CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presents and analyzes the data. The data was conducted to know the differences of students writing ability between students who were treated by using realia strategy and students who were not treated by using realia strategy and to know the effect of realia strategy for students writing ability in descriptive text at eight grade of SMP Kyai Hasyim Surabaya. In analyzing the data, the researcher presented independent sample t-test which consists of calculating test normality, calculating homogeneity, and calculating data by applying independent sample t-test using SPSS.

A. Findings

There were some results conducted by researcher based on the purpose of this research. The researcher analyzed and calculated the data gotten from pretest to make sure that the sample had same ability. The next step, researcher analyzed the data to answer the research questions. The researcher analyzed and calculated the data from the students' statistic test. Those test consisted of the normality, homogeneity, the differences between means and testing hypothesis.

1. The Result of the First Score between Experimental Group and Control Group

The researcher calculated the score of students' achievement in writing descriptive text based on five components of writing aspect taken from Self at.al.: composing (C) , style (S), sentence formation (SF), usage (U), and mechanics (M). (See Appendix 1). The researcher calculated the result of the first test and mean of both groups to evidence that samples had same ability. To know the total score of the first test, the researcher multiplied each component by 5 C (5) + S (5) + SF (5) + U (5) + M (5) and then all scores from five components of number of students were added to be a total score. The first test score was as follows**:**

Table 4.1
The First Test Score of Experimental Group

Students	The First Test of Experimental Group					Score X 5
	C	S	SF	U	M	
1	3	3	3	3	3	75
2	2	3	3	2	3	65
3	3	3	3	3	3	75
4	2	3	2	2	2	55
5	3	3	3	4	2	75
6	2	3	2	3	2	60
7	2	2	1	2	2	45
8	2	3	2	2	2	55
9	2	3	2	2	2	55
10	2	2	1	2	3	50
11	2	2	2	2	2	50
12	3	2	2	1	3	55
13	2	2	2	4	2	60
14	2	2	2	2	2	50
15	2	3	2	2	3	60
16	3	4	1	2	2	60
17	2	2	2	3	3	60
18	2	3	1	3	2	55

19	2	2	2	2	3	55
20	2	2	2	2	2	50
21	2	1	2	2	2	45
22	1	1	3	2	2	45
23	2	1	3	2	2	50
24	2	2	3	3	2	60
25	2	3	3	3	2	65
26	3	3	1	3	2	60
27	2	2	2	2	2	50
28	3	2	3	2	2	65
29	3	4	4	3	2	80
30	3	3	2	2	3	65
31	3	3	2	2	3	65
32	3	3	2	2	2	60
33	2	2	2	2	2	50
34	2	2	2	2	2	50
35	3	2	2	3	3	65
36	1	2	3	2	2	50
37	2	3	4	1	2	60
Total Score	84	91	83	86	86	2150
Mean	2.270	2.459	2.243	2.324	2.324	58.11

The table above contained the first test score and mean score of experimental for each component of writing aspects. The highest score was 4 for each component and 1 for the lowest score of each component. Here there were five components; the total score of all aspects was multiplied by 5. (20x5 = 100). The total score of composing was 84 and 91 for style, while sentence formation had 83 for total score, the total score usage was 86 and 86 for mechanic. Besides that, the means of each component score were 2.270 for composing, 2.459 for style, 2.243 for sentence formation, 2.324 for usage and 2.324 mechanics. The next step, the researcher added every score for each component from number of students to find the total score in first test of experimental group. From calculating, the researcher got the result of the first test score of experimental group was 2150 and 58.11 for mean score. It showed that writing ability was enough.

Table 4.2

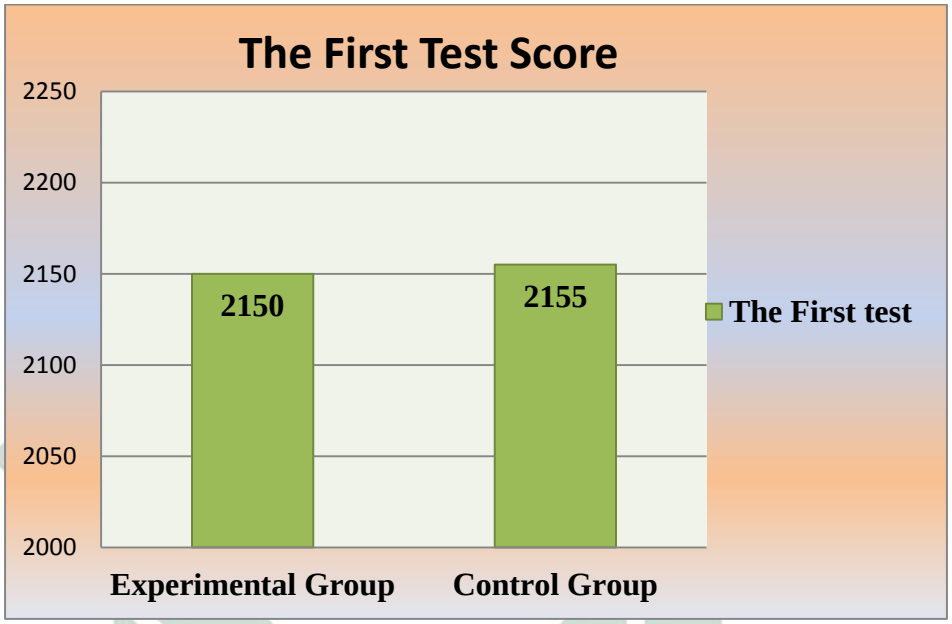
The First Test of Control Group

Students	The First Test of Control Group					Score X 5
	C	S	SF	U	M	
1	2	2	2	1	3	50
2	2	2	3	3	3	65
3	2	4	2	2	2	60
4	2	2	2	2	2	50
5	3	3	2	2	2	60
6	2	3	3	3	4	75
7	2	2	2	2	2	50
8	2	2	2	3	2	55
9	2	3	2	2	2	55
10	2	2	2	3	3	60
11	3	2	3	2	2	60
12	2	2	3	3	2	60
13	3	3	2	2	4	70
14	2	2	2	2	2	50
15	2	3	2	2	2	55
16	2	2	2	2	3	55
17	2	2	2	2	2	50

18	2	2	2	2	2	50
19	2	3	2	2	2	55
20	2	2	4	2	2	60
21	2	2	3	3	2	60
22	2	4	2	2	2	60
23	2	2	2	2	2	50
24	2	3	4	3	3	75
25	2	2	3	3	2	60
26	2	4	2	2	2	60
27	2	2	2	2	4	60
28	3	3	3	2	4	75
29	3	2	3	2	3	65
30	2	2	2	3	2	55
31	2	2	2	2	3	55
32	3	3	2	2	3	65
33	2	2	2	3	2	55
34	2	2	2	2	2	50
35	2	2	2	2	3	55
36	2	2	2	2	2	50
37	3	2	3	2	2	60
Total Score	81	89	87	83	91	2155
Mean Score	2.189	2.405	2.351	2.243	2.459	58.24

The table 4.2 informed the result of the first test score for control group of each component which every component had 4 for highest score and 1 for the lowest score. The score of each component was added and multiplied by 5 (20 x 5 = 100). The total score of composing was 81 and 89 for style, while the score of sentence formation was 87. The usage had 83 for total score and 91 for total score of mechanic. Besides that, the means score of each component were 2.189 for composing, 2.405 for style, 2.351 for sentence formation, 2.243 for usage and 2.459 for mechanics. The next step, the researcher added every total score for each component from number of students to find the total score in the first test of control group. From calculating, the researcher got the result of the first test of experimental group was 2155 and 58.24 for mean score. It means that writing ability of experimental group in the first test was enough. Based on the table above, the researcher compared between the first test score between experimental group and control group as follows:

Figure 4.3
The Chart of the First Test Score in Experimental Group and Control Group



The figure above contained the comparing result of the first test score between Experimental group and control group. The first test was conducted before the students were not given any strategy yet. The score showed that experimental group had score 2150 and 2155 for control group. It means that the first test score of control group score was higher than experimental with difference of 5 (2155-2150 = 5). So that the researcher concluded that the experimental score and control score had

same ablity, it was caused the different was insignificant. It can be supported by the descriptive statistic as follows:

Table 4.4

The Descriptive Statistic of the First Test

Descriptive Statistics

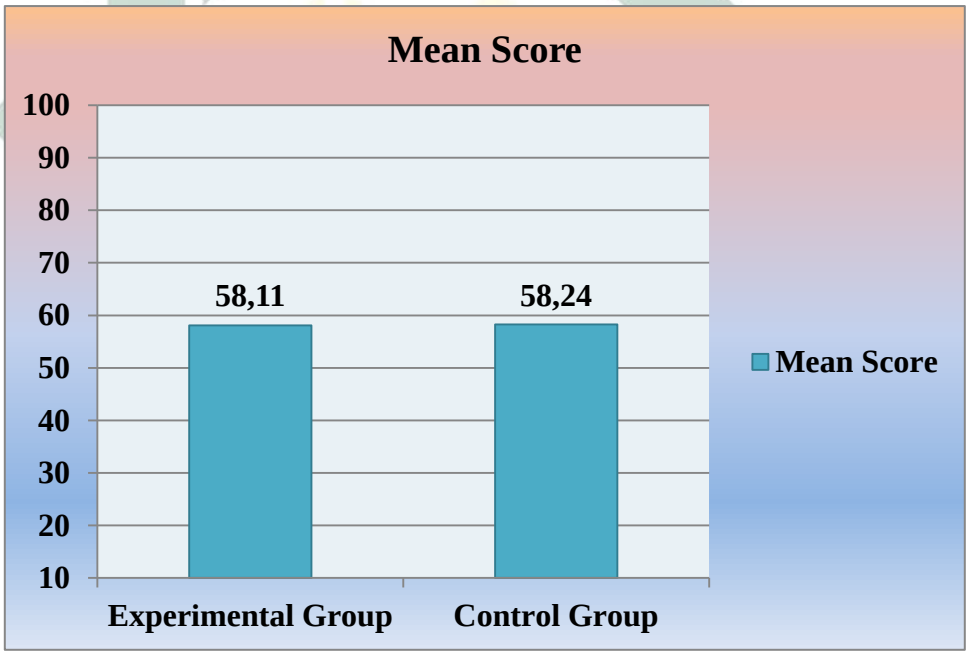
	N	Minimum	Maximum	Sum	Mean
Realia Strategy	37	45	80	2150	58.11
Without Realia Strategy	37	50	75	2155	58.24
Valid N (listwise)	37				

The table above showed the sample of experimental group and control group was same (37). The minimum score of experimental group was 45 and 50 for control group, while the maximum score of experimental group was 80 and 75 for control group. The first test score of experimental group was 2150 and 2155 for control group. It means that the first test score of experimental group was lower than control group, but both of groups had same ability. It could be seen from the mean score. The mean was the arithmetical average which was obtained by adding the sum offset score and dividing the number of the students. The calculating of mean was

gotten from total the number of score divided by the number of students. The mean of the first test of experimental group was 58.11, while the mean of the first test of control group was 58.24. The comparing result of mean score between experimental group and control group could be seen as follows:

Figure 4.5

The Chart of Mean Score in Experimental Group and Control Group



From the figure above showed that the result comparing between the mean score of experimental group and control group. The mean score of both groups were 58, although control group mean score was higher than experimental group but the different of both groups were not significant.

The different of mean score of both groups was only 0.13 (58.24-58.11 = 0.13). So that, the researcher concluded that experimental group and control group had same ability.

The next step, the researcher calculated t-test to make sure that both of groups had relatively same ability.

a. Arranging Hypothesis

H_0 : There is no significance different between experimental group and control group.

H_1 : There is significance different between experimental group and control group.

Significance value > 0.05 (It means that H_0 is accepted and H_1 is rejected)

Significance value < 0.05 (It means that H_0 is rejected and H_1 is accepted)

Ho will be accepted if t-value < t-table

Ha will be accepted if t-value > t-table

a. Determining Alpha (α)

Alpha = 0.05

Table 4.5

The Result of Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Writing Ability	Equal variances assumed	1.772	.187	-.072	72	.943	-.135	1.874	-3.871	3.601
	Equal variances not assumed			-.072	69.110	.943	-.135	1.874	-3.874	3.604

The result of calculating independent sample t-test showed that significance value was higher than the critical value of t-test or sig. (2-tailed): 0.943 > 0.05, it means Ho is accepted. Beside that the t-test was lower than t-table (-0.072 < 1.66629), it means that Ho is accepted. So that, it can be concluded that there was no significance different between experimental group and control group. From the calculation of the first test showed that both of groups had relatively same ability.

2. The Result of Final Test Score between Experimental Group and Control Group

The researcher calculated the Final test score of experimental group and control group to know the differences of writing ability for students who were treated by realia strategy and those who were not treated by realia strategy. The students' achievement in writing was calculated based on five components of writing aspect taken from Self at.al. They were composing (C), style (S), sentence formation (SF), usage (U), and mechanics (M). The next step, the researcher multiplied the score of each component with 5 and the result score of every component was added to find the total score: C (5) + S (5) + SF (5) + U (5) + M (5). The result of final test could be seen as bellows:

Table 4.6

The Result Final Test Score of Experimental Group

Students	Final Test Experimental Group					Score x 5
	C	S	SF	U	M	
1	3	3	2	3	2	65
2	3	3	3	3	3	75
3	4	4	4	3	3	85
4	3	2	3	3	2	65
5	3	3	2	2	2	60
6	3	3	3	2	3	70
7	3	2	3	3	3	70
8	3	3	3	3	3	75
9	3	3	3	3	3	75
10	3	3	3	3	3	75
11	3	3	2	2	2	60
12	3	3	3	3	3	75
13	2	3	2	2	2	55
14	3	2	2	2	2	55
15	2	3	2	2	3	60
16	3	2	2	3	2	60
17	2	2	2	3	3	60

18	3	3	2	3	3	70
19	3	2	3	3	3	70
20	3	3	2	3	4	75
21	3	3	2	2	3	65
22	3	2	3	2	2	60
23	3	3	4	3	3	80
24	2	3	3	3	3	70
25	3	3	3	4	3	80
26	3	3	2	3	3	70
27	3	3	3	3	4	80
28	3	4	3	3	2	75
29	2	2	2	3	3	65
30	3	3	3	2	2	70
31	2	3	2	3	3	70
32	3	3	3	2	2	65
33	3	3	2	2	3	65
34	2	2	3	2	3	60
35	3	3	2	4	3	75
36	4	3	3	2	3	75
37	2	2	2	2	3	55
Total Score	105	103	98	99	102	2535
Mean Score	2.837	2.783	2.648	2.675	2.756	68.51

The table above showed the final test score and mean score of experimental group. The highest score for each component was 4 and 1 for minimum score. There were five components of the total score of all aspects were multiplied with 5 (20 X 5 = 100). The total score of composing was 105 and 103 for style, while sentence formation had 93 for total score, the total score usage was 99 and 102 for mechanic. Besides that, the means score were 2.837 for composing, 2.783 for style, and 2.648 for sentence formation, 2.675 for usage and 2.756 for mechanics. The next step, the researcher added every score of each component from number of students to find the total score in final test of experimental group. From calculating, the researcher got the result of the final test of experimental group was 2535 and 68.51 for mean score. It means that there was progress of writing ability in experimental group and it showed that students had high writing ability.

Table 4.7

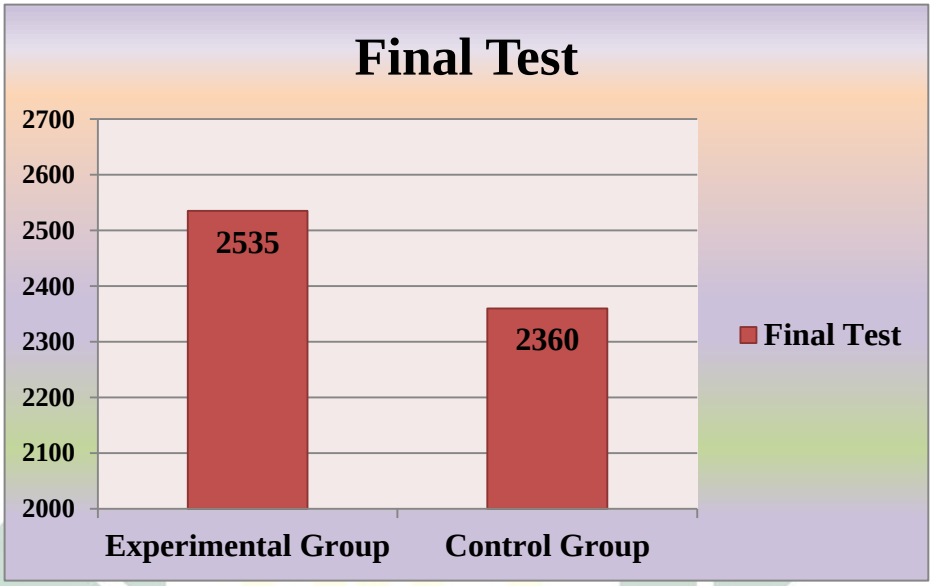
The Final Test Score of Control Group

Students	Final Test Control Group					Score x 5
	C	S	SF	U	M	
1	2	3	3	2	3	65
2	2	2	2	3	2	55
3	3	4	2	3	3	75
4	3	3	2	3	2	65
5	2	3	2	2	3	60
6	3	2	3	3	3	70
7	2	2	3	3	3	65
8	3	3	2	2	3	65
9	3	2	3	2	3	65
10	3	3	3	2	3	70
11	2	2	2	3	3	60
12	3	3	4	3	3	80
13	2	3	2	2	2	55
14	2	2	2	3	2	55
15	3	3	2	2	2	60
16	2	3	2	2	3	60
17	3	3	2	2	2	60

18	3	2	2	3	3	70
19	3	2	2	2	3	65
20	3	3	3	3	3	75
21	3	3	3	2	2	65
22	2	3	2	2	3	60
23	3	3	2	2	3	65
24	2	2	2	3	2	55
25	2	2	2	3	3	60
26	3	3	2	3	2	70
27	2	2	2	3	3	60
28	3	4	3	2	3	75
29	2	3	2	2	3	65
30	3	3	2	2	3	70
31	2	2	3	3	2	65
32	3	2	3	2	2	65
33	2	2	2	3	3	65
34	2	3	3	2	3	70
35	2	2	2	2	2	50
36	3	2	2	2	2	55
37	2	2	3	2	2	50
Total Score	93	99	89	94	97	2360
Mean Score	2.513	2.675	2.405	2.540	2.621	63.78

The table 4.7 showed the result of final test score and mean score of control. The highest score for each component was 4 and 1 as minimum score. There were five components of the total score of all aspects was multiplied with 5. (20x5 = 100). The total score of composing was 93 and 99 for style, while sentence formation had 89 for total score, the total score usage was 94 and 97 for mechanic. Besides that, the means score of control group were 2.513 in composing, 2.675 in style, 2.405 in sentence formation, 2.540 in usage and 2.621 in mechanics. The researcher added the score from all numbers of students to know the result of total score. From calculating, the researcher got the result of the final test score of control group was 2360 and 63.87 for mean score. It means that students writing ability in control group was enough.

Figure 4.8
Chart of Final Test Score in Experimental Group and Control Group



The figure above showed that the result of comparing final test score between experimental group and control group. The final test score of experimental group was 2535, and 2360 for final test score of control group. It means that the final test score of experimental group was higher than the final test score of control group. The different improvement of final test score between experimental group and control groups was 175. The researcher concluded that experimental group and control group had different ability after giving treatments. The students who were treated by using realia strategy had higher score that students were not treated by using realia strategy.

Table 4.9

The Descriptive Statistic of Final Test

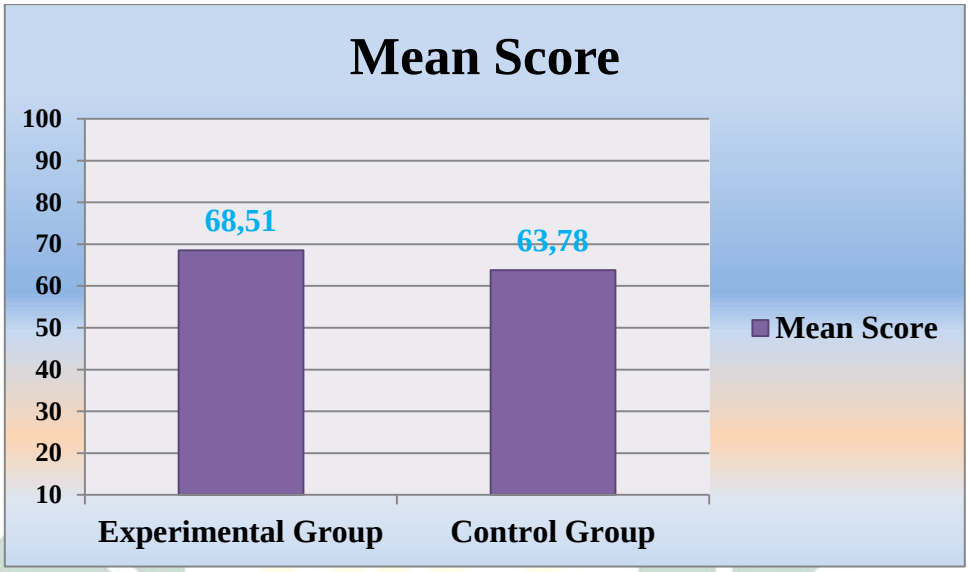
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
Realia strategy	37	55	85	2535	68.51
Traditional strategy	37	50	80	2360	63.78
Valid N (listwise)	37				

The table above showed the result of students writing ability in experimental group and control group. Both of groups had same sample: 37. The scores of experimental group were 55 for minimum score, 85 for maximum score, 2535 for total score and 68.51 for mean score while the scores of control group were 50 for minimum score, 80 for maximum score, 2360 for total score and 63.78 for mean score. The total score and mean score of experimental group were higher than control group. It means that students' achievement that was taught by using realia strategy was better than students' achievement that was not taught without realia strategy.

Figure 4.10

Chart of Mean Score in Experimental Group and Control Group



The figure in above explained about comparing mean score of both group in final test score. Here, VIII B was as experimental group and VIII A was as traditional group. Final test was done after giving treatment for experimental group, the treatment used was realia strategy. Final test was done at 27th April 2015 for Control group and 28th April 2015 for experimental group. The mean score of experimental group was 68.51 and 63.78 for control group. It means that students of experimental group had good writing ability while the students of control group had average writing ability.

So that, the researcher concluded that there was difference significantly of students' writing ability who were treated by realia strategy, and those who were not treated by realia strategy. The students achievement taught by realia strategy were better than students achievement who taught by traditional strategy in writing ability of descriptive text.

3. The Result of Statistic Data Analyzing Using Independent Sample T-Test

The researcher used t-test formula to know the effectiveness or not of realia strategy in improving students writing ability especially in descriptive text. The researcher made the steps to analyze and calculate the data from the students' statistic test of experimental group and control group. Those test consisted of calculating the normality, calculating homogeneity, calculating the differences between means and applying independent sample t-test for testing hypothesis.

a. The Result of Calculating the Normality

The data taken by researcher had to be tested to know the characteristic of the data. The researcher calculated the normality test to measure whether or not the data (Sample) from the population distribute normal. Normality test of two classes which included VIII B as experimental group or class which used realia strategy as media in teaching descriptive text, while VIII A as the control class which used

traditional strategy in teaching descriptive text. The researcher determined the hypothesis as comparison number. The hypothesis criteria as follows:

H_0 : Sample distributes normal (If the Significance value is higher than critical value: Sig > 0.05, therefore H_0 is accepted and H_1 is rejected)

H_1 : Sample does not distribute normal (If the Significance value is lower than critical value: Sig < 0.05, therefore H_1 is accepted and H_0 is rejected)

Table 4.11

The Result of Calculating Normality Test

Tests of Normality

	Realia Strategy	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
students writing ability	RS	.148	37	.039	.945	37	.069
	TS	.163	37	.014	.954	37	.134

a. Lilliefors Significance Correction

The table in above explained the statistic data by using SPSS 16. Here, the researcher focused on the statistic data result of Shapiro-Wilk, it was caused by the sample which was not more than 50 subjects for each group. In this study, the sample of experimental group was 37 students and control group was too. It means that sample was not more than 50 subjects.

The column of SPSS data showed that the significance value was 0.069 for experimental group and 0.134 for control group. If the Significance value was higher than critical value (0.069 > 0.05 and 0.134 > 0.05.), H_0 was rejected and H_1 was accepted. So that, it can be concluded that the data had normality distribution. Based on the hypothesis criteria, the researcher concluded that H_0 received samples from population distributed normal.

b. The Result of Calculating the Homogeneity

Having homogeneity data was the second requisite of applying independent sample t-test. The purpose of homogeneity test was to know the quality of variances between two group; experimental group and control group. The result of significant value would be compared with the critical value (0.05). The researcher determined the hypothesis as comparison number.

The hypothesis criteria as follows:

H_0 : The quality of variance between two groups is homogeneous.

H_1 : The quality of variance between two group is not homogeneous.

If the significant value was higher than the critical value, it means that H_0 is accepted and H_1 is rejected. If the significance value is lower than the critical value, it means that H_0 is rejected and H_1 is accepted. The result of the data is as follows:

Table 4.12
The Result of Calculating Homogeneity Test

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
students writing ability	Equal variances assumed	1.174	.282
	Equal variances not assumed		

Table 4.7 showed that the result of test for quality of variances. From the test showed that the significant value was 0.282, it means that H_0 was accepted and H_1 was rejected. It was caused the significant value

was higher than the critical value (0.282> 0.05). The calculation result of test above could be said that the quality of variances between two groups (experimental group and control group) had homogeneity data.

c. The Result of Calculating the Independent Sample T-Test

This formula was used to know the effect of realia strategy for students' writing ability in descriptive text at eight grade of SMP Kyai Hasyim Surabaya. T-test is tool to know the result significant or not. The researcher compared the data between experimental group and control group with applying computer program especially SPSS 16.

1). Arranging the Hypothesis

H_0 : There is no significant improvement in achievement between students who are taught by using Realia strategy than who are not taught by using Realia strategy.

H_1 : There is significant improvement in achievement between students who are taught by using Realia strategy than who are not taught by using Realia strategy.

H_0 will be accepted if t-value < t-table

H_1 will accepted if t- value > t-table

2). Determining Alpha (α)

Alpha = 0.05

H_0 is accepted if significance is higher than 0.05

H_1 is accepted if significance is lower than 0.05.

Table 4.13

The Result of Independent Sample Test between Experimental Group and Control Group

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
students writing ability	Equal variances assumed	1.174	.282	2.742	72	.008	4.730	1.725	1.291	8.168
	Equal variances not assumed			2.742	71.189	.008	4.730	1.725	1.290	8.169

The table 4.8 above showed that the significant value or sig. (2-tailed) was 0.008, while t- value was 2.742 and df was 72. The next step, the researcher compared between significant value and critical value (0.008 < 0.05), it means that H_0 was rejected and H_1 was accepted. It was caused the significant value was lower than critical

value. After getting the result of significant, the researcher determined the result of t-test and compared t-test with t-table. The value of t-test was 2.742 while the value of t-table was 1.66629; it means that t-test was higher than t-table (2.742 > 1.66629). So that, it could be concluded that H_0 was rejected and H_1 was accepted.

Based on the result of statistic tests, the researcher concluded that there is significant improvement in achievement between students who are taught by using Realia strategy and those who are not taught by using Realia strategy. It means that realia strategy is effective as media teaching writing descriptive text.

B. Discussion

Media has the important role in teaching and learning process. Choosing media in teaching English is one of activities that should be paid attention by teachers to stimulate students' brain in understanding the lesson and to reduce students' boredom in the whole activity. The teacher should choose the media related to the material to make students be interested in learning. Realia is one of interesting media that can be used in teaching process especially in descriptive text. Students can observe the object directly by using realia strategy. Besides that, realia media stimulates students' imagination and gives the real experiences. So it can decrease students' problem in low motivation

Based on the observation, when teacher used Realia as media in teaching and learning process, the students were very enthusiastic and interested in the material; the students could transfer their ideas and draw the information in written form because they faced the real object directly. Murcia stated that media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in its more complete communication complex.[1] It means that media can motivate students in learning process, and help teacher to develop students' skill and to deliver materials easily. Realia strategy is the real things or real object as aid that can used easily to enhance background knowledge and vocabulary in the classroom.[2] So the students describe thing that is looked, felt, smelt, tasted, and sounded easily.

Based on Berwald and Pierre Pierre, Realia refers to real objects specimens or artifacts-not copies, models, or representations from a particular culture, indeed, authentic materials such as newspapers, magazine, catalog, timetables, and films. etc., are designed for use in real life situations not for use as instructional tools.[3] In addition, descriptions are word pictures.[4] So, the

[1] Celce and Olstain, *Teaching English as a Second or Foreign Language*, n.d., 142.
[2] Herrel L, et al, *Strategies for Teaching English Language Learners* (USA: Pearson Merriel Prentice Hall, 2008), 24.
[3] Berwald and Pierre Pierre, "Teaching Foreign Languages with Realia and Other Authentic Materials," *ERIC Clearinghouse on Languages and Linguistics Washington, D.C.* 017 081 (1978): 3.
[4] Hogue Ann, *First Steps in Academic Writing: Second Edition* (USA: Pearson Longman, 2008), 95.

students can elaborate their idea easily because the realia helps them in acquiring the content of the picture or real object.

Furthermore, students' problem in lack of vocabulary and grammar also can be decreased. It means that realia strategy gives advantage in teaching writing. It also supported by Linda Gerot and Peter Wignell, that the social function of descriptive text is to describe a particular person, place and thing.[5] Thus the learning should be taught by using a media related to real life to express ideas easily. It is showed from the result of students in final score; experimental group has 68.11 for the mean score and 63.78 for control group. It means that there is difference significance between students who were taugh by using realia and students who were not taught by using realia. The presence of the realia gave them certain advantages in that, they are able to obtain more detailed and descriptive information such as the colours, the position, the shape, etc. of the object.

This strategy helped the students to be productive in generating ideas. It could be seen from the increase in scores that the students are able to improve. From the result, it shows that realia strategy is effective for teaching writing descriptive text. It can be seen from the result of this study showed that H_1 is accepted and H0 is rejected. It is also supported by opinion of Dean Schillinger about effectiveness refers to the intervention's ability to do more

[5] Mursyid. English Learning Hangout for grade VIII, 4

good than harm for the target population in a real world setting.[6] It means that effectiveness is the policy achieves what it intended to achieve or Realia strategy is effective if output target is higher than before. The researcher had proved prediction which presents researcher's expectations about a significant difference from variables by testing hypothesis (H_0 will be accepted if t-value > t-table, H_1 will accepted if t- value < t-table). It is also supported by opinion of Ary Donal about hypothesis is as tool that is used in the research process, no ends of research.[7]

According to researcher's opinion, realia strategy is effective as media in teaching writing descriptive text. It can be seen when realia strategy applied in experimental group, students really paid attention to the lesson and teacher explanation and even they were very enthusiastic during the teaching and learning process. They were active to give opinion or response when discussion in pair or group, they also asked and answered the questions from the teacher and their friends with creative ideas. Hopefully realia strategy can be a good solution for teacher's problem in the teaching descriptive text in SMP Kyai Hasyim Surabaya.

[6] Dean Schillinger, *An Introduction to Effectiveness, Dissemination and Implementation Research* (California San Francisco: UCSF CTSI Community Engagement Program, 2010), 2.
[7] Ary donald, et.al., Introduction To Reseach In Education: 8th Edition, (USA: Wadsworth Cengage learning, 2010), 82.