

THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) FOR TEACHING READING COMPREHENSION AT MUHAMMADIYAH UNIVERSITY OF SIDOARJO

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Abstract

The study deals with the effectiveness of Collaborative Strategic Reading (CSR) strategy in teaching reading comprehension. The strategy is the combined-strategies instruction that draws on both reciprocal teaching and cooperative learning. Specifically, the study is aimed at finding out the significant improvement of students' reading comprehension achievement after being taught using Collaborative Strategic Reading (CSR). Based on the calculation of a t-test, the results show that there is a significant improvement in the students' achievement after they got treated using Collaborative Strategic Reading (CSR) strategy when studying reading comprehension in the classroom. The t-test indicates that the score of the t_{value} is higher than t_{table} ($2.18 > 2.021$). Here, the experimental group represents a better improvement after they received the treatment.

Key words: Collaborative Strategic Reading (CSR), Reading Comprehension

Abstrak

Penelitian ini berhubungan dengan keefektifan strategi *Collaborative Strategic Reading (CSR)* dalam pengajaran membaca. Strategi ini merupakan kombinasi dari dua strategi *reciprocal teaching* dan *cooperative learning*. Secara khusus, penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan kemampuan membaca mahasiswa secara signifikan setelah belajar dengan menggunakan *Collaborative Strategic Reading (CSR)*. Berdasarkan perhitungan dengan menggunakan *t-test* diketahui bahwa terdapat peningkatan kemampuan membaca mahasiswa secara signifikan setelah belajar dengan menggunakan *Collaborative Strategic Reading (CSR)*. Hal ini dibuktikan dengan nilai t_{hitung} lebih tinggi dibandingkan t_{tabel} ($2.18 > 2.021$). Dapat disimpulkan bahwa kelas eksperimental mengalami peningkatan setelah menggunakan strategi *Collaborative Strategic Reading (CSR)* dalam belajar *reading comprehension*.

Kata Kunci: Collaborative Strategic Reading (CSR), Reading Comprehension

A. INTRODUCTION

The teaching of reading at Muhammadiyah University of Sidoarjo seems to be inadequate satisfying. Many students have low motivation in learning English, especially in reading class. Since the researcher as one of the English teachers at Muhammadiyah University of Sidoarjo, she has interviewed Management Department of the Faculty of Economics students informally. Many students say that English is not an interesting subject. For that reason, they follow English class because it is a compulsory subject for them to pass semester 1 and semester 2. As a result, the students turn into less active readers and at the end they might become less competent in reading skill.

Additionally, the students also consider that reading is very difficult to learn. One of the problems faced by the students is the linguistics knowledge of English text. In this case, it is often difficult to prove, for the students of English as a foreign language, that texts in English can be understood even though there are structures that the students have never seen before. Hedge (2000: 192) explains that in processing texts, the second language readers will find difficulties when they find unfamiliar aspects of the English language.

For example, inability to understand cohesive devices in a text will impede their understanding of the functional relationships of sentences. Accordingly, cohesive devices include such things as reference items (for example, 'they' and 'this'); lexical cohesion through a chain of synonyms (for example, 'funding ... financing ... resourcing'); or deletion of items such as relative pronouns (for example, 'which' and 'that'). It is clear that the language knowledge should not be ignored in reading subject. By understanding language knowledge, the learners find it

easier to grasp the meaning of a particular text.

Another major difficulty that may be experienced by the students of English as a foreign language in mastering reading skill is mastery vocabulary items. Grabe (2009: 333) explains that if students are to become good readers with a wide range of texts, they need to understand in acquiring a great number of vocabulary items. In addition, they need to recognize about "95 percent" of the words they might encounter in text for instructional purposes. Nations (2006 in Grabe, 2009: 333) insists that independent fluent reading generally occurs when a reader can recognize "98-99 percent" of the words in a given text. However, it is often found that most learners worry about the meaning of a particular word in a text being read. As a result, the students never achieve the minimum standard of mastery level to read texts in English.

Furthermore, most of the students have not found the urge of English for their field of study. As a result, they may demotivate in learning English. In addition, the classrooms at Muhammadiyah University of Sidoarjo are overcrowded. Usually, each class consists of more than 25 students. This condition is not effective for the teaching and learning process, especially for English subject. The teacher may find it difficult to control the class. As a result, the teaching and learning processes do not run well.

English in non English Department is classified into English for Specific Purposes (ESP). In relation to ESP context, reading ability is vital for students to understand scientific texts written in English. Here, the teaching of ESP emphasizes on reading skill. With adequate reading proficiency, students are expected to develop their knowledge concerning with a specific context given to them to learn. They are also expected to be able to extract

meaning from specific clues in the text, get the gist of it, and obtain specific information from the reading text.

In teaching ESP reading, the English teachers are demanded to provide students with a good reading foundation in order to make them obtain adequate proficiency in scientific reading texts related to their field of study. To achieve this aim, the ESP teachers need to devise learning and teaching activities that are suitable with students' need and interest.

Dealing with the problems above, the ESP teachers as the key factor in the learning process should motivate the students to attend actively in reading class. For this reason, the teacher may offer guidance in helping students to engage in the thinking process (Brown, 2001: 340).

However, there have been a number of problems faced by the teacher in the teaching of reading. One of them deals with learning strategy. An appropriate strategy, which provides interesting activities, will encourage students to be active and realize the demand they are supposed to have.

Considering the above conditions, it is necessary to provide a model of teaching strategy that may help students create a good learning atmosphere to take part actively in the classroom activity in order to increase their reading comprehension. In this case, the researcher proposes Collaborative Strategic Reading (CSR) as a technique of teaching in ESP reading class. This technique is particularly interesting from second language standpoint because it is effective with students, including language minority students. Moreover, it is assumed that the technique is the best method to solve the EFL classroom's problem on reading comprehension and give benefits to learning process such as in motivating the students, improving social interaction in the classroom, creating a positive learning environment, and improving reading skill.

The CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klingner, 1998). This technique is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension. Grabe (2009: 233) claims that CSR is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and that has been used with both L1 and L2 students. Various lines of research on this approach indicate that CSR is an effective teaching tool that has the potential to enhance reading comprehension of (a) students with learning disabilities, (b) low- and average achieving students, and (c) English language learners (Bryant, Vaughn, Linan-Thompson, Ugel, Hamff, & Hougen, 2000; Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, 1998).

Here, students are working in groups and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate questions about the text. The group work is organized around cooperative learning principles with each student in a group assigned a responsibility for the task.

Such activities of running CSR in the classroom are observed in ESP classes at Muhammadiyah University of Sidoarjo. The observation is then developed into a scientific research under the title of *Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension*.

B. COLLABORATIVE STRATEGIC READING

1. Collaborative Strategic Reading (CSR) Approach

CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klingner, 1998). This technique is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension.

In addition, according to Grabe (2009: 233), CSR is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and this approach has been used with both L1 and L2 students. Here, students are working in groups and taught to activate prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text.

To use this approach, first, the teacher presents the strategies to the whole class using modeling, role playing, and teacher think-aloud (students are prompted to voice their thoughts before, during, and after reading). After students have developed proficiency to use the strategies, the teacher then assigns the students to heterogeneous cooperative learning groups (Johnson and Johnson, 1989; Kagan, 1991, in Klingner, 2007: 139). All the students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text with CSR.

In more specific way, Spielberger (2002: 17) explains that CSR combines instruction in comprehension strategies and study skills with collaborative peer practice. Students learn four strategies through direct instruction and teacher modeling: (a) *preview* (i.e., preview and predicting), (b) *click and clunk* (i.e., monitoring for understanding and vocabulary knowledge), (c) *get the gist* (i.e., understanding the main idea, and (d) *wrap-up* (i.e., self questioning

for understanding). It is believed that CSR has been successful in improving reading proficiency in regular education, multilevel, inclusive, and special education settings. Originally, CSR designed for use with expository text in content area textbooks, but it can also be applied to narrative material.

The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that later maximize students' participation. Formerly, CSR developed to help English language learners and students with learning disabilities in order to make them become more confident and competent readers in heterogeneous classrooms. Furthermore, CSR has also proven to be a valuable approach for students at varying achievement levels because it provides students with a more independent way to learn.

2. The Implementation of Collaborative Strategic Reading (CSR)

In CSR, learning is scaffolded by both teacher and students. Here, scaffold means temporary support and guidance in problem solving (Spielberger, 2002: 329). The teacher provides instruction in strategies, assigns group roles, and provides a guide for reading and discussion. Here, the teacher gives students multiple opportunities to practice the strategies before asking them to apply the strategies on their own in cooperative learning groups. Meanwhile, students then scaffold each other's learning by providing immediate feedback.

There are two phases in implementing CSR in the reading class. An overview of how to apply CSR in classroom provided in the following sections.

a. Phase 1: Teaching the Strategies

The teacher provides explicit instruction to students to teach the CSR

reading comprehension strategies. Here, as with reciprocal teaching, the teacher conveys the value in learning different comprehension strategies, emphasizing that these strategies are what good readers use to help them understand what they read, and that by learning the strategies, everyone can become a better reader.

Moreover, as with reciprocal teaching, the students are exposed to all the strategies on the first day, so that they can get a sense of CSR-style strategic reading looks like. The teacher then provides additional instruction in each strategy, teaching students why, when, and how to apply each one.

In this phase, according to Klingner (1998: 32), in CSR students learn four strategies: *preview*, *click-and-clunk*, *get the gist*, and *wrap-up*. *Preview* is used only before reading the entire text for the lesson. Meanwhile, *wrap-up* is used only after reading the entire text for the lesson. The other two strategies, *click-and-clunk* and *get the gist*, are used many times while reading the text, after each paragraph or two.

For more detail, an overview of how to teach each of the strategies provided in the following sections.

1). *Preview*

The goals of previewing are to (a) help students identify and learn as much about the passage as they can in a brief of time (2-3 minutes), (b) activate their background knowledge about the topic, and (c) help them make predictions about they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the beginning.

Here, the teacher helps the students with previewing by reminding them to use all the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the

passage. This way will help students do two things: (a) brainstorm what they know about the topic, and (b) predict what they will learn about the topic.

In addition, the teacher might help the students connect the topic to their own experiences and also preteach key vocabulary that is important to understanding the text but that does not show directly to the click-and-clunk fix-up strategies. The teacher gives opportunity to the students to write down everything they have already known about the topic in their CSR Learning Logs (see the description of CSR Learning Logs in "Materials" section). Then, students share their responses with one another. Next, they write down their predictions of what they might learn, and they share their best ideas.

2). *Click-and-clunk*

Students use click-and-clunk process to monitor their comprehension of the text. When students understand the information, it "clicks"; when it does not make sense, it "clunks." For example, when students do not know the meaning of a word, it is a clunk.

Clicking and clunking are designed to teach students to pay attention to when they understand – or fail to understand – what they are reading or what is being read to them. In this strategy, 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.

Students work together to identify clunks in the text and use fix-up strategies to help them "declunk" the word or concept. The clunk expert facilitates this process, using clunk cards. A different strategy for figuring

out the clunk word, concept, or idea is printed on each card:

1. Reread the sentence and look for key ideas to help you understand the word.
2. Reread the sentence with the clunk and the sentences before or after the clunk, looking for clues.
3. Look for a prefix or suffix in the word.
4. Break the word apart and look for smaller words you know.

Then, students record their clunks in their learning logs with their teacher and peers.

3). *Get the gist*

Getting the gist means that students are able to state the main idea of the paragraph or cluster of paragraphs in their own words. In this way, students learn how to synthesize information, taking a larger chunk of text and showing it into a key concept or idea. Students are taught to identify the most important *who* and *what*, leaving out details. Many teachers require that the students state the main point of the paragraphs in 10 words or less (Klingner, 2007: 145).

The goal of getting the gist is to teach students to restate the most important point in their own words as a way of making sure they have understood what they have read. Furthermore, this strategy can improve students' understanding and memory of what they have learned.

4). *Wrap-up*

Students learn to “wrap-up” by formulating questions and answer about what they have learned and by reviewing key ideas. The goals of this process are to improve the students' knowledge, understanding, and memory of what they have read.

Students generate questions about important information in the passage. They learn to use question starters to begin their questions: *who*, *what*, *when*, *where*, *why*, and *how* (“the five Ws and H”). As with reciprocal teaching, students pretend they are teachers and think questions they would ask on a test to find out if their students really understood what they have read. Meanwhile, other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and it needs to be clarified.

In addition, students are taught to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage but “in your head” (Raphael, 1986 in Klingner, 2007: 145). In other words, students are required to ask questions that involve higher-level thinking skills. In this case, the teacher may provide questions stems to facilitate students' ability to generate higher level-questions as follow:

- What do you think would happen if ...?
- What do you think caused ... to happen?
- What other solution can you think of for the problem of ...?
- What are the strengths (or weaknesses) of ...?
- How were ... and ... the same (different)?

In order to review, students write down the most important ideas they have learned from the day's reading assignment in their CSR learning logs. Then, they take turns sharing what they have learned with the class. Many students can share their “best idea” in a short period of time, providing the

teacher with valuable information about their level of understanding.

b. Phase 2: Cooperative Learning Group Roles

When students are proficient in using the comprehension strategies with the support of the teacher, they are ready to learn how to implement the strategies while working in heterogeneous cooperative learning groups. Johnson and Johnson (1989 in Klingner, 2007: 146) explains that cooperative learning should promote and include five main characteristics: (a) positive interdependence, (b) considerable face-to-face interaction among students, (c) individual accountability, (d) positive social skills, and (e) self as well as group evaluation or reflection.

In cooperative groups, students do not simply work together on the same assignment; each person must have a key role to play and everyone is responsible for the success of the group. Students are told that they have two responsibilities: to make sure they can learn the material and to help everyone else in their group learn it, too. In this stage, students who have not previously worked in cooperative learning groups may need preparation in order to work productively and effectively.

Most experts on cooperative learning suggest that teacher-selected groups work best, at least until students become proficient at collaboration (Richards, 2007: 54). Teacher-selected groups aim to achieve a heterogeneous mix. In this case, the heterogeneous mix helps students break down barriers among them.

In accordance with CSR, in cooperative groups students discuss what they have read, assist one another in the comprehension of the text, and provide academic and affective support for their classmates. Here, everyone has a chance to

try out all of the roles. These roles may include (Klingner et al., 2001):

1. *Leader*
The role of leader is leading the group in the implementation of CSR by saying what to read next and what strategy to apply next.
2. *Clunk expert*
The role of clunk expert is using clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
3. *Gist expert*
The gist expert guides the group toward the development of a gist and determines that the gist contains the most important idea(s) but no unnecessary details.
4. *Announcer*
This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.
5. *Encourager*
This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.
6. *Timekeeper*
This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).
Of those six, *leader*, *clunk expert*, and *gist expert* are essential; meanwhile, the other three can be combined. Those three roles may be done by one student in each group as well as *announcer*, *encourager*, and *timekeeper*.
Dishon and O'Leary (1993 in Richards, 2007: 57) explain that in cooperative learning groups should stay

together from 4 to 8 sessions. It will give students a chance to become comfortable with one another, allow them to form group identity and bond, and give them opportunity to learn how to overcome difficulties they have working together. In this study, the writer assigns the experimental group to cooperative learning groups for 10 meetings.

C. METHODS

Since the present study is to measure the effect of CSR towards the students' reading comprehension achievement, it is classified into quantitative research. Here, the writer collected numerical data by comparing the results of pre-test and post-test between two groups of experimental study – control and experimental groups. The data is used to investigate whether there is a significant increase in students' reading comprehension achievement after being given the CSR treatment in reading class.

The subjects of the study were the second semester students of Management Department of the Faculty of Economics at Muhammadiyah University of Sidoarjo in the academic year 2010/2011 who took ESP program (English for Business 2). There were three parallel classes in Management Department: class A = 30 students, class B = 33 students, and class C = 31 students. Here, the grouping of the students followed the already grouping decided by the University.

Since the subjects of the study were too large, the writer selected the sample by using simple random sampling. Basically, each member of the class had the same possibility to be the sample of the research. In this case, the writer took the sample through lottery to get the experimental and control groups. The lottery was done toward the three groups of the population. The result of lottery showed that class A was chosen as the experimental group and class

B as the control group. Later, the pre-test and post-test were administered in those classes.

In a practical sense, the members of the experimental and control group were selected on the basis of the criteria of selecting the samples through the questionnaire. Thus, the samples of this research were the students who were currently enrolled as the students of the Faculty of Economics, Muhammadiyah University of Sidoarjo. The number of the female and male students was equal, with their age ranged from 18 to 20 years old.

To avoid being biased in their competence in English, the selected students should be proved to have never been attending private English courses, and they had not either got any chance to get along with English native speakers. By applying these considerations, it was decided that there were 41 students who could comply with the considerations: 20 students from class A became the members of experimental group and 21 students from class B belonged to the control group.

In constructing the instrument, the writer developed a 40-item reading comprehension test. The test was constructed by drawing on the reading comprehension level proposed by Westwood (2001), which consisted of literal comprehension or reading the lines, interpretative comprehension or reading between the lines, and applied comprehension or reading beyond the lines. Here, the writer developed the test in different formats: true/false, gap filling, matching, and short answer.

In this present study, the writer tried to minimize the students' guessing in answering the test. For example, in constructing the true/false items, the writer put the additional instruction for the students to support their answers by stating the paragraph from the passage. In addition, in

developing matching items, the writer put more choices than the test items. This technique was useful to reduce the possibility of students' guessing.

The analysis of the effectiveness of CSR in students' reading comprehension achievement was done through several steps. First, the writer collected the answer sheets of students' reading comprehension pre-test and post-test for both control and experimental group. This was followed by the second step in which the two tests are marked and given the score following the scoring system that had been already set up.

The third step was tabulating the students' pre-test and post-test scores based on their groups, the control and experimental group. Here, tabulation was the process of transferring data from the data-gathering instruments to the tabular form in which they might be systematically examined. The writer organized the data in an array, that was, arranging the data in descending order of scores. By using this way, the highest score, the lowest score, and the middle score were easily identified.

The fourth step was measuring the means scores of each group. It was computed by dividing the sum of all scores by the number of subjects of the study. Here, the means (*M*) of pre-test and post-test scores of the groups were compared to find out the progress before and after the treatments. If the mean score of pre-test was the same or higher than the mean score of post-test in the experimental group, it indicated that CSR did not contribute to the increase of the students' reading comprehension achievement. However, if the mean score of the post-test was higher than the mean score of pre-test in the experimental group, it showed that CSR had contributed positively to the increase of the students' reading comprehension achievement.

The last step was analyzing the students' reading comprehension score of the pre-test of the experimental and control groups by using the *independent t-test* to know whether the subjects of experimental and control groups had significantly different or equal level before the experiment was conducted. In addition, the similar statistics measure was applied to the students' reading comprehension score of the post-test of the experimental and control groups to know to what extent was the difference between students who were taught using CSR and those who were taught using conventional teaching reading activities.

D. RESULTS

From the calculation of the pre-test of the experimental group that consists of 20 students, it is found that the *Mean (M)* of the pre-test scores for this group is 66.6 which can be interpreted that on average 66.6 students of control group are able to answer about 67% of the whole pre-test items. The *minimum score* is 60 and the *maximum score* is 80. In other case, it is found that the *Median (Md)* score of the pre-test for this group is 63.7 which can be interpreted that 50% of the students' scores are below 63.7 and 50% students' score are above 63.7.

Meanwhile, the result of pre-test of the control group is calculated which comes up with the *Mean (M)* scores of 64. This can be interpreted that on average 64 students of control group are able to answer about 64% of the whole pre-test items. The *minimum score* is 60 and the *maximum score* is 82.5. In other case, it is found that the *Median (Md)* score of the pre-test for this group is 62.5 which can be interpreted that 50% of the students' scores are below 62.5 and 50% students' score are above 62.5.

From the results of the calculation of the scores of the post test, it can be found that the *Mean (M)* score of the post-test of

the students in the experimental group is 74.3. In a practical sense this figure can be interpreted that the students of the experimental group are able to answer about 74% of the whole post-test items, compared to the mean score of the pre-test (i.e., 67%). The difference between the two scores indicates temporarily that there is a significant increase in the students' achievement in reading comprehension. In addition, the *Median (Md)* score is 72.5 which suggests that 50% of the students' scores are below 72.5 and 50% are above 72.5). It is also found that the *minimum score* is 67.5 and the *maximum score* is 90.

In other case, the calculation of the students' scores in post-test of the control group result the *Mean (M)* score of 67.6. This figure can be interpreted that about 68% of the whole post-test items can be answered by the students of control group. If it is compared with the pre-test result of the control group, it indicates temporarily that there is no significant increase between the two scores. In addition, the *Median (Md)* score is 65 which may be interpreted as 50% of the students' scores are below 65 and 50% of the students' score are above 65. Moreover, the *minimum score* is identified to be 60 and the *maximum score* is 85.

E. DISCUSSION OF THE RESULTS

The results of the analysis of the data of this research indicate that the use of CSR strategy is 'effective' to increase the students' achievement in teaching reading comprehension for the students of Management Department of the Faculty of Economic, Muhammadiyah University of Sidoarjo. This can be seen from the significant increase in the scores of the post-test for students in the experimental group, compared to the scores of the post-test for the students in the control group who did not receive any treatment with CSR strategy.

The attempt to identify the effectiveness of CSR strategy for increasing the students' achievement in reading comprehension in this research is also conducted through the calculation of the *t-test* of post-test scores of the students in the experimental and control groups. The result of the calculation of the *t-test* value indicates that the t_{value} is higher than the t_{table} ($2.18 > 2.021$), which can be interpreted that H_1 is accepted. In other words, that CSR strategy is found to be helpful and effective to improve the students' achievement in reading comprehension, especially the students Management Department of the Faculty of Economic, Muhammadiyah University of Sidoarjo.

F. CONCLUSION

Considering the importance of developing students' reading skill, especially at the tertiary level of education, this research is designed in such a way to seek for the effectiveness of the use of CSR strategy to help students improve their competence and achievement in reading comprehension class. The major question raised in this research is that the teaching of reading at the tertiary level (i.e., Muhammadiyah University of Sidoarjo) seems to be inadequate satisfying. Many students have low motivation in learning English, especially in reading class. The students seem to consider that reading is very difficult to learn which may be brought about by the lack of not only in the linguistic knowledge but also in the mastery of vocabulary items of English texts.

The application of CSR strategy in teaching reading comprehension (i.e., ESP reading comprehension) is made the major concern in this research because this strategy is effective with students, including language minority students. Moreover, it is assumed that the technique is the best method to solve the EFL classroom's

problem on reading comprehension and give benefits to learning process such as in motivating the students, improving social interaction in the classroom, creating a positive learning environment, and improving reading skill.

In addition, CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. This technique is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension. This is proved by fact that various lines of research on this approach indicate that CSR is an effective teaching tool that has the potential to enhance reading comprehension of (a) students with learning disabilities, (b) low- and average achieving students, and (c) English language learners.

This research is intended to measure and to investigate whether there is significant improvement of students' reading comprehension achievement after being taught using CSR. The data of this research are mainly in the forms of the students' scores in answering both pre-test and post-test assessments. The students are grouped into experimental group and control group who are then assigned to attend reading classes with different teaching strategy; the students in the experimental group are taught reading comprehension with CSR strategy, while those in the control group discussed the reading topics without applying the principles of CSR strategy.

The results of the analysis of the students' pre-test and pos-test scores derived from both the experimental and control groups indicate that CSR is found to be an effective strategy to help students improve their achievement in reading comprehension. This happens at least to the students of the Faculty of Economics, Muhammadiyah University of Sidoarjo in

studying ESP reading comprehension. All analysis approaches come up with the figure indicating that there is a significant increase in the students' reading achievement (from the point of view of pre-test and post-test as well as the control and experimental groups).

The analysis of the results of pre-test for the experimental and control groups indicate on average 66.6 students of experimental group are able to answer about 67% of the whole pre-test items. Meanwhile, the result of pre-test of the control group shows that on average 64 students of control group are able to answer about 64% of the whole pre-test items. The calculation of the scores of the post test suggest that the students of the experimental group are able to answer about 74% of the whole post-test items, compared to the mean score of the pre-test (i.e., 67%). The difference between the two scores indicates that there is a significant increase in the students' achievement in reading comprehension.

In other case, the analysis of the students' scores using the t-test provides further evidence that the score of the t_{value} is higher than t_{table} ($2.18 > 2.021$). This means that there is a significant improvement in the students' achievement after they got treated using CSR strategy when studying reading comprehension in the classroom. Thus, it can be concluded that CSR strategy contributes very much to the increase of the students' achievement in the teaching and learning processes for reading comprehension at the Faculty of Economic, Muhammadiyah University of Sidoarjo.

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