REFERENCES

Acharya, A., & Sinha, D. (2018). A "Mixed" Strategy for Collaborative Group Formation and Its Learning Outcomes. *Journal of Educational Technology Systems*, *46*(4), 440–462. https://doi.org/10.1177/0047239517749246

Akkakoson, S. (2013). The relationship between strategic reading instruction, student learning of L2-based reading strategies and L2 reading achievement. *Journal of Research in Reading*, *36*(4), 422–450. https://doi.org/10.1111/jrir.12004

Ali, A., & Naamaei, F. (2014). The Effect of Pre-task Activity Types (SRE , PALS , and CSR) on L2 Reading Comprehension and Vocabulary Recognition and Recall. *Procedia - Social and Behavioral Sciences*, *98*(1981), 1996–2003. https://doi.org/10.1016/j.sbspro.2014.03.634

Alqarni, F. (2015). Collaborative Strategic Reading to Enhance Learners ' Reading Comprehension in English as a Foreign Language. *Academic Journal of Interdisciplinary Studies*, *4*(1), 161–166. https://doi.org/10.5901/ajis.2015.v4n1p161

Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education*. Wadsworth Cengage Learning.

Babapour, M., Ahangari, S., & Ahour, T. (2019). The effect of shadow reading and collaborative strategic reading on EFL learners ' reading comprehension across two proficiency levels. *Innovation in Language Learning and Teaching*, *13*(4), 318–330. https://doi.org/10.1080/17501229.2018.1465059

Bacon, D. R., Stewart, K. A., Silver, W. S., Bacon, D. R., Stewart, K. A., & Silver, W. S. (1999). Lessons From The Best And Worst Student Team Experiences: How A Teacher Can Make The Difference. *Journal of Management Education*, *23*, 467. https://doi.org/10.1177/105256299902300503

Bang, Y. (2002). The Use of Collaborative Work in a College EFL Reading Classroom. *English Teaching*, *57*(3), 145–169. http://journal.kate.or.kr/?p=1410

Bilikozen, N. (2014). EFL Reading Comprehension , Individual Differences and Text Difficulty. *The Reading Matrix*, *14*(2), 263–296.

Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C., Roberts, G., & Klingner, J. (2016). Collaborative Strategic Reading for Students With Learning Disabilities in Upper Elementary Classrooms. *Exceptional Children*, 1–19. https://doi.org/10.1177/0014402915625067

Cen, L., Ruta, D., Powell, L., Hirsch, B., & Ng, J. (2016). Quantitative approach to collaborative learning: performance prediction, individual assessment, and group composition. *International Journal of Computer-Supported Collaborative Learning*, *11*, 187–225. https://doi.org/10.1007/s11412-016-9234-6

Chapman, K. J., Meuter, M., Toy, D., Wright, L., Chapman, K. J., & Toy, D. (2006). Can't We Pick Our Own Groups? The Influence of Group Selection Method on Group Dynamics and Outcomes. *Journal of Management Education*, *30*(4), 557–569. https://doi.org/10.1177/1052562905284872

Chen, C. M., & Kuo, C. H. (2019). An optimized group formation scheme to promote collaborative problem-based learning. *Computers and Education*. https://doi.org/10.1016/j.compedu.2019.01.011

Creswell. (2012). *Educational Research : planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Davis, F. B. (1944). Fundamental factors of comprehension in reading. *Psychometrika*, *9*(3), 185–197.

Day, R. R., & Park, J. (2005). Developing Reading Comprehension questions. *Reading in a Foreign Language*, *17*(1), p60-73. https://doi.org/10.1080/01443410.2014.910979

Dharmayanti, P., & Joni, A. W. (2014). Efektifitas Modified Colaborative Strategic Reading Dalam Reading Class Activity. *Santiaji Pendidikan*, *4*(2), 81–87. e-journal.unmas.ac.id

Donovan, D. A., Connell, G. L., & Grunspan, D. Z. (2018). Student Learning Outcomes and Attitudes Using Three Methods of Group Formation in a Nonmajors Biology Class. *CBE—Life Sciences Education*, *17*(4), ar60. https://doi.org/10.1187/cbe.17-12-0283

Fan, Y. (2010). Implementing Collaborative Strategic Reading (CSR) in an EFL Context in Taiwan [University of Leicester]. In *Unpublished Thesis, University of Leicester*. http://hdl.handle.net/2381/7555

Gani, S. A., Yusuf, Y. Q., & Susiani, R. (2016). Progressive outcomes of collaborative strategic reading to EFL learners. *Kasetsart Journal of Social Sciences*, 6–11. https://doi.org/10.1016/j.kjss.2016.08.004

Gardiner, C. L., & Smith, T. A. (2018). Student Learning Groups: Does Group Composition Matter? *Journal of Criminal Justice Education*, *29*(3), 349–369. https://doi.org/10.1080/10511253.2017.1398830

Ghozali, I. (2013). . *Aplikasi Analisis Mulitvariate dengan Program IBM SPSS 21 Update PLS Regresi.* Badan Penerbit Unirversitas Diponegoro.

Harmer, J. (2001). The Practice of English Language Teaching. In *Longman*(Third Edit). Longman.

Hassaskhah, J., & Mozaffari, H. (2015). The Impact of Group Formation Method (Student-selected vs Teacher-assigned) on Groups Dynamics and Group Outcome in EFL Creative Writing. *Journal of Language Teaching and Research*, *6*(1), 147–156. https://doi.org/http://dx.doi.org/10.17507/jltr.0601.18

Hilton, S., & Phillips, F. (2010). Instructor-Assigned and Student-SelectedGroups : A View from Inside. *Issues in Accounting Education*, *25*(1), 15–33. https://doi.org/10.2308/iace.2010.25.1.15

Hung, C.-H., & Huang, Y.-S. (2018). A Study of Students ' Perceptions towards Collaborative Strategic Reading in EFL Context. *Chaoyang Journal of Humanities and Social Sciences*, *16*(2), 91–106. http://humanity.cyut.edu.tw/

Isotani, S., Inaba, A., Ikeda, M., & Mizoguchi, R. (2009). An ontology engineering approach to the realization of theory-driven group formation. *International Journal of Computer-Supported Collaborative Learning*, *4*(4), 445–478. https://doi.org/10.1007/s11412-009-9072-x

Juniarta, P. A. K. (2017). Literasi Ict Bagi Kelompok Guru Bahasa Inggris Di Nusa Penida-Bali. *Jurnal Widya Laksana*, *6*(2), 136–144. ejournal.undiksha.ac.id

Karabuga, F., & Kaya, E. S. (2013). Collaborative strategic reading practice with adult EFL Learner: a colloborative and reflective approach to reading. *Procedia - Social and Behavioral Sciences*, *106*, 621–630. https://doi.org/10.1016/j.sbspro.2013.12.071

Karimabadi, M., Khonamri, F., & Mahdavi, O. (2015). Investigating Iranian Students ' Attitude toward Using Collaborative Strategic Reading in their Reading Course. *WALIA Journal*, *31*(2010), 260–265.

Kassem, H. M. (2013). The effect of collaborative versus individual strategic reading on college EFL learners' reading comprehension and self-efficacy. *Asian EFL Journal*, *60*(May).

Kelton, A. J. (2018). *Formation And Composition of Students Groups As A teaching Methodology*. Steinhardt School of Culture, Education, and Human Development New York University.

Khonamri, F., & Karimabadi, M. (2015). Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners. *Theory and Practice in Language Studies*, *5*(7), 1375. https://doi.org/10.17507/tpls.0507.09

Klingner, J. K., & Vaughn, S. (1998). Using Collaborative Strategic Reading.

Teaching Exceptional Children, *30*(6), 32–37.
https://doi.org/https://doi.org/10.1177%2F004005999803000607

Komariah, E., Ace, P., Ramadhona, R., & Silviyanti, T. M. (2015). Improving Reading Comprehension through Reciprocal Teaching Method. *Studies in English Language and Education*, *2*(2), 87–102.

Leeming, P. (2014). Group Formation and Longevity in the Foreign Language Classroom : Students ' Views. *The Journal Of Asia TEFL*, *11*(3), 105–132. http://journal.asiatefl.org/

Lengkanawati, N. S. (2017). Learner Autonomy In The Indonesian EFL Settings. *Indonesian Journal of Applied Linguistics*, *6*(2), 222–231. https://doi.org/10.17509/ijal.v6i2.4847

Li, H., & Wilhelm, K. H. (2008). Exploring Pedagogical Reasoning: Reading Strategy Instruction From Two Teachers' Perspectives. *The Reading Matrix*, *8*(1), 96–110.

Lin, S.-F. (2019). Students' Attitudes Towards Learning English Vocabulary Through Collaborative Group Work Versus Individual Work. *Journal of Education and Learning*, *8*(4), 93. https://doi.org/10.5539/jel.v8n4p93

Lomax, R. G., & Vaughn, D. L. . (2012). *An Introduction to Statistical Concept* (3rd ed.). Routledge.

Mahenthiran, S., & Rouse, P. J. (2000). The impact of group selection on student performance and satisfaction. *International Journal of Educational Management*, *14*(6), 255–265. https://doi.org/10.1108/09513540010348043

Mendieta, J., Múnera, L., Olmos, T., Onatra, C., Perez, P., & Rojaz, E. (2015). Fostering Reading Comprehension and Self-Directed Learning in a Collaborative Strategic Reading (CSR) Setting. *Íkala, Revista de Lenguaje y Cultura*, *20*(1), 15–42. https://doi.org/10.17533/udea.ikala.v20n1a02

Meneghetti, C., Carretti, B., & Beni, R. De. (2006). Components of reading comprehension and scholastic achievement. *Learning and Individual Differences 16*, *16*, 291–301. https://doi.org/10.1016/j.lindif.2006.11.001

Mesquita, C., & Lopes, R. P. (2018). Assessing Students' Participation Under Different Group Formation Strategies. *Proceeding of EDULEARN 18 Conference*, *July*, 9802–9811. https://doi.org/10.21125/edulearn.2018.2359

Mitchell, S., Reilly, R., Bramwell, G., Solnosky, A., & Lilly, F. (2004). Friendship in Choosing Groupmates - Mitchell.pdf. *Journal of Instructional Psychology*, *31*(1), 20–32. https://researchgate.net

Murphy, P. K., Greene, J. A., & Firetto, C. M. (2017). Exploring The Influence of Homogeneous Versus Heterogeneous Grouping On Students' Text-Based

Discussion And Comprehension. *Contemporary Education Psychology*, *51*, 336–355. https://doi.org/https://doi.org/10.1016/j.cedpsych.2017.09.003

Palinscar, A. S., & Brown, A. L. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction*, *1*(2), 117–175. https://doi.org/10.1207/s1532690xci0102_1

ParamitaDharmayanti, P. A., Tantra, D. K., & Artini, L. P. (2013). The Effect Of Modified Collaborative Strategic Reading And Vocabulary MasteryOn The Reading Competency Of The Second Semester Students Of English Education Study Program Of Mahasaraswati Denpasar University. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*, *1*. semanticscholar.org

Rahmat, A. (2017). Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba. *Metathesis*, *1*(2), 18–44.

Riani, D. O. (2015). Collaborative Strategic Reading Implementation To Improve Students' Reading Comrehension. *English Review: Journal of English Education*, *1*(2), 231–239. http://journal.uniku.ac.id/index.php/ERJEE

Rizkya, F. (2013). The Effectiveness of Using Collaborative Strategic Reading (CSR) In Teaching Reading Comprehension of the Tenth Grade Students of SMA NU Al Ma'ruf Kudus In The Academic year 2012/2013. In *Unpublished Thesis Universitas Muria Kudus*. https://eprints.umk.ac.id

Rosari, L., & Mujiyanto, J. (2016). The effectiveness of know-want-learned and collaborative strategic reading strategies to teach reading comprehension to students with positive and negative attitudes. *Engish Education Journal*, *6*(2), 33–41. https://doi.org/https://doi.org/journal.unnes.ac.id/sju/index.php/eej/article/view/13055

Salomon, G., & Globerson, T. (1989). When Teams Do Not Function The Way They Ought To. *International Journal of Educational Research*, *13*, 89–99. https://doi.org/10.1016/0883-0355(89)90018-9

Satriaman, K. T., Pujani, N. M., & Sarini, P. (2019). Implementasi Pendekatan Student Centered Learning Dalam Pembelajaran IPA Dan Relevansinya Dengan Hasil Belajar Siswa Kelas VIII SMP Negeri 4 Singaraja. *Jurnal Pendidikan Dan Pembelajaran Sains Indonesia (JPPSI)*, *1*(1), 12. https://doi.org/10.23887/jppsi.v1i1.21912

Srba, I., Bielikova, M., & Member, S. (2015). Dynamic Group Formation as an Approach to Collaborative Learning Support. *IEEE Transactions on Learning Technologies*, *8*(2), 173–186. https://doi.org/10.1109/TLT.2014.2373374

Swing, S. R., & Peterson, P. L. (1982). The Relationship of Student Ability and

Small-Group Interaction to Student Achievement. *American Educational Research Journal*, *19*(2), 259–274. https://doi.org/10.3102/00028312019002259

Vaughn, S., Klingner, J. K., & Bryant, D. P. (2001). Collaborative Strategic Reading as a means to enhance Peer-Mediated instruction for reading Comprehension and Content-Area Learning. *Remedial and Special Education*, *22*(2), 66–74. https://journals.sagepub.com

Vaughn, S., Roberts, G., Klingner, J. K., Swanson, E. A., Boardman, A., Stillman-Spisak, S. J., Mohammed, S. S., & Leroux, A. J. (2013). Collaborative Strategic Reading: Findings From Experienced Implementers. *Journal of Research on Educational Effectiveness*, *6*(2), 137–163. https://doi.org/10.1080/19345747.2012.741661

Zagoto, I. (2018). Collaborative Strategic Reading (CSR) For Better Reading Ccomprehension. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, *3*(1), 48–52.

Ziyaeemehr, Z. (2012). The Efficacy of Collaborative Strategic Reading on the Reading Comprehension of ESP Learners. *Higher Education of Social Science*, *2*(1), 38–42. https://doi.org/10.3968/j.hess.1927024020120201.2198

Zoghi, M., Mustapha, R., & Maasum, T. N. R. B. T. M. (2010). Collaborative Strategic Reading with University EFL Learners. *Journal of College Reading and Learning*, *41*(1), 67–94. https://doi.org/10.1080/10790195.2010.10850336