

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter discussed the research finding and discussion. The research findings present data from research instruments, namely test and documentation. There are several things that will be explained in this chapter, namely data presentation, hypothesis testing, and discussion of findings.

#### **A. Data Presentation**

In the previous chapter it has been stated there is one research problems in this study. The problem is do students taught using Collaborative Strategic Reding (CSR) strategy have higher achivment in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man Sampang.

After collecting the data needed by the researcher, the next step is the process of presenting the data. After calculating all the data during the research process, the researcher must present the data by knowing the difference between the two variables, namely the independent variable and the dependent variable as a result. Researcher used test and documentation as instruments to collect data. The data to be described by the researcher is the data obtained during the research process. Thus the test results data and documentation as a method to collect data related to variable X (Collaborative Strategic Reading (CSR)) and variable Y (Second grade of Man Sampang).

In this study, researcher take a random samples from the population. The researcher conducted a T-test at the second grade of Man Sampang, totaling 37

students consisting of two classes. The tests given are pre-test and post-test using test instruments.

### 1. Data Presentation of The Pre-test

As the researcher stated in previous chapter, the test is uses to measure the effect of the students taught using Collaborative Strategic Reading (CSR) strategy have higher achivement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man Sampang. The form of the test is multiple choice items which consist of 20 questions that related with reading comprehension. The researcher give 5 score of correct answer and get 0 score of wrong answer. If students can answer all the question correctly they will get a 100 score. The pre-test was held on 29 April 2024 at 11.20-12.30 in XI-3 (Experimental Class) and was held on 30 April 2024 at 08.50-10.00 in XI-4 (Control Class). The students test score displayed in the table 4 and 5.

**Table 4**  
**Result of Pre-test Score**

No	The Name Students of experimental class	Class	Score
1.	ACHMAD FANANI	XI-3	80
2.	AHMAD SURUR ABDULLAH	XI-3	85
3.	AL HANUF	XI-3	50
4.	DHEANELLA AULIYA HAMIRTA	XI-3	55
5.	DIFLA ATHIRA SARI	XI-3	70
6.	FARADINA BINAWA	XI-3	65
7.	HAYKAL RASHEED	XI-3	15
8.	HOIRIN NIDA	XI-3	75

9.	MOH. ADAM AMARULLOH	XI-3	65
10.	MOH. IQBAL HARIYANTO	XI-3	45
11.	MOH. WAHYUDI	XI-3	65
12.	MUHAMMAD HIKMASOBRI M.G	XI-3	25
13.	NURLAILY AMANY	XI-3	65
14.	RAIHAN FIRDAUSI P	XI-3	45
15.	SITI APRILIANA HASANAH	XI-3	55
16.	SOFIATUL FAUSIYEH	XI-3	45
17.	SOFIATUN NINGSIH	XI-3	60
18.	WILDATUS SAFIRA	XI-3	45
19.	YUSRIL ZAKIPHUSEIN	XI-3	45
Total of Score			1055

**Table 5**  
**Result of Pre-test Score**

No	The Name Students of Control Class	Class	Score
1.	A. FATAHILLAH AL MADURY	XI-4	60
2.	ALFIA	XI-4	40
3.	AMANDA RATU KINASIH PRATIWI	XI-4	70
4.	FEBRIYANTI	XI-4	40
5.	GHIFA SYAFITRI	XI-4	35
6.	HUWAIDA ANNABILA IMAMI	XI-4	70
7.	ISMAIL MUZAQQI	XI-4	50
8.	M. ALVAN MAULIDAN	XI-4	60
9.	MALIHATUN HASANAH	XI-4	25
10.	MIFTAHUL JANNAH	XI-4	60
11.	MIRANDA AFFRIAN NISSA	XI-4	40
12.	MOH. SUHAIEMIY	XI-4	30
13.	MOHAMMAD SURA WIRAWAN	XI-4	50
14.	NANCY MAULYDYA	XI-4	55

15.	RAHMANIA	XI-4	50
16.	SITI NURHALIZA	XI-4	80
17.	SUFIYANTO HAQIQI	XI-4	50
18.	SYARIFAH HANUN ASSAIDAH	XI-4	55
Total of Score			920

Based on the table above, it is known that the number of XI-3 and XI-4 students is 37. The first column is number of students, the second column is the students name and the last is student's pre-test score. It was found that the total t-test of 37 on students reading comprehension at the second grade of Man Sampang was 1.975 scores without being given treatment. There are many various score on the table, the lowest score is 15 and the highest score is 85.

## 2. Data Presentation of Tretment

In this section, the researcher gave the treatment after pre-test. The researcher has selected which class will be given treatment after the pretest data collection. Experimental class treatment with reading comprehension using Collaborative Strategic Reading (CSR) strategy. Meanwhile, in the control class, they used the usual treatment or whitout Collaborative Strategic Reading (CSR) strategy. The post-test conducting in one meetings was held on 4, May 2024 at 11.20-12.30 in XI-3 (Experimental Class). And on 16, May 2024 at 08.50-10.00 in XI-4 (Control Class).

During the treatment in the experimental class, the researcher taught the students by using strategy namely Collaborative Strategic Reading (CSR). There are four strategies by the researcher in giving the treatment to the students as follow:

- a. Preview (pre-reading): pupils develop questions and responses

concerning the subject.

- b. Click and cluck (while-reading): pupils categorize difficult words and use fix-up procedures to check their understanding.
- c. Get the gist ( while-reading): Students can identify the main theme in each paragraph while reading.
- d. Wrap up (post-reading): After reading students construct questions and answers concerning the subject.

After the students finished for the four steps above the researcher did post-test.

### 3. Data Presentation of Post-test

After the researcher gave treatment taught using Collaborative Strategic Reading (CSR) strategy, the researcher conducted the post-test on 4, May 2024 at 11.20-12.30 in XI-3 (Experiental Class) and on 16, May 2024 at 08.50-10.00 in XI-4 (Control Class) to tryout on students reading comprehension at the second grade of Man Sampang after being given treatment. Score of post-test are presented in the following table.

**Table 6**  
**Result of Post-test Score**

No	The Name of Experimental Class	Class	Score
1.	ACHMAD FANANI	XI-3	100
2.	AHMAD SURUR ABDULLAH	XI-3	100
3.	AL HANUF	XI-3	100
4.	DHEANELLA AULIYA HAMIRTA	XI-3	100
5.	DIFLA ATHIRA SARI	XI-3	80
6.	FARADINA BINAWA	XI-3	95
7.	HAYKAL RASHEED	XI-3	55
8.	HOIRIN NIDA	XI-3	100

9.	MOH. ADAM AMARULLOH	XI-3	100
10.	MOH. IQBAL HARIYANTO	XI-3	100
11.	MOH. WAHYUDI	XI-3	75
12.	MUHAMMAD HIKMASOBRI M.G	XI-3	95
13.	NURLAILY AMANY	XI-3	100
14.	RAIHAN FIRDAUSI P	XI-3	100
15.	SITI APRILIANA HASANAH	XI-3	95
16.	SOFIATUL FAUSIYEH	XI-3	95
17.	SOFIATUN NINGSIH	XI-3	90
18.	WILDATUS SAFIRA	XI-3	75
19.	YUSRIL ZAKIPHUSEIN	XI-3	90
Total of Score			1745

**Table 7**

**Result of Post-test Score**

No	The Name of Control Class	Class	Score
1.	A. FATAHILLAH AL MADURY	XI-4	90
2.	ALFIA	XI-4	100
3.	AMANDA RATU KINASIH PRATIWI	XI-4	100
4.	FEBRIYANTI	XI-4	95
5.	GHIFA SYAFITRI	XI-4	85
6.	HUWAIDA ANNABILA IMAMI	XI-4	90
7.	ISMAIL MUZAQQI	XI-4	100
8.	M. ALVAN MAULIDAN	XI-4	80
9.	MALIHATUN HASANAH	XI-4	80
10.	MIFTAHUL JANNAH	XI-4	100
11.	MIRANDA AFFRIAN NISSA	XI-4	60
12.	MOH. SUHAIEMİY	XI-4	60
13.	MOHAMMAD SURA WIRAWAN	XI-4	95
14.	NANCY MAULYDYA	XI-4	100

15.	RAHMANIA	XI-4	70
16.	SITI NURHALIZA	XI-4	100
17.	SUFIYANTO HAQIQI	XI-4	95
18.	SYARIFAH HANUN ASSAIDAH	XI-4	90
Total of Score			1630

Based on the table above, it is known that the number of XI-3 and XI-4 students is 37. The first column is number of students, the second column is the students name, the third column is student's post-test score. It was found that the total t-test of 37 on students reading comprehension at the second grade of Man Sampang was 3.375 scores after the researcher giving the treatment. There are many various score on the table, the lowest score is 55 and the highest score is 100.

#### 4. Data Presentation of Documentation

In this section, it is the collection of documentation data as the researchers stated in the previous chapter. The documentation of this study are as follow:

a. Name List of Students

1. The experimental class consist of XI-3 which consisted of 19 students

**Table 8**  
**Name List of Experimental Class**

No	Name of XI-3 class
1.	ACHMAD FANANI
2.	AHMAD SURUR ABDULLAH
3.	AL HANUF
4.	DHEANELLA AULIYA HAMIRTA
5.	DIFLA ATHIRA SARI
6.	FARADINA BINAWA

7.	HAYKAL RASHEED
8.	HOIRIN NIDA
9.	MOH. ADAM AMARULLOH
10.	MOH. IQBAL HARIYANTO
11.	MOH. WAHYUDI
12.	MUHAMMAD HIKMASOBRI M.G
13.	NURLAILY AMANY
14.	RAIHAN FIRDAUSI P
15.	SITI APRILIANA HASANAH
16.	SOFIATUL FAUSIYEH
17.	SOFIATUN NINGSIH
18.	WILDATUS SAFIRA
19.	YUSRIL ZAKIPHUSEIN

2. The control class consist of XI-4 which consisted of 18 students

**Table 9**

**Name List of Control Class**

<b>No</b>	<b>Name of XI-4 class</b>
1.	A. FATAHILLAH AL MADURY
2.	ALFIA
3.	AMANDA RATU KINASIH PRATIWI
4.	FEBRIYANTI
5.	GHIFA SYAFITRI
6.	HUWAIDA ANNABILA IMAMI
7.	ISMAIL MUZAQQI
8.	M. ALVAN MAULIDAN
9.	MALIHATUN HASANAH
10.	MIFTAHUL JANNAH
11.	MIRANDA AFFRIAN NISSA
12.	MOH. SUHAIEMİY
13.	MOHAMMAD SURA WIRAWAN



14.	NANCY MAULYDYA
15.	RAHMANIA
16.	SITI NURHALIZA
17.	SUFIYANTO HAQIQI
18.	SYARIFAH HANUN ASSAIDAH

b. The picture of students when carry out the test

1. Picture of experimental class



2. Picture of Control Class





## 5. Validity of The Test

Validity is a feature that marks a test is valid or not. The variable in the data to be studied is about taught using Collaborative Strategic Reading (CSR) strategy have higher achievement in reading comprehension than student taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man Sampang . So to find out whether it is valid or not, the researcher used content validity because it aims to compare the content contained in the learning outcome test, with the specific instructional objectives that have been determined for each subject, whether the thing listed in the specific instructional objective in the study test or not.<sup>57</sup>

The researcher will present the coefficient value of correlation “r” product moment, that is:

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<sup>57</sup> Dr.SanduSiyotoand M. AliSodik, Dasar Metode Penelitian (Karanganyar: Literasi Media Publishing, 2015), 85

**Table 10**  
**Table of coefficient value of correlation “r” product moment.<sup>58</sup>**

	The distribution value $r_{table}$
Significance	5%
N	35
$r_{table}$	0,324

To test validity of the Test. The researcher uses SPSS 26 that is:

**Table 11**  
**Calculation of Pre-Test Score**

		Correlations																				
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	total
X1	Pearson	1	,37	,031	,122	,066	-	-	,315	-	-	,272	,285	,224	,065	,193	,117	-	,107	,125	-	,396
	Correlation		*																			
	Sig. (2-tailed)		,42	,855	,478	,696	,653	,194	,058	,170	,129	,104	,087	,182	,700	,253	,492	,527	,528	,460	,922	,015
N		37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X2	Pearson	,37	1	-,082	-,085	-,097	-,092	-,369	-,300	-,098	,320	,128	,174	-	,009	,288	-	,072	,105	,172	,009	,379
	Correlation	*																				
	Sig. (2-tailed)	,42		,134	,621	,526	,569	,222	,025	,740	,597	,048	,466	,299	,562	,853	,084	,705	,673	,536	,673	,021

<sup>58</sup> Muhammad Reza, "rTabel Paling Lengkap Berdasarkan DF (degree of freedom)," Mandandi, accessed from <https://www.mandandi.com/search?q=Degree+of+freedom> on the 10th October 2022, at 01.11

	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X3	Pears on Correlation	,031	- ,251	1 ,173	,173	- ,118	- ,034	,044	- ,222	,104	- ,165	,173	- ,093	- ,007	- ,012	- ,077	,306	- ,165	,001	,065	- ,328	,015
	Sig. (2-tailed)	,855	,134	,312	,488	,847	,798	,201	,470	,787	,329	,305	,562	,969	,969	,470	,652	,066	,328	,702	,350	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X4	Pears on Correlation	,122	,085	,173	1 ,135	- ,181	- ,111	,094	,1613	,221	,319	,373	,178	,114	- ,163	,214	,058	,282	,084	,084	,000	,420
	Sig. (2-tailed)	,478	,621	,312	,433	,291	,552	,258	,938	,349	,179	,063	,023	,310	,340	,001	,209	,633	,628	,628	,011	
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
X5	Pears on Correlation	,066	- ,108	- ,118	- ,113	1 ,056	- ,109	- ,116	- ,103	- ,104	- ,004	,209	,109	,172	,117	,168	,092	- ,012	,011	- ,012	- ,146	
	Sig. (2-tailed)	,696	,526	,888	,433	,742	,520	,334	,860	,002	,982	,215	,523	,308	,310	,589	,947	,943	,949	,943	,388	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X6	Pears on Correlation	- ,077	,097	- ,033	,181	- ,105	1 ,107	- ,143	,079	- ,100	,086	,204	- ,130	- ,138	,571	,092	,432	,220	,148	,195	,445	
	Sig. (2-tailed)	,653	,569	,847	,291	,742	,528	,399	,641	,970	,615	,225	,863	,415	,535	,000	,595	,008	,139	,247	,006	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X7	Pears on Correlation	- ,219	- ,206	,044	- ,110	- ,110	- 1 ,110	- ,245	,075	- ,071	- ,092	- ,092	- ,092	- ,092	- ,177	- ,107	,173	- ,102	,117	- ,023	- ,125	
	Sig. (2-tailed)	,194	,222	,798	,552	,520	,528	,143	,658	,676	,727	,714	,466	,113	,804	,658	,296	,891	,489	,891	,460	

	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X8	Pears on Correlation	,315	,369	-,215	,194	-,163	-,143	-,1245	1,012	-,046	-,0505	-,0404	-,209	,007	,131	,233	-,0507	,1565	-,165	-,174	-,183	-,291	-,286
	Sig. (2-tailed)	,058	,025	,201	,258	,334	,399	,143	,944	,787	,751	,791	,214	,969	,441	,165	,652	,745	,325	,228	,0872	,080	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X9	Pears on Correlation	-,230	-,2056	,122	,013	-,0703	,0975	-,012	1,009	-,2501	-,027	,1701	,021	,172	,0850	,088	,048	-,125	-,047	-,0506	-,213	-,203	
	Sig. (2-tailed)	,170	,740	,470	,938	,860	,6158	,6944	,909	,124	,920	,904	,310	,771	,604	,776	,461	,782	,970	,958	,2070	,206	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X10	Pears on Correlation	-,176	,090	-,10	,161	-,495	-,006	-,046	-,019	1,274	,136	,220	,145	,145	,019	-,018	-,010	-,07	-,0655	-,17	-,155	-,110	-,100
	Sig. (2-tailed)	,298	,597	,787	,349	,002	,970	,676	,787	,909	,101	,424	,190	,390	,390	,909	,269	,539	,128	,328	,358	,558	,558
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X11	Pears on Correlation	,272	,328	,165	,229	,003	,0817	-,066	-,057	-,204	,275	1,495	,367	,286	,229	-,011	-,020	-,09	-,089	-,489	-,863	-,144	-,320
	Sig. (2-tailed)	,040	,488	,292	,179	,982	,615	,727	,751	,124	,101	,002	,026	,087	,082	,485	,865	,453	,030	,447	,047	,000	,000
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X12	Pears on Correlation	,285	,124	,173	,313	,209	,204	-,00	-,00	-,136	,495	1,489	,364	,2881	,270	,053	,320	-,144	-,120	-,320	-,355	-,695	-,695
	Sig. (2-tailed)	,087	,466	,305	,063	,215	,225	,714	,791	,920	,424	,002	,027	,0836	,106	,757	,053	,394	,053	,394	,053	,000	,000



	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X18	Pearson Correlation	,107	,072	,306	,215	-,001	-,432**	-,055	-,011	-,010	-,002	-,320	-,004	-,001	-,244	,020	1,262	-,203	-,361*			
	Sig. (2-tailed)	,28	,73	,66	,09	,3	,008	,891	,745	,461	,532	,865	,053	,970	,983	,445	,146	,908	,18	,837	,028	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X19	Pearson Correlation	,125	,105	-,165	-,082	,011	,248	,117	,165	-,025	-,131	-,144	,111	-,063	,156	-,201	-,262	1,89	-,089	,283		
	Sig. (2-tailed)	,460	,536	,328	,633	,949	,139	,489	,328	,728	,128	,430	,394	,511	,713	,496	,222	,918	,118	,601	,090	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
X20	Pearson Correlation	-,017	,072	,065	,084	-,001	-,195	-,023	-,018	-,010	-,155	,329*	,320	,112	,403*	,137	,244	-,102	-,0389	1,99		
	Sig. (2-tailed)	,922	,673	,702	,628	,943	,247	,891	,272	,970	,358	,047	,053	,508	,013	,420	,146	,547	,837	,670	,015	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
XTotal	Pearson Correlation	,396	,379	,158	,420*	,146	,445**	-,011	,292	,213	,100	,638**	,695**	,554**	,512**	,378	,623**	-,041*	,383	,283	,399	
	Sig. (2-tailed)	,015	,021	,350	,011	,388	,006	,660	,480	,206	,558	,000	,000	,000	,001	,210	,000	,800	,028	,090	,015	
	N	37	37	37	36	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).











X2 0	Pears on	-	-	,3	-	-	-	-	-	,3	,2	-	-	-	-	,6	,3	,3	-	-	1	,23
	Correl ation	,0	,0	67*	,0	,1	,0	,1	,0	02	55	,0	,0	,04	,0	97*	67*	02	,0	,04		0
	Sig. (2- tailed)	,7	,6	,0	,8	,4	,6	,4	,7	,0	,1	,6	,7	,81	,6	,0	,0	,0	,5	,81		,17
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
XT otal	Pears on	,1	,5	,4	,2	,5	,2	,7	,3	,6	,7	,2	,3	,44	,2	,1	,4	,1	,5	,44	,2	1
	Correl ation	28	59*	14*	32	24*	86	61*	33*	34*	88*	86	33	7**	98	60	99*	86	84*	7**	30	
	Sig. (2- tailed)	,4	,0	,0	,1	,0	,0	,0	,0	,0	,0	,0	,0	,00	,0	,3	,0	,2	,0	,00	,1	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table 10 and 11, df-37 (df=N-2) was consulted with the t-value at a significance level of 5%. The t-value obtained in the table at a significance level of 5% is 0,324. If t-value is lower than t-table, the question is not valid. However, if the value of it is gather than t-table, the question is valid. In this study, there were 12 question in the pretest is valid, because t-value is higher than t-table. Mean while, in the post-test there were 12 question is valid. The results of the validity of the test are the most of the test in this study is valid.

## 6. Reability of The Test

Reability is used to measure the consistency of the test on the subject and under the same conditions. The researcher use Alpha Cronbach formula to know the reability of test, is the question reable or not. Level of significance and  $r_{table}$  that is:

**Table 13**  
**Table of coefficient value of correlation “r” product moment.<sup>59</sup>**

	<b>The distribution value <math>r_{table}</math></b>
Significance	5%
N	35
$r_{table}$	0,324

To avoid misinterpretation, the researcher use SPSS 26 to measure the reability of the test, are asfollow:

**Table 14**  
**Reability of Pre Test**  
**Case Processing Summary**  
**Case Processing Summary**

		N	%
Cases	Valid	36	97,3
	Excluded <sup>a</sup>	1	2,7
	Total	37	100,0

a. Listwise deletion based on all variables in the procedure.

**Table 15**  
**Reability Statistics**  
**Reliability Statistics**

Cronbach's	
Alpha	N of Items
,645	20

<sup>59</sup> Muhammad Reza, "rTabel Paling Lengkap Berdasarkan DF (degree of freedom)," Mandandi, accessed from <https://www.mandandi.com/search?q=Degree+of+freedom> on the 10th October 2022, at 01.11

**Table 16**  
**Item Total Statistics**  
**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	51,81	240,218	,233	,633
X2	51,94	241,825	,218	,635
X3	50,69	254,504	,037	,658
X4	50,14	237,837	,284	,626
X5	49,44	261,111	-,016	,657
X6	51,11	230,159	,353	,617
X7	53,33	267,143	-,125	,657
X8	51,53	246,885	,135	,646
X9	50,83	253,571	,047	,657
X10	53,33	261,429	,025	,649
X11	51,39	219,444	,508	,595
X12	49,86	217,837	,634	,584
X13	50,83	225,000	,428	,606
X14	49,86	232,123	,400	,613
X15	49,86	243,552	,224	,634
X16	51,25	219,107	,510	,594
X17	51,81	270,218	-,155	,680
X18	50,14	239,266	,263	,629
X19	49,31	250,218	,188	,638
X20	50,14	237,837	,284	,626

Based on the table table 14, the researcher get the reability of pre-test score = 0,645. The researcher compare the value of  $r_o$  dan  $r_{table}$  to know the reability of pre-test is reliable or not. Base on the level of significance 5% in table 12 is 0,324.

The alpha coefficient in the table 14 is 0,645 is significance higher than  $r_{table}$  (0,645 > 0,324). So the researcher state that the data in pre-test is reliable.

**Table 17**

**Reability of Post Test**

**Case Processing Summary**

**Case Processing Summary**

		N	%
Cases	Valid	37	100,0
	Excluded <sup>a</sup>	0	,0
	Total	37	100,0

a. Listwise deletion based on all variables in the procedure.

**Table 18**

**Reability Statistics**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,759	20

**Table 19**

**Item Total-Statistics**

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X1	86,62	138,964	,033	,766
X2	86,89	122,710	,459	,738
X3	86,76	129,467	,311	,750
X4	86,49	137,312	,166	,758
X5	87,30	120,270	,390	,744
X6	86,76	133,634	,176	,759
X7	87,30	109,159	,677	,713
X8	86,62	133,408	,244	,754
X9	86,89	119,932	,544	,730
X10	87,03	111,749	,721	,712

X11	86,76	133,634	,176	,759
X12	86,62	133,408	,244	,754
X13	86,49	133,146	,388	,748
X14	86,89	132,432	,173	,761
X15	86,49	138,701	,093	,761
X16	86,76	126,689	,404	,743
X17	86,89	136,599	,057	,770
X18	87,03	120,083	,476	,735
X19	86,49	133,146	,388	,748
X20	86,62	136,186	,138	,760

Based on the table 17, the researcher get the reability of post-test score = 0,759. The researcher compare the value of  $r_0$  dan  $r_{table}$  to know the reability of post-test is reliable or not. Base on the level of significance 5% in table 12 is 0,324. The alpha coefficient in the table 17 is 0,759 is significance higher than  $r_{table}$  ( $0,759 > 0,324$ ). So the researcher state that the data in post-test is reliable.

## 7. Analysis of Data

In this section.the researcher will analyze the score into statistical from. To analyze the post test score, researcher used independent t-test to analyze the data.

### a. Hypothesis Testing

According to John W. Creswell, hypothesis is a statement contained in quantitative research in which the researcher makes conjectures or predictions about the results of relationships or attributes or characteristics.<sup>60</sup> There are 2 types of hypothesis in this study namely: Alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ). Hypothesis testing can be testing using independent sample t-test. Independent t-test used to find

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<sup>60</sup> John W Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative And Qualitative Research, 4th ed, (Boston: Pearson, 2012) 111.



out whether there is an effect differences taught using Collaborative Strategic Reading (CSR) strategy have higher achievement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man Sampang. The statistical hypothesis as follow:

$H_a$ : Students taught using Collaborative Strategic Reading (CSR) strategy have higher achievement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy.

$H_0$ : Students taught using Collaborative Strategic Reading (CSR) strategy don't have higher achievement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy.

The hypothesis of research will be tested with the following criteria:

- 1) If  $t_0 < t_t = H_0$  is accepted
- 2) If  $t_0 > t_t = H_0$  is rejected

#### b. Result of Independent t-test

**Table 20**  
**Group Statistics**

		<b>Group Statistics</b>			
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Experiment	19	91,84	12,271	2,815
	Control	18	90,56	11,618	2,738

**Table 21**  
**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
Hasil Belajar	Equal variances assumed	,008	,927	,327	35	,746	1,287	3,933	-6,698	9,272
	Equal variances not assumed			,328	35,000	,745	1,287	3,927	-6,686	9,259

Base on the table above the result of independent samplet-test base on Lavene's testin the variance equation, the significance value is  $0,927 > 0,05$  and  $t_0$  is  $0,328$ . Degree of freedom(Df) is 35 and significant (2-tailed) is  $0,000$ . After then  $t_0 = 0,328$  compare with the value of  $t$ -table =  $2,030$  the result of the study stated the alternative hypothesis ( $H_a$ ) is was rejected and the null hypothesis ( $H_0$ ) was accepted, because  $t_0 < t_t$  ( $0,328 < 2,030$ ). Therefore, the researcher concludes that the alternative hypothesis is rejected. So, this study concludes that students taught using Collaborative Strategic Reading (CSR) strategy don't have higher achivement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy.

## **B. Discussion and Finding**

In this point, discuss the problem of study in the first chapter. The researcher

has conducted the research process from the test (pre-test and post-test) and documentation also. Present the result of the research based on finding in the field of research. The review of related theory and analyze of the data to clarify the findings. This research has one problem of study, that is: do students taught using Collaborative Strategic Reading (CSR) strategy have higher achievement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man sampang ? Then to know the result of the research, the researcher formulates a research problem of the study to be discussed below: **do students taught using Collaborative Strategic Reading (CSR) strategy have higher achievement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man sampang ?**

In this point, the researcher discuss weather the students taught by using Collaborative Strategic Reading (CSR) strategy have higher reading comprehension achievement than students taught without using Collaborative Strategic Reading (CSR) strategy at the second grade of Man Sampang. The finding of this research use (pre-test and post-test) and documentation. Before the researcher taught using Collaborative Strategic Reading (CSR) strategy to the students, the researcher gave the pre-test to the students. After the researcher taught using Collaborative Strategic Reading (CSR) strategy to the students during treatment, then the researcher gave the the post-test to the students. The researcher sees the differences of the score between pre-test (before the researcher taught using Collaborative Strategic Reading (CSR) strategy) and post-test (after the researcher taught using Collaborative

Strategic Reading (CSR) strategy).

In this research, the researcher uses the quantitative approach, because in this research the data present numerical data and statistical procedure. Meanwhile, the experimental design in which uses in this research in the pre-experimental design exactly two group pre-test and post test design.

There were four meetings in this research lasted 60 minutes for each meeting. Two meetings dedicated to the pre-test and for two meetings designated for conducting the treatment and test the post-test. In the first meetings on 29, April 2024 at 11.20-12.30 the researcher conducting the pre-test in XI-3 (Experimental Class). The second meetings on 30, April 2024 at 08.50-10.00 the researcher conducting the pre-test in XI-4 (Control Class). The third meeting on 4, May 2024 at 11.20-12.30 the researcher conducting treatment and give the post test in XI-3 (Experimental Class). The fourth meeting on 16, May 2024 at 08.50-10.00 the researcher conducting the post test in XI-4 (Control Class). In this research, the researcher took 37 students as sample that were investigated by using test instrument and the researcher using T-test in analyzing data. To obtain the data, the researcher used two data in test, there are: pre-test and post-test. t-obtained value which is gotten by researcher using T-test formula is 0,328. So that 0,328 is the value describe the degree of effectiveness of treatment which is given by the researcher to the students as sample. In other word 0,328 is the value of the effectiveness degree of treatment of taught using Collaborative Strategic Reading (CSR) strategy to the students reading comprehension at the second grade of Man Sampang.

Consistently main purpose of this research wants to observe the result of the

treatment which is done by the researcher. To know  $t$ -obtained value 0,328 is higher or lower, the researcher must be compared that value with  $T$ -table value. The researcher must be calculating the number of  $df$  (degree of freedom) by formula  $df = N - 2$ , so we can calculate with  $37 - 2 = 35$ , and 35 is  $df$  of this research. Based on the table, the  $t$ -table of  $df = 35$  with significance level 5% is 2,030. And based on the data analysis in the previous explanation, it is showed the data lower than the  $t$ - value of  $t$ -table with the result is  $0,328 < 2,030$ .

The finding of the data analysis show that there is low effectiveness between students taught using Collaborative Strategic Reading (CSR) strategy than students taught without using Collaborative Strategic Reading (CSR) strategy or it can be stated that Students taught using Collaborative Strategic Reading (CSR) strategy don't have higher achievement in reading comprehension than students taught without using Collaborative Strategic Reading (CSR) strategy. Thus, although in this study namely Collaborative Strategic Reading (CSR) strategy don't have higher achievement in reading comprehension, CSR strategy believe being an important thing in the classroom environment. CSR strategy not only has negative Strategy toward students but also it has positive strategy such as the students know how the CSR strategy be used with the four strategies they are: preview (pre-reading), click and cluck (while reading), get the gist (while reading), wrap up (post-reading).