

LEVERAGING COLLABORATIVE STRATEGIC READING (CSR) ON PROJECT-BASED LEARNING (PJBL): TEXT TYPES

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Article Info	Abstract
Article History Received: April 2024 Revised: June 2024 Published: July 2024	<i>Reading is regarded as an essential activity in language learning, providing a valuable source of information, an exciting activity, a tool of communication, and a way to enhance one's knowledge. Collaborative Strategic Reading (CSR) is implemented in reading classes to enhance students' reading comprehension. The present study aimed to find out the correlation between students' perceptions of Collaborative Strategic Reading (CSR) projects and their reading achievement. The participants of the study were 165 students of the second semester batch 2022/2023 taking a Reading Course in one of public universities in East Java Indonesia. The current study employed correlational design and the data were collected through a questionnaire consisting of four dimensions with 20 items adapted from Fan (2010). The dimensions were students' general perceptions of CSR instruction, perceptions of implementation procedures of CSR, and views on their learning attitudes in CSR. The data on the students' reading achievement were obtained through their TOEIC reading test, CSR project, midterm test, and final test scores. The data taken from students' perceptions of CSR and reading achievement were analyzed through Pearson Correlation coefficient. The result shows that the correlation between students' perceptions of CSR and their reading achievement are highly significant. CSR encourages students to get involved actively in reading activities and increase their critical thinking to comprehend texts. Such experiences are beneficial for them which affect their perceptions of CSR towards their reading achievement.</i>
Keywords Perceptions; Collaborative strategic reading; Reading achievement; Reading skills; Text types;	
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INTRODUCTION

Reading is considered a crucial activity in any language class, serving not only as a source of information and enjoyment but also as a means of negotiating and enriching one's knowledge. The teaching of reading is essential to equip students with the basic skills necessary to comprehend all information and knowledge presented in reading texts. Students are required to understand texts whether the information is explicitly or implicitly stated, which can be a challenging task (Anggeraini et al., 2018). To overcome these challenges, appropriate strategies are needed, and one potential alternative is Collaborative Strategic Reading (CSR). CSR, developed by Janette Klingner and Sharon Vaughn in the late 1990s, is an excellent teaching technique that combines reading comprehension strategies for reading classes, enabling students to build their vocabulary, understand reading concepts, and work collaboratively (Klingner & Vaughn, 2002; Moreillon, 2007; Fan, 2010). The primary goals of CSR are to improve students' reading comprehension and encourage their engagement in cooperative learning.

The implementation of CSR follows a structured process (Klingner & Vaughn, 2000; Bremer, 2002; Abidin, 2012). The first stage is previewing, where students activate their

background knowledge to make predictions about related topics. The second stage is click and clunk, where students monitor their understanding during reading and address any difficulties in comprehending the text. The third stage, get the gist, helps students identify the main idea of the text. In this stage, students restate important points of the paragraphs in their own words to check their comprehension. The final stage is wrap up, where students generate questions and review the important ideas of the text. They review key points, formulate questions, and provide answers about what they have learned. These four steps are assigned to students working in groups, allowing each student an equal opportunity to learn cooperatively with their peers. The roles are rotated among the group members, enabling them to experience various roles and enhancing their ability to comprehend texts. CSR is thus a reading strategy that enhances students' strategic reading comprehension through collaborative peer-led discussions.

CSR has been implemented in various reading courses within the EFL higher educational context. It is conducted to help students comprehend information in texts through group work, where each student is responsible for different roles to accomplish reading projects. However, despite its use, students' learning experiences with CSR have not been extensively documented, particularly their perceptions of its impact on their reading achievement. Investigating this area can provide valuable reflections on teaching and learning practices. Empirical studies have shown that CSR has positive outcomes in ESL and EFL educational contexts, improving students' reading comprehension, content learning, and English acquisition (Klingner & Vaughn, 2000; Klingner et al., 1998; Lee, 2003; Standish, 2005; Wang, 2008). Despite these positive effects, there has been no study on the correlation between students' perceptions of CSR implementation and their reading achievement in the Indonesian context. A comprehensive investigation is necessary to examine this correlation and enhance our understanding of CSR's role in EFL reading instruction.

This study is crucial as it will contribute significantly to both theory and practice. Theoretically, it will help build a foundation for teaching strategies in reading classes and provide insights for future research in different contexts. Practically, the findings will offer pedagogical strategies for lecturers to improve students' reading achievement. This contribution is expected to enhance the quality of the teaching and learning process, particularly in the Study Program of English Language Education (SP-ELE). The study is relevant to *Rencana Induk Penelitian* (RIP) UB 2022-2027, focusing on social, humanity, good governance, and social culture, particularly in building students' character and competitive skills. The student participants are familiar with CSR, which provides opportunities for collaboration, active participation, and the development of competitive skills, supporting educational and human resource development in the Industry Revolution Era 4.0. Additionally, the study aligns with RIP Faculty of Cultural Studies 2022-2027, which emphasizes pedagogical strategies to assure teaching and learning quality. The research question addresses the current phenomenon that there have been no previous studies revealing the correlation between students' perceptions of CSR and their reading achievement, especially in English language classes in higher education in Indonesia. Therefore, based on the aforementioned explanation, the research question is formulated as: "Is there any correlation between students' perceptions of collaborative strategic reading and their reading achievement?"

The novelty of this study lies in several key areas that differentiate it from previous research and contribute uniquely to the field of EFL (English as a Foreign Language) reading instruction. Firstly, this study investigates the correlation between students' perceptions of Collaborative Strategic Reading (CSR) and their reading achievement within the specific context of higher education in Indonesia. While CSR has been extensively studied and implemented in various ESL (English as a Second Language) and EFL contexts globally, there is a notable gap in research focusing on how students' perceptions of CSR impact their reading achievement in the Indonesian educational setting. By addressing this gap, the study provides

new insights into the applicability and effectiveness of CSR in a culturally and educationally unique context. Secondly, the study not only examines the effectiveness of CSR in improving reading comprehension but also explores its influence on students' motivation and engagement. Previous research has primarily focused on the cognitive outcomes of CSR, such as reading comprehension and vocabulary acquisition. This study, however, expands the scope by considering the motivational and affective dimensions of reading, which are crucial for sustained academic success and lifelong learning. This holistic approach provides a more comprehensive understanding of CSR's impact on students.

Literature Review

Perception

Perception is a psychological process through which individuals process responses into positive or negative perceptions based on experiences gained by the five senses. This process involves stages of selection, interpretation, and reaction (Erin & Maharani, 2018). According to Firestone and Scholl (2016), perception is a product of both the individual and the environment, as our sensory systems interact with the external world to create our subjective experiences. In the context of education, perception plays a vital role in students' reading motivation, which significantly impacts their overall academic success. By fostering positive associations, building self-efficacy, cultivating personal relevance, encouraging autonomy and choice, and promoting social interaction, educators can shape students' perceptions of reading, fuel their motivation, and create lifelong readers.

Perception is the foundation of human knowledge. Humans construct their understanding of the world by using information captured by their senses and cognitive abilities, which are associated with various intellectual competencies. One such competency is the ability to analyze incoming information to determine its type (sensory, cognitive, intellectual, etc.). This information is then interpreted to assign a value (e.g., doubtful, imprecise, incomplete, unclear, absent). The estimated value allows meaning to be attributed (e.g., adequate, inadequate, acceptable), and finally, a degree of validity is assigned to this attributed meaning (e.g., possible, probable, unlikely). These processes collectively constitute how humans develop their perception of the world and build their knowledge. The abilities and processes that generate perception depend on the context in which humans evolved and developed their experiences. Each experience's context allows individuals to analyze, give meaning, assess validity, and act accordingly.

In this regard, the domain of competence that shapes perception is closely related to the domain of human knowledge and problem-solving. People's knowledge domains interact with their perceptions, suggesting that perception is not a stable state but rather one that develops, grows, or consolidates according to the learning opportunities individuals encounter throughout their lives (Baroso, 2013). As individuals engage with their environment and gain new experiences, their perceptions evolve, highlighting the dynamic interplay between learning, knowledge acquisition, and perception.

Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a comprehension approach developed by Janette Klingner and Sharon Vaughn in 1996 and 1998. It combines whole-class instruction with small cooperative peer learning groups. The CSR process begins with teacher modeling, role-playing, and think-aloud strategies, followed by the formation of heterogeneous cooperative learning groups. Within these groups, students employ four comprehension strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up. This study investigated the effects of CSR on students' comprehension and motivation. Specifically, it sought to determine the reading comprehension levels of students in CSR and non-CSR groups in both pretests and posttests, identify the motivation levels of students in these groups, find out if there are

significant differences in reading comprehension between the groups, and assess if there are significant differences in motivation levels (Bermilloli & Merto, 2022).

CSR is designed to teach students how to use comprehension strategies while working cooperatively. Students of mixed achievement levels apply these strategies while reading content area texts in small groups of five students each. Initially, the teacher presents the strategies—preview, click and clunk, get the gist, and wrap up—to the whole class through modeling, role-playing, and think-aloud methods. The goals of CSR are to improve reading comprehension and increase conceptual learning by maximizing student involvement during the learning process. Klingner, Vaughn, et al. (2004) highlight the benefits of CSR, noting that it helps students learn specific strategies such as cooperative learning, brainstorming, predicting (preview), monitoring understanding (click and clunk), identifying the main idea (get the gist), and generating questions and reviewing key ideas (wrap up).

Jafre & Riswanto (2012) further elaborate that CSR combines modifications of Reciprocal Teaching and Cooperative Learning. In CSR, after students have developed proficiency in applying the strategies through teacher-facilitated activities, they form heterogeneous groups where each student has a defined role. This collaborative implementation is compatible with a range of reading programs, including literature-based instruction, basal reading programs, and balanced approaches. CSR not only teaches readers with a cognitive approach (top-down and bottom-up) but also instructs them on how to use these strategies metacognitively. CSR provides dual reading approaches simultaneously, engaging readers to generate their pre-existing knowledge by previewing the overall look of the text and examining non-linguistic features such as charts, pictures, and diagrams. Through this process, readers predict what they will learn from the text (Abidin & Riswanto, 2012). This comprehensive approach ensures that students are not only able to comprehend texts better but also apply these strategies across various reading materials, enhancing their overall reading skills and motivation.

Reading Achievement

Reading time is a crucial factor influencing reading behavior and volume. Research indicates that reading time with paper books has a significant positive effect on the professional quality of college students. This effect, however, does not extend to their general ability, career, or lifetime planning abilities. Many students prefer paper books when studying professional knowledge because they can take notes and engage in systematic learning. This preference likely explains why reading paper books positively impacts the professional quality of college students. Conversely, the time spent reading e-books does not significantly affect the three abilities related to college students' academic achievement. This finding highlights some drawbacks of e-book reading. E-books can lead to fragmented reading, making it challenging to develop a systematic knowledge base. Additionally, students often view e-books as primarily recreational, which diminishes their educational impact. Nevertheless, this does not imply that e-reading is entirely ineffective. Critical reading strategies, regardless of the medium, positively influence students' professional quality, general ability, and career and lifetime planning. Active thinking and exploration while reading are crucial for improving academic achievement (Bermilloli & Merto, 2022).

Various aspects of reading achievement have been studied by comparing different experimental groups with control groups. Findings show that students in both treatment groups scored significantly higher in reading comprehension, listening comprehension, and reading speed and accuracy compared to the control group, which engaged in less reading activity. Specifically, the tape-assisted group outperformed others in listening comprehension. Both treatment groups showed similar gains in reading comprehension, speed, and accuracy, with these improvements being more substantial than those seen in the control group students (Shany & Biemiller, 1995). These studies underscore the importance of reading strategies and the

medium of reading in influencing academic outcomes. While paper books seem to support more structured and note-taking behaviors conducive to professional quality, e-books present challenges that can be mitigated through active and critical reading strategies. Additionally, integrating diverse reading formats, such as tape-assisted learning, can enhance various aspects of reading achievement, highlighting the need for a multifaceted approach to reading education.

RESEARCH METHOD

Research Design

This correlational research aimed to find out the relationship between students' perceptions of Collaborative Strategic Reading (CSR) and their reading achievement. The hypothesis of the present study is a tentative answer to the problems of the study. It is written in the form of a relationship statement between the independent variables (full and partial English Medium Instruction settings) and the dependent variables (content course achievement and language performance). In line with the problems of the study, the following directional hypotheses are formulated as null hypothesis (H₀) if there is no significant correlation between students' perceptions of collaborative strategic reading and their reading achievement, and alternative hypothesis (H₁) if there is significant correlation between students' perceptions of collaborative strategic reading and their reading achievement.

Research Participants

The respondents of this research consisted of approximately 165 students from the Study Program of English Language Education (SP-ELE) at Universitas Brawijaya. These students were selected because they had all taken the Intensive Reading course during the academic year of 2022/2023. This specific course is a foundational component of the SP-ELE curriculum, ensuring that all participants had a similar level of exposure to reading instruction and shared comparable educational backgrounds. This selection criterion was essential to maintaining the consistency and reliability of the research findings, as it ensured that all participants had equivalent opportunities and quality of instruction. To ensure that the research participants were representative of the larger student body, a random sampling technique was employed. This approach guaranteed that every student enrolled in the Intensive Reading course had an equal chance of being selected as part of the research sample. By doing so, the study aimed to provide a balanced representation of the student population, minimizing biases that could affect the outcomes.

Ethical considerations were rigorously followed throughout the study to protect the rights and well-being of the participants. Prior to data collection, informed consent was obtained from all participants. They were thoroughly informed about the purpose of the research, the procedures involved, and their rights as participants, including the right to withdraw from the study at any time without any negative consequences. Confidentiality was strictly maintained; all data collected were anonymized to ensure that individual responses could not be traced back to any participant. The study was also reviewed and approved by the university's ethics committee, ensuring that it adhered to the highest standards of ethical research practices. Additionally, the research ensured that no harm would come to the participants, and their participation was entirely voluntary. The data collected were used solely for academic purposes, and participants were assured that their academic standing would not be affected by their participation or responses. By adhering to these ethical guidelines, the research maintained its integrity and respected the dignity and autonomy of all participants involved.

Data Collection

The reading achievement score in this study was derived from a comprehensive assessment of students' performance in the Intensive Reading course. This final score was calculated by combining several key components: the results of the students' midterm and final

test scores, their TOEIC reading test scores, and the peer and teacher assessment scores related to CSR projects. Each of these components was carefully selected to ensure a holistic evaluation of the students' reading abilities and comprehension skills. The midterm and final tests provided a measure of the students' progress and understanding of the course material over time. These tests were designed to assess various aspects of reading comprehension, including understanding of texts, critical analysis, and application of reading strategies. The TOEIC reading test score added an external, standardized measure of reading proficiency, offering a reliable benchmark that could be compared across different contexts. The TOEIC test is widely recognized for its validity and reliability in assessing English language proficiency, particularly in reading comprehension. Additionally, the peer and teacher assessment scores related to CSR (Collaborative Strategic Reading) projects provided insights into the students' abilities to work collaboratively and apply reading strategies in practical contexts. These assessments were based on predefined rubrics to ensure consistency and objectivity in scoring. T

he inclusion of both peer and teacher assessments ensured a balanced evaluation, incorporating multiple perspectives on the students' performance. To ensure the validity and reliability of the research instruments, several steps were taken. Content validity was established by aligning the assessment components with the learning objectives of the Intensive Reading course and the specific skills targeted by the CSR approach. Subject matter experts reviewed the assessment tools to ensure they accurately measured the intended competencies. Reliability was ensured through pilot testing and statistical analysis, such as calculating Cronbach's alpha for internal consistency. The instruments were refined based on feedback and results from these preliminary tests. Moreover, the use of multiple assessment methods (tests, TOEIC scores, and peer/teacher assessments) helped to triangulate the data, enhancing the overall validity and reliability of the reading achievement scores. By integrating various data points, the study provided a robust measure of students' reading abilities, reducing the potential for bias or error.

Data Analysis

The researchers employed various data analysis techniques to investigate the relationship between students' perceptions of Collaborative Strategic Reading (CSR) and their reading achievement. The data on students' perceptions of CSR were collected using a structured questionnaire. This questionnaire covered multiple dimensions, including students' general perceptions of CSR instruction, their perceptions of the implementation procedures of CSR, and their views on their learning attitudes in CSR. Each dimension's responses were summed up to provide comprehensive scores reflecting the overall perception of CSR among the students. Simultaneously, data on students' reading achievement were collected through several measures. These included the TOEIC reading test scores, CSR project scores, midterm test scores, and final test scores. These diverse data sources ensured a robust and multidimensional assessment of students' reading proficiency and achievement. To prepare the data for further analysis, the researchers first tested the normality of the data distributions. This was done using the One-Sample Kolmogorov-Smirnov Test, implemented through SPSS 25.

Normality testing was crucial to determine the appropriate statistical methods for hypothesis testing. If the data were found to follow a normal distribution, parametric tests would be employed for hypothesis testing. Specifically, Pearson's correlation coefficient would be used to examine the relationship between students' perceptions of CSR and their reading achievement. Pearson's test is appropriate for normally distributed data as it measures the strength and direction of the linear relationship between two variables. On the other hand, if the data did not follow a normal distribution, non-parametric tests would be used. The Spearman-Rho correlation coefficient would be employed in this case. Spearman-Rho is a rank-based correlation test that does not assume a normal distribution and is useful for assessing the strength and direction of the association between two ranked variables. By using these rigorous

statistical methods, the researchers aimed to accurately determine whether there is a significant relationship between students' perceptions of CSR and their reading achievement. This systematic approach to data analysis ensured the reliability and validity of the research findings, providing valuable insights into the effectiveness of CSR as a teaching strategy in enhancing reading skills. The data analysis process involved summing up questionnaire responses to gauge students' perceptions of CSR and collecting comprehensive reading achievement data through multiple assessments. The normality of the data was tested using the One-Sample Kolmogorov-Smirnov Test in SPSS 25. Based on the results, either Pearson's or Spearman-Rho correlation coefficients were used to explore the relationship between perceptions and achievement, ensuring that the analysis was appropriately tailored to the characteristics of the collected data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Normality testing was conducted on the data on the students' perceptions of CSR taken from the questionnaire and their reading achievement using One-Sample Kolmogorov-Smirnov Test by means of SPSS 25. The result can be seen in Table 1.

Table 1
Result of Normality Testing One-Sample Kolmogorov-Smirnov Test

Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		165
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.99844807
Most Extreme Differences	Absolute	.099
	Positive	.046
	Negative	-.099
Test Statistic		.099
Asymp. Sig. (2-tailed)		.002 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Table 1 shows that the significant value was 0.002, meaning that the data were not normally distributed (< 0.05). Thus, for the hypothesis testing, the data were tested by using non-parametric test by means of Spearman-Rho in which the result can be seen in Table 2.

Table 2
Result of Hypothesis Testing Correlations

Testing Correlations			
		Reading Achievement	CSR Perceptions
Spearman's rho	Reading Achievement	Correlation	1.000
		Coefficient	.712**
		Sig. (2-tailed)	.000
CSR Perceptions	Reading Achievement	N	165
		Correlation	.712**
		Coefficient	1.000
	CSR Perceptions	Sig. (2-tailed)	.000
		N	165
		N	165

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that the correlation coefficient was 0.712, meaning that the correlation between students' perceptions of CSR and their reading achievement was highly significant. In other words, it means that the higher the students' reading achievement scores, the higher their perceptions on CSR.

Discussion

The correlation between students' perceptions of Collaborative Strategic Reading (CSR) and their reading achievement is highly significant. CSR has been proven to assist students in keeping track of their text comprehension, thereby enabling them to become active learners (Klingner, Vaughn & Boardman, 2007; Vaughn et al., 2011). CSR allows students to work collaboratively with their peers to read a text and use comprehension strategies to understand it. This method systematically activates students' prior knowledge and motivation, as they are more engaged when working in groups. This finding aligns with Mardiani (2017), who found that students exhibited motivated behavior towards reading English texts when using CSR. By sharing ideas and solving problems together, students using CSR demonstrated significant improvements in their reading comprehension.

Further, Vaughn et al. (2011) highlighted that CSR provides opportunities for students to recognize the most important points in a text. This approach enhances their knowledge, understanding, and retention of the material, as students have opportunities to construct and answer questions, as well as review their reading. Once students master the strategies under teacher instruction, they can apply these tactics in a cooperative learning group (Klingner et al., 2007). This collaborative and active exploration is conducive to improving academic achievement (Bermilloli & Merto, 2022). CSR equips students with reading strategies through group activities, which help improve their critical reading skills and foster positive attitudes towards reading in a foreign language (Seitz, 2010).

In this study, the CSR is designed to improve reading comprehension and overall reading skills through structured peer collaboration and strategic reading practices. Teachers in reading classes integrate several reading comprehension strategies within a cooperative learning framework to enhance students' reading abilities (Eliata & Miftakh, 2021; Herwanis et al., 2021). The implementation of CSR involves multiple phases that collectively aim to improve reading strategies, vocabulary, grammatical knowledge, and overall reading comprehension. First, CSR begins with teacher modeling and strategy instruction. During this phase, teachers introduce key reading strategies, such as previewing, click and clunk, getting the gist, and wrap-up, and demonstrate their application (Bermilloli & Merto, 2022). This phase helps students understand how to use these strategies effectively. Next, students are divided into heterogeneous cooperative learning groups, where they practice the CSR strategies collaboratively. Each student is assigned a specific role, such as leader, clunk expert, gist expert, questioner, or encourager, which rotates regularly to ensure all students experience different aspects of the reading process. In these groups, students apply the strategies to assigned reading passages, helping each other understand and summarize the material (Alquraishy et al., 2020; Brevik, 2019). After group reading activities, teachers facilitate whole-class discussions to reflect on the strategies used and the content learned. This reflection and feedback phase consolidates students' learning, allowing them to share their summaries, questions, and any challenges they faced while receiving feedback from the teacher to reinforce the correct use of strategies.

The implementation of CSR begins with teacher modeling and strategy instruction. During this initial phase, the teacher introduces the reading strategies and provides explicit instruction. This includes previewing, where the teacher activates students' background knowledge and helps them make predictions about the text by skimming for an overall idea of

the content. The teacher then introduces the click and clunk strategy, teaching students to monitor their understanding as they read and use context clues or reread passages to resolve confusing parts (Bruen, 2020; Kavani & Amjadiparvar, 2018). The get the gist strategy helps students identify the main idea of the text, condensing information into brief summaries using their own words. Finally, the wrap-up strategy guides students in generating questions, summarizing key points, reviewing important ideas, and asking questions that cover the main content.

After modeling and initial instruction, students are divided into heterogeneous cooperative learning groups, typically consisting of four to five members. Each group member is assigned a specific role, which rotates regularly. The roles include leader, who guides the group through the strategies and keeps everyone on task; clunk expert, who helps resolve any confusing parts of the text; gist expert, who ensures that the group accurately identifies and summarizes the main ideas; questioner, who generates questions about the text and leads the discussion during the wrap-up stage; and encourager, who provides positive feedback and keeps the group motivated. Within these groups, students apply the CSR strategies to assigned reading passages. They begin with previewing the text and discussing their predictions, then read the text together or silently, identifying "clicks" and "clunks" to help each other understand confusing parts. After reading, they work together to summarize the main ideas and generate questions for discussion (Sari & Abdulrahman, 2019; Thamrin & Agustin, 2019). This group reading and strategy application phase is crucial for reinforcing comprehension and collaborative learning.

After the group activities, the teacher facilitates a whole-class discussion to reflect on the strategies used and the content learned. Students share their summaries, questions, and any challenges they faced, while the teacher provides feedback, reinforces the correct use of strategies, and addresses any misconceptions (Haerazi & Irawan, 2020; Haerazi et al., 2019). This reflection and feedback phase ensures that students consolidate their learning and continue to develop their reading skills. CSR's structured approach helps students systematically develop their reading comprehension skills by focusing on key strategies like identifying main ideas and resolving misunderstandings. The click and clunk strategy, in particular, encourages students to expand their vocabulary by identifying and understanding new words within the context. This iterative process of encountering and clarifying unfamiliar terms reinforces vocabulary acquisition.

CSR also promotes active engagement by involving students in the reading process through prediction, questioning, summarizing, and discussion. This active participation keeps students motivated and focused, enhancing their overall reading experience. Working in cooperative groups allows students to learn from each other, share diverse perspectives, and develop critical thinking skills. The collaborative nature of CSR promotes a supportive learning environment where students can practice and refine their reading strategies together. Furthermore, CSR encourages students to think about their thinking (metacognition) as they read. By monitoring their understanding and employing strategies to overcome difficulties, students become more aware of their cognitive processes and develop better self-regulation skills (Sari & Abdulrahman, 2019; Thamrin & Agustin, 2019). This metacognitive awareness is essential for improving reading comprehension and overall academic success.

CSR provides teachers with multiple opportunities to assess students' reading abilities and strategy use. Through observation, group discussions, and individual assessments, teachers can identify areas where students need additional support and provide targeted interventions. This ongoing assessment ensures that students receive the necessary guidance to improve their reading skills continuously. In conclusion, the CSR is an effective instructional approach that enhances students' reading skills through strategic, structured, and cooperative learning activities. By incorporating CSR into reading instruction, educators can help students develop

stronger comprehension abilities, expand their vocabulary, engage more actively in the learning process, and build essential metacognitive skills. The collaborative nature of CSR fosters a positive and supportive classroom environment conducive to effective reading practice and improvement.

CONCLUSION

Collaborative Strategic Reading (CSR) is evidently proven to improve students' reading comprehension. Students have learning experiences to implement CSR to comprehend reading texts in collaboration with their groups. The steps within CSR encourage students to get involved actively and increase their critical thinking. Such experiences are beneficial for them which affect their perceptions of CSR towards their reading achievement. Therefore, their perceptions have high correlation with their reading achievement. It is recommended that a further study about how the implementation of CSR affects students' reading achievement is necessary to conduct.

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