

TEACHING READING BY COLLABORATIVE STRATEGIC READING: AN ACTION RESEARCH

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Abstract: English language learners experienced difficulties in understanding readings in English. This research aims to improve students' reading comprehension by implementing *Collaborative Strategic Reading* (CSR) at second semester students of English Department, STKIP Panca Sakti Bekasi. This research used a *Classroom Action Research* (CAR) was conducted in two cycles. There are qualitative and quantitative data collected in this research. The former data were gained by analyzing field note, observation sheet and interview while the latter ones were obtained from pre-test, post-test and portfolio of pre-cycle, cycle I and cycle II. The result shows that the mean score of students' reading performance increases in four dimensions not only on literal, interpretative, applicative but also on critical understanding. The finding indicates that the students' mean score at pre-cycle (68) increases to 77 and to 87 in the first and second cycles respectively. For interpretative understanding, the average score at pre-cycle was 61, increasing to 69 in the first cycle and to 80 in the second cycle. For applicative understanding, the average score at pre-cycle was 62, increasing to 64 in the first cycle and to 84 in the second cycle. Finally, the critical understanding also increases, from 59 at pre-cycle to 65 in the first cycle and to 85 in the second cycle. Therefore, the implementation of CAR effectively improves the students' reading performance.

Keywords: *English readings; reading comprehension; collaborative strategic reading; action research.*

INTRODUCTION

English as Second Language learners study various language skills. Reading is among the skills students are required to master for in learning English as foreign language. Reading skill as a process not only involves with textual understanding but also includes an activity to grasp the writer purpose. For English language learners, reading skills is required both for academic activities and working performance.

Besides, the skill encourages students to acquire knowledge and science through reading materials as well as their interpersonal and cognitive competences (Ramli, Boeriswati, & Emzir, 2019a, 2019b). They may benefit from academic field and in the working places. The more they read the more

they get information and develop knowledge and science (Francisco & Madzaro, 2019; Mirza, Ansari, Khatoon, Pathan, Raheem, & Mushaq, 2021). It, therefore, needs more attention to the teaching of reading in order to shape and improve the students' reading performance.

Reading skill can be developed by applying proper strategies. With proper strategies, the students are encouraged to understand information from text and connect it to their former knowledge. This knowledge is a process transforming science by synthesizing, inferencing, and comprehending a message in the text (Gani, Yusuf, & Susiani, 2016).

The final scores of the second semester students' performance in reading comprehension enrolling *Reading 2* course at academic year 2014/2015 are

below the mean score, 60, from 20 students. In details, four students get 50, two students gain 55, two students gain 65, two students gain 70, and only one student scores 80. This condition encourages the researchers to study investigate the problems in order to improve the students' performance in reading comprehension. This shortage is also supported by the data on Indonesia's Reading Performance reported by OECD in 2018. Indonesia learners scored below the OECD mean score (OECD, 2018; Schleicher, 2019).

On the other hand, the researchers also utilized observation sheet to identify the students' understanding on the reading comprehension. The observation results on the existing teaching reading strategy applied by two lecturers of *Reading 2* course in academic year 2015/2016 reveal that the strategies they used do not encourage the students to overcome their problems in comprehending English passage. Therefore, an improvement needs to be undertaken for activities: discussion through metacognition, reading teaching strategy models, cognitive strategies to help and restore understanding (Daguay-James & Bulusan, 2020; Francisco & Madzaro, 2019; Kim & Kim, 2020; Ramli et al., 2019a) in encouraging the students' motivation in reading. They also delivered the materials by predicting, questioning, visualization, connection and summarizing methods. In addition, they only used evidence and interpretation chart, concept map/graphic organizer, QAR (Question Answer Relationship), think aloud, reading article in the learning process.

In addition, the pre-test data suggest that the students' performance still low and only literal aspect they perform well and not for interpretative, applicative and critical aspects-indicators subsets. Therefore, these problems should be overcome by implementing a proper strategy in teaching reading.

Having the fact of the low reading performance of the students and after discussing with the collaborators (lecturers), the researchers come to conclusion that the teaching reading should involve with the collaborative activities in developing learners' reading performance (Anwar, 2020; Gani et al., 2016). *Collaborative Strategic Reading* (CSR) is one of the strategies in teaching reading implemented collaboratively. This strategy integrates cooperative learning and reading comprehension strategies (Abbasnezhad & Zoghi, 2016). The students are engaged collaboratively to

practice a number of strategies in reading comprehension required them to actively during learning process involving four activities; preview, click and clunk, get to the gist, and wrap up (Anwar, 2020; Klingner, Vaughn, Boardman, & Swanson, 2012; Rahman, 2015).

Besides, the collaborative strategy provides such benefits as improving the students involvement in the learning process, lecturers as a facilitator, students can share knowledge and experience in the class, promoting learning quality (Boardman, Buckley, Maul, & Vaughn, 2014) as it involves with interaction among students' group, high responsibility among students to complete assignments independently or collaboratively, and students are encouraged to develop their understanding constructively by collaboration in group.

Collaborative strategy in comprehending English reading text requires every group member to work in group. They have to be proactive and fill each member's shortcomings. As a result, CSR not only improve the students' knowledge but also develop emotional intelligence in responding to the dynamics of the group member idea.

CSR strategy designed for ESL learners is instructional tool integrating the principles of cooperative and strategies containing instruction to understanding the content of passage, language mastery, and reading comprehension. It encourages the cognitive skill to continue to develop as a result of social interaction CSR implementation (Nosratinia & Hooshmand Fateh, 2017; Rosari & Mujiyanto, 2016). Predicting, click and clunk, identifying main idea, and wrapping up activities are experienced by the students while the tutor plays essential role in guiding their learners to: play role, giving example, thinking and discussing (Grabe & Stoller, 2013; Karabuga & Kaya, 2013; Nosratinia & Hooshmand Fateh, 2017)

There are seven steps in applying CSR to comprehend English readings: activate the students' pre-knowledge before previewing, utilize sensorics' images, ask the students, student predict inference, define the main topic, *Fix-up option*, and synthesize the concepts (Gani et al., 2016; Nosratinia & Hooshmand Fateh, 2017).

A number of studies involve with CSR has been conducted. A research by Suryaningsih (2018) discovers that teaching by CSR improves the students' comprehension and the quality of

learning. The students can identify the main idea of the passage explicitly and implicitly, infer the meaning of specific words, and find reference. Furthermore, Maming (2019) found that team-based learning promotes the students' involvement actively in EFL class when integrated with CRS and it improves the students' performance in reading comprehension. CRS can also improve reading comprehension in PET test (Nosratinia, Mania Hooshmand Fateh, Negin, 2017; Gani, et al., 2016). By comparing individual (ISR) and collaborative (CSR), Kassem found both to be equally effective in improving reading comprehension (2013). Amjadi also reported that CRS strategy gained a positive view toward the intervention from students (2021)

Having the facts that the students experienced difficulties in reading performance, this study aims to investigate the effectiveness of collaborative strategic reading and to improve the students reading comprehension using collaborative strategic reading at English Study Program, STKIP Panca Sakti Bekasi.

METHOD

The research was carried out at Sekolah Tinggi Ilmu Keguruan dan Ilmu Pendidikan (STKIP) Panca Sakti, Bekasi, Jawa Barat. It was conducted at academic year 2018/2019 from March to June 2019. It involves 30 second-semester students of English Education Program, STKIP Panca Sakti Bekasi as the subjects of study.

This study is an action research conducted to improve the students' reading performance by implementing collaborative strategic reading. It was carried out in two cycles after the researchers completing the pre-cycle. It used Kemmis & McTaggart model by implementing four steps in every cycle: plan, action, observation, and reflection. One a cycle completed, the students were administered reading comprehension test at the end of the cycle. The results then were comparing to the previous data. Upon completing the cycles, the qualitative and quantitative data were then analyzed to answer the research questions.

Observation, students' logbook, interview, and test were used in collecting data. Observation, students' logbook, and interview were gathered during the learning process in the form of qualitative data while reading comprehension test was administered at the end of each cycle to acquire

quantitative data. The former data were used to answer the research question on how the collaborative strategic reading was effective in improving the students' reading performance and the latter data were used to answer the question if the collaborative strategic reading can improve the students' reading performance or not.

Observation is used to portray the teaching of reading process using CSR completed by lecturers and collaborators in 12 items score ranges from 1 to 5. Logbook contains the students' experience and feeling about the application of CSR strategy in relation to the course materials, learning development, interaction with peer, interaction with lecturer, and the completion of materials during the learning process. The students immediately write the logbook at the end of the class. Interview is used to reveal what the students experience and think about the collaborative strategic reading. It is carried out in the end of each cycle. Test is administered to measure the students' reading comprehension score consisting of pre-test and post-test in every cycle. The test is to measure the four dimensions of reading comprehension: literal, interpretative, applicative, and critical. Every item score 0 for wrong answer and 1 for the right one.

The data were analyzed qualitatively and quantitatively. The qualitative analysis is used to describe the data collected in observation, students' logbook and interview. The data explain effectiveness of collaborative strategic reading during the learning process. The quantitative analysis is used to investigate the improvement of the students' reading performance by comparing the scores in every cycle.

RESULTS AND DISCUSSION

Pre-cycle activities

First of all, the researchers conduct pre-study to get the real data on students' reading performance. For the qualitative data, the interview with students and lecturers of the course discovered the following issues: lecturers used lecturing method (teacher-centered), ignorance of lecturers to the students' obstacles in reading English text, rarely student received feedback, and students need immediate correction to their assignments before the going to next topic.

The researchers, then, investigate the students' reading performance based on the scores of *Reading I* and *Reading II* courses. The gathered data show

that only 62% students passed the course and the rest 38% failed enrolling *Reading I* (odd semester 2017/2018). On the even semester 2017/2018, the students who passed the Reading II course increase to 70% and there are still 30% students failed. These quantitative data reveals that the students' performance needs to be improve. In addition, the researchers administered a reading performance pre-test to 30 students involved in this study and found that the mean score is 62.4. There are 23 students scored 56-65 or 76.7% and only 7 students score 66-80 or 23.3%

Cycle one

At the planning phase, the researchers design the instructional scenario, learning lesson plan, preparation of learning resources and media, setting the time, observation sheet, interview guidance and reading test instrument.

The action phase consists of the implementation of collaborative strategic reading once a week for

four weeks. The students were taught reading using CSR four times on March 6th, 20th, and 26th and on April 10th 2019. The first meeting is intended to promote the students' motivation. In the second meeting, the students practiced to synthesizing from the reading materials the studied. In the following meeting, the students are encouraged develop their literal, interpretative, applicative, and critical understanding of the passage. And in the last meeting of cycle one, the students are divided into a group consisting of five members. Their prior knowledges are activated.

During the cycle I, all students were engaged in activities of CSR. It encourages the students to activate the students' prior knowledge before previewing, utilize sensorics' images, make inference, identify the main topic, *Fix-up option*, and synthesize the concepts found in the passages.

Observation

Table 1. *Observation results of lecturers and students*

Cycle I			Cycle II		
Observation	Lecturer	Students	Observation	Lecturer	Students
Meeting I	46.7	30	Meeting I	93.3	85.83
Meeting II	62	57.45	Meeting II	100	91.25
Meeting III	86	71.67	Meeting III	100	96.25

Table 1 provides the results of lecturer's and students' observation during the cycle I for three meetings. The data reveal that the process of CSR implementation in teaching reading gradually improves in each meeting. The meeting I shows that CRS was not effective. The observation scores are only 46.7 and 30 for lecturer and students respectively. This condition become the initial introduction to CSR. The scores increase for lecturer's observation to 63.3 and for students to 57.45 in the meeting II. In the meeting III, the scores for lecturer and students increase significantly by 86 and 71.67 respectively.

Reflection

Overall, the application of CSR during cycle I effectively improve the students' reading comprehension as well as the positive attitude toward its application. On the lecturer's perspective, CSR strategy has already maximally implemented. On the students' attitude, the implementation of CSR still needs to be maximized. Therefore, the researchers consider to proceed to the cycle II.

Cycle two

Planning

Based on the data of cycle I, the researchers continue to extend the treatment of CSR to cycle II. We make evaluation and improvement of the design of instructional scenario, learning lesson plan, preparation of learning resources and media, setting the time, observation sheet, interview guidance and reading test instrument.

Action

The treatment (action) also consists of three meeting in implementing the CSR strategy. The students were taught reading using CSR four times on April 17th & 26th and 1 May 2019. The learning process is intended to develop and improve the students' reading comprehension in literal, interpretative, applicative and critical performances. Similar to cycle I, the students in cycle II are also engaged in the activities to activate the students' prior knowledge before previewing, utilize sensorics' images, make inference, identify the

main topic, *Fix-up option*, and synthesize the concepts found in the passages.

Observation

In the cycle II, the responses of lecturer’s and students’ observation result significantly increase in each meeting (in Table 1). The lecturer’s responses have gained perfect score. This data confirm that the CSR strategy has already implemented as intended. On the other hand, the students’ responses to CSR strategy also show great acceptance. The scores also reach the perfect points in each meeting.

Reflection

In summary, the implementation of CSR has been implemented effectively by the lecturer and received positive acceptance from the students. Therefore, this condition has important effects on the students’ reading performance in all four dimensions of knowledge measured.

Discussion

The process of teaching reading during the implementation of CSR.

Reading activities help students to acquire wide understanding in a various field of science they focused on. The readers have paradigms, experiences in understanding the readings. In other words, reading skill involves with experience and paradigm to find the meaning of the passage.

To understand the reading, students should apply strategies. Collaborative strategy is reliable to develop students’ reading comprehension as it provides the students with alternative for learning resources and other resources. Besides, CSR strategy can be accounted for guiding to the next phase of independency while reducing the lecturer roles in the learning process (Gani et al., 2016; Tamah, 2015).

This section discusses the process of leaning by using CSR to improve the students’ performance in reading comprehension at academic year 2018/2019 second semester, at STKIP Panca Sakti Bekasi.

The initial step in CSR is an instructional feature integrating cooperation and strategy involving with instruction to comprehending passage content, language competence, and reading comprehension (Klingner & Vaughn in Grabe & Stoller, 2013).

To figure out the students’ performance in the four dimensions in cycle I, it is provided in the Figure 1. The data show that mostly 90.00% (27

This CSR is applied in action research design to improve the reading performance adopting Kemmis & McTaggart model (Kemmis, McTaggart, & Nixon, 2014) by following steps: plan, action, observation, and reflection.

This CSR is applied to improve the students’ reading performance in four areas: literal, interpretation, application, can critics. All students experienced four methods: preview, click and clunk, get to the gist, and wrap up (Rahman, 2016).

During the action conducted in two cycles, the students show active involvement. They give feedback among them for correction, they completed the tasks in time, they also actively responded to task in the class, interact with each one and the lecturer in the class, they are responsible to complete the tasks, they used time to critical thinking, observing, analyzing, solving the problems and giving response confidently, and they make sure the learning process runs successfully during the class.

These activities confirm that the students show positive attitude during the application of CSR and understanding the readings either in the observing process or in the journal notes during the research. The descriptive results are discussion in the following section

The students’ reading performances

Table 2 displays the students’ performance in reading comprehension in cycle I. overall, the students’ scores ranging from 66 to 80 were at the good level (21 students) and only 8 students still performed in medium ranging from 56 to 65 as follow. The mean score is 62.4 which fall into medium level.

Table 2. *Score distribution of reading comprehension in cycle I*

No.	Score range	Category	Frequency	Percentage
1.	> 80	Very good	0	0.00%
2.	66-80	Good	21	72.4%
3.	56-65	Medium	8	27.6%
4.	45-55	Low	0	0.00%
5.	< 45	Very low	0	0.00%
Total			29	100.00%
Mean			62.4	

students) performance good in literal understanding and the rest (3 students) scored above 80. For the interpretative performance, 19 students scored

range 66 -80 and there are 11 students performed good. And no student score above 80. The students performed in good and medium levels for applicative dimension. Seven students scored range 66-80 and 23 students scored ranging 55-65. And the last indicator, the students' critical skill also in the good and medium levels. 10 students got good level and 20 gained medium score. This cycle one data show that most students' performance is dominant for literal understanding which is the basic level in reading comprehension. As a result, the next cycle needs to be undertook.

Table 3. Score distribution of reading comprehension in cycle II

No	Score range	Category	Frequency	Percentage
1.	> 80	Very good	23	76.7%
2.	66-80	Good	7	23.3%
3.	56-65	Medium	0	0.00%
4.	45-55	Low	0	0.00%
5.	< 45	Very low	0	0.00%
Total			30	100.00%
Mean			83.8	

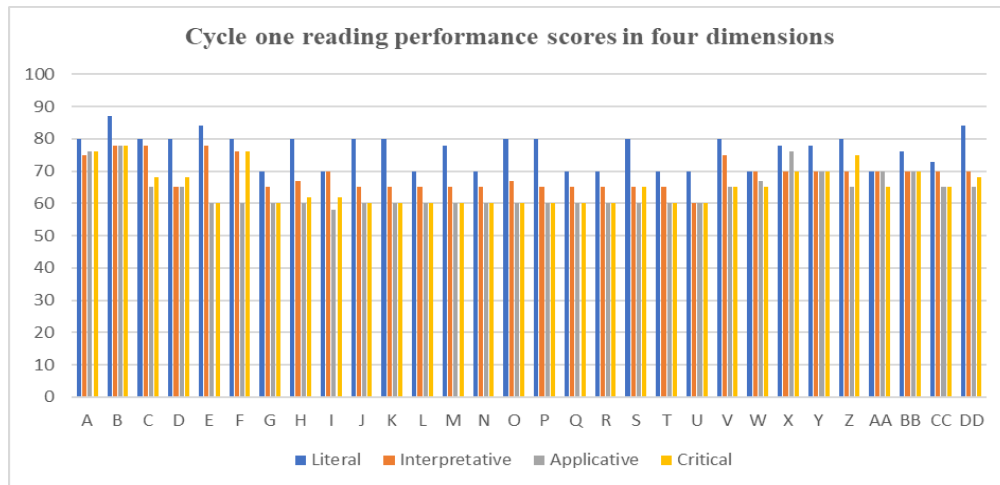


Diagram 1. Distribution of students' reading scores in cycle

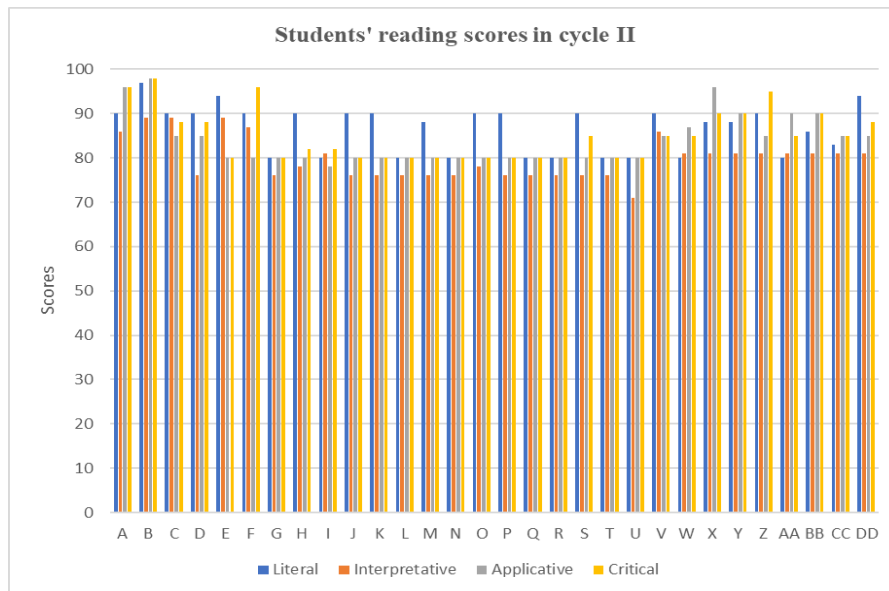


Diagram 2. Distribution of students' reading scores in cycle II

The students show the great improvement of in reading comprehension means that mostly reading comprehension in the second cycle. Table 4 students scored above 80. And there are 7 students shows that there are 23 students perform very good left who gain scores range 66 to 80. This

performance suggests, overall, that the implementation of CSR strategy in teaching reading effectively improve the students reading performance. In details, the students' performance in four dimensions of reading comprehension is provided in Diagram 2.

Their literal understandings are mostly (20 students/66.67%) in very good level or scored above 80. And the rest (10 students/33.34%) gain a good level. The next aspect, interpretative ability also shows great improvement. Mostly a half scored above 80 (46.67%) and the rest scored range 66-80 (53.37%). Similar to interpretative, almost half respondents scored above 80 for applicative ability (46.67%) and the rest are in good category.

The next is critical performance. The are 33.34% or 10 students achieved higher than 80 and 17 students gained good score ranging 66-80.

Overall, the students are able to comprehend the English reading passage in cycle II. They can identify the literal meaning and make inference of the passage. Almost all students perform very good and scored above 80. As a result, the conclusion can be drawn that the implementation of collaborative strategic reading (CSR) has affected the students' reading performance significantly. The following section discusses the improvement of students' reading comprehension performance in every cycle.

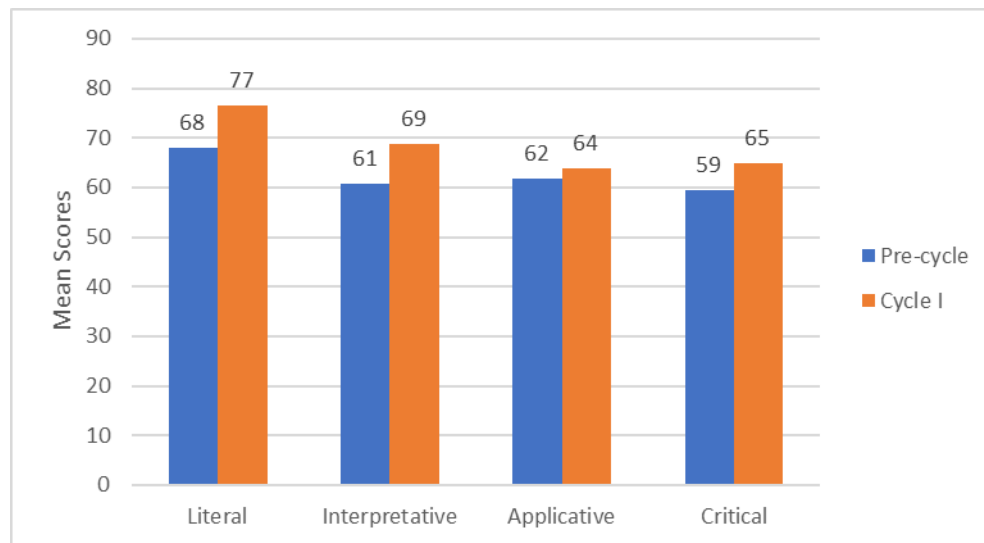


Diagram 3. Reading performance pre-cycle and cycle one mean score in four indicators

Students' performance development after being taught using collaborative strategic reading

The Diagram 3 portrays the growth of students' mean score in all four dimensions of reading comprehension comparing the pre-cycle to cycle I. Table 4 provides the details of improvement. The lowest is critical dimension (3) while there are two dimensions increased to 13% improvement (literal and interpretative dimensions). Them applicative dimension is the medium (9%). The literal area mean score is 68 to 77, interpretative is 61 to 69, applicative is 62 to 64, and critical aspect is from 59 to 65.

Table 4. Mean scores comparison among pre-cycle, cycle I, and cycle II in four dimensions

Indicators	Action	Improvement
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	Pre-cycle	Cycle I	Cycle II	Pre-cycle to cycle I	Pre-cycle to cycle I
Literal	68	77	87	13%	12%
Interpretative	61	69	80	13%	14%
Applicative	62	64	84	3%	24%
Critical	59	65	85	9%	24%

The mean scores between cycle I and cycle II are available in Diagram 4. The data show that all four dimensions of reading comprehension measured are increased. Applicative and critical dimensions improve 20 scores which are the highest and the mean scores of literal and interpretative dimensions increase 10 and 11 respectively. This improvement suggests that the teaching reading using CSR is appropriate to improve the reading comprehension of the learners.

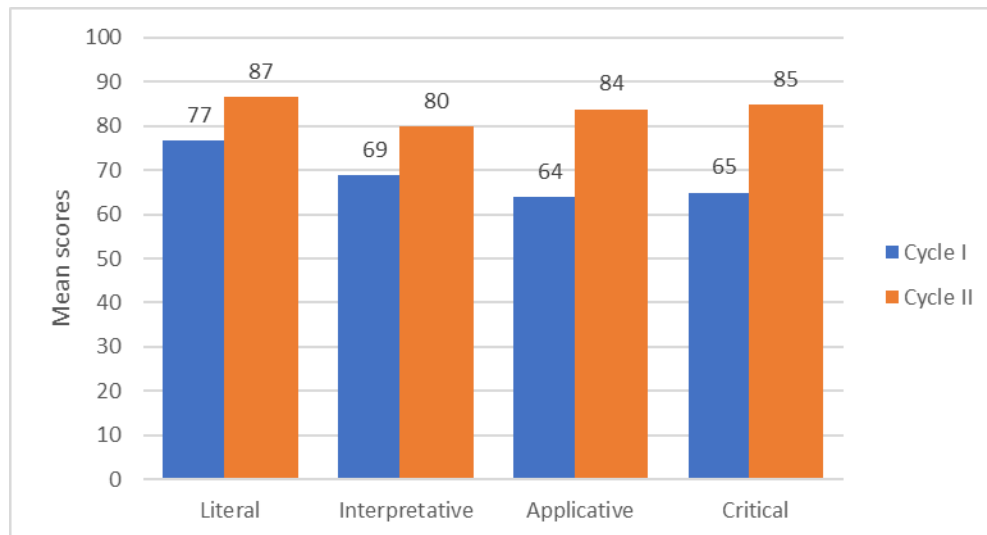


Diagram 4. Reading performance mean scores between cycle i and cycle ii

These improvements can be understood comprehensively by presenting the data in Table 4. Applicative and critical dimension increase to 24% while literal and interpretative increase to 12 and 14 percent respectively.

In Diagram 4, the data present the development of reading performance in overall cycles. It shows that all four dimensions of students' reading comprehension increase from cycle to cycle. The more detail data of improvement are presented in Table 4. Firstly, the literal dimension improves from 68 to 77 and to 87 or about 27 percent improvement. Secondly, the interpretative mean score improves gradually from 61 to 69 and to 80 or about 31 percent. Thirdly, the applicative mean score also increases from 62 to 63 and to 84 or about 36 percent improvement. And finally, the mean score of critical dimension increases from 59 to 65 and to 85 or about 45 percent improvement.

These results confirm that overall the students; reading comprehension effectively increase in all four dimensions measured. Therefore, the hypothesis proposed in this that the reading comprehension will improve when the students are taught with collaborative strategic reading is confirmed.

CONCLUSION

The implementation of collaborative strategic reading engages the students to actively participate during the learning process. They responded to tasks, actively involved in discussion activity, were enthusiastic during the class, and submitted the assignment in time. As a result, the students'

reading performance enhances in cycle one and cycle two.

The positive attitude from students toward the strategy they were taught at the end of second cycle. This was portrayed from their journal notes and interviewing data on the implementation of the CSR strategy. They had fun and learnt enthusiastically during learning process. In addition, they were enthusiastic as they can learn systematically and clearly.

The descriptive data on the students' reading performance reflect that the four sub-competences measured in this study has been increased gradually from pre-cycle, cycle one, and cycle two. Their pre-cycle mean score (68) increases to 77 in cycle one and to 87 in cycle two or about 12 percent increase.

Secondly, the interpretative performance also increases from cycle to cycle. The mean score of pre-cycle (61) increases to 69 in cycle one and to 80 in cycle two or 14 percent increased. For the third indicator, their mean score of applicative performance also improved 24 percent form 62 (pre-cycle) to 64 (first cycle) and to 84 (second cycle). The last aspect, critical understanding, also increases to 24 percent. Their mean score in pre-cycle (59) enhances to 65 in cycle one and to 85 in cycle two.

The implementation of collaborative strategic reading effectively has improved the students' four dimensions of reading performance: literal, interpretative, applicative, and critical understandings. Therefore, the collaborative strategic reading is an alternative strategy to consider in teaching reading.

As the results suggest, it can be considered some educational implications. The CSR effectively has encouraged the students to shape their performance to understanding English reading text. Therefore, the collaboration becomes the key aspect during the teaching-learning process for *Reading* class to enhance the quality of learning process and reading achievement.

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