

**USING *COLLABORATIVE STRATEGIC READING (CSR)* IN TEACHING
READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF
SMP MUHAMMADIYAH 7 PALEMBANG**

**THESIS
BY:**

**RENATA FATRISIA DESTARI
NIM: 372022026**



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2026**

**USING COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING
READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF SMP
MUHAMMADIYAH 7 PALEMBANG**

THESIS

Present to

**Universitas Muhammadiyah Palembang
In Partial Fulfilment of the Requirements
For the Degree of Sarjana in English Education**

By

Renata Fatrisia Destari

NIM 372022026

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

APRIL 2026

This is written by Renata Fatrisia Destari and has been certified to be examined.

Palembang, 22 April 2026

Advisor I

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned above the name of the advisor.

Dr. Tri Rositasari, S.Pd.,M.Pd.

Palembang, 22 April 2026

Advisor II

A handwritten signature in black ink, featuring a large, stylized initial 'N' followed by a series of connected loops, positioned above the name of the advisor.

Nadya Rezkhita Dwiana, S.Pd., M.Pd.

This to certify that the Sarjana Thesis of Renata Fatrisia Destari has been approved by the board of examiners as the requirement for the Sarjana Degree in English Education.



Dr. Tri Rositasari, S.Pd.,M.Pd. (Chairperson)



Nadya Rezkhita Dwiana , S.Pd.,M.Pd. (Member)



Hj. Asti Gumartifa, S.Pd., M.Pd. (Member)

Acknowledged by

**The Head of English Education
Study Program**



**Hj. Asti Gumartifa, S.Pd., M.Pd.
NIDN. 0217108803**

Approved By

**The Dean of
FKIP UMPalembang**



**Prof. Dr. Indawan Syahri, M.Pd.
NIDN. 0023036701**

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan dibawah ini:

Nama : Renata Fatrisia Destari
NIM : 372022026
Program Studi : Pendidikan Bahasa Inggris
Telpon : 0857 0990 1774

Menyatakan bahwa Skripsi yang berjudul :

“Using Collaborative Strategic Reading in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah 7 Palembang”

Beserta seluruh isinya adalah benar merupakan hasil karya yang saya buat sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini , saya siap menerima segala sanksi yang berlaku atau ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang , April 2026

Mahasiswa,



Renata Fatrisia Destari

NIM. 372022026

Motto:

“Through every challenge, I learned that my strength has always been within me.”

This Dedication Thanks to :

- ♥ **To my beloved Father ,The late, M.Amin Umri Umar , Thank you for your love, prayers, and sacrifices. Even though you are no longer by my side, your strength and guidance always live within me. May Allah SWT grant you the highest place in Jannah. And to Dearest Mother , Thank you for your endless love, prayers, and unwavering support. Your strength and sincerity have always been my greatest motivation in completing this thesis.**
- ♥ **To my beloved brothers , Rudi Oktaris Wanda, Riki Julian Wasista, Rendi Febri Wijaya, Thank you for your support, encouragement , and for always being there for me throughout.**
- ♥ **To my lovely sisters , Tri Handayani and Nia Anggraini, Thank you for your love, care, and constant support that have strengthened me in completing this thesis.**
- ♥ **My Honorable Advisors, Dr. Tri Rositasari, S.Pd., M.Pd. and Nadya Rezhita Dwiana , S.Pd., M.Pd. Thank you very much for their guidance, advice, patience, and encouragement throughout the process of writing this thesis.**
- ♥ **My Beloved Friends, Monica Efrilita and Syania Irawan , Thank you for your support, kindness, and for always standing by me in both good and difficult times.**
- ♥ **My beloved Friends , Nabilah Insania Arif , Amelda, and Diva Vatiaza Hendri, Thank you for the memories, laughter, and support that have made this journey more meaningful.**
- ♥ **All of my Friends of English Education, Thank you for the togetherness, support, and shared experiences during our academic journey.**

- ♥ **All Lecturers of the Faculty of Teacher Training and Education, in English Education Study Program, Thank you for your knowledge, guidance, and dedication in educating and inspiring me throughout my study.**
- ♥ **And the last Thank you for MySelf.**

ABSTRACT

Destari, R. F. 2026. Using Collaborative Strategic Reading (CSR) Strategy in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah 7 Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education. *Universitas Muhammadiyah Palembang*. Advisors : (I) Dr, Tri Rositasari, S.Pd., M.Pd., (II) Nadya Rezhita Dwiana, S.Pd., M.Pd.

This thesis was entitled "*Using Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension to the Eighth Grade Students of SMP Muhammadiyah 7 Palembang*." The problem of this study was whether or not there is significant effect in teaching reading comprehension between the students who were taught by using *Collaborative Strategic Reading (CSR)* and those who were not. The objective of this study was to find out whether or not there was a significant effect of using *Collaborative Strategic Reading (CSR)* on students' reading comprehension. The population of this study was all the eighth grade students at SMP Muhammadiyah 7 Palembang. The sample consisted of 50 students who were divided into two groups: 25 students as the experimental group and 25 students as the control group. The reading test consisted of 25 multiple-choice questions which were selected after the try out. The data were analyzed by using an independent sample t-test. The result of data analysis showed that the significance value (Sig. 2-tailed) was 0.000 at the significance level of 5%. Since the significance value was lower than 0.05, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It could be concluded that there was a significant effect of using *Collaborative Strategic Reading (CSR)* on students' reading comprehension. Therefore, *Collaborative Strategic Reading (CSR)* was effective in teaching reading comprehension.

Key Words: *Collaborative Strategic Reading (CSR)*, Reading Comprehension, Recount Text.

ACKNOWLEDGEMENTS



First and foremost, the researcher would like to express her deepest gratitude to Allah SWT, The Most Gracious and The Most Merciful, for His endless blessings, mercy, and guidance, so that the researcher was able to complete this thesis successfully. This thesis is written as one of the requirements for obtaining the Sarjana Degree (S1) in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. This study is concerned with using Collaborative Strategic Reading (CSR) in teaching reading comprehension to the eighth-grade students of SMP Muhammadiyah 7 Palembang.

Furthermore, the researcher would like to express her sincere appreciation to her advisors, Dr. Tri Rositasari, S.Pd., M.Pd., and Nadya Rezhkita Dwiana, S.Pd., M.Pd. for their valuable guidance, support, and constructive suggestions throughout the process of writing this thesis.

In addition, the researcher would like to express her great appreciation to Prof. Dr. Abid Djazuli, S.E., M.M., as the Rector of Universitas Muhammadiyah Palembang. The researcher also extends her gratitude to the Dean of the Faculty of Teacher Training and Education, Prof. Dr. Indawan Syahri, M.Pd., the Head of the English Education Study Program, Hj. Asti Gumartifa, S.Pd., M.Pd., as well as all academic and administrative staff of Universitas Muhammadiyah Palembang for their support and assistance in facilitating the completion of this thesis.

Palembang, 1 April 2026

The Researcher

RFD

CONTENT

TITLE.....	i
AGREEMENT PAGE.....	ii
APPROVAL PAGE.....	iii
DEDICATION AND MOTO.....	v
ABSTRACT.....	vii
ACKNOWLEDGEMENTS.....	viii
CONTENTS.....	ix
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Background of the study.....	1
B. Problem of the study.....	4
C. The objective of the study.....	4
D. Significance of the study.....	4
E. Hypotheses of the study.....	5
F. Criteria for testing the hypotheses.....	5
CHAPTER II LITERATURE RIVIEW.....	6
A. Teaching.....	6
B. Reading.....	7
C. Recount text.....	8
D. Collaborative Strategic Reading (CSR).....	9
E. The procedures of Applying Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension skill.....	10
F. The Procedures of Applying Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension skill in Experimental Class.....	12
G. Previous Related Study.....	14
CHAPTER III RESEARCH PROCEDURE.....	18
A. Method of the study.....	18
B. Variables of the study.....	19
C. Population and sample.....	19
1. Population.....	19
2. Sample.....	19

D. Techniques for collecting data.....	20
1. Test	20
2. Pretest	21
3. Posttest.....	21
D. Research instrument analysis.....	21
1. Validity test.....	21
2. Reliability test.....	23
3. Readability test	23
D. Techniques for analyzing data.....	24
1. Pre-resiquite analysis.....	24
a. Normality test.....	24
b. Homogeneity test.....	24
2. Hypotheses testing.....	24
a. t-test.....	24
b. Paired sample t-test.....	25
c. Independent sample t-test	25
CHAPTER IV FINDING AND INTERPRETATION	26
A. Finding of the study.....	26
1. The results of students' pretest and posttest in control class	26
2. The results of students' pretest and posttest in experimental class ...	29
3. The Result of Normality of Pretest and Posttest in Experimental and Control Class.....	32
4. The Result of Homogeneity of Pretest in Control Group and Experimental Class	35
5. The Competency Between Pretest and Posttest of Experimental Class	36
6. The Comparison Between Posttest of Control Class and Experimental Class	38
B. Interpretation.....	40
CHAPTER V CONCLUSION AND SUGGESTIONS	43
1. Conclusion.....	43
2. Suggestions.....	43
REFERENCES.....	45

LIST OF TABLES

Table 3.1 population of the study

Table 3.2 Sample of the Study

Table 3.3 Validity Test

Table 3.4 Reliability Test

Table 4.1 The Statistics data of Pretest in Control Class

Table 4.2 Distributions of Student Results in Pretest of Control Class

Table 4.3 The Statistics Data of Posttest in Control Class

Table 4.4 Distribution of Students Result in Posttest of Control Class

Table 4.5 The Statistics data of Pretest in Experimental Class

Table 4.6 Distributions of Students Results in Pretest of Experimental Class

Table 4.7 The Statistics data Posttest in Experimental Class

Table 4.8 Distributions of Students Result in Posttest of Experimental Class

Table 4.9 The Normality of Pretest in Control and Experimental Class

Table 4.10 The Normality of Posttest in Control Group and Experimental Class

Table 4.11 the Homogeneity of Pretest in Control and Experimental Class

Table 4.12 The Homogeneity of Posttest in Control Class and Experimental class

Table 4.13 The Results of Paired Sample Test of Pretest and Posttest in Control Class

Table 4.14 Competency Between Pretest and Posttest in Experimental Class

Table 4.15 The Results of Paired Sample Test of Pretest and Posttest in Control Class

Table 4.16 The Results of Paired Sample Test of Pretest and Posttest in Experimental Class

Table 4.17 The Result of t-test

Table 4.18 The Result of Independent Sample Test

LIST OF APPENDINCIES

1. Usulan Judul Skripsi
2. Surat Tugas Pembimbing Proposal
3. Kartu Laporan Kemajuan Bimbingan Proposal
4. Surat Undangan Ujian Seminar Proposal
5. Daftar Hadir Dosen Penguji Seminar Proposal
6. Surat Keputusan SK Penguji Seminar Proposal
7. Lembar Persetujuan Perbaikan Seminar Proposal
8. Surat Keputusan SK Dosen Pembimbing Skripsi
9. Kartu Laporan Kemajuan Bimbingan Skripsi
10. Surat Permohonan Riset ke SMP Muhammadiyah 7 Palembang
11. Surat Permohonan Ujian Skripsi
12. Surat Persetujuan Ujian Skripsi
13. Surat Undangan Ujian Skripsi
14. Daftar Hadir Dosen Penguji Skripsi
15. Bukti Perbaikan Hasil Skripsi
16. Lembar Validator
17. Lembar Soal Tryout
18. Lembar Soal Pretest
19. Lembar Soal Posttest
20. Absen Kehadiran Siswa
21. Nilai Siswa
22. Dokumentasi

CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the problem, objective of the study, significance of the study, hypotheses of the study, and criteria for testing hypotheses.

A. Background of the study

Reading is the activity of understanding the meaning of written language. This activity not only involves recognizing letters and words, but also comprehending the ideas, messages, and information conveyed by the writer. According to Harianto (2020), reading is the process of understanding and grasping the meaning of the text being read, where the reader must be active in order to understand the message the author wants to convey. Reading is the process of connecting written words with their meanings. In this process, readers need to have good language and thinking skills in order to understand the content of the text clearly and thoroughly (Nining, 2021). Reading comprehension is also the process of understanding the content of a text and connecting it with the knowledge already possessed by the reader. Therefore, the reader's experience and prior knowledge are very important to truly understand the meaning of the text in depth (Sari & Lestari, 2022)

Based on the views of these experts, it can be concluded that reading is an essential activity that not only involves recognizing words but also understanding ideas and meanings within a text. It helps students expand their knowledge, improve their language ability, and support their academic achievement.

However, many students still face difficulties in reading, especially when learning English. Based on the *Progress in International Reading Literacy Study* (PIRLS, 2021), 8% of students worldwide are below the low international benchmark (a score below 400), indicating serious challenges in reading comprehension. This shows that many students still struggle to understand the

content of texts, particularly in English learning. These difficulties are often caused by limited vocabulary, low motivation to read, and a lack of opportunities for students to discuss and collaborate in understanding the text. During the learning process, students tend to read individually without exchanging ideas, which results in less effective reading comprehension.

The same problems were also faced by the eighth grade students of SMP Muhammadiyah 7 Palembang. This was based on interview data collected by the researcher from an English teacher and supported by student interviews with several students. The data revealed the following issues: (a) Many students lacked motivation. This meant that students were not very enthusiastic or interested in learning to read, especially in English. They often found reading boring or difficult, so they had little incentive to make an effort to understand the text properly. (b) Many students had limited vocabulary. This meant that students knew only a small number of English words. As a result, when they read a text, they often did not understand the meaning of the words used, making it difficult for them to comprehend the overall meaning of the passage. (c) Students were less actively involved in group reading activities. They tended to read individually without discussing with their peers, so their understanding of the text did not develop through the exchange of ideas. (d) Many students did not yet have appropriate strategies for understanding texts. When they encountered difficult words or sentences, they tended to skip those parts without trying to find the meaning or discuss them to gain better understanding.

Considering these problems, it is clear that students need a learning strategy that not only improves their reading comprehension but also increases their motivation, enriches their vocabulary, and encourages active participation. Therefore, a collaborative strategy with clear steps in understanding texts is highly needed. to overcome these problems, teacher needed to apply Collaborative Strategic Reading (CSR). According to Klingner and Vaughn (1998), *Collaborative Strategic Reading (CSR)* is a group learning strategy that aims to help students understand reading material better. In this

strategy, students learn to read through several steps, namely *previewing*, which means predicting the content of the reading before reading. *click and clunk*, which is finding and discussing words or parts that are difficult to understand. *get the gist*, which is finding the main idea of the reading; and *wrap up*, which is summarizing and concluding the content of the text.

The researcher believes that Collaborative Strategic Reading (CSR) is suitable for eighth grade students because it matches their learning characteristics. At this level, students are still developing their reading skills, vocabulary, and confidence in understanding English texts. CSR provides clear and structured steps, such as previewing, identifying main ideas, and clarifying difficult words, which help students understand texts more easily. In addition, CSR encourages students to work in groups, so they can share ideas, discuss difficult parts, and learn from each other. This collaborative process can increase students' motivation and make the learning process more interesting and active. Therefore, CSR is considered an appropriate strategy to improve students' reading comprehension.

In this study, the researcher focused on applying *Collaborative Strategic Reading (CSR)* to teach recount text, which was a common type of text used in the junior high school English curriculum. The purpose of a recount text is to inform or entertain readers by describing what happened in the past clearly and sequentially, making them suitable for *Collaborative Strategic Reading (CSR)* activities that emphasized vocabulary development, identifying main ideas, and summarizing skills. By using *Collaborative Strategic Reading (CSR)* in teaching descriptive texts, the researcher hoped that the students of SMP Muhammadiyah 7 Palembang could overcome their reading difficulties and improve their overall reading comprehension.

Therefore, the researcher was interested in conducting a study entitled "Using *Collaborative Strategic Reading (CSR)* in Teaching Reading Comprehension to Eighth Grade Students of SMP Muhammadiyah 7 Palembang."

B. Formulation of the problem

In this study, the researcher formulated the problem into the following question: Is there a significant effect of using *Collaborative Strategic Reading (CSR)* in teaching reading comprehension to the eighth grade students of SMP Muhammadiyah 7 Palembang?

C. The objective of the study

The objective of this study is to find out whether there is a significant effect of using *Collaborative Strategic Reading (CSR)* in teaching reading comprehension to the eighth grade students at SMP Muhammadiyah Palembang.

D. Significance of the study

The results of this study were expected to be useful both theoretically and practically for the following parties, as follows:

1. For researcher her self

For the researcher, this study made a significant contribution to expanding knowledge and understanding of effective reading learning strategies, particularly through the application of Collaborative Strategic Reading *Collaborative Strategic Reading (CSR)*. Through this research process, the researcher could explore in depth how *Collaborative Strategic Reading (CSR)* could improve students' reading comprehension achievement, as well as identify factors that influenced the success of this strategy in junior high school environments.

2. Teachers

The results of this study held significant value for teachers, both in their instructional practices and professional development. In this case, it helped teachers improve their teaching strategies. By understanding which strategies were effective or ineffective, they could make informed decisions to enhance student learning outcomes.

3. Students

The results of this study could reveal common challenges students faced in learning, such as difficulties with specific subjects, lack of motivation, language barriers.

4. Other researchers

This study could serve as a reference for other researchers who wished to study more effective teaching methods for reading, particularly using *Collaborative Strategic Reading (CSR)*. The results of this study provided a clear picture of how CSR could help students understand reading material better. Other researchers could also use this study to compare CSR with other strategies, or apply it in different schools, grade levels, or subjects. In this way, this study helped enrich knowledge and encouraged new ideas in the world of education.

E. Hypotheses of the study

The hypotheses of this study were in the form of alternative hypotheses (H_a) and null hypotheses (H_o)

- a. H_a : There is no significant effect of using Collaborative Strategic Reading (CSR) in teaching reading comprehension to the eighth grade students at SMP Muhammadiyah 7 Palembang..
- b. H_o : There is a significant effect of using Collaborative Strategic Reading (CSR) in teaching reading comprehension to the eighth grade students at SMP Muhammadiyah 7 Palembang.

F. Criteria for testing the hypotheses

In this study, regulating hypotheses meant accepting or rejecting them. The researcher used a t-test. If the t-obtained was equal to or higher than the t-table, the research hypothesis (H_o) had to be dismissed. In other words, if the t-table was higher than the t-observed, the null hypothesis was acceptable, and the research hypothesis had to be rejected.

REFERENCES

- Agi, S. R., Otoluwa, M. H., & Luwiti, S. R. (2022). Improving students' reading comprehension using Collaborative Strategic Reading (CSR) at the eighth grade students of SMP Negeri 1 Tapa. *Jurnal Bahasa, Sastra, dan Budaya*, 12(3), 51–64.
- Amalina, I., & Yulianto, H. J. (2024). Analysing tenth-grade students' difficulty and their perceptions in writing recount text. *English Education Journal*, 14(3).
- Anderson, M., & Anderson, K. (2003). *Text types in English*. Macmillan Education.
- Bachtiar, A. H. (2024). Penerapan Collaborative Strategic Reading dalam meningkatkan pemahaman membaca siswa. *Jurnal Pedagogi dan Pembelajaran*, 7(3), 207–220.
- Bakhri, S., & Putri, A. S. (2023). Pengembangan rumah literasi untuk meningkatkan minat baca pada anak. *Dimasejati: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 1–10.
- Biesta, G. (2023). Outline of a theory of teaching: What teaching is, what it is for, how it works, and why it requires artistry. In A.-K. Praetorius & C. Y. Charalambous (Eds.), *Theorizing teaching: Current status and open issues* (pp. 253–280).
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
- Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140.
- Ermawati, E., & Hastini, H. (2023). Investigating the effectiveness of Collaborative Strategic Reading (CSR) in enhancing reading comprehension of EFL students Palu, Indonesia. *Journal of General Education and Humanities*, 2(3), 219–226.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.

- Ghozali, I. (2015). *Aplikasi multivariate dengan program IBM SPSS 23* (Edisi 3). Universitas Diponegoro.
- Grabe, W., & Stoller, F. L. (2020). *Teaching and researching reading* (3rd ed.). Routledge.
- Hariato, E. (2021). Keterampilan membaca dalam pembelajaran bahasa. *Jurnal Didaktika*, 1(1), 1–10.
- Hasanah, U., Winarni, R., & Suhita, R. (2023). Reading comprehension research trends: A systematic literature review. In *Proceedings of the 6th International Conference on Education and Technology (ICET)*. Atlantis Press.
- Hiebert, J., & Stigler, J. W. (2023). Creating practical theories of teaching. In A.-K. Praetorius & C. Y. Charalambous (Eds.), *Theorizing teaching: Current status and open issues* (pp. 23–56).
- Horowitz-Kraus, T. (2023). The role of executive functions in fluent reading: Lessons from reading acquisition and remediation. *Mind, Brain, and Education*, 17(2), 1–10.
- Horowitz-Kraus, T., Magaliff, L. S., & Schlaggar, B. L. (2024). Neurobiological evidence for the benefit of interactive parent–child storytelling: Supporting early reading exposure policies. *Policy Insights from the Behavioral and Brain Sciences*, 11(1), 51–58.
- International Association for the Evaluation of Educational Achievement. (2023). *PIRLS 2021 international results in reading*. IEA.
- Klingner, J. K., & Vaughn, S. (1998). Using Collaborative Strategic Reading. *Teaching Exceptional Children*, 30(6), 32–37.
- Laili, N., & Muflifah. (2020). Teaching writing recount text in EFL classroom. *Journal of English Language Learning*.
- Mariam, S., Kepirianto, C., Fadlilah, S., & Izza, A. F. (2024). Enhancing students' reading comprehension of recount text with multimodal digital literacy. *Indonesian EFL Journal*.
- Mashudi, M., & Azzahro, F. (2020). *Contextual teaching and learning*. LP3DI Press.
- Musfiroh, A. (2023). Chapter II: Theoretical review of reading. Universitas Muhammadiyah Purwokerto Repository.

- Muziatun, M., & Katili, M. (2020). The collaborative strategic reading (CSR) through students' reading comprehension.
- Nining, S. (2021). *The process of reading and understanding written texts*. Jakarta: Mitra Wacana Media.
- Novianti, H., & Ni'amah, A. (2018). Penerapan strategi CSR dalam pembelajaran membaca pemahaman. *Prosiding STKIP PGRI Jombang*, 4(1), 45–58.
- Prayoga, F. I., Masruroh, N., & Safitri, N. V. (2024). Pentingnya profesionalisme guru dalam meningkatkan kualitas pendidikan Indonesia. *Social, Humanities, and Education Studies (SHEs): Conference Series*, 7(1), 45–52.
- Priyatno, D. (2012). *Cara kilat belajar analisis data dengan SPSS* (Edisi ke-20). Andi Offset.
- Richards, J. C. (2022). *Exploring language pedagogy through second language acquisition research*. Routledge.
- Sari, E. S., Lestyarini, B., & Perez, L. C. D. (2025). Collaborative Strategic Reading: A comprehensive way in enhancing and nurturing literacy culture. *Journal of Innovation in Educational and Cultural Research*, 6(3), 493–500.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R & D*. Alfabeta.
- Tiana, D. M., Lestari, R., Aprillia, A., & Rahayu, S. (2025). Collaborative Strategic Reading (CSR): Its impact on students' reading comprehension. *Scope: Journal of English Language Teaching*, 9(2).
- Widiati, U., et al. (2018). *Bahasa Inggris SMA/MA/SMK/MAK*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Wulandari, A., & Husen, H. (2020). Teaching recount text in EFL classroom. *TOFEDU: The Future of Education Journal*.