CHAPTER III

METHOD OF THE RESEARCH

A. Reseach Design

This reseach is a comparative design. According to Williams (2007), comparative reseach design provides the reseacher the opportunity to examine the interaction between independent variables and their influence on dependent variables. Comparative research aims at attempting the diferences between one variable to another by simply examining.

Comparative research is sometimes treated as a type of descriptive research, because it describe conditions that already exist. Comparative research, however, also attempts to determine reasons, or causes for the existing condition. In comparative research,the researcher attempts to determine the cause, or reasons, for existing differences in the baehaviour or the status of group or individuals. In other words, estabilished groups are already different on some variable, and the researcher attempts to identify the major factor that has led to this difference.

In line with Paisey (1999:3), comparative research is a method of analysis that focuses on several objects of study in order to identify similarities and differences. Regarding to Pickvance (2005) in Adiyia 2017:1) comparative research emphasized on the explanation of differences and the explanation of similarities.

From the statement above, we can take conclussion if the comparative reseach its mean that the research to compare between something. When

comparing two things, they are show how they are similar, when contrasting two things, there are show how they different. And the purpose of comparative research is to understand each of two things more clearly and, at times, to make judgement of them.

B. Time and Location of the Research

1. Time of the Research

This reseach was conducted on March 2019.

2. Location of The Research

This reseach was conducted at Islamic senior high school 2 Bengkalis.

C. Subject and object of the Research

1. Subject of the Research

The subject of the research was male and female at tenth grade of senior high school 2 Bengkalis

2. Object of the Research

The object of this research was students' vocabulary mastery in descriptive text between male and female students.

D. Population and Sample of the Research

1. Population of the Research

The population of this research was the first year students of Islamic Senior High School 2 Bengkalis. The tenth grade students of MAN

2 Bengkalis only consists of two classes. The number of population was 44 students.

2. Sample of the Research

Arikunto (2002) says if the population is under 100 persons, thus writer took all of them as the sample, but if the population is more than 100 persons, the writer can take 10%-15% or 20%-25% as the sample. Thus, the writer will take all classes as the sample of this research.

E. Data CollectionTechnique

1. Test

The writer used multiple choice tests to collect students' vocabulary mastery where the students were assigned to choose one of four options of the questions. The students focused in vocabulary mastery in a text.

Table III.1
Blue Print of the Test

NO	INDICATOR	NUMBER
1	The Students are able to identify noun in descriptive text	1, 7, 10, 14, 16, 20, 26
2	The students are able to identify verb in descriptive text	2, 4, 8, 11, 17, 21, 25
3	The students are able to identify adjectiive in descriptive text	3, 6, 12, 18, 22, 23, 27
4	The students are able to identify adverb in descriptive text	5, 9, 13, 15, 19, 24, 28

2. **Validity Reliability**

a. **Validity of the Test**

The test which will be used for testing the students' parts of specch mastery has to have validity and reliability. The test will be valid if it measures accurately what is intended to be measured. Validity is also called items discrimination. It means that the goal of validity of the test is to find out whether the test can differentiate between higher and lower group. According to Arikunto (2002), there are four types of validity they are content validity, construct validity, current validity, and predctive validity. To measure the validity of the test the researcher used construct validity.

Table III.2
Validity of Vocabulary Test

Item	R value	R table	Status
Item 1	0,55	0,44	Valid
Item 2	0,48	0,44	Valid
Item 3	0,59	0,44	Valid
Item 4	0,52	0,44	Valid
Item 5	0,51	0,44	Valid
Item 6	0,53	0,44	Valid
Item 7	0,52	0,44	Valid
Item 8	0,66	0,44	Valid
Item 9	0,58	0,44	Valid
Item 10	0,61	0,44	Valid
Item 11	0,57	0,44	Valid
Item 12	0,53	0,44	Valid
Item 13	0,45	0,44	Valid
Item 14	0,72	0,44	Valid
Item 15	0,51	0,44	Valid
Item 16	0,64	0,44	Valid
Item 17	0,60	0,44	Valid
Item 18	0,66	0,44	Valid
Item 19	0,63	0,44	Valid

Item	R value	R table	Status
Item 20	0,72	0,44	Valid
Item 21	0,53	0,44	Valid
Item 22	0,46	0,44	Valid
Item 23	0,51	0,44	Valid
Item 24	0,58	0,44	Valid
Item 25	0,49	0,44	Valid
Item 26	0,55	0,44	Valid
Item 27	0,51	0,44	Valid
Item 28	0,48	0,44	Valid

b. Reliability of the Test

According to Cohen (2000) Reliability is basically a synonym for consistency and replicability over period of time, over instruments and over groups of groups of defendents. There are three main categories of reliability: stability, equality and internal consistency. Means that a reliable instrument should be stable and trustworthy (Brown, 2003)

Table III.3
Level of Acceptable Reliability

NO	Reliability	Level of Reliability
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007, p. 506)

To obtain the reliabilty of the questionnaire, the writer used SPSS 23 Program to find out whether the questionnaire was reliable or not.

Table III.4
Reliability Statistic of Vocabulary Test

Cronbach's Alpha	N of Items
0,919	28

From the table above, it can be seen the value of Cronbach's alpha is 0.952. therefore , it can be concluded the questionnaire is reliable, and the level of reliability is very high.

3. **Data Analysis**

This research is a comparative research. Therefore, in finding the difference between male and female students' vocabulary mastery at tenth grade of Islamic senior high school 2 Bengkalis, the writer used SPSS 23. The writer used independent samples t-Test. According to Pallant (2010:239-240), An independent-samples t-test was used when you want to compare the mean score, on some continuous variable, for two different groups of participants.

Table III.5
The Scale of the Students' Vocabulary Mastery

NO	Score	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

Adopted from (Arikunto, 2013, p.281, Dasar dasar Evaluasi Pendidikan)