

Improving Students' Reading Comprehension and Attitude Through Collaborative Strategic Reading

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ABSTRACT

Collaborative Strategic Reading (CSR) is an approach which uses a mix of whole class instruction and small cooperative peer learning groups. It begins with teacher modeling, role playing, and teacher think-aloud and then, followed by the formation of heterogeneous cooperative learning groups in which students employ four comprehension strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up. This study investigated the effects of Collaborative Strategic Reading on students' comprehension and motivation. Specifically, it sought determine the reading comprehension level of the students in the CSR and non-CSR groups in the pre-test and post-test; identify the attitude level of the students in the CSR and non-CSR groups in the pre-test and post-test; find out if there is significant difference in the reading comprehension level of the students in the CSR and non-CSR groups; assess if there is significant difference in the attitude level of the students in the CSR and non-CSR groups. The study used a descriptive evaluative design method. It utilized a random sampling among 87 Grade 12 participants. The reading comprehension levels of students were identified through a teacher-made comprehension test which was interpreted using Phil-IRI Silent Reading Program. Students' attitude was determined through a questionnaire which was adapted from Candilasa (2019) and Brooks (1996), who have developed the Students' Attitudes Toward Reading and the Short Form Reading Attitude Survey, respectively.

Results showed that the CSR group outscored the non-CSR group on their reading comprehension. Also, students in both groups shows positive attitude towards reading, however, the CSR group has higher attitude level compared to non-CSR group. Moreover, there was a significant difference in the reading comprehension of students exposed to CSR and non-CSR groups. On the other hand, the reading attitude of students exposed to CSR and non-CSR groups was statistically significant. Indeed, CSR was effective in improving the reading comprehension of students as well as enhancing their reading attitude.

Keywords: Collaborative Strategic Reading, Reading Comprehension, Reading Attitude

INTRODUCTION

Background of the Study

Reading serves as a significant avenue for communication, language development, and interaction. It plays several important functions in human's life, such as getting information, responding to written texts, and following instructions to accomplish tasks. It is considered as an interactive process between the reader and the text that leads to comprehension.

Reading comprehension is one of the most essential skills that should be developed and nurtured in a child at home and in school because it is the primary factor to success in academic life. The ability to read for various goals is a prerequisite of a successful learning in schools, colleges, and universities. It is an alive and active skill in the 21st century for students or professionals. Moreover, reading is regarded as the key element of learning for academic proficiency (Ferrer et al., 2025).

However, in the 2022 PISA results, the Philippines remained among the bottom ten out of the 81 participating countries. Although the country showed slight improvement compared to 2018, the proportion of low-performing students increased by 4.3%, indicating that learning challenges persist. Factors such as poverty, limited access to learning materials, and the use of both the mother tongue and English as mediums of instruction contribute to these difficulties. Only about 7% of senior high school students reached a high level of reading proficiency, while the majority demonstrated weak to average skills due to limited vocabulary and insufficient comprehension. These findings underscore the need for stronger reading programs and targeted support to improve students' literacy (Caraig & Quimbo, 2022).

In addition, a recent data indicates that nearly 19 million Filipino junior and senior high school graduates struggle with reading comprehension, as they are unable to fully understand even simple texts despite completing basic education. The Philippine Statistics Authority (2025) reports that 79% of senior high school graduates are functionally literate, while 21% remain functionally illiterate. Functional literacy encompasses reading, writing, numeracy, and comprehension skills. Senator Sherwin Gatchalian emphasized that this significant literacy gap threatens national development and perpetuates poverty. Additionally, 5.8% of Filipinos are classified as basic illiterates, lacking even the fundamental ability to read and write (Philippine Statistics Authority, 2025).

In fact, a consolidated reading assessment report of grade 12 learners from Quezon Bukidnon Comprehensive National High School (QBCNHS) revealed that out of the of 645 Grade 12 learners, 65 learners were identified at the Frustration Level, consisting of 21 males and 44 females. This group represents approximately 10% of the entire Grade 12 population. Although the proportion is relatively small, it remains significant given the academic rigor and reading demands of Grade 12 highlighting the need for targeted support to help these learners cope with complex texts and learning tasks.

In the Grade 12 curriculum, particularly in English for Academic and Professional Purposes, many learners struggle to understand the academic texts used as sources for gathering facts and evidence in their writing tasks. They have not fully developed strong reading habits, making it difficult for them to interpret and explain the materials discussed in class. Therefore, there is a clear need to strengthen their reading comprehension skills so they can better identify relevant facts, data, and information from texts, leading them to produce well-written academic papers.

This observation was supported by Putra (2022) emphasizes that students faced significant challenges in reading comprehension, particularly when working with narrative texts. The study revealed that students struggled to identify the main idea, distinguish supporting details, and interpret long sentences due to limited vocabulary knowledge. These difficulties often prevented them from fully understanding the text, which in turn negatively affected their attitude and interest in reading.

Considering these premises, teaching reading comprehension and strengthening students' attitude should be highlighted in the teaching-learning process. This study investigated the effectiveness of Collaborative Strategic Reading (CSR) as a reading tool to address the problem on poor reading comprehension and attitude among students.

The strategy developed by Klingner and Vaughn in 1996 and 1998, the Collaborative Strategic Reading (CSR) is a reading program that uses a mix of whole class instruction and small cooperative peer learning groups. Whole group instruction in CSR begins with teacher modeling, role playing, and teacher think-aloud.

While there were studies conducted on the positive effect of Collaborative Strategic Reading to the students' reading comprehension; however, there were few studies conducted on the impact of CSR on the reading attitude of the students which this present study attempted to address where it focused on the effect of CSR on students reading comprehension and attitude.

Statement of the Problem

Generally, this study aimed to determine the effectiveness of Collaborative Strategic Reading (CSR) in

improving reading comprehension and attitude of Grade 12 students of Quezon Bukidnon Comprehensive National High School for S.Y. 2025-2026. Specifically, it answers the following questions:

1. What is the reading comprehension level of the students in the CSR and non-CSR groups in the pre-test and post-test?
2. What is the reading attitude level of the students in the CSR and non-CSR groups in the pre-test and post-test?
3. Is there a significant difference in the reading comprehension level of the students in the CSR and non-CSR group.
4. Is there a significant difference in the attitude level of the students in the CSR and non-CSR group.

Objectives of the Study

Generally, this study sought to determine the effectiveness of Collaborative

Strategic Reading (CSR) in improving reading comprehension and attitude of Grade 12 students of Quezon Bukidnon Comprehensive National High School for S.Y. 2025-2026. Specifically, it aims to:

1. Determine The Reading Comprehension Level of the Students in the CSR and Non-CSR Groups in the Pre-Test and Post-Test;
2. Identify The Attitude Level of the Students in the CSR and Non-CSR Groups in The Pre-Test and Post-Test;
3. Find Out If There Is Significant Difference in The Reading Comprehension Level of the Students in The CSR and Non-CSR Groups; and
4. Assess If There Is Significant Difference in The Attitude Level of the Students in The CSR and Non-CSR Group.

Significance of the Study

First, the research would help Grade 12 students identify effective strategies and methods to enhance their reading comprehension and foster a positive attitude towards reading. Consequently, this can lead to improved academic performance and a lifelong love for literature.

In addition, the study would offer language teachers evidence-based practices and strategies that can be incorporated into their teaching methods. By understanding the effectiveness of Collaborative Strategic Reading (CSR), educators will be better equipped to support their students in developing critical reading skills.

Moreover, school administrators could utilize the findings to inform their improvement plans and policies. The insights gained assisted in designing targeted training programs and workshops for teachers, ultimately enhancing the overall teaching and learning environment.

Furthermore, the results would provide important data for curriculum developers to create more effective and engaging reading programs. By integrating successful strategies identified in the study, curriculum makers can enhance the instructional materials and approaches used in schools.

Lastly, this study would serve as a foundational reference for future research in the field of reading comprehension and instructional strategies. It will provide baseline data and insights that can guide subsequent studies aimed at improving literacy among students.

Scope and Delimitation of the Study

This study focused on the use of Collaborative Strategic Reading (CSR) to enhance students' reading comprehension and attitudes towards reading. It examined how small-group discussions using CSR strategies can positively influence students' comprehension levels and attitude.

The implementation of the study took place during the third quarter of the school year, following a twice-a-week schedule over 16 sessions. Both a reading comprehension test and a reading attitude questionnaire administered to participants before and after the CSR intervention to assess its impact.

The scope of the study was limited to heterogeneous Grade 12 students classified as frustration, instructional and independent level readers at Quezon Bukidnon Comprehensive National High School during the school year 2025– 2026.

The CSR intervention started with one week of explicit instruction to build students' proficiency in the four core CSR strategies: Preview, Click and Clunk, Get the Gist, and Wrap-up. This was followed by five weeks of cooperative learning, where students will work in small groups of five. Each member took on specific roles— leader, clunk expert, gist expert, announcer, and encourager—with roles rotating every two weeks to ensure equal participation and skill development.

Finally, all reading materials used in the study came from the Grade 12 curriculum modules and online stories screened using the Flesch-Kincaid readability test to ensure suitability for the students' reading levels.

Definition of Terms

For the purpose of this study, the following terms were defined operationally and conceptually.

Collaborative Strategic Reading (CSR) is a form of small group discussion. It is a reading program that combines modified reciprocal teaching and cooperative learning. It consists of four strategies. The first strategy is Preview which involves brainstorming and activating prior knowledge and analyzing text structure before a passage is read. The next strategy is Click and Clunk in which students self-monitor during reading, identify the difficulty and understand the material. The third strategy is Get the Gist in which students find and write the main idea and information during reading. The final strategy is Wrap Up where students learn to generate questions and review text after an entire passage is read (Klingner et al., 2012b).

CSR learning log is an instructional tool that would account the students' learning experience. It's just a sheet of paper wherein it contains guided questions in relation to the four cognitive strategies. The group must be able to accomplish the said log with connection and evaluation of their learning in order to have a deeper comprehension on the text read.

Frustration Level refers to the reading efficiency index of the readers having a comprehension level of 74 and below. The readers in this level need interventions and supervisions to improve their current reading comprehension level. They should be monitored and provided with ample reading activities.

Independent refers to the reading efficiency index of the readers having a comprehension level of 90 to 100. Readers in this level can read and comprehend the texts without the supervision of a teacher.

Instructional Level refers to the reading efficiency index of the readers having a comprehension level of 75 to 89. The readers in this level can comprehend the reading texts but with the help of someone and by giving some instructions on what to do about the texts.

Non-CSR refers to the traditional lecture-discussion approach wherein students depended on their teachers for the transmission of knowledge and relied on them to explain the meaning of the reading materials. In this method, there was no use of learning logs or small group discussions, as instruction was primarily teacher-centered. However, the control group received the exact same reading texts as the experimental group to ensure consistency in materials and to isolate the effect of the instructional strategy being tested.

Philippine Informal Reading Inventory or Phil-IRI is a reading inventory tool used to measure students' comprehension in English. Students are categorized into three levels: independent, instructional and frustration readers.

Reading Attitude refers to the student's engagement in reading. It was measured using the adapted survey questionnaire having a 4-point Likert Scale.

Reading Comprehension is the ability of the students to understand what is being read and how they make meaning from the text being read. It is the learners' level of understanding: literal, inferential, critical, creative and valuing. Literal refers to how well students can identify and understand information that is directly stated in a text. Inferential is bringing in what the author means of what is the story all about. Critical is creating new ideas from the text while creative is the total interpretation of the text. Valuing is how the reader reacts to the values shown in the text. It measures through a comprehension test where scores equivalent 90 and above independent, 75-89 instructional and 74 and below frustration.

THEORETICAL FRAMEWORK

This chapter presents the related literature, related studies, and theories that serve as the foundation for this research. Further, it also contains the conceptual framework, the research paradigm and the hypothesis of the study.

Review of Related Literature and Studies

Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a reading comprehension approach developed by Janette Klingner and Sharon Vaughn in 1996 and 1998. According to Klingner and Vaughn (1999), CSR is a teaching method where students with different reading abilities work together in small groups to apply four specific reading strategies aimed at improving their understanding of content-area texts. Similarly, Vaughn et al. (2011) describe CSR as a multidimensional approach that integrates teacher- and student-led discussions to promote both content learning and strategic reading skills.

The main goal of CSR is to strengthen reading comprehension and deepen conceptual understanding while encouraging active student participation. Although it was originally designed to assist students with learning disabilities and those at risk of reading difficulties, research has shown that

CSR also benefits students performing at average and above-average levels (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press, as cited in Abidin, 2012).

CSR makes use of four main strategies:

Before reading each section, students spend two to three minutes scanning the passage. This activity helps them quickly gather information about the text, activate prior knowledge, and make predictions about what they will learn. Previewing also builds interest and prepares students to read actively from the start.

During this step, students look at headings, highlighted words, images, tables, and graphs to brainstorm what they already know and to predict possible content—similar to watching a short trailer before seeing a full movie.

While reading, students monitor their comprehension by identifying “clicks” and “clunks.” A “click” means the text makes sense and reading goes smoothly, while a “clunk” signals confusion, such as when a student encounters an unfamiliar word or concept.

Teachers prompt students with questions like, “Is everything clicking? Are there any clunks?” Once clunks are identified, students work together using “fix-up” strategies—often with the help of “clunk cards”—to resolve misunderstandings and clarify meanings.

This strategy teaches students to summarize the main idea of each paragraph or section in their own words. The purpose is to help them focus on the most important information while ignoring unnecessary details.

Students are guided to identify the key person, place, or idea in the text and then express the main point clearly and concisely. This process enhances both comprehension and long-term retention of information.

In the final step, students review what they have read by creating and answering questions about the passage. Using question starters like who, what, when, where, why, and how (the 5 W's and H), they revisit important concepts to reinforce learning and ensure better understanding and memory. Fitri (2010) investigated the effectiveness of Collaborative Strategic Reading (CSR) towards the students' reading comprehension achievement by using quasi experimental research design with 56 intact students of PGSD Suryalaya, west Java, Indonesia. The result showed that means score between CSR and conventional reading activities are significantly different. It means that the CSR is effective to increase students' reading comprehension achievement.

Recent research has provided strong evidence supporting the effectiveness of Collaborative Strategic Reading (CSR) in improving reading comprehension among English as a Foreign Language (EFL) learners. Aldossary (2024) found that CSR significantly enhanced students' reading comprehension, with mean posttest scores showing a gain of over 22 points compared to pretest scores across all groups, a difference that was highly significant ($p < 0.001$). Students reported that CSR made reading sessions more engaging, improved their motivation, and fostered a collaborative learning environment. Teachers also noted increased student participation, better comprehension skills, and positive classroom dynamics, although they emphasized the need for adequate resources and continuous professional training for sustainable implementation. These findings align with previous studies suggesting that CSR not only strengthens comprehension skills but also promotes active learning and peer collaboration in EFL contexts (Aldossary, 2024).

According to results in Oktorianisarry et al. (2023) investigated the impact of Collaborative Strategic Reading (CSR) on students' comprehension of narrative texts among Grade 11 learners at SMA Negeri 3 Palangka Raya. Using a quasi-experimental design with experimental and control groups, the study employed the preview, click and clunk, get the gist, and wrap-up strategies as CSR components. Findings revealed that students taught through CSR demonstrated greater improvement in reading comprehension than those taught using traditional methods. The study concluded that CSR effectively enhanced comprehension, vocabulary learning, critical thinking, and collaborative learning skills, making it a valuable strategy for teaching reading.

Furthermore, study by Susanti et al. (2020) explored the use of Collaborative Strategic Reading (CSR) in improving students' reading comprehension. Using a quasi-experimental design, the researchers compared students taught with CSR to those taught using traditional methods. Findings revealed that students exposed to CSR showed significant improvement in reading comprehension compared to the control group. The study emphasized that CSR not only enhanced comprehension but also fostered active participation, collaboration, and critical thinking skills, making it an effective instructional approach for reading classes.

Moreover, based on the study by Bermillo and Merto (2022), Collaborative Strategic Reading (CSR) was found to significantly improve both reading comprehension and reading motivation among Grade 9 students. The experimental group, which was exposed to CSR strategies such as Preview, Click and Clunk, Get the Gist, and Wrap-Up, demonstrated better comprehension skills compared to the control group taught through traditional methods. Furthermore, students in the CSR group showed greater engagement, collaborative learning, and more positive attitudes toward reading. The findings suggest that CSR not only enhances comprehension but also encourages motivation and active participation in reading activities, making it an effective instructional approach for secondary

Collaborative Strategic Reading and Reading Comprehension

Reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on reader's experiences and prior knowledge (Orellana et al., 2024). Moreover, there are five different levels of thinking applied to reading comprehension: literal, inferential, critical, creative and valuing.

First, literal comprehension is the understanding of the written meaning of a passage which is the definition of words, the context of the writing, the main idea of the passage and the sequence of thought chosen by the author. Second, inferential comprehension refers to drawing up inferences, predicting outcome and attaching new learning to what is meant by what is stated. Third, creative comprehension is making judgments about what they read with evidence from the text to reach conclusions and make up generalizations about the author's purpose for writing passage. Fourth, critical comprehension refers to distinguishing facts from opinions and evaluating tone and implications. In this level, the child is stimulated towards new and original thinking and understands the social and emotional aspects of text. Fifth, valuing level is where the reader is given a chance to apply the lessons learned from the text.

Moreover, reading comprehension is one of the most essential skills that should be developed and nurtured in a child at home and in school because it is the primary factor to success in academic life. The ability to read for various goals is a prerequisite of a successful learning in schools, colleges, and universities. It is an alive and active skill in the 21st century for students or professionals. Moreover, reading is regarded as the key element of learning for academic proficiency. Therefore, being able to develop influential reading could have various impacts on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace. Reading comprehension is a complicated cognitive process (Ferrer et al., 2025).

According Temporal, R. E. (2025), reading comprehension is not an easy process because students need to be able to read the written text, decode the words, and identify the meanings of the words. Reading comprehension is one of the main significant elements in English language learning for all learners because it provides the foundation for a substantial amount of learning in education. Because reading comprehension is so logical in terms of academic success, it can be argued that motivating a student to read is essential. In order to understand the importance of what is read one must be a critical reader.

For many years, there has been an increased focus on reading instruction in primary, secondary and higher education, recent research has provided strong evidence supporting the effectiveness of Collaborative Strategic Reading (CSR) in improving reading comprehension among English as a Foreign Language (EFL) learners.

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To address the issue on the poor reading comprehension of the students, the study conducted by Bermillo and Merto (2022), Collaborative Strategic Reading (CSR) was found to significantly improve both reading comprehension and reading motivation among Grade 9 students. The experimental group, which was exposed to CSR strategies such as Preview, Click and Clunk, Get the Gist, and Wrap-Up, demonstrated better comprehension skills compared to the control group taught through traditional methods. Furthermore, students in the CSR group showed greater engagement, collaborative learning, and more positive attitudes toward reading. The findings suggest that CSR not only enhances comprehension but also encourages motivation and active participation in reading activities, making it an effective instructional approach for secondary.

Similarly, the findings are consistent with the previous study of Susanti et al. (2020) when they explored the use of Collaborative Strategic Reading (CSR) in improving students' reading comprehension. Using a quasiexperimental design, the researchers compared students taught with CSR to those taught using traditional methods. They found out a remarkable difference in the reading comprehension level of experimental and control groups. Hence, Collaborative Strategic Reading (CSR) not only enhanced comprehension but also fostered active participation, collaboration, and critical thinking skills, making it an effective instructional approach for reading classes.

The results of the study are consistent with the findings of Safitri et al. (2025) in their qualitative study on EFL students' voices regarding Collaborative Strategic Reading. The researchers found that students generally perceived CSR positively, recognizing its benefits in improving comprehension, clarifying complex texts, and promoting active participation. Furthermore, the study revealed a significant improvement in students' reading comprehension as they applied comprehension strategies during cooperative learning.

It was also supported by Tiana et al. (2025), entitled "Collaborative Strategic Reading (CSR): Its Impact on Students' Reading Comprehension." The study investigated 27 students in the experimental group and 24 students in the control group from the English Literature department of a private college in Jakarta using a quasi-experimental design. The respondents were assessed through multiple-choice reading comprehension tests. The results revealed that CSR had a statistically significant effect on students' reading comprehension, with the experimental group outperforming the control group ($p < 0.05$). This supports the present study by demonstrating that CSR enhances comprehension through its structured stages—preview, click and clunk, get the gist, and wrap-up—while also fostering collaboration, vocabulary development, and active engagement in group learning.

Moreover, Bachtiar's (2024) study entitled "The Impact of Collaborative Strategic Reading and Cognitive Style on Students' Reading Comprehension in Senior High School" investigated 130 tenth-grade students using a quasiexperimental design, with CSR and SQ3R as comparative strategies. The findings revealed that students taught using CSR significantly outperformed those taught using SQ3R ($p < 0.05$). The learning process in the experimental group was found to be effective, constructive, and valuable, as it encouraged students to help one another and share ideas, thereby improving the quality of their reading comprehension. Additionally, the improvement in students' reading comprehension can be attributed to the four CSR techniques: preview, click and clunk, get the gist, and wrap-up. These findings support the present study by demonstrating that CSR is not only effective in enhancing comprehension but also interacts positively with students' cognitive styles, making it a versatile strategy adaptable to diverse learner profiles.

In addition, the study of Ermawati & Hastini (2023) on investigating the effectiveness of Collaborative Strategic Reading (CSR) in enhancing reading comprehension of EFL Students Palu, Indonesia", examined 40 tenth-grade students of SMA Negeri 5 Palu using a quasi-experimental design with pre-test and post-test assessments. The results revealed a significant improvement in the experimental group's reading comprehension, with mean scores rising from 33.20 in the pre-test to 45.00 in the post-test ($p = 0.002 < 0.05$). Hence, the CSR's structured stages—preview, click and clunk, get the gist, and wrap-up—effectively enhanced comprehension and vocabulary while also fostering collaborative learning.

Collaborative Strategic Reading and Reading Attitude

Reading attitude affects the behaviors such as; intention to reading and sustain reading activity. These behaviors

also affect reading, strategy use, text selection, attention and comprehension. Moreover, attitude in reading is an internal aspect that helps readers develop their reading skills. It is a statement about thoughts accompanied by feelings and emotions that make reading activities can be carried out. It can include the closeness and distance that each person can have to the situation (what they are dealing with) or the thoughts that arise from the interaction, the values they give, the needs they may have, and their perspective on the matter. (Yengusie, 2025).

Furthermore, Sur & Ünal (2024) explained that reading attitude is one of the main factors that influence the process of students when they perform tasks to learn to read. Accordingly, students who have a positive attitude towards reading the passage presented to them make a strong effort to learn reading, while those who have a negative attitude are less active in participating in the process. Hence, to increase and strengthen the reading attitude in the classroom of teachers and students, if there is an active motivation to learn, if textbooks are selected according to the needs of students if teachers prepare a library in the classroom of students, it is possible to increase and strengthen the attitude of reading in the classroom.

Harrison (2022) pointed out that attitude toward reading is “a set of beliefs about reading that motivates the student to seek out or avoid reading situations,” according to the definition. When discussing English as a foreign language (EFL), the term “reading attitude” refers to their overall feelings, their views on reading’s worth, and their confidence in their reading abilities. The five aspects of reading attitude that the researchers discovered are as follows: literary value, practicality, comfort, anxiety, and intellectual value.

Accordingly, attitudes about reading in English are greatly affected by students’ prior experiences. When people have good experiences, like learning and loving books, it helps shape their attitudes toward them. When people have bad experiences, like having trouble understanding or being uninterested, it might cause them to be averse to texts (Siddique & Alshenqeti, 2020).

In fact, the findings of Amumpuni (2025), which state that CSR promotes vocabulary learning, improves teamwork skills, and reduces reading anxiety, all of which contribute to more favorable attitudes toward reading activities. Hence, the results show that more students responded positively to the CSR technique than to non-CSR approaches. Additionally, it can be observed that through CSR, students developed positive relationships and built effective interactions with their groupmates.

In addition, the study of Safitri et al. (2025) on “EFL Students’ Voices on Collaborative Strategic Reading: A Qualitative Study of Perception and Motivation in Reading Class in which they found out that students generally perceived CSR positively, and promoting active participation. Thus, CSR fostered engagement and enjoyment by creating an interactive and collaborative learning environment, and it significantly boosted students’ intrinsic and extrinsic motivation to read.

The study of Oktarina (2023) entitled EFL Students’ Attitude toward Collaborative Strategic Reading in the Reading Classroom investigated the attitudes of senior high school students toward the implementation of

Collaborative Strategic Reading (CSR). Using a qualitative research design with questionnaires and interviews, it involved 21 students classified into high- and low-achieving groups. The findings revealed that students generally exhibited positive attitudes toward CSR, particularly in terms of improving vocabulary and understanding main ideas. Moreover, high-achieving students demonstrated more favorable responses, noting that CSR enhanced their participation. The study also found that CSR increased students’ interest in reading through collaborative activities.

Furthermore, the findings revealed in the study of Amumpuni et al. (2024) on Working Together to Read Better: The Effectiveness of Collaborative Strategic Reading and Student Perceptions in which they examined the impact of CSR on undergraduate students’ reading comprehension and attitudes at Universitas Negeri Semarang. Hence, the findings revealed that the experimental group expressed positive perceptions of CSR: they reported that previewing, click and clunk, get the gist, and wrap-up strategies helped them predict, clarify, and summarize texts effectively. They also valued the collaborative nature of CSR, noting that peer interaction made reading more engaging and less intimidating. Indeed, CSR did not only enhance reading comprehension but also fosters

positive attitudes and active participation, making it a promising instructional strategy for undergraduate learners.

The remarkable improvement of the reading attitude of the students was observed in the study of Bermillo & Merto (2022) in which it revealed that CSR significantly enhanced students' reading comprehension while simultaneously increasing their motivation and fostering more positive attitudes toward reading. Students also expressed greater enthusiasm and engagement with reading tasks following CSR implementation.

Moreover, Pinninti (2022) indicated that Collaborative Strategic Reading (CSR) boosted students' engagement, motivation, and their perception of reading tasks as meaningful learning opportunities. The findings show that cooperative learning helped improve students' reading motivation. It was also revealed that students generally perceived CSR as helpful and positively different from their other classes, as it enabled group members to share their knowledge with one another during cooperative learning activities.

Similarly, Khampool (2023) found that Thai university students who received CSR instruction reported significantly reduced reading anxiety. They further demonstrated improved confidence and a heightened sense of enjoyment when engaging with academic texts.

Also, the study of Musarofah et al. (2023) found that CSR activities made reading more enjoyable and less intimidating, thus contributing directly to increased student motivation and engagement.

The empirical studies pointed out in this section were used to vindicate and validate the present study.

CONCEPTUAL FRAMEWORK

Collaborative Strategic Reading (CSR) is anchored in both Collaborative Learning Theory and Cognitive Load Theory. The Collaborative Learning Theory highlights the value of social interaction in enhancing learning, as students construct knowledge together through meaningful collaboration (Vygotsky, 1978). On the other hand, Cognitive Load Theory emphasizes that learning is more effective when information is broken down into manageable steps, which CSR achieves through its structured reading strategies (Sweller, 1988).

In addition, CSR draws heavily from social constructivism, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD). This theory underscores that learners can reach higher levels of understanding with appropriate support from teachers or more capable peers. For example, in literature circles, students engage in peer-to-peer dialogue, exchange interpretations, and collaboratively construct meaning (Daniels, 2002). By working within their ZPD, learners are able to scaffold each other's progress and achieve deeper comprehension (Karabağ & Salihoğlu, 2020).

Moreover, CSR consists of four interrelated strategies—Previewing, Click and Clunk, Get the Gist, and Wrap-Up—that guide students through different phases of reading. Specifically, previewing activates prior knowledge, click and clunk helps students monitor comprehension, get the gist trains them to identify main ideas, and wrap-up encourages summarization and reflection (Klingner & Vaughn, 1996). These stages ensure that students are supported before, during, and after reading, thereby strengthening comprehension skills and engagement.

However, while reading comprehension is widely recognized as a critical skill for knowledge construction, critical thinking, and meaning-making (Bulut, 2017; Saraswati et al., 2021), many students still struggle with it. They often face difficulties in identifying main ideas, locating supporting details, decoding unfamiliar vocabulary, and making inferences, which hinder their ability to fully understand and retell texts (Sesilia et al., 2016). Consequently, structured strategies such as CSR are needed to scaffold comprehension and support learners in overcoming these challenges.

In line with this, several studies confirm that collaborative approaches not only improve comprehension but also enhance students' attitudes toward reading. For instance, Goa and Wodaj (2022) demonstrated that literature circles significantly increased students' reading interest compared to traditional instruction. This finding aligns with the transactional theory of reading, which suggests that meaning emerges from the interaction between

reader, text, and social context. Similarly, CSR provides opportunities for collaborative engagement, thereby improving both comprehension and motivation (Boardman et al., 2016; Vaughn et al., 2011).

It is also worth noting that reading attitude plays a crucial role in shaping students' overall engagement with texts. McKenna, Kear, and Ellsworth (1995) describe reading attitude as a system of feelings that predisposes learners either to approach or to avoid reading activities. In support of this, Guthrie and Wigfield (2000) argue that students with positive attitudes toward reading are more motivated and persistent, while negative attitudes often result in avoidance behaviors and poor performance (Sullivan & Brown, 2015). These attitudes are shaped not only by internal factors such as self-efficacy and interest (Mathewson, 2004) but also by external influences such as peer interaction, teacher support, and instructional strategies (Day & Bamford, 1998).

Therefore, in the present study, CSR functions as the independent variable, while students' reading comprehension, reading skill, and reading attitude serve as the dependent variables. It is assumed that CSR will foster meaningful peer collaboration, enhance metacognitive awareness, and improve both comprehension and motivation (Khonamri & Karimabadi, 2015; Abidin, 2012). Prior research has already confirmed that CSR not only strengthens comprehension but also increases participation and motivation by engaging students in cooperative learning (Gani, Yusuf, & Susiani, 2016; Anwar, 2020).

In conclusion, this conceptual framework posits that the systematic application of CSR strategies can transform reading from a passive decoding process into an interactive, reflective, and engaging activity. As a result, CSR is expected to yield significant improvements not only in students' reading comprehension and skills but also in their overall attitudes toward reading, thereby promoting long-term literacy development.

Research Paradigm

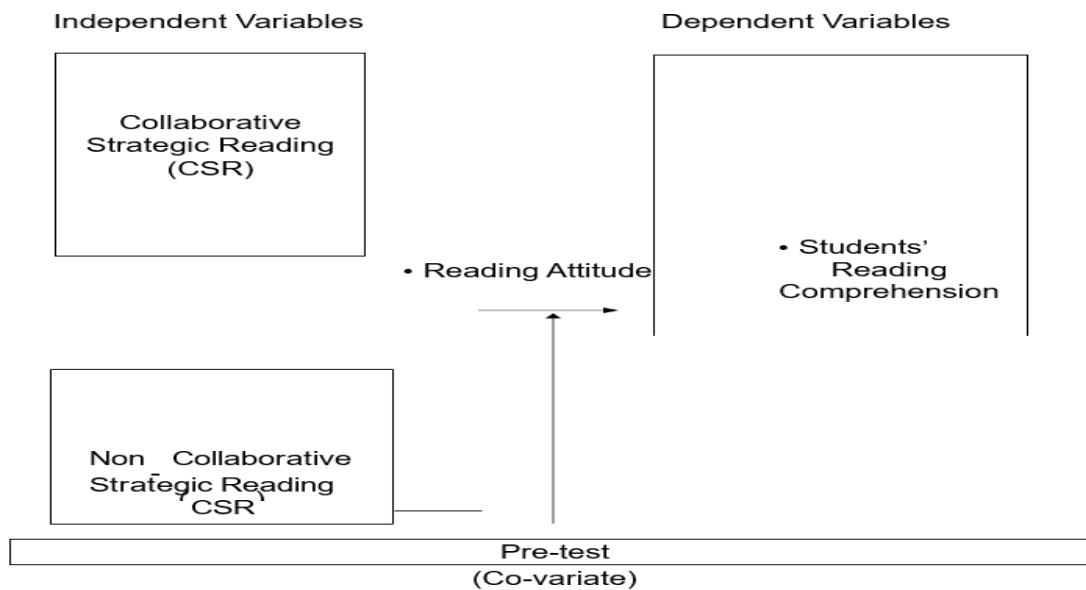


Figure 1. Schematic diagram showing the independent and dependent variable

Hypotheses of the Study

The following hypotheses were formulated for testing at 0.05 level of significance.

There is no significant difference in the reading comprehension level of the students in the CSR and non-CSR group in pretest and posttest.

There is no significant difference in the attitude level of the students in the CSR and non-CSR group in pretest and posttest.

METHODOLOGY

This section dealt with the methods and procedures that were used in this study. It includes the research design, locale of the study, research participants, sampling procedure, instrumentation, data gathering and statistical treatment.

Research Design

This study used a descriptive-evaluative research method. The design sought to examine the effects of Collaborative Strategic Reading on students' comprehension and attitude levels before and after the intervention. It also compares the differences in reading comprehension and attitude levels between the experimental and control groups.

The study utilized a pre-posttest quasi-experimental design. The experimental group received instruction through Collaborative Strategic Reading, which incorporate explicit teaching and cooperative learning strategies. On the other hand, the control group was taught through a traditional lecture-discussion approach, without the use of group work or collaborative activities.

Locale of the Study

This study was conducted at Quezon Bukidnon Comprehensive National High School, Mibando, Poblacion, Quezon, Bukidnon. The school is located 300 meters away from the national high way, north from Davao city and south from Cagayan de Oro City, and is accessible by any land transportation. The school was founded on the year 2003 and expanding greatly into one of the mega schools in the Division of Bukidnon. The school has 2,912 students enrolled for the school year 2025 - 2026 equivalent to 77 sections.

The school offers the Basic K to 12 Program, Special Program for Arts and Design, Special Program for Sports, Special Program for Science, Technology and Engineering, Special Program for Journalism, Accountancy and Business Management and Technical Vocational tracks in Agriculture, Cookery, Caregiving, Computer Servicing/Information and Communications Technology (ICT) and Automotive. The school is headed by a secondary school principal IV with 108 teaching personnel and 6 non-teaching staff.



Legend:



QBCNHS

Figure 2: Map of Quezon Bukidnon Comprehensive National High School -Satellite Image

Participants of the Study

The participants of the study were the two sections of Grade 12 heterogeneous students at Quezon Bukidnon Comprehensive National High School. The Collaborative Strategic Reading (CSR) group was composed of 20 male and 25 female students, for a total of 45 students. The non-Collaborative Strategic Reading (non-CSR) group was composed of 21 male and 21 female students, for a total of 42 students. There were 87 students in the study with ages ranging from 17–19 who participated in the study.

Sampling Procedure

The study used simple random sampling in determining the two sections to be used as participants of the study. After identifying the two groups, a toss of a coin was done to determine the group exposed to Collaborative Strategic Reading and the group not exposed to Collaborative Strategic Reading.

Research Instrument

The research study employed two questionnaires. The first questionnaire was the reading comprehension test, and the second questionnaire was the reading motivation questionnaire. The reading comprehension test was developed by the researcher, while the Reading Attitude Questionnaire was adapted with permission from Candilasa (2019) and Brooks (1996).

Before drafting the reading comprehension test, a table of specification was made considering the four levels of comprehension—literal, interpretive, critical analysis, and integrative/application levels—to ensure well-distributed questions. Furthermore, the pretest and posttest were based on and selected from online reading selections which were run through a readability FleschKincaid test to ensure their compatibility with the learners' level. The comprehension test questionnaire formulated by the researcher had undergone content validation by three professors in language department at Central Mindanao University. They were guided by rubrics in which comprehension was rated. The comprehension test and attitude questionnaires were pilot-tested to the Grade 12 students at Salawagan National High School, Salawagan, Quezon, Bukidnon. Then, an item analysis was done to eliminate questions that were too difficult or too easy. From a 75-item test, the revised test was reduced to a 60-item test, which was used for the pretest and posttest. Moreover, the test gained a test reliability of $\alpha = 0.81$ (Very Good Test).

In addition, students' reading comprehension levels was measured based on the criteria adopted from the Phil-IRI DepEd Reading Assessment tool.

| Range | Comprehension Level |
|---------------|---------------------|
| 90%-100% | Independent |
| 75%-89% | Instructional |
| 74% and below | Frustration |

The second instrument was an adapted questionnaire that assessed the students' attitude toward reading. The questionnaire was adapted from Candilasa (2019) and Brooks (1996), who developed the Students' Attitudes Toward Reading and the Short Form Reading Attitude Survey, respectively.

The questionnaire was initially had 46 items that assessed its reliability, a Cronbach's alpha analysis was conducted. After being pilot-tested with Grade 12 students, 11 items were discarded due to low inter-item correlation. Therefore, the final reading attitude survey questionnaire was composed of 35 items with a Cronbach's alpha coefficient of 0.89, indicating good internal consistency.

The reading attitude questionnaire used a 35-item four-point Likert scale, ranging from strongly disagree to strongly agree. This scale used to identify the reading attitudes of Grade 12 students.

| Scale | Range | Descriptive Rating | Qualitative |
|-------------|-----------|--------------------|----------------------|
| Description | | | |
| 4 | 3.51-4.00 | Strongly Agree | Highly Positive (HP) |
| 3 | 2.51-3.50 | Agree | Positive (P) |
| 2 | 1.51-2.50 | Disagree | Negative (N) |
| 1 | 1.00-1.50 | Strongly Disagree | Highly Negative (HN) |

Furthermore, to track and account for the learning of the students, the CSR learning log was adapted from Collaborative Strategic Reading: Strategies for Improving Comprehension by Klinger et al. (2001). The CSR learning log includes three parts: before reading, during reading, and after reading. Moreover, this learning log employed four comprehension strategies: Preview the selection, activate prior knowledge, and make predictions about the text; Click and Clunk, monitor students' reading comprehension and check their understanding; Get the Gist, identify the main idea of the text; and Wrap-Up, reflect on their learning and construct questions about the key concepts.

Data Gathering Procedures

In gathering the data for the study, the following steps were accomplished:

First, the researcher identified the participants for the study. A random sampling was performed. From the six sections of Grade 12 under the researcher's class, two sections were selected. A toss of a coin was utilized to assign the control group and the experimental group. The experimental group was exposed to Collaborative Strategic Reading (CSR), which involve a cooperative learning approach, while the control group was exposed to a nonCollaborative Strategic Reading approach using the lecture-discussion method. Second, the researcher developed a reading comprehension test and adapt the Reading Attitude Questionnaire from Candilasa (2019) and Brooks (1996).

Third, a pretest was conducted to assess the students' reading comprehension levels. Similarly, the students' attitude questionnaire was administered before and after the study to determine differences in reading comprehension and attitude between those exposed to CSR and non-CSR approaches.

Fourth, before the Collaborative Strategic Reading intervention was implemented, the teacher introduced the four CSR strategies to the class over a period of two weeks. The teacher demonstrated how each strategy works through modeling, role play, and the "thinking aloud" technique. The entire process was explained step by step, and students were asked to role play. Cue sheets were used to outline the CSR procedures, and students were provided with information on how to apply reading strategies for better comprehension. The "thinking aloud" approach was explicitly explained why, when, and how to use the four reading strategies.

Before reading the text, the teacher introduced the previewing strategy by encouraging students to look at the headings, pictures, and highlighted words to brainstorm their prior knowledge about the topic. They made predictions about what they will learn and inferences about the author's purpose. Additionally, students discussed the pre-reading questions in the text to activate their background knowledge.

The teacher act as a facilitator or coach as students become actively engaged in learning. During the final independent phase, the teacher provided minimal support as students apply the strategies on their own in groups.

The same instructional framework was implemented for each of the four CSR strategies, which the students applied before, during, and after reading in their small cooperative groups. Learning logs were used by students to monitor their learning and provide material for follow-up activities. The logs were included entries on Preview, Click and Clunk, Get the Gist, and Wrap-up.

As students become more competent in using the strategies, they formed a small collaborative peer-led groups of five members. They sat in circles to encourage collaboration and rotate group roles every two weeks to ensure equal participation and experience in different responsibilities.

In the follow-up stage, the teacher facilitated a whole-class discussion to check students' comprehension. Difficult passages or sentences were clarified by the teacher to ensure understanding.

On the other hand, the non-CSR group received instruction through the lecture-discussion approach, relying solely on teacher-directed learning without group work or learning logs.

Finally, the intervention was implemented for eight weeks, excluding the pretest and posttest periods, to examine whether CSR had a positive effect on reading comprehension and attitude. At the end of the eight-week intervention, a posttest was administered to evaluate students' reading comprehension and attitude levels.

Statistical Techniques

The data that obtained from the study were analyzed using descriptive statistics and ANCOVA. Mean scores were used to determine students' reading comprehension before and after the use of Collaborative Strategic Reading as well as students' attitude before and after the use of Collaborative Strategic Reading.

Lastly, ANCOVA was employed to determine the significant difference in reading comprehension and attitude between students exposed and not exposed to Collaborative Strategic Reading, using Pretest as Covariate.

Presentation, Analysis, And Interpretation of Data

This chapter presents the results, analysis, and interpretation of data obtained from the study. The discussions are presented based on the sequence of the research problems.

Reading Comprehension Level of Students in the CSR and non- CSR group in the Pretest and Posttest

Table 1 presents the reading comprehension level of the Grade 12 students before and after exposure to Collaborative Strategic Reading (CSR) and non- Collaborative Strategic Reading (non- CSR). It was identified using their pretest and posttest scores. In interpreting the scores of the participants, the basis is from Phil-IRI Silent Reading Program.

Table 1. Reading Comprehension Level of Students

| Scale | Descriptive Level | CSR Group Pretest | | CSR Group Posttest | | Non-CSR Group Pretest | | Non-CSR Group Posttest | |
|---------------|-------------------|-------------------|-------|--------------------|-------|-----------------------|-------|------------------------|-------|
| | | N | % | N | % | N | % | N | % |
| 90–100% | Independent | 1 | 2.22 | 7 | 15.55 | 0 | 0.00 | 2 | 4.76 |
| 75–89% | Instructional | 10 | 22.22 | 13 | 28.89 | 11 | 26.19 | 8 | 19.05 |
| 74% and below | Frustration | 34 | 75.56 | 25 | 55.56 | 31 | 73.81 | 32 | 76.19 |

The reading comprehension results showed that both CSR and non-CSR groups were classified at the frustration level in the pretest. This suggests that before the intervention, most of the students had reading difficulties in comprehending the text. However, after the exposure to the intervention, there was an increase in scores in both groups. In the CSR group, seven (15.55%) students reached the independent level while 13 (28.89%) belonged to instructional level and 25 (55.56%) students remained in the frustration level. Conversely, the non-CSR group showed lower progress in which only two (4.76%) students reached the independent level, eight (19.05%) students moved to instructional level and 32 (76.19 %) students remained in the frustration level.

The findings of the study revealed that the frustration level remained the largest category in both groups after the intervention, showing that many students still struggled with reading comprehension. However, the CSR group demonstrated a more favorable outcome, as fewer students remained in the frustration level compared to the non-CSR group. This suggests that CSR was more effective in helping struggling readers improve their

comprehension skills and progress to higher reading levels. Through collaborative discussion, peer assistance, and the use of reading strategies, students who initially had serious difficulties were given greater opportunities to understand the texts and participate actively in learning.

Although more than half of the students in the CSR group were still classified under the frustration level, the percentage was considerably lower than that of the non-CSR group, where more than three-fourths remained frustrated readers. This indicates that students exposed to the traditional nonCSR approach continued to face greater difficulty in decoding vocabulary, identifying main ideas, and constructing meaning from the passages. Without structured cooperative support, many of them were unable to overcome their reading challenges.

The reduction of frustration-level readers in the CSR group highlights the potential of Collaborative Strategic Reading as an intervention for lowperforming readers. While not all students reached the instructional or independent levels, CSR helped lessen the severity of reading difficulties and enabled more students to move beyond frustration compared to the non-CSR group.

The results of this study align with Oktorianisarry et al. (2023), who conducted research with Indonesian students. They found out that

Collaborative Strategic Reading produced better reading comprehension of students than discussion strategy. In addition, the reading strategies used in Collaborative Strategic Reading which applied before, during, and after reading guided the students to engage actively in the activities which are important to have better understanding of a text.

In this study, students who were exposed to Collaborative Strategic Reading (CSR) performed better compared to non-CSR students. Findings revealed that students taught through CSR demonstrated greater improvement in reading comprehension than those taught using traditional methods.

The study concluded that CSR effectively enhanced comprehension, vocabulary learning, critical thinking, and collaborative learning skills, making it a valuable strategy for teaching reading as they learned the four strategies (Preview, Click & Clunk, Get the Gist, and Wrap- Up).

Moreover, from Table 1 it could be seen that there was a greater improvement in the reading comprehension level of students exposed to CSR than non-CSR after the implementation of the intervention. This finding is in line with the study of Bermillo and Merto (2022), showing a significant improvement in the reading comprehension among the Grade 9 students. The study revealed that the experimental group, which was exposed to CSR strategies such as Preview, Click and Clunk, Get the Gist, and Wrap-Up, demonstrated better comprehension skills compared to the control group taught through traditional methods.

The results of the present study indicate that students who were exposed in Collaborative Strategic Reading (CSR) were actively involved in getting the gist and identifying the supporting details as manifested on their CSR learning log. Thus, it is important to promote collaboration and active participation during small-group discussions to understand the main idea and comprehend the meaning of the text.

Students' attitude level on Reading in the CSR and Non-CSR group in the

Pretest and Posttest

Table 2 shows the reading attitude level of the CSR group in the pretest and posttest. The reading attitude of students was determined through the reading attitude questionnaire administered to them before and after the intervention.

Table 2. Students' attitude level on reading in the Collaborative Strategic Reading in the Pretest and Posttest

| Indicators | Pretest Mean | QD | Posttest Mean | QD |
|--|--------------|----|---------------|----|
| Reading is an important part of my life. | 3.20 | P | 3.67 | HP |
| I enjoy reading during my free time. | 3.07 | P | 3.22 | P |
| I believe that strong reading skills open better job opportunities in the future. | 3.20 | P | 3.58 | HP |
| I prefer reading a book over watching TV or playing video games. | 2.76 | P | 3.36 | P |
| I like to buy books and have a place to keep them at home. | 2.93 | P | 3.24 | P |
| When I find the kind of books I like, reading can be enjoyable. | 2.78 | P | 3.29 | P |
| I like to share a good book with a friend. | 2.96 | P | 3.18 | P |
| Reading makes me feel happy and fulfilled. | 2.91 | P | 3.22 | P |
| I seldom read except when I have to. | 2.91 | P | 3.20 | P |
| Reading is an enjoyable way to learn. | 3.02 | P | 3.40 | P |
| I like to read before I go to bed. | 2.76 | P | 3.22 | P |
| I often look for extra books or articles to read about something which interests me. | 2.78 | P | 3.24 | P |
| I like to look through the books at the library. | 2.82 | P | 3.49 | P |
| I believe that reading enhances my knowledge and understanding of the world. | 2.98 | P | 3.44 | P |
| I enjoy my reading lessons. | 2.93 | P | 3.44 | P |
| It is easy for me to answer questions about stories I read. | 2.98 | P | 3.11 | P |
| I can read harder books than I used to. | 2.76 | P | 3.40 | P |
| I like reading with my classmates and peers. | 2.96 | P | 3.09 | P |
| I like it when friends help me understand what I read. | 3.04 | P | 3.44 | P |
| I find it easy to remember and summarize what I read. | 3.00 | P | 3.09 | P |
| I feel motivated to read more when I find the material interesting. | 2.96 | P | 3.22 | P |
| I often discuss what I read with others to enhance my understanding. | 2.89 | P | 3.07 | P |
| I enjoy exploring different genres of reading materials. | 2.91 | P | 3.36 | P |
| I feel excited when I start a new book or reading material. | 2.84 | P | 3.22 | P |
| I see that reading helps me think about myself and grow as a person. | 2.98 | P | 3.64 | HP |
| I like to look at characters and themes in the stories I read. | 2.93 | P | 3.51 | HP |
| Joining reading groups helps me share my thoughts and feelings openly. | 3.07 | P | 3.42 | P |
| Reading together with others helps me understand difficult ideas better. | 2.98 | P | 3.04 | P |
| I often think about how reading changed my view of the world and thinking skills. | 2.98 | P | 3.31 | P |
| I enjoy marking up texts, which helps me connect more with what I read. | 2.87 | P | 3.29 | P |
| I believe reading helps me understand different lives and cultures. | 3.09 | P | 3.69 | HP |

| | | | | |
|--|-------------|-----------------|-------------|-----------------|
| I want to learn new words from my reading, as it improves how I communicate. | 3.13 | P | 3.47 | P |
| I value how stories spark my imagination and creativity. | 2.98 | P | 3.49 | P |
| I like to read my favorite books again, finding new meanings each time. | 2.98 | P | 3.47 | P |
| I am dedicated to growing my love for reading because it greatly enriches my life. | 3.09 | P | 3.40 | P |
| Overall Mean | 2.95 | Positive | 3.34 | Positive |

Legend: Range Qualitative Description (QD)

1.00-1.50 Highly Negative (HN)

1.51-2.50 Negative (N)

2.51-3.50 Positive (P)

3.51-4.00 Highly Positive (HP)

Table 2 presents the students’ attitude toward reading before and after the implementation of Collaborative Strategic Reading (CSR). Before being exposed to the CSR strategy, the group obtained an overall mean of 2.95, which indicates a positive attitude toward reading. After the implementation of the strategy, the CSR group achieved an overall mean of 3.34, showing that students maintained a positive attitude, with an evident improvement after exposure to CSR.

The top indicators with high mean scores among the group exposed to Collaborative Strategic Reading include “Reading is an important part of my life” (3.67), “I believe that strong reading skills open better job opportunities in the future” (3.58), “I see that reading helps me think about myself and grow as a person” (3.64), “I like to look at characters and themes in the stories I read” (3.51), and “I believe reading helps me understand different lives and cultures” (3.69).

The results clearly indicate that most students demonstrated a positive attitude toward reading following the implementation of Collaborative Strategic Reading (CSR). This was supported by the study of Oktarina (2023), in her study entitled “EFL Students’ Attitude toward Collaborative Strategic Reading in Reading Classroom,” investigated the attitudes of senior high school students toward the implementation of Collaborative Strategic Reading (CSR). The findings revealed that students generally exhibited a positive attitude toward CSR, particularly in terms of improving vocabulary and understanding main ideas.

The result of the present study indicates that students exposed to Collaborative Strategic Reading (CSR) remarkably increase their mean score and remain positive attitude even after the strategy. This result is in parallel to the study of Safitri et al. (2025), in their study entitled “EFL Students' Voices on Collaborative Strategic Reading: A Qualitative Study of Perception and Motivation in Reading Class”, explored the perceptions and motivation of fifthsemester EFL students enrolled in a Critical Reading course at Universitas Negeri Makassar. Using a qualitative descriptive design with questionnaires and interviews, the researchers found that students generally perceived CSR positively, recognizing its benefits in improving comprehension, clarifying complex texts, and promoting active participation.

In addition, the study of Amumpuni et al. (2024), in their study entitled “Working Together to Read Better: The Effectiveness of Collaborative Strategic Reading and Student Perceptions”, examined the impact of CSR on undergraduate students’ reading comprehension and attitudes at Universitas Negeri Semarang. The findings revealed that CSR not only enhances reading comprehension but also fosters positive attitudes and active participation, making it a promising instructional strategy for undergraduate learners.

Table 3. Students' attitude level on reading in the non-Collaborative Strategic Reading in the Pretest and Posttest

| Indicators | Pretest Mean | QD | Posttest Mean | QD |
|--|--------------|----|---------------|----|
| Reading together with others helps me understand difficult ideas better. | 2.95 | P | 2.98 | P |
| I often think about how reading changed my view of the world and thinking skills. | 3.00 | P | 2.98 | P |
| I enjoy marking up texts, which helps me connect more with what I read. | 2.90 | P | 2.90 | P |
| I believe reading helps me understand different lives and cultures. | 3.02 | P | 3.07 | P |
| I want to learn new words from my reading, as it improves how I communicate. | 2.98 | P | 2.98 | P |
| I value how stories spark my imagination and creativity. | 2.95 | P | 2.98 | P |
| I like to read my favorite books again, finding new meanings each time. | 2.52 | P | 2.55 | P |
| I am dedicated to growing my love for reading because it greatly enriches my life. | 2.51 | P | 2.55 | P |
| Reading is an important part of my life. | 3.21 | P | 3.52 | HP |
| I enjoy reading during my free time. | 2.95 | P | 2.93 | P |
| I believe that strong reading skills open better job opportunities in the future. | 3.02 | P | 3.51 | HP |
| I prefer reading a book over watching TV or playing video games. | 2.86 | P | 2.83 | P |
| I like to buy books and have a place to keep them at home. | 2.95 | P | 2.95 | P |
| When I find the kind of books I like, reading can be enjoyable. | 2.98 | P | 3.00 | P |
| I like to share a good book with a friend. | 2.95 | P | 3.00 | P |
| Reading makes me feel happy and fulfilled. | 2.98 | P | 2.98 | P |
| I seldom read except when I have to. | 2.90 | P | 2.93 | P |
| Reading is an enjoyable way to learn. | 3.00 | P | 3.00 | P |
| I like to read before I go to bed. | 3.05 | P | 3.07 | P |
| I often look for extra books or articles to read about something which interests me. | 2.95 | P | 2.95 | P |
| I like to look through the books at the library. | 2.93 | P | 2.95 | P |
| I believe that reading enhances my knowledge and understanding of the world. | 2.93 | P | 3.52 | HP |
| I enjoy my reading lessons. | 3.00 | P | 3.05 | P |
| It is easy for me to answer questions about stories I read. | 3.07 | P | 3.14 | P |
| I can read harder books than I used to. | 3.07 | P | 3.07 | P |
| I like reading with my classmates and peers. | 2.95 | P | 2.98 | P |
| I like it when friends help me understand what I read. | 2.86 | P | 2.83 | P |
| I find it easy to remember and summarize what I read. | 3.02 | P | 3.07 | P |
| I feel motivated to read more when I find the material interesting. | 2.90 | P | 2.95 | P |
| I often discuss what I read with others to enhance my understanding. | 3.02 | P | 3.02 | P |

| | | | | |
|--|-------------|-----------------|-------------|-----------------|
| I enjoy exploring different genres of reading materials. | 3.02 | P | 3.05 | P |
| I feel excited when I start a new book or reading material. | 2.88 | P | 2.86 | P |
| I see that reading helps me think about myself and grow as a person. | 2.93 | P | 2.95 | P |
| I like to look at characters and themes in the stories I read. | 3.00 | P | 2.98 | P |
| Joining reading groups helps me share my thoughts and feelings openly. | 3.05 | P | 3.10 | P |
| Overall Mean | 2.98 | Positive | 3.00 | Positive |

Legend: Range Qualitative Description (QD)

1.00-1.50 Highly Negative (HN)

1.51-2.50 Negative (N)

2.51-3.50 Positive (P)

3.51-4.00 Highly Positive (HP)

Table 3 presents the reading attitude level of the non- CSR group before and after exposure to the strategy. Before the exposure to the strategy, the non- CSR group had an overall mean of 2.95 which denotes that they had been positive attitude. After the exposure to the strategy, the non- CSR group had an overall mean of 3.00 which shows that there was an increase in their mean score but were still positive attitude.

The top indicators with high mean scores in the non-CSR group include “Reading is an important part of my life.” (3.52); “I believe that strong reading skills open better job opportunities in the future.” (3.51); and I believe that reading enhances my knowledge and understanding of the world.” (3.52).

These top indicators with high mean scores show that the non-CSR students recognize reading as personally meaningful, instrumental for future careers, and essential for intellectual development. This suggests that students’ reading attitudes are not solely dependent on instructional strategies, but may also be influenced by broader educational and social perspectives emphasizing the importance of literacy.

Furthermore, Sur & Ünal (2024) explained that reading attitude is one of the main factors that influence the process of students when they perform tasks to learn to read. Accordingly, students who have a positive attitude towards reading the passage presented to them make a strong effort to learn reading, while those who have a negative attitude are less active in participating in the process. Hence, to increase and strengthen the reading attitude in the classroom of teachers and students, if there is an active motivation to learn, if textbooks are selected according to the needs of students if teachers prepare a library in the classroom of students, it is possible to increase and strengthen the attitude of reading in the classroom.

Harrison (2022) pointed out that attitude toward reading is “a set of beliefs about reading that motivates the student to seek out or avoid reading situations,” according to the definition. When discussing English as a foreign language (EFL) , the term “reading attitude” refers to their overall feelings, their views on reading’s worth, and their confidence in their reading abilities. The five aspects of reading attitude that the researchers discovered are as follows: literary value, practicality, comfort, anxiety, and intellectual value.

Accordingly, attitudes about reading in English are greatly affected by students’ prior experiences. When people have good experiences, like learning and loving books, it helps shape their attitudes toward them. When people have bad experiences, like having trouble understanding or being uninterested, it might cause them to be averse to texts (Siddique & Alshenqeti, 2020).

Difference in the Reading Comprehension Level of Students in the CSR and Non- CSR Groups

The difference in reading comprehension levels between the Collaborative Strategic Reading (CSR) group and the non-CSR group was examined using Analysis of covariance (ANCOVA) with the Pretest as covariate. Furthermore, Table 5 illustrates the differences in reading comprehension performance between the CSR and non-CSR groups.

Table 4. Difference in the reading comprehension level of CSR and Non-CSR groups

Descriptive Statistics

| Group | Mean | Std. Deviation | N |
|--------------|--------------|----------------|-----------|
| CSR | 67.93 | 18.10 | 45 |
| Non-CSR | 58.89 | 19.02 | 42 |
| Total | 63.56 | 18.99 | 87 |

ANCOVA Summary Table

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|-------------------------|----|-------------|----------|------|
| Model | 379301.191 ^a | 3 | 126433.730 | 3276.711 | .000 |
| Group | 1342.182 | 2 | 671.091 | 17.392 | .000 |
| Pretest (Covariate) | 26019.013 | 1 | 26019.013 | 674.320 | .000 |
| Error | 3241.187 | 84 | 38.586 | | |
| Total | 382542.379 | 87 | | | |

Table 4 reveals that CSR group has a higher MPS (Mean Percentage Score) compared to the non-CSR group. The average percentage score of the students who were involved in CSR is 67.93 while the students exposed to nonCSR is 58.89.

Furthermore, Table 4 shows the f-value of 17.392 for reading comprehension with a probability value of 0.000 suggests that there is a significant difference in the students' reading comprehension level exposed to CSR and non- CSR. This implies that the reading comprehension is significantly higher for the group who are exposed to CSR intervention than the other group who are not exposed to the CSR intervention. Hence, the null hypothesis "there is no significant difference between the reading comprehension level of the students exposed to CSR and non-CSR" is rejected.

The results of the present study, which show an increase in the mean scores of students' reading comprehension, are consistent with the findings of Safitri et al. (2025) in their qualitative study on EFL students' voices regarding Collaborative Strategic Reading. The researchers found that students generally perceived CSR positively, recognizing its benefits in improving comprehension, clarifying complex texts, and promoting active participation. Furthermore, the study revealed a significant improvement in students' reading comprehension as they applied comprehension strategies during cooperative learning.

The significant results of this study are consistent with the previous research of Tiana et al. (2025), entitled "Collaborative Strategic Reading (CSR): Its Impact on Students' Reading Comprehension." The study investigated 27 students in the experimental group and 24 students in the control group from the English Literature department of a private college in Jakarta using a quasiexperimental design. The respondents were assessed through multiple-choice reading comprehension tests. The results revealed that CSR had a statistically significant effect on students' reading comprehension, with the experimental group outperforming the control group ($p < 0.05$). This supports the present study by demonstrating that CSR enhances comprehension through its structured stages—preview, click and clunk, get the gist, and wrap-up—while also fostering collaboration, vocabulary development, and active engagement in group learning.

Moreover, Bachtiar's (2024) study entitled "The Impact of Collaborative Strategic Reading and Cognitive Style on Students' Reading Comprehension in Senior High School" investigated 130 tenth-grade students using a

quasiexperimental design, with CSR and SQ3R as comparative strategies. The findings revealed that students taught using CSR significantly outperformed those taught using SQ3R ($p < 0.05$). The learning process in the experimental group was found to be effective, constructive, and valuable, as it encouraged students to help one another and share ideas, thereby improving the quality of their reading comprehension. Additionally, the improvement in students' reading comprehension can be attributed to the four CSR techniques: preview, click and clunk, get the gist, and wrap-up. These findings support the present study by demonstrating that CSR is not only effective in enhancing comprehension but also interacts positively with students' cognitive styles, making it a versatile strategy adaptable to diverse learner profiles.

Additionally, the result of the present study shows that students benefited from the CSR intervention is in consonance with the study of Ermawati & Hastini (2023) on investigating the effectiveness of Collaborative Strategic Reading (CSR) in enhancing reading comprehension of EFL Students Palu, Indonesia", examined 40 tenth-grade students of SMA Negeri 5 Palu using a quasi-experimental design with pre-test and post-test assessments. The results revealed a significant improvement in the experimental group's reading comprehension, with mean scores rising from 33.20 in the pre-test to 45.00 in the post-test ($p = 0.002 < 0.05$). Hence, the CSR's structured stages— preview, click and clunk, get the gist, and wrap-up—effectively enhanced comprehension and vocabulary while also fostering collaborative learning.

Conversely, the finding runs counter to the study of Ying & Veerappan (2021) on the effect of Collaborative Strategic Reading on ESL Students' Reading Comprehension through Online Teaching in which they investigated ten Malaysian secondary school students using a mixed-method design with pre-test and post-test experimental groups, alongside interviews. The result showed that although CSR had a positive effect on students' reading comprehension, statistical analysis did not reveal significant differences compared to the traditional approach. They find difficulties in applying the comprehension strategies during small group discussion.

Difference in the Reading Attitude Level of Students in the CSR and Non- CSR Groups

The difference in reading attitude levels between the Collaborative

Strategic Reading (CSR) group and non- Collaborative Strategic Reading (non- CSR) group was examined through Analysis of Covariance (ANCOVA) with the pretest scores of reading attitude as the covariate. Furthermore, Table 6 shows how the reading attitudes of the CSR group and non-CSR group differ.

Table 5. Difference in the attitude level of CSR and Non-CSR groups

Descriptive Statistics

| Group | Mean | Std. Deviation | N |
|--------------|-------------|----------------|-----------|
| CSR | 3.34 | 0.15 | 45 |
| Non-CSR | 3.00 | 0.11 | 42 |
| Total | 3.18 | 0.22 | 87 |

ANCOVA Summary Table

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|-------------------------|----|-------------|-----------|------|
| Model | 880.664 ^a | 3 | 293.555 | 25193.943 | .000 |
| Group | 3.122 | 2 | 1.561 | 133.977 | .000 |
| Pretest (Covariate) | .621 | 1 | .621 | 53.338 | .000 |
| Error | .979 | 84 | .012 | | |
| Total | 881.643 | 87 | | | |

The Table 5 reveals that both CSR and non-CSR groups have positive attitude towards reading. The overall mean scores of the groups exposed to Collaborative Strategic Reading is 3.34 and the group not exposed to Collaborative Strategic Reading is 3.00 respectively.

From the table, it could be seen that the F value of the test was 133.977 and the probability value was 0.000 indicate that there is significant difference in the students reading attitude level exposed to CSR and non-CSR. This indicates that the reading attitude of CSR group is significantly higher than the non-CSR group. Thus, the hypothesis “there is no significant difference between the reading attitude level of the students exposed to CSR and nonCSR” is rejected. The significant difference in students’ reading attitudes is in accord with the findings of Amumpuni (2025), which state that CSR promotes vocabulary learning, improves teamwork skills, and reduces reading anxiety, all of which contribute to more favorable attitudes toward reading activities. Hence, the results show that more students responded positively to the CSR technique than to non-CSR approaches. Additionally, it can be observed that through CSR, students developed positive relationships and built effective interactions with their groupmates. Furthermore, the result of the present study agrees with the study of Safitri et al. (2025) on “EFL Students' Voices on Collaborative Strategic Reading: A Qualitative Study of Perception and Motivation in Reading Class in which they found out that students generally perceived CSR positively, and promoting active participation. Thus, CSR fostered engagement and enjoyment by creating an interactive and collaborative learning environment, and it significantly boosted students’ intrinsic and extrinsic motivation to read. This supports the present research by showing that CSR not only enhances comprehension but also strengthens students’ attitudes toward reading.

The significant result of this study is parallel to the previous research of Otkarina (2023) entitled “EFL Students’ Attitude toward Collaborative Strategic Reading in the Reading Classroom.” The study investigated the attitudes of senior high school students toward the implementation of Collaborative Strategic Reading (CSR). Using a qualitative research design with questionnaires and interviews, it involved 21 students classified into high- and low-achieving groups. The findings revealed that students generally exhibited positive attitudes toward CSR, particularly in terms of improving vocabulary and understanding main ideas. Moreover, high-achieving students demonstrated more favorable responses, noting that CSR enhanced their participation. The study also found that CSR increased students’ interest in reading through collaborative activities. These findings support the present research, indicating that CSR positively influences students’ attitudes toward reading. In addition, the findings are consistent with the study of Amumpuni et al. (2024) on Working Together to Read Better: The Effectiveness of Collaborative Strategic Reading and Student Perceptions in which they examined the impact of CSR on undergraduate students’ reading comprehension and attitudes at Universitas Negeri Semarang. Hence, the findings revealed that the experimental group expressed positive perceptions of CSR: they reported that previewing, click and clunk, get the gist, and wrap-up strategies helped them predict, clarify, and summarize texts effectively. They also valued the collaborative nature of CSR, noting that peer interaction made reading more engaging and less intimidating. Indeed, CSR did not only enhance reading comprehension but also fosters positive attitudes and active participation, making it a promising instructional strategy for undergraduate learners.

The remarkable improvement of the reading attitude of the students was also parallel to the study of Bermillo and Merto (2022) in which it revealed that CSR significantly enhanced students’ reading comprehension while simultaneously increasing their motivation and fostering more positive attitudes toward reading. Students also expressed greater enthusiasm and engagement with reading tasks following CSR implementation. Moreover, Pinninti (2022) indicated that Collaborative Strategic Reading (CSR) boosted students’ engagement, motivation, and their perception of reading tasks as meaningful learning opportunities. The findings show that cooperative learning helped improve students’ reading motivation. It was also revealed that students generally perceived CSR as helpful and positively different from their other classes, as it enabled group members to share their knowledge with one another during cooperative learning activities.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the summary of the findings, the conclusions, and the recommendations of the study.

Summary

This study determined the effect of Collaborative Strategic Reading on the reading comprehension and attitude level of students. Specifically, it aimed to: 1. determine the reading comprehension level of the students in the

CSR and non-CSR groups in the pre-test and post-test; identify the attitude level of the students in the CSR and non-CSR groups in the pre-test and post-test; find out if there is significant difference in the reading comprehension level of the students in the CSR and non-CSR groups; 4. assess if there is significant difference in the attitude level of the students in the CSR and non-CSR groups.

This study also developed two hypotheses; there is no significant difference in the reading comprehension level of the students in the CSR and non-CSR groups and there is no significant difference in the students' attitude level in the CSR and non-CSR groups.

The data of this study were drawn from the Grade 12 heterogeneous participants using random sampling at Quezon Bukidnon Comprehensive National High School. The study also used a descriptive evaluative method which sought to determine the effects of Collaborative Strategic Reading on the reading comprehension level and attitude level of Grade 12 students. It involved a pretest and posttest design in which experimental group was exposed to CSR while the control group was exposed to a non-CSR (lecture-discussion approach).

In addition, the study used the Phil-IRI Silent reading program tool which assessed students' reading comprehension level. On the other hand, attitude questionnaire was an adapted questionnaire that assessed the students' attitude toward reading. The questionnaire was adapted from Candilasa (2019) and Brooks (1996), who have developed the Students' Attitudes Toward Reading and the Short Form Reading Attitude Survey, respectively.

The comprehension test questionnaire had undergone content validation by the three professors in language department at Central Mindanao University. The comprehension test and attitude questionnaires were pilot tested to the Grade 12 students. Furthermore, the descriptive statistics such as mean, percentage, frequency, and standard deviation were used to describe the students' reading comprehension level and motivation. The analysis of covariance (ANCOVA) was used to determine the significant difference in the reading comprehension and the reading attitude of the CSR and non-CSR group.

The study revealed that in the pretest, both CSR and non-CSR groups belonged to the frustration level. Further, in the posttest, CSR and non-CSR groups improved their reading comprehension level, however, the CSR group gained better score compared to the non-CSR group.

On the other hand, the reading attitude of the CSR group during pretest shows a positive attitude (2.95) which still continued to have positive attitude (3.34) on the posttest. Moreover, the non-CSR group has also positive attitude (2.98) during pretest and remained to be positive (3.00) on the posttest. The result shows that non-CSR group has a higher reading attitude level compared to the CSR group during pretest; however, after the exposure to the intervention, the CSR group shows higher increase on their attitude level compared to non-CSR group but still on the positive attitude level.

Furthermore, the posttest scores on the reading comprehension of the two groups were compared using ANCOVA. The probability value of 0.000 implied a significant difference in the posttest scores of the two groups. This means that the hypothesis "there is no significant difference in the reading comprehension level of the students exposed to CSR and non-CSR" is rejected. This suggests that CSR had a significant effect on students' reading comprehension. Hence, Collaborative Strategic Reading was effective intervention in improving the reading comprehension of the students. Moreover, the posttest scores on the reading attitude of the CSR and non-CSR groups showed significant difference with a probability value of 0.000. Thus, the hypothesis "there is no significant difference in the students' attitude exposed to CSR and non-CSR" is rejected. The results showed that CSR was an effective intervention in improving the reading attitude of the students.

Conclusions

Based on the findings of the study, the following conclusions were formulated: First, there was a significant improvement in the reading comprehension level of the CSR group, as it was observed, that more students moved

to instructional and independent level compare to the non-CSR group. Thus, the use of CSR is effective in increasing the reading comprehension of the students.

Second, the reading attitude level of CSR and non- CSR groups remained in a positive attitude level after exposure to the intervention, however, the CSR group gained higher increase compared to non-CSR group. This only means that Collaborative Strategic Reading helped improve the students' reading attitude as manifested in their mean scores.

Third, there was a significant difference between the reading comprehension posttest scores of the CSR and non- CSR groups. CSR had a significant effect on the comprehension of the students. The result showed that CSR group performed better in the reading comprehension than non- CSR group.

Lastly, there was a significant difference between the CSR and non- CSR groups' reading attitude. Although, both groups showed positive attitude towards reading during pretest and posttest, still, there was a clear distinction of their scores in which the CSR group had gained more scores compared to the non- CSR group. This implies that CSR has positive impact on the reading attitude of the students.

Recommendations

Based on the findings of the study, the following recommendations are given:

First, Collaborative Strategic Reading (CSR) may be used in teaching reading, especially in the heterogeneous class. This is a great avenue to develop and improve the reading comprehension level of the students.

Second, to test the effectiveness of CSR on the students reading attitude, it is recommended that the intervention period may be made longer than 8 weeks intervention. The prolonged intervention may have greater impact to the reading motivation of the students.

Third, in order to engage the students in the reading tasks, it is suggested that comprehension strategies during cooperative learning should be intensified. It may be considered to assign different roles of the students during the Collaborative Reading Strategy such as leader, clunk expert, Gist expert, encourager, and reporter.

Fourth, Collaborative Strategic Reading (CSR) can still be used to sustain the attitude of the students in the class, since it remained positive after exposure to the intervention. In order to intensify the students' attitude, it may be teacher's role and students' role will be revisited to increase the positive attitude of the class to highly positive attitude level.

Further, it is suggested that similar studies about reading comprehension and attitude could be conducted for other grade level or to a bigger sample size to have more bases on the effects of CSR and to explore also other alternative variables.

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