CHAPTER I

INTRODUCTION

The researcher makes seven study-related points in this chapter. It includes the background of the study, formulation of research questions, purpose of the research, formulation of hypothesis, significances of the research, the scope and limitation of research, and definition of key terms.

1.1 Background of the study

English as a universal language plays an essential role in the development of education in Indonesia. The position of English is not only as a means of communication but also as a second language to improve the quality of education in Indonesia so that it can keep up with advances in technology and information. English has become an integral part of curriculum programs in Indonesia taught from elementary school to university level and has become a very important skill to provide opportunities for students to broaden their horizons and participate in international relations (Dzulkifli Isadaud, M.Dzikrul Fikri, and Muhammad Imam Bukhari 2022). Therefore, it is important for schools and educational institutions to continuously improve English language teaching and provide adequate support to students in developing their skills.

One of the skills that students must have to improve their English skills is reading skills. Reading activities have a significant impact on vocabulary knowledge (Hariati and Supriyani 2023). The process of reading forces students

to practice the ability to interpret the meaning behind words, thereby enabling them to achieve a better level of understanding. Apart from that, reading also contributes to improving understanding by enabling students to interpret texts, analyze information, and express ideas in textual material (Arguedo et al. 2023). This means that reading not only allows students to receive information passively but also requires them to understand the message in the text, strengthen their understanding more critically, and communicate their ideas based on the material read. By reading students can combine new information with personal knowledge and ideas so that they can achieve a better understanding.

Students involved in reading comprehension activities need to have the ability to read critically. Critical reading is a process of reading comprehension that allows students to think critically and actively and evaluate the information needed in the text (Faridah & Nawafilah, 2019). Critical reading skills are very important for students, especially in understanding English texts because they help them understand complex information deeply and clearly by involving analysis and evaluation of the content, structure, and purpose of the text. Criteria for critical reading include several aspects, including identifying the purpose of the text, assessing its reliability, comparing text statements with previous knowledge, evaluating the text with other sources, understanding implied messages, recognizing the author's goals, identifying the author's target audience, identifying the author's point of view, determining the perspective of reality, formulate predictions based on certain parts of the text, identify the type of text, identify the author's language style, identify the main idea, assess the text by

asking questions, draw conclusions, and summarize the text in his own words (Koray and Çetinkılıç 2020). Thus, critical reading involves a complex cognitive process because this process requires the ability to construct information critically and analytically.

In critical reading, vocabulary knowledge is an essential ability and influences students in analyzing and comprehending texts. Critical reading requires students to engage in active cognitive processing such as analyzing, evaluating, and synthesizing information. Having adequate vocabulary knowledge allows students to interpret texts and fill in information gaps, which is very important for making logical conclusions (Asriati and Gani 2022). This means that students who have sufficient vocabulary can interpret texts more precisely and help them draw reasonable conclusions based on their understanding of the context and overall content of the text. On the other hand, vocabulary knowledge also contributes to contextual understanding in which words are used. This contextual understanding is essential for evaluating the author's intent, identifying bias, and finding the relevance of information to the broader topic (Dong et al. 2020). In this way, good vocabulary can help students analyze texts more critically and assess whether the information is important or relevant.

Based on the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture Number: /008/H/KR/2022 concerning Learning Achievements in PAUD, Elementary School Levels and Secondary Education Levels in the Merdeka Curriculum, it is

stated that one of the objectives of learning English in phase D or secondary school level is to develop critical and creative reasoning skills through various types of texts (Kemdikbud 2022). In the eighth grade of junior high school, recount text is one of the texts studied at this level. Recount text is a text that functions to retell the chronology of events in a certain period in the past in a structured manner (Melalolin, Hartini, and Mahayanti 2020). This text aims to convey information and entertain the reader. At this level, students are required to find specific information, apply structure and linguistic elements, compose recount texts, and capture the meaning in recount texts by paying proper attention to social functions.

Learning recount texts usually contain real experiences in the past or historical events, critical reading can help students understand why the event is important, how the story is presented, and what impact it has on the reader. Therefore, even though recount text is often considered simpler compared to other texts, having critical reading skills can enrich students' understanding. On the other hand, recount text is also quite difficult for students who have low comprehension to understand because it often uses unfamiliar vocabulary so students have difficulty capturing the information. Limited vocabulary mastery can prevent them from absorbing information and influence students' ability to read critically of recount text. In line with this, students often have difficulty processing information from complex texts due to inadequate vocabulary, which impacts their ability to analyze and evaluate information effectively (Risca and Dianti 2021). Therefore, teachers need to consider these aspects when teaching

reading, especially the use of effective reading strategies which can also influence students' skills in reading critically. Therefore, teachers need to consider these aspects when teaching reading, especially the use of effective reading strategies which can also influence students' skills in reading critically.

One way that teachers can apply to develop critical reading skills and vocabulary mastery is to implement Collaborative Strategic Reading (CSR). This strategy allows students to work together to understand reading so that they can develop students critical reading and reading comprehension skills (Khoiriyah, Fithrotunnisa, and Imtihanudin 2023). The purpose of this strategy is so that students can gain better reading comprehension by working together in groups which allows them to discuss with each other. This strategy is designed to improve students' understanding, especially in reading critically, by encouraging collaborative learning through components including reviewing the text again, providing feedback by determining 'click' (which means I understand) or 'clunk' (which means I don't understand) of each paragraph, getting the gist and wrapping up (Lisandy and Adijaya 2019). These four aspects aim to improve student's abilities in critical reading comprehension collaboratively in a structured way to enable students to identify which parts of the text they can understand and which parts they have difficulty with. On the other hand, CSR allows students to increase student motivation so that when participating in reading activities, they not only improve their collaboration skills but also their vocabulary mastery (Hermida 2023). This means that implementing CSR, not only encourages

students to work together effectively but also helps them to develop better language skills, especially in mastering vocabulary.

Several previous studies have been conducted by previous researchers related to the use of CSR. These studies focus on several aspects including: 1) The use of CSR has a significant influence on improving reading comprehension (Hermida 2023; Lisandy and Adijaya 2019; Sari, Sutiyono, and Wiratno 2022). 2) Implementation of CSR can increase students' learning motivation (Bermillo and Merto 2022; Sarshogh, Rezvani, and Karimi 2024), 3) CSR can contribute to developing critical reading (Kamarudin 2021; Khoiriyah et al. 2023). The use of CSR can provide positive results on students' abilities in reading comprehension, foster learning motivation, and encourage critical reading abilities. However, there has been no previous research investigating the effectiveness of CSR on critical reading and vocabulary knowledge. Critical reading skills and vocabulary mastery are both very important to support students' reading skills, especially in analyzing, interpreting, and evaluating texts critically.

Rita Hermida (2023) conducted research focused on the use of CSR in the reading comprehension of undergraduate students. The research results showed that the use of CSR has a positive impact and is useful for improving students' understanding abilities at the university level. However, the difference between this research and the present research lies in the research focus, subject, and research design used. The previous research focused on the use of CSR in reading comprehension while the present research focuses on the implementation of CSR

in critical reading and vocabulary mastery. The research subjects that used by the researcher previously are university students while the present research used high school students. On the other hand, the previous research used pre-experimental research design while the present research used quasi research design. Kamarudin (2021) also conducted research that focused on the influence of CSR on critical reading skills as a learning medium in the post-COVID-19 era. The results showed that CSR is very helpful in encouraging students' critical reading and reading comprehension. However, the difference lies in the focus of the research. Previous research only focused on focused on critical reading skills. Whereas the current research emphasized the effectiveness of CSR on critical reading and vocabulary knowledge. Therefore, the difference between this research and previous research lies in the focus of the research studied. This research aims to determine the effectiveness of CSR on critical reading skills and vocabulary knowledge, whereas previous research only focused on the use of CSR on reading comprehension, motivation, and critical reading.

Furthermore, based on previous research, several issues faced by students during the reading process have been identified. In reading comprehension, students often encounter unfamiliar vocabulary, making it difficult for them to comprehend the content of the text, find the main idea, determine references, and draw conclusions (Lisandy and Adijaya 2019; Sari et al. 2022). Moreover, they struggle to understand the text material due to uninteresting topics and monotonous teaching strategies (Hermida 2023). These difficulties lead to a lack of motivation in reading comprehension, making students less of competent in

reading skills (Bermillo and Merto 2022; Sarshogh et al. 2024). Along with these challenges, low interest in reading and the lack of guidance in understanding texts critically further hinder students from comprehending texts effectively (Kamarudin 2021; Khoiriyah et al. 2023). Consequently, these problems can impede students from developing their English skills, particularly in enhancing reading proficiency.

In line with the aforementioned studies, based on the results of brief interviews with one of the English teachers at MTsN 5 Kediri, he said that the eighth graders experienced several difficulties when participating in reading activities. Most of them have difficulty understanding the information in the reading because their vocabulary knowledge is still limited. In addition, when they work on recount text questions, they are often confused about identifying specific information in the text, determining the purpose, and analyzing linguistic elements. Students' average scores in reading are also still relatively low. Therefore, the researcher decided to choose MTsN 5 Kediri students as research subjects so that the researcher could obtain data that was appropriate to the research object.

Based on the explanation above, the researcher have great interest in investigating *"The Effectiveness of Collaborative Strategic Reading (CSR) on Students' Critical Reading and Vocabulary Knowledge in Recount Texts".*However, the limitation of this research is that the researcher only used one type of text, namely recount text, because this is material that requires the

ability to think critically and students often find it difficult to understand the content of the text. Therefore, it is hoped that future research can use a more varied type of text so that it can thoroughly test the effectiveness of this strategy.

1.2 Formulation of Research Questions

Based on the explanation of the research background, the problem formulation can be formulated as follows:

1. Is there any significant different scores on students' critical reading skills in recount text of the class taught by using the Collaborative Strategic Reading and the class taught by using Non-Collaborative Strategic Reading?

2. Is there any significant different scores on students' vocabulary knowledge in recount text of the class taught by using the Collaborative Strategic Reading and the class taught by using Non-Collaborative Strategic reading?

3. Is there any significant influence of Collaborative Strategic Reading (CSR) on students' critical reading and vocabulary knowledge?

1.3 Purposes of The Study

1. To determine the significant different scores on students' critical reading skills in recount text of the class taught by using the Collaborative Strategic Reading (CSR) and the class taught by using non-collaborative strategic reading.

2. To determine the significant different scores on students' vocabulary knowledge in recount text of the class taught by using the Collaborative Strategic Reading (CSR) and the class taught by using non-collaborative strategic reading.

3. To find the significant influence of Collaborative Strategic Reading (CSR) on students' critical reading and vocabulary knowledge.

1.4 Research Hypothesis

The hypotheses in this study are divided into 2, namely H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

1. H0 (Null Hypothesis)

   - There is no significant difference scores on students' critical reading in recount text of the class taught by using the Collaborative Strategic Reading and the class taught by using Non-Collaborative Strategic reading.

   - There is no significant difference scores on students' vocabulary knowledge in recount text of the class taught by using the Collaborative Strategic Reading and the class taught by using Non- Collaborative Strategic Reading.

   - There is no significant influence of Collaborative Strategic Reading (CSR) on students' critical reading and vocabulary knowledge.

2. H1 (Alternative Hypothesis)

   - There is a significant difference scores on students' critical reading in recount text of the class taught by using the Collaborative Strategic Reading and the class taught by using Non-Collaborative Strategic Reading.

   - There is a significant difference scores on students' vocabulary knowledge in recount text of the class taught by using the Collaborative Strategic Reading and the class taught by using Non-Collaborative Strategic Reading

   - There is a significant inflence of Collaborative Strategic Reading (CSR) on students' critical reading and vocabulary knowledge.

1.5 Signficance of The Research

1. Theoretical Benefit

   This research can contribute to developing research in the academic field regarding the use of Collaborative Strategic Reading (CSR) in improving critical reading and vocabulary knowledge.

2. Practical Benefit

   a. For Teachers

   Research can be a source of information and guidance for teachers to design more efficient learning methods, namely by implementing CSR to encourage students' critical reading skills and vocabulary mastery.

   b. For Researcher

   The researcher intends to achieve the following objectives: to investigate the effects of employing collaborative strategic reading on students' critical reading and vocabulary knowledge in recount texts.

   c. Other Researcher

   This research can be a reference for other research to adapt and test CSR in various levels of education that are relevant in critical reading and vocabulary knowledge.

1.6 Scope and Limitation

The scope of this research is to measure the effectiveness of Collaborative Strategic Reading (CSR) on students' critical reading and vocabulary knowledge in recount text for eighth-grade students of MTsN 5 Kediri. The limitation of this research is that the researcher only used one type of text, namely recount text to

test students' reading abilities and vocabulary knowledge. Apart form that, the researcher also only use one variation of questions, namely multiple choices.

1.7 Definition of Key Terms

1. Effectiveness

Effectiveness refers to how well an action or process achieves the desired goal (Patel 2021). In this context, it means that effectiveness tends to ensure that the actions taken produce the desired results or can solve problems efficiently. If something is effective, it means that the strategy chosen or the tool used can work well and achieve the desired results. In this research, effectiveness is defined as how well cognitive reading strategies influence students' critical reading abilities. The results of the paired sample test show that effectiveness is indicated by a significant difference in scores.

2. Collaborative Strategic Reading (CSR)

According to Oktorianisarry et al. (2023) stated that Collaborative Strategic Reading (CSR) is a strategy in reading that allows students to understand reading by working together. He further explained that this strategy consists of several stages which include preview, click and click, get the gist, and wrap up. Each of these stages has its tasks that can encourage students to improve reading comprehension. In this research, CSR refers to strategies used to encourage students' ability to process information by making predictions, identifying comprehension difficulties faced by students, identifying important information

found in the text, interpreting ideas in the text, and concluding the text utilizing discussion with his friends.

3. Critical Reading

Critical reading refers to the way or the process in which the students and teachers interact in the classroom to practice comprehension (Faridah and Nawafilah 2019). This means that critical reading requires teachers and students to be actively involved in the reading process to understand deeper meaning and develop critical thinking skills. Students do not just read the words but also identify the structure of the text, and understand the ideas conveyed and the relevance of the information. In this research, critical reading refers to the ability to interpret and evaluate text, identify important information in the text, determine the main idea in the text, be able to differentiate between facts and opinions and determine the author's intent.

4. Vocabulary Knowledge

Vocabulary knowledge is knowledge related to words which includes the meaning of forms and their use in various contexts (Kilic 2019). This means that vocabulary knowledge is not just knowing and memorizing a word, but also includes understanding the meaning, recognizing forms, and using words appropriately in various contexts. This knowledge has an essential role and is very influential on reading comprehension and overall language mastery.

5. Recount Teks

Recount text is a text containing stories of personal experiences in the past involving a series of events (Hasanah 2022). Usually, this text is arranged

chronologically to provide information or entertain the reader. The main structure of this text consists of orientation, series of events, and re-orientation. In studying this text, it is very important to have critical thinking skills and vocabulary knowledge to understand, organize, and analyze the text more effectively.

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