CHAPTER III

METHOD AND PROCEDURES

This chapter discusses (a) method of the study; (b) variable of the study; (c) operational definition; (d) population and sample; (e) technique for collecting data; and (f) technique for analyzing data.

A. Method of the Study

The design selected for this study, the writer has chosen quasi-experimental designs, Fraenkel, et. all (2012: 275) mentioned that there are two quasi experiment designs. They are (a) matching only posttest-only control group design, and (b) matching only pretest-posttest control group design. In this study, the writer has followed **Matching Only Pretest-Posttest Control Group Design**. Creswell (2012: 298) stated that *Matching* is the process of identifying one or more personal characteristics that influence the outcome and assigning individuals with that characteristic equally to the experimental and control group. Those characteristics could be gender, pretest scores, or individual abilities. The researcher matches the subject in the experimental and control groups on certain variables where both groups receive different treatment (Holandyah, 2013: 162). According to Fraenkel, et. all (1990: 243). The research design is as follows:

$$
\begin{array}{l}
O_1 \quad M \quad x_2 O_3 \\
\hline
O_4 \quad M \, x_5 O_6
\end{array}
$$

Where:

O_1 : Pre-test of experimental
X_2 : Treatment for experimental group by using Story Face
O_3 : Post-test of experimental
O_4 : Pre-test of control group
X_5 : Treatment for control group by using traditional (lecture) method
O_6 : Post-test of control group
M : Matched the subjects of pre-test

In this study, there are two group, they are experimental group and control group. The experimental group was taught by using Story Face strategy. Meanwhile, the control group was taught by using the strategy that is usually used by teacher.

B. Variables of the Study

Arikunto (2010: 161) says that ''Variable is the object of the research or something which is being focused on the research''. In this study there are two kinds of variables, they are independent variable and dependent variable.

1. In this study there are two independent variables, they are : teaching reading comprehension using Story Face to the eighth grade student of SMPN 26 Palembang for experiment group and teaching reading comprehension using conventional strategy or teacher's method to the eighth grade students of SMPN 26 Palembang.

2. While the dependent variable in this study is the reading comprehension achievement of the eighth grade students of SMPN 26 Palembang.

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C. Operational Definitions

An *operational definition* takes a variable from the theoretical or abstract to the concrete by defining the variable in the specific terms of the actual procedures used by the researcher to measure or manipulate the variable Marczyk. et. al., (2005: 96). In addition, Operational definition is a statement of the writer in giving definition of some terms related to his/her research (Holandyah, 2013: 179)

In this study "Teaching reading by using Story Face to the eight grade student of SMPN 26 Palembang".Therefore, to avoid misunderstanding, it is necessary to define some terms they are ; Teaching, reading, Story Face strategy.

1. Teaching.

    Teaching is the activity of educating or instructing or facilitating student to learn something.

2. Reading

    Reading is process to understand an information, by reading the reader can enlarge their knowledge. Furthermore Reading is a process of communication between the reader and the text.

3. Story Face strategy.

    Story face strategy is an strategy that make picture like face. In face there are many part that can be filled by students, for example setting, charackter, problem of the text.

D. Population and Sample

1.Population

According to Arikunto (2010: 173), population is all of investigated subject, whereas the term 'population' refers to the total of items about which information is desired. The attributes that are the object of study are referred to as characteristics and the units possessing them are called as elementary units (Kothari, 2004: 153). The population of this study will be all the eight grade students of SMPN 26 Palembang. The total number of the population is 280 students.

Table 1

The population of the study

NO	CLASS	TOTAL OF STUDENTS
1	VIII 1	40
2	VIII2	40
3	VIII3	40
4	VIII4	40
5	VIII5	40
6	VIII 6	40
7	VIII 7	40
8	VIII 8	40
TOTAL		280

(Source: SMPN 26 Palembang in academic year 2013/2014)

2.Sample

Sample is part of the number and characteristics possessed by the population (Sugiyono, 2012: 81). Marczyk, et. al (2005: 18) stated that sample is *representative* of the population from which it was selected. In this study, the writer uses a convienience sampling technique. Fraenkel, et. al. (2012: 99) stated that a convenience sample is a group of individual who (conveniently) are available for study. Class VIII.4 and VIII.2 were selected as sample by the teacher The total sample of the this study was 80 students from 280 populations. 40 students as esperimental group and 40 students as control group.

Before being taught reading comprehension using a story face strategy given treatment, the students were given a test that made them being matched. After the students were given the test, the writer got the data of the students' score. There were 80 students before being matched. After matching the score, the numbers of the students were fixty students. Then they were divided into two groups, VIII 4 as group 1 and VIII 2 as group 2. So there were twenty five students in each class.

In this study, the writer used matched participants design to get real sample, so that after got the sample, the writer would like to find some pairs that have the same scores from pretest.

Based on the result of pretest to whole sample, finally the writer got 25 pairs or 50 students from 80 samples who have the same scores between two groups. The higher score was 82,5 that achieved by two students, one student from group one and one students from group two, while the lowest score was 65

that achieved by ten students, five students from group one and five students from group two. The result of matching pairs score was described in Table 2.

Table 2

Table Score Matching experiment and Control

No	Students' Name		Students' Matched Score
	Experimental class	**Control class**	
1	Ananda Novalinda	Agung Wijaya	65
2	Dwi Fanny Septiani	Della Melinda	65
3	Julian Saputra	M.Galih Syaifullah	65
4	Marcellino Rama Fahrezi	Nurhidayati	65
5	Rizki Oktavia	Sari Dwi Damayanti	65
6	Imam Wahyu Santosa	Della Melinda	67.5
7	M.Fadhel Attaufiq	Feby Gracia Sianturi	67.5
8	Septa Rahayu Purwaningrum	M.Fajri Samego	67.5
9	Andi Asmara	M.Arif Akbar Putra Alta	67.5
10	Ayu Andira	Desti Sianturi	70
11	Dea Anesa	Jefri Ramadhan	70
12	M.Agus Susanto	Nia Apriani	70
13	Nanda Putri Liana	Rosida Oktarina	70
14	Renaldi Angga Putra	Sinta Fisca	70
15	Budiman Hartono	Dicky Erlangga Pratama	72.5
16	Jihan Fahira	Renda Amand Agustina	72.5
17	Ricky Noveriansyah	Selly Nurhotima	72.5
18	Estiana Asri Fadhila	Bagus Wirawan	75
19	Kres Wahyuni	Harta Berlian	75
20	M.Ikbal	Muhammad Saputra	75
21	Qarin Gusmiarnii	Wahya Abimanyu	75
22	Dian Putri Adiyanti	Cici Dwiyanti	77.5
23	Riko	Dendi Taufiqurahman	77.5
24	M.Dimas Ridho Saputra	Ricky Afrianto	80
25	Indah Sari	Anggun Try Tami	82.5

From the result of Paired Matching Variables in Table 2, group 1 consisting of 25 students was treated control group, while group 2 was treated as experimental group.

E. Techniques for Collecting the Data

In collecting the data, the writer used reading comprehension test in the form of multiple choice. The purpose of the test is to know the result of teaching reading by using Story Face. Reading comprehension test in the pretest administered before treatment and post-test is administered after treatment. The test items in the post-test are the same as those of pre-test, because the purpose the of giving them is to know the progress of student reading comprehension achievement before and after treatment. Before the research instrument being given to the students, the validity and reliability of test items are estimated first through try out to know that the degree to which a test shows consistent results when administered to the students.

1. Pretest

Pretest is done before treatment are given. The pretest is administered to know students English reading comprehension before treatment. Both control and experiment group should answer forty of reading comprehension texts.

2.Posttest

The posttest is administered to control group and experiment group after pretest and treatment. The posttest is administered to know students English reading comprehension achievement after treatment. The same as pretest, in posttest both control and experiment group should answer forty question of reading comprehension test.

F. In Research InstrumentAnalysis

1. Validity

According to Farhady (1982: 251) Validity refers to the results of the test not to the test itself, also validity is matter of degree. In this study, the writer has already tried out his research instruments to 40students of SMPN 10 Palembang. There were 60 questions given to the students. The result of the test was analyzed using Pearson Correlation Formula. The result of significant score of Pearson Correlation was compared with r $_{table}$ (0.312), it means that the item is valid. From Pearson Correlation Formula, it was also found that there were only forty test items from sixty were valid.

The result analysis of validity of each question item using Pearson Correlation in SPSS 16 was found that there were 16 questions considered invalid. They are questions item number 2, 4, 5, 11, 21, 22, 34, 35, 38, 39, 41, 54, 57, 58, 59, 60 since the score of significance are lower than 0.312. Then, 44 questions item were considered valid. They are questions item number 1, 3, 6, 7, 8, 9, 12, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 31, 33, 36, 37, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 56 since the score of significance are higher than 0.312. Since there were 44 questions are considered valid, the writer just took 40 valid questions item. The result analysis of validity test in each questions item was described in Table.

Table 3

Result of Test Validity

No	Question Items	Sig. (1-tailed) of Pearson Correlation	r table	Result
1	item1	-,389	,312	Valid
2	item2	-,086	,312	Invalid
3	item3	-,479	,312	Valid
4	item4	-,115	,312	Invalid
5	item5	-,125	,312	Invalid
6	item6	,552	,312	Valid
7	item7	,380	,312	Valid
8	item8	,357	,312	Valid
9	item9	,451	,312	Valid
10	item10	,383	,312	Valid
11	item11	,188	,312	Invalid
12	item12	,383	,312	Valid
13	item13	,354	,312	Valid
14	item14	,448	312,	Valid
15	item15	,551	,312	Valid
16	item16	,332	,312	Valid
17	item17	,340	,312	Valid
18	item18	,489	,312	Valid
19	item19	,550	,312	Valid
20	item20	,598	,312	Valid
21	item21	,203	,312	Invalid
22	item22	,205	,312	Invalid
23	item23	,411	,312	Valid
24	item24	,355	,312	Valid
25	item25	,698	,312	Valid
26	item26	,341	,312	Valid
27	item27	,375	,312	Valid
28	item28	,364	,312	Valid
29	item29	,391	,312	Valid
30	item30	,340	,312	Valid
31	item31	,541	,312	Valid
33	item33	,364	,312	Valid
34	item34	-,172	,312	Invalid

35	item35	-,064	,312	Invalid
36	item36	-,454	,312	Valid
37	item37	-,351	,312	Valid
38	item38	-,058	,312	Invalid
39	item39	,010	,312	Invalid
40	item40	,336	,312	Valid
41	item41	,049	,312	Invalid
42	item42	,421	,312	Valid
43	item43	,478	,312	Valid
44	item44	,401	,312	Valid
45	item45	,625	,312	Valid
46	item46	,502	,312	Valid
47	item47	,505	,312	Valid
48	item48	,345	,312	Valid
49	item49	,349	,312	Valid
50	item50	,453	,312	Valid
51	item51	,422	,312	Valid
52	item52	,544	,312	Valid
53	item53	,410	,312	Valid
54	item54	,145	,312	Invalid
55	item55	,490	,312	Valid
56	item56	,367	,312	Valid
57	item57	,105	,312	Invalid
58	item58	,117	,312	Invalid
59	item59	-,018	,312	Invalid
60	item60	,199	,312	Invalid

Then, the writer also did content validity, according toHughes (1989: 22 cited in Holandyah, 2013: 54) states a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. which it is meant to be concerned. A content validity is very important since it is an accurate measure of what it is supposed to measure. The validity of test materials will check through the content validity after that content validity concerns the extent to which a measure adequately represents all facets of a concept. To provide the content validity of the test, the writer should check to the curriculum

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and syllabus. The result analysis in content validity is described in table of specification test in Table.

Table 4

Specification of test

Objective	Text's title	Indicator	Number of items	Total of Test	Types of Text	Answer Key
To measure the students' comprehension in reading text focus on narrative text	The Ant and the Dove	Thestudents are able: - To identify the purposes of the text. - To identify topic/main idea. - To make inference from the text - To find specific information - To find moral value of the text - To guess word meaning from context - To find word referent	4 3 1,2 5 7 6,	7	Multiple Choice	1.c 2.b 3.b 4.c 5.a 6.b 7.a
To measure the students' comprehension in reading text focus on narrative text	The Wind and the Sun	The students are able : - To identify the purposes of the text. - To identify topic/main idea. - To make inference from the text		6	Multiple Choice	8.c 9.b 10.a 11.a 12.a 13.c

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		- To find specific information	8,9,10			
		- To find moral value of the text	11,			
		- To guess word meaning from context	13			
		- To find word referent	12.			
To measure the students' comprehension in reading text focus on narrative text	The Lion and the Mosquito	Thestudents are able: - To identify the purposes of the text. - To identify topic/main idea. - To make inference from the text - To find specific information - To find moral value of the text - To guess word meaning from context - To find word referent	14 15 16	3	Multiple Choice	14.a 15.c 16.d
To measure the students' comprehension in reading text focus on narrative text	Red Ridding Hood	Thestudents are able: - To identify the purposes of the text. - To identify topic/main idea. - To make	20	4	Multiple Choice	17.b 18.d 19. C 20.b

		inference from the text				
		To find specific information	17,18,19			
		To find moral value of the text				
		To guess word meaning from context				
		To find word referent				
To measure the students' comprehension in reading text focus on narrative text	Young couple	Thestudents are able: - To identify the purposes of the text. To identify topic/main idea. To make inference from the text To find specific information To find moral value of the text To guess word meaning from context To find word referent	21 25 23 24 22	5	Multiple Choice	21.d 22.c 23.c 24.a 25.a
To measure the students' comprehension in reading text focus on narrative text	The Crow and the Oyster	Thestudents are able: - To identify the purposes of the text. To identify topic/main idea. To make inference from the text		3	Multiple Choice	26.d 27.c 28.a

		To find specific information	26,			
		To find moral value of the text	27			
		To guess word meaning from context	28			
		To find word referent				
To measure the students' comprehension in reading text focus on narrative text	The Donkey and the Wolf	Thestudents are able: -To identify the purposes of the text. To identify topic/main idea. To make inference from the text To find specific information To find moral value of the text To guess word meaning from context To find word referent	 32,33 31 29,30	5	Multiple Choice	29.a 30.b 31.a 32. d 33.c
To measure the students' comprehension in reading text focus on narrative text	The Fox and the Crow	Thestudents are able: - To identify the purposes of the text. To identify topic/main idea. To make inference from		4	Multiple Choice	34.a 35.a 36.d 37.b

		the text				
		- To find specific information	34,35,			
		- To find moral value of the text	37			
		- To guess word meaning from context	36			
		- To find word referent				
To measure the students' comprehension in reading text focus on narrative text	The Grasshoper and the Ants	Thestudents are able: - To identify the purposes of the text. - To identify topic/main idea. - To make inference from the text - To find specific information - To find moral value of the text - To guess word meaning from context - To find word referent	38,39,40	3	Multiple Choice	38.c 39.b 40.a

2. Reliability Test

According to Fraenkle and Wallen (2012: 154)Reliability refers to the consistency of scores or answers how consistent they are for each individual from

one administration of an instrument to another, and from one set of items to another. To know the reliability of the test used in this study, the writer calculated the students' score by using Pearson Product Moment Correlation found in SPSS 16 (Statistical Package for the Social Science) program.According to Fraenkel, Wallen, and Wallen (2012: 157), write that research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher.

In this study, the test was tried out instrument of the test at one school. The test instrument considered of 40 question items in multiple choices to the eighth grade students from the one school twice with the same question items at different times. The score was described in table.

Table 5

Reliability Test's Score at SMP Negeri 10 Palembang

Student's name	Test 1	Test 2
A.Meydian Fernaandza	91,00	90,00
Addien Putra Arkanata	89,00	85,00
Afiqa Alifia Zita	78,00	73,00
Amanda Putri Aprilia	50,00	67,00
Annisa Fathiya	78,00	89,00
Ariq Siddiq Ramdhan	60,00	65,00
Bagas Arbimo Pratama	89,00	90,00
Devi Karlina	89,00	90,00
Gabriel Audita Salsabila	85,00	87,00
Ichlasul Amal	78,00	80,00
Indah Maryamsafitri Harahap	80,00	85,00
Istiqomah	75,00	80,00
Izza Adliya	90,00	80,00
Jasmine Aussie Azzahra	80,00	85,00
Jasmine Kezia Aldora	70,00	76,00
Jasmine Rana Sahirah	88,00	90,00
Khofifah Karlalita Arifin	70,00	78,00
Lutfiah Wahyu AMANDA	77,00	80,00
M. Fadhilah Ramadhan	75,00	80,00
M. Iqbal Farezi	70,00	77,00

M. Kasi Ghusoory	70,00	75,00
Mealdry Dwie Almira	79,00	80,00
Meris Duwi	78,00	80,00
Mona Qonitah	70,00	78,00
Muhammad Alkautar	77,00	80,00
Muthiah Zalfah	86,00	89,00
Nabila Febriyanti	89,00	90,00
Naurah Nadzifah	75,00	78,00
Novita Sari	70,00	75,00
Oktria Alviony	85,00	89,00
Prisa Putri Zahara	90,00	95,00
Reigita Yusiani	65,00	68,00
Robby Anzilni M	91,00	90,00
Salma Regina	85,00	70,00
Salwa Kamila	70,00	75,00
Sania Luqyana	70,00	60,00
Sekar Kirana	70,00	70,00
Wilda Afifa	80,00	75,00
Yastita Elmanissa	85,00	75,00
Yohannes Maestro Pasaribu	80,00	85,00

Then, the score in test 1 and test 2 were analyzed used Pearson Correlation Formula SPSS program. From the calculation, it was found that the coefficient reliability of the reading test items was 0.771 which higher than 0.70. Therefore, it could be stated that this instrument was considered reliable for this study. The result analysis of reliability test was described in Table.

Table 6

The Result of Reliability Analysis Using Pearson Correlation

No	Number of Test	N	Pearson Correlation	Sig.	Result
1	Test 1	40	0.771	0.000	Reliable
2	Test 2	40			

G. Research Treatment

1. Readability Test

Readability test is done to know which level of students who is appropriate and able to comprehend a reading text. Readability test was measured by using the online readability test which was assessed in *http://www.readabilityformulas.com*.

The writer used the text which was taken from english books for the eighth grade of junior high school students, written by Dardjis, et. al. (2008) and Sudarwati, et.al. Erlangga (2007). The texts focused onnarrative text and level of the texts are variation started from very easy, easy and difficult. Then the result of readability test for research instruments is figured out in Table 7.

Table 7
Result of Readability Test for Research Instrument

No	Text Title	Text Type	Text Statistics			Flash Reading Ease Score	Text Category
			Number of sentence	Words per Sentence	Character per Word		
1	Mantu's Little Elephant	Hortatory Exposition	22	22	4.9	42	Very Easy
2	The Prince and his best friends	Narrative	28	7	3.9	92	Very Easy
3	The flower from the moon	Narrative	11	13	4.1	86	Very Easy
4	The beauty and the beast	Narrative	8	23	3.6	84	Very Easy
5	Takatuliang the woodearver	Narrative	18	11	3.7	92	Easy
6	The stingy and the generous	Narrative	39	9	4.1	81	Easy
7	The owl and the nightgale	Narrative	8	23	3.6	84	Easy

8	Young giraffles	Narrative	13	9	4.2	82	Easy
9	Two goats	Narrative	10	12	3.8	84	Difficult
10	Two froqs	Narrative	6	22	4.7	46	Difficult
11	the cat and the mouse	Narrative	11	13	4.1	86	Difficult
12	The froq and the ox	Narrative	11	14	4.6	82	Difficult

2. Research Schdule

This study was conducted in twelve meetings including the pretest and posttest.Both experimental and control group were taught by the writer, they were both given the same main book and materials. The differences were the materials dealt with story face strategy given treatment in experimental group, In this study the experimental group was taught by using story face strategy and the control group was taught by using the strategy usually used by the teacher. The type texts were taken were narrative.

There was twelve texts come from narrative, were used as reading materials. They were "Mantu's Little Elephant, The Prince and his best friends, The Flower From The Moon, Beauty and the beast, Takatuliang, The Woodcarver, The Stingy and The Generous, The Owl and The Nightingale, Young Giraffes, Two Goats, Two Froqs, The Cat And The Mouse, The Froq and The Ox.

Reading materials for research treatments were displayed in following Table.

Table. 8

Schedule of Teaching Material For Research Treatment.

No	Teaching Schedule		Text's Title	Kinds of Text	Meeting
	Control	**Experimental**			
1	Tuesday, 11th of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 11th of februari 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Mantu's Little Elephant	Narrative	1st
2	Thursday, 13th offebruari 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thursday, 13th of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	The Prince and his best friends	Narrative	2nd
3	Wednesday, 15th of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Wednesday, 15th of februari 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	The Flower From The Moon	Narrative	3rd
4	Thursday, 18th of februari 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thursday, 18th of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Beauty and the beast	Narrative	4th
5	Tuesday, 20st of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 20st of februari 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Takatuliang, The Woodcarver	Narrative	5th
6.	Thursday, 22rd of februari 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thursday, 22rd of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	The Stingy and The Generous	Narrative	6th
7	Tuesday, 25th of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 25th of January 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	The Owl and The Nightingale	Narrative	7th
8	Thursday, 27th of februari 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Thusday, 27th of februari 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Young Giraffes	Narrative	8th

9	Tuesday, 1th of march 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Tuesday, 1th of march 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Two Goats	Narrative	9th
10	Wednesday, 4th of march 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Wednesday, 4th of march 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	Two Froqs	Narrative	10th
11	Wednesday, 4th of march 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Wednesday, 4th of march 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	The Cat And The Mouse	Narrative	11th
12	Wednesday, 4th of march 2014 2 X 40' (08.50-09.30 sd 09.30-10.10)	Wednesday, 4th of march 2014 2 X 40' (11.10-12.30 sd 12.30-13.10)	The Froq and The Ox	Narrative	12th

H. Techniques for Analyzing the Data

This part describes the methods of data analyses employed in the present study. Data obtained from the quasi-experimental study was submited using statiscal analysis by using the Statistical Package for the Social Science (SPSS) version 16.0 software. The writer analyzed the data from the test (pre-test and post-test) between two groups (control and experimental groups).

In analyzing the data, the writer used and described some techniques, as follows:

1. Data Descriptions

Before analyzing the data, distribution of the data was used to see distribution of frequency data and descriptive statistics.

a. Distribution of Frequency Data

In distributions of frequency data, the students' score interval, frequency, percentage were achieved. The distributions of frequency data were got from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of frequency data was displayed in a table analysis.

b. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics were got from students' pretest score in control group, students' posttest score in control group, students' pretest score in experimental group, and students' posttest score in control group.

2. Pre-requisite Analysis

Before analyzing the data, pre-requisite analysis was done to see whether the data obtained was normal and homogen. The procedure in pre-requisite analysis was described, as follows:

a. Normality Test

Normality test was used to measure whether the obtained data normal or not. The data could be classfied into normal when the p-output was higher than mean significant deifference at 0.025 level (Basrowi, 2007: 85). In measuring normality test, One sample Kolmogov Smrinov was used. The normality test was

used to measure students' pretest score in control and experimental group, and students' posttest score in control and experimental group.

b. Homogeneity Test

According Basrowi (2007: 106), Homogeneity test was used to measure the scores obtained whether it was homogen or not. stated that the score was categorized homogen when the p-output was higher than mean significant difference at 0.05 level. In measuring homogeneity test, Levene Statistics found in SPSS was used. The homogeneity test was used to measure students' pretest score in control and experimental group, and students' posttest score in control and experimental group.

3. Hypotheses testing

In measuring sifnificant of students' posttest score in control experimental groups was used independent sample t-test. It was used Significant difference was found whenever p-output was lower than significant t-table (Sig. 0.05).