



The Effect of Collaborative Strategic Reading (CSR) on 11th Graders Analytical Text Reading Comprehension

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Article Info	Abstract
<p>Received: 2026-04-25 Revised: 2026-06-04 Accepted: 2026-06-09</p> <p>Keywords: <i>Analytical Text;</i> <i>Collaborative Strategic Reading;</i> <i>EFL Students</i></p> <p>DOI: 10.24256/ideas.v14i1.10312</p> <p>Corresponding Author: Shevanka Rahma Ayunda shevanka.22071@mhs.unesa.ac.id English Education Study Program, Universitas Negeri Surabaya, Indonesia</p>	<p><i>Reading comprehension is considered a crucial skill in the learning of English as a Foreign Language (EFL); however, students at State Senior High Schools (MAN) still frequently struggle to understand analytical texts that require higher-order thinking skills. This study was conducted to examine the extent of the effect of Collaborative Strategic Reading (CSR) on the analytical text reading comprehension skills of 11th-grade students at MAN 1 Lamongan, as well as to identify improvements in aspects of reading comprehension after CSR was implemented. A quantitative approach with a quasi-experimental design was used in this study. A total of 51 11th-grade students were involved, with 28 students placed in the experimental group and 23 students in the control group. A validated and reliable analytical text reading comprehension test was used to collect data through pre-tests and post-tests. Data analysis was conducted using SPSS version 27 through descriptive statistics, an independent samples t-test, and repeated measures ANOVA. The results showed that the experimental group achieved a higher mean post-test score (84.97) compared to the control group (78.07), and a significant difference between the two groups was found via the independent samples t-test ($p < 0.05$), with a moderate effect size (Cohen's $d = 0.72$). Significant improvements in various aspects of reading were also found in the experimental group, particularly in the ability to identify main ideas and draw conclusions. Overall, it can be concluded that CSR can provide structured and collaborative reading activities, thereby supporting improvements in EFL students'</i></p>

comprehension of analytical texts as well as the development of specific comprehension subskills in the classroom.

1. Introduction

Reading plays a vital role in the learning process because it enables students to access knowledge across various disciplines. In EFL contexts, reading comprehension is particularly important since students are required not only to understand written texts but also to analyze and evaluate information critically. Effective comprehension involves identifying main ideas, interpreting references, making inferences, and understanding vocabulary in context (Nuttall, 1982).

However, many EFL learners still experience difficulties in comprehending analytical texts due to limited vocabulary, dependence on translation, and insufficient reading strategy instruction. Comprehension itself occurs when readers connect textual information with their prior knowledge, goals, and expectations (Zano, 2020), while successful comprehension also depends on decoding fluency, vocabulary knowledge, and listening skills (Washburn, 2021).

Despite the importance of reading comprehension, classroom instruction in many EFL settings often emphasizes content delivery rather than explicit strategy instruction (Habók & Magyar, 2019). As a result, students tend to rely on surface-level understanding and struggle to meet the analytical demands required by the curriculum (Kementerian Pendidikan Dasar dan Menengah, 2025).

Previous studies have suggested that collaborative learning can improve students' engagement, confidence, and reading performance through peer interaction and active participation (Mulyono et al., 2020; Riswanto, 2023; Sulistyani et al., 2022). These findings indicate that structured collaboration may support deeper comprehension processes when effectively implemented in the classroom.

One instructional approach that integrates collaboration with reading strategy instruction is Collaborative Strategic Reading (CSR). CSR combines cognitive and metacognitive reading strategies with cooperative learning to support students in constructing meaning from texts (Klingner et al., 1998). The approach is grounded in sociocultural theory, which emphasizes learning through social interaction and peer scaffolding (Vygotsky, 1978), as well as Reciprocal Teaching, which promotes guided dialogue during reading activities (Palincsar & Brown, 1984). CSR consists of several stages, namely preview, click and clunk, get the gist, and wrap up.

These stages closely relate to analytical reading processes because preview activates prior knowledge, click and clunk supports vocabulary and reference understanding, get the gist assists students in identifying main ideas, and wrap up

encourages inference-making and critical questioning. Previous studies have shown that CSR contributes positively to reading comprehension, vocabulary mastery, and learner confidence in various EFL contexts (Amjadi & Talebi, 2024; Khampool & Chumworatayee, 2023).

Nevertheless, existing studies still show several limitations. Most previous research has focused on general reading comprehension rather than specific analytical reading subskills such as identifying main ideas, making inferences, interpreting references, and understanding vocabulary in context. In addition, limited evidence is available regarding the effectiveness of CSR in Islamic senior high schools (MAN), which implement a dual curriculum integrating general and religious subjects (Pahrudin et al., 2021). This context may create distinct instructional challenges and learning needs that differ from those of general senior high schools.

Empirical evidence from MAN 1 Lamongan further highlights this issue. Students still encounter difficulties in comprehending analytical texts due to limited vocabulary, reliance on translation tools, and insufficient instructional support. Although collaborative learning has been introduced in some classroom activities, structured reading strategies such as CSR have not been systematically implemented.

Therefore, this study aims to examine the effectiveness of Collaborative Strategic Reading (CSR) in improving students' analytical text reading comprehension and to identify which aspects of comprehension show the greatest improvement among eleventh-grade EFL students at MAN 1 Lamongan.

To guide this study, two research questions are formulated:

1. Is there any significant difference in the analytical text reading comprehension scores of 11th-grade MAN students taught using Collaborative Strategic Reading (CSR) compared to those who are taught using conventional methods?
2. Which aspects of analytical text reading comprehension improved most after Collaborative Strategic Reading (CSR) in experimental class?

2. Method

This study employed a quantitative approach using a quasi-experimental design to examine the effect of Collaborative Strategic Reading (CSR) on students' analytical text reading comprehension. Two intact classes of eleventh-grade students at MAN 1 Lamongan, East Java, Indonesia, were involved during the 2025/2026 academic year. One class served as the experimental group and received CSR-based instruction, while the other functioned as the control group and was taught using conventional reading instruction.

Both groups completed a pre-test and a post-test to measure changes in reading comprehension performance before and after the intervention. Since intact classes were used without random assignment, initial group differences could not

be fully controlled, which may affect the internal validity of the study.

The population consisted of 441 eleventh-grade students distributed across 13 classes. Two accessible classes were selected through convenience sampling, resulting in 51 participants, including 28 students in the experimental group and 23 students in the control group. Convenience sampling enabled the study to be conducted in a natural classroom setting; however, this sampling technique may limit the generalizability of the findings.

The instrument used in this study was a reading comprehension test based on analytical texts adapted from official student textbooks. The test consisted of 15 items, including multiple-choice, true/false, and short-answer questions, designed to assess students' ability to identify main ideas, track references, make inferences, and interpret vocabulary in context. Different but equivalent texts at the CEFR B1 level were used in the pre-test and post-test to minimize familiarity effects. Content validity was established through expert judgment by a certified English teacher.

Item validity was examined using Pearson Product-Moment Correlation through pilot testing with 11 students outside the main sample. The average Pearson correlation coefficient was 0.752 for the pre-test and 0.771 for the post-test, indicating strong validity. Reliability analysis using Cronbach's Alpha showed good to excellent reliability for multiple-choice items (pre-test $\alpha = 0.859$; post-test $\alpha = 0.914$), while the true/false items demonstrated comparatively lower reliability coefficients.

The study was conducted over approximately five classroom meetings consisting of pre-test, treatment, and post-test stages. In the experimental group, CSR was implemented through four main stages: preview, click and clunk, get the gist, and wrap up. During the preview stage, students activated prior knowledge and predicted the text content. In click and clunk, students collaboratively identified unfamiliar vocabulary and difficult text sections. During get the gist, students worked in groups to identify main ideas and summarize paragraphs, while the wrap-up stage involved generating and discussing questions related to the text.

Students worked collaboratively in groups, while the teacher acted as a facilitator who guided discussion and monitored comprehension processes. Each treatment session lasted approximately 90 minutes. In contrast, the control group received conventional instruction through teacher explanation, reading aloud, vocabulary translation, and individual comprehension exercises using the same texts and time allocation.

Ethical considerations were addressed throughout the study. Permission to conduct the research was obtained from the school, and informed consent was secured from the participants prior to data collection. Participants were informed about the objectives and procedures of the study for academic research purposes. In addition, confidentiality and anonymity were maintained by using codes instead of students' names during data processing and reporting.

The collected data were analyzed using SPSS version 27. Descriptive statistics were used to summarize students' performance, including mean scores and standard deviations. Prior to inferential analysis, normality and homogeneity tests were conducted using the Shapiro–Wilk test and Levene's test. Independent samples t-tests were used to compare post-test scores between the experimental and control groups.

In addition, repeated measures ANOVA was employed to analyze changes across different aspects of reading comprehension within the experimental group over time, as this analysis allows the comparison of multiple measurements within the same group. Cohen's d was also calculated to determine the magnitude of the treatment effect.

3. Result

1. The Effect of Collaborative Strategic Reading (CSR) on Students' Analytical Text Reading Comprehension

This section presents the findings related to the effect of Collaborative Strategic Reading (CSR) on students' analytical text reading comprehension. The analysis compares the performance of students taught using CSR with those taught using conventional instruction.

Descriptive Statistical Analysis

Table 1. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre-test (Control)	23	29.17	70.83	53.26	10.949
Post-test (Control)	23	58.33	91.66	78.08	8.445
Pre-test (Experimental)	28	33.33	79.17	59.23	12.233
Post-test (Experimental)	28	58.33	100	84.97	10.659

The descriptive statistics indicate that both groups improved after instruction. However, the experimental group demonstrated higher post-test scores compared to the control group, suggesting greater improvement after the implementation of CSR. Although the experimental group showed a slightly higher mean score in the pre-test, the difference between groups was not statistically significant. In addition, the decrease in standard deviation in the control group suggests more consistent performance after instruction, while the experimental group achieved higher overall performance gains.

Normality Test

Table 2. Shapiro-Wilk Test Result

Group	Statistic	df	Sig.
Pre-test (Control)	0.933	23	0.128
Post-test (Control)	0.967	23	0.606
Pre-test (Experimental)	0.953	28	0.229
Post-test (Experimental)	0.936	28	0.087

The Shapiro–Wilk test showed that all significance values were greater than 0.05, indicating that the data were normally distributed. Therefore, the assumption of normality for parametric analysis was fulfilled.

Homogeneity of Variances

Table 3. Levene's Test Result

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.394	1	49	0.128

Levene's Test indicated a significance value greater than 0.05, showing that the variances of the two groups were homogeneous. Thus, the assumption required for independent samples t-test analysis was met.

Independent Samples t-Test

Table 4. Independent Samples t-Test Result (pre-test)

Assumption	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	0.146	0.704	-1.816	49	0.076

Based on the t-test results, no statistically significant difference was found between the pre-test scores of the experimental group and the control group. The two-tailed significance value (sig. 2-tailed) was 0.076, which is greater than 0.05; therefore, it can be concluded that both groups had relatively comparable initial reading comprehension abilities before the intervention.

Table 5. Independent Samples t-Test Result (post test)

Assumption	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	2.394	0.128	-2.519	49	0.015

The results of the independent samples t-test showed a statistically significant difference between the two groups. The difference in post-test scores was found to be statistically significant, as the two-tailed significance level (sig. 2-tailed) was 0.015, which is below the 0.05 threshold. Higher final test scores were obtained by students taught through CSR compared to students in the control group who followed conventional learning.

This shows that improvements in reading comprehension skills can be achieved through CSR over traditional learning methods, as well as that the use of CSR as an innovative teaching strategy for analytical texts deserves to be supported.

Effect Size Analysis

To determine the magnitude of the difference between the experimental group to which the treatment was given and the control group, the effect size is calculated. In this analysis, Cohen's d is used and calculated using the following formula:

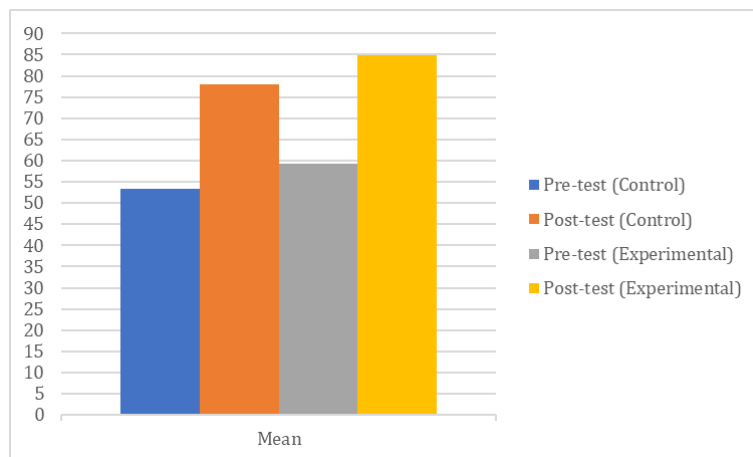
$$d = \frac{M_E - M_C}{\text{Pooled SD}}$$

$$\text{Pooled SD} = \frac{SD_{\text{experimental}} + SD_{\text{control}}}{2} = \frac{10.6588 + 8.4448}{2} = 9.5518$$

$$d = \frac{84.9698 - 78.0755}{9.5518} = \frac{6.8943}{9.5518} \approx 0.722$$

The result, $d = 0.72$ is categorized as a moderate effect size (Cohen, J., 1988), indicating that the treatment had a meaningful and practical effect on students' analytical text reading comprehension. It shows that Collaborative Strategic Reading (CSR) not only improved learning outcomes significantly but also enhanced students' performance in a meaningful way.

Figure 1. Pre-test and Post-test Mean Score Comparison



2. Improvement of Analytical Text Reading Comprehension Aspects After the Use of CSR

The analysis focuses on identifying which aspects of analytical text reading comprehension show the greatest improvement after students were taught using Collaborative Strategic Reading (CSR).

Descriptive Statistical Analysis

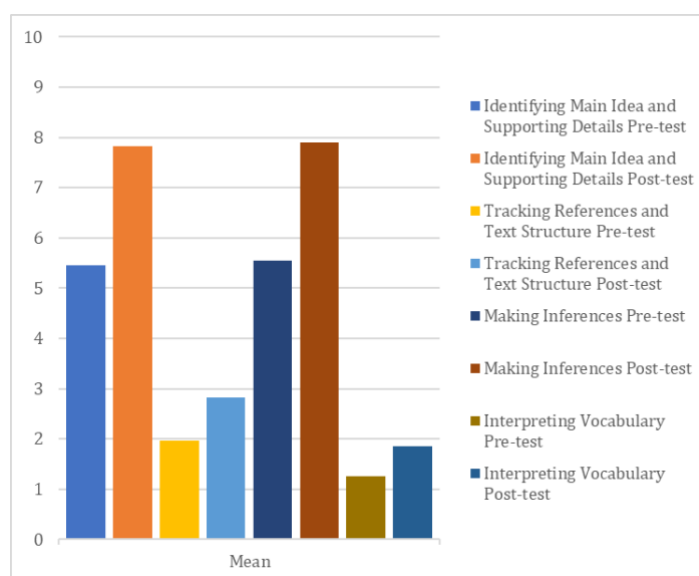
Table 6. Descriptive Statistics for Reading Comprehension Aspects

Aspect	Test	Mean	Std. Deviation	N
Aspect 1 Identifying Main Idea and Supporting Details	Pre-test	5.46	1.14	28
	Post-test	7.82	1.25	28
Aspect 2 Tracking References and Text Structure	Pre-test	1.96	0.84	28
	Post-test	2.82	0.48	28
Aspect 3 Making Inferences	Pre-test	5.54	1.53	28
	Post-test	7.89	1.26	28
Aspect 4 Interpreting Vocabulary	Pre-test	1.25	0.59	28
	Post-test	1.86	0.36	28

The findings of the descriptive statistics indicated that all assessed aspects of students' analytical text reading comprehension improved after the application of Collaborative Strategic Reading (CSR). Identifying main ideas and making inferences demonstrated the greatest improvement, suggesting that CSR effectively supported students in understanding central ideas and interpreting implicit information within analytical texts.

In contrast, vocabulary improvement was comparatively lower, possibly because vocabulary acquisition requires longer exposure and repeated encounters with unfamiliar words beyond the relatively short treatment duration.

Figure 2 Improvement Across Reading Comprehension Aspects



Tests of Within-Subjects Effects (Repeated Measures ANOVA)

Table 7. Repeated Measures ANOVA

Effect	F	df (Effect)	df (Error)	Sig.	Partial η^2
Time	87.426	1	27	< .001	.764
Aspect	608.484	2.44	65.91	< .001	.958
Time × Aspect	16.233	1.95	52.53	< .001	.375

The repeated measures ANOVA findings showed that students’ analytical text reading comprehension improved significantly after the implementation of CSR, as showed by a significant main effect of time. In addition, a significant interaction effect between time and aspect was found, indicating that the magnitude of improvement differed across reading aspects.

Hypothesis Testing

Table 8. The Answer of Hypothesis

Hypothesis	N	p-value	Decision
<i>H₀: There is no significant difference in analytical text reading comprehension scores between students taught with CSR and those taught using conventional methods, and CSR does not lead to different levels of improvement across the aspects of analytical text reading comprehension.</i>	51	0.015	Rejected
<i>H₁: There is a significant difference in analytical text reading comprehension scores between students taught with CSR and those taught using conventional methods, and CSR leads to different levels of improvement across the aspects of analytical text reading comprehension.</i>			Accepted

The outcomes revealed a statistically significant difference in overall analytical text reading comprehension skills between students who obtained learning with CSR and students who were taught using conventional methods. In addition, the findings suggest that CSR contributed to varying levels of improvement across different aspects of reading comprehension.

4. Discussion

This part discusses and interprets the results of the study in relation to the research objectives outlined earlier. Specifically, it examines the effect of Collaborative Strategic Reading (CSR) on students’ analytical text reading comprehension and the improvement of analytical text reading comprehension aspects after the implementation of CSR. The findings are further interpreted based on relevant theories and previous studies.

The Effect of Collaborative Strategic Reading (CSR) on Students' Analytical Text
Reading Comprehension

in The The findings of this study indicate that the implementation of Collaborative Strategic Reading (CSR) was associated with a statistically significant improvement in students' analytical text reading comprehension at MAN 1 Lamongan. Students in the experimental group achieved a higher mean post-test score than those in the control group, and the independent-samples t-test confirmed that the difference was statistically significant, with a significance value below 0.05. In addition, the effect size analysis yielded a Cohen's d value of 0.72, indicating a moderate effect.

Although this result suggests that CSR contributed positively to students' reading performance, the findings should be interpreted cautiously because the study employed a quasi-experimental design with non-random group assignment. Therefore, the results indicate a meaningful instructional contribution rather than a definitive causal effect.

The improvement observed in this study may be explained through the interaction between collaborative learning and metacognitive strategy use, which are central components of CSR. During the implementation process, students worked together to monitor comprehension, clarify unfamiliar information, identify key ideas, and construct meaning from analytical texts. The Click and Clunk stage encouraged students to recognize comprehension difficulties and apply strategies to resolve them, while the Get the Gist stage guided them to identify the central message of each section of the text.

Through structured peer discussion, students were also encouraged to justify their interpretations and consider alternative viewpoints. These processes likely supported deeper engagement with the text and enhanced students' analytical comprehension. This interpretation is consistent with Cognitive Strategy Theory, which emphasizes comprehension monitoring and information organization, as well as Sociocultural Theory and Cooperative Learning principles that view learning as a socially constructed process.

The present findings are generally consistent with previous studies that reported positive effects of CSR on reading comprehension. Research conducted by Herda et al., (2023), Pinninti (2024), Riswanto (2023) similarly found that CSR significantly improved students' reading performance across different educational levels. However, not all studies have reported equally strong results. Amjadi & Talebi (2024) found that the standard CSR model produced only limited improvement, whereas an Extended CSR model incorporating social-emotional elements generated stronger outcomes. Likewise, Lestari & Anugerahwati (2022) reported no significant difference between CSR and another structured reading strategy.

These findings suggest that while CSR is generally beneficial, its effectiveness may vary depending on learner characteristics, instructional design, treatment duration, and comparison conditions.

A closer examination of the reading comprehension aspects revealed different levels of improvement across sub-skills. The largest gains were found in identifying main ideas, followed by making inferences. These improvements are understandable because both skills are directly supported through the summarizing and discussion activities embedded in CSR. Meanwhile, reference recognition demonstrated moderate improvement, while vocabulary interpretation showed the smallest increase.

Although the Click and Clunk stage provides opportunities for vocabulary clarification, vocabulary development often requires repeated exposure and extensive language input beyond short-term classroom intervention. Similarly, reference recognition may not have been addressed as explicitly as other comprehension processes during collaborative discussions. These findings suggest that CSR may be particularly effective in supporting higher-order comprehension skills while producing more gradual improvements in linguistic processing skills.

Several contextual factors may also have influenced the magnitude of the results. As an Islamic senior high school operating under the Ministry of Religious Affairs, MAN 1 Lamongan implements a curriculum that allocates substantial instructional time to both religious and general education subjects. Consequently, opportunities for intensive English instruction may be relatively limited. In addition, many students reported relying on digital translation tools when encountering unfamiliar vocabulary. Transitioning from translation-based reading habits to strategic and metacognitive reading practices likely requires extended exposure and continuous practice. These conditions may help explain why the effect size observed in this study was moderate rather than large.

This study also contributes to analytical reading pedagogy within the MAN context. While many previous CSR studies have focused on general reading comprehension, the present study specifically examined analytical text comprehension, which requires students to identify arguments, evaluate information, and construct logical interpretations. The findings suggest that CSR may provide a useful instructional framework for supporting these processes through structured collaboration and strategic reading activities. Therefore, CSR can be considered a promising alternative for EFL classrooms seeking to strengthen students' analytical reading skills, particularly in contexts where opportunities for authentic English exposure remain limited.

In conclusion, the findings suggest that CSR was associated with a significant improvement students' analytical text reading comprehension at MAN 1 Lamongan. Students who participated in CSR-based instruction achieved better post-test performance than those who received conventional instruction, and the moderate effect size indicates a meaningful educational impact.

The findings further suggest that CSR supports analytical comprehension by combining collaborative interaction with metacognitive reading strategies. Nevertheless, the magnitude of improvement may be influenced by contextual factors, learner characteristics, and implementation conditions. Future studies involving longer intervention periods and more rigorous experimental designs may provide further evidence regarding the effectiveness of CSR in developing analytical reading comprehension.

Improvement of Analytical Text Reading Comprehension Aspects After the Use of CSR

The second research question examined which aspects of analytical text reading comprehension improved most after the implementation of Collaborative Strategic Reading (CSR). The results indicated a significant overall improvement in students' reading comprehension over time. The repeated measures ANOVA showed that students performed significantly better on the post-test than on the pre-test, suggesting that CSR was associated with meaningful progress in analytical text reading comprehension. However, the degree of improvement differed across comprehension aspects, indicating that the various components of reading comprehension did not develop at the same rate. This finding supports the view that reading comprehension consists of multiple interrelated processes that may progress unevenly (Nuttall, 1982).

Among the four aspects examined, identifying main ideas demonstrated the greatest improvement, followed closely by inferential comprehension. In contrast, reference tracking showed more moderate gains, while vocabulary interpretation exhibited the smallest improvement. This pattern suggests that CSR may be particularly effective in supporting higher-level comprehension processes rather than detailed linguistic processing skills. The finding is consistent with the structure of CSR itself, which emphasizes strategic meaning construction through summarization, questioning, and collaborative discussion.

The substantial improvement in identifying main ideas may be explained by the Get the Gist stage, which requires students to summarize information and identify the central message of each section of a text. In analytical texts, recognizing the thesis and key arguments is essential for understanding the overall structure and purpose of the text (Hartati, 2020). Similarly, the strong gains in inferential comprehension may be linked to the Wrap-Up stage, where students generate and answer questions that require deeper reasoning and interpretation. Through collaborative interaction, learners were encouraged to explain ideas, justify interpretations, and connect textual information with prior knowledge. These activities likely supported the development of analytical and interpretive reading skills.

Although improvement was observed in all aspects, gains in reference tracking and vocabulary interpretation were comparatively smaller. Reference comprehension requires readers to recognize cohesive relationships across sentences, while vocabulary interpretation depends on lexical knowledge that is typically developed through repeated exposure over time. Although the Click and Clunk stage encourages students to clarify unfamiliar words and monitor comprehension difficulties, the relatively short intervention period may have limited the extent of vocabulary growth. These findings suggest that CSR alone may not be sufficient to produce substantial improvement in all linguistic aspects of reading and may benefit from being complemented by more explicit vocabulary and language-focused instruction.

The findings also have important implications for analytical reading instruction in senior high school EFL contexts. Current curriculum expectations require students to identify claims, analyze supporting evidence, recognize author stance, and interpret meaning in analytical texts. The improvement observed in main idea identification and inferential comprehension suggests that CSR may help students develop foundational skills needed for these higher-order analytical tasks. Therefore, CSR can be viewed as a useful instructional approach for supporting analytical reading development, particularly through its integration of collaborative learning and metacognitive reading strategies.

Overall, the results indicate that CSR was associated with improvement across all measured aspects of analytical text reading comprehension, although the magnitude of improvement varied among subskills. The strongest gains were found in identifying main ideas and making inferences, whereas vocabulary interpretation and reference tracking developed more gradually. These findings suggest that CSR may be particularly effective in promoting global and interpretive comprehension processes. However, additional instructional support may still be necessary to achieve more balanced development across all components of analytical reading comprehension.

5. Conclusion

This research concludes that Collaborative Strategic Reading (CSR) has a statistically significant positive effect on students' analytical text reading comprehension. Students taught using CSR obtained higher post-test scores compared to students who received conventional instruction, with a moderate effect size (Cohen's $d = 0.72$), indicating a meaningful instructional effect.

However, since the experimental group showed a slightly higher pre-test score, this initial difference may have influenced the results; therefore, future studies should apply more controlled statistical techniques such as ANCOVA to ensure more accurate group comparisons. Further analysis within the experimental group showed substantial improvement over time, particularly in identifying main ideas, followed by inferential comprehension, while reference tracking and vocabulary improved more moderately.

The findings support sociocultural theory, which emphasizes the importance of social interaction and peer scaffolding, as well as cooperative learning theory, which highlights structured collaboration and active engagement in enhancing comprehension. Practically, English teachers may implement CSR through structured group discussions, guided reading strategies, and peer collaboration activities to help students actively construct meaning from analytical texts.

Nevertheless, this research was limited by the relatively small sample size, short duration of treatment, and initial differences in pre-test scores, which may affect the generalizability of the findings. Therefore, CSR can be considered a potential instructional strategy for enhancing analytical text reading comprehension among eleventh-grade EFL students within similar contexts, although caution should be taken in generalizing these findings to broader populations.

Based on the results and limitations of this research, several suggestions are proposed for future studies. Further research is recommended to include larger sample sizes and longer treatment periods to strengthen the robustness and generalizability of the findings. Researchers should also apply more rigorous statistical controls, such as ANCOVA, to address initial group differences. In addition, future studies are encouraged to examine the implementation of CSR across different text genres, educational levels, and language skills beyond reading.

Including moderator variables such as students' proficiency levels, learning motivation, and translation habits may provide deeper insights into the effectiveness of CSR. Finally, future studies are encouraged to measure student engagement more systematically during CSR implementation to better understand its impact on learning processes.

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