Students' Views On Using Collaborative Strategic Reading (CSR) In Developing Arabic Composition Writing Skills

Yusra Azman[*1], Abdul Rahman Bin Chik[2]

[1,2]International Islamic University Malaysia, Malaysia

yusraazman06@gmail.com[*1], abdulrahmanchik@gmail.com[2]

Abstract

Previous studies have indicated decreased students' proficiency in Arabic composition writing. A survey showed that 63.4% of students received a "fragile" score on an Arabic composition test. Numerous factors contribute to this deterioration, such as a limited vocabulary, ineffective reading skills, and a poor ability to organize thoughts. Gaining proficiency in strategic reading is essential for enhancing writing skills. Thus, this study aims to investigate how students perceive the use of Collaborative Strategic Reading to develop Arabic composition writing skills. This quantitative study relies on a questionnaire for data collection, with a sample size of 25 fourth-year secondary school students from Sekolah Agama Menengah Sungai Merab Luar. According to the study, students feel optimistic about utilizing this reading strategy in terms of interest, motivation, and vocabulary expansion. Additionally, the strategy helped students improve their Arabic composition writing skills by assisting them in selecting relevant topics and writing in an appropriate Arabic style.

Keywords: Collaborative; Strategy; Reading; Arabic; Composition; Writing Skills.

INTRODUCTION

Language is a vital instrument in community life for facilitating communication between humans, both individually and collectively. The Arabic language, like all other languages, has four skills: listening, speaking, reading, and writing. Listening and reading skills are referred to as receptive skills, whereas speaking and writing skills are considered productive (Harimi, 2018). Teaching these skills is interconnected, with each influencing and being influenced by the other (Ibrahim, 2022). Proficiency in listening has an impact on speaking proficiency, and similarly, proficiency in reading leads to writing proficiency. Therefore, writing is the highest of the four Arabic language skills (Muḥammad Arifin, 2021) (Ramzan et al., 2021) (Linuwih & Winardi, 2020).

Writing is classified into three groups based on style and field. The first category is procedural (functional) writing, followed by artistic creative writing and composition writing (Sari, 2016). Furthermore, composition writing is considered a subject, particularly for students in schools, institutions, and even universities that offer Arabic language courses. It is a topic that follows an integrated approach to get the learner to the point where he can convey his thoughts, feelings, sensations, and life experiences in written form (Hamidah, 20022). According to Mustafa Arslan's book on teaching Arabic, in order for students to achieve a high degree in composition writing, they must master the reading skill. This is because reading is a sophisticated mental process that is connected to thinking and will generate creativity, which in turn will affect the writing process (Aṯaminah, 2011). Several studies (Ibrahim, 2022; Koons, 2008) have suggested that, in light of the significance of the relationship between reading and writing, it is

imperative to use suitable reading teaching practices that support the development of composition writing skills.

Reading strategies come in many forms, one of which being Collaborative Strategic Reading (CSR). This concept is significant because it integrates two educational philosophies—cooperative learning and teaching reading comprehension strategies—and equips students with a wide range of abilities. Students at various levels collaborate in small groups to assist one another in applying the prescribed stages in Collaborative Strategic Reading (Klingner & Vaughn, 1999). Consequently, the researcher used Collaborative Strategic Reading to assist secondary school students with their Arabic composition writing, and attempted to present students' views on using this strategy towards developing Arabic composition writing skills.

One of the goals of composition writing is to help students develop creative thinking skills and the ability to express their thoughts and feelings through writing (Al-Rahmah, 2017) (Cahyani et al., 2023). However, previous research found that secondary school students lacked composition writing skills, as the ultimate goal of expression and originality was not met (Bari & Sya'ban, 2014). Furthermore, a study was conducted on the level of competency in Arabic composition writing among secondary school students, and the results revealed that the percentage of students who achieved a "very weak" level in Arabic composition writing was the greatest, accounting for 63.4% (Karim, 2017). Several factors contribute to this issue, such as a lack of vocabulary wealth and a poor ability to organise ideas (Baqir, 2013). As a result, students tend to memorise the concepts, structures, and collocations found in paragraphs without knowing how to apply them to construct the structure on their own, which hinders them from expressing and creating (Ahmed, 2013).

Furthermore, a deficiency in proficient reading is a major contributing factor to both the inadequate vocabulary and the poor cognitive organisation (Mahadi et al., 2018). Additionally, by adhering to traditional teaching methods and emphasising the traditional intellectual model focused on memory (Al-Hallaq, 2011), the teacher fails to foster a spirit of creativity in the students. The study found that most Arabic language teachers are content with conventional approaches and do not use contemporary teaching techniques (Demachkie, 2008), which causes students to memorise strategies, concepts, phrases, and feel confident with them. Therefore, the study recommended that appropriate vocabulary mastering techniques be given to pupils (Samah, 2012). To reach the goal of developing the ability to communicate and create, it is required to conduct research and examine the teaching strategy used in composition writing instruction.

The researcher discovered Collaborative Strategic Reading (CSR), which combines two educational approaches: teaching reading comprehension methods and cooperative learning. This method was developed by Klingner in 1987 (Abidin, 2012), and it has gained attention from researchers. As a result, numerous research have been undertaken on this method such as the research that was conducted by Demachkie (2008), whose goal was to enhance the reading comprehension abilities of seventh-grade Arabic sudents at a school in Lebanon. With the same strategy, Samiah Sami (2020) conducted a study entitled "A Program Based on the Collaborative Strategic Reading Approach to Develop Creative Reading Skills and Reading Self-Efficacy Among Female Secondary School Students". For the purpose of developing analytical thinking and creative writing skills, a research was carried out using Collaborative Strategic Reading (Ibrahim, 2022).

Furthermore, a research by Fan (2009) was to investigate the impact of Collaborative Strategic Reading on students' reading comprehension.

By evaluating past research, the researcher discovered that their studies were diverse, particularly in terms of purpose and focus. Their studies were differ from the current study in that they focus on improving reading comprehension (Demachkie, 2008), creative reading skills (Halif, 2020), analytical thinking skills and creative writing (Ibrahim, 2022), and reading comprehension (Fan, 2009). Meanwhile, this study focuses on Collaborative Strategic Reading as a method of enhancing Arabic composition writing skills as both skills -reading and writing- have a strong relationship (Durukan, 2011). Thus, this study will employ Collaborative Strategic Reading among fourth-grade students at Sekolah Agama Menengah Sungai Merab Luar, and the objective of this study is to present students' views on using Collaborative Strategic Reading in developing Arabic composition writing skills among students at Sekolah Agama Menengah Sungai Merab Luar.

METHOD

This study follows a quantitative design, where the researcher relies on a questionnaire to get the results of the research questions. A pre-test, treatment, and post-test were administered to the research sample before distributing the questionnaire. The therapy is about employing Collaborative Strategic Reading to improve Arabic composition writing skills. After the experimental approach, the sample was given a set of questionnaires that focused on the students' views on using Collaborative Strategic Reading to improve Arabic composition writing skills. This research was conducted by selecting fourth-year secondary school students from Sekolah Agama Menengah Sungai Merab Luar, located in Selangor. The research community numbered 83 students, and the researcher chose 25 of them as a sample for this research.

To tailor the questionnaire to the specific sample, the researcher conducted a preliminary analysis of the sample's demographic characteristics before questionnaire dissemination. Demographic data contains only one question about personal information, which is gender. The researcher did not ask any other questions since every member of the research sample had the same age, education, year of study, and other fundamental personal information. The results are as follows.

Table 1: Result Of Demographic Data Analysis

Gender	Frequencies	Percentages (%)
Male	12	48
Female	13	53
Total	25	100

Table 1 shows that the selected research sample is 25, which consists of male and female students, with the number of students being 13, which represents 52% of the percentage. Compared to the number of female students, the researcher obtained 12 female students, which represents 48% of the percentage.

RESULTS AND DISCUSSION

In this research, the researcher will present the results of the questionnaire after analysing it using SPSS, to present students' views on using Collaborative Strategic Reading in developing Arabic composition writing skills among students at Sekolah Agama Menengah Sungai Merab Luar. In this study, the researcher divided the results of

the questionnaire into two sections. The questionnaire items in the first section focus on students' views on employing Collaborative Strategic Reading in particular, without linking it to composition writing. This section contains five items. The questionnaire items in the second section are concerned with students' views on the relationship between Collaborative Strategic Reading and the development of Arabic composition writing skills. This section has fifteen items, beginning with the sixth number and ending with the twentieth number. Details of the questionnaire results are as follows:

Table 2: Students' Views Towards Collaborative Strategic Reading (CSR)

No	Items	Mean	Standard Deviation
1	I like CSR in the class	4.44	.651
2	I enjoy learning Arabic in the classroom through CSR strategy	4.28	.614
3	By discussing with my group members, I understand better what I read	4.24	.597
4	I learn how to cooperate with others in CSR	4.08	.702
5	I think it is suitable to implement CSR in the Arabic class	4.52	.510

Table 2 indicates the result of students' views towards Collaborative Strategic Reading in particular, and is not related to composition writing. The table indicates that the number 5 has the greatest mean value of 4.52 with a standard deviation of 0.510. In contrast, the lowest value in the mean is 4, which is 4.08 with a standard deviation of 0.702. From this analysis, the researcher concluded that the mean of five items from the samples' views on employing Collaborative Strategic Reading ranges between 4.08 and 4.52. This indicates the positivity of the samples in employing Collaborative Strategic Reading, which is expected to develop the Arabic composition writing skills.

Table 3: Students' Views Towards Collaborative Strategic Reading And Its Impact On Arabic Composition Writing Skills

No	Items	Mean	Standard Deviation
1	I am interested in learning Arabic composition writing skills through CSR	4.40	.645
2	I would like to implement more CSR to improve my Arabic composition writing skills	4.52	.653
3	CSR increases my interest in writing composition in Arabic	4.16	.746
4	I feel more motivated to apply Arabic composition writing after employing CSR	4.44	.768
5	I believe that CSR makes it easier for me to learn Arabic composition writing skills	4.40	.645
6	CSR helps me expand my vocabulary for use in Arabic composition writing skills	4.40	.645
7	CSR helps me develop the skill of selecting appropriate ideas	4.48	.510
8	CSR helps me develop the skill of presenting and developing ideas	4.28	.737
9	CSR helps me develop the skill of validating ideas and information	4.12	.781
10	CSR helps me develop the skill of allocating a paragraph for each idea	4.16	.746
11	CSR helps me develop the skill of using appropriate Arabic style	4.40	.577
12	CSR helps me develop the skill of adhering to grammatical, morphological and spelling rules	4.32	.748
13	CSR helps me develop the skill of completing the sentence elements	4.12	.526
14	CSR helps me develop the skill of using appropriate linking tools	4.36	.907
15	CSR helps me develop the skill of presenting the introduction and conclusion	4,24	.663

Table 3 displays the results of students' views on the relationship between Collaborative Strategic Reading and the development of Arabic composition writing skills. The table shows that the highest value in the mean is the seventh item has the

greatest mean value of 4.52 and a standard deviation of .653. This indicates that students have a desire to employ more Collaborative Strategic Reading to improve their composition writing skills. The twelfth item ranks second with a mean of 4.48 versus .510 in standard deviation. This indicates that students feel Collaborative Strategic Reading helps them improve the ability to select appropriate ideas. With a mean score of 4.44 and a standard deviation of .768, the ninth item ranked third, demonstrating that students are more motivated to write Arabic composition after using Collaborative Strategic Reading.

Based on this analysis, the researcher determined that the mean of fifteen elements from the sample's views on the relationship between Collaborative Strategic Reading and the development of Arabic composition writing skills is between 4.12 and 4.52. This demonstrates the samples' positive attitudes on profiting from Collaborative Strategic Reading lessons and activities, as well as their skill competency in composition writing. All of these positives are in terms of interest in learning and improving Arabic composition writing skills, as well as motivation, ease of learning compositional writing, and enhanced vocabulary riches. Furthermore, positive views include Collaborative Strategic Reading's assistance to enhance the skills of selecting relevant ideas, presenting and developing ideas, and checking the validity of ideas and information. The strategy also assists samples in developing other skills such as allocating a paragraph to each idea, using the appropriate Arabic style, adhering to grammatical, morphological, and spelling rules, finishing the sentence elements, using appropriate linking tools, and presenting the introduction and conclusion.

CONCLUSION

Regarding general viewpoints in Collaborative Strategic Reading, the mean of five items ranges between 4.08 and 4.52. This indicates the positivity of the samples in employing Collaborative Strategic Reading, which is expected to develop Arabic composition writing skills. The mean of fifteen items from the samples' views regarding the relationship of Collaborative Strategic Reading in developing Arabic composition writing skill ranges between 4.12 and 4.52. This indicates the positive viewpoints of the samples in benefiting from Collaborative Strategic Reading lessons and activities, and linking them to their skill proficiency in Arabic composition writing.

The positive aspects of students' perspectives are in terms of interest in learning composition writing skill and improving it, as well as in terms of motivation, ease in learning composition, and increased vocabulary wealth. Furthermore, positive views include Collaborative Strategic Reading's assistance to enhance the skills of selecting relevant ideas, presenting and developing ideas, and checking the validity of ideas and materials. The strategy also assists samples in developing other skills such as allocating a paragraph to each idea, using the appropriate Arabic style, adhering to grammatical, morphological, and spelling rules, finishing the sentence elements, using appropriate linking tools, and presenting the introduction and conclusion.

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