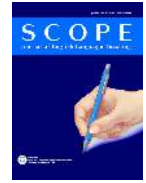




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Research Article

Collaborative Strategic Reading (CSR): Its Impact on Students' Reading Comprehension

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A B S T R A C T

The study intends to examine the efficacy of Collaborative Strategic Reading (CSR) in improving students' reading comprehension. This study employed a quantitative research methodology, namely a quasi-experimental design. The study included of 27 students in the experimental class and 24 students in the control class of the English Literature department at a private college in Jakarta. The researchers utilized a multiple-choice reading assessment to gather data for this inquiry. The results suggest that the use of collaborative strategic reading processes has a substantial influence on students' capacity to understand textual content. At a significance level of < 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) is rejected, indicating a statistically significant disparity in reading comprehension between the experimental class and the control class. By enhancing the quality of learning and improving reading results, collaboration is a crucial component of the teaching and learning process for the reading class.

INTRODUCTION

English has become an internationally recognized language often used for printed works. It can encompass various fields such as technology, economics, commerce, and science. The most significant way to process knowledge is by reading since it is the most crucial and essential method for absorbing information. It is also beneficial because it stimulates intellectual activity. Understanding the written word is a way that the mind improves its abilities. Reading provides us with knowledge about the entire world.

However, in school, reading appears to be uninteresting since students find it difficult to comprehend the text and

conclude the idea. They are unable to always locate the synonym of the term that is included in the text. In addition, the students find it difficult to gain advice or suggestions from the content they read. Due to their limited vocabularies or lack of comprehension, they encounter many unfamiliar words during reading (Qrgez & Ab Rashid, 2017). As a result, students show little enthusiasm for reading and receive low reading scores. Therefore, the teachers' involvement becomes vital in helping students comprehend their reading material. The teachers should utilize activities that integrate all skills since each supports the other (Tiana & Lestari, 2022) and they must develop effective teaching strategies to assist the students achieve the best possible outcome, particularly in reading comprehension.

Reading is a cognitive activity that relies on visual perception. Vision involves perceiving objects or symbols and converting them into concepts or images. Images are transformed into abstract ideas and comprehensive frameworks of cognition (Ismail et al., 2017). Reading involves the eye and brain working together to extract information from written text, with the eyes providing visual information and the brain processing and interpreting it as ideas or images. Grellet (2004) in Ardiansyah & Jaya (2020) reading involves making accurate assumptions, with the reader's prior knowledge and perspective often being more significant than the actual content of the book.

Reading is a dynamic activity that occurs when the reader engages with the text using their cognitive skills and prior knowledge (Solihin & Muaz, 2022). Harmer (2007) in Sukmawati (2020) stated that reading benefits students' vocabulary acquisition, spelling proficiency, and writing skills. Hence, it is beneficial for language acquisition, as more students engage in reading, assuming they have basic comprehension, the more proficient they become. In addition, according to Kamal & Effendi (2021), reading is a form of mental communication that facilitates the exchange of ideas and concepts between individuals, establishing a connection between their intuition and one another, as each individual possesses an inherent intuitive nature and imagination.

Reading is an activity in which individuals, or readers as commonly referred to, seek out and acquire knowledge. It is an activity in which individuals, or readers as they are sometimes referred to, seek knowledge. This information can be obtained by comprehending the text that is being read. Butterfuss et. al, (2020) stated that reading comprehension refers to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is the act of creating understanding by coordinating various intricate processes, such as word recognition, knowledge of words and the world, and fluency (Vaughn et al., 2024). Another definition is given by Oakhill et., al (2014) Reading comprehension is a dynamic skill that changes depending on the reasons for reading and the specific content being read. It is crucial for knowledge acquisition, academic achievement, and professional success, requiring the coordination of multiple cognitive skills and abilities (Fitri et al., 2022).

Patel & Jain (2008) in Ardiansyah & Jaya (2020) identify four distinct categories of reading: mute, extensive, audible, and intensive. Intensive reading is focused on language learning and helps explain structure difficulties and expand vocabulary and idioms. The primary objective of extensive reading is to cultivate students' proficiency in

reading autonomously in the target language, eliminating the need for instructor intervention, and it is done for enjoyment. Aloud reading is crucial for English teaching, as it is the foundation of word pronunciation and can be difficult at secondary levels if not taught. Silent reading is essential for increasing reading ability among learners, acquiring information without difficulty. Teachers should encourage silent reading as soon as learners can read without difficulty, fostering a habit of reading without audible whispers.

Grellet identifies two main reading motivations: "reading for pleasure" and "reading for information," which involve seeking knowledge or using acquired information for specific purposes, and "reading for informational purposes," which encompasses academic and professional reading (Tchakamba, 2014). Besides, Academic reading is a complex subject, but students need to read with purpose. Their objectives may include acquiring information, understanding concepts, ascertaining the author's perspectives, and supporting their viewpoints through evidence. This helps them create effective essays and contributes to the overall understanding of the subject matter (Jordan, 2010). Starting from the outset, students should be encouraged to utilize their existing knowledge to comprehend unfamiliar concepts or basic vocabulary. The most effective way to accomplish this is by adopting a comprehensive global approach to the text as mentioned by Grellet (Fitriana, 2018).

Reading skills are widely acquired by middle school, high school, college students, and adults. However, some struggle with comprehension. To overcome this, proficient readers use specific strategies and can discern the right approach based on the text's nature. Instruction on methods, timing, and usage of these tactics can help individuals overcome difficulties in reading comprehension. To summarise, based on the explanations provided by linguists, the researcher concludes that it is a crucial talent that encompasses several cognitive capacities and enables the extraction of meaning from a book. Therefore, readers must fully utilize their visual perception and cognitive abilities to comprehend the author's message when reading, not only to understand the message but also to grasp its intended meaning. They possess the schemas necessary to easily interpret what is presented.

Currently, there are various teaching methods available to assist teachers in the instruction of reading. Collaborative Strategic Reading (CSR) is a technique that is recognized for its capacity to enhance students' reading skills. It is a strategy that can be employed in reading instruction. It involves students forming groups to discuss certain topics from a text provided by their teacher. In this strategy, the student engages in a conversation by following a set of

rules that ensure the discussion is more productive and efficient in their class. They are afforded the option to enhance their group's contribution by collaborating in their conversation.

Bremer et al (2002) in Anike (2014) reveal that Collaborative Strategic Reading (CSR) refers to an instructional approach that enhances reading comprehension by integrating Refined reciprocal teaching by including cooperative learning or student pairing. Reciprocal teaching is a collaborative approach where teachers and students work together to summarize, question, explain, and forecast the content of reading material. This strategy is highly effective for instructing students in reading comprehension, enhancing vocabulary, and fostering cooperative collaboration. Klingner and Vaughn outline four strategies for students to improve reading comprehension: preview, click and clunk, get the gist, and wrap-up. Preview involves recalling knowledge and predicting the passage, while click and clunk involves identifying difficult words and concepts, get the gist involves restating the most important idea, and wrap-up involves summarizing and generating test-taking questions (Vaughn et al., 2024).

The teacher introduces strategies to the class through modeling, role-playing, and think-aloud, then instructs students to form groups to collaboratively implement the strategies. The process of teaching reading using Collaborative Strategic Reading (CSR) involves introducing the procedure, dividing students into small groups, and assigning roles including a commander, clunk expert, gist expert, announcer, motivator, and timekeeper. Students are directed to engage in reading exercises using the CSR technique, while the instructor oversees the group and provides assistance when difficulties occur. Subsequently, the text is recounted in the presence of the whole class, and students respond to questions about the text. The teacher evaluates the students' answers, allowing the teacher to assess their reading comprehension. CSR technique offers several advantages, including enhancing students' enjoyment in learning, improving their reading skills, making group study easier, increasing their vocabulary, improving cooperative skills, motivating them to learn reading comprehension, and making them more active in group study (Purnawan, 2019).

Rosalina's previous research revealed a noteworthy influence of the Collaborative Strategic Reading (CSR) method on students' understanding of narrative material. (Anike, 2014). In another research conducted by Septiani et al., (2017) shows that this technique is significant in reading comprehension. Implementing this technique can enhance students' learning process by significantly improving their reading comprehension. Furthermore, the

result of the action research conducted by Yon et al., (2022) the CSR has successfully motivated the students to enhance their performance in comprehending English reading material. The use of collaborative strategic reading has significantly enhanced student reading competence in four key areas. literal, imperative, applicative, and critical comprehension. Thus, collaboration is vital in the instructional process for the reading class, as it improves the caliber of learning and augments reading achievements.

It was found that students still face difficulties in understanding reading is still low even though several learning methods and techniques have been implemented. The selection of more effective methods or techniques needs to be done to overcome students' low reading comprehension. Therefore, in this study, the implementation of the CSR method will be applied, and then whether it is effective and has a significant effect or not on students' reading comprehension.

METHOD

This study employed a quantitative research methodology: a quasi-experimental design. Rahman (2020) in Tiana et al., (2024) stated that it is a research methodology that places great importance on quantitative data.

Quantitative research is classified as a scientific methodology due to its adherence to tangible, empirical, objective, measurable, rational, and methodical principles. It is known as the quantitative method due to its utilization of numerical data collection and statistical analysis techniques (Sugiyono, 2016). In the quasi-experimental design, participants are assigned to two groups: the experimental group and the control group. The researcher employs this method to ascertain the impact of the collaborative strategic reading methodology on the instruction of reading comprehension.

A total of 27 second-semester students enrolled in the experimental class and 24 students in the control class of the English Literature program at a private university in Jakarta participated in this study. The research instrument utilized in this study was a reading test of multiple-choice questions. An instrument is considered valid if it is capable of accurately measuring the specific variables that the researcher desires and can effectively yield relevant data from the variables being studied (Arikunto, 2019). The researcher employed the point biserial formulation to assess the validity of the accomplishment test based on the syllabus and lesson indicator. Reliability, in this context, pertains to the degree of dependability of anything. The calculation of reliability is determined using the KR-20 formula. 20 students were chosen to test validity and reliability before data collection.

The research utilized a quasi-experimental design. The design corresponds to the pretest-posttest control group design, with the exception that in this design, either the experimental group or the control group is not selected randomly (Mutolingatun, 2018). The design is described as follows:

Table 1. The Research Group Design

Experimental Class	O ₁	X	O ₃
Control Class	O ₂	-	O ₄

Explanation

- O1: Pre-Test in Experimental class
- O2: Pre-Test in Control class
- O3: Post-Test in Experimental class
- O4: Post-Test in Control class
- X: Treatment

The research hypothesis was evaluated through empirical investigation, which involves data analysis, test preparation, and hypothesis assessment. Before doing a regression analysis, it is necessary to perform preliminary tests to ensure the validity and reliability of the data. The normality test employs the Kolmogorov-Smirnov method to assess the data distribution. The homogeneity test, specifically Levene’s test, is used to determine if the variances of the data groups are equal or not. The Independent samples t-test is used to analyze the difference in means between two distinct data groups using SPSS version 20.0 for testing hypotheses (Priyatno, 2014).

RESULTS AND DISCUSSION

Data Description

In this study, the Collaborative Strategic Reading technique is the independent variable. Reading Comprehension is the dependent variable which is represented by X and Y. The provided data description was utilized to compute the minimum and maximum scores, along with the mean, standard deviation, and other pertinent statistics.

Table 2. Research Data Description

Groups	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
Reading Comprehension	Class Experiment	27	100.0%	0	0%	27	100.0%
	Class Control	24	100.0%	0	0%	24	100.0%

Groups		Descriptives		Statistic	Std. Error
Reading Comprehension	Class Experiment	Mean		61.19	2.888
		95% Confidence Interval for Mean	Lower Bound	55.35	
			Upper Bound	66.92	
		5% Trimmed Mean		61.46	
		Median		61.46	
		Variance		161.720	
		Std. Deviation		12.719	
		Minimum		30	
		Maximum		86	
		Range		56	
		Interquartile Range		30	
Class Control	Class Control	Mean		59.75	.488
		95% Confidence Interval for Mean	Lower Bound	57.82	
			Upper Bound	61.68	
		5% Trimmed Mean		59.95	
		Median		59.95	
		Variance		127.150	
		Std. Deviation		11.276	
		Minimum		30	
		Maximum		80	
		Range		50	
		Interquartile Range		16	
Skewness		.291	.472		

Preliminary Tests

1) Normality Test

A normality test assesses the normality of data by determining if it follows a normal distribution. It's crucial for the Independent samples t-test, as it ensures the data accurately represents the population. The Kolmogorov-Smirnov method is used, and experiments are conducted on each data set to ensure normality.

2) Homogeneity Test (Levene's test)

The hypothesis posits that data follows a normal distribution when the significance value exceeds 0.05. The normality test result indicates that the significance value (Asym 2-tailed) for the reading comprehension variable in both the class experiment and control groups is greater than 0.05. Both sets of data exhibit a normal distribution. In this study, the hypothesis test utilizes parametric analysis, specifically the Independent sample t-test.

Table 3. NPar Tests (Normality Test)

One-Sample Kolmogorov-Smirnov Test		Reading Comprehension
N		27
Normal Parameters ^a	Mean	61.19
	Std. Deviation	13.482
Most Extreme Differences	Absolute	.206
	Positive	.116
	Negative	-.206
Kolmogorov-Smirnov Z		1.069
Asymp. Sig. (2-tailed)		.203
a. Test distribution is Normal.		

		Reading Comprehension
N		24
Normal Parameters ^a	Mean	30.75
	Std. Deviation	11.276
Most Extreme Differences	Absolute	.163
	Positive	.163
	Negative	-.128
Kolmogorov-Smirnov Z		.800
Asymp. Sig. (2-tailed)		.545
a. Test distribution is Normal.		

A homogeneity test determines if variations within data sets are identical or distinct. If variances are equal, the t value is in the equal variance assumed column, and if unequal, it is in the Equal variance not Assumed column. The hypothesis states that both data groups have the same variance, while the alternative hypothesis states that they have different variances. If the significance level is greater than 0.05, the hypothesis is accepted. The test of homogeneity of variances output yields a significant value of 0.683, indicating that reading comprehension data groups for the experimental and control classes have the same variance, thereby confirming the t value in the Independent samples t-test.

Table 4. Homogeneity test (one way)

Reading Comprehension			
Levene Statistic	df1	df2	Sig.
.169	1	49	.683

Hypothesis Test

According to Priyatno (2014), the Independent Samples t-test is a statistical technique employed to compare the means of two distinct sets of data that are not related to each other. The hypothesis is either H0 (no difference) or Ha (there is a difference). If the significance level is greater than 0.05, H0 is accepted, and if it is less than 0.05, H0 is rejected. The results are presented in Table 5.

Table 5. Independent Samples T-test Result

Reading Comprehension					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11789.465	1	11789.465	75.380	.000
Within Groups	7850.574	49	156.134		
Total	19420.039	50			

With a significance level of <0.05 (0.000 <0.05), the null hypothesis (H0) is rejected, indicating a statistically significant difference in reading comprehension between the experimental class and the control class.

Based on the average value, it is evident that the experimental class has a higher reading comprehension

level than the control class. This indicates that the utilization of collaborative strategic reading strategies has a significant impact on students' reading comprehension.

Discussion

The hypothesis testing revealed that the collaborative strategic reading technique significantly enhances students' reading comprehension, with a significant difference observed between those who received instruction through this technique and those who did not. This study's results demonstrate that this technique significantly enhances students' reading comprehension. With a significance level of 0.05, the null hypothesis (H0) is rejected, showing a statistically substantial distinction in comprehending text between the experimental class and the control class.

The study uses preview, click and clunk, grasp the essence, and wrap up techniques to demonstrate how students' reading comprehension improved. The four CSR procedures were performed by all students in the experimental group, resulting in a beneficial, constructive, and productive learning experience. Besides, the subsequent brainstorming and discussion may have contributed to the students' enhanced reading competence. Social connection is necessary for the learning process. When students and teachers connect via stimulus and reaction, the learning process may be classified as successful (Rahman, 2015). These two strategies are crucial for learning because they will create an environment that is conducive and engaging: conversation, peer teaching, problem-solving, and idea exchange.

The researcher found that this technique (CSR) is a very effective technique for teaching reading comprehension. It is in line with what Bremer et al (2002) in (Anike, 2014), this instructional method utilizes an adapted kind of reciprocal teaching, in which the teacher and students collaborate to condense, interrogate, elucidate, and anticipate written information. This technique enhances the enjoyment of teaching and learning for both the teacher and the learner. Students actively engage in the learning process, which facilitates vocabulary development and promotes cooperative work. This methodology is a highly effective method for classroom learning, as it enables students to simultaneously acquire knowledge in numerous subjects. Furthermore, CSR benefits students' social ties and classroom interactions, in addition to improving their reading skills. CSR has been shown to positively impact society, attitudes, and student academic achievement (Gani et al., 2016). This strategy encourages students to participate in discussions, develop critical thinking skills, and take responsibility for their learning. Working in groups gives them a sense of accomplishment and participation to the learning process. This research found that group learning activities encouraged them to express

themselves, accept others' opinions, and enjoy the learning process.

Nevertheless, there are drawbacks associated with the utilization of this method. This technique has several disadvantages in teaching reading comprehension. Some students struggle with low comprehension, requiring them to use dictionaries and spend a long time translating sentences. Additionally, managing the class can be challenging due to students' noisy presentations and difficulty understanding gestures or synonym words. Overall, addressing these issues is essential for effective teaching strategies. In general, the advantages of utilizing CSR in the instruction of reading comprehension are substantial.

This finding aligns with Septiani et al., research that the impact of Collaborative Strategic Reading (CSR) on reading comprehension is significant. Integrating Collaborative Strategic Reading (CSR) into the curriculum can greatly increase students' learning experience by substantially enhancing their ability to understand and interpret written texts (Septiani et al., 2017). Furthermore, this study corresponds to other research undertaken by Yon et al., (2022) shows that CSR has effectively incentivized students to improve their ability to understand English reading material. The teacher must first provide clear instructions and serve as an example of how to use the approach for CSR to be successfully applied in the classroom. Students are then given the chance to practice both individually (individual responsibility) and in groups (group accountability). Effective implementation of CSR brings out the best in all parties. Teachers have the freedom to move about the classroom and provide assistance as required; they may spend time helping a single student who needs feedback, a small group of students, or a large class. As a result, every student actively participates in the learning process and helps one another.

The findings of this research are intended to be useful, particularly for teachers in selecting appropriate and effective teaching methods. It includes that teachers and learners may equally utilize the CSR method to increase students' reading comprehension. In conclusion, the implementation of collaborative strategic reading has greatly improved students' ability to understand and interpret written text. It is a feasible alternate technique that should be considered while teaching reading.

CONCLUSION

The findings show the application of this technique significantly influences students' ability to comprehend texts. Students who received collaborative strategic reading technique treatments showed higher reading

achievements compared to those who did not receive the treatment. Implementing this technique has significantly improved the students' reading proficiency. It also fosters active student engagement in the learning process. The individuals promptly fulfilled the assignments, actively engaged in the discussion activity, demonstrated interest during the class, and delivered the assignment within the specified deadline.

The results suggest that there may be significant educational outcomes. The CSR has effectively inspired students to improve their ability to understand English reading content. Consequently, collaboration plays an important part in the teaching-learning process for the reading class, as it improves the level of learning and reading achievements.

The teacher should assist students in assuming roles during play, facilitating their engagement in class discussions. They must select appropriate materials and manage time effectively to facilitate Collaborative Strategic Reading, which requires significant time investment. In addition, the study's results may prompt further research on the Collaborative Strategic Technique in other skill areas like listening, speaking, and writing.

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