

The Effectiveness of Collaborative Strategic Reading (CSR) in Improving Students' Reading Comprehension of Recount Texts

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ABSTRACT

This study examines the effectiveness of Collaborative Strategic Reading (CSR) in improving students' comprehension of recount texts in an Indonesian English as a Foreign Language (EFL) context. Employing a pre-experimental one-group pretest–posttest design, the study involved 21 tenth-grade students of MA Al-Qodiri 8 Kelir, Banyuwangi, selected through purposive sampling. Data were collected using a reading comprehension test consisting of 20 multiple-choice items aligned with key comprehension indicators and administered before and after the CSR intervention. The data were analyzed using descriptive statistics and a paired-sample t-test. The results show a substantial improvement in students' reading performance, with the mean score increasing from 58.10 in the pretest to 74.76 in the posttest. Statistical analysis indicates that the improvement is significant ($p < 0.05$), confirming the effectiveness of CSR. In addition to quantitative gains, CSR also enhances students' meta-cognitive awareness and supports collaborative meaning-making during reading activities. These findings suggest that CSR not only improves comprehension outcomes but also promotes active and strategic learning. Therefore, CSR can be considered an effective alternative instructional strategy for improving reading comprehension in EFL classrooms.

Keywords: *Collaborative Strategic Reading; Reading Comprehension; Recount Texts; EFL Learning*

A. Introduction

Reading plays a central role in English as a Foreign Language (EFL) learning, as it enables learners to access information, expand their vocabulary, and develop critical thinking skills required for academic success. Rather than functioning as a passive activity, reading involves an active process of meaning construction in which readers integrate textual information with their prior knowledge and experiences (Grabe, 2009). In this sense, reading comprehension represents a complex cognitive activity that requires strategic engagement with texts.

However, despite its importance, many EFL learners continue to face challenges in comprehending English texts (Ramadhianti & Somba, 2023; Nurhayati et al., 2023). Common difficulties include identifying main ideas, interpreting unfamiliar vocabulary, and establishing connections between ideas within a text. These issues are often linked to instructional practices that emphasize teacher explanation rather than student engagement. As a result, reading activities tend to focus on surface-level understanding, limiting students' ability to develop deeper comprehension skills and reducing their motivation to read.

In the Indonesian senior high school context, students are expected to understand a variety of text types, including recount texts. Recount texts require students to reconstruct past events in a logical sequence, which involves not only understanding explicit information but also recognizing the organization of events and interpreting relationships between them. Nevertheless, many students encounter difficulties when dealing with such texts, particularly due to limited use of effective reading strategies that support comprehension (Ningsih & Hafrison, 2023; Sulistyani et al., 2022).

To address these challenges, strategy-based and collaborative approaches to reading instruction have gained increasing attention (Grabe & Stoller, 2011; Snow, 2002).. One approach that has been widely discussed is Collaborative Strategic Reading (CSR), which combines explicit instruction in reading strategies with cooperative learning activities (Klingner & Vaughn, 1998; Sulistyani et al., 2022). Through CSR, students are guided to engage in structured reading processes such as activating prior knowledge, identifying comprehension difficulties, determining key ideas, and summarizing important information. These activities are carried out collaboratively, allowing students to construct meaning through interaction and discussion (Klingner & Vaughn, 1998).

Previous studies have indicated that CSR contributes positively to students' reading comprehension by encouraging active participation and strategic reading behavior. In addition, collaborative learning environments have been shown to enhance students' motivation and engagement during reading activities. For instance, Klingner and Vaughn's work highlights how CSR facilitates both cognitive and social dimensions of learning, while subsequent studies have shown that collaborative approaches can enhance students' motivation and participation. Recent empirical findings also suggest that CSR can improve

specific aspects of comprehension, such as identifying main ideas, understanding vocabulary (Ermawati & Hastini, 2023), and making inferences (Oktorianisarry et al. & Norahmi, 2023). Additionally, CSR has been shown to foster greater classroom engagement and active participation (Bahtiar, 2024).

Nevertheless, a closer examination of the existing literature reveals several critical gaps. First, much of the research on CSR has been conducted in generalized EFL settings, with limited attention to specific institutional contexts such as Islamic senior high schools in Indonesia, which may have distinct pedagogical and sociocultural characteristics (Sulistiyani et al., 2022; Khairi & Alfaresi, 2024; Rohmah, 2023).. Second, there remains insufficient exploration of how CSR is operationalized within Indonesian classrooms, where variations in teaching practices and learning environments (Putra et al., 2023; Walidaini et al., 2021) may influence its effectiveness. Third, while CSR has been widely studied in relation to general reading comprehension, relatively few studies have focused on its application to specific text genres, particularly recount texts (Munthe et al., 2023; Ningsih & Hafrison, 2023; Unsiah et al., 2023)., which require an understanding of chronological structures and event sequencing.

These gaps indicate a need for more context-sensitive and genre-specific investigations of CSR implementation. In particular, empirical evidence remains limited regarding how CSR can be effectively employed to enhance students' comprehension of recount texts within Indonesian secondary school settings. Addressing this issue is essential not only for refining pedagogical practices but also for ensuring that instructional strategies are aligned with students' contextual needs.

Based on initial observations conducted by the researcher at MA Al-Qodiri 8 Kelir at Banyuwangi, it was obtained the tenth-grade students' English reading scores were not optimal in reading. The results of an interview with the English teacher at MA Al-Qodiri VIII Kelir, Banyuwangi, East Java, on March 13 2023, revealed that teaching techniques for reading are still conventional, such as lectures, discussions and giving assignments. Therefore, this study seeks to examine the effectiveness of Collaborative Strategic Reading (CSR) in improving the tenth-grade students' comprehension of recount texts. By situating the investigation within a specific institutional and genre-based context, this study aims to contribute to the existing body of knowledge by providing more nuanced insights into the

applicability of CSR in Indonesian EFL classrooms. Ultimately, the findings are expected to inform the development of more contextually responsive and effective reading instruction practices.

B. Research Method

This study adopted a quantitative approach using a pre-experimental one-group pretest–posttest design to evaluate the effectiveness of the Collaborative Strategic Reading (CSR) technique in improving students' comprehension of recount texts (Arikunto, 2013). Within this design, a single group of participants was assessed at two different points in time: prior to and following the instructional intervention. Initially, a pretest was administered to determine students' baseline reading comprehension levels. This was followed by the implementation of CSR-based instruction across several sessions. At the end of the intervention, a posttest was conducted to assess students' progress. The effectiveness of CSR was determined by comparing the differences between pretest and posttest results.

The population of this research comprised all tenth-grade students of MA Al-Qodiri 8 at Kelir, Banyuwangi, East Java in the 2023/2024 academic year. From this population, one class was selected as the research sample through purposive sampling. This technique allowed the researcher to deliberately choose a class identified through preliminary observation as having relatively low reading comprehension performance. Such characteristics made the selected group appropriate for examining the potential impact of the CSR technique.

The data collection instrument consisted of a reading comprehension test focusing on recount texts. The test was designed in a multiple-choice format to measure several components of reading comprehension, including identifying main ideas, recognizing supporting details, interpreting vocabulary within context, and understanding the sequence of events presented in the text.

Prior to its administration, the instrument was evaluated to ensure its validity and reliability. Content validity was established by aligning the test items with key indicators of reading comprehension skills and ensuring their relevance to the characteristics of recount texts and the instructional objectives. Additionally, the items were reviewed to confirm their suitability for the students' level of English proficiency. Reliability was

addressed by ensuring consistent measurement outcomes, supported by the use of objective multiple-choice items that minimized scoring subjectivity. Through these procedures, the instrument was considered appropriate for assessing students' reading comprehension ability.

The test was administered twice during the study. The first administration functioned as the pretest, aimed at measuring students' initial comprehension ability before the intervention. The second administration served as the posttest, conducted after the treatment to evaluate students' improvement. Prior to use, all test items were reviewed to ensure their alignment with learning objectives and the defining features of recount texts, thereby strengthening the accuracy of the measurement.

The research procedure consisted of three main phases: pretest, treatment, and posttest. During the pretest phase, students completed a reading comprehension test to establish baseline data. The treatment phase involved the application of CSR in reading instruction through several structured stages. These included preview, where students activated prior knowledge and predicted the content of the text; click and clunk, where students identified parts of the text that were either easily understood or problematic, particularly unfamiliar vocabulary or complex sentences; get the gist, where students determined and discussed the main idea of each paragraph; and wrap up, where students summarized key information and generated relevant questions. Throughout these stages, students worked collaboratively in small groups to facilitate discussion and mutual support in understanding the text.

After completing the treatment sessions, a posttest with a format comparable to the pretest was administered to measure students' reading comprehension after the implementation of CSR. The purpose of this posttest was to determine the extent of improvement resulting from the instructional intervention.

The data obtained from both the pretest and posttest were analyzed using descriptive and inferential statistical methods (Sugiyono, 2012). Descriptive statistics were used to calculate mean scores, providing an overview of students' performance before and after the treatment. To assess whether the observed improvement was statistically significant, a paired-sample t-test was employed, as the data were derived from the same participants measured at two different points in time.

C. Research Finding and Discussion

Research Findings

The findings of this study were obtained from the results of the pretest and posttest administered to the students in order to measure their reading comprehension of recount texts before and after the implementation of the Collaborative Strategic Reading (CSR) technique.

The pretest was conducted at the initial stage of the study to assess students' baseline reading comprehension ability. It evaluated several components, including identifying main ideas, recognizing supporting details, interpreting vocabulary in context, and understanding the sequence of events in recount texts. The pretest results (Tabel 1) revealed that a considerable number of students encountered difficulties in comprehending the texts. Many struggled to determine the main ideas of paragraphs and to interpret unfamiliar vocabulary. These results suggest that students' reading comprehension ability prior to the implementation of CSR was relatively low.

Table 1. Pretest Result

No	Interval	Frequency
1	20 - 25	6
2	26 - 31	5
3	32 - 37	6
4	38 - 43	1
5	44 - 49	1
6	50 - 55	2
TOTAL		21

In the pretest, the highest score was 55 from 1 student, and 20 score from 1 student was the lowest score. The table above shows that the highest frequency is in the intervals 20 - 25 and 32 - 37, were 6 students. The lowest frequency was found in 1 student who was in the interval 38 - 43 with a score of 40 and in the interval 44 - 49 with a score of 45. From 21 students, some students got a score in the interval 20 - 25, 2 students got a score of 20 and 4 students got a score 25. The average score on this pretest is 32.86.

Following the treatment sessions in which the CSR technique was applied, a posttest was administered to evaluate students' reading comprehension after the intervention. The

posttest results demonstrated noticeable improvement in students' performance. A greater number of students were able to accurately identify main ideas and showed a clearer understanding of the chronological sequence of events within the texts. Additionally, students exhibited improved ability in interpreting contextual vocabulary and recognizing supporting details.

Table 2. Posttest

No	Interval	Frequency
1	55 – 60	2
2	61 – 66	7
3	67 – 72	0
4	73 – 78	5
5	79 – 84	2
6	85 – 90	3
7	91 - 96	2
TOTAL		21

In the posttest, of the 21 students there were 2 students whose post-test frequency was the highest in the interval 91 - 96. The lowest frequency is from 2 students, in the interval 55 - 60 with scores of 55 and 60. The post-test has a maximum score of 95 from 2 students, and a minimum score of 55 from 1 student. The average score for this post test is 74.05. From the explanation above regarding the pre-test and post-test results, it can be concluded that the post-test score is higher than the pre-test score.

The observed improvement indicates that the collaborative and strategy-based nature of CSR facilitated more effective processing of reading materials. To quantify this progress, the mean scores of the pretest and posttest were compared. The analysis showed that the average pretest score was 58.10, which increased to 74.76 in the posttest. This substantial gain reflects a meaningful enhancement in students' reading comprehension following the implementation of CSR.

The improvement in performance can be attributed to the structured stages of CSR, which promote active engagement with texts and encourage peer collaboration during reading activities. To examine whether the difference between pretest and posttest scores was statistically significant, a paired-sample t-test was conducted.

T-test formula was used to find out the differences the results pretest and post-test. To calculate T-test, the researcher used the score of pretest and post-test. In the pretest, the Mean score was 32.86. In the post-test, the mean score was 74.05. The result of standard deviation (S1) in the post-test was 11.360, and the standard deviation of pretest is 9.024. The standard error mean in pretest was 1.969 and post-test was 2.479. After getting all the data, the researcher calculated the T-test. The T-test was analyzed and interpreted with significance level of 5%, then the degree of freedom was $= N - 1 = 21 - 1 = 20$, it was found that the T- table was 1,725. Then the result of T-test analysis in this research was 29,036. In conclusion, the score of T-test is higher than T-table. It indicated a statistically significant increase in posttest scores compared to pretest scores, confirming that the improvement was not due to chance. Based on these findings, it can be concluded that there is a significant effect of Collaborative Strategic Reading (CSR) Technique on Recount Text Reading Comprehension of Tenth Grade Students at MA Al Qodiri 8 Kelir Banyuwangi

Discussion

The findings of this study demonstrate that the implementation of Collaborative Strategic Reading (CSR) led to a significant improvement in students' comprehension of recount texts. This enhancement can be largely attributed to the interactive and collaborative features of CSR, which position learners as active participants in the reading process rather than passive recipients of information. This finding is in line with Klingner, Vaughn, and Boardman (2015), who argue that CSR integrates explicit strategy instruction with collaborative learning to support students in becoming more strategic and independent readers.

Throughout the instructional sessions, students engaged in small-group collaboration while applying a sequence of structured reading strategies, including previewing the text, identifying challenging sections, determining the main ideas of paragraphs, and summarizing essential information. These strategies enabled students to approach texts in a more systematic manner, thereby facilitating deeper processing and more accurate interpretation of the content.

The results of this study align with the framework proposed by Klingner and Vaughn (1998), which conceptualizes CSR as an integration of cooperative learning and explicit comprehension strategy instruction. Through peer interaction, students are

encouraged to exchange ideas, negotiate meaning, and co-construct understanding. This collaborative process not only strengthens comprehension but also fosters increased motivation and engagement in reading activities as argued by Slavin (2014) that cooperative learning enhances academic achievement by promoting peer interaction, shared responsibility, and active engagement in learning tasks.

In addition, the collaborative dimension of CSR provides opportunities for students to address comprehension difficulties collectively. When encountering unfamiliar vocabulary or complex sentence structures, students are able to discuss and resolve these challenges within their groups. Such interactions contribute to the development of more effective reading strategies and reinforce learning through peer support. This finding is consistent with prior research by Klingner & Vaughn (2000) emphasizing the positive impact of cooperative learning on reading achievement. Peer interaction during CSR encourages helping behaviors among students, allowing them to clarify misunderstandings and co-construct meaning during reading tasks.

Another notable outcome is that CSR promotes the development of active and strategic readers. Rather than relying solely on teacher explanations, students take greater responsibility for identifying key information and articulating their understanding through discussion. This shift toward active engagement enhances students' strategic awareness and contributes to improved comprehension performance.

Overall, the findings suggest that Collaborative Strategic Reading represents an effective pedagogical approach for enhancing students' reading comprehension of recount texts within EFL classroom contexts.

D. Conclusion

Based on the findings of this study, it can be concluded that the implementation of Collaborative Strategic Reading (CSR) exerts a positive effect on students' comprehension of recount texts. The results demonstrate a clear improvement in students' reading performance following the application of CSR, as evidenced by the higher posttest scores compared to the pretest. This indicates that the instructional intervention contributed significantly to enhancing students' reading comprehension.

The observed improvement can be attributed to the interactive and collaborative features embedded in CSR, which actively involve students in the reading process. Through

small-group collaboration, students engaged in meaningful discussions, exchanged ideas, clarified unfamiliar vocabulary, identified main ideas, and synthesized key information from the text. These structured activities enabled learners to process textual information more effectively and develop stronger comprehension strategies. Moreover, CSR fostered a more dynamic and participatory classroom environment, shifting students' roles from passive recipients of knowledge to active constructors of meaning. In this regard, CSR can be regarded as an effective instructional approach for improving reading comprehension in EFL contexts.

Overall, this study highlights that the integration of collaborative, strategy-based learning approaches such as CSR not only enhances students' reading comprehension but also promotes greater engagement in reading activities.

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