CHAPTER III

METHOD OF STUDY

This chapter describes briefly about the approach of the study, population and sample, techniques of data collection, and techniques of data analysis.

3.1 Approach of the Study

In this research, the writer uses a quantitative approach because she uses statistic test to know which type of dictionaries is more effective to assist the students in text reception. A quantitative study is research in which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analyses (Mackey & Gass, 2005, p. 363). A case study is detailed description of a single case, for example an individual learner or a class within a specific population and setting (Mackey & Gass, 2005, p. 351).

The analysis of this study is mostly related to the counting of numbers in order to prove whether the differences of the results between no dictionary, use Printed Dictionaries (PDs), and use Pocket Electronic Dictionaries (PEDs) in text reception are significant or not. Therefore, the quantitative approach becomes the right method for this study.

3.2 Population and Sample

3.2.1 Population

The population of this study consists of Senior High School students level XI in SMAN 2 Sidoarjo. The writer chose the students at level XI in SMAN 2 Sidoarjo. The members of level XI are more than two hundred students. Since this population is too big to be analyzed in detail, the writer took a sample.

3.2.2 Sample

The writer took the sample by using the purposive sampling technique. The sample data of this study are the students in XI IPA 1 at SMAN 2 Sidoarjo. English subject is given three times a week for about 90 minutes each.

In XI IPA 1 class, there are 30 students. They were divided into two groups, PD group and PED group by quasi-experimental research. The PD group is they use Printed Dictionaries (PDs), while for the PED group, they use Pocket Electronic Dictionaries (PEDs). The PD group consists of 15 students and also PED group.

3.4 Techniques of Data Collection

There were three steps in collecting the data, namely selecting the texts, conducting pre-test and administering post-test. The purpose of pre-test and post-test was to know the students' ability before and after the test. The writer gave a pre-test to both the PD and PED groups. The test consisted of ten questions of Multiple Choices Questions (MCQs). MCQs were considered to be an ideal test

instrument for many years due to its practicality in for measuring students' knowledge of grammar and vocabulary for scoring (Harmer, 2001, p. 323). There are 5 options, which are A, B, C, D, or E for each number of the test.

In the pre-test section, the writer gave the text with no dictionaries to the students. The test aimed to determine the basis of its proficiency on reading comprehension. The students had 20 minutes to answer the questions. After that, the writer divided the sample into two groups, the first group used Printed Dictionaries (PDs) and the second group used Pocket Electronic Dictionaries (PEDs).

In the post-test section, the writer gave the same questions and texts as the pre test to the students. The first group used Printed Dictionaries (PDs) whereas the second group used Pocket Electronic Dictionaries (PEDs). The students had 20 minutes to answer the questions.

The data were collected several times from March to April 2012 as follow:

- The pre-test was conducted on March 29th, 2012

- The post-test was administered on April 5th, 2012

Times of data collections are chose English subject time.

In short, several steps, which are taken in collecting the data, are listed as follows:
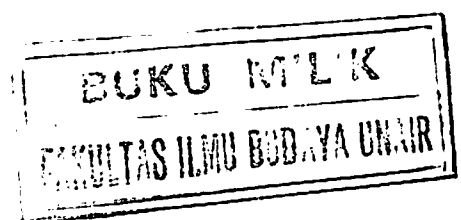
1. Selecting the texts.

2. Conducting a pre-test which are reading text with no dictionary.

3. Administering a post-test which are reading text with Printed Dictionaries (PEDs) or Pocket Electronic Dictionaries (PEDs).

3.4   Techniques of Data Analysis

To analyze the data, the writer classified the data into three tables, the first table was the scores of pre-test and post-test of PD group, the second table was the scores of pre-test and post-test of PED group, and the last table was the comparison of the increasing scores between PDs and PEDs. The writer then counted the mean scores and significance in three groups. The first group was the mean scores and significance of PD group, the second was the mean scores and significance of PED group, and the last was the mean scores and significance of PED and PD groups. For all of these groups, the data were counted using T-test SPSS 20.0. The writer interpreted the result.

In short, the steps of data analysis are listed as follow:

1. Classifying the data.

2. Opening the SPPS 20.0.

3. Counting the data by using T-test

4. Interpreting the result

CHAPTER IV
DISCUSSION