THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT AT THE SECOND GRADE OF SMAN 2 BUKITTINGGI

A Thesis

Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S. 1) Degree on English Education Section

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ABSTRAK

Rahmat Nur Hidayat, 2311.055. Pengaruh Penggunaan Strategi Membaca Kolaboratif (CSR) untuk Meningkatkan Pemahaman Membaca Siswa mengenai Teks Eksposisi Analitikal di Kelas 2 SMAN Bukittinggi. Skripsi, Institute Agama Islam Negeri (IAIN) Bukittinggi, 2017.

Penelitian ini bertujuan untuk mengetahui adanya pengaruh penggunaan Strategi Membaca Kolaboratif (CSR) untuk Meningkatkan Pemahaman Membaca Siswa mengenai Teks Eksposisi Analitikal di Kelas 2 SMAN Bukittinggi. Masalah yang dihadapi siswa yaitu banyak siswa yang menganggap bahwa membaca itu membosankan karena teks yang panjang, adanya banyak kosakata sulit dan paragraf yang membingungkan yang mereka tidak mengerti serta hasil ujian dalam membaca teks yang rendah.

Populasi dari penelitian ini yaitu siswa kelas 2 SMAN 2 Bukittinggi. Sampel dari penelitian yaitu 71 orang siswa; 35 siswa di kelas XI IS 5 dan 36 siswa di kelas XI IS6. Penelitian ini menggunakan pendekatan kuantitatif dalam bentuk eksperimen. Peneliti menggunakan ujian ganda untuk menyimpulkan data ujian awal dan akhir. Kelas eksperimen XI IS5 di ajarkan menggunakan CSR dan kelas control XI IS6 diajarkan menggunakan Metode Pembelajaran Saintifik atau Kurikulm 2013. Peneliti menggunakan purposive sampel untuk menentukan sampel penelitian ini. Dalam mengolah data, peneliti menggunakan tes normalitas dan menggunakan tes homogenitas dengan memakai uji F yang terdapat pada Minitab 14. Sedangkan untuk menguji hipotesis, peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan table-t $\alpha = 0, 05$.

Dari data yang didapatkan, didapat hasil uji t 3, 2 dengan derajat kebebasan (df) = (na + nb – 2) = (35+ 35 – 2) = 68 dan $\alpha = 0, 05$. Dari hasil ini, didapat bahwa hipotesis nol (H_0) ditolak dan hipotesis alternative (H_a) diterima. Yaitu terdapat efek yang signifikan antara penggunaan CSR dengan peningkatan pemahaman membaca siswa. Hipotesis yang kedua H_0 diterima dan H_a ditolak dimana t_{hitung} yaitu 0.68 dan ini lebih kecil dari t_{table} 2, 000. Maka ditemukan bahwa tidak terdapat perbedaan yang signifikan antara pemahaman membaca siswa antara siswa yang mendapat pengajaran CSR dan siswa yang tidak mendapat CSR. Hal ini sama dengan hipotesis ketiga yaitu diterima yaitu pemahaman membaca siswa antara siswa yang mendapat pengajaran CSR tidak lebih baik dari siswa yang tidak mendapat pengajaran CSR.

ABSTRACT

Rahmat Nur Hidayat, 2311.055. The Effect of Using Collaborative Strategic Reading (CSR) to Improve Students' Reading Comprehension of Analytical Exposition Text at the Second Grade of SMAN 2 Bukittinggi. A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2017.

The purpose of this research is to know whether there is a significant effect of using CSR to improve students' reading comprehension of Analytical Exposition Text at the Second Grade of SMAN 2 Bukittinggi. The problems that are faced by the students are most students think that reading was boring because of many long passages, they found many difficult words and confusing paragraph that they couldn't understand, and the result of students' achievement on reading text is still low.

The population of this research was the second grade students at SMAN 2 Bukittinggi. The sample is 71 students; 35 students in XI IS5 class and 36 students in XI IS6 class. This research used quantitative approach in the form of experimental research. The researcher used the multiple choice test to collect the data through the pre-test and post-test. The experimental class; XI IS5 was taught by using CSR and the control class; XI IS6 was taught by using Scientific Learning Method or 2013 Curriculum. The researcher used the purposive sampling in order to determine the sampling. In order to analyze the data, the researcher used the normality test and tested the homogeneity of the data by using F test through Minitab 14 software. The researcher also used the t-test formula to test the hypothesis and consulted its result with the t_{table} with $\alpha = 0.05$.

From the data gotten, it shows that the $t_{obtained}$ was higher than the $t_{table,}$ 3.2 > 2.000 with degrees of freedom df = (na + nb – 2) = (35+ 35 – 2) = 68 and $\alpha = 0.05$. It is considered that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant effect of using CSR toward students' reading comprehension skill. Then, the second hypothesis; H_0 is accepted and H_a is rejected whereas $t_{obtained}$ was 0.68 and it is lower than the t_{table}, 2.000. It is found that there are not significant differences of the students' reading comprehension between the students who are taught CSR technique and the students who are not taught CSR technique. The third hypothesis shows that the $t_{obtained}$ was lower than the $t_{table,}$ 0.68 > 2.000. It can be concluded that the students' reading comprehension of the students who are taught CSR technique isnot better than the students' reading comprehension of the students who are not taught CSR technique.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading as one of the English skills is used to gain any information and knowledge. Students or readers can access the information and knowledge about many important and useful things that spread all around the world. According to Linse, there are two main reasons that people read; the first is for pleasure and the second is for information.[1] In addition, a student who is good in reading he can also be able to be a better writer. As Jhonson says that reading help students become better writers.[2] Through reading students have incidental contact with the rules of grammar. Students can develop a sense for the stucture of the language and grammar and it also increases their vocabulary. It means that by reading students can improve their writing, grammar, and also vocabulary.

Reading also brings many advantages to English learners. However, reading process is a complex skill and it involves a whole series of the other three language skills; listening, speaking, and writing. Goodman says that reading is a complex process that involves many skills working simultaneously. [3] This skill also needs more practice and comprehending.

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[1] Caroline T. Linse, *Practical English Language Teaching: Young Learners,* (New York: McGraw-Hill, 2005), p. 71

[2] Andrew P. Jhonson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students,* (New York: Rowman and Littlefield Education, 2008), p. 7

[3] Lori Goodman and Lora Myers, *Word Play: Fun Games for Building Reading and Writing Skills in Children with Learning Difficulties*, (USA: The McGraw-Hill Company, 2004), p. 11

In order to be a good reader, a student needs to comprehend the text. Actually, comprehension is the aim of reading. Comprehension means reading a text with full of understanding which a reader must be able to identify words, know the meaning of almost of the words, be able to get the meaning or information about the text. According to Westwood, Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. [4] Basically, reader is able to understand the factual information presented in a passage of text. For example, he can tell about the main characters and what they do for living. In understanding the text, for some people it means that they should know all of the words in the reading passage. This makes them feel that reading is a boring activity to do and sometimes they also have to read many long passsages.

However, it is not necessary to know every word in order to read. Whereas the primary goal of reading is to get message. Thus, the goal should be to ensure that students develop techniques or strategies for comprehending a variety of texts ranging from narrative to expository. To become competent readers, students need to learn effective techniques and strategies for identifying all words in print and for comprehending text.[5] One of the good techniques is by teaching collaborative strategic reading (CSR). According to

[4] Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties,* (Victoria: ACER Press, 2008), p. 31

[5] Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties,...*, p. 14

Klingner et al CSR can improve students' reading comprehension, building vocabulary, and increase conceptual learning in ways that maximize students' participation or enhanced cooperative skills. CSR also provides students with a more independent way to interact with grade-level textbooks and learn important content and it involves reading the text and answering the questions at the end of the chapter.[6] It means that CSR can enriched content area learning about the text.

Based on the observations and interviews that had been done by the researcher about students' interest to read English text at SMAN 2 Bukittinggi, there were some problems that were faced by the students of second grade (XI IPS). From the interviews, the researcher got the information from the students that they had some difficulties in learning English, especially in learning reading skill. First, most students thought that reading was boring because they had to read many long passages. Almost 70 percent of the text in their reading materials are long passages. It can be seen from the students' textbook, modul , mid-term test or semester test questions.

Second, the students found many difficult words and confusing paragraph that they couldn't understand, especially in expository text, both of hortatory or analytical exposition texts. In fact, reading is really important in learning English in the senior high school because around 70 or 80 percent of the questions for the national examination (*Ujian Nasional or UN*) is in the form of reading text. It means that if students can comprehend the text well

[6] Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: A Division of Guilford Publications, Inc), p. 142

they can pass the final examination with the good mark. Some students thought that they had to know all of the meaning of words in the reading text in order to understand the text. If they got a difficult word or some of them, they felt unmotivating to get the information from the text learned.

Third, the teacher has used the scientific learning method that consists of five strategies; observing, questioning, experiment, associating, and networking but the result of students' achievement on reading text is still low, especially the social classes. This scientific learning method is used as the implementation of 2013 curriculum.

Based on the description above, in this case CSR is assumed that can give positive outcomes for students that have learning difficulties in English and with this technique students can comprehend text effectively, improve their vocabularies, and also helps them to be able to answer the questions about text.[7] Related with these reasons, the researcher is interested in conducting a research under the title **The Effectiveness of Collaborative Strategic Reading (CSR) to Improve Students' Reading Comprehension of Analytical Exposition Text at the Second Grade of SMAN 2 Bukittinggi in Academic Year 2016/2017.**

[7] Jannette K. Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading,* (The Council for Exceptional Children: 1998), p. 32

B. Identification of the Problem

The researcher identified the problems that he had already found at the school based on the observations and interviews that he had done to the students and teacher as follow:

1. Most students thought that reading was boring because they had to read many long passages.
2. The students found many difficult words and confusing paragraph that they couldn't understand, especially in expository text.
3. The teacher has used the scientific learning method that consists of five strategies; observing, questioning, experiment, associating, and networking but the result of students' achievement on reading text is still low.

C. Limitation of the Problems

Based on the identification of the problems above, the researcher limited the problem to the effect of using collaborative strategic reading to improve students' reading comprehension of analytical exposition text at the second grade (XI IPS) of SMAN 2 Bukittinggi.

D. Formulation of the Problems

Based on the limitation of the problems, the researcher formulated the problems as follows:

1. Is there any significant effect of using collaborative strategic reading to improve students' reading comprehension of analytical exposition text at the second grade (XI IPS) of SMAN 2 Bukittinggi?

2. Is there any significant difference of the students' reading comprehension skills between the students who are taught by using collaborative strategic reading and the students who are not taught by using collaborative strategic reading at the second grade (XI IPS) of SMAN 2 Bukittinggi?
3. Is the students' reading comprehension of the students who are taught by using collaborative strategic reading better than the students' reading comprehension of the students who are not taught by collaborative strategic reading?

E. Purpose of the Research

Relate with the formulation of the problems above, the purpose of the research as follows:

1. To identify the significant effect of using collaborative strategic reading to improve students' reading comprehension of analytical exposition text at the second grade (XI IPS) of SMAN 2 Bukittinggi
2. To know the significant difference of the students' reading comprehension between the students who are taught collaborative strategic reading and the students who are not taught collaborative strategic reading at the second grade (XI IPS) of SMAN 2 Bukittinggi.
3. To know whether the students' reading comprehension of the students who are taught collaborative strategic reading is better than the students' reading comprehension of the students who are not taught by using collaborative strategic reading at the second grade (XI IPS) of SMAN 2 Bukittinggi.

F. Significance of the Research

The researcher hopes that this research can give meaningful contribution for:

1. The students, they will be easy to find out about the information of the text quickly by using collaborative strategic reading.
2. The teachers, the result of this research can be used to make the better improvement to use collaborative strategic reading for the students' reading comprehension.
3. Researcher, to obtain strata one degree on English Education Section in State Islamic Institute (IAIN) Bukittinggi.
4. Other researchers, it can be used for a valuable research finding to improve students' reading comprehension.

G. Definition of the Key Terms

The terms that were used in this research, as follows:

1. Collaborative strategic reading (CSR) is a multicompenent strategy that teaches students to use comprehension strategies while working collaboratively with their peers in small groups.[8]
2. Reading Comprehension is as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.[9]

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[8] Jannette K. Klingner and Sharon Vaughn, ..., p. 151

[9] Peter Westwood,…, p. 31

3. Analytical Exposition Text is a text that elaborates the writer‘s idea about the phenomenon surrounding.[10]

[10] Otong Setiawan Djuharie, *Genre*, (Yrama Widya, ny), p. 31

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of the Related Theory

1. Reading Comprehension

Reading is a complex process that involves the three other languages skills to work together to enhance the development of each of the others; speaking, listening, reading, and writing. Moreillon states that reading is an active process that requires a great deal of practice and skill. It is a complex task. [11] In order to be good readers, students must take the ability to pronounce words and to read picture and then make the words and images means something. In other words, it makes the readers can get the message or information through reading text.

Besides, reading brings many advantages to English students. Jhonson states that there are four advantages of reading skill, 1) Through listening the person to read, it can increase his vocabulary (the majority of words that enter our vocabulary come from hearing other people use them). This auditory exposure to words and language also enhances students' ability to read and write. 2) Reading helps students become better writer. Through reading students can develop their structure of language and grammar and increase their vocabulary. 3) Writing helps in developing phonic knowledge and enhances reading fluency. When the students listen for sounds, it can enhance their ability to quickly perceive and process new words and

[11] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, (Chicago: American Library Association, 2007), p. 10

sentences. 4) All of the process of reading affect the way students think. Language is a tool of thought that students think in words. In this case, reading enables us to have these interactions and form their own thoughts. Linse adds that when students read, they must be able to decode (sound out) the print words and also comprehend what they read. [12] It means that students are able to read when they can understand the key concept that printed symbols can be used to represent spoken words. That is why the aim of reading is comprehension. [13]

Reading comprehension requires cognitive and linguistic abilities of reader while processing a text. The cognitive abilities are required when the students need to think and understand the meaning of the reading passage. Understanding needs mental processes where the students make connection with what they read with what they know. Students need to give their own interpretation and perception about the text. Reading requires linguistic abilities since students need to master the knowledge of linguistic features to encode the symbols written in the text. Linse also adds that reading comprehension refers to reading for meaning, understanding, and entertainment. [14]Teaching students how to derive and analyze the meaning are the essential parts of the reading process.

The main objective of the reading process is not translation but comprehension. Comprehending what students read is more than

[12] Caroline T. Linse, *Practical English Language Teaching: Young Learners,* (New York: McGraw-Hill, 2005), p. 69

[13] Andrew in Caroline T. Linse,..., p. 71

[14] Caroline T. Linse,..., p. 71

recognizing and understanding words. True comprehension means making sense of what students read and connecting the ideas in the text to what they already know. It also means remembering what students have read. In other words, comprehending also means thinking while reading. There are different types of reading comprehension, according to the readers' purposes in reading and the text type of reading used, as stated by Longman dictionary of language teaching and applied linguistics in Pourkalhor and Kohan, as below:

a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
b. Informational comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition and by inferring.
c. Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Comprehension occurs in the transaction between reader and text. When readers do not comprehend they are not reading. Thus, students should be taught comprehension strategies when they read pieces of text for information. Arce states that to develop reading comprehension skill, it is necessary to teach students how to approach a text using reading strategies.

There are pre-reading, in-reading (whilst reading), and post reading strategies.[15]

a. Reading Comprehension Strategies

Reading strategies are procedures students may use to gain a better understanding of what they are reading. Oxford in Arce states that language learning strategies as specific actions, behaviors or steps students use to develop second or foreign language skills. [16] These strategies are significant to students because they help in the internalization, storage, retrieval or use of the language.

Besides, students get involved in the learning process by themselves. This creates a kind of student-student activity or interaction. When students learn how to handle a situation solve it by using strategies, they can feel motivated and willing to learn more. Thus, strategies help students to have a better language learning that is easier, quicker, more effective, more fun, more self-directed and more transferable to new situations.

b. The Assessment of Reading Comprehension

Reading comprehension skill is needed to be assessing in order to know whether students understand and comprehend the text and the strategy that is done is effective to improve students' reading comprehension. In doing the test, in this research the researcher uses multiple choices test. According to Brown, multiple-choice responses are

[15] Xinia Chacon Arce, *Students' First Approach to Reading Comprehension: Pre-reading Strategies*, (Letras 32 Journal, 2000), p. 121

[16] Xinia Chacon Arce,..., p.121

not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at he low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.Here are some possibilities[17]:

Table 1: Minimal pair distinction

*Test-takers read**		Circle "S" for same or "D" for different	
1. led	let	S	D
2. bit	bit	S	D
3. seat	set	S	D
4. too`	to	S	D

**In this case of very low level learners, the teacher/administrator reads directions.*

Table 2: Grapheme recognition task

*Test-takers read**	Circle the "odd" item, the one that doesn't "belong."	
1. piece	peace	piece
2. book	book	boot

**In this case of very low level learners, the teacher/administrator reads directions.*

In addition, if it is about answering the questions from the passage, Brown also states that Impromptu Reading Plus Comprehension Questions is the most common test that also uses multiple choices in order to be answer by the examiner. [18]Impromptu Reading Plus Comprehension Questions is the test

[17] H. Douglas Brown, *Principles and Classroom Practices*, (San Fransisko: Addison Wesley Longman, 2000), p. 191

[18] H. Douglas Brown,..., p. 204

that is done by reading a passage and answer some questions. This test looks similar with the TOEFL profiency test. The test questions can be seen as follow:

Reading comprehension passage (Phillips, 2001, pp. 421–422)

Questions 1–10

The Hollywood sign in the hills that line the northern border of Los Angeles is a famous landmark recognized the world over. The white-painted, 50-foot-high, sheet metal letters can be seen from great distances across the Los Angeles basin.

Line (5) The sign was not constructed, as one might suppose, by the movie business as a means of celebrating the importance of Hollywood to this industry; instead, it was first constructed in 1923 as a means of advertising homes for sale in a 500-acre housing subdivision in a part of Los Angeles called "Hollywoodland." The sign that was constructed at the time, of course, said "Hollywoodland." Over the years, people began referring to the area by the shortened version "Hollywood," and after the sign and its site were donated to the city in 1945, the last four letters were removed.

(10) The sign suffered from years of disrepair, and in 1973 it needed to be completely replaced, at a cost of $27,700 per letter. Various celebrities were instrumental in helping to raise needed funds. Rock star Alice Cooper, for example, bought an O in memory of Groucho Marx, and Hugh Hefner of *Playboy* fame held a benefit party to raise the money for the Y. The construction of the new sign was finally completed in 1978.

1. What is the topic of this passage?
   (A) A famous sign
   (B) A famous city
   (C) World landmarks
   (D) Hollywood versus Hollywoodland
2. The expression "the world over" in line 2 could best be replaced by
   (A) in the northern parts of the world
   (B) on top of the world
   (C) in the entire world
   (D) in the skies
3. It can be inferred from the passage that most people think that the Hollywood sign was first constructed by
   (A) an advertising company
   (B) the movie industry
   (C) a construction company
   (D) the city of Los Angeles
4. The pronoun "it" in line 5 refers to
   (A) the sign
   (B) the movie business
   (C) the importance of Hollywood
   (D) this industry
5. According to the passage, the Hollywood sign was first built in
   (A) 1923
   (B) 1949
   (C) 1973
   (D) 1978
6. Which of the following is NOT mentioned about Hollywoodland?
   (A) It used to be the name of an area of Los Angeles.
   (B) It was formerly the name on the sign in the hills.
   (C) There were houses for sale there.
   (D) It was the most expensive area of Los Angeles.
7. The passage indicates that the sign suffered because
   (A) people damaged it
   (B) it was not fixed
   (C) the weather was bad
   (D) it was poorly constructed
8. It can be inferred from the passage that the Hollywood sign was how old when it was necessary to replace it completely?
   (A) Ten years old
   (B) Twenty-six years old
   (C) Fifty years old
   (D) Fifty-five years old
9. The word "replaced" in line 10 is closest in meaning to which of the following?
   (A) Moved to a new location
   (B) Destroyed
   (C) Found again
   (D) Exchanged for a newer one
10. According to the passage, how did celebrities help with the new sign?
    (A) They played instruments.
    (B) They raised the sign.
    (C) They helped get the money.
    (D) They took part in work parties to build the sign.

The answers of the passage above is valued by using the following formula:

Score of Multiple Choice Test = $\frac{Achieving\ Scores}{Maximum\ Score}\ x\ 100$

From twenty questions of multiple choices, the achieving scores that are gotten by the students by answering the test correctly are divided to the maximum score of questions (twenty) and then it is multiplied to 100.

2. Analytical Exposition Text

Expository text is a text that is read to get information and ideas from it. According to Jhonson, comprehension skills should be used with expository text to help students retrieve information and construct meaning.[19] There are two types of expository texts; analytical and hortatory expositions. In this research, the researcher uses analytical exposition text.

Analytical exposition text is a text that elaborates the writer‘s idea about the phenomenon surrounding. Its social function is to give information to readers that the case or the idea is important matter. This text is also known as argumentative text.[20] In writing this text, it is needed to involve some arguments from some reliable sources or experts in order to strengthen the data gotten.

[19] Andrew P. Jhonson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (New York: Rowman and Littlefield Education, 2008), p. 110

[20] Otong Setiawan Djuharie, *Genre*, (Yrama Widya, ny), p. 31

a. The Generic Structures of Analytical Exposition

There are three generic structures of the text, they are:

1) Thesis: This pre-conclusive paragraph states the writer's point of view about the topic discussed. Writer has show himself in clear position of the discussed topic.
2) Arguments: Presenting arguments in analytical exposition text is as important as giving conflict plot in narrative text. The series of argument will strengthen the thesis stated before.
3) Reiteration: This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments.[21]

b. Language Features

1) Using Simple Present Tense

   The simple present tense is used to express two concepts when it is formed with action verbs, they are: general information and habits. Azar states that simple present tense is a form of sentence that expresses daily habits or usual activities and general statements[22].

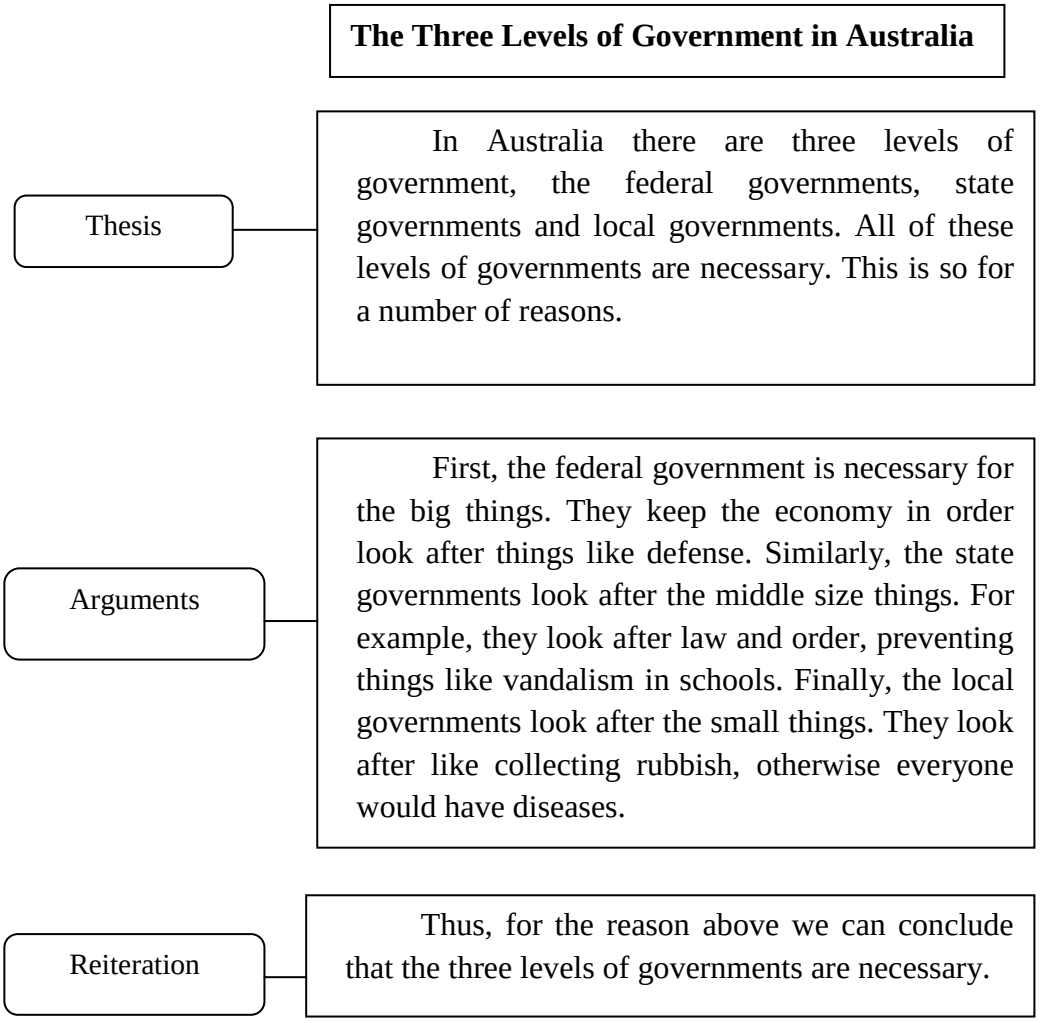
2) General nouns that are related with the general thing and it is not specific for example *car* (can be every car), *pollution, handphone, etc*.

[21] Otong Setiawan Djuharie,..., p. 31

[22] Betty Schrampfer Azar, *Fundamental of English Grammar,* (New Jersey : Prentice Hal, inc : 1989), p.2

3) Abstract nouns that refers to something that a person cannot physically interact with, for example *policy*, *government, love, taste,* etc.
4) Action verbs express some kind of actions or something that a person, animal, or object can do, for example *She talks, We watch, He plays,*etc.
5) Thinking verbs are processes of sensing: feeling, thinking, and perceiving, for example *Many people believe, I think, We assume,* etc.
6) Modal verbs gives information about the function of the main verb that it governs, for example *We must preserve*, *We may go, The government should ban,* etc
7) Connectives or transitional markers for example *firstly/first, secondly/second,* etc.
8) Passive Voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action. For example *The language is spoken, The country is leaded, A mistake is made,* etc.

The example of Analytical exposition:



Paragraph 1 is the thesis of this analytical exposition text. It states there are three levels of government in Australia. Clearly the writer wants to say that these three levels of government are necessary because some reasons. Paragraph 2 is the detail arguments presented in a reporting fact to give more information about the functions of the three levels of

government. The last paragraph of this example of analytical exposition states the conclusion of the text. [23]

3. Collaborative Strategic Reading

Collaborative strategic reading (CSR) presents the strategies to the whole class and the students learn to use comprehension strategies that support their understanding of expository text. With CSR, all students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text. [24] CSR also takes into account that students with learning difficulties and English language learners benefit from explicit explanation and lots of modelling. Teacher provides students with multiple oppurtunities to practice the strategies in supported situations before asking them to apply the strategies on their own in cooperative learning groups. There are four procedures that students learn as part of CSR:

a. Preview

Prior to reading a passage, students recall what they have already know about the topic and predict what the passage might be about. The purposes of previewing are to 1) help students identify what the text is about, 2) tap into their prior knowledge about the topic, and 3) generate interest in the topic. In this procedure teacher asks students to:

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[23] Otong Setiawan Djuharie,..., p. 33

[24] Janette K. Klingner, et al, ..., (New York: A Division of Guilford Publications, Inc), p. 139

1) Brainstrom: Answer the questions from teacher about the text: What do we already know about the topic?
2) Predict: What do we think we will learn about the topic when we read the passage. Students write down everything they already know about the passage in their CSR Learning Logs (1.5 - 2 minutes).
3) Share their responses with one another (1 minute).
4) Write down their predictions of what they might learn (1.5 – 2 minutes).
5) Share their best ideas (1 minute)

   The teacher helps the students with previewing by reminding them to use all of the visual clues in the text, such as pictures, charts, or graphs,and to look at the headings and subheadings used throughout the passage. The teacher also preteach key vocabulary that is important in understanding the text .

b. Click and Clunk

Students monitor comprehension during reading by identifying difficult words and concepts in the passage and using fix-up strategies when the text does not make sense. Students use the process of click and clunk 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. Teacher asks, “Is everything clicking? Who has

clunks about the section we just read?" In this procedure, teacher asks students to:

1) Work together to identify clunks in the text.
2) Use fix-up strategies to help them 'declunk" the word or concept. In this case, clunk card is used. The concepts are:
    a) Reread the sentence without the word. Think about what would make sense.
    b) Reread the sentence with the clunk and the sentences before or after the clunk, looking for clues.
    c) Look for a prefix or suffix in the word.
    d) Break the word apart and look for smaller words you know.

Students record their clunks in their learning logs to share with their and peers.

c. Get the gist

During reading, students restate the most important idea in a paragraph or section. Getting the gist means that students are able to state the main idea of a paragraph in their own words and make sure whether they have understood what they have read. Students are taught to identify the most important information they read about the who or what, leaving out details. Many teachers require that students state the main point of the paragraphs in 10 words or less. In this procedure, teacher does or asks students to:

1) Think about the passage they had just read and to identify and then write down the most important person, place, or thing in the sentence.
2) Teacher calls on individual students to obtain their responses.
3) Teacher asks other students which answer was best and why.
4) Teacher asks students to work alone or in pairs to write the gist of the passage.
5) Teacher asks students to read their gist aloud and to invite other students to comment on the effectiveness of the gist. Thus, refining the skills of all the students.

d. Wrap-up

After reading, students summarize what has been learned and generate questions, that a teacher might ask on a test. Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what they have read. In this procedure, teacher asks students to:

1) Generate questions about important information in the passage. They learn to use question starter to begin their questions: who, what, when, where, why, and how (5W1H).
2) Ask the questions to the other students and they are encouraged to ask questions that involve higher-level thinking skills (the questions that need process of deep thinking to analyze the answers).

3) To review, students write down the most important ideas they learned from the day's reading assignment in their CSR learning logs.
4) Then, they take turn sharing what they 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.

The teacher provides explicit instruction to students to teach CSR reading comprehension procedures . The researcher first conveys the value in learning different comprehension procedures, emphasizing that these procedures are what good readers use to help them understand what they read, and that by learning the strategies, everyone can become a better reader. The teacher then provides additional instruction in each procedure , teaching students why, when, and how to apply each one.

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 hold that they have two responsibilities: to make sure they learn the material and to help everyone else in their group learn it, too. With CSR, students discuss what they have read, asssit one another in the comprehension of the text, and provide academic and affective support for their classmates. With CSR everyone has a chance to try out all of the roles. These roles may include;

a) Leader: Leads the group in the implementation of CSR by saying what to read next and what strategy to apply next; asks the teacher for assisstance if necessary.
b) Clunk expert: Uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
c) Gist expert: Guides the group toward the development of a gist and determines that the gist contains the most improtant idea(s) but no unnecessary details.
d) Announcer: Calls on different group members to read or share an idea and makes sure that everyone participates and only one person talks at a time.
e) Encourager: Watches the group and gives feedback; looks for behaviors to praise; encourages all group members to participate in the discussion and assist one another; evaluates how well the group has worked together and gives suggestions for improvement.
f) Timekeeper; Lets group members know how much time they have to write in their learning logs or complete a section of the text theya are reading ; keeps track of time and reminds the groups to stay focused (if necessary).

Many teachers use smaller groups and combine roles and responsibilities, providing explicit instruction in each of the roles. One way to do this is by preteaching the roles to selected students, who can then model them for their classmates. CSR includes cue cards for every

role, but if they know how to fulfill their roles they are allowed to not use the cue cards. CSR learning logs are also important to keep track of learning as it happens and provide follow-up activities. Logs might be kept in spiral bound notebooks or journals made by folding paper in half and stapling on a construction paper cover.

When the teacher has taught the strategies and the procedures to students, the teacher's role is to circulate among the groups and provide ongoing assistance . Teacher can help by actively listening to students' discussion and if necessary, clarify difficult words, model strategy usage, ewncourage students to participate, and provide positive reinforcement. The focus of students are working on learning the material and helping their classmates learn it as well.

B. Review of the Related Studies

There are many studies that have been conducted in various objects in order to improve students' reading comprehension. The researcher states some of these studies. One of them is the research that was conducted by Nohenriady. His research was "Using Collaborative Strategic Reading(CSR) to Improve the Eighth Graders' Reading Comprehension at MTsN Sungai Pandan South Kalimantan." This research was done to thirty students as samples of the eighth grade students of MTsN in 2010/2011 academic year. This employed a collaborative classroom action research design in which the researcher and the collaborator as research team worked together designing the lesson plan, implementing, observing, and reflecting the actions. This

reaserch study was conducted in two cycles. The result of this research showed that CSR can improve the students' reading comprehension in narrative texts in term of determining the topic of the text, finding the meaning of difficult words, and finding the main idea. The improvement can be seen from the increase of students' gain score from preliminary study to Cycle 2.

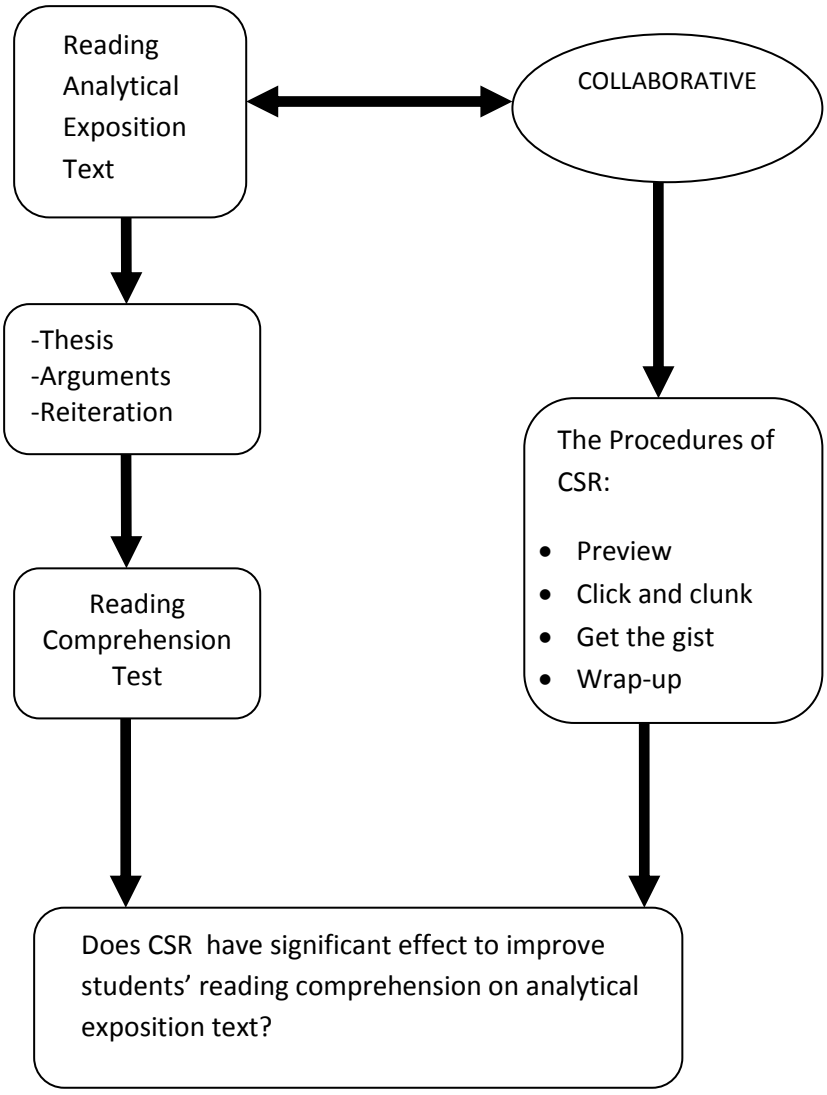
The second research was done by Leisa Gaye Standish under the title "The Effects of Collaborative Strategic Reading and Direct Instruction in Persuasion on Sixth-Grade Students' Persuasive Writing and Attitudes". This study examined the effects of Collaborative Strategic Reading and direct instruction in persuasion on sixth-grade students' persuasive writing and attitudes. Students in three intact classes were assigned to one of three treatment conditions: Collaborative Strategic Reading and direct instruction in persuasion or direct instruction in persuasion or a control group. Treatment effects were examined using six measures of persuasive writing: the Adapted Toulmin Scoring Criteria (claim, data and backing); coherence and organization; five-paragraph structure; and essay length. In addition, the Writer Self-Perception Scale was administered to assess the relationship between students' attitudes toward writing at the beginning of the study and at its conclusion. Finally, three students from each treatment condition in the study were observed and interviewed for the case study. Overall the findings from the present study suggest Collaborative Strategic Reading and direct

instruction in persuasion is a powerful combination for teaching students to write persuasively.

Thus, in this research, the researcher conducts the research about using collaborative strategic reading in teaching reading comprehension that aimed to know whether the CSR technique has the better effect to improve students' reading comprehension that will be conducted at SMAN 2 Bukittinggi.

C. Conceptual Framework

The framework of the research can be drawn as follow:



The scheme above shows that collaborative strategic reading is used to improve students' reading comprehension skill of analytical exposition text. There are four procedures on how to conduct collaborative strategic in teaching reading; preview, click and clunk, get the gist, and wrap up. In addition, this research is conducted to know whether there is significant effect of using collaborative strategic reading to improve students' reading comprehension skill of analytical exposition text than the reading comprehension of students who arenot taught CSR.

D. Hypothesis

The hypotheses of this research are formulated as follows:

1. H_a : There is a significant effect of using collaborative strategic reading to improve students' reading comprehension (Ha :$\mu_1 \neq 0$)

   H_0 : There is no significant effect of using collaborative strategic reading to improve students' reading comprehension (Ho : $\mu_1 = 0$)

2. H_a : There is a significant difference of the students' reading comprehension between the students who are taught collaborative strategic reading comprehension and the students who are not CSR (Ha : $\mu_1 \neq \mu_2$)

   H_0 : There is no significant difference of the students' reading comprehension between the students who are taught collaborative strategic reading comprehension and the students who are not taught collaborative strategic reading

   ($H_{a:}$ $\mu_1 = \mu_2$)

3. H_a : The students' reading comprehension of the students who are taught collaborative strategic reading comprehension is better than the students' reading comprehension who are not taught CSR ($H_{a:}\ \mu_1 > \mu_2$)

   H_0 : The students' reading comprehension of the students who are taught collaborative strategic reading comprehension is not better than the students' reading comprehension who are not taught CSR($H_{a:}\ \mu_1 > \mu_2$)

In conclusion, the H_a states that the hypothesis is received. It means that there are significant effect and significant different of using collaborative strategic reading to improve students' reading comprehension and the students' reading comprehension of the students who are taught collaborative strategic reading is better than the students who are not taught collaborative strategic reading. Ho means that there are no significant effect and difference of the using collaborative strategic reading to improve students' reading comprehension and the students' reading comprehension of the students who are taught collaborative strategic reading.

CHAPTER III

RESEARCH METHODS

A. Design of the Research

Based on the approach used, the researcher used quantitative research. Quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found.[25] Dealing with the problem of the study stated previously, the researcher used experimental research type in this research. According to Suharsimi Arikunto, experimental research is the research to know whether any causes or not from the treatment that is given to the subject. In other word, experimental research is the researches that try to observe cause effect relationship.[26] Two existing classes were used as the experimental class and the control class. The purpose of experimental research is to observe the possible of cause effect relationship by giving treatment to the experimental class and comparing the result to those who do not use in the control class.

The experimental class was treated by using collaborative strategic reading as unusual treatment in teaching reading while the control class used treatment as usual that is used by the teacher in teaching reading. These two classes were treated by using different activities, whereas the topic, the

[25] Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: PT. Rineka Cipta, 2007), p. 103
[26] Suharsimi Arikunto, *Manajemen Penelitian,* (Jakarta: Rineka Cipta, 2007), p. 207

length of time, and the pretest and posttest given were the same. The research design is *Pretest – Posttest Control Group Design.* According to Gay, this design involves at least two groups, both of which are formed by random assignment; both groups are administered a pretest of dependent variable, one group receive a new, or unusual, treatment, and both groups are post tested.[27] Posttest score are compared to determine the effectiveness of treatment. The pretest-posttest control group design may also be expanded to include any number of treatment groups. For two groups research is described as following table[28]:

Table 3: Pretest – Posttest Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental Class	T_1	X	T_2
Control Class	T_1	-	T_2

Where:

T_1 = Pretest

T_2 = Posttest

X = Treatment

[27] Gay, L.R, *Educational Research: Competencies for Analysis and Application,… ,*p.286

[28] Sumadi, Suryabrata, *Metodologi Penelitian*, (Jakarta: PT. Raja Grafindo Persada, 2004), p. 105

Based on the research design above, treatment is only given to the experimental class. In this research, the researcher used Collaborative Reading Strategic (CSR) technique in teaching reading. While in control class, the researcher used Scientific Learning Method. The pretest and posttest would be administered to both of classes.

B. Population and Sample

1. Population

Population is the subjects that are used in a research. According to Margono, the population is the totality of research object as a source of the data that has specific characters in a research/study.[29] The population of this research was all of second grade students (XI) at SMAN 2 Bukittinggi in 2016/2017 period. The population is described in the following table:

Table 4: The Total Numbers of the Second Grade Students (XI classes) SMAN 2 Bukittinggi 2016/2017 Academic Year

No	Classes	Students Total
1	XI IPS 1	35
2	XI IPS 2	34
3	XI IPS 3	35
4	XI IPS 4	35
5	XI IPS 5	35

[29] Margono, *Metodologi Penelitian Pendidikan,…*, p. 118

6	XI IPS 6	36
7	XI IPA 1	34
8	XI IPA 2	36
9	XI IPA 3	32
10	XI IPA 4	36
11	XI IPA 5	36
12	XI IPA 6	34
Total		**418**

(Source: English Teacher at SMAN 2 Bukittinggi, 2016/2017)

From this table, the population from this research is 418 students that are the total of the students in the second grade in SMAN 2 Bukittinggi.

2. Sample

Sample is a part of population and the characteristics are the representative of population. According to Margono, sample is a part of population as the sample which is taken by using certain ways.[30] Based on the research problem and the research design which were used, the researcher needed an experimental class and a control class. There are some sampling techniques to determine the sample, and the researcher used "Purposive Sampling Technique". Arikunto says that the purposive

[30] Margono, *Metodologi Penelitian Pendidikan,…*, p. 121

sampling technique is a technique that is used by researcher if that researcher has some considerations to determine the samples.[31]

The researcher used purposive sampling because of some considerations. First, the social classes had more difficulties in learning English than the science classes. It was proved by seeing their English mark and interviewing that had been done by the researcher to the English teacher and the students. Second, the classes that had been chosen had the same ability in reading English. Third, after analyzing the normality of the data in all of social classes at the second grade by using software Minitab 14, the researcher found that these classes were normal and homogenous. Then, based on these regulations, finally the researcher got two classes as the samples; they are XI IS5 and XI IS6.

To choose as the experimental or the control class from these classes, the researcher followed the steps below:

a. Collect the mark of students' reading mid test in second grade students SMAN 2 Bukittinggi in 2016/2017 period.
b. Test the normality of the data.

The purpose of testing the normality of the data is to know whether the data spreads out normally or not. The testing normality of the data was taken by using Normality test in Minitab 14 software. The result was examined in these steps below:

[31] Suharsimi, Arikunto, Manajemen Penelitian, (Jakarta: PT. Rineka Cipta, 2007), p.97

1) Measure the scores of pretest and posttest in experimental and control classes by seeing P-Value.
2) Take the conclusion, if the P-Value > α (0.05), it can be concluded that the data is distributed normally.[32]

c. Test the homogeneity of the data

The purpose of homogeneity test is to know whether the population has been homogeneous or not. So, the researcher used the F test. The homogeneity test was taken by using F test in Minitab 14 software. The result can be examined by taking the conclusion, if the P-Value > α (0.05), it means the data is homogeneous.[33]

d. After doing the normality and homogeneity of the data from the students' English daily test scores, the researcher chose the XI IS 5 class as the experimental class and the XI IS 6 class as the control class. These classes were chosen directly because they were normal and homogeneous. It was shown by the result of Normality test and F-test in Minitab 14. Total of the sample is 71 students; 35 students in XI IS5 class, and 36 students in XI IS6 class.

C. Instrumentation

The objective of teaching reading is to improve the students' reading skill in English actively and fluently. In this research the instrument was the test of students' reading comprehension. There are six

[32] Creswell, John W. *Educational Research.* Boston: 2012, p. 187

[33] Creswell, John W,…, p 142

indicators of reading comprehension, they are 1) Recognizing the script of a language, 2) Deducing the meaning and use of unfamiliar vocabulary, 3) Understanding relationships between the parts of a text through cohesive devises, both grammatical and lexical, 4) Identifying the main point or the most important information, 5) Distinguishing the main idea from the supporting detail, extracting the main points in order to summarize, and 6) understanding the communicative value and function of the text.

In order to test these reading comprehension, there are several test that can be conducted to know the level of students' comprehending about the text. They are test for selective and intensive reading. For conducting selective reading, the tests are Multiple Choice (for Form-Focused Criteria), Matching Task, Editing Task, Picture Cued Task, and Gap Filling Tasks. In this research, the researcher used analytical exposition text that is in the form of intensive reading that has a quite longer text. There are some tests that can be conducted to measure reading comprehension test for the intensive reading, they are Cloze Tasks, Impromptu Reading Plus Comprehension Questions, Short Answer Taks, Editing Longer Texts, Scanning, and Ordering Tasks.

There were two tests that were used, pretest and posttest. In this case, the researcher used the Impromptu Reading Plus Comprehension Questions. This form of test uses multiple choices by reading a passage and answers some questions. Multiple choices were taken as the instrument of the research because there are some advantages of using this

test. First, this test has been familiar for students. Second, scoring can be perfectly reliable.[34] Third, by conducting this test, it is possible to give the period of time to students in doing the test. Fourth, this test is easy to be mark and it is the ideal test instrument for measuring students' knowledge. There were 20 questions and the test was done in approximately 30 minutes.

The test was set based on the goal of teaching and learning that will be achieved. Pretest was used to know the students' reading skill at the beginning and posttest was used to know the development of the students' reading skill in the ending after using collaborative strategic reading in teaching and learning reading skill.

In order to make that test become valid and reliable, the researcher had to do the validity and reliability test. Margono says, the main requirements of the test are validity and reliability, as explained below:

1. Validity

   Validity concerns with a test which measures what is supposes to be measured and for whom it is appropriate.[35] In this research, the validity is about the content validity. The instrument of this research was made based on the research guideline that was taken from the reading indicators for the English assessment. These indicators were based on the English syllabus. Besides, it was also discussed with the English teacher. It means that the researcher used the content validity

[34] Arthur Hughes, *Testing for Language Teachers*,…, p. 59
[35] L.R. Gay,...,p.128

by consulting the instruments to expert; here is the English teacher in the school.[36]

2. Reliability

Test is reliable if it gives the constant result, if that test is given toward the same individual. Reliability is concerned with a test which consistently measures whatever it measures.[37] The test is reliable because the test provided clear and explicit instructions, well laid out and perfectly legible, the format and testing techniques has to be familiar with the students (multiple choices test), and the students are identified by number not their name.[38] Besides, the test uses multiple choices where the scoring can be perfectly reliable because the scoring is rapid and economical.[39] In addition, the research instruments are already reliable because the researcher used the questions from the English semester tests that were conducted by the West Sumatra English Teachers Association.

D. Technique of the Data Collection

In line with the research design above, the data was taken from the students' reading test. The pretest was given to the experimental and the control class before giving the treatment. The students were asked to

[36] L.R. Gay..., p. 130

[37] Margono, *Metodologi Penelitian Pendidikan,…*, p. 171

[38] Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1990), p. 36--44

[39] Arthur Hughes, *Testing for Language Teachers*,.., p. 59

answer the multiple choices test. The pretest was used to know the students' reading skill at the beginning. The posttest was given to the experimental and the control class after giving the treatment to experimental class. The students were asked to choose the correct answers from the questions of the text that they read before. The posttest was used to know the development of the students' reading skill at the ending. The scores of the students on these tests were collected in order to be used as the data.

E. Technique of the Data Analysis

This researcher used the **t** – test in analyzing the data. Suharsimi Arikunto says if a group is used as experimental group and group B is used as control group. The technique of data analysis was **t** – test. The researcher compared the different of mean scores between two groups.[40]

There are five formulas that are used to analyze the data in this research. First, is to find the average score of each group. Second, is standard deviation. Third, is variant. Fourth, is the combination of variant and the fifth, is t – test formula.

The formulas are follow:

1. $\overline{x1} = \frac{\sum xi}{n1}$
2. $SS1 = \sum X1^2 - \frac{(\sum X1)2}{n1}$
3. $\overline{X2} = \frac{\sum X2}{n2}$

[40] Suharsimi Arikunto, *Manajemen Penelitian,…,* p. 392

4. $SS_2 = \sum X_2^2 - \frac{(\sum X2)^2}{n2}$

5. $t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{(\frac{SS1 + SS2}{n1 + n2 - 2})(\frac{1}{n1} + \frac{1}{n2})}}$

Where:

t = The score of $t_{obtained}$ (calculated)

$\overline{X1}$ = Mean score of the control class

$\overline{X2}$ = Mean score of the experimental class

SS1 = Sum of squares of the experimental class

SS2 = Sum of squares of the control class

n1 = Number of sample of the experimental class

n2 = Number of sample of the control class

For the first, pretest and posttest scores of the experimental class are analyzed to see whether there is or there is no significant effect of teaching collaborative strategic reading toward the students' reading comprehension. Second, the students' posttest result between the students who are taught collaborative strategic reading and the students who are not taught collaborative strategic reading are analyzed to know there are or there are no any significant difference between two classes by comparing mean scores both of the classes and finding the $t_{obtained.}$ Third, both the first step and the second step are the same but the difference is in the form of

two-tailed tests or one tailed test. The first and second steps are the two-tailed tests and the third is one tailed-test.

For the next, to test the hypothesis in order to indicate a significant effect of teaching collaborative strategic reading toward the students' reading comprehension, the researcher uses the t-test with the level significance 0.05. Besides, in order to know there are or there are no any significant differences between mean scores of two classes, it will be compared between $t_{obtained}$ to the value of t in the table at the level of significance 0.05. The condition is the alternative hypothesis (H_a) is accepted if $t_{obtained} > t_{table}$. While, the null hypothesis (H_0) is accepted if $t_{obtained} < t_{table}$ or the null hypothesis (H_0) will be accepted if $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$.[41]

[41] Sudjana, *Metoda Statistika*, (Bandung: PT. Tarsito, 2001), p. 239

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter reveals the description, analysis, and interpretation from the data collected through the students' reading comprehension pretest and posttest result. The findings are intended to explain whether CSR gives significant effect toward the students' reading comprehension or CSR does not give significant effect toward the students' reading comprehension. Second, it is conducted to know about the significant effect of the students who are taught CSR and the students' reading comprehension in the control class who are not taught CSR. Third, this reveals whether the students' reading comprehension who are taught CSR is better than the students who are not taught CSR.

The finding of the research is included three parts; they are description of the data, analysis of the data, and testing of the hypothesis.

1. Description of the Data

The researcher got the data based on the research that was conducted to the second grade students of SMAN 2 Bukittinggi. The data was gained by giving the pretest and posttest for each class, the control and the experimental classes. The data of this research was the scores of the students' reading comprehension test. There were 71 students involved in

the pretest and posttest, 36 students for control class and 35 students for experimental class.

a. Control Class

1) Pretest of Control Class

The highest score of control in the pretest was 85 and the lowest score was 35. The score distribution had mean 59.72.

2) Posttest of Control Class

The highest score of posttest from control class was 70, while the lowest score was 20. From the data, it was obtained that mean of posttest of control class was 62.64.

b. Experimental Class

1) Pretest of Experimental Class

The highest score of experimental class in the pretest was 70, while the lowest score was 30. The score distribution had mean 56.

2) Posttest of Experimental Class

The highest score was 85, while the lowest was 40. From the data, it was found that the mean value was 64.57.

The result of pretest and posttest of the experimental and the control class are presented in the appendices. The following table shows the distribution of students' scores in pretest and posttest of experimental and control class.

Table 5: The Lowest Score (X_{min}), the Highest Scores (X_{max}), the Standard Deviation (s), and the Variant (s^2) of the Pretest

Classes	n	X_{min}	X_{max}	S	s^2
Experimental	35	35	70	10. 70	114.49
Control	36	35	85	11. 02	121.44

The table above states that there were 35 students that were involved in the pretest of the experimental test and 36 students who were involved in the pretest of control class. Both of the lowest score (X_{min}) the experimental class were 35 and also the highest score for the experimental class was 70 and 80 for the control class. The standard deviation (s) was 10.70 for the experimental class and the variant (s^2) was 114.49. The standard deviation for the control class was 11.02 and the variant (s^2) was 121.44.

Table 6: The Lowest Score (X_{min}), the Highest Scores (X_{max}), the Standard Deviation (s), and the Variant (s^2) of the Posttest

Classes	n	X_{min}	X_{max}	S	s^2
Experimental	35	45	85	12.03	144.72
Control	36	40	85	11.18	124.99

The table above shows that the total number of samples for both experimental and control classes for posttest are the same with the pretest. The different came from the lowest score. The lowest score in the experimental class was 45 but in the control class was 40 and the highest score of both classes were the same, it was 85. The standard deviation (s) was 12.03 for the experimental class and 11.18 for the control class. . The variant (s^2) was 144.72. The standard deviation for the control class was 11.18 and the variant (s^2) was 124.99.

Table 7: The Mean Scores and the Sum of Squares of Pretest

Experimental Class	Control Class
$\sum$X1 = 1960	$\sum$X2 = 2150
n1 = 35	n2 = 36
$\bar{X}$1 = 56	$\bar{X}$ 2 = 59.72
SS1 = 3890	SS_2 = 4247.22

Table 7 shows that the overall score of the students' reading comprehension pretest score in the experimental class ($\sum$X1) was 1960 and in the control class ($\sum$X2) was 2150. The mean score ($\bar{X}$1) of pre-test in the experimental class was 56 and the mean score in the control class ($\bar{X}$2) was 59.72. The sum of squares (SS1) that was obtained in the experimental class was 3890 while for the control class; it (SS2) was 4247.22.

Table 8: The Mean Scores and the Sum of Squares of Posttest

Experimental Class	Control Class
∑X1 = 2260	∑X2 = 2255.
n1 = 35	n2 = 36
$\bar{X}1$ = 64.57	$\bar{X}$ 2 = 62.64
SS1 = 4918.57	SS_2 = 4374.31

Table 8 shows that the overall score of the students' reading comprehension posttest score in the experimental class (∑X1) was 2260 and in the control class (∑X2) was 2255The mean score ($\bar{X}1$) of posttest in the experimental class was 64.57 and the mean score in the control class ($\bar{X}2$) was 62.64. The sum of squares (SS1) that was obtained in the experimental class was 4918.57 while for the control class; it (SS2) was 4374.31.

2. Analysis of the Data

The researcher used two kinds of the data analysis in this research: pretest and posttest. The two classes both of experimental and control classes were equal since at the beginning of the research because they were normal and homogeneous, it was approved by the normality and homogeneity test of the daily test that were given to the both classes; control and experimental classes. In order to analyze the data of pretest and posttest of control and experimental classes were done by following the steps below:

a. Tabulating the data

First, the researcher tabulated all of the data that were taken from pretest and posttest from the students' reading comprehension test. The data can be shown in appendix.

b. Testing the Normality of the data

The normality test of the data both of the pretest and posttest scores from two classes was needed to find out whether the data is distributed normally or not. Normality test in Minitab test was used to find out the normality of the data in this research with the level of significance 0.05. In order to make the data become valid and reliable, the researcher used one way of tabulating data that was by using Minitab 14. The result of normality test of pretest and posttest of the experimental and control classes can be shown in appendix.

From the data gotten, it can be concluded that the data of pretest and posttest of the experimental and control classes are homogeneous. From the explanation above, it can be concluded that the result of the pretest find that the highest scores are 85 for the experimental class and 85 for the control class. The lowest scores were 35 for both of the experimental class and the control class. Then, the data of pretest and posttest of the experimental class were calculated by using t-formula as follows:

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\ \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

From the calculation that had been done by the researcher by using the formula, it was found that the value of the $t_{obtained}$ of the pretest and posttest

of the experimental class was 3.2. In other side, the result of the posttest was found that the highest scores for the experimental class and control class were the same; 85, while the lowest scores were 45 for the experimental class and 40 for the control class.

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis of this research was:

H_a: There is a significant effect of teaching CSR toward the students' reading comprehension.

(Ha :$\mu_1 \neq 0$)

$H_{0:}$ There is a significant effect of teaching CSR toward the students' reading comprehension.

($H_0 : \mu_1 = 0$)

It means that the first hypothesis states that H_a there is a significant effect of teaching CSR toward the students' reading comprehension. While, H_0 means there is no significant effect of teaching CSR toward the students' reading comprehension. To measure

whether the researcher would accept or reject the hypothesis, the researcher used the criteria to test the hypothesis that is suggested by Sudjana as follow[42]:

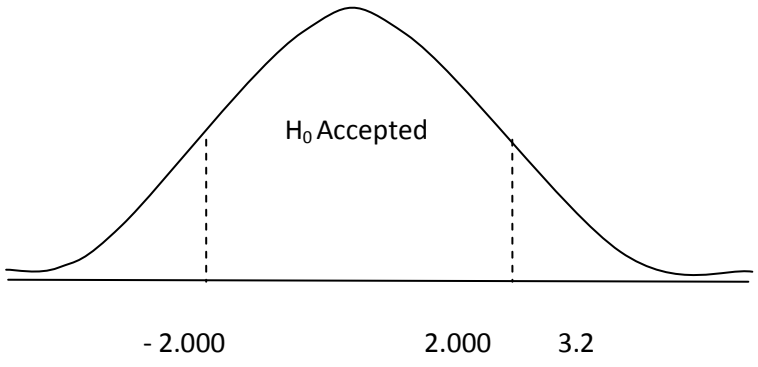
H_0 is accepted if $-t_{\text{tab-1/2}} \propto < t_{\text{obtained}} < t_{\text{tab -1/2}} \propto$

H_0 is rejected if $-t_{\text{tab-1/2}} \propto < t_{\text{obtained}} \geq t_{\text{tab -1/2}} \propto$

Based on the criteria above, to find whether H_0 is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table} or $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H_0) is accepted. However, if the value of the $t_{obtained}$ is bigger than the value of the t_{table}, the alternative hypothesis (H_a) is accepted.

It was found that $t_{obtained}$ was 3.2 and the t_{table} for degrees of freedom (df) = (na + nb – 2) = (35+ 36 – 2) = 69 with level of significance 0.05 was 2.000. Through comparing the $t_{obtained}$ (3.25) and t_{table}(2.000), it was found that the $t_{obtained}$ was bigger than the t_{table}. In other hand, the $t_{obtained}$ located after the $+ t_{table.}$ It is shown in the figure below:

Figure 1: The Curve of the t-test Result



[42] Sudjana, *Metoda Statistika, …*, p. 239

From the data, it means that the alternative hypothesis (H_a) was accepted or the null hypothesis (H_0) was rejected because the $t_{obtained}$ was higher than the + t table. So, it can be concluded that there is a significant effect of teaching CSR toward the students' reading comprehension.

b. The second hypothesis

$H_{a:}$ There are significant differences of the students' reading comprehension between the students who are taught CSR and the students who are not taught CSR. (Ha : $\mu_1 \neq \mu_2$)

$H_{0:}$ There are no significant differences of the students' reading comprehension between the students who are taught CSR and the students who are not taught CSR. ($H_{a:}$ $\mu_1 = \mu_2$)

H_a means there are significant differences of the students' reading comprehension between the students who are taught CSR and the students who are not taught CSR. On the other hand, H_0 means there are no significant differences of the students' reading comprehension between the students who are taught CSR and the students who are not taught CSR. To measure whether the researcher would accept or reject the hypothesis, the researcher used the criteria to test the hypothesis that is suggested by Sudjana as follow[43]:

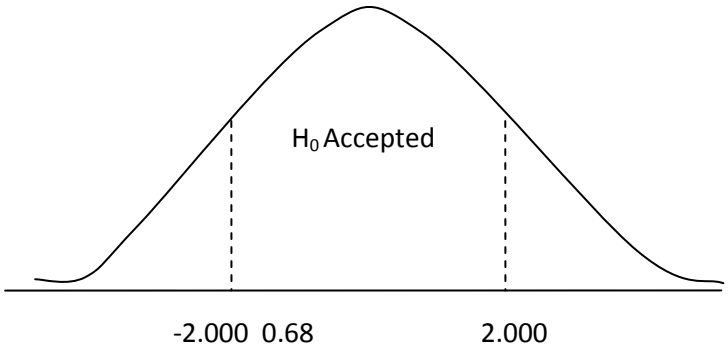
H_0 is accepted if $-t_{\text{tab-1/2}} \propto < t_{\text{obtained}} < t_{\text{tab -1/2}} \propto$

H_0 is rejected if $-t_{\text{tab-1/2}} \propto < t_{\text{obtained}} \geq t_{\text{tab -1/2}} \propto$

[43] Sudjana, *Metoda Statistika,…, p.239*

Based on the criteria above, to find whether H_0 is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table} or $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H_0) is accepted. However, if the value of the $t_{obtained}$ is bigger than the value of the t_{table}, the alternative hypothesis (H_a) is accepted. It was found that $t_{obtained}$ was 0.68 and the t_{table} for degrees of freedom (df) = (na + nb – 2) = (35+ 36 – 2) = 69 with level of significance 0.05 was 2.000. Through comparing the $t_{obtained}$ (0.68) and t_{table} (2.000), it was found that the $t_{obtained}$ was smaller than the t_{table}. In other hand, the $t_{obtained}$ located before the $+ t_{table}$. It is shown in the figure below:

Figure 2: The Curve of the t-test Result



the data, it shows that the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted because the $t_{obtained}$ was smaller than the t_{table} or the $t_{obtained}$ located before the $+ t_{table}$. So, it can be said that there are no significant differences of the students' reading comprehension

between the students who are taught CSR and the students who are not taught CSR.

c. The third hypothesis:

$H_{a:}$ The students' reading comprehension of the students who are taught CSR is better than the students' reading comprehension of the students who are not taught CSR. ($H_{a:}\ \mu_1 > \mu_2$)

$H_{0:}$ The students' reading comprehension of the students who are taught CSR is not better than the students' reading comprehension of the students who are not taught CSR. ($H_{a:}\ \mu_1 > \mu_2$)

H_a means the students' reading comprehension of the students who are taught CSR is better than the students' reading comprehension of the students who are not taught CSR. On the other hand, H_0 means The students' reading comprehension of the students who are taught CSR is not better than the students' reading comprehension of the students who are not taught CSR.To measure whether the researcher would accept or reject the hypothesis, the researcher used the criteria to test the hypothesis that is suggested by Sudjana as follow[44]:

H_0 is accepted if $t_{\text{obtained}} < t_{\text{tab -1/2}} \propto$

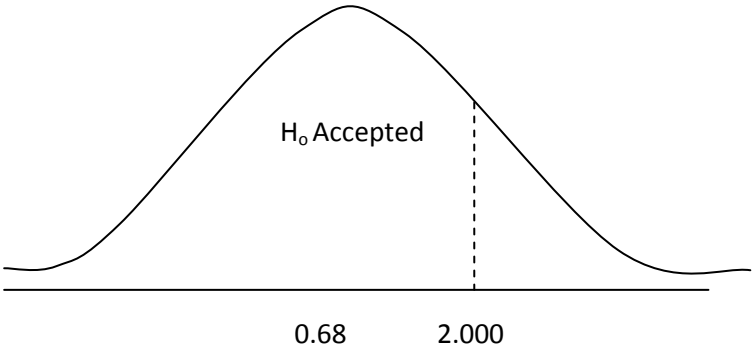
H_0 is rejected if $t_{\text{obtained}} \geq t_{\text{tab -1/2}} \propto$

The data gotten to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference occurs in the form of

[44] Sudjana, *Metoda Statistika,…, p.243-244*

one-tailed or two-tailed tests and the third hypothesis is in the form of one-tailed test. The result of the t-test is shown in the following figure:

Figure 3: The Curve of the t-test Result



The figure above shows that the $t_{obtained}$ was smaller than the + t_{table} 0.68 > 2.000. It means that the alternative hypothesis (H_a) was rejected and it can be concluded that the students' reading comprehension of the students who are taught CSR isnot better than the students' reading comprehension of the students who are not taught CSR.

B. Discussion

This research was done by teaching CSR technique to the students in the experimental. CSR technique was taught in order to see the students' reading comprehension. In this research, the researcher had seen whether

there is a significant effect of teaching CSR technique toward students' reading comprehension. There were two classes involved in this research: experimental and control classes. The experimental class was treated by teaching CSR technique, while the control class was treated by not teaching CSR technique but by using Scientific learning method. There were 35 students in the experimental class and all of them used CSR technique that was taught by the researcher. It means one class was treated by giving a special treatment and the other class was given a usual treatment, where the length of time and the pretest and posttest that were given were the same.

For the first, both classes were given pretest. After that, both classes were given treatment. Then, posttest was given to the both classes. The data of pretest and posttest of the experimental class were tested by using t-test and it was obtained in order to find the effect of CSR technique toward the students' reading comprehension. The mean score of the pretest of the experimental class ($\bar{X}1$) was 56, while the mean score of the posttest ($\bar{X}2$) was 64.57. It indicated that the mean score of the posttest was bigger than the mean score of the pretest. Statistically shown that the result of the pretest and posttest of the experimental class had found the $t_{obtained}$ value was 3.2, which was bigger than the value of the t_{table} for df = (na + nb – 2) = (35+ 36 – 2) = 69 with level of significance 0.05 was 2.000 or the $t_{obtained}$ located after + $t_{table,}$ -2.021 < 3.2 > 2.000. Thus, the result of this research supported the first research hypothesis that there is a significant effect of teaching CSR technique toward students' reading comprehension and also one of the

purposes of the research that wanted to identify the effect of teaching CSR technique toward students' reading comprehension.

Based on the data analysis, the result which was gained by the two classes were different although they got the same length of time, and the pretest and posttest that were given were the same. The mean score of the posttest of the experimental class ($\bar{X}1$) was 64.57, while the mean score of the control class ($\bar{X}2$) was 62.64. It indicated that the mean score of the experimental class was bigger than the mean score of the control class. In other hand, statistically shown that the result of the posttest had found the $t_{obtained}$ value was 0.68, which was smaller than the value of the t_{table} for df = (na + nb – 2) = (35+ 36 – 2) = 69 with level of significance 0. 05 was 2.000 or the $t_{obtained}$ located before + $t_{table,}$ -2.000 < 0.68 > 2.000. It was found that there arenot significant differences of the students' reading comprehension between the students who are taught CSR technique and the students who are not taught CSR technique.

Finally, the data of pretest and posttest of the experimental and control classes were also obtained to indicate the third hypothesis that wanted to know whether the students' reading comprehension of the students who are taught CSR technique isnot better than the students' reading comprehension of the students who are not taught CSR technique. From the data that was obtained, it was found that the mean score of posttest of the experimental class ($\bar{X}1$) was higher than the mean score of the control class ($\bar{X}2$), 64.57 > 62.64 but Statistically shows that the $t_{obtained}$ is smaller than the t_{table}. In other

hand, the difference between the mean score of the both classes is shown in the following table

Table 9: The Estimate for Difference of Pretest and Posttest Result in the Experimental and Control Classes

Test / Class	Pre-test	Post-test	Estimate for Difference
Experimental	56	64.57	8.57
Control	59.72	62.64	2.92

The table above shows that the estimate for difference of mean score between the pretest and the posttest in the experimental class is higher than the estimate for difference of mean score between the pretest and the posttest in the control class, 8.57 > 2.92. The curve of the t-test result also shows that the $t_{obtained}$ was smaller than the $t_{table,}$ 0.68 > 2.000. It can be concluded that the students' reading comprehension of the students who are taught CSR technique isnot better than the students' reading comprehension of the students who are not taught CSR technique.

Hence, the result of this research can answer the formulation of the problems as stated in the chapter I and the result finds the first hypothesis is accepted but the second and third hypothesis arenot accepted. It can be said that first, H_a of the first hypothesis is accepted; there is a significant effect of teaching CSR technique toward the students' reading comprehension. Second, H_a of the second hypothesis is rejected where there arenot significant differences of the students' reading comprehension between the students who are taught CSR technique and the students who are not taught CSR technique.

Third, H_a of the third hypothesis is rejected where the the students' reading comprehension of the students who are taught CSR technique isnot better than the students' reading comprehension of the students who are not taught CSR technique.

Based on those results, it proves the opinion of Jannette K. Klingner and Sharon Vaughn about CSR that can help students to comprehend the text effectively, improve their vocabulary, and help them to answer the questions about the text. It can be concluded that teaching CSR technique can help students to improve their reading comprehension.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research that has been discussed in the previous chapter, it could be explained that:

1. The students' reading comprehension posttest scores in the experimental class were higher than the students' reading comprehension pre-test scores. It means that there is a significant effect of teaching CSR technique toward students' reading comprehension skill. Statistically shown that the result of the pretest and posttest of the experimental class had found the $t_{obtained}$ value was 3.2, which was bigger than the value of the t_{table} for df = (na + nb – 2) = (35+ 35 – 2) = 68 with level of significance 0.05 was 2.000 or the $t_{obtained}$ located after + $t_{table,}$ -2.021 < 3.2 > 2.000.
2. Statistically shown that the result of the posttest had found the $t_{obtained}$ value was 0.68, which was lower than the value of the t_{table} for df = (na + nb – 2) = (35+ 36 – 2) = 69 with level of significance 0. 05 was 2.000 or the $t_{obtained}$ located before + $t_{table,}$ -2.021 < 0.68 > 2.000. It was found that there are not significant differences of the students' reading comprehension between the students who are taught CSR technique and the students who are not taught CSR technique.
3. The result of t-test shows that the estimate for difference of mean score between the pretest and the posttest in the experimental class is higher

than the estimate for difference of mean score between the pretest and the posttest in the control class, 8.57 > 2.92. In other hand, the curve of the t-test result shows that the $t_{obtained}$ was lower than the $t_{table,}$ 0.68 > 2.000. It can be concluded that the students' reading comprehension of the students who are taught CSR technique isnot better than the students' reading comprehension of the students who are not taught CSR technique.

Even the second and third hypothesis, $H_{a:}$ was rejected and $H_{0.}$ is accepted but in the first hypothesis, $H_{a:}$ was accepted, it can be stated that CSR technique can improve or increase the students' reading comprehension and effective to overcome the difficulties in learning reading.

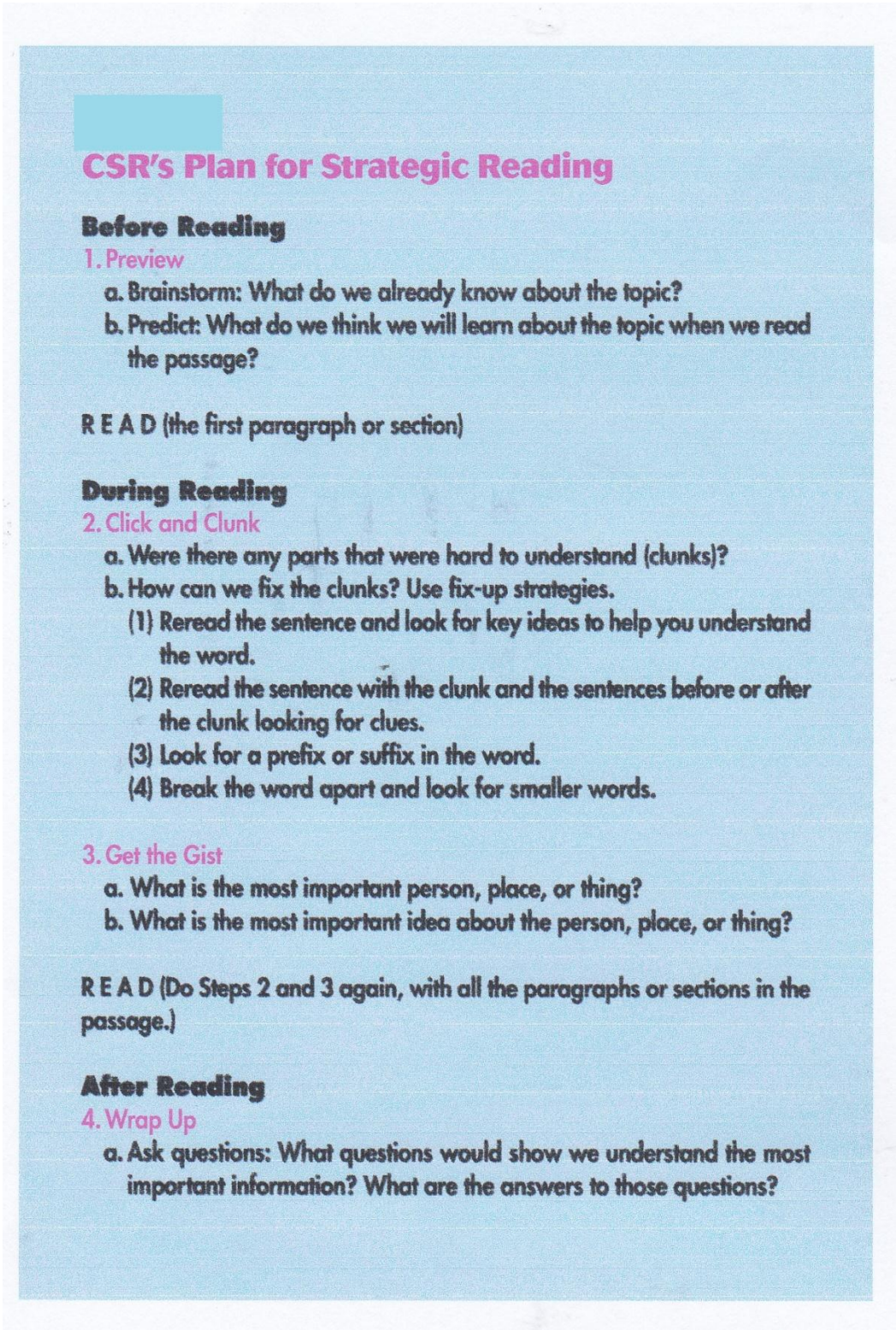
B. Suggestions

Based on the conclusion above, it is approved that there is a significant effect of teaching CSR technique toward students' reading comprehension. Thus, the researcher would like to give suggestions:

1. It is hoped that the English teachers can use the CSR technique to increase the students' reading comprehension. It is found that it can engage the students' reading comprehension.
2. It can be used for students to overcome their difficulties in comprehending the text.

Since this research is only a beginning research, further research is expected to be done to enrich and strengthen the data about using CSR in teaching reading.

Appendix 1: CSR's Plan for Strategic Reading



CSR's Plan for Strategic Reading

Before Reading

1. Preview
   a. Brainstorm: What do we already know about the topic?
   b. Predict: What do we think we will learn about the topic when we read the passage?

R E A D (the first paragraph or section)

During Reading

2. Click and Clunk
   a. Were there any parts that were hard to understand (clunks)?
   b. How can we fix the clunks? Use fix-up strategies.
      (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.

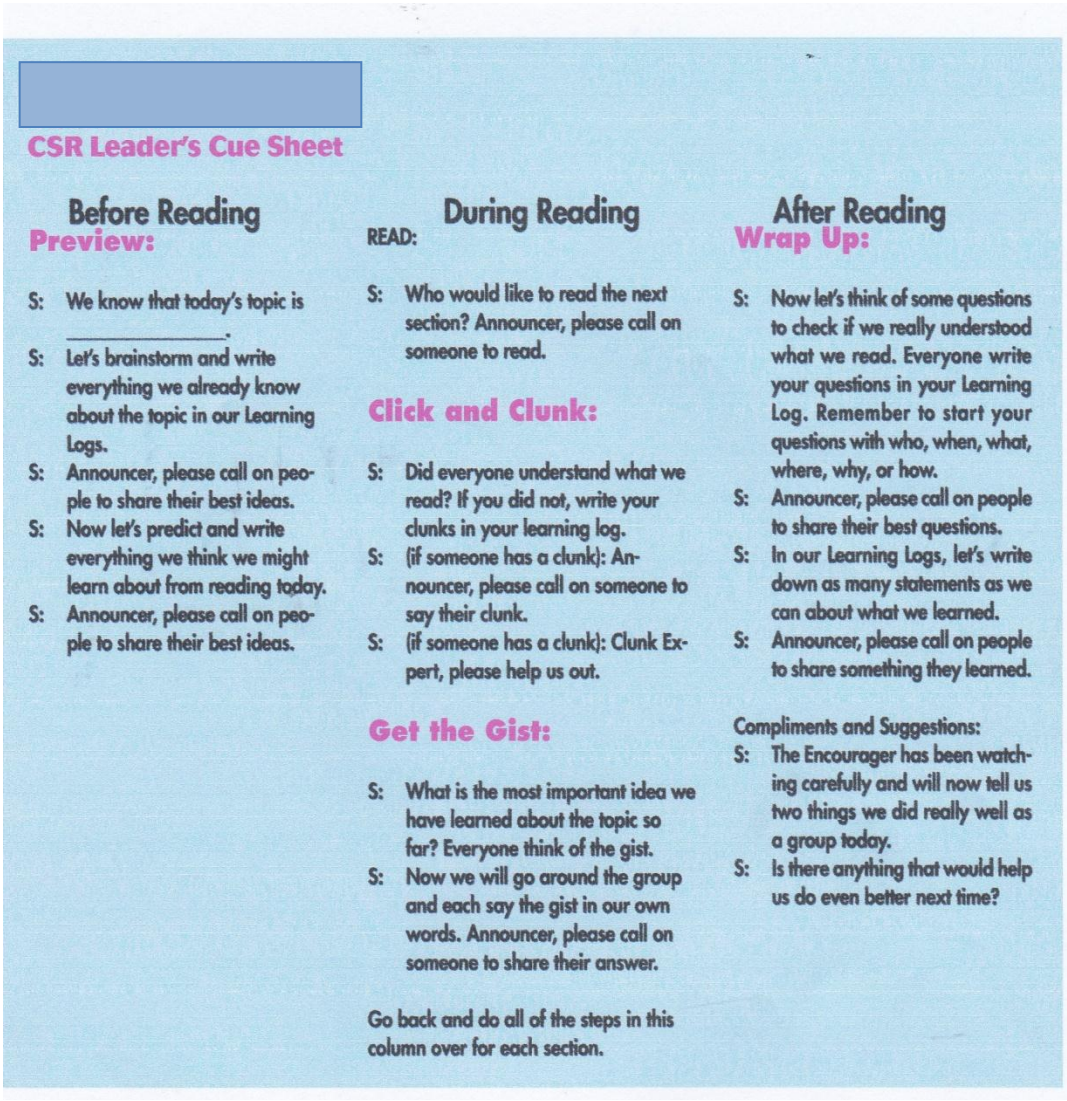
3. Get the Gist
   a. What is the most important person, place, or thing?
   b. What is the most important idea about the person, place, or thing?

R E A D (Do Steps 2 and 3 again, with all the paragraphs or sections in the passage.)

After Reading

4. Wrap Up
   a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?

Appendix 2:CSR Leader's Cue Sheet



CSR Leader's Cue Sheet

Before Reading
Preview:

S: We know that today's topic is _____.
S: Let's brainstorm and write everything we already know about the topic in our Learning Logs.
S: Announcer, please call on people to share their best ideas.
S: Now let's predict and write everything we think we might learn about from reading today.
S: Announcer, please call on people to share their best ideas.

During Reading
READ:

S: Who would like to read the next section? Announcer, please call on someone to read.

Click and Clunk:

S: Did everyone understand what we read? If you did not, write your clunks in your learning log.
S: (if someone has a clunk): Announcer, please call on someone to say their clunk.
S: (if someone has a clunk): Clunk Expert, please help us out.

Get the Gist:

S: What is the most important idea we have learned about the topic so far? Everyone think of the gist.
S: Now we will go around the group and each say the gist in our own words. Announcer, please call on someone to share their answer.

Go back and do all of the steps in this column over for each section.

After Reading
Wrap Up:

S: Now let's think of some questions to check if we really understood what we read. Everyone write your questions in your Learning Log. Remember to start your questions with who, when, what, where, why, or how.
S: Announcer, please call on people to share their best questions.
S: In our Learning Logs, let's write down as many statements as we can about what we learned.
S: Announcer, please call on people to share something they learned.

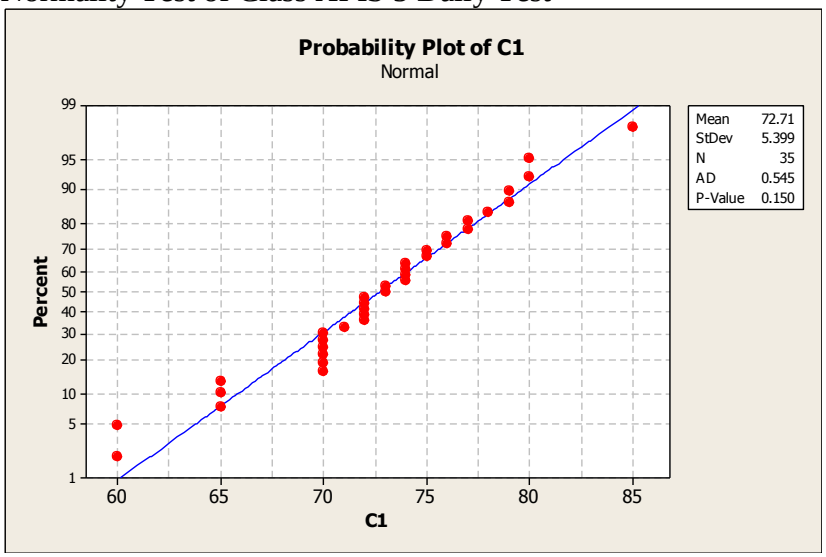
Compliments and Suggestions:
S: The Encourager has been watching carefully and will now tell us two things we did really well as a group today.
S: Is there anything that would help us do even better next time?

Appendix 3 : Daily Test Experimental (IPS 5) and Control Classes (IPS 6)

No.	IPS.5	IPS.6
1.	71	80
2.	74	74
3.	65	75
4.	72	70
5.	72	72
6.	65	72
7.	79	78
8.	76	65
9.	75	78
10.	77	74
11.	80	70
12.	78	74
13.	79	73
14.	70	79
15.	70	75
16.	85	72
17.	74	78
18.	76	74
19.	77	75
20.	73	78
21.	73	75
22.	80	76
23.	72	65
24.	70	75
25.	74	71
26.	70	71
27.	65	65
28.	60	72
29	60	72
30.	72	65
31.	70	75
32.	74	70
33.	75	70
34.	70	68
35.	72	70
36.		65

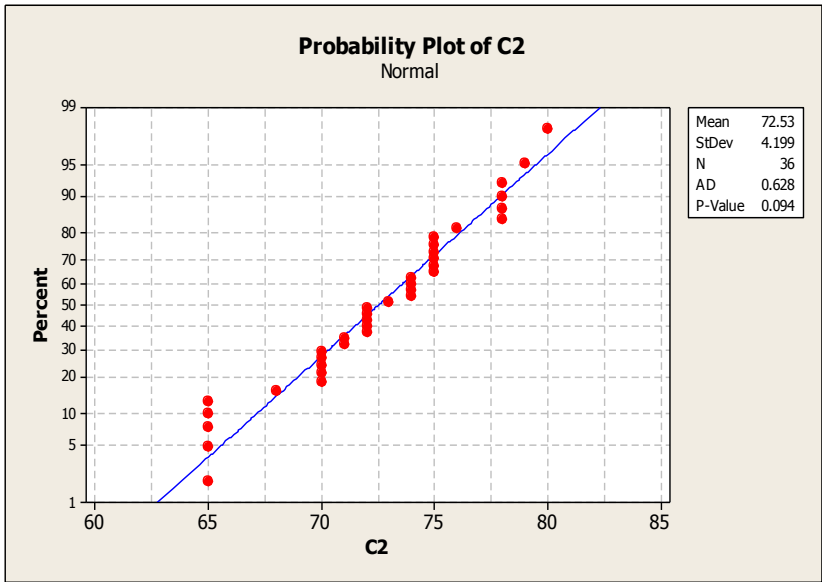
Appendix 4: Normality and Homogeneity Graphs of Class XI IS 5 and XI IS6 Daily Test by Using Minitab 14

1. Normality Test of Class XI IS 5 Daily Test



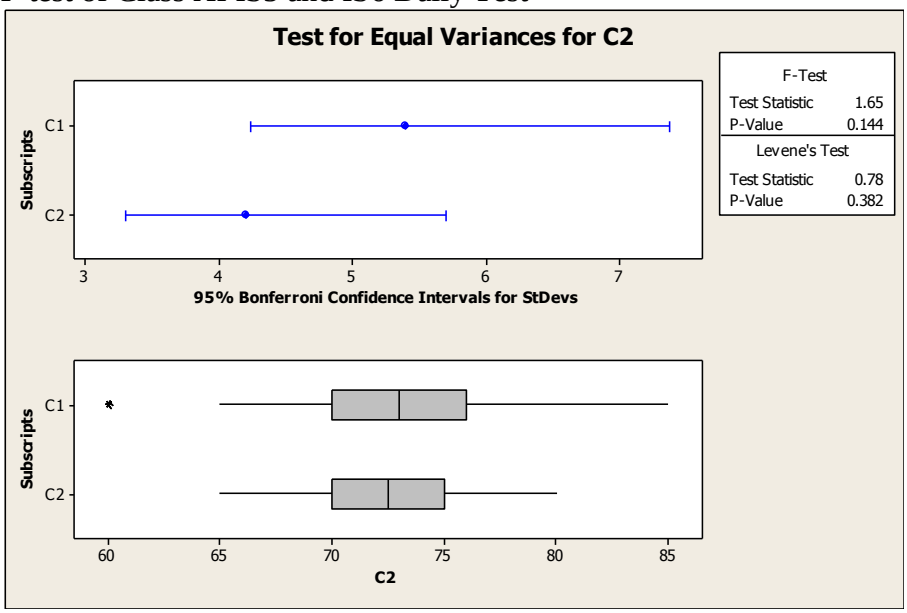
The graphic above shows that the P-value was higher than $\propto, 0.150 > 0.05$. It can be concluded that the sample is distributed normally.

2. Normality Test of Class XI IS 6 Daily Test



The graphic above shows that the P-value was higher than $\propto, 0.094 > 0.05$. It can be concluded that the sample is distributed normally.

3. F-test of Class XI IS5 and IS6 Daily Test



The graphic above shows that the P-value was higher than $\propto, 0.144 > 0.05$. It can be concluded that the samples are homogeneous.

Appendix 5 : Pretest Scores of the Experimental Class (IPS 5)

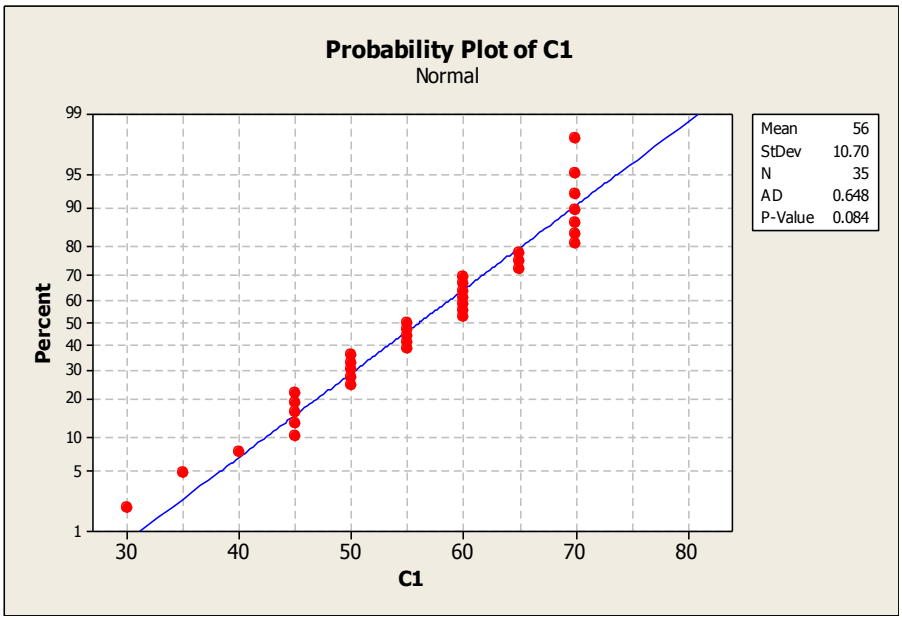
No.	**X_1**	**X_1^2**
1.	45	2025
2.	60	3600
3.	70	4900
4.	45	2025
5.	45	2025
6.	70	4900
7.	50	2500
8.	50	2500
9.	70	4900
10.	65	4225
11.	55	3025
12.	55	3025
13.	70	4900
14.	40	1600
15.	70	4900
16.	70	4900
17.	45	2025
18.	60	3600
19.	65	4225
20.	35	1225
21.	60	3600
22.	70	4900
23.	50	2500
24.	30	900
25.	50	2500
26.	55	3025
27.	55	3025
28.	60	3600
29	60	3600
30.	55	3025
31.	50	2500
32.	60	3600
33.	60	3600
34.	45	2025
35.	65	4225
	$\sum X_1$= 1960	$\sum X_1^2$= 113650

Appendix 6 : Pretest Scores of the Control Class (IPS 6)

No.	X_2	X_2^2
1.	60	3600
2.	70	4900
3.	70	4900
4.	35	1225
5.	50	2500
6.	75	5625
7.	60	3600
8.	45	2025
9.	65	4225
10.	60	3600
11.	65	4225
12.	60	3600
13.	45	2025
14.	75	5625
15.	45	2025
16.	45	2025
17.	65	4225
18.	80	6400
19.	55	3025
20.	85	7225
21.	60	3600
22.	65	4225
23.	55	3025
24.	55	3025
25.	60	3600
26.	60	3600
27.	45	2025
28.	75	5625
29	60	3600
30.	55	3025
31.	65	4225
32.	60	3600
33.	60	3600
34.	55	3025
35.	45	2025
36.	65	4225
	$\sum X_2$= 2150	$\sum X_2^2$= 132650

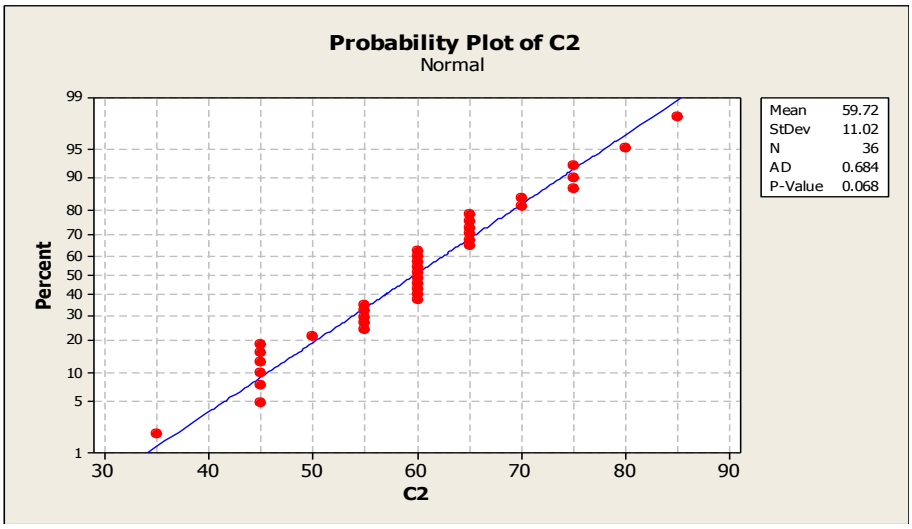
Appendix 7: Normality and Homogeneity Graphs of Class XI IS 5 and XI IS6 Pretest by Using Minitab 14

1. Normality Test of Pretest for Class XI IS 5



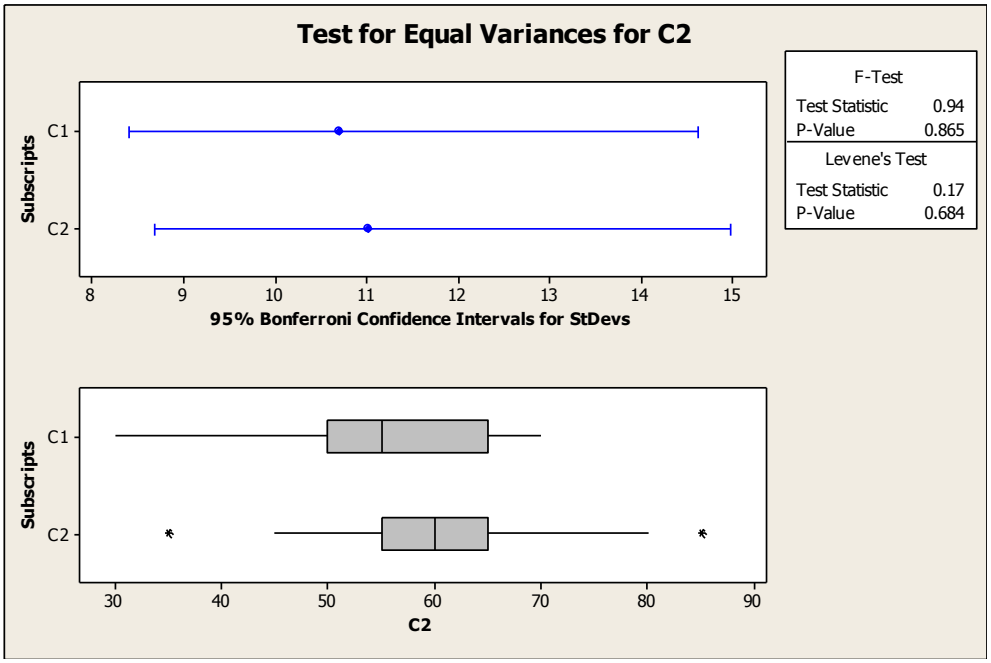
The graphic above shows that the P-value was higher than $\propto, 0.084 > 0.05$. It can be concluded that the sample is distributed normally.

2. Normality Test of Pretest for Class XI IS 6



The graphic above shows that the P-value was higher than $\propto, 0.068 > 0.05$. It can be concluded that the sample is distributed normally.

3. F-test of Pretest for Class XI IS5 and IS6



The graphic above shows that the P-value was higher than $\propto, 0.86 > 0.05$. It can be concluded that the samples are homogeneous.

Appendix 8 : Posttest Scores of the Experimental Class (IPS 5)

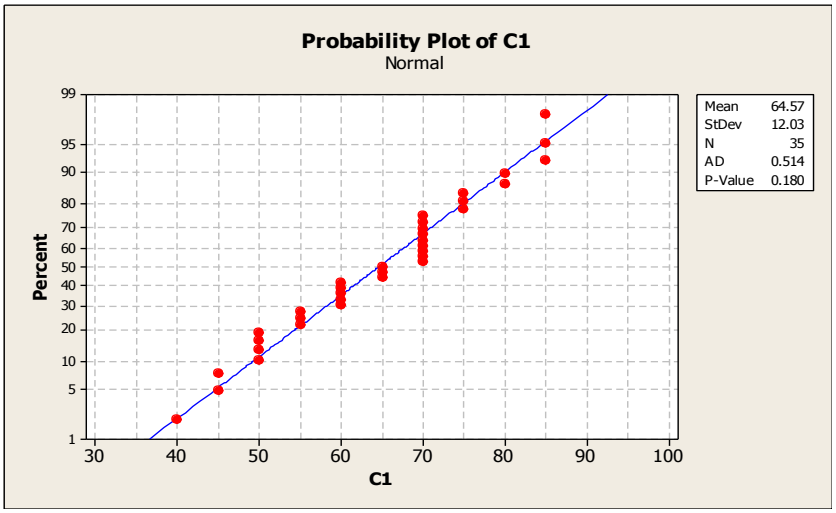
No.	**X_1**	**X_1^2**
1.	65	4225
2.	60	3600
3.	85	7225
4.	45	2025
5.	85	7225
6.	50	2500
7.	70	4900
8.	65	4225
9.	45	2025
10.	70	4900
11.	50	2500
12.	60	3600
13.	75	5625
14.	50	2500
15.	80	6400
16.	75	5625
17.	70	4900
18.	70	4900
19.	50	2500
20.	40	1600
21.	70	4900
22.	55	3025
23.	55	3025
24.	80	6400
25.	70	4900
26.	60	3600
27.	75	5625
28.	60	3600
29	70	4900
30.	85	7225
31.	55	3025
32.	65	4225
33.	70	4900
34.	60	3600
35.	70	4900
	$\sum X_1$= 2260	$\sum X_1^2$= 150850

Appendix 9 : Posttest Scores of the Control Class (IPS 6)

No.	**X_2**	**X_2^2**
1.	70	4900
2.	75	5625
3.	70	4900
4.	40	1600
5.	55	3025
6.	80	6400
7.	55	3025
8.	50	2500
9.	80	6400
10.	65	4225
11.	65	4225
12.	60	3600
13.	50	2500
14.	75	5625
15.	45	2025
16.	60	3600
17.	70	4900
18.	85	7225
19.	55	3025
20.	85	7225
21.	60	3600
22.	70	4900
23.	55	3025
24.	55	3025
25.	60	3600
26.	60	3600
27.	55	3025
28.	80	6400
29	60	3600
30.	55	3025
31.	65	4225
32.	65	4225
33.	60	3600
34.	60	3600
35.	45	2025
36.	60	3600
	$\sum X_2$= 2195	$\sum X_2^2$= 145625

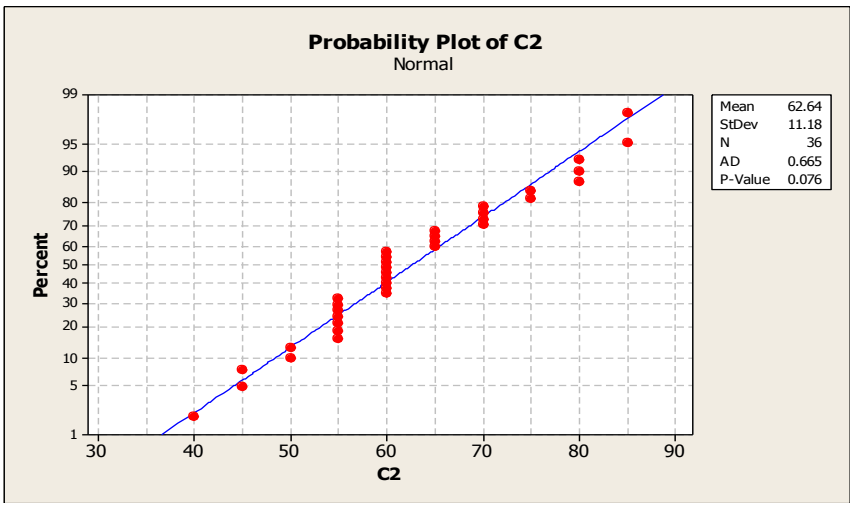
Appendix 10: Normality and Homogeneity Graphs of Class XI IS 5 and XI IS6 Pretest by Using Minitab 14

1. Normality Test of Posttest for Class XI IS 5



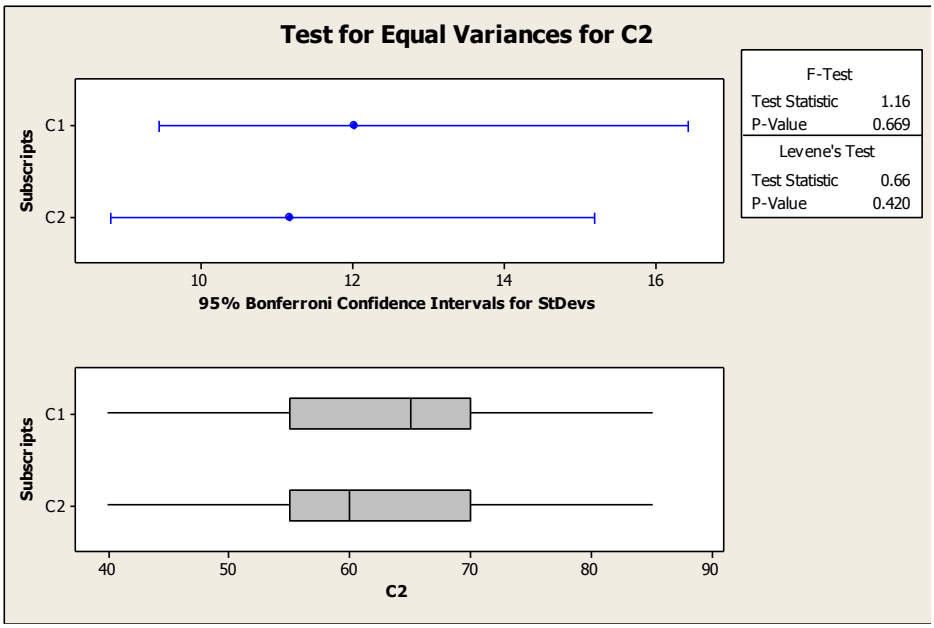
The graphic above shows that the P-value was higher than $\propto, 0.180 > 0.05$. It can be concluded that the sample is distributed normally.

2. Normality Test of Posttest for Class XI IS 6



The graphic above shows that the P-value was higher than $\propto, 0.076 > 0.05$. It can be concluded that the sample is distributed normally.

3. F-test of Posttest for Class XI IS5 and IS6



The graphic above shows that the P-value was higher than $\propto, 0.669 > 0.05$. It can be concluded that the samples are homogeneous.

Appendix 11:

Analysis of Pretest and Posttest Scores of Experimental Class Using t-test Formula

$$\overline{X1} = \frac{\sum x1}{n1}$$

$$= \frac{2260}{35}$$

$$= 64.57$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)2}{n1}$$

$$= 150850 - \frac{(2260)2}{35}$$

$$= 150850 - 145931.43$$

$$= 4918.57$$

$$\overline{X_2} = \frac{\sum X_2}{n_2}$$

$$= \frac{1960}{35}$$

$$= \mathbf{56}$$

$$SS_2 = \sum X_2{}^2 - \frac{(\sum X_2)^2}{n2}$$

$= 113650 - \frac{(1960)2}{35}$

$= 113650 - 109760$

$= 3890$

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$t = \frac{64.57 - 56}{\sqrt{\left(\frac{4918.57 + 3890}{35 + 35 - 2}\right)\left(\frac{1}{35} + \frac{1}{35}\right)}}$$

$$t = \frac{8.57}{\sqrt{\left(\frac{8808.57}{68}\right)\left(\frac{2}{35}\right)}}$$

$$t = \frac{8.57}{\sqrt{(129.54)(0.057)}}$$

$$t = \frac{8.57}{\sqrt{7.38378}}$$

$$t = \frac{8.57}{2.72}$$

$t = 3.2$

t_{table} = ….. ?

$t_{(0.\,05)(68)}$ = 2.000

So, the $t_{\text{obtained}} = 3.2$

For t_{table} for df = (na + nb – 2) = (35+ 35 – 2) = 68 with level of significance 0. 05 is = 2.000

So, $t_{\text{obtained}} > t_{\text{table}}$, 3.2 > 2.000

It can be concluded that the hypothesis is accepted.

Appendix 12:

Analysis of Post-test Scores of the Experimental and Control Classes Using t- test Formula

$$\overline{X1} = \frac{\sum x1}{n1}$$

$$= \frac{2260}{35}$$

$$= 64.57$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)2}{n1}$$

$$= 150850 - \frac{(2260)2}{35}$$

$$= 150850 - 145931.43$$

$$= 4918.57$$

$$\overline{X_2} = \frac{\sum X_2}{n_2}$$

$$= \frac{2255}{36}$$

$$= 62.64$$

$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n2}$

$= 145625 - \frac{(2255)2}{36}$

$= 145625 - 141250.69$

$= 4374.31$

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$t = \frac{64.57 - 62.64}{\sqrt{\left(\frac{4918.57 + 4374.31}{35 + 36 - 2}\right)\left(\frac{1}{35} + \frac{1}{36}\right)}}$$

$$t = \frac{1.93}{\sqrt{\left(\frac{9292.88}{69}\right)\left(\frac{71}{1260}\right)}}$$

$$t = \frac{1.93}{\sqrt{(134.68)(0.06)}}$$

$$t = \frac{1.93}{\sqrt{8.08}}$$

$$t = \frac{1.93}{2.84}$$

$t = 0.68$

t_{table} = ….. ?

$t_{(0.05)(68)}$ = 2.000

So, the $t_{\text{obtained}} = 0.68$

For t_{table} for df = (na + nb – 2) = (35+ 35 – 2) = 68 with level of significance 0. 05 is = 2.000

So, $t_{obtained} < t_{table}$, $0.68 < 2.000$

It can be concluded that the alternative hypothesis (H_a) is rejected and null hypothesis (H_0).

Appendix 13: Photographs of Research

The researcher is checking students' works





The students are working in groups

