



IMPROVING STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 TAPA

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ABSTRACT

This research aims to find out the using Collaborative Strategic Reading (CSR) strategies can improve students' reading comprehension in eighth-grade students of SMP Negeri 1 Tapa. Specifically, it attempted to address the following question: Can the use of Collaborative Strategic Reading (CSR) strategy improve students' reading comprehension at the eighth-grade students of SMP Negeri 1 Tapa. This research conducts quantitatively and uses pre-experimental research. The sample of this research is 20 students of class VIII-6 in the eighth grade of SMP Negeri 1 Tapa in the academic year 2022/2023. A reading comprehension test, specifically descriptive text, is used to collect the data. The test was objective, and it was used to collect the data pre-test and the post-test. The data were analyzed and interpreted using SPSS 26 version. The result of the pre-test was 267, and the post-test was 375. The hypothesis found that a significance value (2-tailed) $p = 0.000 < 0.05$. It proves that the Hypothesis (H1) is accepted. Thus, the conclusion is that Collaborative Strategic Reading (CSR) can improve students reading comprehension of the eighth-grade students of SMP Negeri 1 Tapa.

Keywords: *Collaborative Strategic Reading (CSR), Reading Comprehension.*

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INTRODUCTION

Background of the Study

Reading is one of the basic language skills which is essential to be learned and mastered by students to improve language skills in general. Grellet (1981, p. 3) stated that reading is a construction process of guessing and an active process of deriving meaning. This means that reading is about understanding the written text process, which involves instruction between the reader, language, and text ideas. This understanding is called reading comprehension.

Reading comprehension is a multifaceted cognitive process comprised of two primary abilities, the ability to understand the meaning of words and the ability to think about verbal concepts. Reading comprehension is an activity that makes the reader try to understand what is being read and understand the main idea, important details, and all the meanings in the reading. This means that in reading comprehension activities, the reader's mind is concentrated in two directions simultaneously.

In this study, the researcher focused on reading comprehension activities that occurred in junior high school students because, in reading class, most of the reading activities were focused on reading comprehension. Students must understand reading for several purposes, such as finding and integrating information, can read critical tests, skim reading, and also understanding the contents of the text read because reading is an interactive process that occurs between the reader and the text read. Through reading activities, students can become critical thinkers. Therefore, students' reading comprehension is needed to master reading skills because the text that is read presents letters, sentences, and paragraphs that produce meaning.

However, when some students have difficulty reading comprehension, the teacher must be creative to find a method and strategy that can make students have no more problems in reading comprehension. Before starting classroom learning, everything the teacher does must be designed to build students' ability to understand complex content. This design can be done using appropriate and exciting methods, techniques, and learning media as learning strategies in the lesson plans that teacher will use. A well-designed approach can help students improve their reading skills. By developing proper methods, techniques, and systems, students are expected to have active learning. Active learning can stimulate students' interest in reading the lessons assigned.

Based on the several problems above, the researcher offers a solution to use Collaborative Strategic Reading (CSR) as a teaching technique. CSR was invented and developed by Klingner and Vaughn (1998), their way or approach to improving students' reading comprehension. CSR is a reading teaching strategy that stimulates students' understanding of texts in groups to achieve common goals and helps help students learn reading comprehension. This strategy can improve students' reading ability by demonstrating it.

Question of the Research

Can the use of the Collaborative Strategic Reading (CSR) strategy improve students reading comprehension



at the eighth-grade students of SMP Negeri 1 Tapa?"

The Aim of Research

From the formulation of the problem that the researcher entered, researchers conducted this research intending to know that using Collaborative Strategic Reading (CSR) strategies can improve students' reading comprehension in eighth-grade students of SMP Negeri 1 Tapa.

The Scope of Research

This research only focuses on the effect of using CSR in learning English on students' reading comprehension, especially in descriptive text. Based on the 2013 curriculum, the basic competence (KD 3.7 and 4.7.1) of descriptive text is learning about social function, generic structure, and language features.

Significance of the Study

The first is theoretically, the result of this research is expected to be a reference material for other researchers to conduct research related to teaching, especially in reading comprehension learning. Meanwhile, this research is expected to help teachers and students apply the CSR strategy for reading comprehension classes

LITERATURE REVIEW

Definition Reading Comprehension

Reading comprehension is a reading activity that involves absorbing information from the reading material and knowledge or knowing the implied meaning of the reading so that the reading can convey the intended purpose to the reader.

According to Klingner (2007, p. 2), Reading comprehension is the process of constructing meaning through the coordination of several complex operations such as word reading, word and world knowledge, and fluency. This statement is also supported by a report from Catherine (2002, p. 8), who explains that reading comprehension is described as extracting and constructing meaning while interacting with and engaging with written language. This means the readers must be able to read a text consisting of many sentences and select the main idea to which all the sentences refer.

Aspect of Reading Comprehension

According to Nuttal (1985), five aspects help students understand English text well: (a) main idea. The main idea is expressed in the paragraph's topic sentence, and the supporting sentence is a sentence that expands on the main idea. (b) identifying specific information. The paragraph's supporting sentence contains specific information. It is the sentences that support the topic sentence. (c) references. A reference is a relationship that exists between expressions and what speakers use terms to discuss. (d) inference. An inference is an educated guess or prediction about something unknown based on available facts and information. (e) understanding the difficult vocabulary. The role of



language in reading is well understood: vocabulary knowledge, or the understanding of word meanings and their use, aids in reading comprehension and knowledge building.

Descriptive Text

According to Gerot & Wignell (1995, p. 208), descriptive text is written to describe a specific person, place, or thing. It also has a generic structure, such as identification, which identifies the phenomenon to be told; a description, which describes the parts, qualities, and characteristics. And the language features.

Students may face difficulty reading this type of text because they must identify the phenomena described in the text and everything described as a specific person, place, or thing. The problem was also discovered when students were asked to read an article and restate its content in their own words. The student's ability to read an English text was meager. Many students can recognize words and know how to pronounce them, but they don't know what they mean.

Defition of CSR

Collaborative Strategic Reading (CSR) is a strategic concept that involves students working in small cooperative groups, which was discovered by Klingner, J. K., and Sharon Vaughn (1998). Collaborative Strategic Reading (CSR) is an instructional strategy designed to improve reading comprehension for students with reading, learning, and behavioral issues enrolled in general education classes. It is based on reciprocal teaching and the many characteristics of effective instruction (e.g., collaborative group work, interactive dialogue, procedural strategies).

Furthermore, Klinger and Vaughn (2000, p. 75) state that CSR is a classroom technique developed to capitalize on the potential for collaboration for language development in content classes, in which students of varying reading and achievement work in small cooperative groups to help one another.

The Implementation of CSR

In Collaborative Strategic Reading, students learn four techniques: preview, click and clunk, get the gist, and wrap up. Preview is used before reading the entire text for the lesson, and wrap-up is used after reading the whole text for the study. The other two strategies, click and clunk and get the gist, are used multiple times while reading the text in each paragraph.

To implement learning to read English with CSR, the teacher must prepare several media to support the teaching and learning process; (a) Reading material. Reading material that is appropriate for the student's abilities, has a theme and supports the details, consists of several paragraphs, contains instructions or pictures to predict. (b) Clunk card. A clunk card is a guide students use when encountering difficulties or complex vocabulary (clunk). (c) Cue card. Cue cards are instructions for each group member's role and intended to ensure that the reading strategies in CSR techniques are used consistently. (d) Learning log. A learning log has two functions such as written learning documentation to facilitate cooperative learning and study guides for students. (e) Timers. The timer functions to determine the working time used by students in each reading strategy with CSR techniques, allowing students to be



more focused on completing tasks and discussing them with the group.

METHODOLOGY

Method of Research

The methodology used in this study is a quantitative method to determine whether CSR can improve students' reading comprehension. According to Sugiyono (2018, p. 8), the quantitative method is a research method based on a particular population or sample, which is carried out by collecting data using several research instruments, and data analysis is quantitative or statistical, to test hypotheses.

Research Design

The researcher used a pre-experimental study with a one-group pre-test and post-test design. There are groups or classes where researchers provide treats and teaching with the CSR method. The group was named the experimental group. The group also underwent tests before (pre-test) and after (post-test) treatment. The result is more accurate using the pre-test and post-test because it analyzes and compares the differences between before and after the researcher treats students' reading comprehension using the CSR method

Population and Sample

1. Population

The Population is the scope or characteristic of all the objects studied. Sugiyono (2018, p.130) states population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are formalized by a researcher to be used for the study to obtain conclusions in the final result. Based on this explanation, the population used in this study was the eighth grade of SMP Negeri 1 Tapa, totaling 201 students.

2. Sample

This study used purposive sampling as a sampling technique. According to Sugiyono (2018, p.138), purposive sampling is sampling using certain considerations according to the desired criteria to be able to determine the number of samples to be studied. Therefore, the researcher took a sample of 20 students of class VIII-6 SMP Negeri 1 Tapa as an experimental class because based on a survey from interviews with the eighth grade English teacher, class VIII-6 was the class with the lowest score among the other 6 classes.

The Instrument of Collecting the Data

The researcher used a reading comprehension test that the researcher gave during the pre-test and post-test. The test instrument used a descriptive text objective test. This type of text is one of the teaching materials for the second semester of class VIII based on the 2013 Curriculum (K-13) and competency standards (KD 3.7 and 4.7.1) and is also used as teaching material for researchers in treatment, which consists of 24 questions.

Therefore, researchers used descriptive text for the pre-test and post-test. In addition, the form of the test is multiple



choice, consisting of four options (a, b, c, and d). The test is structured based on five aspects of reading: main ideas, identifying specific information, references, inference, and understanding the difficult vocabulary.

The Procedure of Collecting the Data

There are a few steps in collecting the data. The steps explained how the way the researcher collected the data from the sample. It included Pre-test, Treatment, and the last is Post-test.

1. Pre-Test

The researcher provides reading comprehension text before Collaborative Strategic Reading (CSR) begins. Then students answer the text using the appropriate knowledge. It analyzes students' prior knowledge before being taught using CSR.

2. Treatment

The treatment is teaching reading comprehension using CSR, focusing on descriptive texts following basic competence (KD 3.7 and 4.7.1). The texts were taken from textbooks and the internet because there were only a few descriptive texts in student textbooks, so the researchers took additional material from sources other than books.

It is given to students in the class who have been selected as a sample after they have received the pre-test. The treatment was carried out for six meetings with a time of about 1 x 45 minutes for each session. Researchers applied six reading materials of descriptive text for the treatment. Each meeting had one new reading material.

3. Post-Test

The researcher gave the post-test after treating the student's reading comprehension using the CSR method. Using the test results, the researchers analyzed the treatment results in the learning process. So researchers can see whether CSR strategies affect students' reading comprehension.

Technique of Analysis the Data

1. Validity Test

As for content validity, the question's validity was tested using the Product Moment Correlation formula with the help of *SPSS statistical software version 26*. After validating the data, researchers found that from 40 questions, 24 were valid, and 16 were invalid. Based on the result of validating test, the researcher built up the test to become the pre-test and post-test

2. Reliability Test

Test reliability is generally defined as the extent to which the results can be considered consistent or stable (Brown, 1996: 192). This test uses the *SPSS version 26 program* using *Cronbach's Alpha method*. With a statistical test decision, that is, if the $Alpha > 0.60$, the item is declared reliable or consistent. Based on the results of the reliability test table above, the value obtained is $0.908 > 0.60$. The result can conclude that the item is reliable or consistent.



Data Analysis

The data in this study are quantitative. The data consists of reading comprehension scores obtained from the pre-test and post-test. After the researcher got the scores from the pre-test and post-test, the researcher analyzed the data with the T-Test from the *SPSS version 26 program* using the *Paired Sample Test method*.

Hypothesis Verification

The verification hypothesis aimed to know whether the result of the study is accepted or rejected. The criteria of hypothesis testing are:

H_0 will be accepted if sig. (2-tailed) > 0.05

H_1 will be accepted if sig. (2-tailed) < 0.05

H_0 : CSR cannot improve students' reading comprehension

H_1 : CSR can improve students' reading comprehension.

RESEARCH FINDING AND DISCUSSION

Research findings

In research findings, some points have emerged as a result.

1. Description of the Pre-Test

The pre-test result showed that the total number of correct answers from 20 students was 267. The mean score was 13,35. The highest score of 20 students was 20, and the lowest was 7.

2. Description of the Post-Test

The post-test result showed that the total number of correct answers from 20 students was 375. The mean score was 18,75. The highest score of 20 students was 23, and the lowest was 13.

3. The Normality Data Pre-Test and Post-Test

Normality Test is conducted to determine the distribution of random and specific data in a population.

If the significance value > 0.05 , the residual value is normally distributed.

If the significance value < 0.05 , the residual value is not normally distributed.

The results of normality testing using the *SPSS version 26 program* using the *Kolmogorov-Smirnov method*, it is known that the significance value is $0.200 > 0.05$, and the results can conclude that the residual value is normally distributed.

Hypothesis Verification

Based on the results of the T-Test showed a significant number between pre-test and post-test scores with a significance value (2-tailed) $p = 0.000 < 0.05$.

H_0 in this study was rejected and H_1 was accepted because there was a significant difference between the pre-test



and post-test. In other words, there is an increase after CSR treatment.

Discussion

The success of learning to read comprehension using CSR strategy in this study can be related to the theory proposed by Klinger and Vaughn (2009, p. 337), which states that CSR strategy is a multi-component strategy. CSR strategies can help students make it easier to understand reading texts, especially to find the meaning of difficult words in reading, and train or guide students in groups, as well as train them to remember what they have learned. Using CSR strategies in learning to read comprehension can be an alternative for teachers, so students do not feel bored in the learning process. The effectiveness of CSR strategies in learning to read comprehension can be seen after the experimental group received treatment using this strategy. The steps in the CSR strategy can foster interest in reading and overcome boredom in the learning process

CSR strategies are applied in group discussions. Students are asked to find the main idea of each paragraph, find facts and opinion sentences, find the explicit and implied meanings of the text, and make conclusions. Students are also asked to write down their initial understanding of the reading they want to read, predict the content of the reading, determine the meaning of words that are considered difficult, make a summary of the content of the reading, and reflect on the extent to which they understand the content of the reading. Based on the assignment, the process of implementing CSR strategies and improving students' reading comprehension skills can be seen.

CSR strategies provide a framework for student discussion and allow students to have control over their activities. Students periodically stop reading to talk or discuss with their group members to support reading comprehension, especially in applying the *Click and Clunk* strategy, which requires students to find the meaning of words that are considered difficult to read without opening a dictionary. After that, each group presented all the contents of their reading. This makes students active and critical in understanding reading. The second is the ability to write. Students can write down main ideas, record the meaning of words that are considered difficult, summarize the contents of each reading in their language on a worksheet, and be able to conclude the contents of the reading.

Third is speaking skills; students discuss determining the meaning of words that are considered complex, discern main ideas, determine sentences of facts and opinions, and make conclusions about the contents of the reading. The fourth ability is the ability to listen, each group member reads their work, and other group members listen to the work that is read. This is so that other group members can provide input or feedback on the work of their friends.

CSR strategies have advantages and disadvantages. The advantage of the CSR strategy is that students can find the meaning of words that are considered difficult without having to open a dictionary. Students can find the contents of reading both individually and in groups. Students can remember reading longer because learning reading comprehension is a multi-component strategy systematically arranged and complements each other. They were learning to read comprehension through three stages: the stage before, the stage during, and the stage after reading.



However, Klingner and Vaughn (1996) stated that the disadvantages experienced during the CSR implementation process are: it takes a long time, and introverted students tend not to be able to work cooperatively in groups. Students sometimes cannot work together in groups because of their personality differences. According to Abidin (2012), CSR requires much time for its implementation, so teachers will have much time to implement CSR. Therefore, in this study, researchers tried to combine two CSR steps, click and clunk and get the gist steps, but students continued to work on assignments in groups. When looking for main ideas, students also do a click and clunk step, which is to find difficult words in the text. This reduces the possibility of less time-constraint learning. Introverted students must be able to adapt in this case because the CSR system requires students to work together and discuss in groups. In this research, there were no students who had this experience. However, if students in other studies are like this, the teacher should take a psychological approach to the child, such as providing motivation and moral support to the student.

In addition, students have different personalities. Some are quiet, hyperactive, obedient, happy to ask questions, or even lazy. There were 20 students who became the research sample, which means there are 20 different characters in the class. Disagreements between teams in groups are expected when implementing CSR. Therefore, if there are difficulties in the discussion group, the researcher provides the best solution so that students can follow the learning according to the guidelines.

Based on this explanation, it can be concluded that in learning to read comprehension, strategies are not only needed that are suitable for students and teachers but strategies that can make students more active, critical, and enthusiastic in participating in learning. CSR strategy can be an alternative to overcome boredom in the learning process. Reading activities will be more enjoyable, and students will find it easier to understand reading because this strategy guides students to carry out reading activities in groups. This is also supported by the results of this study's pre-test and post-test data, which showed a significant increase in students' reading comprehension quality after CSR treatment. In addition, the study results indicate that the hypothesis is accepted. Based on the results of the hypothesis, it can be concluded that CSR can improve students' reading comprehension. In other words, this shows that CSR can significantly improve students' reading comprehension skills.

CONCLUSSION AND SUGGESTION

Conclussion

Based on the data, the results of the pre-test before using the CSR strategy and the post-test results after using the CSR strategy have significant differences. In the pre-test, the lowest score was 7, and the highest was 20. While in the post-test, the lowest score was 13, and the highest score was 23. This indicates that the two results are significantly different. It is known that the post-test results are higher or have increased. This is also proven by using the results of the comparison of pre-test and post-test data for each aspect of reading. The first is on the *main idea* aspect, and the post-test percentage result is an increase of 16% from the pre-test results. The second, in *identifying specific information*, the percentage increased by 21%. The third aspect of *references* percentage



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increased by 17%. Fourth, in *making inferences*, the percentage increased by 26%. Lastly, the percentage of *understanding the difficult vocabulary* increased by 16%, the same as the main idea aspect. According to the data



analysis, the students improved the most in *making inferences* because they received the highest percentage, 26%. Then the lowest percentage is in the aspect of the *main idea* and *understanding the difficult vocabulary*, which gets a percentage of 16%. In other words, students did not improve much in these two aspects.

In addition, researchers also use data from the results of the hypothesis. H1 is that the CSR method can improve students' reading comprehension. H1 will be accepted if $\text{sig.} < 0.05$. From this study, the value of $\text{sig} = 0.000$, which means it is smaller than 0.05. Thus H0 is rejected, and H1 is accepted. In other words, the CSR method can improve students' reading comprehension.

Therefore, it can be used to answer the question of research: Can the use of Collaborative Strategic Reading (CSR) improve students' reading comprehension in the eighth-grade students of SMP Negeri 1 Tapa?

It can be concluded that using Collaborative Strategic Reading (CSR) can help students improve their reading comprehension, increase students' motivation in the teaching and learning process, improve students' collaborative skills and the purpose of reading mastery through an emphasis on using the four strategies of CSR, cooperative learning, and exciting teaching materials that help them in applying Collaborative Strategic Reading (CSR) and understanding the text. By emphasizing this, it can help students build their motivation and involvement in reading, which will automatically improve their reading comprehension, including understanding the text to find the main idea, identifying the specific information, making inferences, and references, as well as understanding the difficult vocabulary.

Suggestion

From the results of research that has been done, CSR can improve students' reading comprehension at SMP Negeri 1 Tapa. Therefore, to enhance students' abilities, especially in English reading comprehension skills, the researcher would like to give some suggestions for English teachers, students, and other researchers.

Teachers must be highly creative in their teaching and learning. For example, by using interesting methods or strategies to further increase student motivation in learning. English teachers can use Collaborative Strategic Reading (CSR) strategies to make learning more interesting, especially in reading, because CSR is one strategy that can improve students' reading comprehension.

As for students, students should always be aware of the importance of reading to get some needed information. Students should not judge that reading is a tedious activity because, by reading, students will gain broader insights. In the learning process, students must be more active, more confident, and not afraid to make mistakes during the teaching and learning process, especially in the reading class. Students should read English texts more often, discuss their difficulties with their peers, and enjoy reading classes to achieve effective learning.

For another researcher, it is hoped that they can use the findings of this study as a basis for conducting further research on similar reading comprehension problems using different teaching techniques. This thesis can also reference other researchers if there are still shortcomings.



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