

The Efficacy of Collaborative Strategic Reading in Enhancing Narrative Text Comprehension among Tenth-Grade Learners

Efektivitas Membaca Strategis Kolaboratif dalam Meningkatkan Pemahaman Teks Naratif di Kalangan Pelajar kelas X

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Abstract

Despite various efforts to enhance reading comprehension, a preliminary study revealed that tenth-grade students at Pekanbaru's State Islamic Senior High School faced challenges comprehending narrative texts. This quasi-experimental study aimed to determine whether Collaborative Strategic Reading (CSR) instruction could improve students' narrative text comprehension. A total of 202 students were randomly assigned to two groups: a control group receiving traditional instruction and an experimental group receiving CSR instruction. Pre- and post-tests were administered to both groups to assess their comprehension abilities. Data analysis using SPSS version 20 revealed a significant difference between the two groups, indicating that CSR instruction effectively enhanced narrative text comprehension. The effect size, however, was relatively weak ($\eta^2 = 0.111$). These findings suggest that incorporating CSR into English language instruction can positively impact students' comprehension of narrative texts, even though the effect size is relatively small. Future research is needed to further investigate the effectiveness of CSR in enhancing reading comprehension across different genres and grade levels.

Key words: *Collaborative Strategic Reading; reading comprehension; narrative text*

ABSTRAK

Terlepas dari berbagai upaya untuk meningkatkan pemahaman membaca, sebuah studi pendahuluan mengungkapkan bahwa siswa kelas sepuluh di Madrasah Aliyah Negeri Pekanbaru menghadapi tantangan dalam memahami teks naratif. Studi kuasi-eksperimental ini bertujuan untuk menentukan apakah instruksi Collaborative Strategic Reading (CSR) dapat meningkatkan pemahaman teks naratif siswa. Sebanyak 202 siswa secara acak ditugaskan ke dalam dua kelompok: kelompok kontrol yang menerima instruksi tradisional dan kelompok eksperimen yang menerima instruksi CSR. Tes awal dan tes akhir diberikan kepada kedua kelompok untuk menilai kemampuan pemahaman mereka. Analisis data menggunakan SPSS versi 20 menunjukkan adanya perbedaan yang signifikan antara kedua kelompok, yang mengindikasikan bahwa instruksi CSR secara efektif meningkatkan pemahaman teks naratif. Namun, ukuran pengaruhnya relatif lemah ($\eta^2 = 0,111$). Temuan ini menunjukkan bahwa memasukkan CSR ke dalam pengajaran bahasa Inggris dapat berdampak positif pada pemahaman siswa terhadap teks naratif, meskipun ukuran efeknya relatif kecil. Penelitian di masa depan diperlukan untuk menyelidiki lebih lanjut efektivitas CSR dalam meningkatkan pemahaman membaca di berbagai genre dan tingkat kelas.

Kata Kunci: *Pembacaan kolaboratif strategis; membaca pemahaman; teks naratif*

INTRODUCTION

Reading is the process of gaining information and understanding through the medium of printed text, such as books or academic journals. Reading, argues Nunan (2003), is an ongoing process wherein readers construct meaning by integrating textual material with their own background knowledge. After reading this material, the students should have a firm grasp of the material.

Improving and expanding students' ability to understand and extract information from specified texts or materials is the main goal of reading instruction. Understanding what you read is one of the main components of the 2013 curriculum. Acquiring reading comprehension is the goal of reading, and teaching reading has the same goal. Proficient reading comprehension is contingent upon the cultivation of strong reading abilities among students. To enhance their reading comprehension, individuals must engage in deliberate practice of reading techniques, as these methods significantly contribute to the development of their reading skills.

The English language instructor at this school follows the 2013 Curriculum when instructing the students. The subject topic is constantly taught by the teacher using the English textbook. After giving the students instructions to read a certain passage from the workbook or textbook, the teacher gives them an assignment that is connected to the reading. The teacher has provided a clear explanation of the content. However, it is evident that several students are still unable to attain a comprehensive comprehension of the text. The children are facing difficulties in understanding and comprehending reading.

In an interview conducted on Friday, February 4, 2022, English teacher Heni, M.P.D. stated that classes are held three times a week during regular business hours, lasting forty-five minutes each. English classes are being held on a weekly basis during the pandemic, however they are only held for 30 minutes each time. An Islamic school called State Islamic Senior High School 3 Pekanbaru is situated in Pekanbaru. Based on the findings of the interviews, State Islamic Senior High School 3 Pekanbaru's instructors must meet a minimum completeness criterion (KKM) of 80. When reading texts, several students showed low comprehension levels, according to the researchers' observations. Students reported having trouble with reading comprehension due to a variety of issues, such as having a limited vocabulary when reading texts, having trouble recognizing certain content, having trouble figuring out a book's main idea, having trouble locating references within texts, and having trouble drawing conclusions from texts.

Given these characteristics, it is imperative for researchers to assist students in enhancing their understanding skills while avoiding confusion and boredom. We require an activity that will not cause children to feel inconvenienced or overwhelmed. Thus, the researchers propose the implementation of a concept-oriented reading instruction technique as the resolution. Various pedagogical approaches might be employed to address the aforementioned challenge in student learning and instruction. One example is collaborative strategic reading.

The amount of research conducted on the effectiveness of various strategies and literacy education continues to increase, but there is still little research examining the impact and potential of Collaborative Strategic Reading (CSR)—especially in the context of narrative texts. CSR has demonstrated the ability to improve people's reading comprehension, but little research has studied how CSR works with narrative text. This research requires a comprehensive analysis to reveal the complex dynamics of collaborative reading techniques in narrative texts. This research should also show whether CSR can be optimized to address these genre-specific challenges and opportunities. In addition, current research does not provide sufficient information about the influence of contextual elements such as student diversity, classroom dynamics, and the application of technology on CSR outcomes in story comprehension. Addressing these research gaps is critical to improving learning methods and strategies to meet the specific requirements of narrative text comprehension in teamwork contexts.

The purpose of this research was to examine how Collaborative Strategic Reading (CSR) affected students' in-text understanding of narrative literature. The research set out to compare the reading comprehension abilities of students who were taught using CSR with those of those who were not, with the hope of finding a statistically significant difference. This project attempts to push the boundaries of conventional literacy teaching by investigating the possibility of Collaborative Strategic Reading (CSR) to enhance students' ability to read narrative texts. Our goal is to find different methods suitable for different student profiles by dissecting various aspects of collaborative reading techniques. This study also examines the incorporation of technology-based tools to enhance CSR frameworks, with the aim of leveraging digital platforms to enhance personalized support and collaboration. We hope to discover new information through this multifaceted investigation. This research will not only increase our understanding of effective reading comprehension techniques, but will also provide valuable guidance for educators in navigating the modern literacy education landscape.

Reading comprehension

The most important part of reading is understanding what you read. How well a reader understands and applies the ideas presented in written text is a measure of their reading skill. Reading comprehension has been defined by Nunan (2003) and Latifa (2018) as the cognitive process of generating understanding by fusing the material in a book with the reader's past knowledge. Previous knowledge makes it easier for the reader to understand the material.

As per Snow's (2002) findings, reading comprehension refers to the active involvement with written language to both extract and create meaning simultaneously. Reading comprehension is a deliberate cognitive process where the reader actively constructs meaning to gain a more profound comprehension of the concepts and content offered in a book. The researcher's primary objective in this case is to only comprehend narrative texts.

Additionally, Lehr (2013), (in Varita 2017), suggested that reading comprehension entails the active engagement and extraction of meaning through written language at the same time. He (2008) identified five key components of reading comprehension: identifying the primary concept, locating factual material, determining the meaning of words, recognizing references, and making inferences.

Narrative Text

A narrative is a textual composition that integrates written and spoken elements to depict a series of actual or fictional occurrences. Mahendra (2014) defines narrative as a textual form that recounts the events of the past. Several occurrences that are meant to amuse readers or listeners are incorporated throughout the story. Providing pleasure and entertainment to readers is the principal goal of written narrative stories. The foregoing reasoning suggests that narrative texts tell stories in a sequential fashion, mirroring the actual sequence in which events take place.

According to Susilawati (2017), narrative texts have been characterized by Djatmika and Wulandari (2013) as a kind of communication that serves to entertain while also conveying a moral message. Stories, whether based on true events or made up, serve a social purpose by engrossing and entertaining audiences through various styles of storytelling.

According to Djatmika & Wulandari (2013), a narrative text has an orientation, a complication, and a resolution. The following are the typical narrative text structures:

1. Orientation

In the context of narrative literature, the orientation may be found in the story's opening paragraph. The orientation provides a concise description of the tale's subject matter, the individuals involved in the narrative (participants), the location where the story unfolds, and the temporal context in which the events occur (time setting).

2. Complication

The complication serves as the central element of a narrative text, elucidating the issue or topic at hand.

3. Resolution

The resolution section of the narrative text will address the issue that comes up during the challenge. This section might conclude either with a positive resolution or a slightly tragic finish, specifically a sorrowful conclusion.

Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is seen as a strategy employed within the framework of reading comprehension. The purpose of a collaborative strategy was established by Klingner, Vaughn, and Boardman (2015). Collaborative Strategic Reading (CSR) is a targeted intervention program aimed at enhancing reading comprehension in children who face challenges in both reading and behavior, while also being integrated into the normal education classroom. Four instructional strategies are utilized in the field of Collaborative Strategic Reading (CSR) to promote the acquisition of reading comprehension abilities. The four components consist of a preview, a click-and-clunk, obtaining the gist, and finishing it off. Within this approach, students will compile a compilation of the definitions for terms that they find perplexing (referred to as "clunk"). Students learn to "get the gist" by identifying the most essential idea in a piece of text (usually a paragraph). The purpose of this strategy is to make students understand what they have read. The teacher asks students to say the most important idea about the person, place, or thing in use their own words. In this strategy, students learn to end with questions and answer about what they learned and review the main ideas. Students write down the most important ideas that they learned using 5Ws and H questions. In addition to

teaching strategies, CSR also takes into account the collaborative team. The leader's job is to tell the group what's going on read next and which strategy to use next.

CSR is designed for students who have very low comprehension in reading English text (Rahman 2016). It means Collaborative Strategic Reading was designed for students who have difficulty in reading, and also can help students improve their reading comprehension. According to Grabe and Yamashita (2022), CSR is the strategy that combines between cooperative leaning and reciprocal teaching. It was supported by Grabe, he states that CSR combines cooperative learning and reciprocal teaching. In other hand, Grabe also states that using CSR the learners work in group, activate their prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate significance points, summarizing the text, and form proper questions about the text (Nosratinia and Mohammadi 2017).

Furthermore, it can be said that CSR is a set of comprehension strategies design to improve students reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small groups

CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing. The implementation steps described below were developed through a series of research studies: Bryant et al. (2000); Klingner & Vaughn (1999); Vaughn et al. (2000); Klingner and Vaughn (2000); Amir et al. (2023).

a. Teaching the Strategies

Students learn four strategies: preview, click and clunk, get the gist, and wrap up. Preview is used before reading the entire text for the lesson, and wrap up is used after reading the entire text for the lesson. The other two strategies, click and clunk and get the gist, are used multiple times while reading the text, after each paragraph.

1. Preview

Preview is a strategy used to activate students' prior knowledge in order to facilitate their predictions about what they will read, and to generate interest. A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies or reading text. The teacher prompts students to tell what they learn from previews by asking questions, then the teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

2. Click and clunk

Click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text.

3. Get the gist

Get the gist is a strategy to help students identify main ideas during reading. Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then, the teacher asks students to tell what is the most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

4. Wrap up

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. The teacher initially teacher students to wrap up by telling students to pretend they are teachers and to think of questions they would ask on a test. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall. Finally, the teacher asks students to write down the most important ideas from the day's reading assignment.

The students are able to apply Collaborative Strategic Reading comprehension strategies and help each other while working in their cooperative groups, the teacher's role is to circulate among groups and provide ongoing assistance. Teachers help by actively listening to students' discussions and providing feedback, clarifying difficult words, modeling strategy usage, encouraging students to participate, and providing positive reinforcement. Students should prioritize acquiring knowledge and facilitating their peers' understanding of the subject matter, rather than just following a predetermined approach. In addition, it is imperative for teachers to consistently carry out comprehensive class introductions and conclusions in order to present new content, facilitate subsequent tasks, and strengthen the process of acquiring knowledge.

b. Cooperative Learning Group or Students Pairing

The procedures for using in group as follows:

1. The teacher establishes the initial conditions by assigning students to groups, with each group consisting of around 5-6 individuals. Subsequently, the teacher allocates responsibilities to the students. Roles should be regularly rotated to ensure that students have the opportunity to experience a diverse range of responsibilities.
2. The necessary materials for CSR include CSR learning records, reading materials, and a timer. CSR learning logs serve as a point of reference for subsequent activities, a study aid, and for assessment purposes.

Therefore, it can be inferred that the implementation of effective teaching strategies is crucial for students to acquire proficiency in Reading.

METHODS

This study adopted an experimental research design to evaluate the differential impact of incorporating collaborative strategic reading (CSR) versus not incorporating CSR on students' performance in reading report texts. The study employed a randomized controlled trial, which involved dividing the participants into two groups: an experimental group that received CSR instruction and a control group that did not. This design allowed for a direct comparison of the effects of CSR on students' reading comprehension.

A Data collection in this study involved administering a multiple-choice test to assess students' reading comprehension skills. The test consisted of 25 multiple-choice questions, each carrying a weight of 4 points. The test was administered in three phases:

1. Pre-test: The pre-test was administered to both the experimental and control groups to establish a baseline measure of their reading comprehension abilities.

2. Treatment: The treatment, involving a collaborative strategic reading (CSR) approach, was exclusively implemented for the experimental group. The CSR approach aimed to enhance reading comprehension skills through collaborative learning strategies.

3. Post-test: The post-test, administered six teaching sessions after the treatment, was used to assess the changes in reading comprehension among the experimental group. The post-test data were analyzed using a percentage calculation based on the parameters defined by Riduwan (2002).

Table I
Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

The researchers administered a pre- and post-test to the students, with each test comprising 25 questions. The 25-question assessment focused on measures of reading comprehension specifically related to narrative literature. The tests comprise five indicators, with each indicator containing five questions.

Quantitative data analysis methods were employed in this study to assess the impact of collaborative strategic reading (CSR) on students' reading comprehension. Statistical analyses were conducted to determine whether there was a significant difference between the average reading comprehension scores of students who received CSR instruction and those who did not. The data from the reading comprehension test represented the average score of the test administered to the students in the CSR program.

To quantify the magnitude of the impact of collaborative strategic reading (CSR) on students' reading comprehension, the researchers utilized the eta squared statistic. This measure of effect size provides an estimate of the proportion of variance in the dependent variable (reading comprehension

scores) that can be attributed to the independent variable (CSR instruction). The eta squared formula is as follows,

$$Eta\ Squared = \frac{t^2}{t^2 + (N - 1)}$$

t² : is the square of the t-statistic (a measure of statistical significance)

N : the total number of students in the study

FINDING AND DISCUSSION

Findings

The data for this study were collected from the pre-test and post-test scores of the students. Prior to administering the therapies, the researchers conducted a pre-test, followed by a post-test after the treatments were given. Subsequently, the data were computed using a percentage calculation method based on the specified criteria (Riduwan, 2002).

Table II
Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

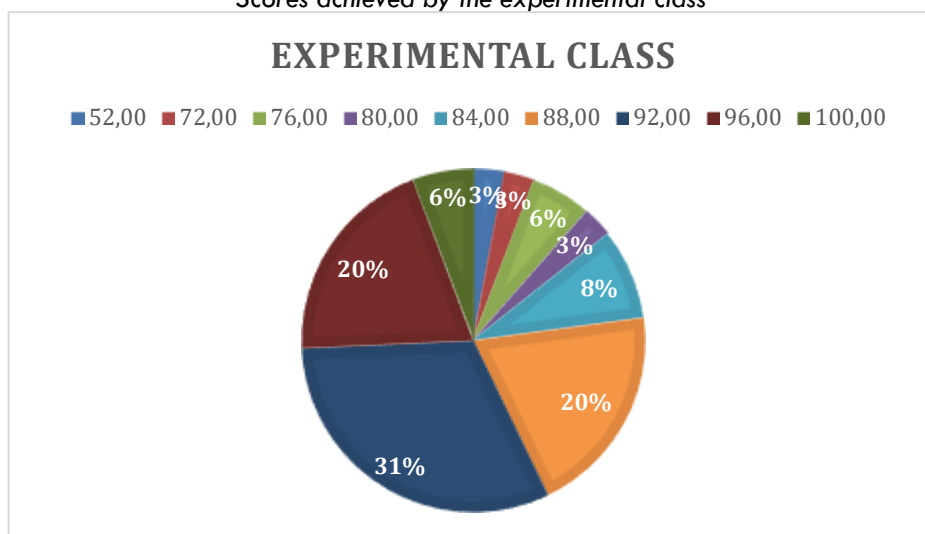
1. The students' reading comprehension taught by using Collaborative Strategic Reading

Table III
The frequency of students' post-test of experimental class

	Score	Frequency	Percent
Valid	52,00	1	2,9
	72,00	1	2,9
	76,00	2	5,7
	80,00	1	2,9
	84,00	3	8,6
	88,00	7	20,0
	92,00	11	31,4
	96,00	7	20,0
	100,00	2	5,7
	Total	35	100,0

According to Table III, the experimental class consists of 35 students. The table displays the distribution of students' scores. One student (2.9%) achieved a score of 52, another student (2.9%) achieved a score of 72, two students (5.7%) achieved a score of 76, one student (2.9%) achieved a score of 80, three students (8.6%) achieved a score of 84, seven students (20%) achieved a score of 88, eleven students (31.4%) achieved a score of 92, seven students (20%) achieved a score of 96, and two students (5.7%) achieved a perfect score of 100. The chart below displays the information.

Figure 1
Scores achieved by the experimental class



According to the frequency of scores, 31% of the students achieve a score of 92, while 20% of the students obtain scores of 72 and 88, which are the second most common scores. The categorization of students' post-test scores is presented below.

Table IV

Score classification of experimental class students' post-test

Score	Criteria	frequency	Percentage
0% - 20%	Poor	0	0%
21% - 40%	Fair	0	0%
41% - 60%	Average	1	2.86%
61% - 80%	Good	4	11.43%
81% - 100%	Excellent	30	85.71%

Table V indicates that there are no student scores classified as "poor." No student is classified as "fair." There is one student that is classified as "average." There are four students who are classified as "good." There are a total of 30 students who have been classified as "excellent." According to the table, the highest percentage is 85.71%. Hence, the preliminary assessment outcomes of the majority of pupils in the experimental group are categorized as "excellent".

2. The students' Reading Comprehension taught without using Collaborative Strategic Reading

The students' Reading Comprehension data was gathered by analyzing the post-test results, which were obtained after teaching without utilizing Collaborative Strategic Reading. The information is presented in the table provided.

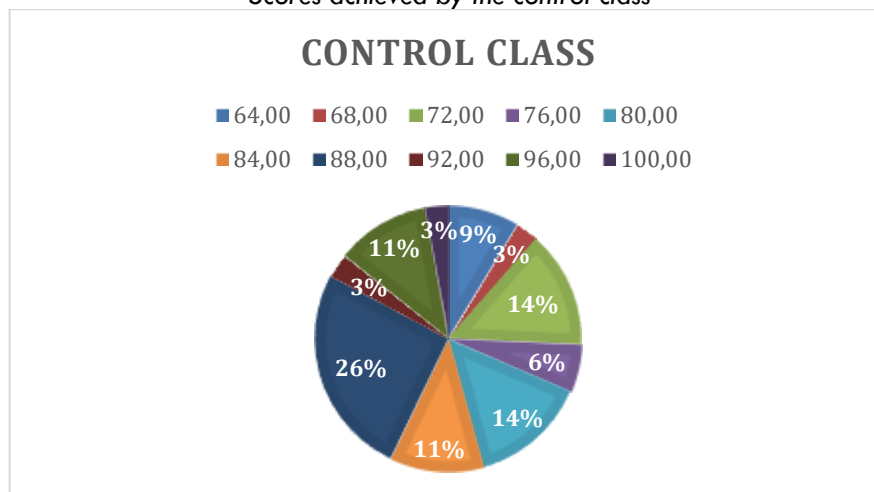
Table V

The frequency of students' post-test of control class

		Frequency	Percent
Valid	64,00	3	8,6
	68,00	1	2,9
	72,00	5	14,3
	76,00	2	5,7
	80,00	5	14,3
	84,00	4	11,4
	88,00	9	25,7
	92,00	1	2,9
	96,00	4	11,4
	100,00	1	2,9
Total		35	100,0

Table V indicates that the control class consists of 35 students. The table displays the distribution of students' scores. There are 3 students (8.6%) who scored 64, 1 student (2.9%) who scored 68, 5 students (14.3%) who scored 72, 2 students (5.7%) who scored 76, 5 students (14.3%) who scored 80, 4 students (11.4%) who scored 84, 9 students (25.7%) who scored 88, 1 student (2.9%) who scored 92, 4 students (11.4%) who scored 96, and 1 student (2.9%) who scored 100. The chart below provides a visual representation.

Figure 2
Scores achieved by the control class



According to the frequency of scores, 26% of students received a score of 88, making it the most common score. The second most common scores were 80 and 72, each accounting for 14% of students. The categorization of students' post-test scores is presented below.

Table VI

Classification Score of students' post-test of control class

Score	Criteria	frequency	Percentage
0% - 20%	Poor	0	0%
21% - 40%	Fair	0	0%
41% - 60%	Average	0	0%
61% - 80%	Good	16	45.71%
81% - 100%	Excellent	19	54.29%

Table VIII indicates that there are no student scores classified as "poor." There are no student scores that fall under the category of "fair." There are no students' scores that fall into the category of "average." There are 16 students' scores (45.71%) that fall within the category of "good." There are 16 scores of students (54.29%) that fall under the category of "excellent." The table shows that the maximum percentage is 54.29%. Therefore, the pre-test results of most students in the experimental class are classified as "excellent."

3. The impact of implementing Collaborative Strategic Reading on students' reading comprehension

The table below displays the disparity in post-test scores between the experimental and control classes.

Table VII

Data analysis of of control and experimental classes

Class	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Experimental	35	48,00	52,00	100,00	3108,00	88,8000	9,14202	83,576
Control	35	36,00	64,00	100,00	2876,00	82,1714	9,86224	97,264

Table VII shows the total number of students who took each test, which is 35. The average post-test score for the control group is 82.1714, with a maximum of 100 and a minimum of 64. The control class lasts 36 minutes. The standard deviation for the control group is 9.86224. The experimental group's average post-test score is 88.8, with the greatest score being 100 and the lowest score being 52. The duration of the control class is 48 units. The standard deviation for the control group is 9.14202. The independent sample t-test approach is used to examine if there is a significant difference in students' reading comprehension when taught with collaborative strategic reading versus when not taught with collaborative strategic reading.

Table VIII
Data Analysis of Independent sample t-test

	F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Equal variances assumed	1,886	,174	2,916	68	,005	6,62857	2,27307	2,09272	11,16442
Equal variances POSTTEST not assumed			2,916	67,613	,005	6,62857	2,27307	2,09225	11,16489

A value of 2.916 and a degree of freedom (df) of 68 are displayed in the table XI. The significance threshold of the two-tailed test is 0.005, which is less than or equal to 0.05. The difference in the average score of the dependent variable between the two tests is considered statistically significant when the p-value in a two-tailed test is 0.05 or less, according to Pallant (2011, p. 242). There is no statistically significant difference between the two tests when the p-value is higher than 0.05. I reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha). Students' reading comprehension is greatly improved when collaborative strategic reading is incorporated, as shown by the research.

Consequently, the researchers aimed to ascertain the extent of the impact in this study. Pallant (2016) stated that when using Cohen's d, which is commonly required in medical journals, it is crucial to recognize that the criteria for evaluating its magnitude differ from those for eta squared in the present case. The methodology for computing eta squared is outlined as follows.

$$eta\ square = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

t: 2.916

t²: (2.916²) = 8.503

N1: the total of samples for variable X1 = 35

N2: the total of samples for variable X2 = 35

Therefore:

$$Eta\ square = \frac{8.503}{8.503 + (35 + 35 - 2)} = \frac{8.503}{76.503} = 0.111$$

Based on the result of Eta square above, the researcher found that 0.111. Cohen (2007) provided the scale of the effect size based on the result of Eta square below.

- 0–0.20 = weak effect
- 0.21–0.50 = modest effect
- 0.51–1.00 = moderate effect
- >1.00 = strong effect

Based on the Eta square, the scale of effect size for this research is in weak effect.

Discussion

As evident from the data presented above, the researchers observed a significant improvement in reading comprehension among students who received collaborative strategic reading

(CSR) instruction, as evidenced by their post-test scores. In contrast, reading comprehension scores for students who were taught independently without a group strategy remained relatively stable. These findings are supported by the results of the independent sample t-test, which indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This study demonstrates that tenth graders at State Islamic Senior High School 3, Pekanbaru, experienced enhanced reading comprehension skills after engaging with the collaborative strategic reading approach.

Aulia, Mustofa, and Karimullah (2020) study found that the mean post-test score for reading comprehension was significantly higher (81,250) than the pre-test score (51,875), indicating an improvement in students' reading comprehension abilities. Moreover, the paired sample t-count value of 30.371 was substantially greater than the t-table value of 1.684, suggesting a highly statistically significant difference between the pre-test and post-test scores. Additionally, the obtained p-value of 0.000 was significantly lower than the significance level of 0.05, providing compelling evidence of a meaningful difference in reading comprehension outcomes between students who participated in collaborative strategic reading (CSR) activities and those who did not.

In addition, Sawitri and Rianto (2019) study demonstrated that the experimental group, which received collaborative strategic reading (CSR) instruction, achieved significantly better outcomes compared to the control group, which received traditional cooperative learning instruction. This finding was supported by the independent sample t-test results, which indicated statistically significant differences between the groups' pretest and posttest scores. The pretest t-value of 1.117 fell below the critical t-value of 1.998, suggesting a non-significant difference between the groups. However, the posttest t-value of 2.335 exceeded the critical t-value, indicating a statistically significant difference in favor of the CSR group. These results provide strong evidence that CSR is a more effective approach to teaching reading comprehension than traditional cooperative learning. The findings of Sawitri & Rianto's study corroborate the positive impact of CSR on reading comprehension skills, further establishing its role as an effective pedagogical tool for enhancing student learning.

The studies conducted by both Aulia, Mustofa, and Karimullah (2020) and Sawitri & Rianto (2019) consistently indicate the positive impact of collaborative strategic reading (CSR) on enhancing reading comprehension skills among secondary school students. Both studies, using different methodologies and sample populations, yielded similar findings: students who received CSR instruction experienced significant improvements in their reading comprehension abilities compared to those who did not receive CSR or received traditional cooperative learning instruction. These findings underscore the effectiveness of CSR as a pedagogical tool for improving reading comprehension and suggest that its implementation should be considered in secondary school English language classrooms.

CONCLUSION

The results of this study provide compelling evidence that collaborative strategic reading (CSR) is an effective pedagogical approach to enhancing the reading comprehension skills of tenth-grade students at State Islamic Senior High School 3 Pekanbaru. Students who engaged in CSR instruction demonstrated a substantial improvement in their post-test scores compared to those who did not receive CSR instruction. This finding highlights the positive impact of CSR on fostering deeper understanding of complex texts. While the effect size was relatively small, it still suggests that CSR is a valuable tool for improving reading comprehension.

In light of these findings, the implementation of CSR in English language classrooms is strongly recommended to promote student learning and academic achievement in reading comprehension. CSR's emphasis on collaborative engagement and active reading strategies can effectively scaffold students' comprehension abilities, leading to enhanced reading skills and a deeper appreciation of written texts.

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