

THE EFFECT OF CLICK AND CLUNK STRATEGY ON STUDENTS' READING COMPREHENSION IN JUNIOR HIGH SCHOOL

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Abstract

This paper is generally attempted to probe the effectiveness of Click and Clunk strategy on students' reading comprehension achievement. Reading comprehension in this research focuses on lower order and higher order comprehension. This paper is pre-experimental research which is arranged in junior high school students. The research had been done in eight meetings that were designed; first meeting was intended for pre-test, four meetings were designed for treatments, and the last was used for post-test. The data were accumulated through with multiple choices reading comprehension test. The score gained were examined by calculating paired sample t-test formula. The upshot proved that there is a significant difference on students' reading comprehension achievement taught by Click and Clunk strategy in Junior High School ($t=0.000 < p=0.05$). The students' mean of pre-test was 54.29 and the average of post-test was 70.00. In other words, Click and Clunk strategy is effective in teaching reading comprehension for Junior High School students.

Keywords: Effect, Click and Clunk strategy, reading comprehension

INTRODUCTION

The earliest important step that we do to learn English is reading a lot of books. Reading books or something since childhood will improve the way they think and see the world. Children should be aware of the importance of reading and applying it in their real world. Bojovic (2010) claims that reading is a complex term, directed, interactive, comprehensive, flexible activity that requires a lot of attention and resources to develop. It learned skills that begin from understand the alphabet headed for utterances and convey decodes purposes. Children gain the knowledge more through reading instead of speaking, listening, or writing (Hayati & Shariatifar, 2009).

Besides, students need to go through several processes of exploring and establishing sense during communication and contribution in black and white the speech. Reading aims to understand the meaning and get important points from the

text. Furthermore, some dimensions exist when readers comprehend the text as Bloom's Taxonomy. Yet, Anderson and Krathwohl (2001) made some revisions regarding the original taxonomy which resulted in two categories; knowledge and cognitive dimensions. In the knowledge dimension, there are four aspects to be taken into account which are factual, conceptual, procedural, and metacognitive knowledge. Whereas Raqqad & Ismail (2018) propose the students have to be trained to be able to master six elements of Bloom's taxonomy of the cognitive sphere. Those are knowledge, understanding, implementation, analyze, combination, and evaluation. However, there are two processing levels in cognitive dimension which are lower-order and higher-order comprehension processing. Furthermore, knowledge, comprehension, and application are included into lower-order processing than the last three; analyze, synthesis, and evaluations are parts of higher-order processing. Since the focus of this research will be on students' comprehension level based on lower-order or higher-order processing.

When students are asked to read by their teacher, they only carry out reading without understanding what the passage means. That's why when students are asked questions related to the text they have difficulty answering and exploring their minds. These are the basic or to be attention of researcher to help students comprehend the text by teaching reading using a certain strategy. In this research, researcher tries on the road to employ the strategy in which learners occasionally verify learners thoughtful of independent clause, paragraph, and sheets of passage as learners examined. Even as scholars run into issues to find out some information or understanding, learners utilize checklist to use trouble-free techniques to unravel those troubles. The techniques is identified as click and clunk strategy this is piece of Collaborative Strategic Reading (CSR). Hitchcock et al. (2011) claims that CSR exercises clear plan guidance to educate metacognitive and personality-checking aptitudes that are supposed to prompt to improve reading comprehension.

The Click and Clunk know how to be employed to help learners develop their thinking process which leads more to the high-order process. Vaughn and Edmonds (2006:133) characterize click and clunk strategy like scrutinize grasp during reading by finding troublesome terms and thoughts in the paper and utilizing fix-up policy while the content stiff to understand. Click and Clunk strategy provides table or chart that consist of two columns Click and Clunk to help students' conscious their own understanding level. The Click column is checked when they understand the meaning of the passage and Clunk column is filled with sentences they do not understand. In other words, Click and Clunk is a strategy that is suitable for draw on in reading that focuses on the student's understands process.

Previous research on click and clunk was conducted by Kristanto (2015) through descriptive qualitative design in SMK Bhakti Mulia. He explored the execution of educating reading comprehension by utilizing click and clunk strategy. The outcome pointed the researcher exerted click and clunk strategy is effective to train students' vocabulary mastery and reading comprehension. The researcher revealed that the lack of interaction between students and teachers during the activities.

Students only focus on difficult words found from texts and dictionaries. In addition, researcher said other obstacles were students felt bored with long and monochrome texts from textbooks. Another research which is conducted by Windarsi, et al. (2017) examined the students' reading comprehension in literal level. The result indicated Click and Clunk can assist scholars recognize the facts about the text and rise the students' reading comprehension on narrative passage. The same finding was also revealed by Rahman (2015) that the learning process used Click and Clunk as part of CSR could be very effective, constructive, and valuable, which might helping by other and sharing ideas, can improve the quality of their comprehend in reading comprehension. Some of the researchers above showed that Click and Clunk succeeded in increase learners' understanding in reading activities. Another case with Wika (2018) and Febtisari & Fitrawati (2017) which are more focused on changing the behavior of their students who are more confident in answering questions and improving critical thinking during learning English. In previous research this strategy mostly used at senior high school students because they have shown their critical thinking. Alfonso (2015) argues that the high schools students have clear evidence of learning through critical thinking skills (CTS) such as arguments to the teacher's explanation and they show their critical judgment in group discussion.

This research focused on the effect of using click and clunk strategy on students' reading comprehension in Junior High School with recount text as instrument of the research. Researcher chooses that grade in different school and she wanted to examine this strategy at a critical thinking level of junior school students. The researcher will use different sources of text and additional media to get student's interest during the learning. Researcher also focuses to apply Click and Clunk strategy which aims to make sure the students' comprehension based on lower-order or higher-order comprehension level. Lower-order refers to identify the object, find the main topic or idea, and interpreting the text. Whereas the higher-order comprehension level lead to identify the problem, develop students' reason about text, and draw the conclusion the whole text.

This research was guided by the question; do the students achieve better score on reading comprehension after being taught by using Click and Clunk strategy? It had an objective was to discover out the effect of using Click and Clunk strategy on students' reading comprehension achievement in Junior High School. The results of this study indicate the effectiveness of use of the Click and Clunk strategy and evidenced by the post-test achieve which is better than the pre-test. This experimental research also shows that there are changes and improvements in students reading comprehension at lower-order comprehension and higher-order comprehension levels among others are identifying main ideas or topics, identifying objects of text, interpreting text, identifying the problems, developing the reason and drawing a conclusion to the whole text.

CLICK AND CLUNK

Click and clunk denotes as procedure which educates learners to oversee their accepting at some stage in reading and uses a repair process when they recognize

there was a stoppage to identify the content. Click refers to the comprehensible part of the reading and clunk alludes to knotty brainchild, thoughts, and utterances. The most reason of click and clunk is to push learners to keep their concern to read in support of understanding.

Bender and Larkin (2009:182) claimed that Click and Clunk is one of strategic with the intention of helps the learners monitor learners' conception and identify while they have difficulty to understand while reading. It means that strategy is needed to monitor students' understanding and also their comprehension in reading a text. Numerous learners with reading and education matters fall short to check their thoughtful as they read. Clicking and clunking are planned to educate scholars to keep their mind when scholars get it – or fall short to get it – what they are reading or what is being studied to them.

Sadler (2001:4) states that the procedure of click and clunk has some steps as follows: (a) Learners generate right and left columns and tag them "click and clunk", (b) Learners read the certain text, note what they comprehend (click) and what they do not comprehend for each sentences (clunk), (c) As a bunch, talk about the "clunks" and attempt to explain the confusing sentences, (d) This could be done throughout direct teacher guidance or by permitting learners who comprehend the topic to clarify it within the lesson, (e) Later than complete the objects, confer the "click and clunk" then note once more to notice if all the clunk points could be in motion to click, (f) A few phrases left over within the clunk column ought to be clarified further.

COMPREHENSION PROCESSING LEVEL

The original taxonomy on Bloom's Taxonomy 1956 dissever of knowledge, comprehension, application, analysis, synthesis, and evaluation as a dimension. This theory was updated by Anderson and Krathwohl (2001) who changed cognitive domain became remembering, understanding, applying, analyzing, evaluating, and creating. These six phases are clustered into two phases of comprehension. Remembering, understanding, also applying are classified as lower-order processing. While the last three levels namely analyzing, evaluating, and creating are included in higher-order processing.

LOWER-ORDER PROCESSING COMPREHENSION

Students at the remembering phase are intended as the ability to recall information from the text that has been read. It deals with the students describe, mention the explicit information, make a list, and name aspects of topic. Remembering questions are given after reading activities are questions that require answers by knowing the object being asked. Therefore, this question is limited to gain information memorized or remembered by students. As a result, the answer is certain and there is no choice to choose another optional answer. Usually, this question begins with what, where, when, who, or mention.

Understanding is defined as the ability to understand certain material. Questions at this level are questions that students have to answers by expressing an understanding of whole text. It could be in form of translation, interpretation, comprehension questions, explain, and compare.

Tangsakulet.al (2017) defined that applying is the phase of building utilize of acquaintance in a latest condition. It is crop up while learners need answer by applying certain concept. This question usually begins with how.

HIGHER-ORDER PROCESSING COMPREHENSION

Tangsakulet.al (2017) also explore analyzing is the method of shatter data into little parts. In this case, students are asked to think critically to identify problems, prove and draw conclusions. Usually, the question begins with why. When students deal with evaluation process, they have to create reason to bolster choice. It crop up at learners critic, select, suggest, legitimize, and animadversion regarding text. Last stage in higher-order processing is creating. It is the highest level to comprehend text. Creating deals with students plan, build, arrange, and create modern thoughts (Pohl, 2000).

METHOD

RESEARCH DESIGN

Investigate helps the researcher to obtain a precise outcome of the points argued. In this case, examiner has to pick a few procedures to pick up and analyze the desired data. There were numerous procedures of carry out research which gain and make possible the researcher to accumulate and analyze the data. The examiner utilized pre-experimental design. It utilized single-grouping pre-test and post-test propose where examiner did an experiment in a single group only. Further, the procedure of research activities to get the result as follows: determining the experiment group and try out group, constructing instruments that would be used, giving try out test for certain class, analyses the result of try out, giving pre-test for the group, giving treatment to the group by Click and Clunk strategy, giving post-test for the group, examine the score by using paired sample t-test, and drawing conclusion.

This research has two variables, the independent variable (X) of this research deals with teaching using Click and Clunk strategy. Further, dependent variable (Y) is for students' reading comprehension.

RESEARCH SUBJECT

From total number of 49 state secondary schools, researcher conducted the research in one of state secondary school in certain sub-district in Magetan, East Java. From the headmaster policy, researcher took only one class in eight grades as the experiment group. Also, researcher used one additional class to conduct the try out test. It was 28 students.

RESEARCH INSTRUMENT

Research instrument is measurement tools used by researcher while collecting data. As an experimental research, the researcher uses test in collecting required data. There were two kinds of objective tests which used by researcher were pre-test and post-test in outline of multiple choices. Both tests were recount text as the point of learners in their position and consider competence and basic competence from government. Researcher made item of tests based on syllabus can establish content validity. The texts given in each test were dissimilar to keep away from the deviation as they can memorize on the prior text. The texts used in pre-test and post-test are in use from books made by the subject teacher's deliberations (MGMP) and internet sources. The length of texts on both test are around 100-200 words or around one or two minutes students can read it.

Pre-test was intended to measure students' reading comprehension prior to the strategy implementation. The post-test tests were given to measure students' comprehension through lower-order comprehension level and higher-order level. In lower-order comprehension level, students must know about the object of text, understand of whole text, and make use of knowledge in a new condition. Whereas, students in higher-order comprehension should be asked to think critically to identify problems, develop reason to support decision or draw conclusion, and produce new ideas. From 20 questions given to students there were 9 questions refers to lower-order comprehension and the other 11 questions refer to higher-order comprehension level.

TEST RELIABILITY

Reliability test could be done by giving try out to the certain class. The test must be given before the test for experimental group. The class tested was different from the experimental group. It contained 28 students. The result shows if only a device is dependable and can be utilized as a tool to accumulate the data with stable and consistent result. The researcher used Cronbach's Alpha in SPSS to find out the reliability scale of the test. Based on the examination, the outcome of coefficients is .686 with N is 40 items. The criteria of reliability shows that 0.90 – 1.00 as extremely dependable, 0.70 – 0.90 as dependable, 0.40 – 0.70 as sufficient dependable, 0.20 – 0.40 as quite dependable, and 0 – 0.20 as less reliable (Adopted from Riduwan, 2004). From the criteria above, it can be interpreted that 0.686 is in the sufficient reliable. It can be said that the 40 items tested in the in this research were fairly consistent.

Besides, researcher must analyze the test to know how easy, moderate, or difficult for each items are. It can be analyzed by using difficulty index. The output obtained from the correct answer (B) separated by the entire number of correspondents (N). The level of difficulty based on Sulisty (2019:215) shows that 0 – 0.125 for very difficult, 0.126 – 0.25 for difficult, 0.26 – 0.75 for moderate, 0.76 – 0.875 for easy, and 0.876 – 1 for very easy. From the calculation result, there were 1 item as very difficult, 1 item as difficult, 23 items as moderate, 7 items as easy, and 8 items as very easy. For the treatment stage, 40 items divided to 20 numbers for pre-test and 20 others for post-test. Both of tests got same material recount text.

DATA COLLECTION

Pre-Test

Pre-test was offered to the learners to discern their achievement before giving treatment in experimental research. It was given to the students in the first meeting on 24th April 2020. In this case, pre-test was given before being taught by using certain strategy designed for the learners to get the students' reading comprehension score. The test will be composed of 20 items in form of multiple choices through online media. Researcher gave the pretest to students at 10.00 a.m and test must be finished at 11.00. Time will be allocated 60 minutes for complete the test.

Treatments

The researcher conducted this research through online learning using video conference. Researcher treated the group got click and clunk strategy. Later than regulating the pre-test, examiner provided the treatments to the learners. The treatment carried out in eight meetings including the implementation of pre-test and post-test. The time allotment for each meeting was 60 minutes. During six treatments, the researcher used 3 different recount text titles. Each text was for two meetings due to the limited meeting time allocation. Text for the first and second meetings entitled Granda's Birthday contained 100 – 200 words. The second text entitled Merapi Mountain contained 200 – 250 words and the last text was The Story of Holiday at Home for 200 – 300 words.

In pre-reading activity researcher introduced the text and explaining about Click and Clunk strategy. The researcher showed the way to implement the strategy in reading stage. In reading activity researcher gave the students smile and sad emoticon, students read the text and observed for each sentence. Teacher asked students to read the each sentences louder and paused at the last part of each sentence. Teacher inquired learners to raise the smile emoticon as "Click" if they understand for each sentence and raise the sad emoticon as "Clunk" if they don't understand. Then, teacher asked students who understand the sentence to explain in front of their friend consecutively. In the post-reading the teacher checked students' understanding with gave them some questions about the text and gave feedback to result reading activities.

Post-Test

Post-test was provided later than doing the treatments. It was given to investigate students reading comprehension score following treatment. The posttest was given to the students in the last meeting on 23rd May 2020. The topic of the text in post-test is different with the topic in pre-test. The test composed of 20 items in form of multiple options. The time allocated 60 minutes for completes the test. The post test was given to students by online media.

DATA ANALYSIS

Data analysis is utilized by examiner to examine the accumulated data. The data is obtained from learners' achieve in pre-test and post-test. Based on the calculation of paired samples statistics, the result showed that the average score of

pretest is 54.29 and mean score of posttest is 70.00. Then, to investigate the effect of Click and Cluck strategy in students' reading comprehension, the data could be investigated by using dependent t-test (paired sample t-test) through Statistical Package for Social Science (SPSS) 2.0. Level of significant shows how likely is due to chance. The significant level set by researcher is 0.05 (5%). It means that if the finding research has 95% for being true, the theoretical hypothesis is supported by empirical finding.

RESULTS AND DISCUSSION

RESULTS

In this study, the researcher showed the outcomes of analysis paired sample t-test to see the students' achievement after conducting the treatment.

Table 1.1 The Result of Tests of Normality

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Pretest	,221	28	,001	,906	28	,016
	Posttest	,172	28	,033	,929	28	,058

Based on the calculation results above, it is known df (degrees of freedom) for the pretest and posttest is 28. Therefore, the number of samples data for each group is less than 50 hence researcher use the Shapiro-Wilk technique to detect normality of data.

From the normality result by SPSS known that significant value (sig.) for posttest is 0.058. Because of the sig. value $0.058 > 0.05$, it can be declared that the data is generally distributed.

Table 1.2 The Description of The Mean Score of Group

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	54,29	28	9,691
	Post Test	70,00	28	14,337

The result showed that the average score of pretest is 54.29 and the average score of posttest is 70.00. From the data it can be said there are differences of the results because mean score pretest 54.29 < posttest 70.00. Furthermore, to prove whether the difference is significant or not, it is essential to describe the result of the paired sample t-test. See table 4.3.

Table 1.3 The Outcome of the Analysis Paired Samples t-Test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	28	,187	,342

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-15,714	15,736	2,974	-21,816	-9,613	-5,284	27	,000

In the table above it is known that the significant value (p) is 0.000 < 0.05. Thus it can be interpreted that there are significant differences among pretest and posttest in eighth grade educated by Click and Clunk strategy. So, it could be explained that there is a significant difference pretest and posttest score taught by Click and Clunk strategy on students' reading comprehension in Junior High School.

DISCUSSION

The research found that by applying Click and Clunk strategy learners are able to interpret the passage, identify objects of the text, find main ideas or topics, get the detail information, identify the problems, and draw the conclusions from the texts. Besides, the result of data analysis shows that Click and Clunk strategy has significant effect on the eighth grade students' reading comprehension achievement. Based on the calculation of test, the mean score of pre-test is 54.29 and post-test score is 70.00. Additionally, there were several students who got post-test score

better than pre-test score, so there was a decrease for the several students' score after being given the treatment. This can be a concern to conduct research for further occasion on the effectiveness of this strategy in students with high level students.

Through this strategy, students also train themselves to explore and interact in expressing their understanding to their friends who do not understand yet. It is in line with Snow (2002:11) affirms reading comprehension as a procedure of establishing sense throughout communication and taking part with written speech. Furthermore, comprehending the contents of text is the most important and fundamental point of a reading process. Specifically, reading is about micro skills those are based on special abilities that can be understood and become the basic of abilities supported by Sulisty (2011:38). While applying Click and Clunk strategy, they are said to understand if they have been able to explain to others. Students are also required to be more careful and focused on what they read.

During applying this strategy in teaching reading comprehension, researcher finds the strengths and weaknesses on it. From the students' response, it is easier to measure their awareness of text being read. Self-monitoring and reading awareness checking are strategies that could be used to help and promote learners' understanding of a reading text (Wei Kung 2017: 93-104). They can put this strategy as a reflection to their vocabulary mastery. Through this strategy students have more new vocabulary. This goes along with the result from the research that has been done by Kristanto (2015), he claims that students have to work hard to find the meaning of some sentences that are not understood so that they get new vocabulary that can be remembered well. When students explain sentences that they understand well to their friends, this process increases their productive skill that is speaking and encourage their critical thinking. Further, this strategy helps teacher to face the students' problem in reading. Centered on the learners' aptitude and increasing their language acquisition when reading the passage is another competences of a educator in teaching reading comprehension (Antoni 2010:47). It can be opportunity for teacher to further develop learning strategies to make students attractive and responsive in reading. Nevertheless, students need more time to read the whole text, so one text cannot be completed in one meeting. Besides, they are also confused in filling out Click and Clunk tables so researcher must explain it clearly more than once.

In termination, according the findings of the research and discussion above, Click and Clunk strategy can make it easier for students to understand text through tables and discussions with others. Through the application of these strategy learners capable to discover important information, identify main reading topics, and make conclusions form the entire reading content.

CONCLUSION

The objective of this paper was to discover an effect of using Click and Clunk strategy on students' reading comprehension achievement in Junior High School. Based on the treatment that has been carried out by researcher, this strategy has a significant effect on students' reading achievement. After students read the text by

applying the Click and Clunk strategy, they are able to interpret vocabulary, identify objects of the text, find main ideas or topics, identify the problems, and draw the conclusions with their own words. It is in line with Bender and Larkin (2009:182) claimed that Click and Clunk is a strategy that helps the learners monitor their reading comprehension and identify when they have difficulty to understand while reading. It means that strategy is needed to monitor students' understanding and also their comprehension in reading a text.

From the result of data analysis, it can be said that there is a significant effect of using Click and Clunk strategy on eighth grade students' reading comprehension in Junior High School. It has been shown from $p=0.000 < \alpha=0.050$. Moreover, students who have been educated by using Click and Clunk show mean score of posttest is 70.00 better than the mean score of pre test 54.29.

The use of Click and Clunk strategy on teaching reading comprehension has proved to give a significant effect on reading comprehensive achievement. Besides, Click and Clunk strategy in one of alternative way to be used in teaching reading comprehension for Junior High School students. In addition, other researchers can also apply this strategy to different skills or subjects so that it becomes a renewal in the world of education.

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