

CHAPTER 2

LITERATURE REVIEW

A. Technical Review

1. Reading Comprehension for ELT Students

Reading comprehension is crucial for achieving the overall reading objectives. Reading comprehension is a key trait of successful readers who can positively impact society. Reading requires precision, autonomy, deep comprehension, quickness, enjoyment, variety, involvement in events, critical thinking, and creativity (Khasawneh & Al-Rub, 2020). The development of reading comprehension skills is crucial for EFL learners, as it empowers them to grasp written language with depth and accuracy. Consequently, fostering these skills is an essential component of building overall reading competency. Reading comprehension itself is intricately linked to various linguistic elements, including word recognition, semantic understanding, phonetic analysis, and grammatical structure.

Some aspects of reading comprehension according to Ardhian et al. (2020) include understanding simple meanings (lexical, grammatical, rhetorical), understanding the significance of meaning (the author's intentions of relevance/cultural circumstances, reader reaction), evaluation or assessment (content, form), and reading speed that can be easily adjusted to the situation. Reading comprehension is the ability to grasp a written material and apply prior knowledge to get information.

Literal comprehension forms the foundation for higher-order reading skills. It emphasizes identifying the core ideas, supporting details, causal relationships, and sequential order of information presented within the text. However, interpretative comprehension is often implied rather than explicitly stated in the text. Inference is necessary to grasp the link between events, as well as the causes and consequences. Consequently, in English, reading comprehension and academic performance have a close relationship. The use of CSR techniques in reading comprehension is in accordance to Moreillon (2007) who proposed tactics to improve comprehension where students' background knowledge is activated, and then they make predictions about what they will learn (Sari et al., (2022)). Reading comprehension serves as a cornerstone for academic success across disciplines. It empowers students to extract meaning from written text, fostering a deeper understanding of the information presented. Given this crucial role, developing strong reading comprehension skills is paramount in English language learning for all students. Effective comprehension necessitates critical reading practices, allowing students to analyze the text, identify the author's perspective, and evaluate the information presented.

In conclusion, reading comprehension is an important cognitive process that links reasoning and understanding of reading material, and it has a significant impact on academic achievement. Teaching reading comprehension skills to EFL learners is crucial to their overall language proficiency and academic success.

2. Critical Reading in ELT Classroom

Starting with the various educational changes implemented over the previous decades, new perspectives on teaching and learning began to be discussed and applied in many ELT classes. Students can gain a lot of knowledge, evidence or statistics about the topic offered by the teacher through reading activities. Students can improve their performance and ability to be able to convey their opinions by reading. According to Sari and Wardhani (2020) define reading as the process of deciphering written symbols to get information, capture content, and comprehend the author's message. EFL (English as a Foreign Language) students in Indonesia may struggle with critical thinking when reading (Sari & Prasetyo, 2021)

Critical reading involves analyzing written and visual sources objectively, distinguishing between facts and opinions, questioning, making logic-based decisions, and evaluating. It is crucial to approach published content with the understanding that it may reflect the author's perspectives, interpretations, and arguments, rather than solely presenting objective facts. Critical reading involves understanding the author's motivations, ideas, expectations, and perspectives.

Critical reading skills are important because of two main factors, one is the reading text and the other is the reader. The number of reading texts available is increasing in this era of rapid advances in information and communication technology. The information landscape has become expansive, with print materials like newspapers and magazines, alongside electronic media like television and social media, providing a diverse range of information sources. Critical reading allows readers to do more than just spell words, but critical reading also allows readers and writers to think about the topic being discussed.

3. Collaborative Strategic Reading (CSR)

This Collaborative Strategic Reading (CSR) technique is based on alternate reading. Then the students are directed to read the same reading text in this method. In turn, each student acts as a "teacher" by reading a passage aloud. The other group members are the "students" who ask questions about the theme of the book, which will be answered by the student who plays the role of "teacher". Collaborative Strategic Reading (CSR) is a research-based instructional approach designed to enhance students' reading comprehension skills and their understanding of written content. This approach emphasizes cooperative learning, where students work in small groups to develop and apply reading comprehension strategies before, during, and after reading. While CSR is most commonly associated with improving comprehension of expository texts, it can also be effectively utilized with narrative texts.

CSR aims to boost reading comprehension by providing students with analytical tools and to foster independent learning by equipping them with strategic reading skills (Klingner & Vaughn, 1996). CSR is described as a learning sequence that incorporates cooperative learning and reading comprehension skills. It creates an environment where students can practice a range of research-based reading comprehension skills together (Munawati, 2019).

Based on previous study, the use of CSR method in teaching reading in class according to Bermillo & Merto (2022) consist of four steps, namely: (1) Preview before reading, the purpose of preview is to introduce students to the reading they will read. Preview before reading aims to stimulate and involve students in active reading. (2) Click and Clunk while reading, used while reading to teach student how to check what they read and identify material they know more about and information that causes students difficulty understanding. Clicks indicate comprehension of words and content, while clunks indicate incomprehension or when the reader does not know the words. This is intended to allow readers to focus on their comprehension or failure. (3) Get the gist while reading, used while reading to help readers recognize the main concepts of a passage. The purpose of getting the gist is to educate students how to replicate the most important ideas from the text in their own words. (4) Summarizing after reading, is an after-reading method that gives students the opportunity to review what they read by formulating some questions. This stage helps students improve their understanding, knowledge and memory. They test their understanding of the reading by summarizing and developing questions.

In addition, several steps for using CSR method in teaching reading in the classroom are based on research conducted by Bermillo & Merto (2022) as follows: Before reading, during reading, and after reading.

a) Before Reading (Preview):

1. Brainstorming (Think about what you already know about the topic)

2. Predicting (Find clues in the title, subheadings, or pictures about what you will learn Skim the text for keywords that might give you hints)

b) During Reading (Click and Clunk)

1. Reread the sentence without the word. Think about what would make sense.
2. Look for a prefix or suffix in the word
3. Break the word apart and look for smaller words
4. Use a picture
5. Ask for help

c) During Reading (Get the Gist)

1. Summarize or restate the most important idea. Do not include the supporting details. State the gist in your own words
2. Decide what is the most important person, place, or thing? Who or what the paragraph is mostly about (the topic)
3. Name the most important idea about the topic

d) After Reading (Wrap-Up)

1. Ask question about the passage
2. Review by thinking about what was important that you learned from the day's reading assignment

CSR has a significantly greater influence on students' reading comprehension compared to conventional learning strategies (Klingner et al, 1998; and Chi Fan, 2009). In contrast, Zoghi et al. (2010) found that the effect of CSR was very small. This occurred

as a result of the failure to address the students' level of language competence before conducting the study. The findings of a study of 42 first-year university-level EFL students in Iran to assess the effectiveness of modified collaborative strategic reading (MCSR). The participants came together for weekly EFL reading lessons using the MCSR method for 90 minutes each, lasting a total of six weeks. Before and after the program, they all took a reading comprehension test created by the researcher. The MCSR also combines four CSR strategies (preview, click and clunk, get the idea, and wrap-up) with additional reading skills such as text organization recognition and text marker identification. Data were collected using various instruments, including a pre-test and a final test of reading comprehension, interviews, and questionnaires. The post-test results showed some improvement, but the differences were not statistically significant. On the other hand, students' responses to the questionnaire were almost always positive. This study revealed that, despite coming from a long-established traditional educational background, students showed a positive attitude towards group work and CSR instruction. However, factors such as the limited period of the intervention and the intensity of the course may have had an impact on the impact of CSR and some students' attitudes towards it (Zoghi et al., 2010).

The conclusion is Collaborative Strategic Reading (CSR) is a research-based instructional approach that improves reading comprehension and content area understanding by teaching students to apply comprehension strategies before, during, and after reading in small cooperative groups. Previous research has shown that CSR

has a significant positive impact on students' reading comprehension and metacognitive awareness.

B. Research of Relevant Review

There are some previous studies that researcher found related to Collaborative Strategic Reading. Previous research by Selvia et al., (2023) explored the impact of Collaborative Strategic Reading (CSR) on the reading comprehension of narrative texts among 10th-grade students at SMAN 1 Tembilahan. Employing a quantitative experimental design with two groups (control and experimental), their study found that CSR has a statistically significant positive effect on students' reading comprehension. These findings support the notion that implementing CSR can lead to improved comprehension skills among students.

Based on the review research by Oktorianisarry et al., (2023), it focusses on the impact of Collaborative Strategic Reading (CSR) on the reading comprehension of narrative texts among eleventh-grade students at SMA Negeri 3 Palangkaraya during the 2022/2023 academic year. Utilizing a quasi-experimental design, the study assessed the influence of CSR on reading comprehension. Their findings revealed that students in the experimental group who received the CSR intervention demonstrated significantly higher post-test scores compared to the control group. These results suggest that implementing CSR may enhance students' reading comprehension skills when applied to narrative texts.

C. Theoretical Framework

Reading comprehension is a crucial skill that empowers students to extract meaning from written text. It involves actively processing information, discarding irrelevant details, and identifying key points (National Reading Panel, 2000). Developing strong reading comprehension allows students to gain knowledge and respond critically to information presented in various texts. However, mastering this skill can be challenging as it requires students to focus on multiple areas simultaneously, such as decoding meaning, recognizing textual relevance, and integrating information.

This research focuses on 10th-grade students at SMAN 1 Jiwana. According to their feedback, the current English language learning model employed in the classroom lacks variety and fails to stimulate their interest. Additionally, students report limited vocabulary knowledge, further hindering their reading comprehension development. In light of these challenges, this research investigates the potential of the Collaborative Strategic Reading (CSR) method as a strategy to enhance student engagement and improve reading comprehension skills in the English language classroom.

In this research, researcher employs Collaborative Strategic Reading approaches. The researcher used this design because of its effectivity for the development of reading comprehension through CSR method, the following are the advantageous of the method: (1) CSR helps students enhance their comprehension by activating past knowledge, assessing understanding, and identifying the core concept; (2) Students learn how to collaborate successfully with their classmates, share ideas, and solve problems together; (3) CSR engages students and encourages self-monitoring

during reading; (4) Students not only assess their own understanding but also work with classmates to address issues and solve problems (Klingner & Vaughn, 1998).

By using CSR method will potentially make it easier for the students to understand the text of the topic in English text because based on the previous studies CSR is an effective method for English teachers in helping students reading comprehension. Considering the potential benefits outlined above, the application of the Collaborative Strategic Reading (CSR) method appears to be a promising strategy for English language teachers to support students in the reading process.

D. Hypothesis

This research is guided by the following hypotheses:

Null Hypothesis (H₀): Implementing the Collaborative Strategic Reading (CSR) Strategy has no statistically significant effect on students' reading comprehension of narrative texts at SMA Negeri 1 Jiwan.

Alternative Hypothesis (H_a): Implementing the Collaborative Strategic Reading (CSR) Strategy has a statistically significant effect on students' reading comprehension of narrative texts at SMA Negeri 1 Jiwan.