

## **Analysis of CSR Models in Improving English Recount Text Reading Skills in Karya Vocational High Schools**

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### **ABSTRACT**

Reading comprehension is one of the essential skills in English language learning at the high school level at Pendidikan Karya Tangerang. Based on initial observations, it was found that reading comprehension skills, especially in recount texts, are still relatively low. This is characterized by difficulties in understanding the main ideas, detailed information, vocabulary, and the sequence of events in the text. This study aims to analyse the application of the Collaborative Strategic Reading (CSR) model in improving reading comprehension skills in English recount texts. This study used a pre-test and post-test control group design. The research sample consisted of 60 eleventh-grade students, divided into two groups: an experimental group (30 students) taught using the CSR model and a control group (30 students) taught using conventional learning methods. The results of the pre-test and post-test control showed a significant difference in reading comprehension ability between the experimental class (82,40) and the control class (72,10), indicating that the increase in scores in the experimental class was greater than in the control class. The N-Gain score for the experimental class was in the medium-high category (0,54), while the control class (0,28) was in the medium category. These findings indicate that the CSR model is effective in improving students' English recount text reading comprehension skills. This study is expected to serve as a reference for English teachers in implementing innovative and effective collaborative learning models

**Key words:** Collaborative Strategic Reading; Reading Comprehension; Recount Texts

## INTRODUCTION

English as a global language plays an important role in various sectors, including education. In Indonesia, English is a compulsory subject taught from elementary to high school levels. Of the four language skills (listening, speaking, reading, writing), reading is one of the most dominant and essential skills for students to access information and knowledge. Reading comprehension skills and CSR can be applied in teaching reading comprehension skills to seventh-grade students at SMP N 13 Padang, which has a significant influence (Ningsih, Naina Sucia, 2024).

Reading is no longer simply the act of decoding letters, but rather a complex cognitive process of understanding, interpreting, and evaluating written information. However, the reality in the field often paints a worrying picture. Many high school students at Pendidikan Karya Tangerang face significant difficulties in reading and understanding English texts. A number of studies and initial observations in the classroom show that this problem stems from several factors, including limited vocabulary, an inability to identify main ideas and supporting information, and, most fundamentally, a lack of effective and structured reading strategies. This problem becomes even more complex when it comes to certain types of texts that are standard in the curriculum, such as recount texts. Recount texts, which serve to recount a series of past events, require students not only to understand vocabulary but also to be able to map out the chronological sequence and capture the essence of each event.

One type of text that is often taught in the Tangerang Vocational High School curriculum is the recount text. Recount texts serve to recount past experiences or events. The structure of this text (orientation, series of events, and re-orientation) requires students to be able to understand the sequence of events and important details. Conventional teacher-centered learning methods, such as the Grammar Translation Method, often make reading lessons monotonous and fail to actively engage students. As a result, students do not actively participate in the process of constructing meaning and rely on short-term memory to answer questions, without truly understanding the content of the text in depth. To bridge the gap between learning challenges and student competency needs, a breakthrough in the learning model is needed.

To overcome these challenges, a strategic and collaborative learning model is needed. One promising model is Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) is a research-based teaching practice for teaching reading comprehension to students to improve content learning. CSR teaches reading comprehension to students while working in small cooperative groups. This method is mostly used with expository texts, but it can also be used with narrative texts. CSR consists of four reading comprehension strategies that are

applied before, during, and after reading. The CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) summarize (Abuhasnah, 2015). There is a significant difference between students who learn using the CSR method and students who learn using conventional methods, both in terms of vocabulary mastery and reading comprehension skills. The CSR method has been proven to be more effective because it integrates explicit reading strategies, collaborative activities, and systematically trains students' cognitive and metacognitive skills (Maryamah, 2025).

Based on the context and issues described above, this study was conducted with the following objectives: (1) to analyze the significant improvement in reading comprehension skills in English recount texts among students at SMA Pendidikan Karya Tangerang who were taught using the CSR model compared to the conventional method; (2) describe the process of implementing the CSR model in reading comprehension learning in Tangerang Education High School, and; (3) identify the challenges encountered during implementation and practical solutions that can be applied to overcome them. Through this study, it is hoped that a comprehensive picture of the effectiveness and application of the CSR model as an innovative solution in English language learning can be obtained

## **LITERATURE REVIEW**

### **Definition of Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) is a research-based teaching practice for teaching reading comprehension to students in order to improve content learning. CSR teaches reading comprehension to students while working in small cooperative groups. This method is mostly used with expository texts, but it can also be used with narrative texts. CSR consists of four reading comprehension strategies that are applied before, during, and after reading. The CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) summarize (Abuhasnah, 2015).

### **Definition of Recount Text**

It is a text that recounts events or experiences that occurred in the past. (Melalolin, L.M; Hartini, N. M. S. A; Mahayanti, 2020) state that a recount text is an organized or structured form of writing that recounts events in the past. They explain that recount texts consist of personal, factual, and imaginative recount texts. Personal recount texts tell about the personal experiences of the speaker or writer. Factual recount texts report on events that actually happened, such as science practice reports or historical event records. Meanwhile, imaginative recount texts present imaginative stories. Specifically for factual recount texts about history, they usually take the form of historical stories.

### **Reading English scripts**

Reading English scripts is a receptive skill and an effort to acquire knowledge disseminated in English(Yusmalinda, Akidatul ;Astuti, 2020)

### **Learning Strategies**

The ability of prospective educators, education practitioners, ranging from educators, lecturers, inspectors, supervisors, policy makers, and anyone interested in the field of education, to gain insight into what, why, and how educators implement learning in the classroom(Kaif, 2022).

### **Previous Related Studies**

The Collaborative Reading strategy has been proven effective in improving the reading comprehension skills of 12th-grade MIPA 8 students at SMA Negeri 1 Singaraja. This is based on learning outcome data showing that Collaborative Strategic Reading (CSR) has steps that can help students understand texts. These steps consist of four stages, namely preview (brainstorming), click and clunk (finding the meaning of difficult words), get the gist (finding the main idea), and wrap up (determining questions related to the text being studied). Based on the pre-test before the action, 6.9% of students had reading comprehension skills  $\geq 82$ . After the action was implemented, there was an increase, namely in the first cycle, 41.37% of students obtained a score of  $\geq 82$ . However, because this percentage did not meet the action success indicator, a second cycle was carried out. After the second cycle was implemented, there was an increase in students' reading comprehension ability to 79.31% of students who obtained a score of  $\geq 82$ (Phonna, 2018).

The application of the CSR method can improve the reading comprehension skills of seventh-grade students at SMP PGRI 2 Denpasar. The pre-cycle results showed that 40 students had an average standard score of 4.42, which was still below the minimum requirement. This score was still considered low and needed to be improved in the next cycle by improving teaching methods. In cycle I, there was an increase with an average score of 5.92, which is classified as sufficient. In cycle II, the test results for reading comprehension skills reached an average score of 6.9, which is classified as more than sufficient. In cycle III, the test results for reading comprehension skills reached an average score of 8.15, which is classified as good. This average score meets the minimum passing grade of 7.5. The steps for implementing the CSR method are as follows: the teacher divides the students into groups, previews (brainstorming), click and clunk, getting the gist, wrap-up, and the teacher assigns the students to make a summary based on the text that has been read and understood(Rosari, Maria Sri ;Made Wedasuwari, Ida Ayu;Sukanadi, 2024).

The use of reading materials that contain content that students are already familiar with can help students translate the content from English to Indonesian and have a positive impact on student learning outcomes. Quantitatively, there was an increase

in the number of students achieving excellent results, from 6% in the first learning cycle to 29% in the second learning cycle. It is recommended that researchers who wish to conduct similar research continue to use the prepared reading texts, such as texts on natural sciences or environmental sciences, but that the classroom atmosphere be arranged in such a way as to eliminate any feelings of stiffness among students. This will encourage students to actively participate in the learning process (Koes, 2023).

How effective is the use of Collaborative Strategic Reading (CSR) in teaching narrative text reading comprehension to students in class XA at MAN 1 Pontianak in the 2014/2015 academic year? This study was conducted using a pre-experimental study method consisting of a pretest, posttest, and two treatments. The research sample was class XA with a total of 40 students. Data were collected using measurement techniques, and the data collection tool used was an objective test. The results showed that the average pretest score of the students was 60.27, while the posttest score was 78.25. Student achievement increased with a score difference between the pretest and posttest of 17.98. The t-test value was higher than the t-table value ( $5.5 > 2.045$  at  $\alpha 5\%$ ). The effect size (ES) result was 0.87. This means that the use of Collaborative Strategic Reading (CSR) in teaching narrative text reading comprehension for 10th-grade students at MAN 1 Pontianak is categorized as very effective with an effect size (ES)  $> 0.8$  ( $0.87 > 0.8$ ) (AGUSTINA, 2016).

## **METHOD**

### **Design and Sample**

This study used a quantitative research approach with an experimental method to examine the effect of the Collaborative Strategic Reading (CSR) model on students' learning outcomes. Quantitative research focuses on collecting numerical data and analyzing it using statistical procedures to test hypotheses (Hardani et al., 2020). The design applied in this study was a Pretest-Posttest Control Group Design (Sugiyono, 2021), in which two groups were involved: an experimental group and a control group. Both groups were given a pretest at the beginning to measure their initial ability. The experimental group then received treatment using the CSR model, while the control group was taught using conventional methods. After the treatment, both groups were given a posttest, and the results were compared to determine the effect of the treatment. The population of this study consisted of 60 eleventh-grade students, divided into two groups, 30 students in the experimental group and 30 students in the control group. The sample was selected using simple random sampling, ensuring that each student had an equal chance of being included in either group.

### **Instruments and Procedures**

The instruments used in this study were tests of reading comprehension of explanatory texts and vocabulary mastery. The tests consisted of 10 questions in the

form of multiple-choice and essay items. These tests were administered to both the experimental and control groups during the pretest and posttest to measure students' abilities before and after the treatment. The study began by determining two groups, namely the experimental group and the control group, based on comparable initial abilities. Both groups were then given a pretest to measure their initial reading comprehension. After that, the experimental group received treatment using the Collaborative Strategic Reading (CSR) model, which included stages such as preview, click and clunk, get the gist, and wrap up. Meanwhile, the control group was taught using conventional teaching methods. After the treatment was completed, both groups were given a posttest to measure their improvement. The research instruments were tests of explanatory text reading comprehension and vocabulary mastery, consisting of 10 multiple-choice and essay questions. The tests were administered at the pretest and posttest stages for both groups.

### Data Analysis

The data were analyzed by comparing the pretest and posttest results of both groups. Descriptive statistics were used to describe the data, while the N-Gain score was used to measure the improvement in students' learning outcomes. In addition, an inferential statistical test (t-test) was applied to determine whether there was a significant difference between the experimental group and the control group.

## RESULT AND DISUSSION

### Pretest Implementation

The pretest instrument was a reading comprehension test consisting of 30 multiple-choice questions. These questions measured students' ability to understand the main ideas, detailed information, inferences, vocabulary, and structure of the recount text. The instrument underwent validity and reliability testing before use. The pretest was administered to 60 students, consisting of 30 students from the experimental class and 30 students from the control class, under the same conditions and at the same time to maintain the objectivity of the research data. The pretest instrument consisted of a reading comprehension test of a recount text comprising 30 multiple-choice questions. These questions measured students' ability to understand the main idea, detailed information, inferences, vocabulary, and structure of the recount text. The instrument underwent validity and reliability testing before use. The following are the data from the pretest on students' reading comprehension skills:

*Table 2. Pre-test Results of Reading Comprehension Skills*

No	Experimental Class	Score	Control Class	Score
1	Students 1	60	Students 1	58
2	Students 2	65	Students 2	60
3	Students 3	55	Students 3	57
4	Students 4	62	Students 4	59

5	Students 5	68	Students 5	63
6	Students 6	61	Students 6	60

Source: Researcher

### Descriptive Statistics of the Pretest

Table 3. Summary of Pretest Results for Reading Comprehension

Group	Number of Students	Minimum Score	Maximum Score	Average
Experimental Class	30	54	68	61,87
Control Class	30	55	66	60,93

Source: Researcher

### Pretest t-test

To determine whether there was a significant difference in initial ability between the experimental class and the control class, an independent two-sample t-test was conducted on the pretest data.

### Test Hypothesis

Table 4. Pretest T-test Results

Group	Mean	t count	t table	Sig. (0,05)	Decision
Experimental vs Control	61,87 vs 60,93	0,84	2,00	> 0,05	H <sub>0</sub> accepted

Source: Researcher

Based on the results of the pretest t-test, the calculated t-value (0.84) was less than the table t-value (2.00) at a significance level of 0.05. Thus, H<sub>0</sub> was accepted, meaning that there was no significant difference between the initial reading comprehension abilities of students in the experimental class and the control class. These results indicate that both groups were in an equivalent initial condition, making it appropriate to provide different learning treatments in the next stage.

The intervention was carried out over 4 meetings, each lasting 2 × 45 minutes. Students in the experimental class were divided into small groups of 4–5 people. Each group worked together to understand the recount text with the guidance of the teacher as a facilitator. The application of CSR in this study included four main stages, namely preview, click and clunk, get the gist, and wrap up. Each stage was designed to help students understand the text gradually and deeply. Based on the results of the pretest t-test, the calculated t-value (0.84) was less than the table t-value (2.00) at a significance level of 0.05. Thus, H<sub>0</sub> was accepted, meaning that there was no significant difference between the initial reading comprehension

abilities of students in the experimental class and the control class. These results indicate that both groups were in an equivalent initial condition, making it appropriate to provide different learning treatments in the next stage.

### CSR Intervention Stages

1. Preview  
At this stage, students predict the content of the recount text based on the title, pictures, or keywords. The goal is to activate students' prior knowledge of the reading topic.
2. Click and Clunk  
Students read the text in groups and mark the parts they understand (click) and do not understand (clunk). Difficult vocabulary or sentences are discussed together to find their meaning.
3. Get the Gist  
Students determine the main idea of each paragraph with a short sentence using their own words.
4. Wrap Up  
Students summarize the content of the text and compile questions related to the reading text to test their understanding.

*Table 5. Student Activities and Engagement During CSR Intervention*

Meeting	Observed Aspects	Percentage of Active Students
1	Participation in group discussions	68%
2	Identification of difficult vocabulary	75%
3	Determining main ideas	82%
4	Compiling summaries and questions	88%

Source: Researcher

*Table 6. Reading Practice Scores (During Intervention)*

Meeting	Average Training Score
Meeting 1	65,40
Meeting 2	70,85
Meeting 3	76,30
Meeting 4	81,60

Source: Researcher

The observation data show an increase in student participation and engagement during the implementation of the CSR model. The percentage of active students increased at each meeting, indicating that students were becoming more accustomed to collaborative learning and the reading strategies that were being implemented. Additionally, the average reading exercise scores during the

intervention showed a consistent upward trend. This indicates that the application of the CSR model had a positive impact on students' reading comprehension process before the posttest was conducted.

### Control Group Intervention

The intervention in the control group was carried out using conventional learning methods commonly applied by teachers in the classroom. Learning was teacher-centered, with the main activities consisting of material explanations, individual text reading, vocabulary translation, and exercise assignments. Text recount reading instruction in the control group was conducted without the application of collaborative reading strategies, as in the CSR model. The teacher explained the structure of the text recount, then the students were asked to read the text and answer questions independently. Group discussion was not the main focus of this learning. The intervention was carried out over 4 sessions with the same duration as the experimental class ( $2 \times 45$  minutes) to maintain equality in terms of learning time.

*Table 7. Student Activities and Engagement*

Meeting	Observed Aspects	Percentage of Active Students
1	Reading texts independently	60%
2	Answering questions about the reading	63%
3	Asking questions about vocabulary	65%
4	Summarizing the content of the text	67%

*Source: Researcher*

The data shows an increase in activity, but it is lower than in the experimental class because students are not actively involved in collaborative discussions.

*Table 8. Posttest Results for Reading Comprehension*

Group	Number of Students	Average Pretest Score	Average Posttest Score
Experimental Class	30	61,87	82,40
Control Class	30	60,93	72,10

*Source: Researcher*

*Table 9. N-Gain Calculation*

Group	Average N-Gain	Category
Experimental Class	0,54	Moderate-High
Control Class	0,28	Low-Moderate

*Source: Researcher*

The experimental class showed a more significant improvement than the control class, indicating that the application of the Collaborative Strategic Reading (CSR)

model was more effective in improving students' comprehension skills in reading recount texts.

The posttest results showed an increase in English recount text reading comprehension skills in both research groups, both the experimental class and the control class. However, the increase in the experimental class taught using the Collaborative Strategic Reading (CSR) model was higher than in the control class taught using conventional methods. Based on the descriptive analysis results, the average posttest score for the experimental class was 82.40, while the control class obtained an average score of 72.10. This difference shows that students who participated in learning using the CSR model had better reading comprehension after the treatment was given. This improvement indicates that structured and collaborative reading strategies can help students understand the content of the text more deeply. In addition, the N-Gain calculation results reinforce these findings.

The experimental class obtained an N-Gain score of 0.54 in the medium-high category, while the control class obtained an N-Gain score of 0.28 in the low-medium category. This difference in N-Gain categories shows that the effectiveness of reading ability improvement in the experimental class was more significant than in the control class. The greater improvement in the experimental class cannot be separated from the characteristics of the CSR model, which emphasizes active student involvement through group discussions, vocabulary problem solving, and collaborative determination of main ideas. The preview, click and clunk, get the gist, and wrap up stages help students build their reading comprehension gradually and systematically. In contrast, in the control class, learning tended to be individual and teacher-centered, so that opportunities for students to discuss and construct meaning together were relatively limited. Thus, the posttest and N-Gain results show that the application of the Collaborative Strategic Reading (CSR) model is more effective in improving English recount text reading comprehension skills than conventional learning methods.

## **CONCLUSION**

Collaborative Strategic Reading (CSR) has a positive effect on improving the English recount text reading comprehension skills of high school students at Pendidikan Karya Tangerang. This is demonstrated by the higher posttest scores and N-Gain of the experimental class compared to the control class. The equality of students' initial abilities, as evidenced by the pretest results and pretest t-test, shows that the improvement in reading skills that occurred in the experimental class was due to the application of the CSR model, not due to differences in students' initial abilities. Thus, the CSR model has been proven to be effective as an alternative reading learning strategy that can be applied to English language learning at the high school level.

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