USING RANDOM TEXT STRATEGY IN TEACHING READING COMPREHENSION TO THE SECOND YEARS STUDENT'S AT SMPN 1 LAMBU IN ACADEMIC YEARS 2020/2021

A THESIS

Presented in Partial Fulfillment of the Bachelor Degree in English Language Teaching Requirement

by

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MOTTO

Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning.

-Albert Einstein-

DEDICATION

I Dedicate This Thesis Special to

My beloved parents My father (H.YakubYahya) and my mother (Hj.Nurbaya). Thanks a lot for the love, pry, advice, motivation and supports. Thanks for everything. I love you so much. My beloved sisters, brothers and my big family thank you so much. All my friends, who helped me to finish this thesis.

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Bismillahirahmanirrahim,

Alhamdulillah, the researcher says to praise to Allah SWT for blessing, health, chance, and inspiration give to the researcher during the writing this thesis. Shalawat and salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness.

In this occasion, with great humility the researcher says to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcherwould like to thanks to:

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7. The researcher also would like to express her gratitude and appreciation on my beloved parents, all my beloved families and friends for their conational support and help in providing literatures and giving some valuables for the sake this thesis completeness. May Allah bless all of them.Aamiin.

Finally, the researcher realizes this thesis is far from being perfect therefore, any criticism and suggestion for better of this thesis. The reseracher prays that all who helped get blessing and rewards from Allah the almighty.

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ABSTRAK

Ahyar Mudin. 2021. Skripsi: "Menggunakan Strategi Teks Acak dalam Mengajarkan Pemahaman Membaca pada Siswa Kelas II SMP N 1 Lambu Tahun Ajaran 2020/2021": Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram.

Tujuan dari penelitian ini adalah untuk menyelidiki penggunaan Strategi Teks Acak apakah efektif atau tidak dalam mengajar membaca dan untuk menganalisis perbedaan yang signifikan dalam skor siswa antara siswa yang diajar menggunakan Strategi Teks Acak dan tanpa menggunakan strategi teks acak. Jumlah populasi penelitian ini adalah 40 siswa dan sampel penelitian ini adalah 20 siswa kelas kontrol dan 20 siswa kelas eksperimen. Instrumen penelitian ini menggunakan tes pilihan ganda yang terdiri dari 20 butir soal. Data diperoleh dengan menggunakan pre-test dan post-test, kemudian data dianalisis dengan menggunakan SPSS 17.0. Hasil penelitian menunjukkan bahwa nilai minimum adalah 30, nilai maksimum adalah 60, nilai rata-rata adalah 42,75 dan Standar Deviasi adalah 9,662. Nilai minimal 40, nilai maksimal 70, rerata 51,50, dan Standar Deviasi 9,473, pada pretest Variabel kontrol N menunjukkan jumlah siswa sebanyak 20 siswa, nilai minimal 20, nilai maksimum 50, mean 38,25 dan Standar Deviasi 8,472, pada post-test nilai minimum 20, nilai maksimum 60, mean 45,25 dan Standar Deviasi 8,955. kelompok berarti skor post test lebih tinggi dari kelompok kontrol. Berdasarkan Paired Test sebesar 0,000 < 0,05 maka dari Independent Test diatas jika sig. (2-tailed) sebesar 0,000<0,05, artinya Penggunaan Strategi Teks Acak memiliki perbedaan nilai siswa yang signifikan antara siswa yang diajar menggunakan strategi teks acak dengan siswa yang tidak menggunakan Strategi Teks Acak. Strategi Teks Acak efektif dalam pengajaran membaca pada siswa kelas dua SMP Negeri 1Lambu tahun ajaran 2020/2021. Hipotesis Alternatif (Ha) diterima.

Kata Kunci: Strategi teks acak, Membaca

ABSTRACT

Ahyar Mudin.2021**.** A Thesis: **"***Using Random Text Strategy in Teaching Reading Comprehension to the Second Years Student's at SMP N 1 Lambu in Academic Year 2020/2021"*: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The purpose of this study was to investigate to use of Random Text Strategy whetherit's effective or not in teaching reading and to analyze the significant different in students' score between students who are taught u Using Random Text Strategy and without using random text strategy. The total population of this study involved 40 students and the sample of this study was 20 students in control class and 20 students for experimental class. The instrument of this study used multiple choice tests which consist of 20 items. The data was obtain using pre-test and post-tests, and the data was then analyzed using SPSS 17.0. The study findings revealed that the minimum value is 30, the maximum value 60, the mean value is 42.75 and the Standart Deviation is 9.662. The minimum value is 40, the maximum value is 70, the mean is 51.50, and the Standart Deviation is 9.473, in the pre-test control N Variable shows the number of students as many as 20 students, the minimum value is 20, the maximum value is 50, the mean is 38.25 and the Standart Deviation is 8.472, in the post-test, the minimum value is 20, the maximum value is 60, the mean is 45.25 and the Standart Deviation 8.955.It is proven by the experimental group mean that score of post test is higher than control group. Based the Paired Test of 0,000 <0,05, then from Independent Test above if sig. (2-tailed) of 0,000<0,05, it means that Using Random Text Strategyhas significant difference in students' scores between students who are taught using random text strategy than who are not using Random Text Strategy. The Random Text Strategy was effective in teaching reading at second year students of SMP Negeri 1Lambu in academic year 2020/2021. Alternative Hypothesis (Ha) is accepted.

Key Words**: **Random text strategy, Reading

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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading is one of those four main skills that are very important to learn for vocational high school students to get information. By reading the readers get knowledge which is important in daily life activity for the student at school,reading is an activity that can motivate them to be active in adding their knowledge and activating their thingking process. It is caused that during reading they catch and reach much information about anyting from their reading. Reacing much information in reading will help the students have much knowledge, especially related to their study. Therefore, students are encouraged to do the reading activity and have a good ability in it. It is done in order to provide the students with full of knowledge about everything. Besides, by reading well, the students can increase their background knowledge and experience from reading text.

Reading is one of most fundamental activities in the learning process and activity is often done when students learn in school by reading students can comperehed and understand what they have learn so, it is strengthened by Nunan (2003:69).

Based on the research pre observation at SMP 1 Lambu, the research found the problems in teaching reading. The students are having dificulty extracting information from the text, weither it be a general idea or spesific facts. Futhermore, the students were inctive in the learning process and still

less on the background of knowledge in the materials that the teacher provides.

From the problems above, the research tried to using random text strategy in teaching reading comprehension at the second years students of SMP N 1 Lambu. Random text strategy is an approach in teaching process where the text as main tool. In this case, text is given to the students disorderly and then they will arrange it on the true form. Random text strategy is one of the active learning strategies. This strategy appropriate with language learning because it can help the students to think logically and chronologically.

Based on the background above, the researcher focuses the research on "Using Random Text Strategy in Teaching Reading Comprehension to Second Year of SMPN 1 Lambu in Academic Year of 2020/2021.

1.2 Research Question

This study's research question can be stated as follows:

1. In the academic year 2020/2021, is the adoption of a random text technique beneficial in teaching reading comprehension to second-year students at SMPN 1 Lambu?
2. Is there a substantial change in the students' results before and after using the Random Text Strategy at SMP N 1 Lambu second-year students in the academic year 2020/2021?

1.3 Purpose the Study

The purpose of this study is two folded :

1. To investigate the use of random text strategy effective in teaching reading Comprehension to the second years students of SMPN 1 Lambu in the academic years of 2020/2021.
2. To analyze is there any significant difference in scores the students obtain before and after applyng random text strategy at the second year students of SMPN 1 Lambu in the academic year of 2020/2021?

1.4 Scope of Study

The study focused on the use of random text strategy effective in teaching reading Comprehension on Narrative text to the second years students of SMP N 1 Lambu in the academic years of 2020/2021.

1.5 Significant of Study

In this research, the researcher expects usefulness of the research both theoretically and practically.

1. Theoretically

   The result of this research is expected to give meaningful contribution to the teacher and students of SMP N 1 Lambu in learning process of reading comprehension.

2. Practically

   The finding of this study can be used as an input or technique for learning english in junior high school classroom, as well the impact of this strategy while teaching reading comprehension. This study's good

impact may encourage. English teacher to use this technique in teaching reading comprehension.

1.6 Hypothesis of Study

1. Alternative Hypothesis (Ha): In the academic year 2020/2021, the Random text technique is effective in teaching reading comprehension to second-year students at SMPN 1 Lambu.
2. Null Hypothesis (Ho): In the academic year 2020/2021, the usingRandom text technique is in effective in teaching reading comprehension to second-year students at SMPN 1 Lambu.

1.7 Definition of Key Terms

To clarify and explain the terms of the title and to avoid the ambiguity in this study. The researcher presents the definition of key terms as bellow:

1. **Reading comprehension**

   according to Hornby (1995) in Saenal (2008:4), is a word used to describe the skills required to comprehend and apply knowledge contained in written material.

2. **Random text Strategy**

   According to Isabella (2016:2), random text strategy of learning is a disconnected reading text and the students arrange the text to be reading intact. Random text strategy invites the students training their creative and active thought, because in random text as active learning strategy, students arrange the text that have been cuts into pieces to be a good sentence then the sentence will be arranged into a good and suitable paragraph.

CHAPTER II

REVIEWS OF RELATED LITERATURE

2.1 Definition of Reading

According to Alyoesef (2006:64), reading is an “interactive” process between reader and a text which leads to automaticity or reading fluency. Saricoban (2002:1) states that reading is not only a receptive skill, but also an active one in that it primarily includes the cognitive abilities such as predicting and/or guessing. Meaning does not resideon the printed page, nor is it only in the reader. Reading is an active process which consists of recognition and master skill.

Reading is not only a source of information and a fun activity, but it also helps to consolidate and expand one's language expertise. Reading is essential for broadening one's thinking and gaining a knowledge of a foreign culture.

Reading is unquestionably a vital practice for improving one's linguistic skills (Patel and Jain, 2008:114). Serravallo (2010:53) states that reading is an important way for students to hold onto their ideas to grow new thoughts about their books through the act of writing. Reading is similar to listening in that it is a receptive skill. It involves students interacting with visual input of language, which they need to process and understanding.From the definition above, the researcher can conclude that reading is very important activity. With reading people can get knowledge and information

in the life. The process of reading can make the readers can interpret and give their opinion from theis views after they read text.

2.2 Reading Comprehension

According to Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.Reading comprehension has a communicative value functions as an active skill as cognitive processes are working during reading (Saricoban, 2002:2).

According to Richard (2010:454), there are some types of reading comprehension are often distinguished, according to thereader’s purposes in reading and the type of reading used. The following are commonly referred to:

a) Literal comprehension: reading with the intent of comprehending, remembering, or recalling the explicit information included in a section.
b) Inferential comprehension: reading to infer information that is not expressly expressed in a passage, based on the reader's experience and intuition.
c) Evaluative or critical comprehension: reading to evaluate material in a piece to the reader's own knowledge and values.
d) Appreciative comprehension: reading a passage in order to elicit an emotional or other valuable reaction.

The researcher finds that reading comprehension is the process of getting meaning from a text based on the above explanation. Because English is still a foreign language, it is obvious that interpreting text is difficult. It necessitates a unique strategy. Because of their inability to analyze the meaning of words and sentences, many readers are unable to grasp the author's point of view. Aside from that, readers should be aware of the message, text arrangement, and sentence connections. As a result, the researcher opts for the Random text approach since comprehension necessitates the usage of appropriate technique and concentration when reading.

2.3 Types of Reading

There are some types of reading according to Patel and Jain (2008:118), as follow:

a. Intensive Reading:

Under the direction of the teacher, intensive reading is linked to future language development. The learner reads the text in order to gain knowledge or make an analysis. The purpose of this reading is to read a less amount of text. This reading is carried out in order to obtain specific information. Intensive reading occurs when a student reads a book in order to gain knowledge. Intensive reading has a few distinct characteristics:

a) This reading aids the development of active vocabulary in the learner.

b) The teacher is the major character in this reading.

c) Linguistic elements are created.

d) The purpose of this reading is to encourage active language use.

e) Reading aloud is a form of intensive reading.

f) Speech habits are stressed in intense reading, and accent, stress, intonation, and rhythm can be corrected (Patel and Jain 2008:118).

b. Extensive Reading

According to Patel and Jain (2008:120), substantial reading is reading for pleasure. The reader is interested in learning more about something. After reading, the reader is unconcerned about specific or critical facts. Extensive reading has a few characteristics:

a) It aids in the development of active vocabulary in learners.

b) Silent reading is extensive reading.

c) The topic matter is stressed via comprehensive reading.

d) In the comprehensive reading, learners take the lead because they must request measurements.

e) The concept can be developed through prolonged reading.

f) The goal of intensive reading is to broaden the knowledge of students.

g) A good reading habit can be acquired by substantial reading.

c. Reading Aloud

According to Patel and Jain (2008:120), reading aloud also play important role in teaching of English. Teacher should know that the training ofreading aloud must be given at primary level because it isthe base of words pronunciation.

d. Silent Reading

According to Patel and Jain (2008:122), silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done toacquire a lot of information. Teacher has to make themread silently as and when they are able to read withoutany difficulties.

2.4 Teaching Strategy

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2007:119). According to Mintzberg as quoted by Nickols (2016:3), point out that people use “strategy” in several different ways:

a. A strategy is a plan, a "how," a way to get from one place to another.
b. A strategy is a pattern of behaviors over time; for example, a corporation that sells very expensive goods on a regular basis employs a "high end" strategy.
c. Position is strategy; it represents decisions to offer certain items or services in specific areas.
d. Strategy is a matter of perspective, or vision and direction.

Based on the statement above, the researcher concludes that strategy is a important part in teaching process. Strategy can make the process of teaching learning more effective and interesting. The researcher uses strategy

for teaching reading using random text strategy in teaching reading especially in narrative text.

2.5 Narrative Text

2.5.1 Definition of Narrative text

According to Bal (2009: 9), a narrative text is a story that is 'told,' conveyed to recipients, and this telling requires a medium; that is, it is converted into *signs*, a text that isn't entirely made up of narrative in the traditional sense. In every narrative text, one point can be made to a passage that concerns something other than the event, such as an opinion on something, a disclosure by the narrator that is closely related to the event, a description of a face, or a location."

According to Knapp & Watkins (2005: 220), narrative is one of the most widely read yet least understood genres. Because narrative has been and continues to be such a popular genre, there is a common misconception that students will 'pick up' and write it 'naturally.' As a result, story-writing has become popular as a way of naturally inducting students into the nuances and idioms of the English language.

2.5.2 Teaching Reading Narrative Text Using Random Text Strategy

In teaching reading narrative text using random text strategy, the researcher must have preparation before start the lesson. The researcher can do some procedures as follow:

a. The researcher prepares the material and the topic about narrative text that will be given. The researcher gives instruction to the students about the procedures of random text strategy in learning reading narrative text.
b. The researcher divided the students into some small group.
c. The researcher gives every group a narrative text that has been cut into pieces.
d. The researcher gives assignment to the students to arrange the text into good narrative text so that can be read in sequence. The researcher gives about 5 minutes for the students to discuss with their group.
e. Every groups performs the result of their discussions. While, the other groups listen and add their opinion about the result that performed by their friend.
f. Every groups givesthe reason why they selects the sentences to be first paragraph, second paragraph etc, then they must mention every part of the text based on the generic structure of narrative text.
g. The next after finished, the students answer the question based on the text. Then, the researcher and the students discuss it together.

2.6 Random Text

2.6.1 Definition of Random Text

According to Isabella (2016:2), random text strategy of learning is a disconnected reading text and the students arrange the text to be reading intact. Random text strategy invites the students training their creative and active thought, because in random text as active learning strategy, students arrange the text that have been cuts into pieces to be a good sentence then the sentence will be arranged into a good and suitable paragraph.

Mustakim (2004:11) states that random text is best used for language course. With this strategy students are required to think logically with a sort of storyline of reading.

Strategy is planning which contains of a series of activities designed to achieve the objectives certain education. Therefore, teacher should be creative to choose learning strategies in accordance with the purpose to be achieved.

Based on the definition above the researcher concludes that random text is a good strategy where learners or students are requiredtological thinking to sort the storyline or reading. This strategy will be suitable use for lessons language although itcan also be used for other subjects.

2.6.2 Purpose for using Random Text Strategy

According to HisyamZaini (2002) there are five purpose of using random text strategy as follows:

a. Assist pupils in becoming more active. The students in each group will share and come to a decision together after reading the book in a random order.

b. Provide a model for inductive learning. In this instance, pupils are taught to go from little to large cases. In the context of education philosophy, training attempts to encourage critical behavior and thus increase students' respect for science.

c. Fostering democratic conduct. In Random Text Learning, groups encourage students to share ideas with one another and to respect the viewpoints of others.

e. Teach students how to pursue their ideas. Because the outcome of each group's discussion will undoubtedly be visible in the classroom, each group must defend its position while also correcting the position of the other group.

f. Teach pupils how to recognize and understand the primary theme of each paragraph. This is the primary goal of the reading exercise. If a reader does not get the core idea of what he is reading, he is unable to grasp the essence of the information.

2.6.3 Strategy of Random Text

According to Anwar and Hendra in Saniah (2014:13), strategy of random text consists of some steps, as follows:

1. Select the reading to be delivered.
2. Cut of the reading become some part. Pieces can be one or two sentence.
3. Make the students some small groups.
4. Give each group reading intact and have been cut into pieces.
5. Give students assignments to arrange of reading so that can be read in sequence.
6. Students learn the text reading in a way that the desired.

2.7 Previous Study

There are two relevant previous researchers related this research. The first previous study entitled “Improving Students’ Reading Comprehension Skill Using Random Text Strategy” which was written by RiniSusanti (2015). She used an Experimental quantitative research in her research. The finding of her research is the mean score of pre-test of experimental group is 63.83 and control group is 62.06. The mean score of The experimental group's post-test score is 75.15, while the control group's score is 66.76. It signifies that the post-test mean score is higher than the pre-test mean score. The second is written by Rahmat in his study "Improving Reading Comprehension of Madrasah Aliyah Tarbiyah Takalar Second Year Students through Question-Answer Relationship Strategy." With a t-test of 12.5 and a t-table of 2.080, he discovered that there was a significant difference. The method can be inferred

to be effective in boosting reading comprehension. The similarity between this research and the first research, both researches use random text as the strategy in teaching reading. There is also the difference between them. The first previous research uses random text as a strategy in teaching reading recount text, meanwhile this research uses random text as a strategy in teaching reading narrative text. Whereas the second research has differences with this research but also have similarity, the differences of this research from her research is in employing strategy. This research uses Random Text and her research uses Word Sort. However, the similarities both of the research improve teaching reading.

From the result of the previous research above, the researcher chooses to use Random text strategy in teaching because the result of using media or strategy in teaching and learning hopefully effective for students' reading comprehension especially narative text.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

According to Sugiyono (2011:73), there are some designs experimental forms that can be used in research. They are pre-experimental design, true experimental design, factorical design, and quasi experimental design. In this research, the researcher used quasi experimental design with non equivalent control group design as the appropriate design form. In non equivalent control group design is almost the same as pre-test and post-test control group design, but in this design for experimental group or control group are not chosen randomly.

The table of quasi-experimental designs could be illustrated as follows.

Table 3.1 Quasi Experimental Design

Group	Test	Treatment	Test
Experimental Group	Pre-Test	Experimental Treatment	Post-Test
Control Group	Pre-Test	Common Treatment by Use Teacher	Post-Test

3.2 Population and Sample

3.2.1 Population

According to Sugiyono (2014:61), population is generalizing region which consists of: object/subject having the quality of the certain and characteristic which specified by researcher to be studied then pulled

its conclusion. The population of this research is the second year students at SMPN 1 Lambu in the academic year of 2020/2021.

The population of this research was all of the students at the eighth grade students of SMP Negeri 1 Lambu in academic year 2020/2021. Which consist of two classes and the total number of population was 40 students.

3.2.2 Sample

According to Sugiyono (2014:62), a sample is a component of a population's total characteristic. The sample taken from the population must be representative. Furthermore, according to Creswell (2012:142), a sample is a subgroup of the target population that the researcher intends to analyze in order to generalize about the target population. This sample was chosen to reflect eighth-grade students at SMP Negeri1 Lambu in Academic Year 2020/2021, divided into two classes, VIII A and VIII B. There were a total of 40 students in the eighth grade at SMPN Negeri1 Lambu.

3.3 Research Instrument

In this research,the research will use the test as an instrument. The test in the form of multiple choise consists of 20 items that are cover with an indicator of narrative text. The researh gave post-test to all the students as the sample of the research. The score for each corret answer gave 5 and the incorret gave 0 but before the reseacher gave post-test to students, the research first gave pre-test to students.

3.4 the Techniques of Data Collection

In order to collect the data, the researcher applied some techniques as follows:

3.4.1 Pre Test

Before starting treatment, the researcher gave both groups the identical pre-test to assess their abilities. The researcher administered a post-test to the groups after they had received treatment in order to assess their ability. The test was in multiple-choice format, with four options (a,b,c,d), a total of 20 items, and a 45-minute time limit. The students chose the best answer, and the researcher assigned a value of (5) if the answer was correct and (0) if it was incorrect.

3.4.2 Treatment

Following the pre-test, the researcher administered therapy to the experimental group. The researcher solely used make a match to teach English vocabulary to the kids in the experimental group, but the teacher did not utilize it with the control group. The researcher, on the other hand, taught the same topic to both groups for eight meetings. The technique used in teaching learning activities was the difference. The researcher went into the classroom with the kids to see how far they had accumulated their vocabulary. The researcher delivered the treatment after the pre-test and took the score using the post-test.

3.4.3 Post Test

After doing treatments which same with the pre-test to the students, the researcher gave post-test as the second test in experimental group and in the control group after they learn reading used random text strategy. To know the achievement of the students after get the treatment. The result of this acitivity was to invenstigate effective or not in the eighth grade students in teaching reading comprehension.

3.5 Technique of Data Analysis

The researcher utilized SPSS 17.00 to evaluate the data collected from the pre-test and post-test. To investigate the effectiveness of make a match, the researcher used the Normality Test, and if the data is normally distributed, the researcher will use the Paired Test; if the data is not normally distributed, the researcher will use the Wilcoxon Test. To analyze the students who are taught using make random text, the researcher used the Homogenity Test, and if the data is homogeneous, the researcher will use the Independent Test.

3.5.1 Descriptive information

The amount of data, maximum score, minimum score, average score, and other descriptive data are useful for explaining and describing study data.

3.5.2 Normality Test

a. The normality test is used to see if the study data is evenly distributed or not.

b. Before we undertake parametric statistical analysis, we must have normal data.

c. In parametric statistics, the Kolmogorov-Smirnov test and the Sharpio-Wilk test are two common types of normality tests.

According to SinggihSantoso (2014: 191), the data is said to be normally distributed (symmetrical) in the Kolmogorov-Smirnov test and Sharpio-Wilk test, if the Sig. greater than 0.05.

3.5.2 Paired Examination

a. The paired sample t-test is performed to see if the average of two samples in pairs differs.

b. Normal distribution data are required in the paired sample t-test.

c. In the paired sample t-test, it is not a prerequisite for homogeneous variant data.

d. In this study, the paired sample t-test is utilized to address the problem statement

e. A paired sample t-test is performed on the pre-test experimental class data with the post-test experimental class data, then the pre-test control class data with the control class post-test data to answer the formulation of the problem.

Guidelines for decision making in the Paired Sample Test.According to SinggihSantoso (2014: 265), guidelines for decision making in the Paired sample test based on significance values (sig). SPSS output results are as follows:

1. If the value is sig. (2-tailed) <0.05, then H0 is rejected and Ha is accepted.
2. Otherwise, if the value is sig. (2-tailed)> 0.05, then H0 is accepted and Ha is rejected.

3.5.2 Wilcoxon Test

a. The Wilcoxon test is used to see if there is a difference in the average of two samples when they are paired in pairs.
b. The Wilcoxon test should ideally be performed on ordinal or interval data.
c. Because the Wilcoxon test is part of non-parametric statistics, it is not required for research data that are regularly distributed.
d. If a study is not normally distributed, the Wilcoxon test is employed as an alternative to the sample t-test diagnostic test.

3.5.3 Homogeneity Test

a. The goal of a homogeneity test is to see if a data variant from two or more groups is homogeneous.
b. In the independent sample t-test, homogeneous data is one of the conditions.
c. The homogeneity test is employed in this study to examine if the experimental class's post-test data and the control class's post-test data are homogeneous or not.

3.5.4 Independent Test

a. The independent sample t-test is used to assess whether the average of two unpaired samples differs.

b. The independent sample t-test requires normally distributed and homogenous data as a minimum.

c. In this study, the independent sample t-test is employed to answer the problem formulation.

d. To answer the problem's formulation, the experimental class's post-test data was compared to the control class's post-test data using an independent sample t-test.

3.5.5 Mann Whitney Test

a. The Mann Whitney test is used to see if there are any differences between the averages of two unpaired samples.

b. The number of samples used does not have to be the same

c. Because the Mann Whitney test is part of non-parametric statistics, research data that is normally distributed and homogeneous is not required.

d. If the study data is not normally distributed or homogeneous, the Mann Whitney test is employed as an alternative to the independent sample t-test.