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## Students' Perception of Collaborative Strategic Reading on EFL Learners

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### Abstract

Reading is one of the important aspects in teaching and learning processes, it is also important for the students to work together in pairs or in groups in order to build strong communication and to achieve mutual goals, especially in reading lessons. This paper examined the students' perception of collaborative strategic reading stages during offline learning activity 2019. The researcher used a narrative inquiry as its research design and the researcher also collected the data using an in-depth interview with three undergraduate students from one of public universities in Central Java. The result of this research was that collaborative strategic reading activity is fun and less stressful for the students, and that every stage of the collaborative strategic reading activity brought an advantage for the students. In the preview stage the text students learn and guess the idea about what they are going to learn. The click and clunk helped the students with their understanding of the text; The "get the gist" helped them to find the most important information from the passage, while the "wrap-up" helped the students to summarize the text and answer the question given by the lecturer.

Keywords: Keyword; *students perception; collaborative strategic reading; EFL; EFL Learners;*

### INTRODUCTION

Reading is one of the essential aspects of the teaching and learning processes. It is also crucial for the students to work together in pairs or groups to build strong communication and achieve mutual goals, especially in reading lessons. Maxwell (2019) stated collaborative reading means to read with the group members that are constructed as an encountered, and students need to work together to find out things and thoughts or ideas that we share in the same group. Ohata & Fukao (2014) conclude that collaborative reading is beneficial for the students to improve their progress from high school to higher EAP classrooms with many challenges. Chen et al. (2019) described collaborative reading as an activity to enhance the student's knowledge.

Gani et al. (2016), with their research Progressive Outcomes of Collaborative Strategic Reading on EFL learners, aimed the study to discover the effect of using collaborative strategic reading (EFL) in teaching reading to EFL learners. The methods

used in this research were experimental research design and a questionnaire as its research design. This research was conducted in one of the academic institutions in Indonesia; the participants of this research were sixty-seven students in the educational institution in Banda Aceh. Sixty-seven students were split into two groups., the experimental group consists of thirty-two students and the control group consists of thirty-five students. In the procedure of this research, first, the researchers conducted a pre-test for both groups with twenty questions to answer. Afterwards, the researchers treated experimental groups with collaborative strategic reading stages. Including preview, click and cluck, get the gist and wrap up. While the control group did not receive treatments for the four stages of collaborative strategic reading. In the last part of this research, the researchers gave both groups a post-test. This post-test consists of twenty questions that need to be answered by the students. And the study's findings indicate that collaborative strategic reading (CSR), which was successfully used with the experimental group, can help students become better readers. Students benefit from collaborative strategic reading not only in terms of their reading abilities but also in terms of their social interactions and connections outside of the classroom. Collaborative strategic reading was thought to be capable of improving students' academic achievement as well as having a favorable impact on society and attitude.

Although much previous research focuses on effectiveness, the researcher also finds fewer studies about collaborative strategic reading focus on the students' perceptions. Therefore, and because of this reason, the researcher of this study focuses on the students' perceptions of collaborative reading in EFL learners.

## LITERATURE REVIEW

Collaborative strategic reading was developed by Klingner and Vaughn (1998). Collaborative strategic reading is the application of cooperative learning to teach reading comprehension. Collaborative strategic reading can be used to identify in the literature some specific approaches which implement collaborative learning procedures in the teaching of collaboration. Collaborative strategic reading has two goals: a. To upgrade the reading skills and to increase the students' understanding that maximizes their involvement in the classroom; b. To improve students' reading comprehension skills. Collaborative reading also has a positive outcome for the students from average to high average achievement. (Klingner and Vaughn, 1998). Klingner and Vaughn also stated that CSR has four stages: Preview, Click and Clunk, Get the gist and Wrap Up.

*Preview*, in this stage, students glimpse or preview the passage before they start to read it. Preview passages have three goals; the goals are (a) Within the limited time, students understand the passage, (b) assist students in gaining background information about the subject or passage (c) students create predictions about what they will learn today.

*Click and Clunk*, in this stage, students experience "click" and "clunk" while reading the passage Click in this strategy means students understand the passage, and clunk means students do not know about the course.

**Get the gist;** in this stage, Students gain the ability to identify the most crucial details or ideas in each paragraph or part of the passage. Gist aims to educate students on how to summarize material based on their comprehension.

**Wrap-Up;** in this stage, students learn how to conclude their responses to the questions by going over the most crucial concepts or details from the material. The purpose of wrap-up is to increase students' knowledge, comprehension, and retention of what they have studied..

Not only the stages for CSR, Klingner and Vaughn added that in this CSR activity there is a role for the students, these are Leader, Clunk Expert, Announcer, Encourager, Reporter and Time Keeper

**Leader**, the student, guides the group members as they read the passage and use the following techniques.

**Clunk Expert**, in this role, When attempting to determine a difficult phrase or sentence, the student uses clunk cards to remind the group of the next step to take.

**Announcer**, in this role, the student asks various group participants to read or provide ideas. They make sure everyone speaks up at once and that everyone participates.

**Encourager**, in this role, the student monitors the group and provides commentary. They search for actions to laud. The student encourages everyone in the group to contribute to the conversation and help one another. They assess the group's effectiveness as a unit and offer recommendations for improvement.

**Reporter**, in this role, the student reports to the class the important ideas the group learned and presents a favorite question the group came up with during the whole-class wrap-up.

**Time Keeper**, in this role, for each section of the group reading, the student sets the timer and informs the group when it is time to move on.

In this collaborative strategic reading activity, teacher has their own roles, which are:

1. to listened to students' conversation and
2. clarifying difficult words to the students,
3. Using a modeling method,
4. Encourage students to participate
5. And be a modelling helpful attitude
6. Assisting students

For the students, there are cues for every job for the students, including cues for previewing, clicking, getting the gist, and wrapping up. Students are given structure and support while learning CSR according to a cue sheet outline that is produced and followed in a cooperative learning group. Cue sheets appear to boost students' confidence and help them stay focused and on track. Once they feel comfortable doing their roles, students should stop using the cue sheet

1. Preview cue sheet:

We know that today's topic is .....

Let's brainstorm and write everything we already know about the topic.....

Announcer, please call on people to share their best ideas

1. Click and Clunk cue sheet
 

Did everyone understand about the passage we just read?  
If someone has a clunk, please someone say their clunk  
Is someone having clunk, clunk expert please help us
2. Get the “gist” cue sheet
 

What is the important information from the passage?  
Everyone please thinks of the “gist”
3. Wrap-up cue sheet
 

Now, let's think of some questions to check if we really understand the ideas or information from the passage.  
In the learning logs, please write down as many statements as we can about what we have learned.

### **Collaborative Strategic Reading on EFL learners**

Karabuga and Kaya (2013) collaborative strategic reading teaches readers how to assess their reading comprehension and how to employ clarifying techniques to fully understand the material. Benyazyd (2019) stated that collaborative strategic reading on EFL learners teaches struggling readers how to use a variety of cognitive and metacognitive techniques to improve their reading comprehension and subject-specific reading. Susanti (2020) shared that collaborative strategic reading on EFL learners is an activity where students learn how to use their prior knowledge, make predictions, monitor their comprehension challenges, clarify information, restate the text's key ideas, summarize it, and form appropriate questions about it. They also learn how to form questions about the text and find the answers from the text.

### **Students Perception**

Hornby (1986) stated that perception is a process of knowing that things change through the sense of sight, hearing, touch, smell and taste. Kotler (2000) defined perception as the method through which an individual chooses, arranges, and analyzes the information received to produce a meaningful overall conception. Richard and Schmidt (2002) defined perception as the ways of recognizing and understanding inputs, objects, and events by employing one's senses. They differentiate that there are three types of perception; visual perception, auditory perception and speech perception. Rookes and Wilson (2005) defined that as a process includes the identification and interpretation of stimuli. Rakhmat (2004) asserted that perception is asummarizing and interpreting a message or piece of information results in the experience of an object, a phenomena, or a relationship.

### **RESEARCH METHOD**

This study used narrative inquiry as its research design to examine the students' perception of the collaborative strategic reading. Narrative inquiry is a way to understand the participants' experiences that are shaped as a story, which is composed by their experiences about personal life, family, social, institutions, professional, linguistic and culture. (Dyal et al, 2021). McClish-Byod & Bhattacharya (2021) designed that Narrative

Inquiry is a cultural appropriation of various structures of storytelling, theorizing of such structures that existed in multiple. Narrative Inquiry in social research represents a shift from traditional social science methods toward the intersection of art-based qualitative methods (Damiani et al., 2017). Richardson (1997) stated that Narrative means that something is a part of whole things and *that* something is the cause of another thing. Richardson (1997) defined that narrative Inquiry allows the researchers to build credibility through the selection for the details in qualitative study. Narrative is a primary way through the humans experiences that organize it into meaningful episodes (Palkinghome, 1988)

### **Data Collection**

This study collected the participants' perception and experiences of collaborative strategic reading held in their class through an in-depth interview and collecting the students' artifacts from the reading class. This study used a non-probability positive sampling technique. Means the researcher chose 3 of 80 students who joined the reading class and fulfill the criteria to be the participant of this research.

### **Participants**

The participants of this research are 3 undergraduate EFL students from one of the public universities in Central Java, Indonesia studying in the English Education Department. The participants consisted of three (3) female students, aged between 21 to 22 years old.

### **Data Analysis**

To analyze the data collected in this research, the researcher uses a thematic analysis. It examines and highlights similarities and differences of participants' perspectives. Barkhuizen, Benson, & Chik (2015) stated the process of conducting thematic analysis involves 1) repeated reading of the data, 2) coding and categorization, and 3) reorganizing the data under certain themes. First, the researcher collected the data by interviewing the participants. After finishing collecting the data, the researcher read the data repeatedly. This followed by categorizing and coding the data regarding the indicators of the theory used in this research. Finally the researcher reorganizes the data under certain themes from the indicator of this research.

## **FINDINGS (or, this section may be combined with DISCUSSION)**

### **Students' Perception of Collaborative Strategic Reading**

#### **a. Collaborative strategic reading is less stressful and relaxed**

During this activity, the participant experienced a different sensation. Strategic reading together can be a fun learning and teaching activity. Participant one said collaborative strategic reading is less stressful and more relaxed.

*"Collaborative reading activities, sitting in groups while exchanging ideas with group friends, are fun. I think learning like this gives a different sensation, teaching and learning activities are less stressful and feel more relaxed"*

(21/05/2022-A.t-Interview)

b, Collaborative strategic reading helped learning reading and communicate with friends

During this activity, the participants experienced a different way of learning to read and communicate with friends. Participant two said that reading strategically together helped her learn to read more easily and communicate with friends to discuss the passage.

*"I enjoy collaborative reading activities in class because I personally find it difficult and not proficient in reading skills. So, with this CSR, I feel that it helps a lot to be able to discuss with friends to read and absorb information together. In addition, CSR not only helped me to practice my reading but also communicated with my friends to exchange information and share points of view."*

(21/05/2022-A.p-Interview)

Interview)

a. Stage 1- Preview

During the stage one of collaborative strategic reading- preview. The students were asked to preview the passage they were going to learn. Participant one said she did the preview stage and she said that she also read the first sentence while she previewed the text.

*"Yes, usually I will read the title of the text first. Then read the first sentence in each paragraph so that I can get an idea about the contents of the text"*

(15/05/2022-A.t-Interview-S1)

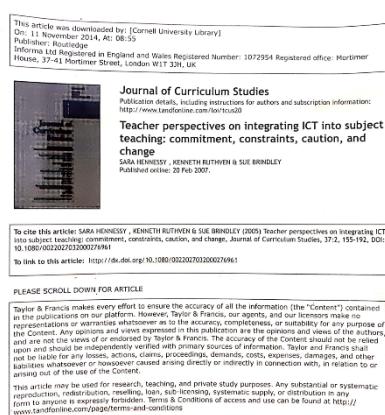


Figure 4.2.1 text from collaborative strategic reading

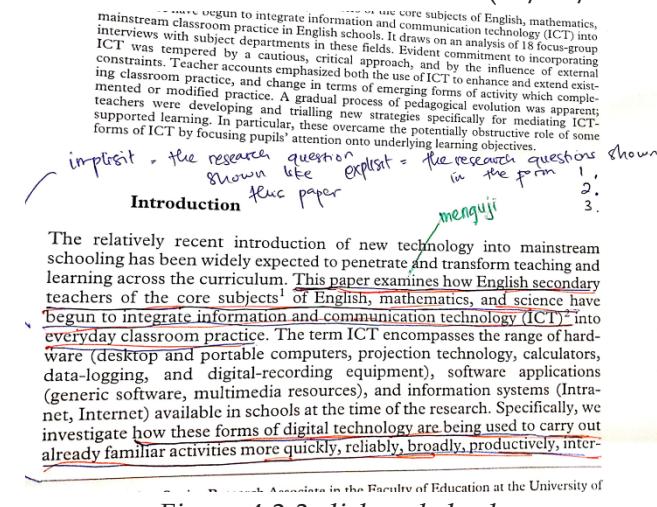
b. Click and clunk

In this stage, the students were asked to understand the passage. But there were some students that experienced the "clunk" during this stage. Participant one, shared that she had the difficulty to understand the passage when she did not know the meaning in Indonesian. Also, the grammar used in the text sometimes confused her when she was trying to understand the passage.

*"Sometimes, one of the factors that makes it difficult for me to understand a text is when I don't know the meaning (in Indonesian) of one or two words in the text. In addition, the grammar in the text sometimes also makes it difficult for me to understand a text. For*

*example, I am not familiar with the grammar used in the text. I will interpret what I understand but when I read the next sentence, the meaning becomes confusing so I need to review again in the previous sentence whether the meaning of the sentence is correct with what I understood before."*

(17/05/2022-A.t-Interview-S2)



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Figure 4.2.3 click and clunk

#### c. Get the gist

In this stage, the students were asked to portray the most important information from the text. Participant one, shared that she could find the most important information from the text by underlining the topic sentence and finding the supporting sentences from the text.

*"Yes, I underlined the topic sentence first. Then read the supporting sentences and also underline them if they are important."*

(17/05/2022-A.t-Interview-S3)

#### Research aims

In acknowledging the plethora of potential barriers and incentives for using ICT, our characterization moves towards analysis of the actual—and shifting—context of everyday practice, according to the 'naturalistic' tradition (Cooper and McIntyre 1996) which shaped our research design. This paper investigates the willingness of teachers to embrace new approaches to subject teaching and learning, the perceived constraints upon the process of integrating ICT, and their own reservations about this. Teacher representations of appropriate and effective pedagogy for using ICT to support subject teaching are subsequently characterized. That data is drawn upon in considering the degree of and ways in which integrated use of ICT can transform classroom practice and learning aims.

Figure 4.3.1 get the gist

#### d. Wrap-up

During this stage, the participants were asked to summarize and answer the questions given by the lecturer during the collaborative strategic reading activity. Participant two shared her experience and she said that there are some of the questions that she could answer and some are not. But somehow, she tried to answer all of the questions by re-examine her answer or asking for other students' opinion of the same question.

*"Depends. Based on the experience that I remember, the lecturer will ask about my understanding of the text. There are some questions I can answer but there are also questions I can't answer. However, I still try to answer the question even though in the end my answer may not be correct. Even though the answer I gave was not quite right, usually the lecturer gave me the opportunity to re-examine my answer or ask other friends and share other answers that might be more appropriate."*

1. What is the main idea of this passage?  
*The world population.*  
*Some claims that the world will continue to rise, the world's population will not be as dangerous as before.*

2. What words are being used to indicate facts and opinion?  
*The sentence using number and statements show that it's fact.*  
*While the opinion using the writer's opinion, such as in my opinion, I know, etc.*

3. How could the author separate the facts and opinion from this article?

Figure 4.4.1 Wrap-up

## DISCUSSION

After observing the students' interviews and their articles, this study aimed to explore students' perception and their experiences of collaborative strategic reading held in their classroom. This study was conducted when students joined offline classes before the pandemic, face-to-face in their third semester from August to January 2019. Besides the three students as the participants of this research, others were involved and supported the data collection of this research: the lecturer and the whole class member. Collaborative strategic reading was done in the reading class in the third semester of 2019 under the lecturer's guide. The students were guided step by step with the lecturer's guidelines. In this activity, under the concept of collaborative strategic reading by Klingner and Vaughn (1998), that in this activity there are four stages: preview, click and clunk, get the gist and wrap-up. Other findings say that collaborative strategic reading aims to improve students' reading and conceptual learning in ways that maximize students' reading comprehension skills for students with learning difficulties.

This activity started with students previewing the text and trying to guess what they would learn. This activity is done by the students reading the title and the first sentence of the passage given by the lecturer so that they can find or have an idea of what they will learn. This is in line with Babapour (2018), stating that previewing helped the students to improve their critical thinking and helped them to guess what material they were going to learn today.

During the lesson activity, the class members were asked if they understood the passage or had a hard time understanding the passage given by the lecturer. The participants had difficulty understanding the text when they did not know the meaning in Indonesia. However, after that, they found the solution to their difficulties. On the other hand, the participants also experienced how to understand the passage after reading the

text. This is related to the study by Babapor (2018), stating that click and clunk helped the students to find their difficulties in understanding the passage given by the lecturer.

During the teaching and learning process, the participants can find important information from the text by underlining the sentence, followed by finding the contents or description of the passage. This is in line with Babapour (2018), stating that the stage of collaborative strategic reading, getting the gist helped the students to underline or explicitly and implicitly the most important information given in the text explicitly and implicitly.

During this activity, they did experience the wrap-up by finding the implicit and the explicit information to answer the question given by the lecturer. But sometimes, they also did not underline the implicit information from the text. This statement is in line with Babapour (2018), stating that the wrap-up stage of collaborative strategic reading helped the students summarise the information they found in the text and helped them to find the keywords or answers to the questions given by the lecturer during this activity in the class.

After the four stages, students also experienced their role in the collaborative strategic reading. Such as, leader, reporter, and encourager. In this stage students need to look after their group member by reminding and helping to understand the passage from the lecturer. This statement is line with Babapour (2018) that in the collaborative strategic reading, students have their own roles.

## CONCLUSION

This present study provides insight into the undergraduate students' perception and experiences of collaborative strategic reading in the reading class. Based on the result of this research, it is found that the students have encountered the four stages of collaborative strategic reading. Therefore, this study aims to explore the undergraduate students' perceptions and explore students' experiences during the collaborative strategic reading activity.

Based on the two primary focuses of this study, collaborative strategic reading and students' perception, it can be inferred the collaborative strategic reading activity is less stressful and more relaxed than the usual learning teaching method. This activity brings joy to the students while learning and improving their reading skills. The students also said that this activity is more effective for them in understanding the reading material. Also, the students experienced the four stages of collaborative strategic reading preview, click and clunk, get the gist and wrap-up. First, students preview the text before learning it, try to understand it, and then highlight the essential information in the passage explicitly and implicitly. Lastly, the students try to summarize what they have learned and try to answer the questions given by the lecturer during the collaborative strategic activity. The students also experienced the role of students' collaborative strategic reading, such as leader, leading the group to keep moving from stage to stage without missing any steps. Encourager; keep encouraging the group members to find the critical information and help them answer the questions, while reporter; the student needs to report the result of their work in the group in front of the class.

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