

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter present three topics related research finding that are description of data hypothesis and discussion

#### **A. The Description of Data**

In this study, the researcher want to know the effectiveness of using Collaborative Strategic Reading (CSR) in reading Comprehension of the Seventh Grade Student Junior High School 1 Ngantru Tulungagung. The effectiveness can be seen from the significant different score of the students reading comprehension before and after being taught using Collaborative Strategic Reading (CSR). Before giving the treatment, the researcher did pre-test to know student's achievement in reading comprehension, it was conducted on 22<sup>nd</sup> March 2018. The research was conducted on two meeting in C class. The first meeting was be held on 24<sup>th</sup> March 2018 and then on 29<sup>th</sup> March 2018. For two days, the researcher did not only give the treatment, but also hold evaluation test to measure the ability of student's achievement in reading comprehension. After giving treatment, researcher conducted post test to know student's achievement in reading comprehension after being taught CSR and it was conducted on 19<sup>th</sup> April 2018. The presentation of the data was answer based on the formulated of research problems in chapter 1.

To describe the data, the researcher makes the score criteria from the test. These criteria consist of categorization of the score of students. The function

of these criteria is wanted to know the students reading achievement that is good or not. The researcher classified the total into five categories: excellent, good, average, poor, and very poor. The categories as the table below :

**Table 4.1 Score's Criteria :**

No.	Grade	Qualification	Range Score
1.	A	Excellent	85 - 100
2.	B	Good	70 - 84
3.	C	Average	55 - 69
4.	D	Poor	50 - 54
5.	E	Very Poor	0 - 49

The table above describe about the classifies score of the test,

1. Number one describes about excellent score, because 85 until 100 and the students get A score.
2. Number two describes about good score, because 70 until 84 and the students get B score.
3. Number three describes about average score, because 55 until 69 and the students get C score.
4. Number four describes about poor score, because 50 until 54 and the students get D score.
5. Number five describes about very poor score, because 0 until 49 and the students get E score.

### 1. Students' reading score before being taught by using CSR strategy

Before the researcher given treatment, the researcher conducted pretest was given by asking students to answer the question about descriptive text. The number of question was given consist of 20 questions in the form of multiple choice. The subject of pretest consisted of 31 students. This test is to know the students' reading achievement before students got the treatment. For the detailed students score of pretest it can be seen below:

**Table 4.2 Students score of pretest:**

No	Name	Score Pretest
1	AFS	80
2	AS	65
3	ADM	60
4	ASS	65
5	ASM	65
6	ARZ	60
7	ASY	70
8	ANS	60
9	CDJ	75
10	DS	65
11	DES	70
12	ESF	70
13	EPM	80
14	EAS	70
15	FSG	65
16	HYP	65
17	KAS	65

18	MAI	85
19	MAJ	70
20	MBS	70
21	NSA	70
22	NAZ	60
23	NHE	60
24	RBI	75
25	RIP	70
26	RAR	75
27	SDH	75
28	SRP	75
29	AWA	50
30	VOK	75
31	YA	70

After knowing the result of pretest, then the researcher was describing the data with descriptive. Descriptive statistic is used to describe of the data in a study with the simple and the measures. To describe the data of the research, researcher using SPSS program 16.0 version, it was known that mean of students score in pretest was 68.87, the median of pretest was 70.00, the mode was 70. From the table above it can be seen that the minimum score of the pretest was 50 and the maximum score of the pretest was 85.

The students' score above there were computed by using SPSS 16.0. The result was shown below.

**Table 4.3 Descriptive Statistic of Pre Test**

**Statistics**

Pretest

N	Valid	31
	Missing	0
Mean		68.87
Median		70.00
Mode		70
Std. Deviation		7.270

As the result of the table 4.3 above, it can be seen that there are 31 students as a subjects or participant. The mean of students score in pretest is 68.87. Based on the criteria of students' achievement in the table above, students mean 68.87 was in the category of average score. Meanwhile, the median was 70.00. It means that the middle score of pretest above was 70 in 31 students. The mode of pretest score was 70, it means that the most frequent score is 70 indicated that many students got good score. Then the standard deviation is 7.270. The frequency of the students' score was presented in the following table below:

**Table 4.4 Frequency of Pre Test**

**Pretest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	3.2	3.2	3.2
60	5	16.1	16.1	19.4
65	6	19.4	19.4	38.7
70	10	32.3	32.3	71.0

75	6	19.4	19.4	90.3
80	2	6.5	6.5	96.8
85	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Frequency of pretest score showed in table 4.4. It showed the minimum score until the maximum score of pretest. From the table above it can be found that 1 student who get score 50 showed that score of reading comprehension is poor. It means that their score of reading categorized in D grade based on the criteria score of students. There are 11 Students who get score 60 and 65 showed that score of reading comprehension is average. It means that their score of reading categorized in C grade. Then 18 students who get score 70, 75, 80 showed that their score of reading are categorized as good. It means that they got B grade. Finally, there is 1 student who get score 85 indicated that their score of reading score is Excellent. It means that their score of reading categorized in A grade.

From the result of data pretest above, it can be conclude that qualification of students is good. It can be seen from the mode 70 of 31 students in pretest. The mode represented the characteristic of students before being taught by using CSR strategy.

## **2. Students reading score after being taught by using CSR strategy.**

After the researcher given treatment, the researcher conducted posttest was given by asking students to answer the question about descriptive text.

The number of question was given consist of 20 questions in the form of multiple choice. The subject of pretest consisted of 31 students. This test is to know the students' reading achievement before students got the treatment. For the detailed students score of pretest can it be seen below:

**Table 4.5 Students score of posttest:**

No	Name	Score Posttest
1	AFS	80
2	AS	85
3	ADM	95
4	ASS	100
5	ASM	75
6	ARZ	85
7	ASY	100
8	ANS	85
9	CDJ	100
10	DS	80
11	DES	100
12	ESF	95
13	EPM	100
14	EAS	95
15	FSG	90
16	HYP	85
17	KAS	85
18	MAI	85
19	MAJ	85
20	MBS	80

21	NSA	90
22	NAZ	90
23	NHE	85
24	RBI	80
25	RIP	90
26	RAR	80
27	SDH	85
28	SRP	90
29	AWA	75
30	VOK	100
31	YA	70

After knowing the result of posttest, then the researcher was describing the data with descriptive. Descriptive statistic is used to describe of the data in a study with the simple and the measures. To describe the data of the research, researcher using SPSS program 16.0 version, it was known that mean of students score in posttest was 87.74, the median of pretest was 85.00, the mode was 85. From the table above it can be seen that the minimum score of the pretest was 70 and the maximum score of the pretest was 100.

The students' score above then were computed by using SPSS 16.0. The result was shown below.



**Table 4.6 Descriptive Statistic of Post Test**

Statistics		
Posttest		
N	Valid	31
	Missing	0
Mean		87.74
Median		85.00
Mode		85
Std. Deviation		8.351

Based on the table 4.6 above, the mean score of 31 students was 87.74. As the criteria of students' score it was in category of excellent score. Meanwhile the median score was 85.00. It means the middle score of post test was 85.00 in 31 students. Then the mode of post test was on 85, it means that the most frequent score is 85 indicated that many students' score in category of excellent score. Then the standard deviation is 8.351. The frequency of the students' score was presented in the following table below.

**Table 4.7 Frequency of Post Test**

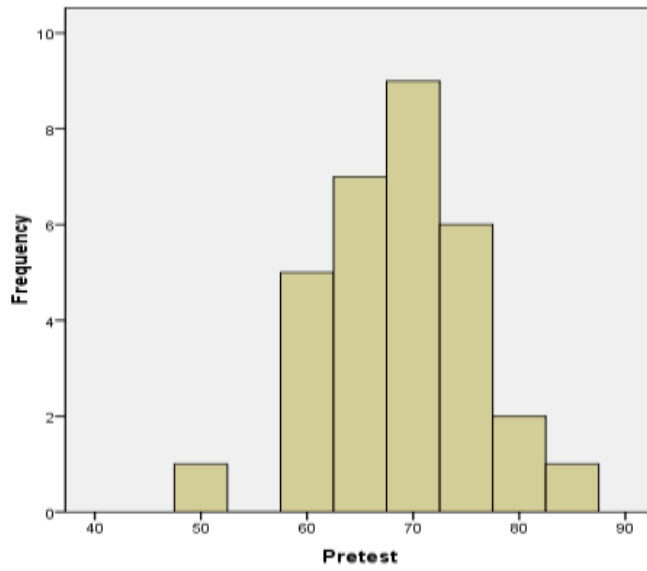
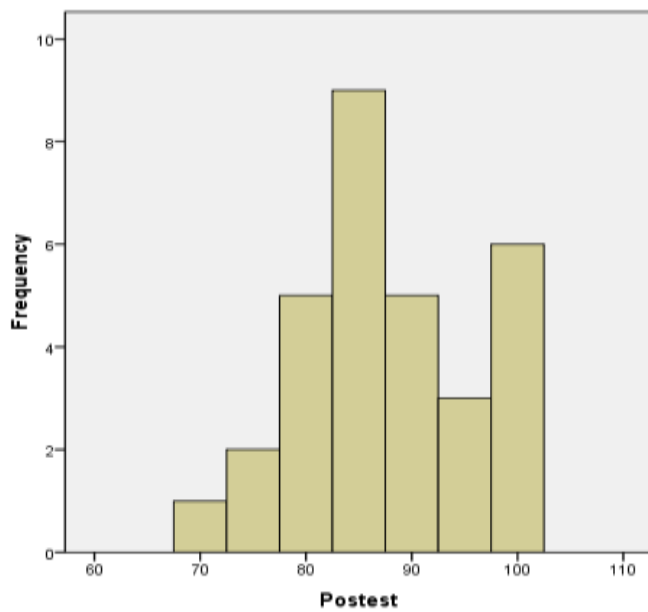
Posttest		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.2	3.2	3.2
	75	2	6.5	6.5	9.7
	80	5	16.1	16.1	25.8
	85	9	29.0	29.0	54.8
	90	5	16.1	16.1	71.0

95	3	9.7	9.7	80.6
100	6	19.4	19.4	100.0
Total	31	100.0	100.0	

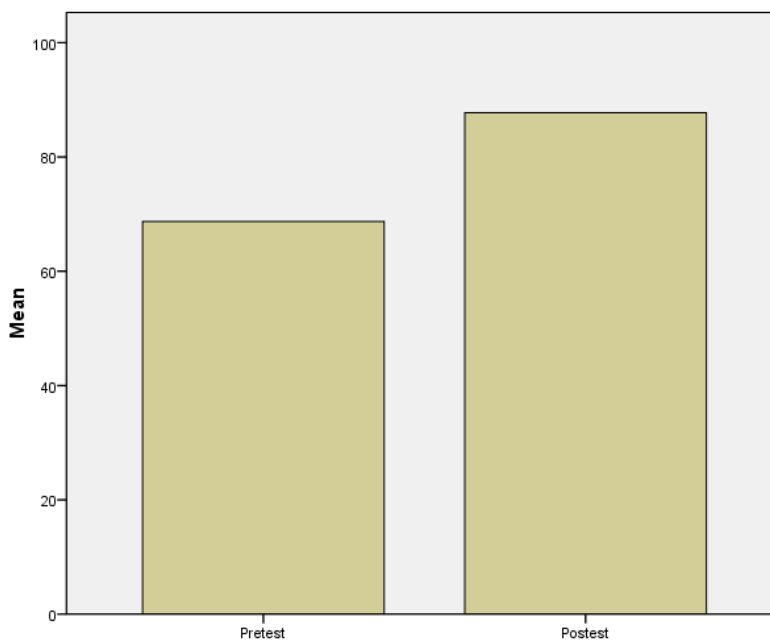
Frequency of posttest score showed in table 4.7. It showed the minimum score until the maximum score of posttest. From the table above, it can be found that there are 8 students who get score 70 75, 80 showed that score of reading comprehension is good. It means that their score of reading categorized in B grade based on the criteria score of students. Then, 23 students who get score 85, 90, 95 and 100 indicated that score of reading comprehension is excellent. It means that their score of reading categorized in A grade.

The result of data pretest above, it can be conclude that qualification of students is excellent. It can be seen from the mode 85 of 31 students in posttest. The mode represented the characteristic of students after being taught by using CSR strategy.

From the result of the data pretest and posttest above it can be conclude that there are differences score between before being taught by using Collaborative Strategic Reading (CSR) and after being treatment by using Collaborative Strategic Reading (CSR). The data presents that the score after being taught by using CSR is better than before using CSR. The detail of the data score pretest, posttest and mean can be seen in the graphs below.

**Figure Graph 1 score of Pre-test****Figure Graph 2 score of Posttest**

**Figure Graph 3 the mean score of Pretest and Post-test**



Based on the graphs above, it can be conclude that the result of the data description of score pretest and post-test after being taught by using Collaborative Strategic Reading is better than score before taught using Collaborative Strategic Reading. The data presents that the score after being taught by using Collaborative Strategic Reading better and bigger than before using Collaborative Strategic Reading.

Meanwhile, the data present that score of the mean in posttest is higher and better after taught using Collaborative Strategic Reading. So, Collaborative Strategic Reading is effective to teach reading comprehension especially in this research, the researcher teach to descriptive text for the students seventh grade at SMPN 1 Ngantru Tulungagung.

## B. Hypothesis Testing

The hypothesis of this research are follow :

1. If the significant value  $<$  significant level, the alternative ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that there is significant different score on the student's reading achievement before and after being taught by using collaborative strategic reading(CSR).
2. If the significant value  $>$  Significant level, the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is no significant different score on the student's reading achievement before and after being taught by using collaborative strategic reading (CSR).

There are differences data presentation between before being taught by using Collaborative Strategic Reading (CSR) as a strategy and after being taught by using Collaborative Strategic Reading (CSR) as a strategy. The data present that the score after being taught by using Collaborative Strategic Reading (CSR) as a strategy better than higher before being taught by using Collaborative Strategic Reading (CSR) as a strategy. The researcher uses statistical test using paired sample t-test stated by SPSS 16.0 to ensure the effectiveness of using Collaborative Strategic Reading (CSR) on the student's reading comprehension. The result is follow:

**Table 4.8 Paired Sample Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair Pretest	68.87	31	7.270	1.306
1 Posttest	87.74	31	8.351	1.500

As table 4.8 above, shows the pairs sample statistics, the standard deviation from pre test is 7.270 and the standard error mean of pre test is 1.306. While, the standard deviation of post test is 8.351 and the standard error mean of post test is 1.500. The mean of post test scores is 87.74 it is larger than the mean of pre test scores 68.87. It indicates that the use of Collaborative Strategic Reading (CSR) strategy has caused the increased score of students' achievements and improved is better that without using Collaborative Strategic Reading (CSR) strategy.

**Table 4.9 Paired Sample Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pretest - 1 Posttest	-18.871	9.976	1.792	-22.530	-15.212	-10.532	30	.000

As the table 4.9 above, the result of paired sample statistic shows that the mean of pre-test and post-test is (18.871) the negative which appeared in two mean shows that the mean before treatment was lower than after treatment. Then, the mean above shows that there is the difference mean between the two score was (18.871) and the standard deviation is (9.976) it shows the variation or dispersion of the data. The mean standard error is (1.792) it describes the accuracy as an estimate of the population mean, the smaller the standard error value is the better the sample was because its represent the population enough. The lower difference is (22.530), while upper difference is (15.212). The result of T-test = (10.532) with  $df = 30$  and significance of 0.000.

The significant value of the research is 0,000 and the significant level is 0,05. In the research, alternative hypothesis ( $H_a$ ) can be accepted when the significant level (0.05) bigger than significant value (0.000) and the null hypothesis ( $H_0$ ) is rejected. While the null hypothesis ( $H_0$ ) is accepted when significant level (0,05) smaller than significant value (0,000) and the alternative hypothesis is rejected. From the data above, significant level (0,05) is bigger than significant value (0,000), so it can be describing that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected in this researcher.

Because the significant level is bigger than significant value, the alternative hypothesis ( $H_a$ ) saying that there is significant different score of the students reading comprehension before and after being taught by using

Collaborative Strategic Reading (CSR) strategy is accepted. The null hypothesis ( $H_0$ ) saying that there is no significant different score of the students reading comprehension before and after being taught by using Collaborative Strategic Reading (CSR) strategy is rejected. It means that there is significant different score before and after being taught by using Collaborative Strategic Reading (CSR) strategy on reading comprehension at the seventh grade students of SMPN 1 Ngantru Tulungagung.

From the explanation above, it can be conclude that using Collaborative Strategic Reading (CSR) strategy is effective used in teaching reading comprehension especially in descriptive text.

### **C. Discussion**

Based on the data analysis above, the researcher knows that the pretest mean score is 68.87 and the posttest mean score is 87.74 it show the difference between the two means. The result shows that the posttest score is better than the pretest. Based on the data analysis that the significant level (0.05) is bigger than significant value (0.000). It means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

From the result above, showed that Collaborative Strategic Reading (CSR) strategy is effective used in teaching descriptive text material, because there is significant different of score before and after taught by using Collaborative Strategic Reading (CSR) at the seventh grade students of SMPN 1 Ngantru Tulungagung.



Based on the research method, teaching learning process was divided into three steps. The first is giving pre test for students to know the students' reading achievement before taught by using CSR strategy. The researcher conducted pretest in 31 students. This test is to know the students' reading achievement before students got the treatment.

The second step is giving treatment for the students. The treatment is applying Collaborative Strategic Reading (CSR) strategy in teaching reading descriptive text to finding the main idea. The procedure of this strategy are: *preview* (before reading), *click and clunk* (during reading), *get the gist* (during reading), and *wrap up* (after reading). The class is divided into several groups consist of 4-6 students each group. The teacher give a text and ask students to *preview* the entire passage before they read each section. Previewing serves to motivate students interest in the topic. Student *Click and clunk* while reading each section of the passage, this is to list new vocabulary from the text. Students learn to *get the gist* to identifying the most important or main idea in a section of text. Then, students learn to *wrap up* by formulating questions and answers about what they have learned and by reviewing key ideas. Finally students reports to the class the main ideas the group learned.

The last steps is giving post test. The researcher conducted pretest in 31 students. This test conducted for the students to know the students' reading achievement after they gave a treatment by using CSR strategy.

Based on the result of test from teaching reading comprehension by using collaborative strategic reading (CSR) strategy, its make the students to

understand the text easily. Because some texts are difficult to understand for students. They have difficulty in identifying main idea in the text and finding the implicit or explicit information. So students feel bored and do not understand the purpose and content of the text. Besides, it can increase vocabulary of the students. Using CSR strategy in teaching reading comprehension is an alternative to make students feel enjoy and more active in learning.

From the explanation above, it can be seen from the score of the students after being taught by using collaborative strategic reading is better and higher. It can be seen in the treatment process that the students more interested when the researcher applied this strategy in class. They felt enthusiast to answered the question from teacher also from their classmates. With collaborative strategic reading strategy also make student motivated become actively in lesson.

In fact, collaborative strategic reading strategy can improve students mastery in reading comprehension. When the teacher gives the text and ask them to read they are able to understand the content of the text. This strategy is also useful for study in groups for working together cooperatively. It means that they can learn each other in group.

This finding was supported the theory provided by Klingner and Vaughn (1998:32) that Collaborative Strategic Reading (CSR) is a reading strategy. It is an excellent teaching technique for teaching students' reading comprehension and building vocabulary and also working together

cooperatively. So teaching reading comprehension by using collaborative strategic reading is good for the students. By using collaborative strategic reading the teacher can create the comfortable atmosphere in classroom. Besides the teacher create students actively to summarized the information or main idea of the text.

Regarding on the result of data analysis, it is also strongly with previous study as Collaborative Strategic Reading (CSR) is considered as an effective for students' reading achievement in reading text. The first, written by Edi Kurniawan (2014) the research was conducted by used quasi experimental research design. The result of the research above, that CSR is effective to improve students' reading comprehension at eight grade.

The second from Puspita (2013) the researcher conducted her research in SMAN 2 Bondowoso. She was conducted by used quasi experimental research with post-test only control group design. The result in her research, she explained that CSR gives a kind of coherent ways for low achiever to understand the text as well as the high achiever does. Then, she explained that CSR more effective than teaching reading by using Question-Answer strategy.

The third From Desy (2013) she was conducted by used classroom research action in University of Kuningan Indonesia. In her research, she explained that CSR give positive attitude. She also explained that students' interest towards English is improved after the implementation of CSR and they feel that CSR bring more fun to the process of learning.

Based on the explanation above, the implication of this strategy can help students to be confident. This strategy can be implemented in teaching learning process in order to support students more understand and easy in reading. In general, the implication of CSR strategy in teaching and learning process can support both teachers and students in many aspects. This strategy can be support the students to think actively and enthusiast. Besides this strategy make enjoyable in learning. They automatically inspire interest, thus making them more receptive and cooperative in the classroom.