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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The design of this research is a causal comparative research intended to know the different between male and female students' understanding on subject-verb agreement at the tenth grade of State Senior High School 1 Kampar.

According to McMillan (2006, p.221), "comparative research aims at attempting the differences between one variable to another one by simply examining." The statement clearly explains that comparative study is to emphasize the differences.

Furthermore, according to Gay (2000, p.227), comparative research is an explanation of similarities and differences, but comparative tends to emphasize the differences or contrast rather than the similarities. The same statement is also pointed out by Siregar, he states "comparative research is a research design used to know or to compare the difference between two or more variables."

In line with Gay (2000, p.227), "comparative research has two variables (independent and dependent variable). Independent variable will divided into two different groups which will be compared on the dependent variable."

In this research, there are two variables namely, variable X and Y. they are independent variable is symbolized by X, meanwhile dependent variable is

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symbolized by Y. Independent variable (X) is sex of the students (male and female students), while dependent variable (Y) is the students' understanding on subject-verb agreement.

B. Location and Time of the Research

The research was conducted at State Senior High School 1 Kampar. It is located in Air Tiris, Kampar Regency. The research was conducted on April, 5th – 8th 2018.

C. Subject and Object of the Research

The subject of this research was the tenth grade students of Senior High School 1 Kampar, and the object of this research was the comparative of understanding subject-verb agreement between male and female students.

D. Population and Sample of the Research

The population of this research was the students of tenth grade of State Senior High School 1 Kampar. The students were divided into 8 classes. The total number of this population was 300 students. Then, according to Gay (2000, p.232) the minimum sample size of causal comparative research is 15 samples for each groups.

In this research, the writer determined the sample by using stratified sampling. As Creswell (2012, p.159) in stratified sampling, the writer divided (stratify) the population on some specific characteristic (e.g. gender) and then,

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using simple random sampling. Sample from each subgroup (stratum) of the population (e.g. males and females). Besides, in simple random sampling, the writer selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population (Creswell, 2012).

Therefore, the writer used lottery by passing out small roiled paper marked by the sequence name of the students. Moreover, as Arikunto (2006) states that if the total population is less than 10, it is better to take all of them as the sample, but if it is more 100 students, the sample can be taken between 10-15% or 20-25% or more.

In this research, the writer took 20% from the total population of male and female at the tenth grade of State Senior High School 1 Kampar. The population and sample of the research can be seen as follows:

Table III.1
The total population and sample of the research

No.	Population		Total of Population	Sample		Total of Sample
	Male	Female		Male (20%)	Female (20%)	
1.	148	152	300	30	30	60

Thus, the writer took samples for male students were 30 students, and for female students were also 30 students. So, the total sample of this research were 60 students.

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E. Technique of Collecting Data

In collecting the data, the writer used test for measuring the comparison on understanding subject-verb agreement between male and female students.

Brown (2004) pointed out that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Meanwhile Syafi'i (2015) believed that the various data will be derived from a test such as ability, proficiency, comprehension or performance. As what focus in this research, the test was about subject-verb agreement. The writer made 40 questions related to basic rules subject-verb agreement based on five indicators as what explained in operational concept.

According to Cohen (2005) et Al, test is subject to items analysis. The test used in this research referred to identifying students errors in subject-verb agreement. The test had 40 questions dealing with subject-verb agreement. In this test, the writer gave 1 point for each items for those who answered correctly and 0 for those who answered incorrectly. Then, the total points in times with 2.5. Thus, the writer gave 100 score for those who answered all the questions correctly.

For further information about the instruction of the text, the writer shows the blueprint of both tests as follows:

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Table III.2
The Blueprint of the Test

Number	Indicator of items (Types of Subject-verb Agreement)	Number of items	Items number
1	Answer the question subject-verb agreement in third personal noun	8	1, 6, 11, 16, 21, 26, 31, 36
2	Answer the question subject-verb agreement in the plural subject	8	2, 7, 12, 17, 22, 27, 32, 37
3	Answer the question subject-verb agreement in collective noun	8	3, 8, 13, 18, 23, 28, 33, 38
4	Answer the question subject-verb agreement in there + be	8	4, 9, 14, 19, 24, 29, 34, 39
5	Answer the question subject-verb agreement when the clause / sentence begins with the word 'one of the'	8	5, 10, 15, 20, 25, 30, 35, 40

F. The Validity and Reliability of the Test

1. Validity

Before the test was given to the sample of this research, they were tried out to the tenth grade students of State Senior High School 1 Kampar. The purpose of the try out is to obtain validity and reliability of the test. Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004, p. 17). In other words, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested.

Validity in test is the extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of assessment. This research focused on subject-verb agreement test. There are four kinds of validity for test: content validity, criterion-

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related validity, construct validity, and consequential validity and they are all interrelated (Gay et al., 2012). In this research, the writer used content validity. According to Brown (2004), if all test items cover all of learning objectives (indicators) the test is content valid. Content validity was used because the test given were based on materials that the students learned.

To find out the validity of instrument, writer calculated it by using SPSS 16 version. The standard value of validity is $r_{\text{item}} > r_{\text{table}}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Table III. 3
The Item Validity of Try Out

Item Number	r-item	r-table	Result
1	0.60	0.32	Valid
2	0.67	0.32	Valid
3	0.53	0.32	Valid
4	0.49	0.32	Valid
5	0.55	0.32	Valid
6	0.72	0.32	Valid
7	0.60	0.32	Valid
8	0.56	0.32	Valid
9	0.64	0.32	Valid
10	0.54	0.32	Valid
11	0.54	0.32	Valid
12	0.62	0.32	Valid
13	0.61	0.32	Valid
14	0.72	0.32	Valid
15	0.47	0.32	Valid
16	0.52	0.32	Valid
17	0.37	0.32	Valid
18	0.55	0.32	Valid
19	0.47	0.32	Valid
20	0.33	0.32	Valid
21	0.59	0.32	Valid
22	0.53	0.32	Valid
23	0.67	0.32	Valid

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24	0.55	0.32	Valid
25	0.66	0.32	Valid
26	0.34	0.32	Valid
27	0.50	0.32	Valid
28	0.38	0.32	Valid
29	0.58	0.32	Valid
30	0.38	0.32	Valid
31	0.66	0.32	Valid
32	0.48	0.32	Valid
33	0.46	0.32	Valid
34	0.43	0.32	Valid
35	0.57	0.32	Valid
36	0.67	0.32	Valid
37	0.72	0.32	Valid
38	0.37	0.32	Valid
39	0.59	0.32	Valid
40	0.72	0.32	Valid

Based on the table above, it can be seen that the all items are valid because $r_{item} > r_{table}$. So, the writer used all the items to be tested to the sample.

2. Reliability

According to Gay et al. (2012), reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score. According to Cohen et.al, (2007) the guidelines for reliability is as follows:

Table III.4
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

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In this research, the writer used software SPSS 17 version to calculate the reliability of test. The result of multiple choice test reliability is as follows:

Table III.5
Reliability Statistic

Cronbach's Alpha	N of Items
.942	40

The reliability of test was 0.942. It is categorized into Very highly reliable level.

G. Technique of Analyzing Data

In order to find out whether there is or not a significant difference on understanding subject-verb agreement between male and female students at the tenth grade of State Senior High School 1 Kampar, the data of this research was analyzed statistically. To analyze the students' score, the writer used the following formula.

To calculate students' score of the test, the data was analyzed by using this formula (Arikunto, 2011):

$$\text{Students' Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Questions}} \times 100$$

Before the test was used, the writer did try out to know the validity and reliability. For measurement of students are based on score classification.

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Table III.6
The Classification of Students' Score

SCORE	CATEGORIES
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Arikunto, 2011, p.245)

Then, to find out whether there is difference, the writer used statistical method that is independent samples t-test formula by using SPSS.17.0 version. According to Pallant (2010), an independent samples t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of participant. So the writer used independent samples t-test because the writer want to compare the mean score in two different groups; male and female students.

The result of the formula was obtained statistically through the hypotheses below:

- a. H_0 : Sig.Value > 0.05 . It means that H_0 has accepted; there is no significant difference on understanding subject-verb agreement between male and female students.
- b. H_a : Sig.Value < 0.05 . It means that H_a has accepted; there is a significant difference on understanding subject-verb agreement between male and female students.