

Improvement of French Text Reading Comprehension Through Collaborative Strategic Reading (CSR)

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Abstract: The objectives of this research are to describe how far Collaborative Strategic Reading (CSR) can improve the ability of French text reading comprehension and identify the condition of teaching and learning process at the lecture of learning and teaching interaction when collaborative. The research method is descriptive method by using two types of data: qualitative and quantitative data. The results indicate that improvement of reading comprehension of students shows that the percentage of French text comprehension level is very satisfying which means that all students can pass from the lecture. Improvement of French text reading comprehension in the lecture of french learning and teaching interaction can be seen that the students can decide the meaning of words (vocabulary), identify main idea of a text, search for implicit and explicit information in a text and decide references in a text. Improvement is also seen from the changes in the learning and teaching process; almost all students pay more attention and are more active.

Key words: Reading comprehension, french text, Collaborative Strategic Reading (CSR), active, learning

INTRODUCTION

Reading is an activity to get the meaning of what is written in a text. For that purpose, besides it is necessary to master the language used a reader also needs to activate various mental processes in his/her cognition reading activity is not only a visible activity in this case, a student seeing a text, reading it and then measuring it by the ability in answering many questions arranged by following the text as evaluation tool but it is also influenced by factors that come from inside and outside the readers (Iskandarwassid, 2009). Nuttall added that reading could mean one of or more activities as follows: comprehending, translating, identifying, pronouncing, understanding, giving reaction and giving meaning (Nuttall, 1996). Based on the opinions above, it can be said that the reading process conducted by a reader are seeing the words or written language in the text and every word in the writing will be able to be interpreted differently; depends on the knowledge of each reader, because in the reading process, not only seeing the sign of letters or words in the passage but also the interaction between readers and what they read to comprehend the intention of the writer which is conveyed in the text.

In reading, the very first thing to comprehend is the set of words that construct meaning. By reading, we can comprehend the information in the text. Reading

comprehension comes from the translation of French' reading comprehension. Furthermore, Comprehension according to Marzano and Kendall (2006) representing the level of the most comprehensive ability and intelligence The point of comprehending is to take new information through several ways of communication ("when students are confronted with a communication they are expected to know what is being communicated and to be able to make use of the materials or ideas contained in it"). Comprehension will happen if readers can collaborate various information from the reading text and combining information with what the readers have known. When comprehending text, readers have to analyze what are related in the result they comprehend and the relation to the reading process. Readers shall be considered to have good reading comprehension if they can:

- Recognize the words or sentences in the text and know the meaning
- Rrelate meanings, either connotative or denotative from the experience they have with the meaning of the text
- Know all meanings and or the perception of the meaning conceptually
- Make considerations of the values of text content which is based on the experience of reading it (Grabe and Stoller, 2013)

Meanwhile, reading comprehension is influenced by brain metabolism activities in the neutral area that are involved in processing raw data until the storage, understanding the knowledge which is shown through learning involvement, personal connection, knowledge background, meaning of sentences in context, prediction, analysis, critical and metacognition (Willis, 2008). Thus, it can be concluded that reading comprehension is a thinking process in the form of rationalization of what is read by examining, criticizing to produce new knowledge by involving all brain tissues helped by knowledge background, prior knowledge and utilizing all skill aspects.

According to Ampuni (1998) reading comprehension is divided into four phases: Literal comprehension; comprehension skill at this phase is lower than the other phases because it only uses information conveyed explicitly or directly. Answering literal question is by remembering again the information in the book, Interpretation includes skills of thinking and identifying reasons, finding connections, foreseeing completion and comparing, critical reading; critical reading consists of skills in the previous phases plus evaluating of the texts that are read. In this phase, readers evaluate the writer's thought in the text, creative reading in creative reading readers not only focus on their thought in the text but also applying ideas obtained from the text into the new situation as well as combining new ideas obtained with the new knowledge obtained to form a new concept or to expand the old concept.

Complex text comprehension skill needs good strategy and technique, noticing that French used in Indonesia is a foreign language after Bahasa Indonesia, the mother tongue and English. There are difficulties due to sentence structure appear in the text which is long and complex as well as the use of uncommon vocabularies, which tend to be scientific. One of the efforts to improve the learning outcomes of students is through Collaborative Strategic Reading (CSR) (Harjasujana and Damaianti, 2013).

Based on observation and initial research, the researcher found there are difficulties in French text comprehension in the lecture of learning and teaching interaction. Observation results showed that the student's weakness in French text comprehension is at identifying main idea, drawing conclusion and comprehending implicit information in the text but the most dominating one is at identifying the main idea and drawing conclusion from the text given. Other factors are the lack of French text reading habit and also the limited vocabularies of French regarding special terms either in learning or teaching interaction that the students have

hence the students often have difficulties in French text comprehension. Referring to the result of initial research, solving effort is necessary hence, reading comprehension and the learning outcomes of students on French reading text will result in a better learning outcome. Furthermore, after limited discussion is carried out through small discussion among the researcher and colleagues, it is advised that learning process activity of students should be optimized by using the appropriate reading strategies (Dorn and Soffos, 2005; Gabarre and Gabarre, 2010).

One of the success keys of learning reading comprehension is the lecturer's role in deciding teaching technique which is applied in class. Various ways have been conducted by giving speech, question and answer, discussion and give reading task to the students and ask them to retell what they have read, making conclusion by doing presentation in front of class as well. When having difficulty, students often focus on the meaning of words or sentences not the main idea of the passage. The data result when comprehending French text regarding terms or sentences about teaching and learning interaction, it proves that 50% students still get learning outcomes with 60-69% mastery level. Referring to student's data, the ones who experience difficulties in comprehending French text, hence one of the ways to improve the learning outcomes of students is Collaborative Strategic Reading (CSR) (Hitchcock *et al.*, 2011).

Collaborative Strategic Reading (CSR) is a learning method with phases as follows: previewing (fast reading by predicting the purpose conveyed in the text and activate the student's prior knowledge regarding the reading material stated in the text, paying more attention to the sentences or words that make the students difficult to comprehend the text, deciding the main idea in the reading text and making conclusion in reading comprehension which is stated in the text (Vaughn *et al.*, 2001).

Some researches regarding the effectiveness of Collaborative Strategic Reading (CSR) on the reading comprehension in language learning include the study conducted by Novita (2012). The study deals with the effectiveness of Collaborative Strategic Reading (CSR) strategy in teaching reading comprehension. The strategy is a combined-strategies instruction that draws both reciprocal teaching and cooperative learning. Specifically, the study aims at finding out the significant improvement of student's reading comprehension achievement after being taught using Collaborative Strategic Reading (CSR). Based on the calculation of a t-test, the results show that there is a significant improvement in the student's achievement after they got treated using Collaborative Strategic Reading (CSR) strategy when studying reading

comprehension in the classroom. The t-test indicates that the score of the t-value is higher than t-table ($2.18 > 2.021$). Thus, the experimental group represents a better improvement after they received the treatment.

Similar study was conducted by Rizkya (2013). The Effectiveness of Using Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension of the Tenth Grade Students of SMA Kudus in the Academic Year 2012/2013. This research aims to find out the effectiveness of using Collaborative Strategic Reading (CSR) in teaching reading comprehension of the tenth grade students of SMA NU Al Ma'ruf Kudus in the academic year 2012/2013. This is an experimental research without controlled group. The population of this research is tenth grade students of the High School in academic year 2012/2013 in second semester consist of 325 students and the sample is 32 students who were taught using Collaborative Strategic Reading (CSR). The instrument used for measuring the achievement was a test. The result of the experiment had been analyzed statistically; the researcher found that the mean for the pretest is 54.69 and SD is 14.3. While for post-test, the mean = 72.06 with SD = 9.3. The hypothesis testing showed the result that t observation () is 12.6 and the t-table ($df (31) = 2.04$ $\alpha: 0.05$) so t-observation is higher than t-table ($>$). Thus, H_0 is denied and is confirmed. Therefore, the hypothesis shows that there is a significant difference of the reading comprehension of the tenth grade students of SMA NU Al Ma'ruf Kudus in the academic year 2012/2013 before and after being taught by using Collaborative Strategic Reading (CSR). In line with the result, the researcher suggests the English teacher may take benefit from the use of CSR strategy to be applied in teaching reading comprehension. The use of appropriate and interesting strategy for the English teacher to teach reading comprehension is very important because reading is such kind of activities that is often boring for the students.

Hence, using appropriate and interesting strategy will give the students fresh and new condition. In addition a research regarding Effectiveness in using collaborative Strategic Reading (CSR) in German Text Reading Skill was conducted by Wijayanti (2013). It aims to find out differences of learning achievement of German text reading skill of students in grade X of SMA Negeri 2 Banguntapan Bantul between those who were taught using Collaborative Strategic Reading (CSR) technique and those who were taught using conventional technique, effectiveness in using Collaborative Strategic Reading (CSR) technique in learning skill of German text reading. This type of research is quasi experiment. Data was obtained through German text reading skill at the pre-test and post-test. This research had 2 variables, the

use of Collaborative Strategic Reading (CSR) technique as free variable and German text reading skill as dependent variable. The population of this research was all Grade X students of SMA Negeri 2 Banguntapan Bantul amounted 207 students. Sample taking technique was simple random sampling. Based on the sample taking, it was decided that class X-2 (30 students) as experiment class and class X-7 (29 students) as controlled class. Validity test is calculated by correlation formula of product moment. The validity test results showed that from 45 questions there are 40 valid questions and five failed questions. Reliability was calculated by using K-R 20 formula by reliability coefficient amounting 0.945. Data was analyzed by using t-test. Data analysis result by t-test showed that 2.651 t-calculation greater than from the t-table that is 2.000 by significance level of 0,05. It showed the significant differences between the controlled class and experiment class. The effectiveness quality is 8.8%. The average score in the end of experiment class was 36,0000 higher than controlled class which was 33,6897. It showed that the scores of students in the experiment class are better than the students in the controlled class. Hence, it can be concluded that the use of Collaborative Strategic Reading (CSR) technique is more effective in German text reading skill learning (Harmer, 2008; Kucer, 2014; Sidek, 2014).

By referring to three research results explained above, hence a research was conducted on the learning and teaching process of French as a foreign language that aims to described how far Collaborative Strategic Reading (CSR) can increase the comprehension ability of students in reading French text as well as to identify the condition of the class when Collaborative Strategic Reading (CSR) was implemented.

Assessment system of mastery level in text reading comprehension consists of 80-100% mastery level (Very Good), 70-79% mastery level (Good), 60-69% mastery level (Enough), 50-59% mastery level (Not Enough), dan $>55\%$ mastery level (Do Not Pass).

MATERIALS AND METHODS

This research used descriptive methodology. Two types of data were used in this research, both qualitative and quantitative. Qualitative data was obtained by conducting observation, giving questionnaires, doing interview, making daily notes and documents. Qualitative data was analyzed using 5 analysis phases as follows; assembling the data; coding the data; comparing the data; building interpretation and reporting the outcomes. While quantitative data was analyzed by using descriptive statistics (Creswell, 2010).

The data collecting tools of quantitative research are the Mid Term Test (MTT) and Final Term Test (FTT) in essays which come from teaching material of the lecture of learning and teaching material that are all in the form of French text which come from the books of *La Classe de langue* written by Christine Tagliante Paris, *Cle International*, *Les Stratégies d'apprentissage* written by Cyr and Germain (2000) and *L'approche par competences dans l'enseignement des langues*, written by Beacco (2007). French texts include texts regarding *La Langue*:

- L'enseignant
- Sa formation. Ses roles
- Le Profil du bon apprenant de langue seconde
- Les differentes approches didactiques
- Les methodologies d'enseignement des langue
- L'approche globaliste dans l'enseignement du francais et des langues
- L'approche communicative et l'approche par competences dans l'enseignement du francais et des langues
- Elements de methodologie pour l'enseignement de l'interaction
- Elements de methodologie pour l'enseignement de la reception/comprehension des textes ecrites et oraux

To measure the reading comprehension skill, a test was conducted with the questions related to reading as follows:

- Identifying detail questions in paragraph
- Identifying main idea in the paragraph
- Identifying the sequence of events or occurrences in the text
- Identifying relation that is stated in paragraphs
- Drawing conclusion in discourse

Indicator of the evaluation of mastery of French text reading comprehension is in the percentage of mastery level which are:

- About 80-100% mastery level (means that the mastery level is very good with the A score, score 4)
- About 70-79% mastery level (means that the mastery level is good with the B score, score 3)
- About 60-69% mastery level (the mastery level is enough with C score, score 2)
- About 55-59% mastery level (the mastery level is not enough with D score, score 1)
- About <55% mastery level (the mastery level is Not pass/mastering the material with E score, score 0)

The collected data is counted by the frequency of mastery learning result of French text reading comprehension then it is processed to obtain the percentage value in a single table form through distribution of frequency and percentage. Based on data processing result that is obtained, it can be concluded that the descriptive research result by synthesizing all answers in one conclusion that summarize research problem overall. Quantitative findings related to data or information in numbers while qualitative is to describe how student's reading comprehension on French text.

RESULTS AND DISCUSSION

This reading comprehension is what becomes the obstacle in french text learning in the lecture of learning and teaching interaction at french language. Through implementing Collaborative Strategic Reading (CSR), a research was conducted by dividing the students into some groups. Then combine the reading comprehension and cooperative learning. In the beginning of lectures, lecturers give French text that will be learned by the students and the class is divided into several groups consist of 2 until 3 persons each group. For collaborative groups, this group works synergistically to identify, demonstrate, study, analyze and formulate the answers of the assignments. Each student in the collaborative group conducts elaboration, inference and revision (if necessary) on the report that will be submitted. Report is arranged by the collaborative group also to share main information they obtain from the text which has been decided by writing the main information.

Lecturers try to make all groups to be able to present the discussion results of the collaborative group in front of the class with the phases as follows:

- Previewing (fast reading by predicting the purpose conveyed in the text and activate the student's prior knowledge regarding the reading material stated in the text)
- Paying more attention to the sentences or words that make the students difficult to comprehend the text
- Deciding the main idea in the reading text
- Making conclusion in reading comprehension which is stated in the text. Meanwhile students in other groups observe, examine, compare the results of the presentation and respond. This activity was carried out in approximately 20-30 min

In addition, lecturers also give guidance to some students who have difficulties in conducting the text

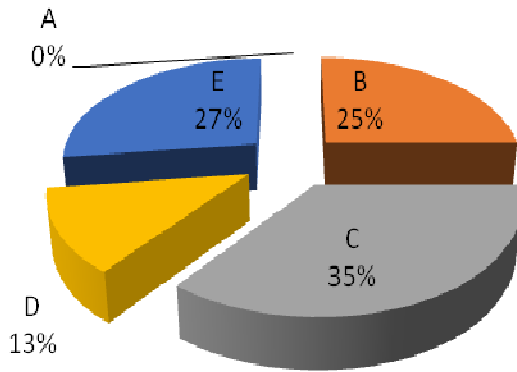


Fig. 1: MTT results of french text reading comprehension

reading comprehension by using observation assessment sheet which had been prepared before. Once it is enough, lecturers and students can conduct questions and answers session. During the teaching and learning process activity, lecturers observe the learning process activity of students within eight meetings and in the 9th meeting, the evaluation which is mid term test is conducted.

Here is the research findings of learning results of mid term test of 48 students; 12 students (25%) are in the 70-79% mastery level (B), 17 students (35.4%) are in the 60-69% mastery level (C), 6 students (12%) are in the 55-59% mastery level (D) and there are still 13 students (27%) who did not pass because they are in the <55% mastery level (E) (Fig. 1).

Based on the Mid Term Test (MTT) results, reflection was conducted such as synthesis analysis activity, interpretation and explanation on the data or objectives of information gathered during the learning activity. Data and information that become the main study materials in reflection regarding the objectives of this research. Furthermore, the learning last activity, the lecturer announces the summary of text material that is in accordance with the next discussion point in the last meeting which is the final term test.

From 48 students there was improvement for 18 students (37%) who got score range of 80-100 with the highest score 95. Meanwhile, the students who got the score range of 70-79 are 22 students (46%) with the highest score 79 and the remaining which are 8 students (17%) are in the score range of 60-69. Thus, the findings of the research result shows that percentage of reading comprehension level of French text shows very satisfying result; means from 48 students there were no students who got D or E. To get the clear view you can see the diagram of the results of Final Term Test (FTT) (Fig. 2).

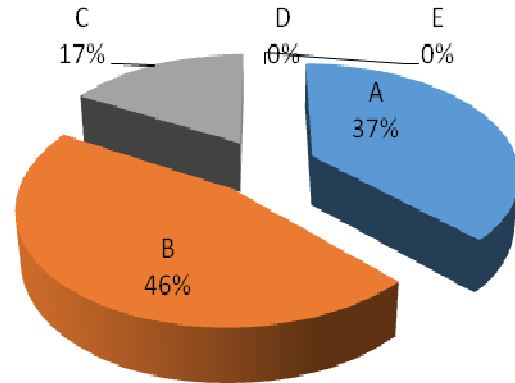


Fig. 2: FTT results of french text reading comprehension

As we know, reading is an activity involving a number of complex cognitive work because when reading a reader includes activities like seeing, ensuring, understanding meaning, absorbing and processing the content of text. In every two seconds when someone reads there are several processes occur with fluent readers, the processes are: focus and access 8 until 10 words meaning; analyze one clause to get information and form unit of meaning; know one unit of new meaning within text; check information interpretation based on purpose, feeling, attitude, background of hope which is necessary; monitor the comprehension of fluent readers, draw the correct conclusion, change strategy, correct the mistakes as needed; solve the ambiguity, show the mistakes, criticize the existing information in the text as needed.

The Mid Term Test (MTT) results show unsatisfying result from 48 students; there are still 27% students are in the level of not understanding the French text yet and there is no student with 80-100% mastery level. It means there is no one who got very good (80-100%) and good (70-79%) mastery levels.

The results then used as data to conduct reflection or evaluation. Reading comprehension obtained in MTT is reading comprehension at the level of literal comprehension, means that the students can only decide the word meaning in text, identify or find reasons or causes from the events that are stated explicitly in the French text. Meanwhile, there re only a few students who are in the level of interpretative comprehension, the students who can only explain main ideas which are not explicit in the text, guess the summary of the text and able to draw inference or conclusion from the text.

After MTT, lecturers divide students in study groups; every group consists of 2 or 3 people with presentation activity (expose). In addition, lecturer's role

in paying more attention to the students when there are things that the students have not understood, hence lecturers encourage students to do several things as follows:

- Re-read the French text given and find the main idea conveyed in the content of the text
- R-read one sentence or word in French which they have not understood either before or after the sentence to get the clue of meaning of the sentence
- Make the sentence which has not been understood yet to some words then from the words find the word root until students understand the French word
- If the student still has not got the main idea of the sentence conveyed, the other groups who have known can share information regarding the main idea

The results of Final Term Test (FTT) finally shows that in the findings there is improvement in French text reading comprehension at the level of evaluation comprehension level which the students can give their opinions and express the purpose in detail.

French text reading comprehension is not only necessary for the reading skill in semester 1 until semester 4 in the lecture's name reception écrite. However, lecturers need to give examples of French text regarding various topics and also apply Collaborative Strategic Reading (CSR) to the students at all lectures hence it will bring motivation for the students to think scientifically and continuously. CSR concept is a learning approach recommended for French learning class as Foreign language hence quality improvement will be achieved, especially for the French language education.

From these findings, it can be said that when comprehending text, students should analyze what is involved in the results he/she comprehends and its relation to the reading process. Students are considered able to comprehend the reading text well if they understand the words or sentences in the text and know the meaning, relate the meaning, either connotative or denotative from their experience with the meaning in the text, know all meanings or the perception on meaning conceptually and make consideration of the value of the content or text based on the reading experience.

This opinion is supported by Blachowicz and Ogle (2008), knowledge structure we have can help in comprehending new information in text which is called "schemata". When comprehension process happens, means someone activates his/her schemata, uses her/his prior experience and knowledge. The process of reading comprehension consists of process how brain brings

explanation through many brain tissues by using pattern, category, connection and build a new data into the prior knowledge. Readers and writers build new knowledge through two basic processes of learning which are assimilation and accommodation. Meaning is formed through written text in knowledge structure of readers or writers. Process of reading comprehension occurs because there is compatibility between individual and information that is read. Furthermore, addition of new information long-term memory is produced from elaboration process and expansion of the existing knowledge or prior knowledge. This comprehension process is called top-down process.

It is in line with Linda's opinion, reading comprehension process is helped by the idea and thought of readers; it is influenced by perception, emotion, cognition and social experience of readers that is impossible to occur without thinking. When readers comprehend the text in depth, they need to get out from the writer's message and assimilate the message in the text into prior knowledge and form new knowledge.

Thus, the research findings affirm that French text reading comprehension is thinking process in the form of rationalization of what is read, by studying, criticizing to generate new knowledge by involving the entire brain tissue assisted by background knowledge, experience of students and utilize all aspects of language skills and when conducting reading comprehension, students have to analyze what include in the results which they understand and the connection with the reading process hence students are considered can comprehend the French text well if the students can recognize the words or sentences in the text and also know the meanings, even the students can connect meaning, either the connotative or denotative from the prior experience with the meaning in the text.

CONCLUSION

Based on the analysis results of mid term test scores there is no student yet with 80-100% mastery level. After conducting reflection and evaluation by keep implementing Collaborative Strategic Reading (CSR), lecturers provide guidance to some students who have difficulties in French text reading comprehension by using additional task sheet which had been prepared before. Moreover, lecturers should not forget to give model with first phase which is as follows: first modeling phase; second teacher-assisted phase and last independent phase. When conducting reading comprehension, students have to analyze what include in the results which they understand and the connection with the

reading process hence students are considered can comprehend the French text well if the students can recognize the words or sentences in the text and also know the meanings even the students can connect meaning, either the connotative or denotative from the prior experience with the meaning in the text. Eventually, students can understand one meaning actively and constructively. It is shown by the results of the average score and completeness of study of 48 students classically; 18 students (37%) reached 80-100% mastery level. Meanwhile, 70-79% mastery level of 22 students (46%) the remaining eight students (17%) reached 60-69% mastery level.

Thus, Collaborative Strategic Reading (CSR) implementation can improve the comprehension of French text passage, either learning process aspects of French text comprehension or learning result improvement aspects of students, even the teaching and learning process can be fun. Through the implementation of Collaborative Strategic Reading (CSR), it is expected that what the researcher has been conducting can inspire French lecturers to use Collaborative Strategic Reading (CSR) in the French learning process as a foreign language in other lectures.

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