

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses: (1) theoretical descriptions; (2) previous related study; (3) the hypotheses of the study; (4) criteria for testing the hypotheses; and (5) research setting.

#### **2.1. Concept of Reading Comprehension**

Reading is an important language skill that should be mastered by the students. Because, reading is the way of communication in language. The communication happens when a writer and a reader transfer and receive information through written text. The reason why reading is very important as stated by Patel and Jain (2008), reading is certainly an important activity for expanding knowledge of a language. Thus, I assumed that the readers do not just read but should get understanding from what they read.

During reading, comprehension is needed. People need to comprehend the texts content and context to gain the information during the reading activity. Duffy (2009) argues that:

Comprehension skill to find main ideas, details information, references, and guessing word meaning play a great role in determining the readers' overall understanding of the text being read. Without background knowledge, without the vocabulary that comes with various experiences, there is no comprehension.

In addition, Mickuleyky states that, comprehension is more than a matter of reading the words. Readers need to involve themselves in actively making decisions, solving problems, and using background knowledge in an attempt to make sense of the texts that they read (as cited in Yusuf, Yusuf, Yusuf and Nadya 2017, p. 46). Thus, the readers should comprehend when during reading to get information and knowledge, because it is important thing.

Comprehending reading text is process of constructing and extracting meaning. According to Snow, reading comprehension is the process of simultaneously extracting and constructing through interaction and involvement with written language (as cited in Holandiyah & Utami, 2016). By situating reading comprehension as a process of extracting and constructing meaning, that is the reader must make referential and logical inferences that are not explicitly made in the text. In conclusion, reading comprehension is process to comprehend a text when during reading to seek more information and knowledge.

Many people learn something new for some purposes such as in learning reading comprehension. The purpose in reading comprehension, Grabe and Stoller (2002) state that general reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading. Shanahan (2005), argues that there are five components of effective reading identified they are as follows:

### 1. Phonemic awareness

Phonemic awareness is the knowledge that words are made up of a combination of individual sounds. For example, the word cat is made up of three sounds (phonemes) /c/a/ and /t/.

### 2. Phonics

Phonics is the relationship between a specific letter and its sound, only as it relates to the written word. Phonics is used, for example, when a reader comes across an unknown word.

### 3. Fluency

Fluency is the ability to read text accurately and smoothly. When fluent readers read aloud, their expression, intonation, and pacing sound natural-much like speaking.

### 4. Vocabulary

Vocabulary means that understanding the word in the word when during reading. The reader need to know number of word.

### 5. Text comprehension.

Text comprehension is the interaction that happens between reader and text

## **2.2 The Concept of Teaching Reading Comprehension**

Teaching is the process to transfer knowledge, information, and experience to the students. According to Harmer (2004), a teacher gives some knowledge or instruct to the students and to make students smart and understand. Brown (2000), states that teaching is guiding and facilitating learning, enabling the learner to learn,

setting the conditions for learning (as cited in Arisca & Marzulina, 2015). It means that teaching is the process challenging of teachers to give knowledge and information by applying strategy to the students in teaching and learning process.

In teaching reading, both teacher and students should give full concentration on this subject because teaching reading is not easy, when the teacher teaches reading, the teacher should know the way to make students to comprehend a text and concentration in a text. Pang, Muaka, Bernhardt, and Kamil (2003) argue that teaching reading is difficult word where teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. Teaching reading is the process teacher to guide and give instruction about some ways in reading to comprehend well in a text. So, the teaching of reading, the teacher should find some strategies to make students easy to understand in learning English.

### **2.3 The Purpose of Reading**

Reading is an activity with a purpose. A person reads because of many purposes, for example, for getting information, expanding knowledge, and even for having enjoyment. Rivers and Temperly (1978), list some of the reason that L2 students may need or want to read:

1. to obtain information for some purpose or because we are curious about some topic.
2. to obtain instructions on how to perform some task for our work or daily life.

3. to keep in touch with friends by correspondence or to understand business letters.
4. to know when or where something will take place or what is available.
5. to know what is happening or has happened (as reported in newspapers, magazines, reports)
6. for having enjoyment or excitement.

According to Jordan (2002), reading for academic purposes is a multifaceted subject. However, there is one fundamental aspect which can be starting point for other considerations. When students read, it is a purpose. Clearly, students can have different purposes in their reading, these will include:

1. to obtain information (fact, data, etc)
2. to understand ideas or theories, etc.
3. to discover authors' viewpoints.
4. to seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.

## **2.4 Narrative text**

### **2.4.1 The Concept of Narrative Text**

According to Wardiman, Janur & Djusma (2008), narrative text is an imaginative story to entertain people. In addition, Coffman and Reed (2010) argue that narrative has been described as having several common components including a setting, plot (series episodes based on goals attempts, outcomes), resolution or story

ending. It means that, narrative is one of the most common text types that students are expected to use early on in their school life.

#### **2.4.2 Types of Narrative Text**

Anderson (2006) states that, narrative can be divided into (1) traditional fiction including folktales (ex: pinocchio), fairy tales (ex: snow white), parables (ex: the eagles and the vine), moral tales (ex: the lion on the path), myths (ex: the legend of bear), and legends (ex: tangkupan perahu) and (2) modern fiction which includes modern fantasy (ex: a thousand flowers), and contemporary realistic fiction (ex: the emerald light in the air). The content of narratives therefore covers many areas, e.g:

1. Humor, the aims to make the audience laugh as part of retelling story.
2. Romance, typically tells of two lovers who overcome difficulties to end up together.
3. Science fiction, use a setting involving science and technology.
4. Diary-novels, the text presented like diary entries.
5. Adventure, typically tells of exciting dangerous journey of experience.

#### **2.4.3 The Generic Structure of Narrative Text**

Djuharie (2007) proposed generic structure of the narrative text as follows:

1. Orientation: sets of the scene, where, when or introduce who is the participants.

It means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

2. Complications: what problem does character have?

It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication.

3. Resolution: how is the problem solved?

It is the final series of the events which happen in the story and give the resolution to solve the problem what was happen. The resolution can good or bad. The point is that it has been accomplished by the characters.

## The Example of Narrative Text

### The Prince and His Best Friends

#### Orientation

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, this servant of the place and Franklin Greedy, the son of an Aristocrat. One day. The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

#### Complication

Franklin was very tired and asked the prince to surrender immediately, but Peter was not afraid. He urged and supported the prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

#### Resolution

Early at dawn, Franklin opened the front gate and unlocked the doors. When they come to the room where the Prince was suppose to be sleeping. No one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter and the Prince were riding away on one of the bandit's horses.

It turn out, Peter Piper sneaked out of the house and waited in the yard. The bandit's were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the capital.

*(Source: English in Focus 2 Grade VIII)*



## **2.5 Cooperative Learning**

### **2.5.1 Definition of Cooperative Learning**

Strother (1990) defined cooperative learning as a form of instructional method, which requires students to work collaboratively in small, heterogeneous groups by helping each other to learn a given task (as cited in Azmin, 2015, p. 2). Johnson and Johnson (1994) state that Cooperative Learning consists of five basic elements: positive interdependence, face-to-face interaction, individual accountability, interpersonal and social skills, and group processing (as cited in Azmin, 2015, p. 2). In the process, students must be responsible for their own learning and for success of other group members' learning.

Dornyei (1997) cooperative learning is highly effective classroom intervention, superior to most traditional forms of instruction in terms of producing learning gains and students achievement, higher-order thinking, positive attitudes toward learning, increased motivation better teacher-students and student-student relationships accompanied by more developed interpersonal skills and higher self-esteem on the part of the students (as cited in Deswinda, 2014, p. 27).

Furthermore Kessler (1992), mentions that cooperative learning is group learning activity organized to that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is hold accountable for his or her own learning and is motivated to increase the learning of

others (as cited in Zibelius, 2015, p. 15). It encouraged other students to read and to share their knowledge with their friends.

It can be concluded that, cooperative learning is a learning model which provides opportunity to interact and to communicate among students each other and they take responsibility of their friends it can be highlighted that cooperative learning offers the ways to organize group work to enhance learning and increase academic achievement. Definitely, cooperative learning has so many techniques through it which can be applied by teachers in teaching-learning activities, such as: Jigsaw, Students Team Achievement Division (STAD), Cooperative Integrated Reading and Composition (CIRC), Learning Together, Group Investigation, and Cooperative Scripting.

### **2.5.2 Key Elements of Cooperative Learning**

In general, Johnson and Holubec (1993) proposed five essential elements of cooperative learning as follows:

1. Positive interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.

2. Face-to-face interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

### 3. Individual and group accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be.

The teacher is expected to give an individual test to each students, randomly examine students by asking one students to present his or her group's work orally to the teacher (in the presence of the group) or the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group member's to explain the rationale underlying the group answer, and monitor students to teach what they're learned to the others.

### 4. Interpersonal skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict management skills and so on.

### 5. Group processing

Group member's discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change (as cited in Mengduo & Xiaoling, 2010, p. 3).

### **2.5.3 The Advantages of Cooperative Learning**

Harmer (2009) explained that, there are some advantages in teaching learning process in cooperative learning approach (learning in group). The advantages are as the following:

1. Groups can help the students develop communication skill, leadership skill, and cooperation skill.
2. Groups motivate the students who bored.
3. Groups allow the students to work and interact independently without necessary guided of teacher, thus promoting the students independence.
4. It recognizes the old maximum that two heads are better than one and in promoting cooperation helps the classroom to become a more relaxed and friendly place.
5. It is relatively quick and easy to organize.
6. Group can improve students' achievement.

Based on the above explanation, it can be concluded that the advantages of cooperative learning activity are that the students are easy to take part in a discussion. It helps the students to express their idea, enjoy the discussion and share the knowledge.

## **2.6 Jigsaw Technique**

### **2.6.1 Definition of Jigsaw Technique**

Aronson and Patnoe (1997) states that jigsaw is one of the learning strategies under cooperative learning in which, just like in a jigsaw puzzle, the content of the

lesson is subdivided into different parts and results in the whole jigsaw puzzle to be completed (as cited in Azmin, 2015, p. 2). According to Aronson, Stephan, Sikes, Blarney, & Snap (1978), Jigsaw is a type of collaborative technique in which students are divided in heterogeneous groups each of them consisting of 6 members. Teacher divides the lesson into 6 parts, each of them unique and essential in order to understand the lesson. Each students work in one part and them all of them need to be placed together so as to understand the full chart (as cited in Lara, Rosario, Nuria, and Alberto, 2013, p. 3).

### **2.6.2 The History of Jigsaw Technique**

The jigsaw is a teaching that is applied in the classroom. It was first applied in 1971 in Austin City, Texas. According to Aronson (2011), the jigsaw was applied by him in the school to help teaching material. It was used by collaborating students' Austin and American (as cited in Adams, 2013, p. 65). Jigsaw is an efficient way to facilitate learning. In this technique, students learn a lot of material quickly, share information with other group, minimize listening time, and be individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for other students.

Aronson (1975) states that, Jigsaw can be used in all material includes: reading, writing, listening, or speaking (as cited in Huda, 2016, p. 149). In Jigsaw technique, the students have the opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material. The

students not only study the given material, but also they must give and teach the material to the other members. So the students will depend on the other students. They must cooperate to learn the given material.

Jigsaw technique is a specific cooperative learning. Each student is essential for the completion and full understanding of the final product. Jigsaw is a teaching technique used in small group instruction. Students of a normal sized (26-33 students) class will be divided into competency groups. Each group will be given a list of subtopics to research, with individual members of the group breaking off to work with the “expert” of other groups, then returning to their starting body in the role of instructor for their subcategory (as cited in Adams, 2013, p. 65).

According to Slavin (2009), The Jigsaw technique is a cooperative learning technique, it is appropriate for students between 3<sup>rd</sup> and 12<sup>th</sup> grade. This technique can be used to learn reading, writing, listening, or speaking. The students Cooperative with their friends and have many opportunities to improve their communication ability (as cited in Adams, 2013, p. 65).

### **2.6.3 Advantages of Jigsaw**

Jigsaw strategy has some advantages. According to Claris (1998), there are two advantages of Jigsaw strategy. This strategy makes the students have opportunity to interact meaningfully with reading material. So that, the students is ready to face and investigate the reading material at any time in learning process. Then, giving students responsibility for teaching the ideas to others member of the class. Besides that, this strategy can increase the students’ participation, to share their understanding

to the others friends or groups related to the topic. Then, this technique makes the students are active in teaching learning process (as cited in Nila, p. 5).

According to Nassanius (2009), the advantages of Jigsaw are:

1. It is remarkably efficient way to learn the material. Jigsaw technique helps solve the problem of classes that are too large to offer many opportunities for students to speak.
2. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.
3. Students are held accountable among peers. Learning from each other will lead them to value each other as contributors to their common task. A further affective benefit of this would be the increase of students' motivation and self esteem.
4. Jigsaw processes build interpersonal and interactive skills.
5. Jigsaw promotes learner responsibility and autonomy. Group work places somewhat equally. As group members, they must work together as a team to accomplish a common goal. As active participants in the learning process, students would be less dependent on the teacher and be more autonomous.

#### **2.6.4 The Procedure of Jigsaw Technique**

Aronson (2002) proposed some steps of using Jigsaw technique as follows:

1. The teacher divides students into 5 or 6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. The teacher appoints one student from each group as the leader, initially, this person should be the most mature students in the group.
3. The teacher divides the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) her work in the White House as first lady, and (5) Her life and work after Franklin's death.
4. The teacher assigns each student to learn one segment, making sure students have direct access only to their own segment.
5. The teacher gives students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. The teacher forms temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. The teacher brings the students back into their jigsaw groups.



8. The teacher ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. The teacher float from the group, to observe the process. If any group is having trouble (e.g. a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leaders get the hang of it.
10. At the end of the session, give a quiz on the material so that studnets quickly come to realize that these sessions are not just fun and games but really count.

## **2.7 Students' Team Achievement Divisioins (STAD) Technique**

### **2.7.1 Definition of STAD Technique**

Students Team Achievement Division (STAD) technique is a type of cooperative learning developed by Slavin and his colleagues. STAD is one of the most significant cooperative learning approaches, which has been influential in bringing about positive affects in multiple grades and subject.

Slavin (1995) enumerated three main concepts of STAD as team rewards, individual accountability, and equal opportunities for success. Team rewards are certificates or other awards which are given if a STAD group achieves higher than a predetermined level. Individual accountability the individual learning of each of the group members determines the success of the teams. As for equal opportunities for

success individual improvement of the students specifies their contributions to the group (as cited in Alijanian, 2012, p. 1)

Slavin (1995) points out the general steps to implement STAD in the classroom follows:

In Students Team Achievement Divisions (STAD), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and their students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another (as cited in Tiantong and Teemungsai, 2013, p. 86).

Students quiz score are compared to their own past overages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may team certificates or other rewards (as cited in Tiantong & Teemungsai, 2013, p. 89). The STAD technique is an appropriate technique for teaching well-defined objectives with single right answer, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts (as cited in Meidi, Rismaya, & Bunau, 2014, p. 4). So, the researcher believed that STAD technique could be an appropriate technique to improve students' achievement in reading comprehension of narrative text. Slavin (1995) considered, STAD is one of the most of all the Cooperative

Learning methods. STAD is appropriate in grades 3<sup>th</sup> through 12<sup>th</sup> (as cited in Alijanian, 2012, p. 2).

### **2.7.2 Advantages of STAD Technique**

There are some advantages of STAD technique in learning. Slavin (1995) One of them is that students can share the ideas that they work together to learn and responsible for their own teammates' learning to active a goal. In addition, in this students-centered learning, the students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions.

In line with the statement above, Slavin (1995) concludes several benefits of STAD for students: (1) creating conditions leading to positive achievement outcomes by directly teaching students structures method of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills), (2) increasing self-esteem and improve ethnic relation, and (3) leading to higher achievement, especially for low achiever.

Then, Lundgren (1994) states that, some advantages of using STAD for the students: (1) it can increase the students' motivation, (2) it can increase students' score, and (3) it can increase the students' retention or save the data for long time.

Related to the statement above, STAD is not only has positive effects towards students, it also has some advantages for teacher. Hamm and Adams (1992) identify three benefits of using STAD for teachers: (1) teacher become more cooperative in their own professional interactions and more willing to collaborate with their peers,

(2) teacher's time is spent more effectively; teachers can adopt a fresh, new attitude toward their job, and (3) teachers have a greater time to validate their own, values and ideas (as cited in Hayatunnisa, 2014, p. 26).

### **2.7.3 Procedures of Students Team Achievement Division (STAD) Technique**

Slavin (1994, 1995) proposed the procedure of STAD as follows:

1. The teacher Prepare the materials first before it is started.
2. The teacher explained or presents the materials completely or the beginning of the class while students listen attentively.
3. The teacher share students into group. As we know that STAD groups represent all of classroom include academic achievement, gender, race, and ethnic. Each group consists of four-five students.
4. The teacher give individual and team quizzes students take on the assigned materials.
5. Team recognition. In this stage, "teacher figures individual improvement scores and team scores and award certificates or other team rewards." It means that at the end of learning process after quiz, let students count their score by using rules for points. Then, calculate team's score by using the students' progress point. Make sure that every team will get an award because there is no competition among groups in the class (as cited in Alijanian, 2012, p.1).

## 2.8 Previous Related Study

There are three previous studies which are related to the writer's present study.

The first study was written by Deswinda (2014). The purpose of this study to find out whether or not Jigsaw technique and STAD technique effective in teaching reading comprehension. And the result of this study was this technique can improve students reading comprehension. The similarity between her study with my study in independent and dependent variables namely it used Jigsaw technique and Students Team Achievement Divisions (STAD) technique in teaching reading comprehension. However, the difference is in the population of the study in Deswinda's study was the second grade students of MTs Salafiah Depok. But in my study, the population of this study was the tenth grade students at MA YPGS Gunung Batu.

The second study was written by Annisa (2014), The purpose of this study to find out the effectiveness of using Jigsaw technique to develop students' reading comprehension on narrative text. The result of this study, explained that Jigsaw technique was effective and applicable for teaching narrative reading text and other kind of text. The similarity between her study and my study was in dependent variables namely narrative reading comprehension. However, the difference was in independent variable and population. Her study used Jigsaw technique, and my study used Jigsaw and Students Team Achievement Divisions (STAD) technique. And the population of Annisa's study was the Eleventh grade students' of SMA Negeri 63 Jakarta, in my study was the Tenth grade students at MA YPGS Gunung Batu.

The third study was written by Laelasari (2013). The purpose of this study was to describe the implementation of STAD to the second year in MA AL-Manar, and to find out the result of students reading comprehension after using method. And the result, the implementation of STAD technique in reading comprehension can be done effectively. Students can comprehend the text after read the text. And there was significant influence of used STAD technique to improve students' reading comprehension of the second year students of MA AL-Manar Tangerang. The similarity between her study and my study was in independent and dependent variables namely it used STAD technique in teaching reading comprehension. However, the difference was in the independent in her study only use STAD technique but in the writer's use both of Jigsaw, and the population of Laelasari's study was in the second year of MA AL-Manar Tangerang and my study is at MA YPGS Gunung Batu.

## **2.9 Research Setting**

This study was conducted in MA YPGS Gunung Batu. It was located at Ogan Komerling Ulu, Gunung Batu. MA YPGS was supported by good facilities and teachers.

In teaching and learning process at MA YPGS Gunung Batu especially in reading teacher just explained about the material, gave example and exercises, translated word by word, and asked the students to look for the meaning new in dictionary. Hence, the teacher should have a specific and different method that can be applied to the students to improve their reading skill.

## **2.9 The Hypotheses of the Study**

Based on the background of the study above, the hypotheses is formulated the null hypotheses (  $H_0$  ) and alternative hypotheses (  $H_a$  ) as follows.

( $H_0$ )<sub>1</sub>: There is no significant improvement on the tenth grade students' narrative reading comprehension who are taught by using Jigsaw technique before and after the treatment at MA YPGS Gunung Batu.

( $H_a$ )<sub>1</sub>: There is a significant improvement on the tenth grade students' narrative reading comprehension who are taught by using Jigsaw technique before and after the treatment at MA YPGS Gunung Batu.

( $H_0$ )<sub>2</sub>: There is no significant improvement on the tenth grade students' narrative reading comprehension who are taught by using STAD technique before and after the treatment at MA YPGS Gunung Batu.

(Ha)<sub>2</sub>: There is a significant improvement on the tenth grade students' narrative reading comprehension who are taught by using Jigsaw technique before and after the treatment at MA YPGS Gunung Batu.

(Ho)<sub>3</sub>: There is no mean difference on the tenth grade students' narrative reading comprehension who are taught by using Jigsaw and STAD technique before and after the treatment at MA YPGS Gunung Batu.

(Ha)<sub>3</sub>: There is a mean difference on the tenth grade students' narrative reading comprehension who are taught by using Jigsaw and STAD technique before and after the treatment at MA YPGS Gunung Batu.

## **2.8 Criteria for Testing the Hypotheses**

To prove the research problem, testing research hypotheses is formulated as follows:

1) If the p-output (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses (Ho) is accepted, and the alternative hypotheses (Ha) is rejected.

If the p-output (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses (Ho) is rejected, and the alternative hypotheses (Ha) is accepted.

2) If the p-output (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses (Ho) is accepted, and the alternative hypotheses (Ha) is rejected.



If the p-output (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses ( $H_0$ ) is rejected, and the alternative hypotheses ( $H_a$ ) is accepted.

- 3) If the p-output (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses ( $H_0$ ) is accepted, and the alternative hypotheses ( $H_a$ ) is rejected.

If the p-output (sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table, the null hypotheses ( $H_0$ ) is accepted, and the alternative hypotheses ( $H_a$ ) is rejected.

