

# CHAPTER I

## INTRODUCTION

This chapter illustrates the reason for conducting the research in the application of student-selected vs teacher-assigned group of Collaborative Strategic Reading to improve students' reading comprehension. It covers background of the study, statement of the research questions, statement of the Hypothesis, purpose of the study, significance of the study, limitation of the problem and definition of key terms.

### 1.1. Background

Reading is a vital and complex cognitive process that involves the reader, the text, and the interaction between the reader and the text (Bilikozen, 2014; Khonamri & Karimabadi, 2015). It does not only serve as the source of knowledge and pleasure, but it also provides learners with language input such as vocabulary and structure of the target language (Ali & Naamaei, 2014; Karabuga & Kaya, 2013; Kassem, 2013; Li & Wilhelm, 2008; Ziyaeemehr, 2012). Despite having such importance, mastering reading skill especially reading comprehension can be quite challenging. It requires the reader to make connection between words, sentences, and even ideas. Readers would not be able to understand if they fail to connect or process the words they read at the thinking level (Ziyaeemehr, 2012). This, of course make learners put extra effort to comprehend text in written in foreign language (ParamitaDharmayanti et al., 2013)

Many researchers have developed approaches or methods to help learners improve their reading comprehension. Collaborative Strategic Reading (CSR), an approach which combines reading strategies and collaborative learning, is one of the approach believed to have positive result in improving reading comprehension, increasing vocabularies, enhancing cooperative skills, enriching content area learning and improving critical reading (Karabuga & Kaya, 2013; Khonamri & Karimabadi, 2015; Klingner & Vaughn, 1998). Though several

studies have proven the benefit of using CSR in improving student reading comprehension in general education (Ali & Naamaei, 2014; Alqarni, 2015; Babapour et al., 2019; Karabuga & Kaya, 2013). as well as in special education setting (Boardman et al., 2016), some others stated otherwise.

One of the studies yielded positive result is stated by Boardman (2016) who found that students with learning disability who received CSR has significantly greater result compared to the students with learning disability in the control group. Similar results also showed by several studies conducted in higher education setting. The results demonstrated that CSR has significant positive effect toward students reading comprehension compared to the conventional approach or other approaches such as Shadow reading (SHR), Scaffolded Reading Experience (SRE), and Peer-Assisted Learning Strategies (PALS) (Ali & Naamaei, 2014; Alqarni, 2015; Babapour et al., 2019; Karabuga & Kaya, 2013; Mendieta et al., 2015; Ziyaeemehr, 2012). Collaborative Strategic Reading does not only help students decide main idea and make conclusion, it also improves students critical reading skills (Khonamri & Karimabadi, 2015; Zagoto, 2018). Moreover, most students develop positive attitudes toward this approach (Karimabadi et al., 2015; Khonamri & Karimabadi, 2015).

In Indonesian context, the application of CSR and the modified version of it is still limited to University (Dharmayanti & Joni, 2014; Zagoto, 2018) and senior high school level (Riani, 2015; Rizkya, 2013; Rosari & Mujiyanto, 2016). Students showed positive attitudes as well as development in their reading comprehension skill. CSR is superior to conventional approach because it has specific reading strategies, it is student centered, it takes place in a social and cultural environment through dialogue and group learning. Furthermore, CSR can help both students with positive and negative attitude. (Dharmayanti & Joni, 2014; Rosari & Mujiyanto, 2016; Zagoto, 2018).

However, opposite result were shown by other studies. Some researches argued that although CSR has positive effect on reading comprehension in relation to the question on getting the main idea and finding supporting details, it is not proven to be more effective than the traditional approach in improving students

reading comprehension scores (Fan, 2010; Zoghi et al., 2010). Unfortunately, the implementation of Collaborative Strategic Reading is not without problem. The collaborative nature of this intervention brings its own challenges. Putting several students into one group does not automatically make the group work. The formation and composition of student groups, is often followed with complicated problems. Some students were reported to be inactive and unwilling to participate apart from their assigned role. The less active students were triggered either by their lack of interest or their lack of competence. On the other hand, there were also students who over dominate the group hence discourage other group members (Bang, 2002). In addition, pairing group members who have appropriate skills or work styles to complete the learning objective is not an easy task (Kelton, 2018). So teachers need to find the appropriate method in forming group to boost the groups' performance to its optimum.

In terms of group formation, there has been a debate about whether the teacher should assign the groups or leave it for students to choose their group members. Some studies recommend the self-selected group (Bacon et al., 1999; Mahenthiran & Rouse, 2000) since it has greater initial cohesion resulting in better group performance. Students tend to choose to form a group with friends they feel comfortable to work with. It encourages students to manage interpersonal conflict more successfully because they communicate better and has already established group norm which facilitates productivity (Bacon et al., 1999; Chapman et al., 2006). However, this kind of selection may be detrimental to less popular or low achievement students. They will most likely to be left alone with no group (Harmer, 2001). The teacher-assigned group, on the other hand, may need more time to build group cohesiveness, but the members are more focused on tasks compared to the self-selected group (Hilton & Phillips, 2010).

Although there are some studies regarding the effectiveness of CSR, little is known about the impact of group formation method on the reading comprehension especially in upper elementary level. Thus, this study aims to compare the effect of student – selected and teacher - assigned group of collaborative strategic reading on student's reading comprehension. Hopefully this

study will give pedagogical contribution on how to choose the best method in forming student group to optimize group performance resulting in better students' reading comprehension.

## 1.2. Statement of the problem

Based on the phenomenon that has been explained previously, the research problems are formulated as follows:

1. Is student-selected group of Collaborative Strategic Reading significantly effective in promoting students' reading comprehension?
2. Is teacher-assigned group of Collaborative Strategic Reading significantly effective in promoting students' reading comprehension?
3. Which is more effective in promoting students' reading comprehension, student-selected or teacher-assigned group of Collaborative Strategic Reading?

## 1.3. Statement of the Hypothesis

$H_0$  : Student-selected group of Collaborative Strategic Reading is not significantly effective in promoting students' reading comprehension

$H_0$  :Teacher-assigned group of Collaborative Strategic Reading is not significantly effective in promoting students' reading comprehension

$H_0$ : There is no significant difference between student-selected and teacher-assigned group of Collaborative Strategic Reading in promoting students' reading comprehension.

$H_1$ :Student-selected group of Collaborative Strategic Reading is significantly effective in promoting students' reading comprehension

$H_1$ : Teacher-assigned group of Collaborative Strategic Reading is significantly effective in promoting students' reading comprehension

$H_1$ : There is significant difference between student-selected and teacher-assigned group of Collaborative Strategic Reading in promoting students' reading comprehension.

#### **1.4.Purpose of the study**

1. To find out the effectiveness of student-selected group of Collaborative Strategic Reading in promoting students' reading comprehension
2. To find out the effectiveness of teacher-assigned group of Collaborative Strategic Reading in promoting students' reading comprehension
3. To compare the effectiveness between student-selected and teacher-assigned group of Collaborative Strategic Reading.

#### **1.5. Significance of the study**

##### **1.5.1. Theoretical significance**

It is expected that the study will give a meaningful contribution in education world related to research theory of teaching reading strategy as well as group formation method.

##### **1.5.2. Practical significance**

It is also hoped that the findings can be useful for EFL teachers in enriching their strategies in teaching reading comprehension. It also add insight for teachers regarding group formation method suitable for their class which lead to better classroom management.

#### **1.6.Limitation of the problem**

This study only focuses on comparing the application of student-selected and teacher-assigned group of Collaborative Strategic Reading for the junior high school students in UPT SMPN 5 Gresik academic year 2019/2020.It teaches the application of Collaborative Strategic Reading to improve students reading comprehension on two different genres based on 2013 National Curriculum.

#### **1.7.Definition of key terms**

To avoid misunderstanding towards of terms used in this study, the researcher defines the following terms:

1. CSR : Collaborative Strategic Reading, an approach combining reading comprehension strategies while working cooperatively (Klingner & Vaughn, 1998)
2. Student-selected group : Students form their own group (Hilton & Phillips, 2010) based on preference.
3. Teacher-assigned group : Teachers place students in groups through either a random or systematic allocation process (Hilton & Phillips, 2010). This study employs systematic allocation process where teacher assigned students into groups based on their ability and gender. The groups are composed of high, medium, and low ability students with equally mixed gender.

