

## COLLABORATIVE STRATEGIC READING: ON THE ROAD TO SUCCESSFUL ENGLISH LANGUAGE READERS

*by:*

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Education experts and linguists alike have expressed serious concern about the methods used in teaching and learning English as a second language. English language skills are becoming more and more in demand as a result of globalization. However, several issues can prevent learners from enhancing their English language skills, particularly in reading. These elements may include a lack of reading experience, a lack of confidence, and strong language anxiety (Haidara, 2016 as cited in Arta, 2018).

In response to these English language difficulties, one solution could be collaborative strategic reading (CSR). Several studies have shown the benefits of this strategy for language acquisition, which gives students more chances to interact with and use their target languages in-class activities. To improve students' learning in their subject areas, CSR is used to teach reading comprehension to students. CSR involves students in small collaborative activities while teaching them reading comprehension (Abuhasnah, 2015). Previewing the text, providing continuing feedback by selecting "click" (I get it) or "clunk" (I don't get it), "getting the gist" of the most crucial passages, and "wrapping up" essential ideas are just a few examples of student strategies. Teachers should learn how to assist students with varying levels of academic achievement by using comprehension strategies while they read content-area texts in small groups (Vaughn et al., 2013).

In this approach, the teacher should assist the learners in understanding the text by having them locate any challenging words (click) and then having them interpret the meaning of those terms (clunk). Students utilize fix-up procedures to decode challenging

words or concepts to eliminate the clunk. The teacher may instruct the learners to read the sentence again and concentrate on the tricky words to help them comprehend it and make sense of it, or they may be asked to reread the passage to hunt for hints. Students then learn how to obtain the gist of a text by recognizing its key idea. The teacher asks the students to identify the key characters, settings, and objects in the text by asking them questions and encouraging them to provide their own personal responses. Then, the wrap-up will put an end to the entire reading exercise by having students create questions based on the information they have learned and review key concepts. The objectives of this part are to increase students' knowledge, comprehension, and retention of the material that they have read. In the next reading phase, the students are prepared to put the CSR steps into practice in their own group once they have mastered using strategies with the teacher's assistance. Students work together in groups to discuss what they have read and to help one another understand the material. Everyone has an opportunity to try out each position in this situation. Leader, clunk expert, gist expert, and announcer are those roles. The group discussion will be led by the facilitator, who will also help the group identify any challenging concepts or words. The facilitator will also keep the group on the topic. Additionally, the announcer makes sure that each member has a chance to speak.

Cooperative learning and reading comprehension teaching methods are combined in this reading approach. Studies revealed that CSR was successful in raising students' motivation for reading as well as their reading comprehension (Bermillo, & Merto, 2022). Students can draw inferences from a text they have studied by using strategy to identify its key concept (Anita, 2018 & Zagoto, 2013). Reading comprehension techniques in CSR helped students become more engaged with the book since they encouraged them to recall prior information and make predictions about what the text would cover. However, a drawback is that learners need more time to comprehend the content because the teacher merely presents it, and they must complete several collaborative strategic reading steps on their own (Anita, 2018).

Learning is a gift that learners have when they can do so, and learning is a skill when they have the capability to achieve it. However, it is the learners' choice if they are willing to learn. CSR is an instructional strategy for teaching and learning that involves groups of students working together to complete a task, solve a problem, or create a product. When learners study in groups, they feel more at ease, share their expertise, and gather a great deal of new knowledge from the other group members. When tasks are completed in groups, even students who are behind in their academics can perform well. They naturally participate in the work according to their preferences when participating in collaborative learning activities in groups, which inspires them to accomplish the task more willingly. There are therefore many opportunities for students to get excellent results from the reading tasks assigned to them, and these great outcomes encourage them to engage in more productive collaborative reading learning. The time has come to invest in a program that helps teachers create effective uses of collaborative strategic reading if the educational institutions are to guarantee that the well-established vehicle of collaborative learning can be utilized to generate successful and effective readers.

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