Based on Table 2, The Sig. 2-tailed is 0.000 and was less than 0.05, so the null hypothesis (H0) was rejected. The results showed that the students had performed better in their reading proficiency after being taught by using CSR.

The above findings indicated that students reached good points in the post-test. It means that their reading proficiency improved after the researchers implemented CSR. The post-test result showed the students understood the vocabulary in the text provided. In the beginning, the vocabulary issues were problematic; moreover, the explanation is a kind of text that is challenging for students since it consists of scientific vocabulary. Aswad et al. (2022) argued understanding vocabulary is important for bridging the gap between the usage of English and other languages. In this case, the greater vocabulary mastery, the easier students to translate and or communicate.

Nation (2022) proposed the principle of the four strands in teaching vocabulary within the reading section, which include learning through meaning-focused input, meaning-focused output, deliberate study, and fluency development. The principles were represented in the Click and Clunk, where the students identified the unfamiliar vocabulary and figured out the meaning through discussion with peers or members. However, the teachers' support is also needed in line with students' success in reading activities since reading comprehension

was developed for content-based learning (Walldén, 2022; Stevens & Vaughn, 2020), as what had occurred in this study.

As it hearts, the students' success in the post-test was affected by their involvement in collaborative reading using CSR. They practiced the four reading strategies, greatly influencing their understanding of the text. Thus, the phases from Preview, Click and Clunk, Get the Gist, and Wrap-up in the collaborative activities motivated students to do their best. The students collaborate with peers to learn reading materials and work together on the tasks (Anwar, 2020; Limeranto & Subekti, 2021) to make reading reasonable and appropriate as interactive activities in the EFL context.

***The students' reflection on using CSR***

In this section, the researchers present the findings of students' reflections on CSR. The data collection linked to this finding used a reflection sheet, where each student wrote their self-reflection to share their perspectives on using CSR. Two reflections from students' reflections represented students' perspectives on using CSR.

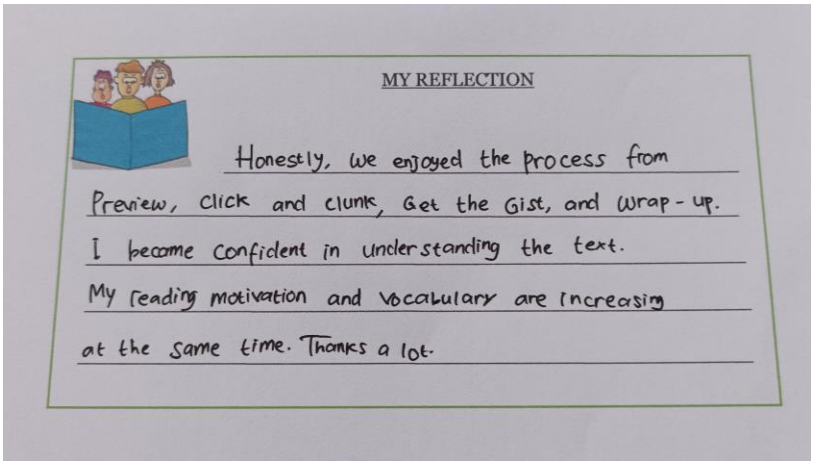



Figure 2. The reflection from student A

Based on Figure 2, the written reflection from student A indicated that she enjoyed the collaborative reading using CSR. She also mentioned all the reading strategies: Preview, Click and Clunk, Get the Gist and wrap up. In line with that, the enjoyment felt since the students practiced each phase seriously. As Klingner and Vaughn (1988) stated, improving reading comprehension, conceptual learning, and student involvement in the classrooms becomes the urgency of CSR.

As mentioned earlier, the procedural strategy for each phase (before, during, and after reading) represents that each step has a goal for helping students to manage their information from the explanation texts through the level of reading comprehension, namely literal, inferential, until critical comprehension levels as has been proposed by Brassel and Rasinski (2008). The literal comprehension level is shown in the first phase, before reading, where the students practice doing the *Preview* strategy. The inferential comprehension level, which expects the students to take and infer information from the text, is appropriate with CSR's Click and Clunk and Get the Gist strategies during reading. The last

comprehension level is also critical, represented by the after-reading phase, namely the *Wrap-Up* strategy.

The next aspects Student A wrote about were the improvement of confidence and motivation in reading so that her vocabulary increased simultaneously. By referring to the students' reading problems mentioned earlier, the researchers assume that CSR's nature, critical elements, and urgency can be implemented effectively into teaching reading as a problem-solving effort. By using CSR, students do not feel alone in the classroom anymore. They built social relationships among others in terms of understanding the English texts. In line with the statements, vocabulary mastery is critical to each student's academic achievement (Makhmudovna, 2022) in a foreign language context. In this way, Click and Clunk became the bridge to how students can identify, understand, and apply it in the wider context.

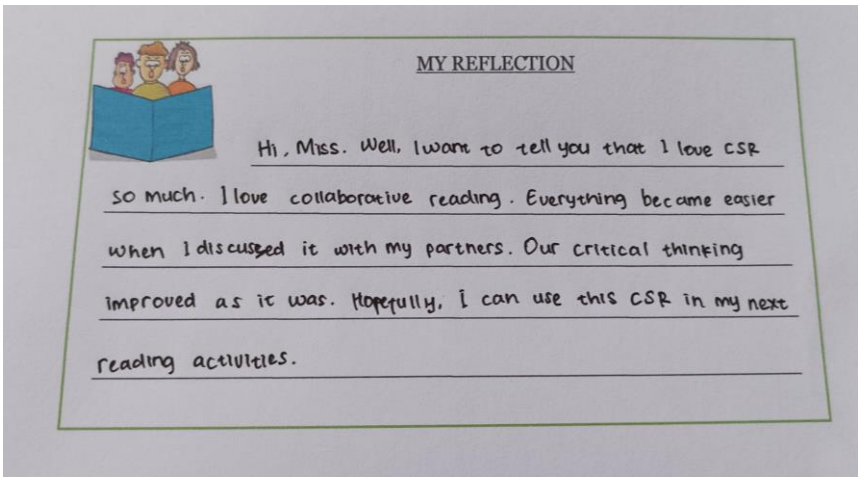



Figure 3. The reflection from student B

Figure 3 is the reflection from Student B, who wrote that he loved CSR and expected to implement it for his next reading activities. Additionally, he admitted that his critical thinking improved after using CSR in collaborative activities. The student's critical thinking appears during collaborative learning when they are interrelated. Furthermore, the feedback, reinforcement, and support come from student peers in the group, not teachers (Borich, 2017). This thought is in line with the argument from Pasaribu and Iswandari (2019), where reading does not only help students learn foreign languages but is also believed to have a strong link with critical thinking skills. Thus, the researchers implied the reading activity supported by CSR as the treatment in this quasi-experimental design brings positive things to students, such as enjoyment, confidence, motivation, and critical thinking skills that increased simultaneously.

## Conclusion

Based on the analysis of the study, the researchers conclude that CSR benefits students in the context of EFL reading. Students can explore their understanding and critical thinking of English text that meets the demands of 21st-century learning skills. Their post-test scores improved after being taught using CSR. Additionally, the written reflections showed that students enjoyed

collaborative reading since CSR consists of a strategy that provides a valuable learning experience for students: Preview, Click and Clunk, Get the Gist, and Wrap up. Furthermore, students reflected their confidence, motivation, and critical thinking in reading the explanation text improved after practicing CSR. However, this study is still limited regarding the absence of a control group in the quasi-experimental (one-group pretest-posttest design) context. As a result, the researchers highly recommend other researchers interested in a similar topic to involve the control groups to get a better result affecting the teaching reading activity, especially collaborative reading.

## References

Anwar, A. K. (2020). The effect of collaborative strategic reading on students reading skills. *Anglophile Journal*, *1*(1), 21-28. http://dx.doi.org/10.51278/anglophile.v1i1.62.

Aswad, M., Pammu, A., Nasmilah, N., & Rezaei Gashti, Z. (2022). An account of teaching vocabulary to Indonesian EFL learners through web-based language instruction (WLI): attitude in focus. *Education Research International*, *2022*, 1-7. https://doi.org/10.1155/2022/1660055

Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, *5*(6), 66-70. https://doi.org/10.9790/7388-05616670

Bonate, P. L. (2000). *Analysis of pretest-posttest designs*. New York: Chapman and Hall/CRC.

Borich, G. D. (2017). *Effective teaching methods: Research-based practice*. Austin: Pearson Education, Inc.

Brassel, D., & Rasinski, T. (2008). *Comprehension that works: taking students beyond ordinary understanding to deep comprehension*. Huntington Beach, CA: Shell Education.

Chumworatayee, T. (2017). The effect of reading strategy instruction on Thai EFL adult learners' reading strategy awareness. *Language Education and Acquisition Research Network Journal*, *10*(1), 135-148.

Clark, K. R. (2018). Learning theories: Constructivism. *Radiology Technology*, *90*(2), 180-182.

Emilia, E., Sujatna, E. T. S., & Kurniasih, N. (2022). Training teachers to teach PISA-like reading: A case in Indonesia. *Indonesian Journal of Applied Linguistics*, *12*(1), 56-76. https://doi.org/10.17509/ijal.v12i1.46534

Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th Ed.). New York: McGraw-Hill.

Gay, L. R., Mills, G. E., & Airaisan, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th Ed.). Upper Saddle River, NJ: Pearson.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.

Hardiyanti, R. L. P., & Herda, R. K. (2023). Teaching vocabulary using flash cards in Indonesian ESP classroom: A one-shot case study. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, *2*(1), 1-11. https://doi.org/10.37058/jelita.v2i1.6466

Herda, R. K., & Damayanto, A. (2022). Reframing the SIOP model to boost teachers' self efficacy in bilingual-like program: A practical concept of an alternative model. *Borneo Educational Journal (Borju)*, *4*(1), 35-49. https://doi.org/10.24903/bej.v4i1.905

Horner, S. (2002). Assessing reading 1: Theory and practice. In C. Harrison & T. Salinger (Eds.), *Assessing reading 1: Theory and practice* (pp.84-95). New York: Routledge.

Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching* (7th ed.). Boston: Allyn and Bacon.

Klingner, J. K., & Vaughn, S. (1988). Using collaborative strategic reading. *Teaching Exceptional Children*, *30*(6), 32–37.

Limeranto, J. T., & Subekti, A. S. (2021). Indonesian theology students' foreign language reading anxiety and reading performance: A correlational study. *Studies in English Language and Education*, *8*(1), 131-142. https://doi.org/10.24815/siele.v8i1.17398.

Longworth, N. (2003). *Lifelong learning in action transforming education in the 21st century*. London: Routledge. https://doi.org/10.4324/9780203465684

Makhmudovna, K. G. (2022). Creative strategies to improve vocabulary teaching. *American Journal of Social and Humanitarian Research*, *3*(10), 259-261. https://doi.org/10.31150

Moreillon, J. (2007). *Collaborative strategies for teaching reading comprehension: maximizing your impact*. Chicago: American Library Association.

Nation, P. (2022). Teaching and learning vocabulary. In E. Hinkel (ed.), *Handbook of practical second language teaching and learning* (pp. 397-408). New York: Routledge.

Pasaribu, T. A., & Iswandari, Y. A. (2019). A reader response approach in collaborative reading projects to foster critical thinking skills. *LLT Journal: A Journal on Language and Language Teaching*, *22*(2), 231-245. https://doi.org/10.24071/llt.v22i2.1960

Razavi, M., & Gilakjani, A. P. (2020). The effect of teaching cultural content on intermediate EFL learners' reading comprehension ability. *Teflin Journal*, *31*(2), 302-321.

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York: Guilford Press.

Stevens, E. A., & Vaughn, S. (2020). Effective practices for teaching content area reading. In *Oxford Research Encyclopedia of Education*. https://doi.org/10.1093/acrefore/9780190264093.013.1209

Susanti, A., Retnaningdyah, P., Ayu, A. N. P., & Trisusana, A. (2020). Improving EFL students' higher order thinking skills through collaborative strategic reading in Indonesia. *International Journal of Asian Education*, *1*(2), 43–52. https://doi.org/10.46966/ijae.v1i2.37

Tin, T. B. (2016). *Stimulating student interest in language learning: Theory, research and practice.* Auckland , NZ: Palgrave Macmillan.

Ur, P. (2012). *A course in English language teaching*. Cambridge: Cambridge University Press.

Walldén, R. (2022). Focusing on content or strategies? Enactment of reading strategies in discussions about science texts. *Classroom Discourse*, *13*(4), 407-424. https://doi.org/10.1080/19463014.2021.2023598

Yang, Y., Zhu, G., Sun, D., & Chan, C. K. (2022). Collaborative analytics-supported reflective assessment for scaffolding pre-service teachers' collaborative inquiry and knowledge building. *International Journal of Computer-Supported Collaborative Learning*, *17*(2), 249-292. https://doi.org/10.1007/s11412-022-09372-y

Yon, A. E., Rafli, Z., & Nuruddin, N. (2022). Teaching reading by collaborative strategic reading: An action research. *English Review: Journal of English Education*, *10*(2), 465-474.