

# THE EFFECTIVENESS OF SCAFFOLDING READING EXPERIENCE (SRE) IN TEACHING RECEPTIVE SKILL

Edy Waloyo, M.Pd  
[edyabueza@gmail.com](mailto:edyabueza@gmail.com)  
IAIN Syekh Nurjati Cirebon

Uswatun Hasanah Nadia  
[Uswatun.270696@gmail.com](mailto:Uswatun.270696@gmail.com)  
IAIN Syekh Nurjati Cirebon

## ABSTRACT

The objective of this research was to get empirical evidence of the effectiveness of scaffolding reading experience towards students' reading comprehension achievement. The method that used in this research was quasi-experimental method. The samples are 60 students (30 Students for experimental class and 30 students for controlled class). Both of classes were given different treatment. Experimental class was taught by using scaffolding reading experience and the con-trolled class was taught without scaffolding reading experience. The sampling that was used in this research was purposive sampling. This research was conducted through the following procedure: giving pre-test, applying treatment and giving post-test. The result of this research was that the students' pre-test means score (y) of experimental class was 63 while the students' post-test means score (y) was 75. In contrast, the students' pre-test means score (y) of controlled class was 55 and the students' post-test mean score (y) was 63. The significant effect was shown by the students' post-test mean score (y) of experimental class which was treated by scaffolding reading experience was greater than the post-test means score (y) of controlled class which was not treated by using scaffolding reading experience. The data analyzed by statistic formula of T-test found that on significance level 5% t count was 3.861 while t table was 2.04 or t count > t table. Hence, the H<sub>0</sub> (null hypothesis) rejected and the H<sub>a</sub> (alternative hypothesis) was accepted. In additional, the application of scaffolding reading experience is effective towards the students' reading comprehension achievement.

**Keywords:** *Scaffolding reading experience, reading comprehension, narrative text.*

## A. BACKGROUND

English is one of the subjects that taught in Indonesia. As foreign language, English is regarded as difficult subject for few students. At the beginning, English was taught in every levels school in Indonesia, such as elementary school, junior high school, senior high school. Unfortunately, government repealed English subject in elementary school. Now, English can only be taught in junior high school and senior high school. On the other

hands, there is school that enhances English as subject since in early age or in kindergarten. Teaching learning English has purpose to make the students able to speak, write and read in English. Besides, they could make a good relationship with the other countries which use English as national language.

One of the basic language skills that any student needs is reading. As stated by Stone (2009: 39) reading is fundamental goal that children must master in order to be successful in school and in life. Reading is not passive activity because of reading needs some understanding, therefore, reading cannot be separated from thinking. It is because of reading not only looking printed text. Smith (2004: 27) defines reading is a thought-full activity which has relationship between print and meaning. In other word, reading is an activity that has relationship between brain and eyes, eyes seeing the print of text and the brain translated the word become a meaning. Furthermore, Nunan (2003: 68) interprets reading as a fluent process of readers to build meaning. Actually, when someone read a text automatically makes someone interprets the meaning based on the text and build new meaning.

In some schools, the students translate the text word by word in learning English process. It also happens at MTs N 1 Cirebon. The teacher asked to the students to translated word by word in reading text, hoping all the students understand whole the text and it could be encouraging the students to more like reading. Unfortunately, only a few students doing translated text and some students' do not doing it. While the students who also translated the text was not fully understand the content that contained in the text, because of the result of the students translating could not catch the meaning from the text. The researcher considering another strategy that used in teaching and learning reading text. The strategy is important in reading activity because it makes the students understand the text that taught by teacher. The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe and Ross, 2006: 12).

One of the strategies in reading is scaffolding reading experience (SRE). The scaffolding provides the students to internalize new information through the prior knowledge. SRE is also an appropriate strategy to improve reading comprehension in the class. It is a set of pre-reading, during reading, and post-reading activities specifically designed to assist a particular group of students in successful reading, understanding, learning from, and enjoying the particular selection (Graves and Graves, 2003: 9). Which is one of an effective strategy to help the students comprehend the texts. The students can understand and find the detail information of the texts. Therefore, through scaffolding reading experience the teacher can make reading more interesting, enjoyable, and meaningful for the students. Therefore, based on the explanation above, the researcher used this strategy to improve reading comprehension. Furthermore, the researcher was very interested in conducting the research entitled "The Effectiveness of Scaffolding Reading Experience (SRE) in Teaching Receptive Skill".

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and stets the condition for learning (Brown, 2000:7). It is important for the teacher to knowing the strategy. There are three stages of the scaffolding reading experiences according to Grave (2003: 14), they are; pre-reading, during reading and after-reading, each stages has some activities. Some activities will be applied in this research.

Pre-reading activities is the first set of optimal activities in scaffolding reading experience by preparing students to read, making sure that the students ready to read. There are three categories of pre-reading activities. Firstly, the teacher motivating the students that refers to the text by giving statements and pose question. Secondly, building or activating background knowledge: it is important for the students to recalling the knowledge that has been built in the students' brain. This purpose of this step for the students is helpful in understanding for the upcoming the text. Thirdly, pre questioning, predicting, and direction setting, activities: it helps the students to guess the text tell about.

During reading activities, the second set of optimal activities in scaffolding reading experience is contributing students as a reader. The teacher absolve the students to read the narrative text. After preparing students to read with pre-reading activities, the next step is to actually read.

Guiding reading is an activity which the teacher navigating the students in process reading text. According to Burkins and Corft (2010) there are seven common elements in guiding reading activity. First working with groups, it makes the students helping each other while the students did not know the text or the meaning of the text. Second is matching student reading ability to text level. The teacher should know the ability every student in the class, because of it makes the teacher deliver the subject easily. Third is giving everyone in the group with the same text. After the teacher known the level ability in the class, the teacher designs the text which almost covers the ability level in every student at class. Fourth, introducing text, it is important to the students to knowing the title or the type the text. Fifth listening to individuals read. Sixth, prompting students to integrate the students reading process. The last is engaging students in conversations about the text.

Post-reading activities are the last set of activities in the scaffolding reading experience by giving the students opportunity to check what they have learned from the selection to find out whether they have gotten what they wanted and needed from it.

There are two categories of post-reading activities. Firstly, questioning: questioning activities encourage students to think about and react either orally or in writing to the information and ideas in the material of students have read. Secondly, discussion: discussion activities give students forum in which to talk about the meaning they construct from the text.

## **B. METHOD**

### **The Method of the Research**

Quantitative method used in this research. It made used of a collection of experimental research design. Quantitative method is used to examine questions that can be best answered by collecting and statistically analyzing data that are numerical form (Crowl, 1996: 10). Furthermore, quantitative is a means of testing objective theories by examining the relationship among variables (Creswell, 2008: 22). Experimental research used in this research was quasi-experimental research. Quasi-experimental is a form of experimental research which individuals are not randomly assigned to groups (Creswell, 2009: 215).

### **Place of the Research**

The place is important to decide because of relating to the variable of the research and where the research is done. In this research, the researcher conducted the research at MTs N 1 Cirebon that is located on Pilang street no. 38 Kesambi, Cirebon. Time also important in this research, it is to decide how long the research was held. The research carried out from August to September 2017.

### **Variable of the Research**

This research used quasi experimental design with two samples experimental class and controlled class. Quasi-experimental design has two variables is being conducted, are: independent and dependent variable. The independent variable (X) is a condition which influences others variable. Whereas, the dependent variable (Y) is a condition which influenced by experimental. In the dependent variable before the manipulation of the independent variable X, it is usually a pretest (before the experimental group is given treatment) and after the manipulation of the independent variable X, it is usually a posttest (after the experimental group is given treatment), as stated by (Ary et. al: 2010). The two variables are:

- a. Independent Variable (X): SRE strategy
- b. Dependent Variable (Y): Students' reading comprehension.

### **Population and Sample of the Research**

The population is set of all cases of interest (Richardson, 2005). Population on this research is the ninth students of MTs N 1 Cirebon in academic year 2017/2018 that consist of eight classes. After determining the population, the researcher takes the sample to be the representative of the population. Sample is a group of subject or participant (students) in chosen from the population to be a representative (Fraenkel and Wallen, 2009: 9). The sample must be representative of the entire, then the generalization of the sample as true as population. To gets a sample researcher uses purposive sampling where the researcher chooses IX A and IX B. Those samples were into two classes namely the experimental (IXA) and controlled class (IXB) each class consist of 30 students.

The design chosen was non-equivalent control group design or non-randomize control group pre-test post-test design. Hence, the researcher selected two classes to be involved in this research. One class was assigned as an experimental group and the other one was assigned as a controlled group. Therefore, this research is aimed to determine if a specific treatment could be influential or could not be influential in this research.

### **Technique of Data Collection**

According to Fraenkel and Wallen (2009: 293) data collection is all process to collecting data in the research. This process is important to obtain the result of this research. It is taken by observing a situation, setting or interaction using the constructed instrument (Mujis, 2004: 22). To accumulate the data, the researcher was accumulating by carrying pre-test, treatment and post-test. To know more the details of the test accomplished, as follows:

#### **a. Pre-Test**

According to Creswell (2003) a pre-test provides a measure on some attribute or characteristic that you assess for participant in an experimental before they receive treatment. It can be called as pre-test before the treatment of this research. The pretest is aimed to know the students' reading comprehension before treatment carried out. In the testing process, the students have to answer the pre-test. There were 20 items of multiple choices. The score per item was 5.0 for correct answer. The students could get 100 point if they could answer correctly to the entire question. This finding of the test becomes the evaluation before the class.

#### **b. Treatment**

After conducting pre-test, the researcher gave the treatment as much as three meetings to the students in experimental and controlled with different treatment. In experimental class, the researcher used scaffolding reading experience while in controlled class the researcher used grammar translated method.

#### **c. Post-Test**

Post-Test is the last activity done in this research after two classes get treatment by researcher. As like pre-test, post-test also contained of 20 items of multiple choices question. The score per item was 5.0 for correct answer. From the score of this test, the researcher designed to find out the effectiveness of scaffolding reading experience as strategy in reading comprehension. Then, the findings of score in post-test compared with pre-test. In this case, the researcher knew how far was the effectiveness of the class that using SRE and the class without using SRE.

## Technique of Data Analysis

Ary, et. al. (2010: 465) stated that data analysis is a time – consuming and difficult process, because typically the researcher faces massive amounts of field notes, interview, transcripts, reflections, and information from documents to examine and interpret. The data acquire from research is the results of students' test that were analyzed quantitatively. The analysis of quantitative is using statistics which is called statistical analysis or inferential statistics. The data of this research was analyzed by using statistical computation.

That technique was used by researcher to find the significant difference in the result of posttest treatment class and controlled class. There are two types of T-test namely: Independent sample T-test and Paired sample T-test, this research used Independent sample T-test because it is aimed to compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different with the following SPSS windows 20. In analyzing the result, the researcher used SPSS 20, which some steps describe in below:

### a. Normality Testing

The researcher conducted normality testing to determine whether gotten data is normal distribution or not. The computation of normality testing in this research is using SPSS. 20, *One- Sample Shapiro-Wilk* test (the data < 50) by the value of significance ( $\alpha$ ) = 0.05 rules as follow:

- a)  $H_0$  : If the value of significance  $> 0.05$ , means data is normal distribution.
- b)  $H_1$  : If the value of significance  $< 0.05$ , means the distribution data is not normal distribution

### b. Homogeneity Testing

This testing conducted by the researcher to know whether gotten data has a homogeneous variance or not. The computation of homogeneity testing is using SPSS statistic 20 is *Test of Homogeneity of variances* by the value of significance ( $\alpha$ ) = 0.05. The hypothesis in this homogeneity describes in below:

- a)  $H_0$  : If the value of significance  $> 0.05$ , means data is homogeny
- b)  $H_1$  : If the value of significance  $< 0.05$ , means data is not homogeny.

## Hypothesis Test

In proving the hypothesis, the data which gained from the experimental and controlled class was calculated by using T-test formula with the assumption in below:

$t_0 > t_t$  : the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Therefore, there is significant difference on students' reading comprehension achievement taught by scaffolding reading experience. In other words, scaffolding reading experience is an effective strategy in teaching reading.

$t_0 < t_t$  : the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted. Thus, there is no significant difference on students' reading achievement taught by using scaffolding reading experience. In other words, scaffolding reading experience strategy is not an effective teaching reading.

### **C. FINDINGS**

This finding of the research is to answering the questions of the research, testing the hypotheses and the discussion of the result. It divided into research findings, data analysis, the result of normality and homogeneity testing, hypothesis testing and discussion.

#### **Description of the Data**

The researcher presented the data on student's reading comprehension by using scaffolding reading experience strategy and without scaffolding reading experience strategy in process of teaching reading comprehension. The data which had been collected through two kinds of test, those are pre-test and post-test. It was conducted for 30 students of IX class.

As mentioned before, the researcher used test as the instrument in collecting data. It was given to IX-A and IX-B students of MTs N Cirebon 1. The number of questions given by researcher was 20 questions. It was consisted of multiple-choice tests. Class IX-A as treatment class and XI-B as controlled class each class consist of 30 students which were as respondent or subject at the research. Those classes did same test that are pre and post-test before and after teaching reading comprehension. The data of the students' score of tests in treatment class and controlled class can be seen in the following table.

#### **Score Test of Students' Reading Comprehension with Treatment of SRE**

In this section, the researcher presented the result of the pre-test and post-test that had been done before and after treatment. Pre-test was held on Thursday, August 24th 2017 at 07.00- 08.20 am in treatment class. While, post-test was held on Thursday, September 14th 2017 at 07.00-08.20 in treatment class. The list of students' score of reading comprehension can be seen in table below:

**Table 4.1.1.1**  
**Student's Score Pre-test and Post-test**

Sum	1880	2250
Max	80	95
Min	45	50
Median	65	75
Mean	63	75
Modus	65	75

Based on the table above, it could be seen that the mean of the students' pre-test and post-test score has significant difference scores which is 63 of pre-test and 75 of post-test. Thus, the scaffolding reading experience technique is helpful for the students to increase their achievement in reading comprehension.

#### **Score Test of Students' Reading Comprehension without Treatment of SRE**

In this section, the researcher presented the result of the pre-test and post-test that had been done before and after treatment. Pre-test was held on Friday, August 25<sup>th</sup> 2017 at 08.00-09.20 am and post-test was held on Friday, September 22<sup>nd</sup> 2017 at 08.00-09.20. The list of students' score of reading comprehension can be seen in table below:

**Table 4.1.3.1**  
**Students' Score Pre-Test and Post-Test**

Sum	1600	1885
Max	70	80
Min	30	35
Median	55	65
Mean	55	63
Modus	55	70

Based on the table above, it could be seen that the mean of the students' pre-test and post-test score has significant difference scores is 55 of pre-test and 63 of post-test. In contrast, of the result of students' that used SRE.

## Data Testing

This part reveals about the result of normality and homogeneity testing.

### The Result Normality Testing

Normality testing is conducted to determine whether gotten data is normal distribution or not. The researcher used *Shapiro-Wilk* test because the data lower than 50 by the value of significance ( $\alpha$ ) = 0.05. The result can be seen below:

**Table 4.1.6.1**

#### Normality Testing of Pre-test

##### Normality Testing

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>Experimental</b>	.167	30	.032	.954	30	.231
<b>Controlled</b>	.178	30	.017	.934	30	.062

Based on the table above is showed that the significance value from pre-test of experimental class is 0.231 and from controlled class is 0.62. Those value from pre-test in each class are bigger than 0.05. The significant value on pre-test of experimental is 0.231 and it is higher than 0.05 ( $0.231 > 0.05$ ), while the significance value in pre-test of controlled is 0.68 it is higher than 0.05 ( $0.68 > 0.05$ ) therefore the data is in normal distribution.

This is also used *Shapiro-wilk* to determine the data is normal distribution or not. It is the data of pre-test and post-test for control class can be seen below:

**Table 4.1.6.2**

#### Normality Testing of Post-test

##### Normality Testing

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>Experimental</b>	.167	30	.003	.959	30	.286
<b>Controlled</b>	.207	30	.002	.899	30	.068

Based on the table above is showed that the significance value from post-test of experimental class is 0.286 and from post-test of controlled class is 0.068. Those value from post-test of treatment and controlled class are bigger than 0.05.

The significant value on prost-test of treatment class is 0.286 and it is higher than 0.05 ( $0.286 > 0.05$ ), while the significance value on post-test of controlled class is 0.068 it is higher than 0.05 ( $0.068 > 0.05$ ) therefore the data is in normal distribution, it also means that  $H_0$  is accepted and  $H_a$  is rejected.

### The Result Homogeneity Testing

Homogeneity testing took to know whether gotten data has a homogeneous or not. The researcher used *Test of Homogeneity of variances* with SPSS 20 by the value of significance ( $\alpha$ ) = 0.05, it is taken from pre-test and post-test from two classes experimental and controlled class, the result of pre-test from two classes can be seen below:

**Table 4.1.6.3**

#### Homogeneity Testing of Pre-test

##### Test of Homogeneity of Variances

Levene			
Statistic	df 1	df 2	Sig.
3.529	1	58	.065

The table above shows that the significance value is 0.65 higher than 0.05 means  $H_0$  is accepted and  $H_a$  is rejected. Hence, the data is homogeny.

The result of pre-test from two classes can be seen below:

**Table 4.1.6.4**

#### Homogeneity Testing of Post-test

##### Test of Homogeneity of Variances

Levene			
Statistic	df 1	df 2	Sig.
.082	1	58	.776

The table above shows that the significance value is 0.776 higher than 0.05 means  $H_0$  is accepted and  $H_a$  is rejected. Hence, the data is homogeny.

### Hypothesis Testing

From the data analysis, it could be identified that:

- When the value of  $t_{\text{count}} > t_{\text{table}}$  in  $df = 28$  with the significant level 0.05. The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that there is significant different score of reading

comprehension achievement to ninth grade students at MTs N 1 Cirebon before and after being taught using SRE strategy.

- b. When the value of  $t_{\text{count}} < t_{\text{table}}$  in  $df = 28$  with the significant level 0.05. The null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is no significant different score of reading comprehension achievement to ninth grade students at MTs N 1 Cirebon before and after being taught using SRE strategy.

#### **D. DISCUSSION**

This research aimed to knowing whether the scaffolding reading experience strategy can improve the students' reading ability with scaffolding reading experience strategy and without SRE strategy in narrative text. After gaining the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as follows:

First activities in experimental group was doing pre-test, it was conducted before treatment by giving reading comprehension test. It is used to know the students' earlier reading comprehension before the students get treatment. As experimental group, treatment was taught by SRE. Besides, controlled group was taught without SRE.

The second is given treatment to the students. The treatment here is teaching reading comprehension by using SRE strategy. The subject was taught is about narrative text. After the students got treatment, they were more enthusiastic and enjoy learning reading comprehension. The last step was giving post-test to the students after they got treatment. It showed that the students felt easy to answer the test than pretest. Although, there were some students still face difficulty.

The findings of posttest in experimental class were higher than posttest in controlled class although there were some students got unsatisfactory scores or some scores. It showed in the output data of statistics shows mean of post-test is 63 without using SRE and post-test by using SRE is 75 has increased and if compared the differences both of value is 19.13. It was found the students' reading comprehension achievement being taught by SRE strategy had better than the students' reading comprehension achievement without being taught by SRE. Therefore, from both mean it can be concluded that there is significant differences in the students' achievement of reading comprehension means that teaching reading comprehension through SRE strategy is effective.

The standard deviation is to measure how much the variance of the sample. The standard deviation of post-test in experimental class is  $11.37 < 75$  and post-test in controlled class is  $12.35 < 62.8$  where if the standard deviation is

getting higher than the mean is not homogeneity and if the standard deviation is getting smaller than the mean is homogeneity. Thus, it could be concluded that standard deviation of post-test in experimental and controlled group was homogeneity because of the sample of this research almost has the same means.

The standard error means to measure the accuracy with which a sample represents a population. The standard error mean of post-test in experimental class is  $2.076 < 75$  and post-test in controlled class is  $2.255 < 62.8$  where if standard error mean is getting higher than the mean is it the sample is not representative and if standard error mean is getting smaller than the mean is it the sample is representative. Hence, the sample of this research indicated good sample or representative from population.

Based on the data analysis above it was found that  $t\text{-count} = 3.861$  and  $t\text{-table} = 2.04$  and if compared the differences both of values is 12.6. From this comparison,  $t\text{-count} = 3.861$  is bigger than  $t\text{-table} = 1.70$  which means the alternative hypothesis ( $H_a$ ) is accepted, whereas the null hypothesis ( $H_0$ ) is rejected. It could be concluded there is significance different score of the reading comprehension of the ninth-grade students of MTs N 1 Cirebon in academic year 2017/2018 with and without SRE strategy.

Based on the result of research findings and explanation above, it could be concluded that using SRE strategy is effective in teaching reading comprehension at Islamic junior high school especially for ninth grade students MTs N Cirebon 1. It proved that SRE strategy has significant effect to the students' reading comprehension achievement. SRE is a strategy that takes the concept of scaffolding and incorporates it in a framework for guiding students' reading (Fournier and Graves, 2002: 31). Furthermore, the SRE is useful for curriculum 2013 where the steps of SRE more individual work as curriculum 2013 which focuses on students' activity.

## **E. CONCLUSION**

Using SRE strategy in reading comprehension text is effective. In this research showed that the significant effect was proved by the students' posttest mean score (75) of the experimental class which has treated by SRE strategy was greater than posttest mean score (63) of the controlled class which was not treated by SRE. The result of statistical hypothesis test on the level of significance 5% found that  $t$  count was 3.861 while  $t$  table was 1.70 or  $t$  count  $>$   $t$  table. Therefore,  $H_0$  (null hypothesis) was rejected and  $H_a$  (alternative hypothesis) was accepted. It can be concluded that there was a positive effect of using SRE towards students' reading comprehension in narrative text.

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