



The Influence of Collaborative Strategic Reading Based on Social and Environmental Issues on Learning Reading Skills of Expository Texts

Widya Trisianti Prawira^{1*}, Afnita², Amril Amir³, Nofrahadi⁴

¹²³⁴Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Padang, Sumatera Barat, Indonesia

*E-mail: widyatrisianti152@gmail.com

ABSTRACT

Various research results conclude that reading skills of narrative texts such as expository texts are low in conventional learning that is closely tied to textbooks in high school. The main causal factor is believed to be the use of learning models that are closely tied to textbooks published by the state in annual units. The collaborative strategic reading model is believed to be interesting in learning reading skills. This study aims to describe: 1) the learning outcomes of expository text reading skills using conventional models in Indonesian textbooks in the control class; 2) the learning outcomes of expository text reading skills using the collaborative strategic reading model through special teaching materials in the treatment class; 3) the effect of the collaborative strategic reading model in learning expository text reading skills. This study was conducted in the odd semester of the 2026/2026 academic year at SMA Negeri 2 Batang Anai. This study used a quantitative approach with a posttest only control group experimental design. The study population was 67 grade X students of SMA Negeri 2 Batang Anai who were divided into two parallel classes. The research instrument was an objective test of expository text reading skills. The sample was determined as 65 students; 32 students in the control group and 33 students in the treatment group. The research data were analyzed using one-sample t-test and paired-sample t-test. The results of the study: 1) the learning outcomes of expository text reading skills in the control class were in the medium category; 2) the learning outcomes of expository text reading skills for the treatment group were in the high category; 3) the collaborative strategic reading model had a positive effect on expository text reading skills.

Keywords: collaborative strategic reading, social and environmental, reading skills, expository texts

Pengaruh Collaborative Strategic Reading Berbasis Isu Sosial Lingkungan terhadap Pembelajaran Keterampilan Membaca Teks Eksposisi

ABSTRAK

Berbagai hasil penelitian menyimpulkan rendahnya keterampilan membaca teks naratif seperti teks eksposisi dalam pembelajaran konvensional yang sangat terikat dengan buku pelajaran di SMA. Faktor penyebab utama diyakini perihal penggunaan model pembelajaran yang sangat terikat dengan buku teks yang diterbitkan oleh negara dalam satuan tahun. Model *collaborative strategic reading* diyakini menarik dilakukan dalam pembelajaran keterampilan membaca. Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil belajar keterampilan membaca teks eksposisi menggunakan model konvensional dalam buku teks Bahasa Indonesia di kelas kontrol; 2) hasil belajar keterampilan membaca teks eksposisi menggunakan model *collaborative strategic reading* melalui bahan ajar khusus di kelas perlakuan; 3) pengaruh model *collaborative strategic reading* dalam pembelajaran keterampilan membaca teks eksposisi. Penelitian ini dilaksanakan pada semester ganjil tahun pelajaran 2026/2026 di SMA Negeri 2 Batang Anai. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen *posttest only control group*. Populasi penelitian ini 67 siswa kelas X SMA Negeri 2 Batang Anai yang terbagi dari dua kelas paralel. Instrumen penelitian berupa tes objektif keterampilan membaca teks eksposisi. Sampel ditetapkan sebanyak 65 siswa; 32 siswa kelompok kontrol dan 33 siswa kelompok perlakuan. Data penelitian dianalisis menggunakan uji t satu sampel dan uji t sampel berpasangan. Hasil penelitian: 1) hasil belajar keterampilan membaca teks eksposisi di kelas kontrol berkategori sedang; 2) hasil belajar keterampilan membaca teks eksposisi untuk kelompok perlakuan berkategori tinggi; 3) model *collaborative strategic reading* sangat berpengaruh positif terhadap keterampilan membaca teks eksposisi.

Kata kunci: collaborative strategic reading, isu sosial lingkungan, keterampilan membaca, teks eksposisi

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INTRODUCTION

Reading is important because almost all information can be accessed through reading, enabling students to learn through reading activities. Reading can provide numerous benefits for both individual development and societal advancement. Through reading, a person can increase knowledge and insight without having to experience an event directly (Anderson et al., 1969; Miqawati & Sulisty, 2014; Hatteberg & Steffy, 2013).

According to Klingner et al. (2007), Ramadani et al. (2025), and Harjasujana & Damaiani (2003), reading is included in efforts to apply critical and creative reading material handling skills. The goal is to understand the content of the text being studied and to utilize good reading. Reading can also increase insight and knowledge, enrich vocabulary, train the brain to think critically and improve concentration.

Reading problems among students remain a serious issue in education. One of the main obstacles faced is low student interest in reading. Many students lack interest in reading because the available reading materials are uninteresting and do not match their interests or ability levels. Furthermore, most students experience difficulty in comprehensively comprehending reading content.

Based on the results of the Program for International Student Assessment (PISA) conducted by the OECD in 2022, Indonesia ranked 68th out of 81 countries in reading performance, with an average score of 359 points. This means that reading comprehension skills in Indonesia are still very low.

This is supported by research findings. Sari et al. (2021), Yanti & Harti (2022), Khasanah & Cahyani (2016) confirmed that students consistently experience difficulties when working on reading comprehension questions.

Expository text is crucial in education because it serves as a means of conveying information, explanations, or arguments clearly and logically to readers. The ability to read expository text helps students develop critical thinking and analytical skills, as well as effective communication skills.

For students, learning expository text plays a crucial role in improving literacy, reading comprehension skills, and the ability to construct arguments systematically. Expository text is also necessary in social and environmental contexts, as it can serve as a medium for conveying information about current issues, enabling society to make wiser, more informed decisions.

Based on observations and interviews conducted by researchers at SMA Negeri 2 Batang Anai, it was shown that students' reading comprehension skills in expository texts are still relatively low. Several issues contribute to this low reading comprehension ability. First, students lack motivation to read. Second, students lack the skills to comprehend reading content, including grasping main ideas and drawing conclusions from reading. Third, the teaching methods used in the learning process are ineffective in fostering students' interest in reading.

One method considered relevant is collaborative strategic reading (CSR). CSR is a reading comprehension method that combines cooperative learning with reading methods, proven to improve students' comprehension of texts. Research by Klingner et al. (2007) found that CSR is considered an effective teaching method for teaching reading comprehension and employs a multi-component approach, enabling students to apply various learning methods in small groups. In response to this, Abidin & Riswanto (2012), Afrilia & Syafryadin (2022), and Sangrain & Afnita (2023), along with Phonna (2018), argue that CSR has the advantage of helping students train their brains to think critically and improve concentration through role-sharing within groups. Thus, CSR has the potential to be an appropriate alternative learning strategy for improving students' expository reading skills.

According to Sangraini & Afnita (2023), the implementation of the CSR strategy has been proven to improve students' reading comprehension skills and foster learning motivation, strengthen social interactions in the classroom, and create a more active and enjoyable



learning atmosphere. Based on the research results, this strategy has a significant impact on improving student reading outcomes at SMA Pertiwi 1 Padang. Similarly, Wahyuni & Syahrul (2021) argue that through this collaborative strategy, students not only learn independently but also learn how to discuss ideas intensively.

This is also supported by the results of research by Novita (2018), which revealed that implementing CSR in the classroom helps students improve their reading skills, develops, motivates, enhances social interactions in the classroom, and creates a positive learning environment. CSR not only helps students understand texts better but also increases student participation in group discussions and fosters confidence in expressing opinions.

Based on the description above, the research questions are formulated. First, what are the categories of expository text reading skills through learning using the conventional model in the control group of grade 10 at SMA Negeri 2 Batang Anai? Second, what are the categories of expository text reading skills through learning using the CSR model in the treatment group of class X of SMA Negeri 2 Batang Anai? Third, which model influences expository text reading skills between the conventional model and the CSR model?

Based on the description above, this article has three research objectives. First, to describe the categories of expository text reading skills through learning using the conventional model in the control group of grade X students at SMA Negeri 2 Batang Anai. Second, to describe the categories of expository text reading skills through learning using the CSR model in the treatment group of grade X students at SMA Negeri 2 Batang Anai. Third, to describe the models that influence expository text reading skills between the conventional and CSR models.

Relevant articles are widely found in various scientific articles in online journals. First, Sabariah & Norisah (2023) entitled "Improving Expository Text Reading Skills through LKPD Media Using Multiple Choice Test Techniques with Unique

Options." The results of this classroom action research were that 8 students achieved the Minimum Completion Score (KKM) of 75.00 in cycle 1 and 9 students completed it in cycle 2.

Second, Sari et al. (2024) entitle Collaborative Strategic Reading: A Comprehensive Way in Enhancing and Nurturing Literacy Culture. This study produced a guidebook for implementing a literacy culture through reading and learning. Literacy Space's reading and learning activities provide a comfortable outdoor library with various books. An expert assessed product validation, and it was declared very feasible. The results showed that this model can be used well for literacy habituation. Thus, reading and learning activities effectively enhance and nurture literacy culture.

Third, Azizah et al. (2023) entitle The Effect of Using Collaborative Strategic Reading (CSR) toward Students' Reading Comprehension. This research also looks at the difference in average scores in the post-test results of the two classes, where the experimental class score is higher than the control class with a score of $72.31 > 68.53$ with a comparison score of 3.78. It can be ascertained that the research conducted by researchers produced results in seeing differences in the use of Collaborative Strategic Reading (CSR) on students' reading comprehension.

Fourth, Tiana et al. (2025) entitle Collaborative Strategic Reading (CSR): Its Impact on Students' Reading Comprehension The study intends to examine the efficacy of Collaborative Strategic Reading (CSR) in improving students' reading comprehension. This study employed a quantitative research methodology, namely a quasi-experimental design. The study included of 27 students in the experimental class and 24 students in the control class of the English Literature department at a private college in Jakarta. The researchers utilized a multiple-choice reading assessment to gather data for this inquiry. The results suggest that the use of collaborative strategic reading processes has a substantial influence on students' capacity to understand textual content. At a significance level of <0.05

($0.000 < 0.05$), the null hypothesis (H_0) is rejected, indicating a statistically significant disparity in reading comprehension between the experimental class and the control class. By enhancing the quality of learning and improving reading results, collaboration is a crucial component of the teaching and learning process for the reading class.

This research has numerous benefits. Three benefits are presented below, based on specific perspectives.

First, for school principals, this article is useful because it can serve as alternative material for teacher supervision, particularly for Indonesian language teachers. Second, academically, for the Indonesian Language Education Study Program, this article is also useful because it has the potential to serve as discussion material and/or reference material when writing relevant scientific papers. Third, for observers of learning models, this article is also useful because it has the potential to serve as a critique of the CSR model.

METHOD

This quantitative research employed experimental methods through a quasi-experiment. The research design used was a posttest-only control group design. Fraenkel et al. (2012), Balaka (2020), and Razak (2017) emphasized that posttest-only control group designs are commonly used in any research aimed at testing the effectiveness of independent variables on dependent variables in a learning activity.

The population of this study was 10th-grade students of SMA Negeri 2 Batang Anai enrolled in the 2025/2026 academic year who had the highest and lowest mean scores in the preliminary study. One parallel class with the highest mean was designated as the control class, consisting of 33 students. The class with the lowest mean was designated as the treatment group, consisting of 34 students.

The sample size was determined at 65 students based on the formula: sample size is the population divided by a constant plus the population

multiplied by an error of 0.05 (Santoso, 2020; Amin et al., 2023; Mason, 2010). The sample size per group was determined proportionally, with 32 students in the control group and 33 in the experimental group.

The control group used a conventional model for expository reading skills. This means that the expository reading skills learning model follows the guidelines in the Indonesian language textbook for grade 11 of high school (SMA/SMK) issued by the state.

The treatment group used a CSR model for expository reading skills. This means that the expository reading skills learning model follows the guidelines in specific teaching materials focused on the CSR model.

The test instrument was used to collect data on the expository reading skills of grade 10 students at SMA Negeri 2 Batang Anai. The steps for developing the test are presented below to meet the requirements for content validity (Azwar, 2016; Fulcher & Davidson, 2007; Razak, 2020).

First, determine the test format. This article uses a four-option multiple-choice expository reading skills test.

Second, determine the number of expository texts included in the test, namely two expository texts.

Third, present two expository texts limited to the structure of thesis, argumentation, and reaffirmation; the title is not included in the expository text. This article uses expository texts contained in scientific articles from online journals. The first text is 000 words long, and the second is 75 words long.

Fourth, determine the test indicators. This article uses implicit indicators: main sentence, supporting sentence 1, supporting sentence 2, main idea, supporting idea 1, and supporting idea 2 (Razak, 2005).

Fifth, develop the specifications for the expository text reading test. The test specifications are presented in the table below.



Table 1
 Reading Skills Test Specifications: Expository Test

Assessment Aspects	Expository Text-1			Expository Text-2			Total
	Indicator	Argumen-tation	Reaffirmat-ion	Indicator	Argumen-tation	Reaffirmat-ion	
Main Sentence	1	7	13	20	26	32	6
Supporting Sentence-1	2	8	14	21	27	33	6
Supporting Sentence-2	3	9	15	22	28	34	6
Main Idea	4	10	16	23	29	35	6
Supporting Idea-1	5	11	17	24	30	36	6
Supporting Idea-2	6	12	18	25	31	37	6
Main Conclusion		19			38		2
Total							38

Sixth, write the expository text reading skills test items based on the test specifications above. This step yields 38 test items, divided into 19 questions for Expository Text-1 and 19 questions for Expository Text-2.

Each question answered according to the key is given a score of 1, while questions not answered according to the key are given a score of 0. Therefore, the maximum score according to this assessment rubric is 38 (if the sample member answers all questions according to the key). The minimum score is 0 if no sample member answers according to the key at all.

The reading skills scores for the control and treatment classes were analyzed using parametric inferential statistics, namely the one-sample t-test. The mean for the control class was 30.00, equivalent to a standard score of 78.95 percent, while for the treatment class it was 34.20, equivalent to a standard score of 90.00 percent.

A paired-sample t-test was used to determine the magnitude of the learning model's influence on expository text reading skills. The CSR model is said to have an effect on expository text reading skills if the t-value is significant. < 0.000 . This means that if the t-value has a significance value of < 0.05 , H_0 is rejected. H_0 in this article means that the mean of the treatment class is no different from the control class. All calculations used SPSS version 26.

RESULTS

1. Control Group Learning Outcomes

The expository text reading skills test in the control group was conducted after completing the learning using the conventional model. Learning expository text reading skills through this model is tied to the material contained in the Indonesian language textbook for 10th-grade students at SMA/SMK published by the government.

The mean learning outcome for expository text reading skills in the control class was 25.92. Complete descriptive statistics on the learning outcomes of expository text reading skills for 10th-grade students at SMA Negeri 2 Batang Anai are shown in the table below.

Table 2
 Descriptive Statistics of Expository Text Reading Skills in the Control Group

Descriptive Statistics				
N	Minimum	Maximum	Mean	Std. Deviation
32	24	34	25,92	2,951

The normality test for the control group's expository text reading skills yielded a Shapiro-Wilk statistic of 0.242 with a significance value of 0.079 (Figure 1). This indicates that the expository text reading skills data for the control group were normally distributed.

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,185	32	0,069	0,911	32	0,068

Figure 1
SPSS Screenshot of Results of Calculating Normality of Expository Text Reading Skills for the Control Group

The Levene statistic value for the homogeneity test of the control group's expository text reading skills was 20.725. This value is at a significance level of 0.059 (Figure 2). This indicates that the control group's expository text reading skills were homogeneous.

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	20,725	5	26	0,059
Based on Median	4,917	5	26	0,063

Figure 2
SPSS Screenshot of Homogeneity Test Results for Expository Text Reading Skills in the Control Group

The results of a one-sample t-test for the control group's expository text reading skills using a comparison mean of 31.50 were -3.354. This value has a significant value of 0.123 (Figure 3). Therefore, the sig. of $0.123 > 0.05$. This condition is the acceptance criterion for H_0 . The interpretation is that the control group's mean expository text reading skill of 25,92 is equal to the expected mean of 26,63 (70,63%). This mean is considered low.

One-Sample Statistics			
N	Mean	Std. Deviation	Std. Error Mean
32	25,92	2,951	0,522

One-Sample Test			
Test Value = 26,63			
t	df	Sig. (2-tailed)	Mean Difference
-3,354	31	0,123	-1,750

Figure 3
SPSS Screenshot of One-Sample t-Test Results for Expository Text Reading Skills in the Control Group

2. Learning Outcomes in the Treatment Group

The expository text reading skills test in the treatment group was conducted after completing the CSR model. Teaching expository text reading skills through this model involved special manual-style teaching materials distributed to each student. The mean expository text reading skill score in the treatment group was 31.21. Complete descriptive statistics on the learning outcomes of expository text reading skills for 10th-grade students at SMA Negeri 2 Batang Anai are shown in the table below.

Table 3
Descriptive Statistics of Expository Text Reading Skills in the Treatment Group

Descriptive Statistics				
N	Minimum	Maximum	Mean	Std. Deviation
33	30	36	31,51	1,667

The normality test for the control group's expository text reading skills yielded a Shapiro-Wilk statistic of 0.299 with a significance value of 0.071 (Figure 4). This indicates that the expository text reading skills data for the treatment group were normally distributed.

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,299	33	0,007	0,187	33	0,071

Figure 4
 SPSS Screenshot of Normality Test Results for Expository Text Reading Skills for the Treatment Group

The homogeneity test for expository text reading skills in the treatment group yielded a Levene statistic of 2.944 with a significance value of 0.079 (Figure 5). This indicates that the expository text reading skills data in the treatment group were homogeneous.

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	2,944	4	27	0,079
Based on Median	0,346	4	27	0,844

Figure 5
 SPSS Screenshot of Results of Homogeneity Test for Data on Expository Text Reading Skills in the Treatment Group

The results of the one-sample t-test for the expository text reading skill data in the treatment group using the comparison mean of 34.20 were -1.733. This value has a significant value of 0.053 (Figure 6). Therefore, the sig. of 0.093 > 0.05, which is the criterion for accepting Ho. This means that the treatment group's expository text reading skill mean of 31.21 is equal to the comparison mean of 31.51 (82.92%). It mean is middle category.

One-Sample Statistics			
N	Mean	Std. Deviation	Std. Error Mean
33	31,21	1,667	0,290

One-Sample Test			
Test Value = 31,51			
t	df	Sig. (2-tailed)	Mean Difference
-1,733	32	0,093	-0,503

Figure 6
 SPSS Screenshot of One-Sample t-Test Results for the Treatment Group's Expository Text Reading Skills

3. The Effect of the CSR Model on Learning Expository Text Reading Skills

The effect of the CSR model on learning expository text reading skills in 10th-grade students at SMA Negeri 2 Batang Anai was determined by calculating paired-sample t-values. This was done because all testing requirements, namely the sampling process, normality test, and homogeneity test, were met.

The paired-sample t-value is -13.047 at a significance level of 0.00 (Figure 7). Therefore, a significance level of 0.000 < 0.005. Thus, the control group mean of 25.92 is significantly different from the treatment group mean of 31.21. In other words, the use of the CSR model has a positive effect on learning outcomes in expository text reading skills in 10th-grade students at SMA Negeri 2 Batang Anai.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
control	25,92	32	2,951	0,522
experiment	31,21	33	1,641	0,290

Paired Samples Test				
		t	df	Sig. (2-tailed)
Pair 1	control - experiment	-13,047	31	0,000

Figure 7
 Screenshot of Paired Samples t-Test Results

DISCUSSION

The reading skill indicators used in this study are implicit indicators. These indicators do not use questions about words, italicized words, or other explicit indicators. The indicators used are topic sentences and supporting sentences, which are concrete and build upon each expository text structure. Abstract indicators are the main idea and supporting ideas (Razak, 2000). Scientific articles focusing on reading skills using implicit indicators are conducted by (Piscioneri & Hlavac, 2018; Rozali & Rozali, 2013; Maelasari et al., 2025).

Implicit indicators in reading skills learning have been shown to be effective in identifying, understanding, and skillfully locating reading content using the CSR model. Through this model, sample members are divided into small groups to review and understand the reading content, facilitated by the teacher through special teaching materials.

Isu sosial lingkungan yang menjadi topik pembelajaran keterampilan membaca teks eksposisi diyakini pula ikut memperkuat program pembelajaran. Melalui aspek implisit, pesan isu sosial lingkungan berterima oleh para siswa (Mutakim et al., 2025; Peranginangin, 2014).

CONCLUSION

First, the reading skills of expository texts learned through conventional learning models in the control group of 10th graders at SMA Negeri 2 Batang Anai were categorized as moderate.

Second, the reading skills of expository texts learned through CSR learning models in the treatment group of 10th graders at SMA Negeri 2 Batang Anai were categorized as high.

Third, the collaborative strategic reading model significantly influenced the learning outcomes of expository text reading skills in 10th graders at SMA Negeri 2 Batang Anai.

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