COLLABORATIVE STRATEGIC READING ON STUDENTS' COMPREHENSION AND MOTIVATION

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Abstract:
Collaborative Strategic Reading (CSR) is a comprehension approach developed by Janette Klingner and Sharon Vaughn in 1996 and 1998, 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 to determine the reading comprehension level of the students in the CSR and non- CSR group in the pretest and posttest; identify the motivation level of the students in the CSR and non- CSR group in the pretest and posttest; find out if there is a significant difference in the reading comprehension level of the students in the CSR and non-CSR groups, and assess if there is a significant difference in the motivation level of the students in the CSR and non-CSR groups. The study used a quasi-experimental design method. It utilized a random sampling among 70 Grade 9 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' motivation was determined through a reading motivation questionnaire adapted from Wigfield and Guthrie (1997). Results showed that the CSR group outscored the non-CSR group on their reading comprehension. Also, students in both groups were moderately motivated towards reading, however, the CSR group has higher motivation 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 motivation of students exposed to CSR and non-CSR groups was statistically significant. Therefore,

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CSR was effective in improving the reading comprehension of students as well as enhancing their reading motivation.

Keywords: collaborative strategic reading, reading comprehension, reading motivation

1. Introduction

Reading provides an avenue for communication, language acquisition, and interaction. It plays a number of purposes in human's life. These include getting information, responding to the text, and following instructions to perform a task. Reading is considered as an interactive process between the reader and the text which resulted in comprehension.

Reading comprehension is a flexible and on-going cognitive and constructive process in which the reader is an active participant who endeavors to build meanings by using cognitive awareness. It 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. It plays a vital skill in learning as it provides the foundation for a substantial amount of learning in education (Woolley, 2011).

However, data from the Department of Education (DepEd) indicates a decline in the overall NAT average for high school students. NAT scores were low during the school year 2016-2017 with 44.1% mean percentage score (MPS) from 44.7% in the 2015-2016 school year. Accordingly, this low performance of high school students in the annual national achievement examination shows that they have problems regarding reading comprehension and test-taking.

In fact, the consolidated report on reading assessment of one of the DepEd school in Bukidnon showed that the students were able to read texts; however, it was shown in the data that many of the students failed to comprehend the text. Furthermore, students were good in word recognition since they were able to read, but their reading comprehension was quite poor.

In Grade 9 curriculum, students are taught with Anglo-American and English Literature, many students can hardly grasp the meaning of the text. They perceived reading as a burden in their learning. They are less motivated when they are asked to read their textbook. Moreover, teachers are complaining because they have insufficient mastery of the subject and competencies for Grade 9.

This observation was supported by Mardiani (2017) emphasizes that many students have difficulties in comprehending the text. They have problems in finding information such as main ideas, supporting ideas, and concluding ideas. One of the students' problems in constructing the idea of the text is the unfamiliarity of words. As a result, the students do not have a good understanding of the text and feel unmotivated and uninterested to read.

Considering the existing problem prompting the researcher, the researcher is challenged to explore on a reading strategy to demise the problem. The researcher would

like to explore using Collaborative Strategic Reading (CSR) as a reading tool to address the problem on poor reading comprehension and motivation among her students.

The Collaborative Strategic Reading (CSR) strategy was developed by Klingner and Vaughn in 1996 and 1998. It 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. These steps are followed by the formation of heterogeneous cooperative learning groups in which students employ four strategies. The first strategy is Preview which involves 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. The third strategy is Get the Gist in which students find and write the main idea 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).

Moreover, the CSR strategy encourages the students to read and understand the text more seriously. They are more motivated when they work as a group. They showed good interactions with their team members despite the differences in their proficiency levels (Puspita, 2012).

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

2. Literature Review

2.1. Collaborative Strategic Reading

Collaborative Strategic Reading is a comprehension strategy approach that was developed by Janette Klingner and Sharon Vaughn in 1996 and 1998. Klingner and Vaughn (1996) define CSR as a practice in which "*students of mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content area text*". Moreover, Vaughn et al. (2011) interpret CSR as a multi-dimension strategy that addresses both content learning through teacher and student-led conversation as well as strategic enhancement.

Principally, the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press) cited in Abidin & Riswanto, 2012.

Collaborative Strategic Reading (CSR) employs four comprehension strategies, they are:

Strategy 1: Preview

Students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

Strategy 2: Click and clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them. The teacher asks, "*Is everything clicking? Who has clunks about the section we just read?*" Students know that they will be asked this question and are alert to identify clunks during reading, after students identify clunks, the class uses "fix-up" strategies to figure out the clunks. The students use "clunk cards" as prompts to remind them of various fix-up strategies.

Strategy 3: Get the gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

When the students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask the students to tell the most important idea about the person, place, or thing. Moreover, teach them to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

Strategy 4: Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap-up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 Ws and an H).

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 is significantly different. It means that the CSR is effective to increase students' reading comprehension achievement.

Many studies on CSR (Klingner, 1998; Standish, 2005; Fan, 2009; Ziyaeemehr, 2012; Novita, 2012; Karabuga, 2012) have shown that CSR has an effective impact on the reading comprehension of EFL and ESL students. CSR provides the opportunity for readers to apply most of the strategies needed for reading skill. Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and peers (Vaughn et al., 2011).

According to results in Novita (2012), she claimed that CSR was a way to help second language learners engage with the difficult text and use the key reading strategies to improve comprehension. In another study done in Iran by Ziyaeemehr (2012), on forty learners, the result confirmed the effective role of CSR. Students in the experimental group outperformed the students in the control group in reading comprehension. Thus, the results of the present study are in line with previous research in terms of the positive benefits of CSR, yet the strength of this approach was sought in a novel aspect of reading. Due to the paucity of research on the effect of CSR on enhancing the critical reading ability of the learners, the results of the present study seem promising and a new contribution to the field.

Furthermore, Fan (2009) considered the learners' perception toward CSR in group discussion, and the result of the study showed that students gave positive feedback to CSR. Furthermore, Hsu (2010) on the 60 third grader of an elementary school in Taiwan, the effect of CSR on reading comprehension and learning interest was investigated. In the qualitative aspect of her study, an interview on students' perception of CSR instruction was conducted and the results of the interview indicated that students expressed a positive attitude toward CSR.

According to Seitz (2010), motivated readers have a positive attitude about themselves as a reader, and conversely, struggling readers assume they are responsible for their reading difficulties. CSR can enable students to learn a collection of definite reading strategies through group activity, and assist the students in improving their critical reading, which in turn leads to the development of positive attitudes towards reading in a foreign language.

Another study was conducted by Fan (2009) in an EFL setting. The intervention was designed to investigate the effects of CSR on 110 Taiwanese university students who had low intermediate to intermediate levels of English. It consisted of two groups: the experimental group in which the treatment of CSR was deployed, and the control group in which no special treatment was employed but traditional teaching based on vocabulary and grammar instruction was used. He found that students' scores increased in comprehension questions on getting the main idea and finding supporting details. However, there was statistically no difference between the groups in terms of strategic reading competence regarding predicting, making inferences, and tackling problems with unknown words. Finally, all students in the experimental group expressed a positive attitude towards CSR and its strategies.

Vaughn et al. (2011) conducted a study to examine the impact of CSR and metacognitive strategic learning on the reading comprehension of 782 seventh and eighth-grade students selected randomly from 61 classes. Teachers were randomly assigned to either an experimental or control group and received initial training in CSR. The study lasted for 18 weeks, being monitored for 50 minutes a day, two days a week. The results showed that students in the experimental group outperformed those in the control group in a standardized reading comprehension test. However, students made similar progress in reading fluency across both groups, as had been expected. This was due to the fact that the focus of CSR was to enhance abilities in how to think and interact with a text without addressing the separate skill of how to increase reading speed (Vaughn et al., 2011).

Hsu (2010) examined the effects of CSR on 60 male and female Taiwanese third-grade elementary school students. Although the aim was to determine the impact of CSR on reading comprehension, interestingly, the study also provided insight into the impact of CSR on learning English in general. The intervention lasted 12 weeks and the researcher used multiple measures including pre- and post-tests, interviews, and a questionnaire. All the students in the experimental group participated fully in the study except for the interviews; after the post-test, six high-achieving students at elementary and intermediate levels of English were selected for these. The results showed that students in the experimental group outperformed those in the control group. The former demonstrated a positive attitude towards CSR instruction as well as an interest in learning English in general. This study suggests that by implementing CSR, students can become more self-motivated and independent readers. Therefore, learners should be encouraged to enjoy reading both inside and outside the classroom in order to promote English proficiency (Hsu, 2010).

Zoghi et al. (2010) carried out a six-session study to probe the effectiveness of modified collaborative strategic reading (MCSR) on 42 Iranian first-year university-level EFL students. The MCSR methodology combined the four CSR strategies (previewing, 'click and clunk', get the gist, and wrap-up) with additional reading techniques such as approaches to the recognition of text organization and discourse marker identification. Data were collected with a range of instruments comprising pre and post-tests of reading comprehension, interviews, and a questionnaire. The results revealed some improvement

in the post-test, but the difference was not significant. However, students' responses to the questionnaire were almost invariably positive. This study suggests that although students came from a long-standing educationally conventional tradition, they expressed a positive attitude towards group work and instruction via CSR. However, there are factors that may affect the impact of CSR and the attitude of some students towards it, including the limited duration of the intervention and the intensity of lessons (Zoghi et al., 2010).

Ziyaeyan (2012) conducted a study to investigate the impact of CSR on 40 Iranian second-year university students majoring in electronics. The subjects were selected randomly and divided into experimental and control groups. The experimental group was taught to implement the four CSR strategies, while the control group continued with traditional learning methods. Based on pre- and post- test scores, a significant positive difference was found between the experimental group and the control group. This study confirms that students experienced more opportunities to exchange their ideas and understandings when working in groups (Ziyaeyan, 2012).

Another study investigated the effectiveness of CSR by utilizing computer-assisted language learning (CALL). Kim et al. (2006) carried out a study to examine the usefulness of employing a computer-assisted collaborative strategic reading (CACSR) programme for improving reading comprehension. The results of this study are largely consistent with findings by Vaughn et al. (2011) on efficacy on CSR with middle school students revealed that CSR improved reading comprehension and led to positive attitudes towards reading and group work. It can be argued that the academic success of the students in this study is a testament to the efficacy of CSR on reading comprehension.

Annamma et al. (2011) investigated the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension. They have found that CSR is beneficial for all learners, especially for English language learners, struggling learners, and marginalized learners, or for learners who are at risk of failure in middle school. All the teachers were very satisfied with CSR and they wanted to continue to apply CSR in the future.

The study of McCown (2013) on the effects of Collaborative Strategic Reading on Informational text comprehension and metacognitive awareness wherein the fifth-grade students explicitly trained in the CSR strategies of Preview, Click and Clunk, Get the Gist, and Wrap Up for three months with a minimum of three lessons per week focusing on CSR strategies. The study showed that expository reading comprehension scores between students who receive CSR instruction compared to students who do not receive CSR instruction has a significant difference. Research clearly shows the benefits of CSR instruction to the comprehension of the students.

Al-Roomy (2013) investigated an action research study on ways of improving the reading comprehension skills of Arabic medical students. This study involved using group work to teach explicitly a set of reading strategies to a class of students who failed their first-year examinations. The result showed that CSR had enabled the students to improve their reading comprehension considerably. Additionally, CSR had a positive improvement on students' learning by boosting their learning strategies.

Furthermore, Karabuga and Kaya (2013) carried out a quantitative research study to examine the effectiveness of CSR on EFL students' reading comprehension. EFL learners from 40 prep classes at the university level participated in this research study. The study also indicates that CSR has affected positively students learning in reading comprehension. In these days, the main challenge for teachers is how to successfully use CSR to enhance reading skills with information communication technologies.

2.2. 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 (Puspita, 2012). Moreover, there are five different levels of thinking applied to reading comprehension: literal, inferential, critical, creative, and valuing (Hammond, 2014)

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 outcomes, 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 a 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.

Furthermore, reading comprehension is a flexible and on-going cognitive and constructive process. It plays role in academic performance. Hence, reading comprehension and academic achievement have a significant relationship in English. This means that reading comprehension helps students achieve high academic performance (Woolley, 2011).

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 (Takaloo & Ahmadi, 2017).

According to Ahmadi and Hairul (2012) and Ahmadi et al. (2012), 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.

Reading comprehension relates to the academic achievement of foreign language learners and other language factors for foreign/second language learners (Grabe, 2009). Reading comprehension has stimulated many effective researches. Many studies have been done on reading comprehension that indicated context and prior knowledge played a significant role in comprehending a written text. Cognitive skills, such as background knowledge and cognitive strategy use are not increasingly related to intrinsic reading motivation because readers' performance and their progress in reading comprehension are various, and intrinsic reading motivation has an influential effect on reading comprehension performance (Logan, Medford, & Hughes, 2011b). According to research on second language reading, the main important factor in reading comprehension is the use of reading comprehension strategies. Prior knowledge and use of cognitive strategies have significant attention on the items of reading comprehension teaching.

The literature has shown that comprehension strategy instruction, including multiple reading strategies, has been justified in being beneficial to helping learners become strategic readers and improve their reading comprehension (Klapwik, 2012; Medina, 2011; Fan, 2009; Antoniou & Souvignier, 2007). Thus, it is necessary to provide learners with a reading strategy instruction that focuses on teaching reading strategies that can help them become strategic readers. Strategic reading, according to Alfasi (2010) requires that learners intentionally engage in planned actions under their control, in the manner that proficient readers do when they encounter difficulty in comprehending a text. Alfasi further points out that those strategic readers must become cognizant of their performance limitations, intentionally weigh their options, and willfully execute compensatory procedures.

A study conducted by Alda (2016) on Collaborative Strategic Reading on the level of performance of frustration readers of grade 8 students revealed that the full CSR group all started as frustration readers. However, after the full CSR intervention, the group increased their score. The finding of the study also showed that reading comprehension was significantly higher for full CSR compared to those who received partial CSR intervention. This means that full CSR is an effective intervention in improving students' reading comprehension.

To address the issue of the poor reading comprehension of the students, the study conducted by Puspita (2012) showed that the use of CSR could improve students' reading comprehension and classroom situation of English class. In fact, the improvement of students' reading comprehension can be seen from the improvement of the mean score of pretests, first post-test and second post-test. It only suggests that after the students were exposed to CSR, they could answer the questions related to the text such as they could find the vocabulary, main idea, implicit information, explicit information, and reference.

It was also supported by Abidin and Riswanto (2012) that CSR implementation has an advantage since CSR is not only teaching readers with cognitive, top-down &

bottom-up approaches but also teaching readers how to use the strategies metacognitively which includes planning, self-monitoring, and evaluating or think about thinking.

Furthermore, Gani, et al. (2016) proved that the use of CSR was found to improve students' ability in reading skill. The mean score of the experimental group was higher compared to the control group. This implied that the students who were taught reading using CSR has more improvement on their reading comprehension level than those who were taught using the conventional method.

This finding was consistent with the research of Fitri (2010) where CSR also improved the reading comprehension of the students. The result showed that mean scores between CSR and conventional reading activities were significantly different. This indicated that CSR was effective in increasing the students' reading comprehension.

Furthermore, Vaughn et al. (2011) emphasized that CSR is a feasible and effective practice that can be readily integrated into reading and language arts instruction with a positive impact. They also pointed out the potential effectiveness of this practice because the positive findings from this efficacy study resulted from treatment implementation conditions that are readily replicable. The treatment was only provided twice a week for approximately 18 weeks, integrating the instructional practices into the curriculum. It suggests that in a relatively brief period of time with minimal practice, significant effects were realized.

Swanson et al. (2011) proved the effectiveness of the CSR instruction on the reading comprehension of middle school students in which evidence indicates that CSR is effective with struggling readers, the effect size indicates practical significance. They believe that the findings from the year 1 study suggest that CSR is a feasible and effective practice that can be readily integrated into reading and language arts instruction with a positive impact. Hence, it was also shown in year 2, the overall gain in reading comprehension for students in both the comparison and intervention conditions was due to professional development in reading strategies, and teachers were expected to teach these strategies to all students.

The study conducted by Riani (2013) showed that CSR improves students' reading comprehension. It can be seen from students' reading test mean score in a preliminary study, which was 67, and then it is improved to 76 in cycle 1. The mean score is continued to improve to the value of 88 in cycle 2. Moreover, after implementing CSR to students' reading lesson, they show improvement in each reading comprehension aspect.

Similarly, the study of Abidin and Riswanto (2012) emphasized the goals of CSR in which it improved the reading comprehension and increase conceptual learning in ways that maximize students' involvement. In relation with that goal, the result of their study had shown that CSR had improved five indicators of students' reading comprehension which covered main idea, supporting idea, passage structure, making inference, and vocabulary.

Moreover, the study of Zagoto (2016) implied that Collaborative Strategic Reading (CSR) produces better reading comprehension of students than Discussion Strategy at semester three of English Department of STKIP Nias Selatan. The students' mean score

of an experimental class who are taught by using Collaborative Strategic Reading (CSR) was higher than the students' mean score of control class who were taught by using Discussion Strategy. It is assumed that strategies covered in CSR assisted students to get involved in activities that are important to get a better understanding and comprehension of a text.

2.3. Collaborative Strategic Reading and Reading Motivation

Hermosa (2002, in Takaloo and Ahmadi, 2017) defined reading motivation as the interest or desire to read for different purposes. She believed that positive reinforcements had beneficial impacts towards motivation in reading, so it is necessary for teachers to make integrative reading activities.

Student learning styles, motivation, and attitude seem to be associated with achievement. Exposing them toward hands-on activities would help develop their observational, manipulative, and cognitive skills and allow them to widen their sense of cooperation among their peers (Nietes, 2012).

Furthermore, Reid (as cited by Muaña, 2013) declared that "*Students' motivation is important to us because they cannot be neatly separated from the study*". It is considered as an essential factor influencing language performance. Achievement in a target language relies not only on intellectual capacity but also on the learner's motivation towards language learning. This means that you can also learn language through socialization or to mingle with other people not just purely on academic study. It implies that learners can learn in different ways, just like in the teaching-learning process learners can learn using different strategies.

Similarly, Muaña (2013) studied about students' achievement and motivation towards English in a collaborative learning environment. The findings showed that the students had a motivated behavior towards reading English text and there was a significant difference in the achievement of students when taught with collaborative teaching strategy.

In addition, Kiptui and Mbugua (as cited by Muaña, 2013) investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya. It means that motivation has a factor in the performance of the learners towards a certain subject.

Moreover, Ryan and Deci (2000, in Takaloo & Ahmadi, 2017), explained that to be motivated means to progress or to be in motion to do something. Motivation makes acting on or within an organism to establish and manage behavior. Excitement, interest, eagerness, and looking forward to learning are the main elements of motivation. Hence, the levels and types of motivation in any individual are different from others.

In fact, Lai (2011) mentioned that collaborative or cooperative learning methods may increase student motivation and task engagement. Teachers interested in using such approaches should form mixed-ability groups that represent a narrow range of ability and structure tasks so that student roles are interdependent. Another method for affecting students' motivation is through the classroom environment, particularly with

the use of goal-oriented classroom structures, promotion of appropriate attributions, and the use of external evaluation for informational purposes, rather than to control behavior or compare students to one another.

Furthermore, a study proved that Collaborative Strategic Reading improved the classroom situation during the teaching-learning process. It was very evident that there is an improvement in the reading motivation of the students since almost all the students give more attention to their learning. The students' behavior changes as a whole, they do not do the useless activity during the lesson. They are not shy and afraid to ask if they have difficulty and they are more responsible to do the task the teacher instructed to them. Truly, they became more confident and enthusiastic during teaching learning process (Puspita, 2012).

Moreover, it was shown in the study of Abidin and Riswanto (2012) that CSR instruction engages students to work in a small group cooperatively, so the students are motivated to discuss and share their ideas among the members of the groups as well as develop their social skills in achieving similar learning goals.

Similarly, the study of Wang (2008, in Gani et al., 2016) also indicates that CSR can effectively increase students' motivation towards English learning. Its procedure provides a competitive atmosphere to encourage the students to read and understand the text more seriously. They gained positive relationships and constructed good interactions with their team members despite the teams consisting of students with different proficiency levels, sexes, and family backgrounds.

Furthermore, Riani (2013) claimed that CSR strategy and CSR materials showed that students give a positive attitude towards the implementation of CSR. The majority of students (82%) are agreed towards the implementation of CSR. Based on the result of the questionnaire, students' interest towards English is improved after the implementation of CSR and they feel that CSR brings more fun to the process of learning. It also can be supported by the findings from observation and field notes that students have actively participated during the implementation of CSR.

The study of Agustina (2016) on the influence of Collaborative Strategic Reading and reading attitude toward reading comprehension achievement to the tenth-grade students proved that there is a significant influence of CSR and reading motivation. Thus, based on the data finding that CSR was most effective in teaching reading for those who had a positive and negative attitude.

Novita (2012) proved that CSR instruction is the best method to solve the EFL classroom's problem and give benefits to the learning process such as motivating the students, improving social interaction in the classroom, and creating a positive learning environment. The study of Rahman (2015) on the implementation of Collaborative Strategic Reading and its effect on students' reading comprehension showed that students' proficiency has a positive significant correlation with students' attitudes. The result of the students' attitudes revealed that the majority of the students have a positive attitude towards CSR. It means strategy can increase the students' motivation on teaching reading comprehension.

In the study of Gani et al. (2016) on progressive outcomes of collaborative strategic reading to EFL learners showed that most of the students gave vastly positive responses in relation to CSR classroom implementation. It helped the students to develop not only their reading skills but also produced positive outcomes in their social relationships and interactions in the classroom.

CSR produced positive outcomes about society, attitude, and increased the academic performance of the students. This strategy offered students' involvement in the discussion, to augment their courage, to develop critical thinking, and to extend their willingness to take responsibility for their own learning. It was observed that students feel that they have made important contributions during the learning process in which students bravely expressed their ideas, learned to appreciate the ideas of others, and enjoyed the learning process.

Another study conducted by Khonamri and Karimadi (2015) on CSR and critical reading ability on intermediate Iranian learners which lasted for 10 sessions and every session continued for 90 minutes. The results of the self-designed questionnaire and interview revealed that students had a positive attitude toward CSR. This implies that students were motivated to read when they are exposed to CSR. Since the strategy emphasized the importance of group work activities, it usually reduces anxiety inside the classes and enables learners to develop positive attitudes towards reading. The result of the questionnaire indicated that students in total had a positive attitude toward their reading course.

Moreover, the study of Mardiani (2017) on the strengths and weaknesses of CSR in teaching reading comprehension showed the process of using CSR has motivated students in reading comprehension. The students gave a positive attitude and actively participated during the implementation of CSR. It increased the students' self-confidence in group discussion, so they bravely expressed their ideas and learned to appreciate the ideas of others.

Zoghi et al. (2010) stressed that MCSR allowed students to easily work on reading materials with the help of their groupmates. Students noted that MCSR provided a different type of learning environment. In fact, they pointed out that MCSR could provide a learning environment that was more interactive than any other English classes that they had before. They believed that they could actively participate in the learning process. The majority of the students showed positive attitudes towards MCSR. As stated, 87% of students showed a strong desire for the MCSR. They all explained that the main reason that they would continue with the MCSR class was they found group learning effective. Moreover, a study showed that most of the students agreed that reading class was more interesting when CSR was implemented in English for Specific Purposes (ESP) teaching, especially for reading subjects. Hence, 90% of the students agreed that they were enthusiastic about learning reading during the whole process of CSR. Moreover, all the students stated that they agreed on the statement of the implementation of CSR makes them feel. Confident in reading class. It was also identified in the study that most of the students felt easier in learning reading of ESP when they followed the steps of CSR. In group participation, it was about 95% of the students agreed in the statement that during

the implementation of CSR, students actively participate within the group. Truly, most of the students have a positive impression towards CSR. This can be proven from the findings that most of the participants of the research show their strong agreement towards the usefulness and effectiveness of the use of CSR for teaching reading comprehension in ESP class (Novita, 2012).

3. Material and Methods

3.1. Participants
The participants of the study were the two sections of Grade 9 heterogeneous students at a DepEd secondary school in Bukidnon. The Collaborative Strategic Reading (CSR) group was composed of 17 male and 18 female students for a total of 35 students. The non-Collaborative Strategic Reading (non-CSR) group was composed of 16 male and 19 female students for a total of 35 students. There were 70 students in the study with ages ranging from 13-16 who participated in the study.

3.2. Materials
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 Motivation Questionnaire was adapted with permission from Wigfield and Guthrie (1997).

Before drafting the reading comprehension test, a table of specification was made considering the four levels of comprehension which are the following: literal, interpretive, critical analysis, and integrative/application levels to ensure well-distributed questions. Furthermore, the pretest and posttest were based and selected from the online reading selections which were run through a readability test Flesch-Kincaid reading to ensure its compatibility with the learners' level. The comprehension test questionnaire formulated by the researcher had undergone content validation by the three selected English teachers who were from a public secondary school. They were guided by rubrics in which comprehension was rated. The comprehension test and motivation questionnaires were pilot tested to the Grade 10 students. Then, an item analysis was done to eliminate questions that were very difficult and very easy. From a 100-item test, the revised test was reduced to 50-item test; that were used for the pretest and posttest. Moreover, the test gained a test-reliability of $\alpha= 0.82$ (Very Good Test).

In addition, students' reading comprehension level was measured based on the following criteria adopted from 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 assess the students' motivation towards reading. The questionnaire was developed by Dr. Allan Wigfield and Dr. John Guthrie from the University of Maryland. It has a test-reliability of $\alpha = 0.84$. The reading motivation questionnaire contained 30 statements which pertains to the students' reading involvement, the significance of reading, social interaction, and reading activities.

The indicators in the said instrument were described based on the Likert scale:
- 4 - Highly motivated,
- 3 - Moderately motivated,
- 2 - Slightly motivated,
- 1 - Not motivated.

Furthermore, to track and account for the learning of the students, CSR learning log was adapted from the Collaborative Strategic reading: Strategies for Improving Comprehension by Klinger et al., 2001. The CSR learning log included 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 checking their understanding; Get the Gist, identify the main idea of the text; and Wrap Up, reflect on their learnings and construct questions about the key concepts.

3.3. Procedure

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. The research came up with two sections from among five sections of Grade 9 under the researcher's class. During this process, a toss of a coin was utilized to assign the control group and experimental group. Moreover, the experimental group was exposed to Collaborative Strategic Reading in which it involved a cooperative learning approach. Whereas, the control group was exposed to non- Collaborative Strategic Reading in which it involved lecture-discussion approach.

Second, the researcher developed reading comprehension test and adapted the Reading Motivation Questionnaire from Wigfield and Guthrie (1997).

Third, the pretest was conducted to assess the reading comprehension level of the students. Similarly, a students' motivation questionnaire was used to obtain the motivation level of the students. It was administered before and after the study to determine the differences in students' reading comprehension and motivation before and after exposure to CSR and non-CSR.

Fourth, before the Collaborative Strategic Reading was administered, the teacher presented the four strategies to the class for three weeks. Next, the teacher showed the students how each strategy works by modelling, role play and 'thinking aloud'. The entire process was explained in steps and students were asked to role-play. In this stage, cue sheets were used to outline the procedures of the CSR approach. They were provided the information about how to apply reading strategies for reading comprehension in CSR. Hence, a thinking aloud technique was applied to explain explicitly why, when, and how to use the four reading strategies. Before reading the entire text, the teacher

introduced the previewing strategy by asking students to look at the headings, pictures, and words or subtitles in bold, in order to brainstorm what they already knew about the topic they were going to read. They predicted what they would learn and would make inferences about the author's purpose. In addition, students were asked to discuss the pre-reading questions provided in the texts to help them activate the background knowledge related to the topics. After which, the teacher served as a facilitator or coach as they become actively involved in the process of learning. During the last or independent phase, the teacher provided minimal support as students automatically learned the strategy in a group.

The same instructional framework was implemented with each of the four CSR strategies, which the students applied before, during, and after reading in their small cooperative groups. The learning log was used by the students to enable them to keep track of their learning and provide a basis for follow-up activities. The content of the learning log includes Preview, Click and Clunk. Get the Gist and Wrap-up.

After students gradually increased their competence in applying the reading strategies, they were asked to form small collaborative peer-led groups consisting of five persons. They sat in a circle facing each other to facilitate collaborative group work. Students stayed in their original group during the CSR lessons, but they would rotate the roles every two weeks to enhance their participation and experience different responsibilities of the tasks.

In the follow-up stage, the teacher involved the whole class to check students' reading comprehension. If there were difficult sentences or passages, the teacher explained to them to help the students clarify the text meaning.

On the other hand, the non-CSR was taught with lecture-discussion approach in which the students depend on their teachers for transmission of knowledge. There is no involvement in group work and a learning log.

Lastly, the intervention was conducted for eight weeks excluding the pretest and posttest in order to observe whether Collaborative Strategic Reading has any positive effect on reading comprehension and motivation. At the end of the eight-week intervention, a posttest was administered to evaluate the comprehension and motivation of students towards reading.

3.4. Statistical Techniques

The data obtained from this study were treated using descriptive statistics and ANCOVA. Mean scores were used to determine the following: reading comprehension before and after the use of Collaborative Strategic Reading and motivation of the students before and after the use of Collaborative Strategic Reading.

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

4. Results and Discussion

Table 1 presents the reading comprehension level of the Grade 9 students before and after exposure to Collaborative Strategic Reading (CSR) and non- Collaborative Strategic Reading (non- CSR). It was determined through their pretest and posttest scores. The basis for interpreting the scores of the participants are from Phil-IRI Silent Reading Program.

Table 1: Reading Comprehension Level of Students

Scale	Descriptive Level	CSR Group				Non-CSR Group			
		Pretest		Posttest		Pretest		Posttest	
		N	%	N	%	N	%	N	%
90-100%	Independent	0	0	5	14.29	0	0	1	2.86
75-89%	Instructional	0	0	16	45.71	0	0	10	25.87
74% and below	Frustration	35	100	14	40	35	100	24	68.57

The results show that both CSR and non-CSR group belonged to the frustration level in the pretest. However, after the exposure to the intervention, there was an increase of scores in both groups. In the CSR group, five (14.29%) students reached the independent level while 16 (45.71%) belonged to the instructional level and 14 (40%) students remained in the frustration level. On the other hand, the non-CSR group shows that only one (2.86%) student reached the independent level, 10 (28.57%) students moved to instructional level and 24 (68.57 %) students remained in the frustration level.

The result in this study revealed that CSR group outscored the students in the non-CSR group, since there was an improvement in the reading comprehension level after the intervention. Moreover, it was indicated that most of the students in the CSR group were at the instructional level. They were those who were able to comprehend the reading texts with the help of Collaborative Strategic Reading. It denotes that the Collaborative Strategic Reading (CSR) group showed engagement in cooperative learning as manifested in their reading comprehension result. On the other hand, the majority of the students in the non-CSR group were at the frustration level. They showed difficulty in comprehending the reading texts. One reason could be that students have lack of interest in reading the stories. This could be attributed to the reading materials and the vocabulary problems during the reading sessions.

The results of the study are in accord with the findings of Zagoto (2016) among the Indonesian students. In his study, he found out that Collaborative Strategic Reading (CSR) produced better reading comprehension of students than discussion strategy. Moreover, the reading comprehension strategies in CSR, which was used before, during, and after reading helped the learners to have deeper understanding on the text read. In the present study, students who were exposed to Collaborative Strategic Reading (CSR) performed better compared to non-CSR students. It has been observed that CSR group can better comprehend the text as they learn the four strategies (Preview, Click & Clunk, Get the Gist, and Wrap-Up). Hence, it guided the students to engage actively in the activities which are important to have better understanding of a text.

Furthermore, from Table 1 it could be seen that there was a higher increase in the reading comprehension level of students exposed to CSR than non-CSR after the conduct of the intervention. This finding is in line with the study of Ziyaeemehr (2012) when she studied on the efficacy of Collaborative Strategic Reading on the reading comprehension of ESP learners in which it teaches reading comprehension strategies and provides opportunities for English language learners to interact effectively with peers. She found out a remarkable difference in the reading comprehension level of the experimental and control group among the Iranian students. Hence, Collaborative Strategic Reading improves the reading comprehension of the students through equipping them with proper reading strategies and techniques in collaborative groups.

Similarly, the findings are consistent with the previous research of Fan (2009) showing the positive impact of CSR toward EFL Taiwanese students' reading comprehension. The study revealed that CSR is more effective than the traditional teacher-led reading approach in improving the students' reading comprehension scores particularly in relation to the comprehension questions on getting the main idea and finding the supporting details.

The results of the present study show that students exposed to Collaborative Strategic Reading (CSR) were observed to be actively engaged in getting the gist and identifying the supporting details as manifested on their CSR learning log. It is therefore important to emphasize collaboration and contribution during small group discussions to understand the main idea and comprehend the meaning of the text.

Table 2 shows the reading motivation level of the CSR group in the pretest and posttest. The reading motivation of students was determined through the reading motivation questionnaire administered to them before and after the intervention. The reading motivation questionnaire was adapted and modified from Wigfield and Guthrie (1997).

Table 2: Students' motivation level on reading in
the Collaborative Strategic Reading in the Pretest and Posttest

Items	Pretest (Mean)	Qualitative Interpretation	Posttest (Mean)	Qualitative Interpretation
1. I like to read about new things.	3.11	Moderately Motivated	3.26	Moderately Motivated
2. I make pictures in my mind when I read.	3.09	Moderately Motivated	3.29	Moderately Motivated
3. I read to learn new information about topics that interest me.	2.91	Moderately Motivated	3.20	Moderately Motivated
4. Finishing reading assignment is very important to me.	2.89	Moderately Motivated	3.14	Moderately Motivated
5. Complicated stories are fun to read.	2.86	Moderately Motivated	2.77	Moderately Motivated
6. I read stories about fantasy and make-believe.	2.83	Moderately Motivated	2.86	Moderately Motivated
7. I read about my hobbies to learn more about them.	2.80	Moderately Motivated	3.20	Moderately Motivated

8. I read a lot of adventure stories.	2.80	Moderately Motivated	2.94	Moderately Motivated
9. I enjoy reading about people in different countries.	2.71	Moderately Motivated	2.69	Moderately Motivated
10. I like it when questions in the books make me think.	2.69	Moderately Motivated	3.23	Moderately Motivated
11. I usually learn difficult things by reading.	2.66	Moderately Motivated	3.09	Moderately Motivated
12. I talk to my friends about what I am reading.	2.66	Moderately Motivated	3.03	Moderately Motivated
13. I enjoy a long, involved story or fiction book.	2.63	Moderately Motivated	3.06	Moderately Motivated
14. I always do my reading exactly as the teacher asks.	2.57	Moderately Motivated	2.86	Moderately Motivated
15. I read even if the words are difficult.	2.54	Moderately Motivated	2.80	Moderately Motivated
16. When I read, I sometimes lose track of time.	2.54	Moderately Motivated	3.26	Moderately Motivated
17. I like it when there are many people in the story.	2.54	Moderately Motivated	2.57	Moderately Motivated
18. I like to get compliments for my reading.	2.51	Moderately Motivated	2.91	Moderately Motivated
19. I am a good reader.	2.49	Slightly Motivated	2.66	Moderately Motivated
20. I like to help my friends with their schoolwork in reading.	2.46	Slightly Motivated	2.80	Moderately Motivated
21. I get bored when I read long stories. *	2.37	Slightly Motivated	2.74	Moderately Motivated
22. My friends and I like to trade things to read.	2.34	Slightly Motivated	2.46	Slightly Motivated
23. It is difficult for me to comprehend a story. *	2.34	Slightly Motivated	2.69	Moderately Motivated
24. I am willing to work hard to read better than my friends.	2.34	Slightly Motivated	2.74	Moderately Motivated
25. I like being the best at reading.	2.26	Slightly Motivated	2.86	Moderately Motivated
26. I tend to stop reading when I encountered difficult words. *	2.26	Slightly Motivated	2.49	Slightly Motivated
27. I like vocabulary questions.	2.23	Slightly Motivated	2.46	Slightly Motivated
28. I hardly understand what I am reading. *	2.23	Slightly Motivated	2.54	Moderately Motivated
29. I like to tell my family about what I am reading.	2.23	Slightly Motivated	2.46	Slightly Motivated
30. I like being the only one who knows an answer in something we read.	1.86	Slightly Motivated	2.26	Slightly Motivated
Overall Mean	2.56	Moderately Motivated	2.84	Moderately Motivated
* Negative statements				

Legend: Range Adjectival Rating Qualitative Interpretation

3.51-4.00 Highly Agree Highly Motivated
2.51-3.50 Agree Moderately Motivated
1.51-2.50 Disagree Slightly Motivated
1.00-1.50 Highly Disagree Not Motivated

As can be gleaned from Table 2, before exposure to the CSR strategy, the group had an overall mean of 2.56 which described that they had been moderately motivated. After exposure to the strategy, the CSR group had an overall mean of 2.84 which showed that they were still moderately motivated.

The top indicators with high mean scores in the group exposed to Collaborative Strategic Reading include *"I read to learn new information about topics that interest me"* (3.37) ; *"I make pictures in my mind when I read"* (3.23); *"Finishing reading assignment is very important to me"* (3.23); *"I read about my hobbies to learn more about them" (3.20); "I like to read about new things"* (3.17).

The top indicators with high mean scores show that students were moderately motivated to read and learn new things that broaden their knowledge. The results indicated that students on their pretest showed interests on reading and establish good reading habits. This was supported by the study of Jafari & Shokpour (2012) which investigated the relationship between motivation and reading comprehension, the findings indicated that there was a significant correlation between intrinsic motivation and learners' reading development. In fact, motivated learners had more eagerness for reading texts. It was observed that students who were motivated and have interest to learn new things have important impact on reading comprehension.

On the other hand, the indicators with lower means in the CSR group were *"I like being the only one who knows an answer in something we read"* (1.86); *"I like vocabulary questions"* (2.23); *"I hardly understand what I am reading"* (2.23); *"I like to tell my family about what I'm reading"* (2.23); *"I like being the best at reading"* (2.26); *"I tend to stop reading when I encountered difficult words"* (2.26).

These indicators with lower mean reveal that students were less likely motivated to read when they encounter difficulties such as when few of the class were actively involved in the reading task. This finding is consistent with the study of Mardiani (2017) on the impact of CSR in teaching reading comprehension. She found out that students were slightly motivated when they have less involvement in the reading activities. It could be observed that students had a motivated behavior towards reading English texts when they used Collaborative Strategic Reading. It helped students to comprehend the text by sharing the ideas among members and solved the problems together. Hence, there was a significant impact in the achievement of the students when taught with collaborative teaching strategy.

The result of the present study indicates that students exposed to Collaborative Strategic Reading (CSR) remarkably increase their mean score and remain moderately motivated even after the strategy. This result is in parallel to the study of McCown (2013) when she studied on the effects of CSR on informational text comprehension in relation to the social cognition. She pointed out that CSR is effective with ELL students because

the peer interaction that occurs during cooperative learning is intended to increase students' opportunity to discuss information text in non-threatening, low anxiety atmosphere.

In addition, the study of Gani et al. (2016) among Indonesian students on the progressive outcomes of Collaborative Strategic Reading to EFL learners indicates that Collaborative Strategic Reading can effectively increase students' motivation towards English learning. Its procedure provides a competitive atmosphere to encourage the students to read and understand the text more seriously. They gained positive relationships and constructed good interactions with their team members despite the teams consisting of students with different proficiency levels.

Table 3: Students' motivation level on reading in
the Non-Collaborative Strategic Reading in the Pretest and Posttest

Items	Pretest (Mean)	Qualitative Interpretation	Posttest (Mean)	Qualitative Interpretation
1. Finishing reading assignment is very important to me.	3.26	Moderately Motivated	3.23	Moderately Motivated
2. I make pictures in my mind when I read.	3.23	Moderately Motivated	3.23	Moderately Motivated
3. I usually learn difficult things by reading.	3.17	Moderately Motivated	3.03	Moderately Motivated
4. I like to read about new things.	3.14	Moderately Motivated	3.17	Moderately Motivated
5. I read to learn new information about topics that interest me.	3.06	Moderately Motivated	3.37	Moderately Motivated
6. I talk to my friends about what I am reading.	3.06	Moderately Motivated	3.00	Moderately Motivated
7. I enjoy a long, involved story or fiction book.	2.94	Moderately Motivated	2.83	Moderately Motivated
8. I always do my reading exactly as the teachers asks.	2.91	Moderately Motivated	2.97	Moderately Motivated
9. I read about my hobbies to learn more about them.	2.89	Moderately Motivated	3.20	Moderately Motivated
10. I read a lot of adventure stories.	2.89	Moderately Motivated	2.91	Moderately Motivated
11. I read even if the words are difficult.	2.83	Moderately Motivated	2.94	Moderately Motivated
12. I like to help my friends with their schoolwork in reading.	2.80	Moderately Motivated	3.09	Moderately Motivated
13. I hardly understand what I am reading.*	2.77	Moderately Motivated	2.57	Moderately Motivated
14. Complicated stories are fun to read.	2.74	Moderately Motivated	2.77	Moderately Motivated
15. I enjoy reading about people in different countries.	2.74	Moderately Motivated	2.66	Moderately Motivated
16. I am willing to work hard to read better than my friends.	2.71	Moderately Motivated	2.66	Moderately Motivated
17. When I read, I sometimes lose track	2.69	Moderately	2.80	Moderately

of time.		Motivated		Motivated
18. I like it when there are many people in the story.	2.69	Moderately Motivated	2.83	Moderately Motivated
19. I like to get compliments for my reading.	2.63	Moderately Motivated	2.71	Moderately Motivated
20. It is difficult for me to comprehend a story.*	2.60	Moderately Motivated	2.60	Moderately Motivated
21. I like it when questions in the books make me think.	2.57	Moderately Motivated	3.09	Moderately Motivated
22. I am a good reader.	2.51	Moderately Motivated	2.77	Moderately Motivated
23. I read stories about fantasy and make-believe.	2.51	Moderately Motivated	2.74	Moderately Motivated
24. I like being the best at reading.	2.51	Moderately Motivated	2.46	Slightly Motivated
25. My friends and I like to trade things to read.	2.49	Slightly Motivated	2.57	Moderately Motivated
26. I get bored when I read long stories.*	2.34	Slightly Motivated	2.63	Moderately Motivated
27. I like vocabulary questions.	2.26	Slightly Motivated	2.49	Slightly Motivated
28. I tend to stop reading when I encountered difficult words.*	2.17	Slightly Motivated	2.26	Slightly Motivated
29. I like to tell my family about what I'm reading.	2.11	Slightly Motivated	2.17	Slightly Motivated
30. I like being the only one who knows an answer.	1.26	Slightly Motivated	2.46	Slightly Motivated
Overall Mean	2.72	Moderately Motivated	2.81	Moderately Motivated
* Negative statements				

Legend: Range Adjectival Rating Qualitative Interpretation

3.51-4.00 Highly Agree Highly Motivated

2.51-3.50 Agree Moderately Motivated

1.51-2.50 Disagree Slightly Motivated

1.00-1.50 Highly Disagree Not Motivated

Table 3 presents the reading motivation 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 2.72 which denotes that they had been moderately motivated. After the exposure to the strategy, the non- CSR group had an overall mean of 2.81 which shows that there was an increase in their mean score but were still moderately motivated.

The top indicators with high mean scores in the non-CSR group include "*I read to learn new information about topics that interest me*" (3.37); "*I make pictures in my mind when I read*" (3.23); "*Finishing reading assignment is very important to me*" (3.23); "*I read about my hobbies to learn more about them*" (3.20); "*I like to read about new things*" (3.17).

These top indicators with high mean scores show that students were moderately motivated to read in order to learn new information about topics that interest them. Moreover, students showed value on reading since they extend their time just to finish

their reading assignment as what manifested in their mean score. This finding is in line with the study of Ricablanca (2014) on reading motivation of Grade 8 students revealed that students with motivated behavior are more likely to sustain their efforts and have their desire to be involved in the learning tasks. Based on the observation, students who are motivated can do their work with greater passion.

In addition, the non- CSR group was more motivated if the stories were interesting to read. This means that the reading motivation of the non-CSR group depends mostly on the topics during the reading session. According to Morgan & Fuchs (2009), "*when reading material is interesting, students become more motivated and better understand the content of the material.*" In fact, high interest can even cause some students to read beyond their documented ability.

On the other note, the indicators with lower means in the non-CSR group were "*I like being the only one who knows an answer in something we read*" (1.26); "*I like to tell my family about what I'm reading*" (2.11); "*I tend to stop reading when I encountered difficult words*" (2.17); "*I like vocabulary questions*" (2.26); "*I get bored when I read long stories*" (2.34).

These indicators with lower means show that students were slightly motivated to read when the whole class do not engage into reading tasks because of the difficulties they encountered during reading sessions. This finding is consistent with the study of Lai (2011) investigating the motivation of students towards reading. In her study, she revealed that intrinsic motivation such as personal enjoyment, interest, or pleasure are necessary in sustaining the students' learning.

The result of the present study indicates that the students in the non- CSR group slightly increase their mean score and were still moderately motivated to read after the exposure to the intervention. This finding is in the congruence of the study of Guthrie and Wigfield (2000, in Takaloo & Ahmadi, 2017) providing evidence that students who read for pleasure and engaging approaches to support their understanding are extremely motivated readers. Moreover, learners consider reading to be a significant element in their daily activities and are likely to be effective readers.

The difference between the reading comprehension level of the Collaborative Strategic Reading (CSR) group and non- Collaborative Strategic Reading (non-CSR) group was identified through Analysis of covariance (ANCOVA) with the Pretest as covariate. Further, Table 4 reveals how the reading comprehension level of CSR group and non-CSR group differ.

Table 4 shows that CSR group has a higher MPS (Mean Percentage Score) compared to the non-CSR group. The average percentage score of the students exposed to CSR is 75.43 while the students exposed to non-CSR is 66.69.

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

Group	Mean	Std. Deviation		N
CSR	75.43	13.03		35
Non- CSR	66.69	16.63		35
Total	71.06	15.47		70

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Model	359528.417 (a)	3	119842.806	770.613	.000
GROUP	7107.302	2	3553.651	22.851	.000
PRETEST (Covariate)	4752.532	1	4752.532	30.560	.000
Error	10419.583	67	155.516		
Total	369948.000	70			

Furthermore, it reveals, the f-value of 22.851 for reading comprehension with a probability value of 0.000 indicate that there is a significant difference in the students' reading comprehension level exposed to CSR and non- CSR. This means that the reading comprehension is significantly higher for the group who received CSR intervention than the other group who did not receive the CSR intervention. Thus, 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 significant result of this study is consistent with the previous research of Ziyaeyan (2012) showing the positive impact of CSR on Iranian students. Thereupon, the pretest and posttest scores have a significant positive difference between CSR and traditional learning methods. Hence, the study revealed that there was a significant improvement in the reading comprehension of the students as they used the comprehension strategies during cooperative learning.

The result of the present study which shows that there was an increase of the mean scores in the students' reading comprehension is in congruence with the findings of Rahman (2015) on the effects of Collaborative Strategic Reading in the Indonesian students' reading comprehension. In her study, it showed that there was a significant improvement in the quality of the students' reading comprehension in the experimental group while the quality of students' reading comprehension in the control group was increased. This means that the students in both groups gained in the reading comprehension level, but those in the Collaborative Strategic Reading (CSR) group gained more. The students' learning process in the experimental group was remarkably effective, constructive, and valuable, which might help by other and sharing ideas, can improve the quality of their reading comprehension. Hence, it was observed in the present study that the group exposed to CSR outperformed the non-CSR as they were actively involved in cooperative learning. Additionally, the improvement of the students' reading comprehension can be attributed to the four CSR techniques which include the preview, click and clunk, get the gist, and wrap-up.

Furthermore, the study of Alda (2016) on the effects of CSR on the level of performance of the Grade 8 frustrated readers yield a positive result which coincides with the result of the present study when this study also shows that CSR group started as frustration readers; however, after the exposure to CSR there was an increase in the level

of performance of the students. Thus, CSR has positive impact on the improvement of students' reading comprehension.

Moreover, the positive effect of Collaborative Strategic Reading (CSR) to the reading comprehension of the students is in accord with the findings of Khonamri and Karimabadi (2015) when they studied on the impact of CSR on the critical reading ability of EFL students at the intermediate level. In their study, it was revealed that Collaborative Strategic Reading is an effective strategy to help students improve their ability in reading. This study revealed that CSR intervention had a positive impact on the reading comprehension of the EFL students. Thus, the result of students' reading activities in CSR classroom showed greater improvement than students in classroom where CSR was not implemented.

In addition, the result of the present study shows that students benefited from the CSR intervention is in consonance with the study of Riani (2013) when she pointed out the improvement of Indonesian students' reading comprehension using Collaborative Strategic Reading. Riani's study showed that students' reading comprehension was increased after Collaborative Strategic reading had been applied in reading lesson. The students' reading comprehension was extremely improved since the students had understood CSR strategy well and they had applied CSR strategy to reading in longer period.

Another study that adheres to the present study is the research findings of Puspita (2012) on the use of Collaborative Strategic Reading to increase the reading comprehension among the Grade 8 Indonesian students. In her study, it was found out that there is an enhancement of the students' reading comprehension using Collaborative Strategic Reading. The result was found to be statistically significant and it claimed that Collaborative Strategic Reading has a positive impact in teaching reading and was able to improve the students' reading comprehension problems.

On the other hand, the finding runs counter to the study of Zoghi et al. (2010) when they probe the effectiveness of a reading instructional approach, Modified Collaborative Strategic Reading (MCSR) among the EFL freshmen which carried out a six-session study. They found out that there was no statistically significant difference in the students' mean scores after the MCSR program. This finding could be attributed to the reluctance and minimal responsiveness of some students in using MCSR. They find difficulties in applying the comprehension strategies during small group discussion.

The difference between the reading motivation level of the Collaborative Strategic Reading (CSR) group and non- Collaborative Strategic Reading (non- CSR) group was identified through Analysis of Covariance (ANCOVA) with the pretest of motivation as covariate. Further, table 5 reveals how the reading motivation of CSR group and non-CSR group differ.

Table 5 shows that both CSR and non-CSR groups were moderately motivated. The overall mean scores of the groups exposed to Collaborative Strategic Reading is 2.84 and the group not exposed to non-Collaborative Strategic Reading is 2.81 respectively.

Table 5: Difference in the motivation level of CSR and Non-CSR groups

Group	Mean	Std. Deviation		N
CSR	2.84	0.28		35
Non- CSR	2.81	0.37		35
Total	2.82	0.33		70

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Model	560.922 (a)	3	186.974	2488.581	.000
GROUP	2.381	2	1.191	15.848	.000
PRETEST (Covariate)	2.349	1	2.349	31.267	.000
Error	5.034	67	0.075		
Total	565.956	70			

From the table, it could be seen that the F value of the test was 15.848 and the probability value was 0.000 indicate that there is significant difference in the students reading motivation level exposed to CSR and non-CSR. This means that the reading motivation of CSR group is significantly higher than the non-CSR group. Hence, the hypothesis "there is no significant difference between the reading motivation level of the students exposed to CSR and non-CSR" is rejected.

The significant result of this study is parallel to the previous research of Rahman (2015) showing the students' attitude toward the use of CSR in reading classroom. The implementation of Collaborative Strategy is remarkably good because most of the students' attitudes get high to very high score and only a few of them gets enough score. It means that CSR is responded positively by the experimental group. Hence, it increases the students' motivation towards reading.

Furthermore, the result of the present study agrees with the study of Riani (2013) indicated that majority of students give positive attitude towards the implementation of CSR. It was observed that students' interest towards English was improved after exposing to Collaborative Strategic Reading. Thus, they feel that CSR bring more fun to the process of learning.

The significant difference in reading motivation of students is in accord with the finding of Gani et al. (2016) stating that CSR increases motivation in learning. The result showed that more students responded positively toward the technique of CSR than non-CSR. It could be observed in the CSR that they gained positive relationships and constructed good interactions with their team which keeps them increasingly motivated to read and understand the text.

Additionally, the findings are consistent with the study of Puspita (2012) revealed the significant impact of CSR in the reading motivation level of students. It was found out that teaching reading using CSR encouraged and made the students more active during teaching and learning process. It was observed that students were actively engaged in applying the four reading strategies of CSR through collaboration and discussion among group members.

The remarkable improvement of the reading motivation of the students was also parallel to the study of Seitz (2010) showing motivated readers have a positive attitude about themselves as a reader and conversely, struggling readers assume they are

responsible for their reading difficulties. Further, CSR enable students to learn a collection of definite reading strategies through group activity and assists the students in improving their critical reading, which in turn leads to the development of positive attitudes towards reading in a foreign language.

In addition, Khonamri and Karimabadi (2015) indicated that Collaborative Strategic Reading (CSR) helped to enhance students' motivation toward learning English. The findings in the experimental group on the motivational questionnaires show that cooperative learning helped to improve students' reading motivation. It was revealed that students generally perceived Collaborative Strategic Reading (CSR) as helpful and different from their other classes in a positive way since it enabled the group members to share their knowledge with each other during cooperative learning. It could be observed that students showed more willingness to read and learn to clearly understand the text during group work activity.

However, the result of this study differs from the result of Lin (2008) in Fan (2009) when he studied on the impact of CSR on the students' reading comprehension and motivation towards learning. He pointed out that CSR is not so effective in improving the students' reading motivation since some of the students had negative feelings about the intervention. They revealed that noise distracted their learning, while others were not used to the learner-centered reading approach and did not know how to work in small groups. Similarly, the findings of Agustina (2016) on the influence of CSR and reading attitude toward reading comprehension achievement of the grade 10 students showed that there is no significant interaction between CSR and reading attitude toward reading comprehension achievement. She found out that students were less motivated to interact with their group members since they have difficulties applying the comprehension strategies. It has been further observed that students were quite confused and had difficulty applying comprehension strategies particularly Click and Clunk in which their knowledge in vocabulary is insufficient which lead to unsuccessful discussion during cooperative learning.

5. 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 motivation, 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 motivation of the students in the class since it remained moderately motivated after exposure to the intervention. In order to intensify the students' motivation, it may be teacher's role and students' role will be revisited to increase the motivation of the class to be highly motivated.

Further, it is suggested that similar studies about reading comprehension and motivation 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.

6. Conclusion

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 motivation level of CSR and non- CSR groups remained moderately motivated 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 motivation 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. Consequently, the hypothesis stating that "there is no significant difference in the reading comprehension level of the students exposed to CSR and non- CSR" is rejected.

Lastly, there was a significant difference between the CSR and non- CSR groups' reading motivation. Although, both groups were moderately motivated during the 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 a positive impact on the reading motivation of the students. Hence, the hypothesis stating that "there is no significant difference in the students' motivation exposed to CSR and non-CSR" is rejected.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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