

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers about research findings and discussion that include data of research findings, hypothesis testing, the result of normality and homogeneity testing, and discussion.

A. The Description of Data

In this chapter, the researcher presented the data on the students' vocabulary mastery between students' taught by using Collaborative Strategic Reading and those taught by using conventional method. The subjects of the research consisted of two classes, they were X MIPA 1 as Experimental class and X MIPA 2 as Control class. The purpose of the research was to know the effectiveness of Collaborative Strategic Reading (CSR) On Students' Reading Comprehension Mastery In Narrative text of The First Grade At Senior High School 1 Tulungagung. The data were collected from students' score in pre-test and post-test of the two classes. Then, to determine the significance different whether using Collaborative Strategic Reading (CSR) was effective or not, the researcher did not use individual scores for comparison. But, it used the results of class scores or mean of the scores in Narrative text. The data were presented as follow:

1. The Data of Experimental Class

The table below showed the students' score of pre-test and post-test of Experimental class that consisted of 30 students' of first grade of Senior High School 1 Tulungagung. The test was multiple choices consisted of 20 items about Narrative text. Students' score of pre-test and post-test can be seen on Table 4.1 as follows:

Table 4.1 The Students' Scores of Experimental Class (Using Collaborative Strategic Reading)

No.	Students' Name	Pre-test	Post-test
1.	ADP	65	75
2.	ARA	70	80
3.	ADPP	60	70
4.	APL	60	75
5.	AGS	65	75
6.	BFA	70	85
7.	CA	75	75
8.	EA	70	75
9.	EFI	70	80
10.	ETN	55	70
11.	FK	65	75
12.	FS	75	90
13.	FNS	75	85
14.	HCF	70	85
15.	HGP	60	75
16.	HMA	55	70
17.	HRA	60	75
18.	HYP	65	70
19.	INA	50	70
20.	JMS	75	90
21.	LZ	70	85
22.	MDM	50	75
23.	MSA	60	80
24.	MWA	70	75
25.	NAS	70	85

26.	NCT	75	75
27.	NAK	75	90
28.	PA	70	85
29.	RPC	60	85
30.	RSS	70	85

The table above showed the students' individual scores. In this research the researcher did not use individual scores for comparison the result, but used the results of class scores or mean of the scores in Narrative text. To know the result of class scores in pre-test the researcher used SPSS 16.0 *for windows* to know the students' reading comprehension achievement at Experimental class, especially in their basic Narrative text. The result can be seen on the Table 4.2 below:

Table 4.2 Descriptive Statistic Pre-test of Experimental Class

Statistics		
pretest_ex		
N	Valid	30
	Missing	0
Mean		66.00
Median		70.00
Mode		70
Std. Deviation		7.474
Sum		1980

According to the result of pre-test from the table above, it shown that the sum of data was 1980. The lowest score of pre-test was 50 and the highest score was 75. The mean of data was 66.00 And after the researcher gave the treatment by using Collaborative Strategic Reading (CSR) in teaching

Narrative Text, the researcher gave the students post-test scores. The data in the post-test showed on the Table 4.3 below:

Table 4.3 Descriptive Statistic Post-test of Experimental Class

Statistics		
postest_ex		
N	Valid	30
	Missing	0
Mean		78.83
Median		75.00
Mode		75
Std. Deviation		6.524
Sum		2365

According to the result of post-test from the table above, it shown that the sum of data was 2365. The lowest score of post-test was 70 and the highest score was 90. The mean of data was 78.83.

Based on descriptive statistic pre-test and post-test of Experimental class, it shown the *Sum* of data pre-test was 1980 and the *Sum* of data post-test was 2365. *Mean* of pre-test score was 66.00 and the *Mean* of post-test score was 78.83.

2. The Data of Controlled Class

The table below showed the students' score of pre-test and post-test of Control class that consisted of 30 students' on first grade of Senior high School 1 Tulungagung. The test was multiple choices consisted 20 items

about reading narrative text. Students' score of pre-test and post-test can be seen on Table 4.4 as follow:

Table 4.4 The Students' Scores of Controlled Class (Without Using Collaborative Strategic Reading)

No.	Students' Name	Pre-test	Post-test
1.	AWK	70	70
2.	AMD	55	70
3.	APM	60	70
4.	AA	55	60
5.	AFS	60	65
6.	AP	60	70
7.	AY	70	80
8.	AZA	65	75
9.	ATN	65	65
10.	CIW	65	70
11.	DAV	60	65
12.	FA	70	70
13.	FDA	65	70
14.	JAB	60	75
15.	JFA	70	70
16.	LPD	50	60
17.	MPN	55	65
18.	MMA	60	60
19.	MIT	65	70
20.	MFD	60	60
21.	MRT	55	65
22.	MLS	70	80
23.	NAP	60	70
24.	NES	70	70
25.	NRA	55	60
26.	NK	50	65
27.	RFC	65	60
28.	RSA	70	75
29.	RDP	70	70
30.	SRW	60	65

As stated above, the table showed the students' individual scores. In this research the researcher did not use individual scores for comparison the result, but used the results of class scores or mean of the scores in reading narrative text. To know the results of class score in pre-test the researcher used SPSS 16.0 *for windows* to know the students' reading comprehension achievement in narrative text at Control class. The result can be seen on the Table 4.5 below:

Table 4.5 Descriptive Statistic Pre-test of Controlled Class

Statistics		
pretest_con		
N	Valid	30
	Missing	0
Mean		62.17
Median		60.00
Mode		60
Std. Deviation		6.254
Sum		1865

According to the result of pre-test from the table above, it shown that the sum of data was 1865. The lowest score of pre-test was 50 and the highest score was 70. The mean of data was 62.17. And after the researcher teaching reading narrative text using conventional method, the researcher gave the students post-test scores. The data in the post-test were showed on the Table 4.6 below:

4.6 Descriptive Statistic Post-test of Controlled Class

Statistics

postest_con

N	Valid	30
	Missing	0
Mean		68.00
Median		70.00
Mode		70
Std. Deviation		5.663
Sum		2040

According to the result of post-test from the table above, it shown that the sum of data was 2040. The lowest score of post-test was 60 and the highest score was 80. The mean of data was 68.00.

Based on descriptive statistic pre-test and post-test of Control class, it shown the *Sum* of data pre-test was 1865 and the *Sum* of data post-test was 2040. *Mean* of pre-test score was 62.17 and the *Mean* of post-test score was 68.00.

B. The Result of Normality and Homogeneity Testing

1. The Result of Normality Testing

Normality testing is conducted to determine whether the gotten data is normal or not. In this research, normality test is done towards the result (students' score) of pretest in reading comprehension narrative text. To know the normality, the writer used one-sample Kolmogrov-sminorv formula by using SPSS program 16.0 version. Normality test is done by using the rule of

Asymp.sig (2 tailed) or p. If Asymp.sig (2 tailed) or $p > 0,05$ so the test distribution is normal.

In this research, normality testing was done toward the students' score in pretest, not only for the control group but also for experimental group. The result can be seen on Table 4.7 as follow:

Table 4.7 Normality Testing

One-Sample Kolmogorov-Smirnov Test		pretest_con
N		30
Normal Parameters ^a	Mean	62.17
	Std. Deviation	6.254
Most Extreme Differences	Absolute	.169
	Positive	.169
	Negative	-.161
Kolmogorov-Smirnov Z		.925
Asymp. Sig. (2-tailed)		.359
a. Test distribution is Normal.		

		pretest_ex
N		30
Normal Parameters ^a	Mean	66.00
	Std. Deviation	7.474
Most Extreme Differences	Absolute	.237
	Positive	.122
	Negative	-.237
Kolmogorov-Smirnov Z		1.298
Asymp. Sig. (2-tailed)		.069
a. Test distribution is Normal.		

Based on the result of computation by using SPSS program 16.0 version, it can be concluded that the test distribution of two groups were normal.

2. The Result of Homogeneity Testing

Homogeneity testing is used to know whether the gotten data is homogeneous or not. In this research, homogeneity test is done toward the result (students' score) of pretest in reading comprehension narrative text. To know the homogeneity, the writer uses test of homogeneity variance formula by using SPSS program 16.0 version. Homogeneity testing was done after doing the distribution score of group involved. The variance can be said homogeneous if the significance of the result is more than 0.050.

According to Priyatno(2009:89), the assumption of ANOVA testing is the data groups variance tha is homogenous. The criteria of testing, if the significance is smaller than 0.05 (sig. < 0.05) that the data is not homogeneous , on the contrary, if the significance is bigger than 0.05 (sig.

>0.05) that the data is homogeneous. The result can be seen on Table 4.8 as follow:

Table 4.8 Homogeneity Testing

ANOVA					
Score					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	220.417	1	220.417	4.642	.135
Within Groups	2754.167	58	47.486		
Total	2974.583	59			

From the result above, the test is homogeneity because significance is 0.135, it means that the significant is more than 0.05 ($0.135 > 0.05$). The homogeneity testing of variance in pretest of control group and experimental group for reading comprehension narrative text in this research showed that the data had homogeneous variance, so it is qualified to be analyze.

C. Hypothesis Testing

The hypothesis testing of this study as follow:

1. H_0 (null hypothesis): There is no significant difference score in reading comprehension mastery in narrative text of the students taught by using Collaborative Strategic Reading (CSR) and those taught by using conventional method at the first grades of Senior High School 1 Tulungagung.

2. H_a (alternative hypothesis): There is significant difference score in reading comprehension mastery in narrative text of the students taught by using Collaborative Strategic Reading (CSR) and those taught by using conventional method at the first grades of Senior High School 1 Tulungagung.

The hypothesis testing of this study followed the rule as follows:

1. If the significant value is less than 0.05, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) accepted.
2. If the significant value is more than 0.05, the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted.

To know whether there were any significance different students' reading comprehension mastery in narrative text between the students' taught by using Collaborative Strategic Reading (CSR) and those taught by using conventional method, the calculating result should show whether H_0 is rejected meanwhile H_a is accepted. To analyzed data the researcher used SPSS 16 for windows, the result can be seen on Table 4.9 below:

Table 4.9 Descriptive Statistic of Post-test in Two Groups

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
postest_ex	30	70	90	78.83	6.524
postest_con	30	60	80	68.00	5.663
Valid N (listwise)	30				

Based on the table above, it showed there were two classes, experimental class and control class. Experimental class showed there were 30 students', *Mean* of score experimental class was 78.83, *Standard Deviation* for experimental class was 6.524. Meanwhile, in the control class, showed there were 30 students', *Mean* of score control class was 68.00, *Standard Deviation* for control class was 5.663.

In addition, to know the significance different score in Experimental and Control class, while used descriptive statistics the researcher also used independent sample T-test. The purpose was to know the effectiveness of Collaborative Strategic Reading (CSR) in reading comprehension mastery in narrative text. To analyzed the result of t-test testing the researcher used SPSS 16.0 for windows. The result can be seen on Table 4.10 as follow:

Independent Sample t-Test

Table 4.10 Independent Sample Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
score Equal variances assumed	2.169	.146	6.869	58	.000	-10.833	1.577	-13.990	-7.676
Equal variances not assumed			6.869	56.876	.000	-10.833	1.577	-13.992	-7.675

The table of Independent Sample Test showed that the significant value (sig-2 tailed) was 0.000. Thus, it can be interpreted that there was significant difference score in reading comprehension mastery in narrative text of the students' taught by using Collaborative Strategic Reading (CSR) and those taught by using conventional method. According to the hypothesis testing rule, if the significant value is less than 0,05, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) accepted. And if the significant value is more than 0.05, the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. The significant value (sig-2 tailed) was 0.000 and it was smaller than 0.05 ($0.00 < 0.05$) it means that H_0 was rejected and H_a

was accepted. It means that Collaborative Strategic Reading (CSR) was effectively used to improve the students' reading comprehension mastery in narrative text.

D. Discussion

Regarding on the result of data analysis it was found that Collaborative Strategic Reading (CSR) technique is effective to teach reading narrative text. The previous researcher and the native also had proved that Collaborative Strategic Reading (CSR) technique can be effective.

Richard (2008:57) argue that Collaborative Strategic Reading can improve reading comprehension, they say that CSR is an excellent technique for teaching students reading comprehension, building vocabulary, and working together cooperatively since it used social studies and finally, it is turned beautifully. And then Klingner and Vaughn (1996) give the definition of Collaborative Strategic Reading, Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally design for teacher-led small groups of students in special education whose first language is English.

For the first research had been conducted by Septiani (2015) entitled "the Effectiveness of Collaborative Strategic Reading (CSR) towards the reading comprehension". And then the second research had been conducted by Alsafadi (2017) entitled The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders. The third research had been conducted by

Anita (2012) entitled *Improving the Eighth Year Student's Reading Comprehension of Narrative Text by Using Collaborative Strategic Reading (CSR) at MTsN Aryojeding Tulungagung*.

From the result of the research those shown that Collaborative Strategic Reading (CSR) is effective in teaching and learning reading. After conducting this research, the researcher can prove that Collaborative Strategic Reading (CSR) technique is suitable and appropriate strategy in teaching reading narrative text.

From the research finding above, the data were analyzed with SPSS *16.0 for windows*. The students' who were taught by using Collaborative Strategic Reading (CSR) made significant improvement, as seen from the mean score of pre-test was 66.00 and the mean score of post-test was 78.83. Meanwhile, the students' who were taught by using conventional method did not make significant improvement, as seen from the mean score of pre-test was 62.17, and the mean score of post-test was 68.00. It can be concluded that the score of experimental class was higher than control class.

From the explanation above, experimental class has better reading comprehension mastery than control class on post-test. Since the research used homogeneous selection to control extraneous variable and the result of homogeneity testing on students' pre-test on previous chapter showed that the students' have homogenous ability on reading comprehension mastery. It can be concluded that Collaborative Strategic Reading (CSR) was effective and not affected by extraneous variable.

Based on the research at the first grade of Senior High School 1 Tulungagung, it can be inferred that teaching reading narrative text by using Collaborative Strategic Reading (CSR) was better than without using Collaborative Strategic Reading (CSR). Furthermore, the students' who learned reading comprehension mastery in narrative text through Collaborative Strategic Reading (CSR) and who taught without Collaborative Strategic Reading (CSR) having such a significant difference that the students' reading comprehension scores who were taught by using Collaborative Strategic Reading (CSR) was higher than those who were not. It can also be concluded that using Collaborative Strategic Reading (CSR) was effective to teaching reading narrative text.

In inference to the findings and previous study above, the use of Collaborative Strategic Reading (CSR) was successful to improve the students' reading comprehension mastery in narrative text. The activities also increased the students' motivation and create a relax atmosphere, so the students' did not get bored. Therefore, Collaborative Strategic Reading (CSR) is effective, the English teacher is suggested to be used as one of alternative strategy.