CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings, (2) data descriptions, (3) prerequisite analysis, (4) result of hypothesis testing, and (5) interpretation

4.1. Findings

This section describes the results of the pre-test and post-test scores from the samples before and after the experiment. The test of the pre-test and post-test were the same. There were 40 questions which were in multiple choice forms.

4.2. Data Descriptions

In data descriptions, there were two analyses. They were distributions of data frequency and descriptive statistics.

4.2.1. Distributions of Data Frequency

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were obtained from: (1) pre-test scores in control and experimental groups (2) post-test scores in control and experimental groups.

4.1.1.1. Students' Pre-test Scores in Control and Experimental Groups

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of the pre-test scores in control group is described in Table 12.

Table 12
Distribution of Data Frequency and Descriptive Statistic on Students' Pre-test Scores in Control and Experimental Groups

	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std Deviation
Control Group	Very Good	30	0	0%	45	75	65.4167	6.76207
	Good		8	26.6%				
	Average		20	66,6%				
	Poor		2	6.6%				
Experimental Group	Very Good	30	0	0%	35	75	62.3333	8.78217
	Good		8	26.6%				
	Average		19	63.3%				
	Poor		3	10%				

Based on the result analysis of students' pre-test scores in control group for 30 students, it showed that 2 students (6.6%) were in low level, 20 students (66.6%) were in average level, and 8 students (26.6%) were in good level. Meanwhile, in experimental group there were 3 students (10%) were in low level, 19 students (63.3%) were in average level, and 8 students (26.6%) were in good level.

4.2.1.2. Students' Post-test Scores in Control and Experimental Groups

In distribution of data frequency, the result of the post-test scores in control and experimental group is described in Table 13.

Table 13
Distribution of Data Frequency and Descriptive Statistic on Students' Post-test Scores in Control and Experimental Groups

	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std Deviation
Control Group	Very Good	30	0	0%	45	77.50	68.1667	7.12975
	Good		12	40%				
	Average		17	56.6%				
	Poor		1	3.3%				
Experimental Group	Very Good	30	0	0%	45	77.50	63.9176	7.78713
	Good		9	30%				
	Average		18	60%				
	Poor		3	10%				

Based on the result analysis of students' pre-test scores in control group for 30 students, it showed that 1 student (3.3%) were in low level, 17 students (56.6%) were in average level, and 12 students (40%) were in good level. Meanwhile, the result analysis of students' post-test scores in control group for 30 students, it showed that 3 students (10%) were in low level, 18 students (60%) were in average level, and 9 students (30%) were in good level.

4.2.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score and standard deviation were analyzed. The results of the tests were presented in the form of scores ranging from 0 to 100 based on the result of each test. The maximum score for expository reading by using CORI strategy in the pre-test of the experimental group was 75.00, the minimum score was 35.00, the mean score was 62.3333, and the score of standard deviation was 8.78217. The maximum score for expository reading by using CORI strategy in the post-test of the experimental group was 77.50, the minimum score was 45.00, the mean score was 63.9176, and the score of standard deviation was 7.12975.

After that, the maximum score for expository reading in the pre-test of the control group was 75, the minimum score was 45.00, the mean score was 65.4167, and the score of standard deviation was 6.76207. The maximum score for expository reading in the post-test of the control group was 77.50, the minimum score was 45, the mean score was 68.1667, and the score of standard deviation was 7.12975.

4.3. Pre-requisite Analysis

In prerequisite analysis, there were two analyses. They were normality test and homogeneity test.

4.3.1. Normality Test

Normality test was done to know whether the results of the students' pre-test and post-test in control and experimental groups are normal or not. In analyzing the normality, the writer used Kolmogorov-Smirnov test in SPSS 17. The data is obtained from the students' pre-test and post-test in control and experimental groups. The test is considered normal whenever it is higher than 0.05. The data of normality test was figured out in Table 14.

Table 14
Data of Normality Test

No.	Group	Test	Kolmogrov-Smirnov Z	Alpha (α 0.05)	Result
1	Exp	Pre-test	0.864	> 0.05	Normal
		Post-test	0.954	> 0.05	Normal
2	Control	Pre-test	1.393	> 0.05	Normal
		Post-test	1.439	> 0.05	Normal

The Kolmogrov-Smirnov test of the pre-test and post-test results of expository reading of the experimental group showed that Kolmogrov-Smirnov was 0.864 for pre-test and 0.954 for post-test. Since, 0.864 and 0.954 was higher than 0.05, so it could be concluded that the data were considered normal.

Finally, the Kolmogrov-Smirnov test of the pre-test and post-test results of expository reading of the control group showed that Kolmogrov-Smirnov was 1.393 for pre-test and 1.439 for post-test. Since, 1.393 and 1.439 was higher than 0.05, so it could be concluded that the data were considered normal.

4.3.2. Homogeneity Test

Homogeneity test was done to know whether the results of the students' pre-test and post-test in control and experimental groups are homogenous or not. In analyzing the homogeneity, the writer used the Levene Statistics in SPSS 17. The result is obtained from the students' pre-test and post-test in control and experimental groups. The test is considered homogenous whenever it is higher than 0.05. The data of homogeneity test was figured out in Table 15.

Table. 15
Data of Homogeneity Test

No.	Variable	Test	Group	N	Levene Statistics	Sig.	Result
1	CORI Strategy	Pre-test	Experimental	30	1.706	0.197	Homogenous
			Control	30			
		Post-test	Experimental	30	1.042	0.312	Homogenous
			Control	30			
			Control	30			

From the table of measuring homogeneity test of students' pre-test scores in the experimental and control group, it was found that the significance level was 0.197. From the result of the output, it can be stated that the students' pre-test in experimental and control group was homogenous since it was higher than 0.05.

Finally, based on measuring homogeneity test of students' post-test scores in the second experimental and control group, it was found that the significance level was 0.312. From the result of the output, it can be stated that the students' pre-test in experimental and control group was homogenous since it was higher than 0.05.

4.4. Hypotheses Testing's

They are two hypotheses testing's could be solved. They were:

4.4.1. Measuring a Significant Improvement on Expository Reading Between the Students' Who are Taught by Using CORI Strategy and Those are Not.

In measuring means significant improvement, the result students' pre-test scores (before getting treatment) was compared to students' post-test scores (after getting treatment) in experimental group. From the analysis, it was found that t obtained was 3.142 and t table (2.04), it means that t obtained is higher than t table and the p-output was lower than 0.005. It means that experimental group which was taught using CORI Strategy showed more significant improvement and it could be mentioned that Ho is rejected and Ha is accepted. The result analysis of means significant improvement could be seen it Table 16

Table 16
Group Statistics Paired Sample t-Test: Measuring a Significant Improvement of Students' Pre-test Scores in Experimental and Post-test Score Experimental Groups

	Paired Sample t-Test			Ho
CORI Strategy	**T**	**Df**	**Sig. (2-tailed)**	
	3.254	29	0.003	**Rejected**
Teacher's Method	3.141	29	0.004	**Rejected**

4.4.2. Measuring a Significant Difference on Expository Reading Between the Students' Who are Taught by Using CORI Strategy and Those are Not

From the table analysis, it was found that the p-output was 0.031 and the t-obtained was 2.205. Since the p-output was lower than 0.05 level and the t-obtained was higher than the t-table (1.672), it can be stated that there was a significant difference on the students' expository reading taught by using CORI strategy and taught by using the teacher's method of SMA Muhammadiyah 6 Palembang.

Table 17
Group Statistics Independent Sample t-Test: Measuring a Significant Difference of Students' Post-test Scores in Control and Experimental Group

Post-test Control and Experimental Groups	Independent Sample t-Test			Ho
	T	Df	Sig. (2-tailed)	
	2.205	58	0.031	**Rejected**

4.5. Interpretations

In the previous chapter based on the results of statistical analyses, the writer made some interpretations. They were:

First, before the students were given treatment, the students in IX IPA-A and class IX IPA-B were given pre-test, the result of pre-test in class IX IPA-A and IPA-B are lower but IPA-A was better than the result of pre-test in IX IPA-B. So, the researcher chose class XI IPA-A as a control group, and XI IPA-B is as experimental group.

Second, after the pre-tests, the students in experimental group were given the treatment by using CORI strategy. In the firs time when the writer taught the students, they felt confused to follow the learning process on expository reading. after second meeting, thestudents could follow and the learning process of expository reading which taught by CORI strategy. The learning process could run well and the students started to get involved effectively. Jetton and Shanahan (2012, p. 10) also explain that CORI is a powerful instructional framework for increasing students comprehension and motivation to read. meanwhile, after the students in experimental group was treated by using CORI strategy, the result of their post-test are higher than control group.

Third, from the result of paired sample t-test. It can be conclude that CORI strategy was improved the students' post-test scores in experimental group. For that reason, it can be stated that there was a mean significant improvement between the result students' pre-test scores (before getting treatment) was compared to students' post-test scores (after getting treatment) in experimental group. It was supported by two previous studies of CORI strategy, He is from Abdullah (2015, p. 1), he found out the use of CORI strategy improves the effectiveness of the teaching and learning process which then increases the students' reading comprehension. According to Hatle and Anderman (2009, p. 333) CORI strategy aims to improve reading comprehension and increase engagement within thematic science learning. The writer assumed that the content of expository text is unfamiliar for the students and, there are many scientific words in expository text, CORI strategy could help students understanding the

content of reading expository text easily. Since the learning process were supported by pictures, graph and table, this kind of teaching process probably new to the students. Macceca (2007, p. 297) said that CORI was developed with the purpose of increasing the students engagement in reading and is designed to help students learn about scientific subject while exploring and reading nonfiction books. Meanwhile, the control group also showed an improvement. But, improvement in experimental group was higher than control group.

The last, from the analysis of independent sample t-test from the students' post-test scores in the experimental and control groups (without treatment). The researcher has interpreted that students' post-test in control and experimental groups was lower than post-test scores in experimental group. The writer assumed that CORI strategy was effective in teaching expository and students motivation to read the text significantly improvement. Because, in the procedures of the CORI strategy, In the first procedure in CORI strategy the students can recall experiences and knowledge of the texts before reading, for the purpose of linking new content to prior understanding students could relate their background knowledge with the new information after read the text, and they are able to conceptualize some information of the text with main mapping, and structuring story with recall text based on main mapping, so the students more active in learning process. It's supported by previous related of the study. She is Nihlah (2014, p. ix), she found that there is a significant difference between the reading comprehension before and after being taught by using CORI strategy. So, CORI strategy could help the students in teaching and learning process in reading for

experimental group. Guthrie, et al., (2004, p. Ix), also said that CORI program is designed to foster reading engangement and comprehension, though the teaching of reading straetgies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of students intrinsic motivation to read.