

**THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO
IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 7
BANDAR LAMPUNG**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2026**

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Leni Seprida Wati

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In

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The Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
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ABSTRAK

The Use of CSR to Improve Students' Reading Comprehension at SMAN 7 Bandar Lampung

oleh

Leni Seprida Wati

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan pada kemampuan pemahaman membaca siswa sebelum dan sesudah penerapan Collaborative Strategic Reading (CSR) pada siswa kelas X di SMAN 7 Bandar Lampung. Penelitian ini menggunakan desain one-group pretest–posttest yang melibatkan 30 siswa. Kemampuan pemahaman membaca siswa diukur menggunakan tes pilihan ganda yang terdiri atas 40 butir soal. Perlakuan diberikan dalam dua kali pertemuan, masing-masing selama 90 menit. Data yang diperoleh dianalisis menggunakan uji paired-sample t-test pada taraf signifikansi 0,05. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara skor pre-test dan post-test, dengan nilai rata-rata masing-masing sebesar 61,16 dan 72,33 (Sig. = 0,000, $p < 0,05$; $t = 8,409$). Skor normalized gain yang diperoleh adalah sebesar 0,29. Dengan demikian, dapat disimpulkan bahwa penerapan CSR menghasilkan peningkatan yang signifikan secara statistik terhadap kemampuan pemahaman membaca siswa.

Kata kunci: Collaborative Strategic Reading (CSR), Pemahaman Membaca, Teks Naratif.

ABSTRACT

The Use of CSR to Improve Students' Reading Comprehension at SMAN 7 Bandar Lampung

by

Leni Seprida Wati

This study aimed to investigate whether there was a significant difference in students' reading comprehension before and after the implementation of Collaborative Strategic Reading (CSR) among tenth-grade students at SMAN 7 Bandar Lampung. A one-group pretest–posttest design was applied to 30 students. The students' reading comprehension was measured using a 40-item multiple-choice test. The treatment was conducted in two meetings, each lasting 90 minutes. The collected data were analyzed using a paired-sample t-test at a significance level of 0.05. The results showed that there was a significant difference between the pre-test and post-test scores, with mean scores of 61.16 and 72.33, respectively (Sig. = 0.000, $p < 0.05$; $t = 8.409$). The normalized gain score obtained was 0.29. In conclusion, the implementation of CSR resulted in a statistically significant improvement in students' reading comprehension.

Keywords: Collaborative Strategic Reading, Reading Comprehension, Narrative Texts

Research Title : **THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 7 BANDAR LAMPUNG**

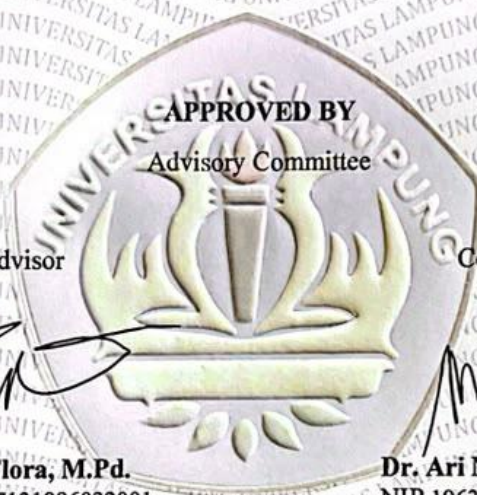
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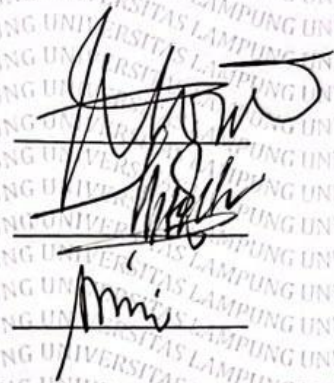
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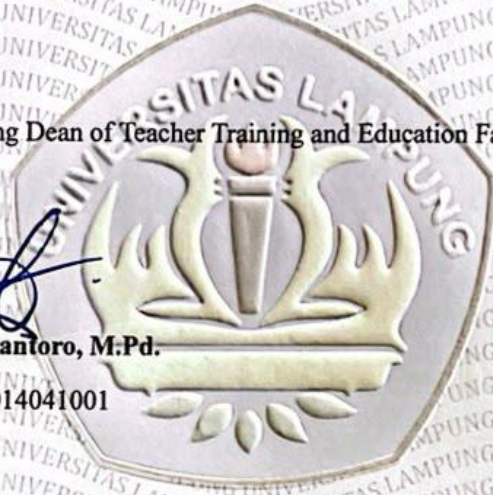


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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 10 Juni 2026

Yang Membuat Pernyataan


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CURRICULUM VITAE

Leni Seprida Wati was born in Pulung Kencana on September 16, 2004. She is the first child of Darmawan M and Sudya Wanti. She has one younger brother, Dani Kurniawan and two younger sisters, Dian Agustina and Nadia Junaida. Grown up in a supportive family, she was encouraged to learn English since elementary school, which helped build her interest in the language from an early age.

She began her formal education at SDN 2 Tulang Bawang Tengah and graduated in 2016. She then continued her studies at SMPN 2 Tulang Bawang Tengah and completed it in 2019. After that, she pursued her senior high school education at SMAN 1 Tulang Bawang Tengah, and graduated in 2022. In the same year, she was admitted to the English Education Study Program, Faculty of Teacher Training and Education, Lampung University through the SBMPTN admission pathway.

During her time at the Lampung University, she has actively participated in student organization. In 2022, she joined the Society of English Education Department Students (SEEDS) as a member of the Education Division in the first period and a member of the Finance Division in the second period, where she gained valuable experience in teamwork, responsibility, organizing educational programs, and financial administration.

In her fourth semester, she completed an internship at Genza Education, a tutoring center. During this internship, she gained valuable experience in classroom management and developed her ability to deliver lessons in a clear and effective manner.

MOTTO

“And He is with you, wherever you are”

(Al-Qur’an 57:4)

Life itself is the art you shape.

(writer)

DEDICATION

This thesis is proudly dedicated to:

1. My dearest parents
2. My dearest younger brother
3. My dearest younger sisters
4. Myself

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In the name of Allah, the Most Gracious and the Most Merciful, all praise is due to Allah SWT for His blessings and mercy, so that the writer can complete this thesis entitled “The Implementation of Collaborative Strategic Reading (CSR) to Improve Students’ Reading Comprehension”.

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The writer realizes that this thesis may not be perfect. Therefore, the writer warmly welcomes constructive suggestions and criticism for the improvement of this thesis. Hopefully, this thesis can give benefits to the readers and future researchers.

Bandar Lampung, 1 Mei 2026

The writer,

Leni Seprida Wati

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I. INTRODUCTION

In order to introduce this study, this section sketches out several important points. Those points are background, research question, objective of the research, the uses of the research, scope, and definition of key terms.

1.1. Background

Reading is one of the four basic language skills along with listening, speaking, and writing. According to Grabe and Stoller (2019), reading is a skill for understanding written texts and interpreting ideas or information in a logical manner. Reading offers many benefits, including increasing knowledge, enriching vocabulary, improving language proficiency, and developing critical thinking skills. It also helps students gain information, understand different perspectives, and enhance their academic performance. Consequently, reading is an essential skill that supports both educational success and lifelong learning. Reading is a fundamental skill for students' academic success, as it plays an important role in supporting comprehension and learning across all subject areas (Smith et al., 2021). Through reading, students can gain new knowledge from the information they obtain, as well as improve their vocabulary from both common and unfamiliar texts. However, in the practice there are many students still have difficulty understanding texts, especially those are complex and unfamiliar texts.

In the context of education in Indonesia, almost all forms of English examinations emphasize reading comprehension skills, ranging from daily quizzes and semester tests to final assessments. It also serves as a primary means of obtaining information, constructing knowledge, and developing higher-order thinking skills. Effective reading comprehension allows students to understand, interpret, and evaluate written texts, which is essential for success in various academic disciplines. Since much of the learning process relies on written materials, the

ability to comprehend texts accurately is vital for students' educational development and overall academic performance.

In the curriculum, the main focus of English instruction lies in various types of texts such as narrative, recount, descriptive, report, and exposition, all of which require strong reading skills. Furthermore, in university entrance examinations such as the SNBT, the English Literacy section is entirely composed of reading comprehension tasks, making reading ability a key factor for success. In addition, English proficiency tests commonly taken by students, such as the TOEFL Prediction or TOEIC Bridge, also place a significant emphasis on reading comprehension. Therefore, reading skills can be regarded as a fundamental foundation in the academic domain, as they determine the extent to which students are able to understand examination materials and prepare themselves for challenges in higher education.

According to the PISA (Programme for International Student Assessment) 2022 results, Indonesian students' reading performance ranked lowest compared to other countries. In the Indonesian context, the national curriculum has established that students are expected to be able to understand and comprehend texts in English. In Safitri and Sujannah (2023), Dhanapal (2019) stated that several factors influenced students' difficulties in reading, including the fact that English was not one of the subjects studied up to sixth grade, a lack of vocabulary, difficulty understanding context, problems in understanding, and a lack of interest in reading in English. However, in reality, many students at SMAN 7 Bandar Lampung still demonstrate unsatisfactory achievement in reading comprehension. This issue is reflected in their inability to comprehend texts effectively, answer comprehension questions accurately, and apply reading strategies when encountering complex texts. Such challenges indicate the need for appropriate instructional strategies that can help students become more active, strategic, and successful readers. Therefore, teachers should implement effective teaching methods to improve students' reading comprehension skills. Based on those problems, it is essential to pay attention to the reading skill of Indonesian students, especially at SMAN 7 Bandar Lampung, which is required more effective strategies, increased reading practice, and establishment of support systems.

One instructional approach that has gained attention is Collaborative Strategic Reading (CSR). As explained by Klingner and Vaughn (1998), CSR is an effective method for enhancing students' reading comprehension, expanding vocabulary, and encouraging cooperative learning. CSR engages students in small group activities using four key strategies: preview, click and clunk, get the gist, and wrap-up. CSR is designed to maximize students' participation and support all students improving their reading comprehensions to be successfully (Sulityani, et al. 2022). According to Lestari and Anugerahwati (2022), CSR improves learners' reading comprehension through focused, interactive collaboration, allowing them to process texts more effectively. Several previous studies investigated the use of CSR in improving students' reading comprehension. Research by Saputra (2024) showed that CSR improved reading comprehension among junior high school students in narrative texts. Similarly, Febrianti et al. (2023) found that CSR not only enhanced comprehension scores but also increased student motivation, interaction, and confidence. Another study conducted by Fithrotunnisa, et al. (2023) found that CSR not only help enhance students' reading comprehension, but also giving positive effects on their social connections and engaging their interactions among friends in the classroom. Sari, et al. (2021) explored the use of CSR to enhance the students' reading comprehension achievement at junior high school, the results showed there is improvement in students reading comprehension achievement.

Based on the explanation above, although many studies on CSR have been conducted, there is still a lack of research at the senior high school level. Therefore, this study aims to investigate the use of CSR to improve students' reading comprehension in senior high school.

1.2. Research Question

Based on the information provided in the background, the researcher articulates the issue in the manner:

“Is there a significant difference of reading comprehension achievement between tenth-grade students at SMAN 7 Bandar Lampung before and after the implementation of Collaborative Strategic Reading (CSR)?”

1.3. Objective of The Research

Regarding the research question mentioned above, the objective of the research is: to find out whether there is a significant difference of reading comprehension achievement between tenth-grade students at SMAN 7 Bandar Lampung before and after the implementation of Collaborative Strategic Reading (CSR).

1.4. Uses of The Research

The result of this research is can be useful both theoretically and practically:

1. Theoretically, the result of the research is useful to assist the theories about the use of CSR to improve senior high school students' reading comprehension.
2. Practically, this research could help teacher as a reference to find alternative way to improve students' reading comprehension.

1.5. Scope

This study focuses on tenth-grade senior high school students and examines the improvement of their reading comprehension through the use of CSR. The study employs narrative texts that are selected based on their relevance to the students' level, language difficulty, appropriate themes, and alignment with the Merdeka Curriculum. The scope of this study is limited to first-grade senior high school students.

The use of CSR as a method will be analysed, focusing on how it is implemented in classroom settings to foster reading comprehension. The research will measure the impact of CSR through pre-test and post-tests designed to evaluate the improvement in students' reading comprehension skills. The study will take place over a specific time frame, which might include multiple sessions where CSR are integrated into the reading lessons.

1.6. Definition of Key Terms

1. CSR

CSR is a strategy developed by Janette Klingner and Sharon Vaughn in 1998 that can foster students to work in cooperatively with each other to overcome

their reading comprehension difficulties. This strategy includes four activities include previewing the text, click and clunk, get the gist, and wrapping up key ideas.

2. Reading Comprehension

Reading comprehension described by Brown (2004) refers to the ability of an individual to read, understand, and interpret written texts in the English language. This skill involves identifying the main ideas, recognizing specific details, inferring meaning, and analysing the structure and language of a text to fully grasp its intended message.

This chapter deliberates the background, research question, objective of the research, uses of the research, scope and definition of key terms used in the research. The following chapter will present a robust theoretical framework and review several studies that support this research.

II. LITERATURE REVIEW

This chapter examines the foundational theories relevant to the research. It covers the following topics: definition of reading, aspects of reading comprehension, the concept of collaborative strategic reading, definition of narrative text, procedure, advantages and disadvantages, the theoretical assumption, and the hypothesis.

2.1. Definition of Reading

In the context of reading as described by Brown (2004:189), the phrase "reading is a process of negotiating meaning" encapsulates the dynamic and interactive nature of comprehension. This perspective emphasizes that reading is not merely a passive activity where the reader absorbs information; rather, it is an active engagement where the reader constructs meaning through the interplay of prior knowledge, context, and the text itself.

Reading is a complex cognitive process that involves decoding symbols (letters and words) to derive meaning from text. According to Smith (2004), reading is not merely a mechanical skill but a multifaceted act that encompasses understanding, interpretation, and engagement with the text. It requires the integration of various cognitive processes, including phonemic awareness, vocabulary knowledge, and background knowledge (Snow, 2002). Effective readers are not passive recipients of information; they are active participants who predict, question, visualize, and evaluate the content as they read. In other words, reading is not merely about vocalizing words; it involves actively extracting and understanding information from the text. This process could train students to boost their engagement and critical thinking, allowing readers to interpret meanings, analyze content, and connect ideas, thereby enhancing their overall comprehension and learning.

Okasha (2020), as cited in Safitri and Sujannah (2023), emphasizes that reading skills empower students to effectively comprehend and interpret the content of

texts. This comprehension enables them to articulate their thoughts and propose solutions to various challenges they encounter while trying to understand the reading material. In more detail, the development of reading skills is important for students as it lays the foundation for critical thinking and problem-solving. When students engage with texts, they do not merely absorb information; they actively analyze and evaluate the content. This process involves recognizing key concepts, identifying arguments, and understanding the context in which the information is presented.

2.2. The Process of Reading

Reading is a complex process through which readers construct meaning from written texts. According to Sutarsyah (2015), the reading process can be explained through three models: bottom-up, top-down, and interactive. The bottom-up model focuses on decoding linguistic elements, such as letters, words, and sentences, whereas the top-down model relies on readers' schemata, or prior knowledge and experiences, to construct meaning from a text. The interactive model combines both approaches, enabling readers to utilize textual information and prior knowledge simultaneously to achieve comprehension. Similarly, Brown (2004) states that reading is an interactive process of negotiating meaning between the reader and the text. Readers actively engage with the text by predicting, inferring, confirming, and evaluating information to construct meaning. Therefore, successful reading comprehension requires not only word recognition but also the ability to relate textual information to existing knowledge.

Furthermore, Grabe (2009) explains that reading is a rapid, efficient, interactive, strategic, and purposeful process that involves both lower-level and higher-level cognitive processes. Lower-level processes include word recognition and syntactic parsing, while higher-level processes involve inferencing, comprehension monitoring, and the integration of prior knowledge. As a result, effective reading comprehension occurs when readers actively interact with the text and apply various cognitive strategies to construct meaning.

2.3. Aspects of Reading Comprehension

Reading comprehension involves several important aspects that enhance a reader's understanding of a text. Reading comprehension is not only the result of understanding words and sentences, but also a strategic process that requires readers to actively use various cognitive strategies. Grabe (2009) states that reading comprehension involves purposeful and strategic processing, in which readers integrate multiple skills such as identifying main ideas, understanding vocabulary, making inferences, and monitoring their comprehension while reading.

Similarly, Klingner et al. (2007) emphasize that effective reading comprehension depends on the use of appropriate reading strategies. They argue that readers need to apply strategies consciously to construct meaning from texts, especially when dealing with complex or unfamiliar content. The use of reading strategies helps students become more active and independent readers by enabling them to monitor their understanding, clarify difficulties, and summarize important information. Therefore, reading comprehension can be understood as a strategic and interactive process that involves the application of specific skills and strategies. These skills are reflected in several key aspects of reading comprehension, which are discussed below. According to Nuttall (1982), the aspects of reading comprehension include determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words.

1. Main Idea

Determining the main idea involves grasping the primary message or concept that the author wants to communicate in a text. This aspect of reading comprehension requires readers to identify the core subject that underpins the details and examples in the text. Recognizing the main idea often means synthesizing information across sentences or paragraphs to capture what the text is fundamentally about. This skill is crucial as it enables readers to discern what is most essential in the text, which serves as a foundation for a deeper understanding of the content. Moreover, finding the main idea helps readers organize the text's information hierarchically, allowing them to see what is central versus what is supplementary. Readers who are adept at this skill be able to quickly identify the thesis in an argumentative text, the theme

in a narrative, or the key point in an informational article, which aids in retaining and summarizing the material effectively.

2. Specific Information

This aspect focuses on locating particular details within the text, often referred to as “scanning.” Nuttall emphasizes that readers must be able to find specific facts, figures, or points without necessarily processing the entire text line by line. This skill is especially useful for answering direct questions or locating data needed to support an argument or understanding a process. By honing this skill, readers are able to efficiently sift through texts to extract information relevant to their purpose without being distracted by irrelevant content. Finding specific information is essential for practical reading, where the goal might be to look up a name, date, or a particular definition. It supports a strategic approach to reading that allows individuals to locate and retrieve information in a targeted manner, often essential for tests, research, or reference.

3. Inference

Making inference involves reading between the lines to understand ideas that are not explicitly stated. The readers must use context clues, background knowledge, and logical reasoning to infer implied meanings, relationships, or motivations in a text. This skill is crucial as authors often leave information unsaid, expecting readers to fill in gaps using inference. Readers with strong inferencing skills are able to deduce character motives, anticipate plot developments, or uncover deeper themes that give the text richness and depth. Additionally, inferencing contributes to a fuller, more nuanced comprehension by allowing readers to connect ideas and see beyond the literal. By inferring, readers engage actively with the text, participating in a dialogue with the author that enhances both engagement and understanding.

4. Reference

Identifying reference involves recognizing words or phrases in the text that point to other parts of the text or external ideas, such as pronouns (e.g., “he,” “they,” “it”) or demonstrative adjectives (e.g., “this,” “that”). Understanding these references is critical for comprehension, as they help maintain coherence and track subjects or

ideas across sentences. By identifying references accurately, readers are able to follow the logical flow of ideas, connect supporting details to main ideas, and avoid misunderstandings that may arise from vague pronoun usage. The ability to identify references ensures that readers understand who or what is being discussed throughout the text. This skill is especially important in longer or more complex texts, where topics or entities are revisited multiple times, often with varying referential terms.

5. Vocabulary

Vocabulary comprehension is a key aspect of reading, as understanding word meanings directly affects one's grasp of the text. Readers should be able to interpret both denotative (literal) and connotative (implied) meanings of words. Sometimes, context clues within the text help readers deduce the meanings of unfamiliar words, allowing them to infer definitions without needing to consult a dictionary. This skill not only aids in decoding individual words but also supports overall comprehension by clarifying phrases and sentences. Beyond simply knowing definitions, understanding word meanings includes recognizing nuances, idiomatic expressions, or technical terms that add to the text's depth. Vocabulary knowledge thus enriches the reading experience, enabling readers to follow arguments, enjoy stylistic elements, and appreciate subtleties within the text.

In summary, the aspects of reading comprehension provide a comprehensive framework for understanding texts at various levels. Main idea, specific information, inference, reference, and vocabulary. Together, these skills form the foundation for effective reading, equipping readers to engage deeply and thoughtfully with a wide range of texts.

2.4. The Concept of CSR

CSR is an innovative reading comprehension strategy developed by Klingner and Vaughn (1998). CSR is an effective instructional strategy that enhances students' reading comprehension, expands their vocabulary, and promotes cooperative learning. CSR is designed to support students of varying abilities, making it particularly effective in diverse classrooms. The strategy typically involves small

groups where students work together to read texts, discuss their understanding, and apply specific reading strategies.

CSR is closely related to metacognitive reading strategies. Metacognition refers to readers' awareness and control of their own thinking processes while reading (Flavell, 1979). In reading activities, metacognitive strategies enable students to plan before reading, monitor their comprehension during reading, and evaluate their understanding after reading.

Klingner et al. (2007) state that successful readers actively use metacognitive strategies to recognize comprehension breakdowns and apply appropriate fix-up strategies. Through CSR, students are encouraged to become aware of their understanding, identify difficulties, and collaboratively solve comprehension problems. Therefore, CSR not only develops students' reading skills but also promotes metacognitive awareness, which plays an important role in improving reading comprehension.

CSR utilizes four key comprehension strategies, including:

a. Preview

The first strategy in CSR is Preview, which helps students activate their prior knowledge, set reading goals, and make predictions about the text. Before diving into the reading, students spend about 2–3 minutes examining the passage, looking at headings, bold or underlined words, images, graphs, and other visual aids. This exploration encourages them to connect the content to what they already know and make educated guesses about the text, boosting their interest and engagement. Teachers often introduce this strategy by likening it to movie previews, asking questions like, “What do you learn from a movie preview?” or “Does it help you decide if you want to watch the movie?” This analogy illustrates the importance of previewing a text. In practice, students first jot down what they know about the topic in their CSR Learning Logs, share their ideas with classmates, write predictions about what they expect to learn, and then share their best insights with the group. Previewing is versatile and can be applied across subjects, making it a great strategy to teach at the start of the academic year.

b. Click and Clunk

The second strategy, Click and Clunk, focuses on helping students monitor their understanding while reading. A "click" signifies that the content makes sense, indicating smooth comprehension, while a "clunk" occurs when they encounter something confusing. This strategy encourages students to be aware of their understanding and recognize when it falters. During reading, teachers prompt students by asking if everything is "clicking" and who has noticed a "clunk." To address these clunks, students use "clunk cards" that suggest various strategies, such as rereading the sentence, examining nearby context, identifying prefixes or suffixes, or breaking the word into smaller parts. This method empowers students to become independent problem-solvers and actively engage with the text. Teachers have observed that students apply this strategy even outside the classroom, highlighting its lasting effectiveness.

c. Get the Gist

The third strategy, Get the Gist, helps students identify and restate the main idea of a paragraph in their own words. They learn to focus on the most important person, place, or thing in the passage and explain the key information concisely. This skill enhances both comprehension and memory retention. In practice, students first write down key ideas individually, then collaborate in pairs or groups to discuss which ideas are most relevant. They work together to craft concise summaries, read them aloud, and provide peer feedback. This interactive process helps students refine their ability to capture the core message of a text without unnecessary details.

d. Wrap Up

The final strategy, Wrap Up, focuses on reviewing and reinforcing what students have learned after reading. Students are encouraged to generate questions using prompts like who, what, when, where, why, and how, the 5Ws and 1H, to deepen their understanding of the material. Teachers often ask students to think like teachers preparing test questions, which fosters higher-level thinking. Students are taught to create both literal and inferential questions, including follow-up

prompts like “Why do you think that?” to enhance critical thinking. To wrap up the activity, students write down the most important information they have learned and take turns sharing their thoughts with the class. This allows the teacher to assess comprehension and provides an opportunity for reflection and reinforcement of key concepts.

In the implementation of CSR requires each group member to assume a specific role that contributes to the collective learning process. These structured roles not only foster accountability but also ensure active participation and mutual support among group members.

Klingner et al. (2001) expanded the CSR framework introduced by Klingner et al. (1998) by adding specific cooperative learning roles for group members. These roles were designed to support students' engagement, accountability, and collaboration during the implementation of CSR. The main roles in a CSR group include the following:

Leader: The leader is responsible for guiding the group through the CSR process by deciding what part of the text to read and which strategy to apply next. The leader also asks for the teacher's assistance when needed and ensures the group stays on task.

Clunk Expert: This role focuses on helping the group understand unfamiliar words or concepts. Using "clunk cards" as references, the clunk expert reminds peers of fix-up strategies such as rereading, identifying prefixes or suffixes, or using contextual clues.

Gist Expert: The gist expert helps the group identify the main idea of a paragraph or section by leading discussions using guiding questions (e.g., “What is this paragraph mostly about?”). The goal is to summarize key information clearly and concisely without including irrelevant details.

Announcer: The announcer manages turn-taking and group interactions by calling on members to read or share ideas. This role helps maintain orderly discussion and ensures that all members are given opportunities to contribute.

Encourager: The encourager monitors group dynamics and motivates participation by giving praise and positive feedback. Additionally, the encourager offers constructive suggestions to improve group collaboration.

Time keeper: The timekeeper keeps track of time allocated for each activity or strategy and helps the group stay within the time limits. This role ensures that the group works efficiently and remains focused.

These roles rotate regularly to provide all students with the opportunity to practice a variety of social and cognitive skills essential for cooperative learning. Teachers play a critical role in modeling, monitoring, and supporting the development of these group interactions to ensure effective implementation of CSR in the classroom.

In summary, by engaging students in small groups and employing the four key strategies, Preview, Click and Clunk, Get the Gist, and Wrap Up, CSR can foster a collaborative and interactive learning environment. Ultimately, CSR equips students with essential skills for academic success and lifelong learning.

2.5. Definition of Narrative Text

Narrative texts are structured stories that present past events in a clear sequence. They typically include key elements such as characters, setting, conflict, a series of events, and resolution. According to Anderson and Anderson (2003), a narrative text “tells about a story or event to entertain or inform the reader or listener” and generally consists of distinct stages: orientation, complication (or problem), and resolution.

In line with this view, Gerot and Wignell (1995) explain that narrative texts have a clear generic structure consisting of orientation, complication, and resolution. The orientation introduces the characters, setting, and time of the story, providing background information for the reader. The complication presents a problem or conflict faced by the characters, which drives the storyline forward. Finally, the resolution shows how the problem is solved, either positively or negatively. This structured organization helps readers follow the sequence of events and understand the development of the story more easily.

From a genre-based perspective, Sutarsyah (2025) states that each genre has a specific social purpose, generic structure, and language features that help readers and writers construct meaning effectively. In narrative texts, understanding the generic structure enables readers to identify the sequence of events, recognize the development of conflicts, and comprehend how the story reaches its resolution. Therefore, knowledge of narrative text structure plays an important role in supporting students' reading comprehension.

The value of narrative texts extends beyond mere entertainment; they significantly aid in the development of students' reading skills. By following a storyline, students learn to track events and understand the relationships between characters and their motivations. This engagement helps them grasp how plots develop over time, enhancing their ability to analyze and interpret stories.

However, despite the advantages of narrative texts, some students encounter challenges in comprehension. For instance, they may struggle to identify implied meanings, subtle hints or themes that are not directly stated. Additionally, making predictions about what might happen next in the story can be difficult for some learners, as it requires an understanding of character intentions and plot dynamics. Drawing conclusions based on the events and character actions is another area where students may have difficulty, as it involves synthesizing information and understanding underlying messages (Day & Bamford, 1998).

Overall, while narrative texts provide a rich foundation for developing important reading skills, educators must be aware of the potential hurdles students may face and offer strategies to support their comprehension and engagement with these stories.

2.6. The Implementation of CSR in Teaching Reading Comprehension

Several studies have investigated the role of short stories in enhancing reading comprehension, particularly in English as a Foreign Language (EFL) contexts. This section will examine notable research that highlights the effectiveness of using short stories to improve reading comprehension abilities.

A previous study by Fithriyah, et al. (2022) examined how effective CSR is in improving reading comprehension and perceptions among ESP students at Universitas Muhammadiyah Lamongan. The researchers used a quantitative experimental design with cluster-randomized sampling, involving 40 students who were divided into experimental and control groups. The results showed that students who were taught using CSR made significant gains in reading comprehension, with their average post-test score rising to 82.56 compared to 77.00 in the control group, an impressive difference of 5.56 points ($p = 0.007$). Additionally, students had very positive perceptions of CSR, especially regarding strategies like "click and clunk" and "get the gist," which helped them better identify main ideas, understand vocabulary, and organize text.

A study conducted by Amumpuni et al. (2024) looked into how effective CSR is for improving reading comprehension among undergraduate students. The researchers used a quasi-experimental design, dividing the participants into two groups: a control group and an experimental group. The experimental group received instruction using CSR strategies like previewing, click and clunk, getting the gist, and wrapping up, while the control group stuck to traditional reading methods. The results showed a significant improvement in the reading comprehension performance of the experimental group after the treatment. Additionally, qualitative feedback from students indicated they were more engaged and enjoyed collaborative learning more. Overall, these findings suggest that CSR is an effective and interactive teaching approach for enhancing reading comprehension in higher education.

Another study by Safitri and Sujannah (2023) investigated the impact of CSR on the reading skills of 29 tenth-grade Hospitality students at a vocational high school in Malang. Using a pre-experimental one-group pretest-posttest design, the researchers found a significant improvement in the students' reading skills after implementing CSR. The average score rose from 74.66 to 85.95, marking an increase of 11.29 points. A paired sample t-test confirmed that this improvement was statistically significant ($p < .001$). The results highlighted that CSR, which

includes strategies like previewing, "Click and Clunk," getting the gist, and wrapping up, effectively enhanced students' ability to understand procedural texts. It fostered collaboration, vocabulary development, metacognitive awareness, and comprehension monitoring. The study concludes that CSR is an effective method for improving reading skills, especially when paired with group-based learning.

A study by Sulistyani, et al. (2022) examined how CSR impacted reading comprehension among tenth-grade students at SMK Pemuda Papar in Kediri. Using a pre-experimental one-group pretest-posttest design with 35 students, the researchers found a notable boost in reading comprehension after implementing CSR. The average pretest score was 63.14, which jumped to 84.57 in the posttest, showing a mean gain of 21.43 points. A paired sample t-test confirmed that this improvement was statistically significant ($p < 0.05$). CSR, which includes strategies such as previewing, "click and clunk," getting the gist, and wrapping up, helped students effectively identify main ideas and understand references, synonyms, antonyms, and both implicit and explicit information. The results suggest that CSR not only enhances comprehension but also boosts student engagement, making it a valuable approach for improving reading outcomes in vocational high school environments.

A study by Fithrotunnisa, et al. (2023) discovered that implementing CSR alongside critical reading techniques significantly boosted reading comprehension among second-grade junior high school students in Ciputat, Indonesia. In their quasi-experimental design, the experimental group that received CSR instruction achieved an average score of 77.8, while the control group scored only 61.47. Impressively, 90% of students in the experimental group met the minimum competency standard, compared to just 9.52% in the control group. These results highlight CSR and critical reading as effective strategies for enhancing students' reading comprehension.

The findings consistently highlight the positive impact of using CSR on enhancing reading comprehension among students. Incorporating CSR into reading strategy

not only improves students' reading scores but also increases their interest and engagement in the learning process. This study aims to examine the impact of CSR at the senior high school level. While previous research has predominantly focused on university, vocational, or junior high school students, studies specifically involving senior high school students remain limited. Therefore, this research seeks to address that gap and provide insights into how CSR can be effectively applied in senior high school contexts.

To sum up, integrating CSR into the curriculum is an effective strategy for improving reading comprehension skills, fostering a love for reading, and making the learning experience more enjoyable for students.

2.7. Implementing CSR in Teaching Narrative Text

The implementation of CSR in this study follows the standard procedure developed by Klingner and Vaughn (1998), which consists of two main phases: (1) teaching the strategies, and (2) applying the strategies in cooperative learning groups.

Phase 1: Teaching the Strategies

CSR's Plan for Strategic Reading

Before Reading

1. Preview
 - a. Brainstorm: What do we already know about the topic?
 - b. Predict: What do we think we will learn about the topic when we read the passage?

R E A D (the first paragraph or section)

During Reading

2. Click and Clunk
 - a. Were there any parts that were hard to understand (clunks)?
 - b. How can we fix the clunks? Use fix-up strategies.

(1) Reread the sentence and look for key ideas to help you understand the word.

(2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

(3) Look for a prefix or suffix in the word.

(4) Break the word apart and look for smaller words.

3. Get the Gist

- a. What is the most important person, place, or thing?
- b. What is the most important idea about the person, place, or thing?

R E A D (Do Steps 2 and 3 again, with all the paragraphs or sections in the passage.)

After Reading

4. Wrap Up

- a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?

Phase 2: Cooperative Learning Group Application

CSR Leader's Cue Sheet

Before Reading

Preview:

S: We know that today's topic is _____.

S: Let's brainstorm and write everything we already know about the topic in our Learning Logs.

S: Announcer, please call on people to share their best ideas.

S: Now let's predict and write everything we think we might learn about from reading today.

S: Announcer, please call on people to share their best ideas.

During Reading

READ:

S: Who would like to read the next section? Announcer, please call on someone to read.

Click and Clunk:

S: Did everyone understand what we read? If you did not, write your clunks in your learning log.

S: (if someone has a clunk): Announcer, please call on someone to say their clunk.

S: (if someone has a clunk): Clunk Expert, please help us out.

Get the Gist:

S: What is the most important idea we have learned about the topic so far?
Everyone thinks of the gist.

S: Now we will go around the group and each say the gist in our own words.
Announcer, please call on someone to share their answer.

After Reading

Wrap Up:

S: Now let's think of some questions to check if we really understood what we read. Everyone writes your questions in your Learning Log. Remember to start your questions with who, when, what, where, why, or how.

S: Announcer, please call on people to share their best questions.

S: In our Learning Logs, let's write down as many statements as we can about what we learned.

S: Announcer, please call on people to share something they learned.

Compliments and Suggestions:

S: The Encourager has been watching carefully and will now tell us two things we did really well as a group today.

S: Is there anything that would help us do even better next time?

In short, CSR consists of two key phases: teaching the reading strategies and applying them through cooperative group roles. The first phase builds students' comprehension skills, while the second reinforces those skills through structured collaboration. Both phases work together to ensure students not only understand but also effectively use the strategies in real reading contexts.

2.8. Advantages and Disadvantages of CSR

The use of CSR to improve students' reading comprehension presents both advantages and disadvantages based on insights from various studies. One of the primary advantages is that when students work together, they can share ideas and perspectives with their classmates, which enhances their reading comprehension (Safitri and Sujannah, 2023). According to Fithrotunnisa et al. (2023), this strategy creates a cooperative learning environment where students develop important interpersonal skills like listening, taking turns, and showing respect for one another. These social benefits not only boost academic performance but also foster a more supportive and inclusive classroom atmosphere.

In addition to enhancing social connections, CSR promotes knowledge growth through collaborative information sharing. Amumpuni et al. (2024) point out that when students share ideas within their groups, they're encouraged to view things from different angles and link what they already know with new information. This teamwork helps them develop a deeper and more meaningful understanding of the material. Moreover, CSR supports students in improving their inferential reading skills and connecting emotionally with the text. Fithriyah et al. (2022) emphasize that the strategy provides great opportunities for students to make predictions, ask questions, and infer meanings, key components of critical thinking in reading comprehension. Additionally, CSR boosts students' motivation, confidence, and sense of responsibility for their own learning.

Despite all its advantages, CSR does come with some challenges. One major concern is that CSR can be quite time-consuming. Teachers have noted that the processes of forming groups, assigning roles, and overseeing discussions during reading activities take much longer than traditional methods. This time investment can limit the amount of instructional material that can be covered in a given class

period. Additionally, participation in group activities often is not equal. Some students may dominate the conversation, while others might be disengaged or passive, leading to a sense of unfairness where a few students do most of the work. Conflicts and disagreements can also emerge during group work, resulting in a noisy, chaotic classroom that disrupts learning. Moreover, some students may struggle to grasp their roles or understand the reading material, even after repeated explanations, which can further slow-down the learning process. These challenges underline that, although CSR has the potential to improve reading comprehension, its effectiveness largely hinges on good classroom management and the willingness of students to collaborate (Rohmah, 2025).

In conclusion, while CSR has the potential to significantly enhance students' reading comprehension through teamwork and critical thinking, it also faces challenges such as time constraints and unequal participation. The effectiveness of CSR ultimately depends on good classroom management and the willingness of students to engage collaboratively.

2.9. Theoretical Assumption

This study is based on the idea that CSR, a cooperative learning approach, can significantly boost students' reading comprehension through structured group interactions and strategic reading techniques. This belief draws from cognitive and social constructivist learning theories. Vygotsky's (1978) social constructivism suggests that learning happens best in social contexts, especially when students collaborate with peers within their Zone of Proximal Development (ZPD). CSR embodies this concept by allowing students to support each other's learning through peer explanations, questioning, summarizing, and clarifying.

Moreover, CSR aligns with cognitive theories of reading comprehension, which emphasize that understanding a text is an active process that requires readers to apply a variety of cognitive strategies such as activating prior knowledge, identifying main ideas, monitoring comprehension, and summarizing. According to Grabe and Stoller (2019), skilled reading involves the integration of multiple processes that support comprehension, including strategic and purposeful reading. The four key phases of CSR; Preview, Click and Clunk, Get the Gist, and Wrap-Up

are specifically structured to foster the development of these cognitive skills. As students engage in CSR, they are encouraged to collaborate with peers and assume specific roles, which further enhances their strategic reading and overall comprehension.

In summary, this study posits that when CSR is implemented correctly, students will show improved reading comprehension skills, becoming more strategic, independent, and socially engaged readers.

2.10. Hypothesis

Based on the theoretical framework and the review of related studies, the hypotheses of this study are formulated as follows:

“There is a significant difference in the reading comprehension achievement of tenth-grade students at SMAN 7 Bandar Lampung before and after the implementation of Collaborative Strategic Reading (CSR)”.

In summary, this chapter has discussed the definition of reading, the aspects of reading comprehension, the concept of CSR, narrative text, its procedures, advantages and disadvantages, the theoretical framework, and the research hypothesis.

III. METHODS

This chapter deals with design and procedures of the research. This refers to research design, data and variables, data source, instruments, data analysis, data treatment, and hypothesis testing.

3.1. Design

This study employed a quantitative approach using a pre-experimental research design to examine whether the application of CSR enhanced students' reading comprehension. A one-group pre-test and post-test design was utilized in conducting the study. The research design was illustrated as follows:

T1 X T2

With the following explanation:

T1: A pre-test was administered to assess students' reading comprehension before the treatment.

X: The treatment involved teaching reading comprehension using CSR.

T2: A post-test was administered to assess students' reading comprehension after the treatment.

(Setiyadi, 2018)

3.2. Variables of The Research

According to Setiyadi (2018), a variable is a concept that reflects variation within a particular category, such as gender, motivation, behavior, achievement, and environmental factors. In this study, the research focuses on independent variables. The data are represented by two sets of measurements, namely the pre-test and post-test scores. The pre-test (T1) indicates students' reading comprehension before the treatment, while the post-test (T2) represents their reading comprehension after the treatment. These two measurements are compared to examine the difference in students' performance.

3.3. Data Source

This study was conducted at SMAN 7 Bandar Lampung and focused on tenth-grade students in the 2025/2026 academic year. The researcher considered this grade level to be appropriate for investigating the targeted competencies of the study. To select the sample, random sampling was employed, in which students were chosen randomly to ensure that each member of the population had an equal chance of being selected (Setiyadi, 2018).

3.3.1. Population

The population of this study consisted of all tenth-grade students at SMAN 7 Bandar Lampung who followed the Kurikulum Merdeka during the 2025/2026 academic year.

3.3.2. Sample

The sample of this study was selected using random sampling. One class of tenth-grade students was randomly chosen as the sample, namely Class X-9, which consisted of 30 students. These students served as the subjects and respondents of the study, regardless of their prior experience with the CSR strategy (Setiyadi, 2018).

3.4. Instruments

The instrument used in this study was a multiple-choice reading comprehension test based on narrative texts. The test was administered twice, namely as a pre-test and a post-test. The reading materials were adapted to the proficiency level of tenth-grade senior high school students and were related to the theme of CSR.

Initially, a total of 50 test items adapted from materials available on studocu.id were developed and administered in a tryout session. The students were given 60 minutes to complete the 50 items tryout test. The tryout was conducted to examine the validity and reliability of the test items and to obtain information regarding the students' initial reading comprehension ability. Based on the results of the item analysis, only 40 items that met the criteria of validity and reliability were selected and used in the final data analysis.

3.4.1. Try Out

To ensure the quality of the test instrument, the researcher conducted a try-out consisting of 50 multiple-choice questions developed based on five aspects of reading comprehension: main idea, inference, detailed information, vocabulary in context, and reference. The try-out was administered to tenth-grade students at the same school as the main research site but in a different class from the actual research sample. This was done to obtain preliminary data on the validity and reliability of the test items.

The students' responses in the try-out were scored using a scale of 2 for correct answers and 0 for incorrect answers. Subsequently, item validity was analyzed using the Pearson Product Moment correlation technique to determine the strength of the relationship between each item score and the total test score.

3.4.2. Validity

According to Setiyadi (2018), validity refers to how effectively a test measures what it is intended to measure. A test is considered valid if it has been properly evaluated. In this study, the researcher focused on three types of validity: face validity, content validity, and construct validity.

a. Face Validity

To ensure that the test appeared appropriate and understandable for the students, the researcher conducted a face validity check by consulting with the English teacher and university lecturers. They reviewed the test instructions, item formats, and language level, and agreed that the test was suitable for senior high school students.

b. Content Validity

Setiyadi (2018) explained that content validity examined whether the test items represented the material intended to be measured. It focused on ensuring that the test was comprehensive and appropriate. To establish content validity, the test materials were aligned with the English Merdeka Curriculum and the syllabus for first-year senior high school students.

In this study, the test was developed based on the basic competencies outlined in the syllabus for tenth-grade senior high school students. The test items

assessed five main aspects of reading comprehension: identifying main ideas, locating specific information, making inferences, recognizing references, and understanding vocabulary in context. The specification table below outlined the distribution of the test items according to these aspects.

Table 1 The Specification of the Test Items

No	Content Words	Item Numbers	Total
1	Main idea	6, 10, 24, 30, 35, 41	6
2	Specific information	1, 2, 13, 16, 17, 20, 27, 29, 36, 38, 43, 45, 47, 49	14
3	Inference	3, 5, 14, 21, 25, 32, 44	7
4	Reference	4, 11, 18, 33, 46	5
5	Vocabulary	7, 8, 9, 12, 15, 19, 22, 23, 26, 28, 31, 34, 37, 39, 40, 42, 48, 50	18
	Total		50

(Appendix 3)

c. Construct Validity

Construct validity, according to Setiyadi (2018), refers to the extent to which a test measures the theoretical construct it is intended to assess. In this study, the reading comprehension test was designed to measure five aspects: main idea, specific information, inference, reference, and vocabulary, which are in line with the learning objectives for tenth-grade students.

To establish construct validity, the test items were reviewed by Prof. Dr. Cucu Sutarsyah, M.A., and Rima Roylitha, S.Pd., an English teacher. They evaluated the relevance of the items to the theoretical framework of reading comprehension and their alignment with the Merdeka Curriculum. The reviewers confirmed that the test appropriately represented the five aspects of reading comprehension. The evidence of the construct validity judgment can be seen in Appendix 15.

3.4.3. Reliability

The reliability of the test instrument was analyzed using Cronbach's Alpha through SPSS, to measure the internal consistency of the items, since it provides a comprehensive estimation of reliability by considering all items in the test. The analysis was conducted on 40 valid items obtained from the try-out test. To determine the level of reliability, this study followed the criteria proposed by Hair et al. (2016) as outlined below:

Table 2 The Reliability of the Test Items

Alpha Coefficient Range	Strength of Association
≥ 0.95	Too high, items are redundant
0.90 to < 0.95	Excellent
0.80 to < 0.90	Very Good
0.70 to < 0.80	Good
0.60 to < 0.70	Moderate
< 0.60	Poor

Hair, *et.al* 2016

Therefore, the test items were considered reliable when the Cronbach's Alpha coefficient was equal to or higher than 0.70. The reliability analysis was conducted using SPSS, and the results are presented in the table below:

Table 3 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	40

The result showed that the Cronbach's Alpha coefficient was 0.867, which is higher than the minimum acceptable value of 0.70. Although several items showed corrected item-total correlation values below 0.30, the overall reliability of the test remained acceptable. Therefore, the instrument was considered reliable and suitable for use in the pre-test and post-test.

3.4.4. Level of Difficulty

Before collecting the main data, the researcher developed a try-out test in the form of a multiple-choice test consisting of 50 items. The test questions were categorized based on their level of difficulty, distinguishing between easy and difficult items. To determine the difficulty level of the test items, the following formula will be used (Shohamy, 1985):

$$LD = \frac{U + L}{N}$$

Notes:

LD: Level of Difficulty

U: The proportion of upper group students

L: Refers to the proportion of lower group students

N: The total number of the students

This approach is applied to ensure an equal proportion of students in each group, despite the possibility that several high-performing students may not satisfy the established criteria.

Table 4 Level of Difficulty Criteria

No	Computation	Criteria	Total Items
1	<0.30	Difficult	8
2	0.30-0.70	Average	40
3	>0.70	Easy	2

(Appendix 8)

The criteria are (Shohamy, 1985):

<0.30 : Belongs to difficult question

0.30 - 0.70 : Refers to average question

>0.70 : Mean that is an easy question

Based on the analysis, the majority of the items were categorized as average in terms of difficulty. Several items were classified as difficult, while only a few were categorized as easy.

3.4.5. Discrimination Power

According to Naga (1992), discrimination power refers to the ability of a test item to distinguish between high-performing and low-performing students. In this study,

a try-out test consisting of 50 items was used as the research instrument in the form of multiple choice. An effective item is one in which high-achieving students obtain higher scores, while low-achieving students obtain lower scores. To evaluate the discrimination index, the researcher applied the following formula (Shohamy, 1985):

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP: Discrimination Power.

U: The Total of Correct Answer of The Higher Group.

L: The Total of Correct Answer of The Lower Group.

N: The Total Number of The Students Following the Test.

Table 5 Discrimination Power Criteria

No	Computation	Criteria	Total Items
1	Negative	Bad	4
2	0.00 – 0.20	Poor	6
3	0.21 – 0.40	Satisfactory	34
4	0.41 – 0.70	Good	4
5	0.71 – 1.00	Excellent	2

(Appendix 8)

The analysis revealed that all items demonstrated adequate discrimination power. Some items showed satisfactory to good discrimination indices, indicating that they were able to distinguish between high and low achieving students. However, several items demonstrated poor or bad discrimination power.

Items with low discrimination indices (below 0.20) and unsatisfactory performance were eliminated from the final test. As a result, a number of items were dropped, while the remaining items that met the acceptable criteria of difficulty and discrimination power were administered as the research instrument.

3.5. Data Treatment

To ensure that the data met the assumption for parametric statistical analysis, a normality test was conducted. Before conducting the t-test, a normality test was

carried out to examine whether the data were normally distributed. The Shapiro–Wilk test was employed because the number of participants in this study was fewer than 50. If the significance value (p) was greater than 0.05, the data were considered normally distributed, and the Paired Samples t -test was applied. However, if the significance value was less than or equal to 0.05, indicating that the data were not normally distributed, the non-parametric alternative, the Wilcoxon Signed-Rank Test, was used instead.

3.6. Data Collection Technique

In this study, the data was collected through a reading test administered to the students. The goal of data collection was to determine whether there was a significant difference in students' reading comprehension before and after the implementation of the treatment. The data collection was conducted in three stages:

1. Pre-test

After determining the population and selecting the sample, the researcher administered a pre-test as the initial step of data collection. The pre-test was conducted in the first meeting, prior to the implementation of the treatment. This test aimed to measure the students' reading comprehension skills before they were exposed to the instructional treatment. The pre-test consisted of 40 multiple-choice questions designed to assess the students' initial reading comprehension level.

The test items were selected from the results of the try-out, in which only valid items were included in the final test. Furthermore, the questions covered five aspects of reading comprehension, namely identifying the main idea, finding specific information, making inferences, understanding vocabulary in context, and recognizing references. The distribution of the pre-test items based on these aspects was organized in a table of specification, as presented below:

Table 6 The Specification of the Pre-Test Items

No	Content Words	Item Numbers	Total
1	Main idea	1,15, 21, 26, 31	5

2	Specific information	4, 7, 8, 11, 18, 20, 27, 33, 35, 37, 39	11
3	Inference	5, 12, 16, 23, 34	5
4	Reference	2, 9, 24, 36	4
5	Vocabulary	3, 6, 10, 13, 14, 17, 19, 22, 25, 28, 29, 30, 32, 38, 40	15
	Total		40

(Appendix 4)

2. Treatment

The treatment was conducted after the administration of the pre-test and took place on a different day, specifically in the second meeting. During the treatment sessions, the students were provided with narrative texts and were guided to apply CSR to enhance their reading comprehension of the texts. The treatment was implemented in two sessions, which were carried out in the second and third meetings.

3. Post-test

The post-test was administered after the completion of the two treatment sessions and was conducted in the fourth meeting. The post-test aimed to examine whether there was a significant difference in the students' reading comprehension skills after they had applied CSR during the two previous meetings. The test consisted of 40 multiple-choice items, which were the same as those used in the pre-test; however, the order of the questions was rearranged. The distribution of the post-test items based on these aspects was organized in a table of specification, as presented below:

Table 7 The Specification of the Post-Test Items

No	Content Words	Item Numbers	Total
1	Main idea	9,15, 25, 35, 40	5
2	Specific information	2, 5, 10, 11, 19, 23, 27, 31, 33, 34, 36	11
3	Inference	7, 8, 16, 24, 29	5

4	Reference	4, 18, 21, 30	4
5	Vocabulary	1, 3, 6, 12, 13, 14, 17, 20, 22, 26, 28, 32, 37, 38, 39	15
	Total		40

(Appendix 4)

3.7. Data Analysis

The collected data were analyzed using a t-test to determine whether there was a significant difference in students' reading comprehension before and after the treatment. Since this study employed a one-group pre-test and post-test design, a Paired Samples t-test was applied. The level of significance was set at 0.05. If the significance value was lower than 0.05, the null hypothesis (H_0) was rejected, indicating that the treatment had a significant effect on students' reading comprehension.

1. Scoring System

The data in this study were derived from students' performance on both the pre-test and post-test. In assessing the results, the researcher did not employ a specific scoring formula or rubric. Instead, each of the 40 test items was assigned a fixed value. A correct response was given a score of 2.5, while an incorrect response received a score of 0. Therefore, the total score for each student was calculated by summing the points obtained from all items, with the maximum possible score being 100. This scoring approach was used consistently to measure students' reading comprehension achievement before and after the implementation of the treatment.

2. Data Management

All data collected in this study were obtained from the students' responses to the reading comprehension tests administered in the form of pre-tests and post-tests. The tests consisted of multiple-choice items designed to measure the students' reading comprehension performance. The data management process involved the following steps:

- a) Coding and Scoring: Students' responses to the reading comprehension tests were scored objectively. Each correct answer was given a score of , while incorrect answers were scored 0. The total score for each student was calculated based on the number of correct responses in the multiple-choice test.
- b) Tabulation: The scores obtained from the pre-test and post-test were tabulated using Microsoft Excel. The data were then transferred to SPSS (Statistical Package for the Social Sciences) version 25 for further statistical analysis.
- c) Confidentiality: To ensure confidentiality, the identities of the students were kept anonymous by assigning code numbers instead of using their real names during data processing and analysis.

3. Procedure of the Research

This study applied a quasi-experimental design with a one-group pre-test and post-test. The procedure of the research was carried out through several stages as follows:

a. Determining the Problem

The research was conducted based on problems identified during the teaching and learning process, particularly in students' reading comprehension. Many students experienced difficulties in understanding narrative texts, including identifying main ideas, detailed information, and implied meanings. These difficulties indicated the need for an effective reading strategy. Therefore, CSR was selected as a teaching strategy to improve students' reading comprehension skills.

b. Selecting and Determining the Population and Sample

The population of this study consisted of tenth-grade students of SMAN 7 Bandar Lampung. Tenth-grade students were chosen because narrative text is included in the English curriculum at this level. The sample was selected using cluster random sampling. All tenth-grade classes were listed, and one class was randomly selected by drawing lots. As a result, class X.9, consisting of 30 students, was chosen as the sample of this study.

c. Selecting the Instrument and Materials

The main instrument used in this study was a reading comprehension test in the form of multiple-choice questions. The test consisted of 40 items, each of which provided four answer options (A, B, C, and D). The test designed to measure students' reading comprehension skills. The reading materials used during the treatment were narrative texts that were appropriate to the students' grade level and aligned with the English curriculum. These materials were used to support the implementation of Collaborative Strategic Reading.

d. Administering the Pre-Test

The pre-test was administered in the first meeting before the treatment was given. This test aimed to measure the students' initial reading comprehension skills. The results of the pre-test served as baseline data to be compared with the post-test results.

e. Conducting the Treatment

The treatment was conducted by implementing CSR in two meetings, namely the second and third meetings. In each treatment session, students were first guided to apply CSR strategies individually to help them build initial understanding of the narrative text. After the students became familiar with the strategies, they were then instructed to apply the same CSR strategies collaboratively in small groups. This procedure was applied consistently in both treatment sessions to strengthen students' reading comprehension skills.

f. Administering the Post-Test

The post-test was administered in the fourth meeting after the completion of the treatment. The post-test consisted of 40 multiple-choice items, which were the same as those in the pre-test but arranged in a different order. This test was conducted to determine whether there was an improvement in the students' reading comprehension skills after the implementation of Collaborative Strategic Reading.

g. Analyzing the Data

The data obtained from the pre-test and post-test were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. A paired sample t-test was used to determine whether there was a significant difference between the students' reading comprehension scores before and after the treatment.

The procedure of data analysis was carried out in the following stages:

- 1) Scoring: The students' answers were scored by giving 2.5 point for each correct answer and 0 for incorrect answers. This scoring system was applied because the test consisted of 40 items, allowing each correct response to contribute proportionally to a maximum total score of 100. The total score for each student was then calculated.
- 2) Descriptive Statistics: Descriptive statistics were used to obtain the mean, minimum score, maximum score, and standard deviation of the pre-test and post-test results.
- 3) Normality Test: A normality test using the Shapiro–Wilk test was conducted to determine whether the data were normally distributed.

Paired Sample t-test: A paired sample t-test was applied to examine whether there was a significant difference between the students' reading comprehension scores before and after the implementation of CSR.

3.8. Hypothesis Testing

The researcher analyzed and compared the students' pre-test and post-test scores to determine whether the implementation of CSR resulted in a significant difference in students' reading comprehension. The level of significance was set at 0.05, meaning that the null hypothesis would be rejected if the significance value was less than 0.05. The criteria for hypothesis testing are as follows:

1. H_0 (Null Hypothesis): There is no significant difference in the reading comprehension achievement of tenth-grade students at SMAN 7 Bandar Lampung before and after the implementation of CSR.

2. H₁ (Alternative Hypothesis): There is a significant difference in the reading comprehension achievement of tenth-grade students at SMAN 7 Bandar Lampung before and after the implementation of CSR.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions drawn from the research findings discussed in the previous chapter. It also provides several suggestions for teachers, students, and future researchers regarding the implementation of CSR in improving students' reading comprehension.

5.1. Conclusion

This research was conducted to examine the effectiveness of CSR in improving students' reading comprehension of narrative texts. Based on the overall findings, CSR can be considered a beneficial instructional strategy that supports students in developing better reading comprehension. Through collaborative activities and the use of structured reading strategies, students were encouraged to become more active, strategic, and engaged readers rather than passive recipients of information.

The implementation of CSR showed that students were able to participate more actively in the reading process by discussing texts, sharing ideas, and helping one another overcome comprehension difficulties. Although the level of improvement, as indicated by the normalized gain, was categorized as low, the results still suggest that CSR contributed positively to students' learning development. One possible reason for the low normalized gain is the limited duration of the treatment, as CSR was implemented in only two meetings. As a result, students may not have had sufficient time to become familiar with and fully apply the CSR strategies during the learning process. Since CSR involves several strategic reading activities and collaborative roles, students require adequate practice and repeated exposure to develop these skills effectively. Therefore, a longer implementation period may lead to greater improvements in students' reading comprehension achievement.

Overall, CSR not only helps students understand narrative texts more effectively but also promotes collaborative learning, strategic reading, and greater learner engagement in the classroom. Therefore, CSR can be recommended as an alternati-

ve and supportive strategy for teaching reading comprehension, particularly in senior high school contexts. Future researchers are encouraged to allocate a longer implementation period for CSR to allow students sufficient time to practice each strategy and maximize its effectiveness in improving reading comprehension.

5.2. Suggestion

Based on the findings and limitations of this research, several suggestions are proposed for English teachers, students, and future researchers who are interested in applying CSR in reading instruction.

During the implementation of CSR, several practical challenges were identified. One of the main limitations was time management, as each CSR stage required sufficient time for group discussion and strategy application. In addition, differences in students' reading abilities influenced group performance, where more proficient students tended to dominate discussions while less proficient students were sometimes less confident in expressing their ideas. Classroom size also affected the teacher's ability to monitor all groups effectively. These factors should be considered when applying CSR in real classroom settings.

Despite these challenges, CSR provided valuable opportunities for students to develop active reading habits and collaborative learning skills. The strategy encouraged students to engage with texts more deeply through predicting, clarifying vocabulary, identifying main ideas, and summarizing information. This process helped students become more aware of their comprehension and gradually develop strategic reading behaviors, which are essential in the context of English as a Foreign Language (EFL) learning in Indonesia.

5.2.1. Suggestions for English Teachers

- 1) English teachers are encouraged to implement CSR as an alternative strategy in teaching reading comprehension, especially for narrative texts. The structured steps in CSR can guide students to become more active and strategic readers.
- 2) Teachers should provide clear explanations and modeling of each CSR step before asking students to work collaboratively.

- 3) Since CSR involves group discussions, teachers are advised to organize groups carefully by considering students' reading abilities to ensure balanced participation. Assigning specific roles to each group member can also help increase student involvement.
- 4) Teachers should allocate sufficient time for the implementation of CSR so that students can practice each strategy effectively and become familiar with the collaborative learning process.
- 5) Teachers are also encouraged to provide continuous guidance and motivation, especially for students who are less confident in expressing their opinions, so that all learners can benefit equally from collaborative activities.

5.2.2. Suggestions for Further Researchers

- 1) Future researchers are recommended to conduct studies with a longer treatment duration to obtain more comprehensive results regarding the effectiveness of CSR.
- 2) Further studies may also involve a larger sample size or different educational levels to examine whether CSR produces similar effects in different contexts.
- 3) Future research could explore the use of CSR in other types of texts, such as expository or argumentative texts, to determine its broader applicability.
- 4) Researchers may also investigate how CSR influences other language skills, such as writing or speaking, to provide a more comprehensive understanding of its benefits.

By considering these suggestions, the researcher expects to further improve and adapt the implementation of CSR to various learning contexts, thereby contributing to more effective reading instruction in EFL classrooms.

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