

Applying Collaborative Strategic Reading (CSR) in Learning Cultural and Moral Values From Reading Narrative Text

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Abstract

This qualitative study explores how Collaborative Strategic Reading (CSR) supports students in learning cultural and moral values through narrative texts. Conducted in a vocational high school in Karawang, the research involved classroom observation and interviews with tenth-grade students. The CSR strategy, consisting of four stages: preview, click and clunk, get the gist, and wrap up, was implemented to guide students through reading activities. Findings reveal that each stage contributed to students' understanding by encouraging prediction, vocabulary development, identification of main ideas, and reflection on values. Students were able to connect the content of the narrative text with real-life cultural and moral themes, enhancing both their reading comprehension and character awareness. The strategy also promoted collaborative learning, active participation, and engagement in value-based discussions. CSR supported not only language development but also the internalization of positive character traits through meaningful reading experiences.

Keywords: Collaborative Strategic Reading; Cultural Values; Moral Values; Narrative Text

INTRODUCTION

In today's educational landscape, fostering students' character has become a key objective for schools. One effective approach to achieving this is by integrating value-based learning into the classroom. This emphasis on character building aligns closely with the current national curriculum. As noted by Barlian et al., (2022), the Merdeka Curriculum serves as a flexible framework that emphasizes core subjects while also supporting the development of student competencies and character. The connection between the implementation of learning values and the Merdeka Curriculum is distinctly evident. The curriculum allows both for teachers and students to explore materials that consistently embody values representing real-life activities, like cultural and moral values content. Therefore, to support this alignment, educators can embed values into their lessons, using them as instructional resources. This enables students to engage with values that are directly relevant to their everyday lives, enriching the learning process by making it more practical and personally meaningful, especially in terms of cultural and moral understanding. Reading activities can serve as an effective medium for learning cultural and moral values. According to Sadiku (2015), reading is an essential skill that enables individuals to gain information from written texts, making it a powerful tool for enhancing knowledge. Through reading, students are encouraged not only to share their own cultural values and viewpoints but also to develop empathy and appreciation for the cultural beliefs of others, as they learn to see the world from various perspectives (Fitzgerald 2000). In addition, reading contributes greatly to the formation of moral values. It is essential for students to learn these values, as Kaur (2019) explains that individuals live within a society where their moral beliefs are influenced by established norms and guiding principles. Based on this understanding, engaging in reading activities that highlight cultural and moral values can help

foster positive character traits in students, increase their awareness of societal issues, and encourage responsible behaviour. When learning cultural and moral values through reading, it is important to use texts that convey such values. One suitable type of literary work is the narrative text. While its primary purpose is to entertain readers, a narrative text can also serve to encourage reflection on specific issues, deliver meaningful lessons, and evoke emotional responses (Anderson & Anderson, 2003). Therefore, due to its multiple purposes, narrative text serves as an effective form of reading material for conveying and instilling a wide range of cultural and moral values. In reading from narrative text, it is still observed that some students face challenges in recognizing details and the sequences explicitly stated in the text. This issue emerged from the researcher's experience as a pre-service teacher at a vocational high school in Karawang. Similarly, a study by Ermawati & Hastini (2023) highlights a comparable problem, noting that students often struggle with identifying specific details and comprehending complex information within texts. To overcome these challenges in understanding English reading materials, which directly affect students' reading performance and academic success, both teachers and students must recognize and address the difficulties they face. One effective approach is Collaborative Strategic Reading (CSR), an instructional method developed by Vaughn et al., (2001), to improve reading comprehension for students experiencing learning, reading, and behavioral difficulties in general education settings. CSR incorporates structured strategies such as preview, click and clunk, get the gist, and wrap up, which collectively guide students through the reading process in a systematic and supportive way. Numerous previous studies have demonstrated the positive impact of CSR. In Ruswandi et al. (2023) found that CSR significantly improved students' reading comprehension of narrative texts. The strategy not only helped students better identify main ideas and supporting details but also fostered collaborative learning by encouraging peer interaction and engagement. Similarly, Telaumbanua et al. (2023) showed that CSR was effective in enhancing students' comprehension abilities, with findings emphasizing that the method promotes meaningful student interaction and a deeper understanding of narrative texts. Additionally, Dewi & Susanti, (2023) reported that students were able to apply CSR strategies successfully, such as previewing, monitoring their comprehension, identifying key points, and summarizing, which contributed to improved critical thinking skills and increased collaboration. Several previous studies on CSR have primarily concentrated on enhancing students' reading comprehension of narrative texts, demonstrating that CSR can positively support students in understanding such texts. However, these studies have not specifically addressed the integration of cultural and moral values within the reading process. To address this gap, the present study aims to explore the application of CSR with a particular emphasis on learning cultural and moral values through the reading of narrative texts.

METHOD

This research employed a qualitative case study approach, aimed at describing, evaluating, and interpreting the current situation. The use of a case study design allowed for a detailed understanding of the issue within a specific context (Creswell & Creswell, 2018). This approach was selected because it provided the opportunity to deeply explore students' experiences in applying reading strategies related to a particular phenomenon. The researcher also took on the role of the classroom teacher, a common practice in educational research where teacher-researchers conduct studies in their own classrooms (Hoong et al., 2007). The study was conducted in a vocational high school in Karawang, focusing on a single class. Observations were concentrated on the events within that class, where the researcher took field notes on student behavior and group activities. In addition, interviews were also used to answer the research questions. The researcher conducted semi-structured interviews using open-ended

questions with six tenth-grade students, each representing different groups in the class. As Nunan (1992) explains, semi-structured interviews involve a general idea of the topics and outcomes, but not a rigid list of questions. To collect interview data, audio recordings were used. Data analysis followed the interactive model proposed by Miles & Huberman, (1994), which includes data reduction, data display, and drawing conclusions.

RESULTS AND DISCUSSION

Results

A. The Implementation of CSR Strategy to Assist Students in Learning Cultural and Moral Values from Reading Narrative Text

The research was conducted at a vocational high school in Karawang, where the researcher acted as a teacher, assigning tasks and discussion materials to the students. One class was observed to examine how the Collaborative Strategic Reading (CSR) strategy helps students understand cultural and moral values through narrative texts. At the beginning, students were introduced to the concepts of cultural values, moral values, and narrative texts, followed by an explanation of the four CSR stages: preview, click and clunk, get the gist, and wrap up. After understanding the stages, students were divided into small groups and applied CSR to the narrative text "The Legend of Kesodo Ceremony." The results showed that through the stages of CSR, students were supported in identifying cultural and moral values using systematic reading strategies.

1. Preview

In this stage, the teacher introduced strategies to help students predict the values they might find in the narrative text. Students were guided to observe clues like the title and accompanying images to gain initial insight into the story's content. The teacher presented the title and several related images to spark interest, such as a mountain, a family, and cultural traditions in the narrative "The Legend of Kesodo Ceremony." These visuals not only drew students' attention but also stimulated their curiosity about how the images were connected to the story's theme. Additionally, the teacher posed questions about the images and explained how to relate the cultural and moral values within the text, helping students recognize their wider significance. This approach was reflected in students' use of various reading strategies, as shown in the following excerpt from a student interview:

"From the title and the images presented, at this preview stage, I can predict about individual culture and the characters of some figures." (S1)

"At this stage, my group notes down several keywords to predict the story's theme, which helps in guessing its cultural and moral values." (S2)

"In the preview, we try to write down the values contained by quickly reading through the title and some sentences as clues to predict the story." (S3)

Students highlighted that CSR assists in previewing activity. These activities encouraged connections between the text and their own experiences, leading to expectations about the cultural and moral values in the story. They also used skimming and scanning strategies to support their predictions. The teacher supported this process through guiding questions and explanations, helping students link the narrative to

broader cultural or moral values theme. For example, Group 1 predicted the story would explore cultural values tied to nature, as it involves Mount Bromo, a sacred place associated with local traditions.

2. Click and Clunk

During the click and clunk stage of CSR, students were encouraged to translate unfamiliar words by searching for their meanings. While reading a narrative text, they identified words or phrases they didn't understand and translated them into Indonesian. Through these approaches, students were able to identify the meaning of clunks using various strategies, this is supported by evidence from a student interview, which highlights the use of various reading strategies.

“At this stage, we discuss by reading the words or sentences before and after the difficult words.”(S2)

“I usually look for familiar sentences first and then try to connect them with the difficult words.”(S4)

“I usually like to look at the dictionary and then discuss it with my group friends.”(S6)

Students' responses indicated that they continued to apply various reading strategies despite facing challenges in understanding the meanings of clunk words. Once they figured out these meanings, they started making connections between the language in the text and the values conveyed. Although students did not always directly mention words that reflected cultural or moral values, some of them recorded vocabulary related to the values being explored. The teacher actively supported students in this process. For instance, in group 2, a student identified "sacrifice" as a clunk word in the sentence, "The couple agreed to sacrifice their first son." Here, the teacher played a key role in helping students relate the difficult vocabulary to its cultural or moral values. In this case, the sentence could be interpreted as illustrating the moral value of courage, prompting the teacher to guide further discussion on how courage is demonstrated through the characters' actions. This example highlights how the click and clunk stage not only helps students decode unfamiliar words using reading strategies but also enables them to connect language with deeper moral and cultural themes.

3. Get the Gist

In the narrative text provided, students engaged in identifying the main idea of each paragraph during the get the gist stage. Through collaboration, they applied a range of strategies to understand the content more effectively. The evident was that students indicate several reading strategies to identify main idea in the following sentences from a student's interview:

“I read the entire paragraph with my friends, then the main idea is determined by each member.”(S1)

“I look for the main sentence in each paragraph and try to summarize it.”(S2)

“I underline the main idea to identify the core so we know where the important parts are.”(S3)

Students shared various statements about the strategies that assists them understand the main ideas in each paragraph of the text. This stage was designed to support their learning of cultural and moral values within each section. For instance, in paragraph 1, the part that discusses one's relationship with God can be used by the teacher to explore cultural values like the practice of depending on God, and moral values such as faith and trust in Him. This demonstrates that the get the gist stage not only helps students grasp the main ideas but also encourages deeper reflection on cultural and moral values.

4. Wrap Up

At this stage, the teacher ensures that students have completed reading and comprehended the text. Working in groups, the students review the values they identified and compare them with the predictions they made earlier, guided by targeted questions related to those values. They then summarize the narrative and reflect on the cultural and moral lessons presented in the story. According to the interviews, students shared the strategies they applied during the wrap-up stage as follows:

“... this session really helps me understand the cultural and moral values present in the story after rereading the important points.” (S2)

“... write conclusions about the theme, topic, background, and important ideas for analyzing the values present.”(S3)

“... we go back to write summaries after reading and then determine the values.”(S6)

Based on the students' responses, it was clear that they employed a range of strategies during the wrap-up stage, including rereading important sections of the text and identifying key story elements like the topic, theme, and main idea of each paragraph. This phase also functioned as a time for decoding, where students collaborated in group discussions and summarized the narrative to interpret the values conveyed. Additionally, both the teacher and students reflected on the cultural and moral values previously identified. The teacher also posed reflective questions, such as, “How do the cultural and moral values from the narrative relate to your everyday life?” These types of questions aimed to help students make personal connections with the values and draw meaningful insights for their own lives.

B. The Advantages of Using CSR Strategy in Learning Cultural and Moral Values from Reading Narrative Text

To explore students' perspectives on the benefits of the Collaborative Strategic Reading (CSR) strategy in learning cultural and moral values through narrative texts, the researcher conducted interviews with six selected participants.

1. Activation of Prior Background Knowledge

This method can assist in activating students' prior knowledge related to the cultural and moral values being taught. Below is a response from two students during interviews, indicating that CSR helps them recall their previous background knowledge.

“Cultural values can be seen through images that show the relationship between characters with nature, or other people, for example, while moral values can be interpreted from the visual depiction of their attitudes.”(S1)

“By looking at clues from several images showing the characters' expressions and gestures, I can guess the moral values.”(S2)

Student interviews reveal how students understand their prior knowledge of narrative texts during pre-reading activities. Engaging in active group discussions promotes deeper comprehension by encouraging students to think critically and creatively about visual cues. Visuals like illustrations or photos related to the story, such as characters, settings, or events, offer meaningful context before reading begins. This connection between prior knowledge and new information helps students deepen their understanding of the narrative and strengthens their ability to analyze and interpret the values conveyed in the text.

2. Vocabulary Acquisition

The implementation of CSR positively influenced students' vocabulary acquisition. For example, in the click and clunk stage, they identified unfamiliar words and collaborated to uncover their meanings. This process deepened their understanding and trained them to use context-based strategies like word analysis and linking with known vocabulary. Student interviews confirmed CSR's role in supporting vocabulary development.

“It helps to search for the meanings of words in several sentences, which can help in finding moral or cultural values.”(S1)

“I gained new vocabulary from reading using this method.”(S2)

“Expanding vocabulary to make it easier to understand the meaning of the text.”(S4)

This evidence demonstrates that CSR played a role in improving students' understanding of new vocabulary. They discovered that looking up unfamiliar words, whether tied to cultural and moral themes or general vocabulary. By determining word meanings through context in several sentences, they were also able to comprehend the cultural and moral values conveyed in the text. This suggests that learning new vocabulary not only expanded their word knowledge but also deepened their grasp of the overall message in the narrative.

3. Understanding in Values

Implementing the CSR strategy can positively influence students' comprehension of cultural and moral values. Throughout each phase of CSR, students were guided to relate their learning to these values. The tasks they performed consistently supported their value understanding. This connection was evident in student interview responses, which emphasized CSR's role in enhancing their grasp of values through various statements.

“... it makes me feel more confident about understanding the values present in the text.”(S2)

“All the stages in CSR are interconnected, making it easier to identify the cultural or moral values present in the story during the final discussion.”(S3)

“I feel that CSR contributes to my understanding of the values in the story...”(S4)

The student interview responses reveal that each stage of CSR is interrelated, supporting students in learning cultural and moral values. The study also showed that students participating in CSR became more aware of values that are relevant to their social environment. They expressed greater confidence in discussing these values, suggesting that CSR helped them link their learning to real-life situations. This connection plays a vital role in character development, as it encourages students to value and apply cultural and moral principles in their everyday lives.

4. Understanding in Reading Comprehension

The results show that CSR can enhance students' ability to comprehend narrative texts. Through the structured steps of the strategy, students benefit from collaborative activities that support their understanding of the overall content, including the values embedded in the narrative. Student interview responses also highlight how CSR plays a key role in improving their reading comprehension:

“It's a bit difficult yet easy, but it helps to understand the overall text.”(S1)

“Through several stages in this method and strategies that are easy to learn it becomes quite easy to understand the content of the overall content.”(S2)

“Group discussions enhance a more interactive learning atmosphere, which helps in understanding the content of the text.”(S6)

Based on the interviews, S1 mentioned facing difficulties in reading but felt that the stages in CSR helped them better understand the overall text. S2 and S6 further explained that the discussions throughout the different CSR stages allowed students to develop effective strategies for improving comprehension. These insights suggest that CSR offers structured guidance and practical approaches that assist students in interpreting meaning, recognizing important details, and building a deeper understanding of the narrative.

5. Increased Engagement and Enjoyment

The implementation of CSR can positively influence students, especially by enhancing their engagement and enjoyment in reading activities. Interview findings revealed that most students expressed enjoyment in using the CSR strategy while learning cultural and moral values through narrative texts. This is evident in the following student responses:

"It's quite enjoyable because of the stages in CSR."(S3)

"In my opinion, CSR is more fun compared to individual reading."(S5)

"I'm quite happy using CSR because I got to learn several strategies for reading in English."(S6)

These findings suggest that the CSR strategy enhances students' engagement and enjoyment in reading activities because of its enjoyable nature. This positive reaction is mainly due to CSR's collaborative and well-organized structure, which makes learning more interactive. Students are generally more motivated and interested, particularly when exploring cultural and moral values through group activities instead of working alone.

Discussion

A. The Implementation of CSR Strategy to Assist Students in Learning Cultural and Moral Values from Reading Narrative Text

The selection of learning activities focused on values aligns with the framework proposed by Superka et al., (1976), who identified several common approaches to teaching values, including values clarification and values analysis. In this study, the learning activities emphasize analyzing values found in narrative texts through the stages of CSR: preview, click and clunk, get the gist, and wrap up (Vaughn et al., 2001). The study revealed that during the preview stage, students activated prior knowledge, brainstormed, and made predictions using clues like titles and images. Similarly, Dewi & Susanti, (2023) found that students predicted content using titles, headings, and keywords, while taking notes. These activities reflect the use of skimming, scanning, and brainstorming strategies, which helped build a foundation for deeper comprehension and critical engagement with the values in the text. In the click and clunk stage, students developed vocabulary and comprehension of cultural and moral values despite initial difficulties with unfamiliar words. They applied contextual strategies, like analyzing surrounding words, re-reading, and using dictionaries, which helped them grasp word meanings. This aligns also with Dewi & Susanti, (2023), who found students used mobile phones as digital dictionaries and employed similar strategies to overcome vocabulary challenges. In addition, based on this finding research, through teacher feedback and guided discussion, students began to make connections between the meaning of unfamiliar words and the cultural or moral values embedded in the narrative text.

The get the gist stage helped students identify main ideas and summarize key points in narrative texts. With teacher guidance, they used strategies like reading full paragraphs, underlining key points, and working with peers to restate ideas in their own words. This finding aligns with Oktorianisarry et al., (2023) who also emphasized guiding students to focus on the most essential parts of a paragraph and explain why those parts were important. Students were able to summarize the content into clear sentences using their own language. The get the gist stage also provided a solid basis for integrating cultural and moral values, as students connected the main ideas of the text to relevant cultural practices and moral principles. The final stage, wrap-up, ensures students have completed reading. Based on the findings, students use this stage to compare the values they identified with their earlier predictions by answering value-focused questions and reviewing the text's overall content. They also summarize the narrative and reflect on the cultural and moral values presented. This aligns with Nuzula, (2024), which, based on classroom observations, found that the teacher implemented the wrap up stage to ensure that students understood the content of the text and were encouraged to reflect on the topic.

Overall, the implementation of CSR in teaching cultural and moral values through narrative texts can assist students in reading comprehension and character development. Each stage:

preview, click and clunk, get the gist, and wrap-up, encouraged cognitive engagement and values reflection. Unlike previous studies, this research emphasized value integration through reflection and teacher-led discussions, enriching both language skills and moral understanding. Therefore, CSR proves valuable not only as a reading strategy but also as a tool for character education.

B. The Advantages of Using CSR Strategy in Learning Cultural and Moral Values from Reading Narrative Text

The findings reveal students' perspectives on the advantages of CSR strategy in learning cultural and moral values from reading narrative text. The initial finding revealed that each phase of the CSR strategy played an important role in fostering students' character development. Throughout the stages, students not only identified values but also applied targeted reading strategies that deepened their comprehension of the text. This active and thorough participation shows that all aspects of CSR effectively aid students in using reading strategies to learn cultural and moral values. This aligns with Alqarni (2015) findings, which showed that CSR promotes the use of various reading strategies, including brainstorming, predicting, monitoring comprehension, and identifying main ideas. In essence, all stages of CSR contribute to value-based learning, and this finding delves deeper into how students engage with the values themselves.

The next finding highlights that CSR can activate students' prior background knowledge. This aligns with the findings (Putri & Yuliana, 2021), who reported that CSR fosters collaborative learning by encouraging students to work together, draw on their prior knowledge, and clarify difficult concepts. Activating background knowledge is especially important when students aim to anticipate the cultural and moral values they may encounter in a narrative text. Such prior knowledge serves as a crucial foundation for deeper comprehension and meaningful engagement with the text. The implementation of the CSR strategy also positively influenced students' vocabulary development. During the click and clunk stage, students actively identified unknown words and worked together to determine their meanings. This activity not only enhanced their vocabulary but also helped them develop the ability to use contextual clues, such as breaking down word parts and linking new terms to words they already knew. These findings align with Klingner et al., (1998), who emphasized that CSR is an effective instructional method for strengthening reading comprehension and broadening students' vocabulary.

The next finding, CSR can be used to explore values conveyed in a text by supporting students' understanding of the overall content. This aligns with the findings of Ruswandi et al., (2023), who reported that CSR enhances reading comprehension, encourages social interaction, and boosts students' active participation in the learning process. Their study also noted an increase in students' self-confidence. The last finding shows that CSR also improves student engagement and enjoyment. Several students expressed feeling happy and found the CSR strategy to be enjoyable. This supports findings, which suggest that implementing CSR in EFL classrooms not only strengthens reading skills but also enhances student motivation, fosters collaborative learning, and helps create a more positive and supportive classroom atmosphere.

Based on the overall findings, the use of the CSR strategy plays an important role in helping students develop comprehension skills, expand their vocabulary, activate prior knowledge, and engage in learning that focuses on cultural and moral values, especially within narrative texts. Each stage of CSR not only aids cognitive development but also supports character education by promoting the identification and internalization of values found in the reading

materials. However, this study offers a more focused perspective by specifically examining how CSR facilitates the learning of cultural and moral values, an area that has received less attention in previous research.

CONCLUSION

The implementation of the Collaborative Strategic Reading (CSR) strategy plays important role in assisting students in understanding cultural and moral values through narrative texts. Each stage of CSR: preview, click and clunk, get the gist, and wrap up, contributes to students' comprehension both cognitively and affectively. In the preview stage, students activated their prior knowledge and made predictions about the values that might appear in the story. The click and clunk stage guided students in identifying unfamiliar vocabulary and connecting it to the cultural and moral messages in the text. During the get the gist stage, students focused on identifying main ideas and understanding the key messages in each paragraph. The wrap up stage provided opportunities for students to reflect on the values they had learned and relate them to their daily lives through group discussions and summarizing activities. CSR supports students in developing reading comprehension, expanding vocabulary, increasing participation, and engaging more deeply with cultural and moral content. The collaborative nature of CSR also helps foster an interactive and meaningful learning environment. Therefore, CSR can serve not only as a reading strategy but also as a medium to promote values-based learning and character development in the classroom.

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