



THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS' READING SKILLS

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abstract

Many studies have been conducted to show the effect of using Collaborative Strategic Reading (CSR) on students' reading skills. However, CSR is rarely conducted in vocational high schools by using procedure text as the material. Therefore, this study aimed to determine the effect of CSR on students' reading skills. This pre-experimental research involved 29 tenth-grade Hospitality students in the academic year 2023/2024 in one of the state vocational high schools in Malang. The pretest and posttest in the form of multiple-choice reading questions were administered to the students before and after the implementation of CSR. The findings revealed that the use of CSR was effective in improving students' reading skills. Thus, it is recommended that English teachers apply CSR in teaching reading and give clear instructions on how to do it to the students. For future researchers, it is suggested that they conduct survey and interview to find out the students' perspectives regarding the implementation of CSR to improve their reading skills.

INTRODUCTION

Students should learn four skills in English, one of which is reading. Reading is the ability to get information from a text, which then can be used to gain knowledge. In line with this, Septiana & Herlina (2019) defined reading as an activity to get a lot of information and knowledge, for example, from reading books, newspapers, and magazines. Furthermore, Dakhi & Damanik (2018) explained reading as a process of thinking that requires responses from readers in the form of generalizations, conclusions, and planning the next steps based on what has been read. Thus, reading can be said to be an activity carried out simultaneously with the learning process to understand the gist of the text. Reading is a coherent process that includes understanding, recognition of words, involvement, and oral fluency, so it requires a person to identify and understand a series of words fluently (Desta, 2020). In other words, reading is a person's process of understanding words and oral fluency to comprehend and identify the series of words in reading.

Nevertheless, Indonesian students have low reading skills. Program for International Student Assessment (PISA) data revealed that the average score of reading skills of Indonesian students in 2018 only reached 371, decreased by 6.5% from 2015 and under 487 as the average score of reading skills of students randomly taken from 71 countries (Organization for Economic Co-operation and Development (OECD), 2019). It requires a score increase of at least around 31.5% to be over the OECD average score. In addition, Dubeck & Gove (2015) stated that Indonesian students had the lowest reading achievement among Asian countries with only

26.3% reading comprehension. This point proves that it is essential to pay attention to the reading skills of Indonesian students.

Thus, reading is crucial in learning English since it affects student performance in language learning at school. Laličić & Dubravac (2021) explained that excellent reading skills are essential for language learners because successful performance at the primary, secondary, and high academic education levels is partly influenced by reading skills, so it is believed that good language learners are those who are proficient in reading. This means that proficiency in reading is an essential key to successful performance at any level of education. Apart from that, Bagazi (2022) also said that by reading, students could gain various knowledge, so reading is the key to learning and succeeding in school. Therefore, reading is also essential to increase knowledge for learning and student success at school.

However, the ability to read the text is difficult to learn. As stated by Ariandika & Karikawati (2018), learning English is usually challenging for students, especially in reading activities. Amin (2019) also explained that in any educational institution, reading is regarded as a difficult subject that demands greater focus. Reading requires focus so that we absorb the information contained in the reading. Based on research conducted by Tisa et al. (2021), it was found that students had difficulty comprehending the text's content and felt disinterested or less motivated during the study process. This lack of motivation makes students not want to read which ultimately results in them not being able to get the important things in the text. In line with this, Dhanapal (2019) explained that several factors influenced students' difficulties in reading, including English not becoming one of the subjects up to sixth grade, poor vocabulary, difficulty understanding context, problems in understanding, and lack of interest in reading in English.

Teachers should choose suitable learning strategies to overcome some of the problems mentioned above. One good strategy to use in learning reading is Collaborative Strategic Reading (CSR). CSR is a teaching strategy integrating collaborative learning and reading instruction to enhance students' reading skills. CSR is a set of strategies integrating reading comprehension with strategic instruction and collaborative learning (Chuong & Huong, 2021). Anggeraini et al. (2018) also explained that CSR helps improve students' reading comprehension and enhance conceptual learning by maximizing students' participation in collaborative learning. This means that collaborative learning has an important role in CSR to improve students' reading skills. This is in line with Yon et al.'s (2022) findings stating that by requiring each group member to contribute and help with one another's shortcomings, CSR can develop students' emotional intelligence and enhance their reading comprehension through the differences in group members' opinions. Collaborative learning in CSR is able to make students active in expressing opinions so that they can exchange information which later leads students to improve their reading skills.

In its implementation, CSR has several strategies. According to Klingner & Vaughn (1999), CSR was derived from reciprocal teaching and contained the following strategies: preview, click and clunk (strategy for fixing problems), get the gist (strategy for determining the critical concept), and wrap-up (strategy for summarizing and questioning). Reading strategies in CSR encourage students to perform several reading skills, such as brainstorming and predicting, self-monitoring, analyzing essential information, and formulating questions to ensure comprehension and summarize the reading (Sudibyo & Wahid, 2021). Therefore, each strategy in CSR has its role in enhancing the students' reading skills.

Some studies have investigated the use of CSR and its impact on students' reading skills. First, Tantry et al. (2021) carried out Classroom Action Research (CAR) with junior high school students as the participants, aiming to explore the use of CSR in enhancing the students'

achievement in reading comprehension and their difficulties in using it with junior high school students as the participants. The results revealed that there was an enhancement in the students' reading achievement after two cycles, and they experienced some difficulties in applying the strategies of CSR and working in groups. Second, using the same research design, Yon et al. (2022) investigated the improvement of students' reading comprehension by implementing CSR with university students as the participants. It was found that the students' performance on literal, interpretative, applicative, and critical understanding increased, so CSR effectively improved students' skills in comprehending the text, especially narrative texts. The last study was conducted by Khoiriyah et al. (2023) through quasi-experimental research aiming to empirically prove the effect of CSR and the students' critical reading. Their findings showed that there were effects of CSR on students' reading comprehension and critical reading skills, and there were interactions between CSR and students' critical reading on their comprehension. However, previous research did not discuss in detail how the strategies in CSR improve or affect students' reading skills. A deep discussion is needed regarding the role of each CSR strategy in affecting students' reading skills. Besides, no similar studies have been conducted at the vocational high school level in which learning English is beneficial for students as they will use their reading skills for work in the future.

To fill the gap in research, the researchers carried out a pre-experimental study with tenth-grade Hospitality students as the participants to investigate the effect of CSR on their reading skills, particularly in understanding procedure texts. Hospitality students are expected to give instructions in the form of procedures to guests, so they should be able to understand the procedure texts to be given. They should understand the content correctly as they will work based on the applicable procedures. Therefore, the researchers chose this material as it is significant for the Hospitality students. Based on the explanation above, this study would answer the following question: "Is there any significant effect of CSR on students' reading skills?" The result of this study is expected to be the theoretical knowledge as the reference about using CSR to teach reading.

LITERATURE REVIEW

Collaborative Strategic Reading (CSR)

As founders and developers of Collaborative Strategic Reading (CSR), Klingner & Vaughn (1998) defined CSR as a learning strategy that integrates collaborative learning and teaching reading comprehension strategies with the provision of instructions in its implementation. The teacher starts the whole group instruction by teacher modeling, role-playing, and teacher think-aloud (Bermillo & Merto, 2022). Klingner & Vaughn (1998) said that CSR is an excellent technique for teaching students reading comprehension, building vocabulary, and working in groups. Therefore, in this strategy, students are taught to be able to work in groups with contributions made by each member so that they can understand the reading text.

In implementing CSR, four strategies should be done in the three reading phases: before, during, and after reading. Klingner et al. (2012) elaborated the four strategies: preview, click and clunk, get the gist, and wrap up. In the first strategy, students preview the whole text before reading it. There are several purposes of previewing, such as getting students to learn as much as possible in a short time, activating their existing knowledge of the topic, helping them make predictions about what they will learn in the text, raising their interest in the topic, and engaging them in active reading from the start. In previewing, they should solely focus on the text's headers, bolded or highlighted phrases, photos, tables, graphs, and other material to brainstorm what they know about the topic and forecast what they will learn.

After previewing, students read the text and perform the second strategy, Click and Clunk. This strategy aims to teach students to monitor their reading comprehension by identifying which parts they understand (Click) and which words they do not (Clunk). When they get distractions or unfamiliar words, they can use ‘fix-up strategies’ to assist them in figuring out the meaning. These ‘fix-up strategies’ consist of four stages, namely, re-read the sentence containing the clunk, then try to analyze the meaning of the clunk, read the sentences before and after the clunk to find clues that can provide definitions to the clunk, look at the prefix and suffix (if any), and separate the clunk from suffix and prefix to get the actual meaning of the clunk. During this strategy, a metacognitive process occurs. Metacognition occurs when someone is aware and understands their thinking process. The metacognitive concept was first introduced by Flavell (1976) who defined metacognitive as all knowledge and awareness related to a person's cognition that can be used to reflect and act in modifying thinking processes and strategies. According to Fitri (2017), a person's metacognition is a high-level thinking process that requires the work of the forebrain part of the brain called the prefrontal lobe whose job is as the center for higher thinking, where problem-solving efforts arise, regulate emotional dimensions, and determine person's character and personality.

Besides click and cluck, getting the gist is also a strategy used during reading. To get the gist, students are taught to find or identify the most important ideas from a section of text (the content of the text). The goal is to train students to string together their own words in restating the essential points they get as a sign that they have understood the reading. In short, students are taught to paraphrase the passage. Getting the gist is done by identifying people, places, or other essential things in the passage. This strategy helps students comprehend and remember what they read.

The last strategy is done after reading, which is the wrap-up. In this last strategy, students learn to summarize what they have learned by creating questions and answers related to the information or critical ideas they have gained. The wrap-up aims to improve students' knowledge, understanding, and memory of the reading. In addition, in the wrap-up, students are asked to summarize what they have learned. The method used in the wrap-up is the 5W+1H question formula (who, what, when, where, why, and how).

Reading Skills

Reading skills are skills a person possesses to understand the text read by interpreting all the information obtained. It is also explained by Pratiwi (2019) that reading skills are the skills to read, understand, and interpret words written on a page, article, or other reading material. Reading skills also mean a person's skills to convey information to others based on sentences or images contained in books or papers (Haqiqiyah, 2020). In other words, reading skills are not just the reading process but also how readers can convey information from reading to others. In addition, Okasha (2020) explained that reading skills make students capable of receiving and perceiving the content of the text, which they then argue in expressing solutions to the challenges they have to solve to understand the reading. In short, reading skills also affect how people interpret a reading to understand the text.

Therefore, in reading skills, it is essential to understand reading to get the information conveyed by the author. Several factors affect a person's reading skills, namely internal and external factors. Research conducted by Wutthisingchai & Stopps (2018) shows that there are two factors, namely internal factors consisting of learning preferences, motivation, and attitudes, and external factors consisting of teaching techniques, texts, and the environment. In line with this, Taladngoen et al. (2020) also explained that internal and external factors affect reading comprehension in an EFL environment. Internal factors are students' abilities, which

include English learners' linguistic knowledge, such as grammar and vocabulary knowledge, and students' perceptions of themselves, such as feelings of interest, boredom, anxiety, pain, and discomfort due to personal problems. On the other hand, external factors include teachers' teaching methods, teaching materials, reading lesson content, and the potential application of students' everyday knowledge that can affect students' comprehension. Besides teachers, family and environmental conditions are external factors in students' reading comprehension. Based on these studies, it can be interpreted that internal factors arise from within students. In contrast, external factors are other factors that occur outside the control of students.

In addition, concerning a person's reading skills, the metacognitive process from CSR plays a role in the reader's awareness of their lack of understanding of the information obtained so that they can think of strategies to understand the reading. In line with this, Soto et al. (2019) explained that through the metacognitive process, students can be helped to understand how they learn by improving their ability to understand reading texts and overcome difficulties when reading because this metacognitive process relies on various cognitive tasks, such as understanding words, relationships between sentences and paragraphs, and meaning of text. Thus, the researchers chose CSR to determine its effect on the reading skills of vocational high school students.

METHOD

Pre-experimental research was used as the research design of this study. According to Creswell & Creswell (2018), experimental research is research in which the researchers provide one or more variables to evaluate how these variables impact the desired outcome. This research design was chosen because the researchers could focus on the improvement of variables over time and provide authentic analysis by explaining the effect after the treatment of using CSR. The researchers also ensured that the participants only received constant CSR treatment during the research phase to anticipate the threat of validity. In this study, CSR was given as treatment to one group of students without a comparison group to determine the effect of CSR on their reading skills. Here, the participants were 29 tenth-grade Hospitality students in the academic year of 2023/2024 in one of the state vocational high schools in Malang.

In collecting data, the researchers used reading tests as the instrument. The tests were divided into two, including a pretest given before the implementation of CSR and a posttest given after. This is following the one-group pretest-posttest design. According to Sugiyono (2019), a one-group pretest-posttest gives more accurate results because it can be compared with the situation before treatment. In this research, both pretest and posttest consisted of 40 multiple-choice questions (one correct answer and three distractors) with four reading texts in which the tests were validated by an English teacher teaching the tenth-grade students.

The treatment in the form of CSR was conducted in four meetings, excluding pretest and posttest. At the first meeting, the students were given the materials on procedure text and did the exercises so that they could deepen their understanding of procedural texts. In this case, the materials were adjusted to the syllabus and students' major.

The four strategies of CSR (preview, click and clunk, get the gist, and wrap-up) were introduced to the students by giving examples of how to apply CSR at the second meeting. After being given examples, the students practiced CSR with the whole class. This was done as the first step for the students to apply CSR.

At the third meeting, all the students practiced CSR in groups with the provided procedure texts. They were divided into seven groups of 4-5 members during the practice. Each student in the group was guaranteed to have a role in the group so that the discussion could run effectively due to the balance of student participation. Each group was given one reading text

and a CSR log as the worksheet. The CSR log consists of three phases of reading (before, during, and after) with four CSR strategies according to the phases. In the before reading, the students tried to predict what they would learn in the preview. In the during reading, click and clunk and get the gist were applied. Here, the students listed the vocabulary they did not know and the text ideas that they got. Lastly, in the after reading, they made ten questions with the answers and wrote what they learned from the text. After finishing the discussion, each group representative presented their work in front of the class.

The students repeated the CSR activity at the last meeting, but the discussion used the texts they had made (outside the treatment). Each group exchanged the procedure texts and then discussed them using the CSR log that had been provided. The meeting also ended with the presentation from the group representatives.

After collection, the data taken from the pretest and posttest were analyzed by means of SPSS 29.0. for normality testing to find out whether the data are normally distributed and for hypothesis testing to find out whether the null hypothesis is rejected or accepted.

If sig. (2-tailed) > .05, H_0 is accepted, and H_a is rejected.

If sig. (2-tailed) < .05, H_0 is rejected, and H_a is accepted.

H_0 = There is no significant effect of CSR on students' reading skills.

H_a = There is a significant effect of CSR on students' reading skills.

FINDINGS AND DISCUSSION

Findings

Several findings that help the researchers answer the research question are presented in three sections, including students' reading skills before implementing CSR (shown in Table 1), students' reading skills after implementing CSR (shown in Table 2), and the effect of CSR on students' reading skills (shown in Table 3 and Table 4). All these results were obtained using SPSS 29.0.

Students' Reading Skills before Implementing CSR

Students' reading skills before implementing CSR can be seen from the pretest score with the descriptive statistics shown in Table 1.

Table 1. Descriptive Statistics of Pretest

	N	Minimum	Maximum	Mean
Pre-test	29	57.5	97.5	74.66

Table 1 shows that the minimum and maximum students' pretest scores were 57.5 and 97.5, respectively. The mean score of the pretest was 74.66.

Students' Reading Skills after Implementing CSR

Students' reading skills after implementing CSR can be seen from the posttest score with the descriptive statistics shown in Table 2.

Table 2. Descriptive Statistic of Posttest

	N	Minimum	Maximum	Mean	Increase
Post-test	29	77.5	95	85.95	11.29

Table 2 shows that the minimum score of students' posttest was 77.5 and the maximum score was 95. Since the student with the highest score did not focus during the posttest—which was his makeup posttest—he was tricked into selecting a distracting answer, which reduced his maximum score from the pre-test by 2.5. However, the mean of the posttest of all students increased by 11.29 to 85.95.

Effect of CSR on Students' Reading Skills

Before testing the hypothesis, the data taken from the pretest and posttest were analyzed for the normality by means of Kolmogorov-Smirnov test. The results of the normality testing can be seen in Table 3.

Table 3. Results of Normality Testing of Pretest and Posttest Scores

Kolmogorov-Smirnov			
Test	Statistic	df	Sig.
Pre-test	.122	27	.200
Post-test	.133	27	.200

Based on Table 3, it is found that the significance levels for the Kolmogorov-Smirnov test of both the pretest and posttest were all .200, which were more than .05. It can be concluded that both data were normally distributed. Therefore, the researchers then analyzed the data using parametric statistics in the form of Paired Sample T-Test to determine whether there was a significant difference between the pretest and posttest scores. The result of the hypothesis testing can be seen in Table 4.

Table 4. Paired Sample T-Test of Pretest and Posttest Scores

Variable	Test	N	Mean	T	df	Sig.	Description
CSR	Pre-test	29	74.66	-7.4587	27	<.001	Significant difference
	Post-test	29	85.95				

Table 4 shows that the significant value of the pretest and posttest scores was <.001, which was less than .05. This indicates that the mean score of the posttest was significantly higher than that of the pretest. Therefore, the H_0 was rejected, and the H_a was accepted. In other words, there was a significant effect of CSR on students' reading skills.

Discussion

Based on the findings, it was found that CSR had a significant effect on students' reading skills. This also indicated that CSR effectively improved students' reading skills. This is in line with research conducted by Muziatun & Katili (2020), portraying that CSR was effective in improving reading skills because it taught the students cognitively by encouraging their background knowledge through previewing and meta-cognitively strategies with the principles of planning, self-monitoring, and evaluating. This means that CSR can teach students to use their knowledge in planning, self-monitoring, and evaluating to understand the text. Kabir & Kiasi (2018) also stated that CSR improved students' reading skills and vocabulary mastery. This might happen because of the existence of group collaboration in which each student can share information based on their knowledge. They helped each other by giving solutions based on the group's problems. Furthermore, Sulistyani et al. (2022) described that CSR was suitable

to help students comprehend reading texts because most of them could answer some questions with indicators such as understanding social function, identifying the main idea, determining the meaning of reference, choosing synonyms and antonyms, and finding implicit and explicit information. In this case, the strategies in CSR were able to guide them step by step to understand the content of the reading text.

One of the reasons believed to improve students' reading skills is the instruction of four strategies in CSR (preview, click and clunk, get the gist, and wrap up). These strategies are essential in guiding them while reading to comprehend the text better. Bermillo & Merto (2022), in their research, explained that students who received CSR could better understand the text because they had learned four strategies (preview, click and clunk, get the gist, and wrap up). Hence, these strategies are essential to guide students to actively engage in activities that make them have better reading comprehension of a text.

Before being given CSR, students read the whole text without paying attention to other details. However, after being given CSR, they could start the pre-reading stage of previewing by paying attention to essential information, which can be titles and images related to the text. As explained by Muziatun & Katili (2020), CSR encourages students' prior knowledge by previewing the entire text while looking at non-linguistic elements, such as graphs, images, and diagrams so that they are able to know what they will learn. By paying attention to these, they could be better prepared to start reading because they could predict what the text is about. In addition, students could also use background knowledge to connect it with the clues they have gotten to make it easier for them to understand the text better. This can be seen from their CSR log notes that have been able to predict what they would read.

After that, the students were ready to start reading by doing the next strategy, which is click and clunk. Previously, they were used to using translation apps to find out the meaning of a word they found difficult. However, CSR guided them to learn independently by uncovering the definition of a word directly from the text. In line with this, Dewi & Susanti (2023) explained that click and clunk taught students to correct reading failures through unknown words and trained them to be independent learners. In this present study, it was found that the students were active during Click and Clunk in finding vocabulary that they found challenging and discovering its meaning by analyzing it when re-reading the sentence before and after or dissecting the affixes contained in the word, which can be seen in their CSR learning log.

The following strategy, getting the gist, also helped the students comprehend the text. Based on their CSR logs, the researchers found that they were able to get the gist of a passage by using their own words or by paraphrasing sentences so that they could better understand the text because they used words that they understood. They could write the gist of the sentence using all the information they got. This also supported the findings of Bermillo & Merto (2022) that students actively got the gist and identified other supporting details. In addition, based on their posttest, they could answer some implicit questions (which were not written in the text) correctly.

The CSR process ended with a wrap-up. Students summarized what they had learned based on the text they had read. Students have shown that they could comprehend the text better because they have been able to formulate ten questions with answers in their CSR log according to the information in the text. Dewi & Susanti (2023) also explained that by formulating questions and answers, students were able to understand the text more broadly, which inspired them to continue reading. They used 5W+1H as their benchmark in making questions. Creating questions and answers also helped them become more familiar with the types of comprehension questions. In the posttest, they were also able to answer some questions related to the conclusion

of the text. Therefore, students can improve their reading comprehension during this wrap-up process.

The findings also showed that the students performed better in comprehending reading texts with their peers. In other words, they performed better during collaborative learning than in conventional learning, where they worked individually. By working collaboratively, students can exchange ideas or opinions with their peers to improve their reading comprehension. Additionally, they can also help each other when the other is having difficulties. As mentioned by Muziatun & Katili (2020), in collaborative learning, students have the opportunity to discuss and exchange ideas among group members so that they can also develop their social skills and solve problems together. In addition, Chalak & Tahmasebi (2022) also argued that students can gain a better understanding of reading because they work together with those who have different achievement levels; students who are low achievers can work harder to keep up with those who are high achievers, and the high achievers can help those who are low achievers because, with the team, they have more opportunities to experience a competitive and collaborative atmosphere. In this case, high-achiever students can help by telling the meaning of vocabulary that low achievers find difficult in the click-and-clunk process. In addition, they can also re-explain strategies from CSR when the low achievers forget or do not understand.

CONCLUSION

In sum, it can be concluded that CSR was effective in helping students improve their reading skills, particularly in helping them understand the text better. The four CSR strategies (preview, click and clunk, get the gist, and wrap-up) and collaborative learning were essential in enhancing students' reading skills. Each strategy has its benefits to students' reading skills, such as preview, which helps them push back their prior knowledge; click and clunk, which allows them to monitor their reading comprehension based on the vocabulary they know and do not know; get the gist by paraphrasing or finding the gist of the sentence in the reading; and wrap-up which makes them recall all the information they have obtained. In addition, collaborative learning also makes it easier for students to understand the text by discussing with friends and exchanging opinions.

Based on the findings, some recommendations are made for English teachers and future researchers. English teachers are expected to be inspired to use CSR in teaching reading to students so that they can understand a reading text better. In applying CSR, it is suggested that clear instructions are provided to students on how to perform the four strategies in CSR. For further research, it is suggested that a group control is used (e.g. in a quasi-experimental study) because future researchers can control certain variables that influence research results by providing comparisons to the experimental group. In addition, survey and interview can also be conducted to find out the students' perspectives in detail regarding the implementation of CSR improve their reading skills.

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