

CHAPTER III

RESEARCH METHOD

This chapter describes how to conduct the research. It describes about the research design, population, variable of the study, method in collecting data, method of data analysis, validity, and reliability, and then hypothesis testing.

A. Research Design

This research used quantitative research as a method. The design of this research was quasi-experimental. According to Creswell (2008, p. 626) quasi-experiments are experimental situation in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment. The result of quantitative data is in the form of statistical data; and from that the comparison between the controlled class and experimental class can be seen. It was proven the cause effect relationship among independent variable and dependent variable. It is supported by Creswell (2012, p. 295) say that experimental study is for the research which helping the researcher to know the cause and effect between independent variables and dependents variables.

Moreover, in experimental there are three kind of research design, they are pre-experimental, quasi-experimental, and true experimental. Then, in this study, the researcher chose the quasi-experimental to know the effectiveness of shadowing technique on students' speaking skill to eleventh grade of MAN 3 Blitar. There were two groups: experiment group and controlled group. The experiment group was taught by using shadowing technique while the

controlled group was taught without using shadowing technique or conventional teaching speaking as usual. The treatment in the experiment group was conducted via Whatsaap online application. The shadowing technique was treated from video in youtube channel. The instructions was explained in whatsaap group application and also stated in the video.

The researcher formulated it in the following figure. The design of this research could be seen in this formula:

Table 3.1 The Illustration Quasi-experimental Research Design

EG	O1	X1	O2
CG	O1	X2	O2

Note: EG = Experimental Group
 CG = Control Group
 O1 = Pre-test
 X1 = Unusual Treatment (Shadowing Technique)
 X2 = Control Treatment (Conventional Teaching Speaking)
 O2 = Post-test

Based on the formula above, the procedures in conducting the quasi-experimental research design are:

1. The first is administering the pre-test in both of the groups (experimental group and control group). It aims to measure the speaking ability of the students before giving the treatment for the experimental group and conventional teaching in control group.
2. The second is applying the treatment in the experimental group. The treatment was shadowing technique. Shadowing technique is the training technique that used to improve the students' speaking skill. To practice this technique, the students should repeat what the native speaker said in the

same time from CD, MP3, or Video. Meanwhile, in control group there was no treatment and the researcher only use conventional teaching in speaking. The treatment in experiment group was conducted via Whatsapp online application.

3. The last is administering the post-test in both of the groups. It aims to measure the speaking ability of the students after giving the treatment in experimental group and no treatment about shadowing technique in control group.

B. Population, Sampling, Sample

1. Population

According to (Sugiyono, 2003, p. 115) population is the region of generalization that consist of object or subject that has certain quality and characteristic, which is applied by the researcher to be understood. So, the population is the group of people in which the researcher can get the data form them. Moreover, the population of this study is the students of MAN 3 especially eleventh grade in academic year 2019/2020 with the total of students are 366. In MAN 3 Blitar, there are 10 classes of 11th grade which every class consist of 33-37 students.

2. Sampling

Sampling is the way of the researcher in deciding the object or sample from the population. There are two kinds of samplings; they are probability and non-probability sampling. In this research, non-probability sampling is used by researcher. It means that each individual do not have the same chance to be selected as the sample in the research. Then, the type

of non-probability sampling that will be used in this study is purposive sampling. Purposive or judgmental sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996). It is also supported by Ary et al (2010, p. 156) purposive sampling is refers to as judgment sampling sample elements judge to be typical or representative are chosen from the population. It can be simplified that purposive sampling is the way of get the sample based on the purpose of the study. By this sampling the researcher can choose the normal classes. It means that there will be progress of the sample when they are given the treatment.

Moreover, the researcher had a reason why use purposive sampling as his way to select the sample. The reason was by this sampling the researcher could choose the normal classes. It means that there are progresses of the sample when they are given the treatment. By choosing the normal classes which have the average ability, the researcher believe that the treatments (shadowing technique) could improve the students' speaking ability.

3. Sample

Sample is a part of population that smaller than population. Related with that the sample of this study is the students in eleventh grade of IIS 1 and MIA 1 which consist of 36 members in every those class. So, XI MIA 1 as the experimental group (EG) consist of 34 students and XI IIS I as the

control group (CG) is 37 students. The total of the sample in this study was 71 students.

C. Variable of Study

Based on Ary (2002, p. 37) variable is a construct characteristic that can take on different values or scores. It means that variable is the characteristic of the object that researched. The variable can affect the result of the study. In this study, the researcher used two variables; they were independent variable (X) and dependent variable (Y).

1. Independent Variable

Independent variable is variable that affects the dependent variable. It related with Brown (2005) that said variable selected by the researcher to determine their effect on or relationship with dependent variable. Then, the independent variables (X) was shadowing technique

2. Dependent Variable

Dependent variable is observed to determine what effect, if any, the other types of variables may have on it (Brown, 2005). It meant that variable is the variable that affected by independent variable (X). The dependent variable (Y) of this study was students' speaking skill, which was indicated by students' score of speaking test in the post-test.

D. Research Instrument

Research instrument is a tool to collect the data in a research or study. It is related with Arikunto (2006, p. 150) that said research instrument is also a tool or facilitate that used by the researcher to collect the data. The researcher can make this instrument by himself. Beside the researcher could use the

instruments, which have been available or called as using standard instrument. Then, the instrument of this study was test (speaking). The test was intended to measure the students' speaking skill before and after giving the treatments (Shadowing Technique). The test was given before treatment called as pre-test. This test was intended to measure the students' score in speaking before the treatment given. Meanwhile, the test was administered after treatment called as post-test and this test was aimed to measure the students' score in speaking after given the treatment.

E. Methods in Collecting Data

Method can be defined as the way or step. Related with that, method collecting the data is the systematically of way which applied by the researcher to get or collect the data. Then, the methods in collecting data in this study were by administering the test. The test is conducted twice, the first was pre-test and the second is post-test. The details explanation was in the below:

1. Pre-test

Pre-test is a test, which conducted before the students get the treatment. The researcher conducted pre-test to the experimental group (XI MIA 1) and control group (XI IIS 1). The researcher discussed the day to the English teacher to do this pre-test. The pre-test was conducted on 12th March 2020 either XI IIS 1 or XI MIA 1. The researcher conducted the pre-test in the class room. In this pre-test, the students were invited to speak up. The researcher focused on speaking skill. In conducting this pre-test, the researcher entered to the class and gave a short information about this research. The researcher provided three

topics and the students could choose one of them. The topics were “traveling, conventional transportation, and online transportation”. The time allotment was 60 minutes and each student could speak 1-2 minutes. Then, the researcher asked the students to do this pre-test with calling the students’ name to come forward and speak up one by one. This test was conducted to know the students’ speaking ability before they got the treatment (shadowing technique).

2. Post-test

The post-test was administered after the treatment. The researcher gave post-test to the experimental and control group. So, they were asked to speak up based on the topic that they had decided. The post-test in XI IIS 1 was conducted on 13th April 2020 while XI MIA 1 was conducted on 15th April 2020. The post-test was conducted by using Whatsapp online application. The researcher used online application because of pandemic COVID-19. The students were forbidden to go to school. So the researcher continued his research at home. This post-test was conducted after doing treatment. In this post-test the students were asked to speak up and record it, and then submitted the recording via Whatsapp online application. The students should speak 1-2 minutes. In this test, the researcher provided four topics. The topics were “Junk food, the importance of learning English, Monitoring kids while watching TV and Traveling. The students were asked to choose one of those topics. It was conducted to get the mean scores experimental and control group. There was an obstacle in submitting the recording via Whatsapp online

application. It because there were some students that stayed at Islamic boarding school. They were forbidden to bring smartphone. The researcher solved that problem by asking the committees of the boarding school to lend their phone and submitting the recording by using the committee's smartphone and the researcher got the recording and score from students that stayed at Islamic boarding school. This test was applied to know the effect of the students' speaking skill after they were given the treatment about shadowing technique.

F. Treatment

Treatment is the sequence of step to conduct experimental research design. The treatment is given after conducting pre-test or before post-test. The aim of this treatment was to compare the result between conventional teaching speaking and shadowing technique on students' speaking skill. In this study the researcher wanted to do treatment about shadowing technique as the technique in XI MIA 1. In this study, the treatment was applied for one class. The class that used the treatment was XI MIA 1. The treatment was Shadowing technique on students' speaking skill. The treatment in XI MIA 1 was conducted twice.

The first treatment in XII MIA 1 was conducted on 7th April 2020. The treatment was conducted in the classroom. The activity in giving treatment was divided into three parts (pre activity, main activity and post activity). In pre activity, the researcher explained what the meaning of Shadowing technique. In the main activity, the researcher explained how to practice shadowing technique step by step from the video about shadowing technique. In the post activity, the

researcher evaluated the students understanding in practicing shadowing technique.

Besides, the treatment in XI MIA 1 was conducted on 15th April 2020. The treatment was conducted at home by using Whatsapp online application. The researcher could not conduct treatment in the classroom because COVID-19, so the students should study at home. The treatment was Shadowing Technique. The researcher gave the treatment to the experimental group by applying shadowing technique on students' speaking skill. The researcher gave the treatment to the experimental group by applying shadowing technique on students' speaking skill. In this technique, the researcher gave treatments (shadowing technique) from the video. There were some instructions to do shadowing technique. The instructions were explained again in the second treatment in the form of text in whatsapp application. The instruction were included also in the video. So, the students were guided by the instructions from the researcher and also from the video. The researcher chose the video about shadowing technique that appropriate with the goal of the research. The video invited the watcher to train and decrease miss pronunciation, correct accuracy in intonation and also accent in speaking English. The video was from English tutor from youtube channel to learn shadowing technique in speaking English. The youtube channel was "*mmmEnglish*".

The researcher started his treatment by dividing pre activity, main activity and post activity. In pre activity the researcher started to greet students in whatsapp group class. Then, the researcher informed them that the treatment about shadowing technique would be started. In main activity, the researcher

gave introduction about what shadowing technique was and explained them how to do shadowing technique in the form of text in whatsapp application. The researcher started to explain every step. Step 1 was listening. It means that students should listen while looking at the text in the video. Step 2 was imitating. It means the students should imitate the pronunciation pause by pause. Step 3 was shadowing. It means the students should speak in the same time, pronunciation, intonation without looking at the text. After the students understood about shadowing technique, the researcher shared the video about how to practice shadowing technique. There was an instruction too in that video if students wanted to practice, so it made them understood more about the shadowing technique.

In one meeting the students were given three videos with different topics about shadowing technique. It purposed to make the students understood more how shadowing technique run. The topics were:

Video 1: *Traveling*

Video 2: *Make conversation with new people*

Video 3: *Trouble in airport*

The last activity, the researcher gave evaluation in the form of delivering short questions via Whatsapp to know about their impression in shadowing technique.

The questions were:

1. Had you watched all videos?
2. How was shadowing technique?
3. Was your speaking getting better?

G. The Procedures of Teaching Speaking by Using Shadowing Technique

In the following was described the procedures of shadowing technique in the class room. It was applied in XI MIA 1. Then, the ways of applying Shadowing Technique in teaching speaking was described below, they were:

1. The researcher greeted the students in the first activities.
2. The researcher gave general explanation about shadowing technique.
3. The researcher explained how to practice shadowing technique from the video step by step.
4. Step 1 was listening. In this step the students should listen while looking at the text in the video.
5. Step 2 that was imitating. It meant the students should imitate the pronunciation pause by pause.
6. Step 3 Shadowing. It meant students should speak in the same time, pronunciation, intonation without looking at the text.
7. The researcher asked the students understanding about shadowing technique.

The second treatment was applied during Covid-19. The researcher conducted this research by whatsapp online application. The focus on this study was to know the effect of shadowing technique from video about shadowing technique. The video was from native speaker or English tutor in youtube. Then, the ways of applying in teaching speaking was described below, they were:

1. The researcher greeted the student in whatsapp online application.

2. The researcher started to give the students explanation about shadowing technique in the form of text in whatsapp online application.
3. The researcher sent the video about shadowing technique and explained again the steps in practicing shadowing technique.
4. Step 1 was listening. In this step the students should listen while looking at the text in the video.
5. Step 2 that was imitating. It meant the students should imitate the pronunciation pause by pause.
6. Step 3 Shadowing. It meant students should speak in the same time, pronunciation, intonation without looking at the text.
7. The researcher asked the students to open and watch 3 videos about shadowing technique that had sent in the whatsapp online application.
8. The researcher were asked the students to take picture when they were watching the video.
9. The researcher gave the students short questions about their impression in shadowing technique

H. Methods of Data Analysis

This study is quantitative research so the result is numeric. Then, the research design is experimental study that investigates the cause effect of shadowing technique on students' speaking skill to eleventh grade of MAN 3 Blitar. So, the purpose of this study is to know whether the shadowing technique give the significant effect to improve the students' speaking skill or not. The data was collected from the result of the students' recording in post-test. The researcher recognized the voice of each student. So, there was no manipulation

in sending the students' recording. Then, the method to analyze the data in this study is by using statistical analysis. The variables of this study is interval and the data is normally distributed so the researcher would be used t-test to see the different effect between the experimental group and control group. Then, to know the significant different of shadowing technique on students' speaking skill by applying the SPSS 16.0 version.

I. Validity

In quantitative study the validity and reliability is the important aspect, which can be forgotten. According to (Hughes, 2000, p. 26) states that a test is said to be valid if it is measures accurately what is intended to measures. Therefore, if the speaking skill that to be measured so the students are tested to speak. Then, the test of this study will be able to call valid if the test has been appropriate with the test. The researcher would use the content and construct validity to measure whether his test is valid or not. Further explanation about those validity as the following:

1. Content validity

According to Best and Kahn (1995) explain that content validity refers to the degree to which the test actually measures or is specially related to the traits for which it was design, content, validity, is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists. In other words, the content validity is the level of validity that see from the sources of the instrument from. So, the researcher get the content validity from the topic based on the syllabus of the eleventh grade of Islamic Senior High School.

The researcher conducted consultation of the validity in with the expert. Those are advisor lecturer and also English teacher at MAN 3 Blitar as the validator to validate the instrument that has been set up. In this study, the researcher used shadowing technique on students' speaking skill. The content of the item in testing used was expressing of giving and asking for opinion. It was suitable for the eleventh grade at MAN 3 Blitar because the test based on the material and basic competence in K13. So, the instrument of this study fulfilled the requirement of having content validity.

Table 3.2 The Syllabus

Basic Competence	Indicator
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.	<p>3.2.1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks tulis dengan memberi dan meminta informasi terkait pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran sesuai dengan konteks penggunaannya.</p> <p>3.2.2 Menganalisis perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa tulis dengan memberi dan meminta informasi terkait pendapat mengenai topic yang hangat dibicarakan umum, argumentasi pendukung, serta saran sesuai dengan konteks</p>
4.2 Shadowing Technique	

<p>4.2.1 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>4.2.1.1 Mengembangkan topic dalam menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks, serta dipraktikkan secara lisan dengan memperhatikan <i>pronunciation, fluency, vocabulary and accuracy.</i></p> <p>4.2.1.2 Membuat gagasan utama sesuai dengan topik dalam menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks, serta dipraktikkan secara lisan dengan memperhatikan <i>pronunciation, fluency, vocabulary and accuracy.</i></p> <p>4.2.1.3 Mengembangkan gagasan utama dalam merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks, serta dipraktikkan secara lisan dengan memperhatikan <i>pronunciation, fluency, vocabulary and accuracy.</i></p> <p>4.2.1.4 Melafalkan secara lisan dalam menyatakan dan</p>
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	<p>merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks, dengan memperhatikan <i>pronunciation, fluency, vocabulary and accuracy.</i></p>
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2. Construct validity

Based on the statement of Best and Kahn (1995) content validity is the degree to which scores on a test can be accounted for by explanatory contrast of sound theory. It can be conclude that the measurement of construct validity is taken from the theoretical concept. Then, the test of this study measured the students' speaking ability with shadowing technique. Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown (2001:168), those aspects are pronunciation, fluency, vocabulary, and accuracy. Those aspects were formed as the scoring rubric. The scoring rubric was used by the researcher to avoid the subjectivities which also determined the test that have been conducted valid or not. The researcher also consulted those scoring scales with the English teacher and adviser lecturer to make sure that the test already obtained construct validity or not. The detail explanation of criteria, which included in those aspects, were described in the table below:

Table 3.3 Scoring Rubric

No	Component	Rating	Description	Score
1.	Pronunciation	Excellent	Speaking with correct pronunciation	5
		Good	Speaking with several incorrect pronunciation	4
		Average	Speaking with incorrect pronunciation but still understandable	3
		Poor	Speaking words incomprehensibly	2
2	Fluency	Excellent	Speaking fluently	5
		Good	Speaking generally at normal speed	4
		Average	Speaking too slow	3
		Poor	Speaking with many pauses	2
3	Vocabulary	Excellent	Very effective choice of words and use of idiom and words form	5
		Good	Effective choice of word and use of idioms and word forms	4
		Average	Adequate choice of words but some misuse of vocabulary, idioms and word forms	3
		Poor	Limited range, confused use of words, idioms, and word forms	2
4	Accuracy	Excellent	Grammatical and lexical accuracy are extremely high	5
		Good	Quite accurate; some errors, but meaning is always clear	4
		Average	Frequent errors; meaning is not always clear	3
		Poor	Very frequent errors; difficulty in making meaning clear	2

Tabel 3.4 Total Score: 20

Score	Standard	Grade
18-20	Excellent	A
15-17	Good	B
12-14	Average	C
9-11	Poor	D
0-8	Very Poor	E

J. Reliability

Furthermore, one of important aspect in quantitative was reliability. Based on (Fraenkel and Walken, 2009, p. 99) reliability refers to the extent to which test score attained. It can be simplified; the test can be called reliable if there is no far distance of the result between the pre-test and the post-test. So, to test the result of this study is reliable or not, the researcher would try out the test in the different class which in the same level. In this study, two scorers were scored by the researcher and his friend from English Department that also doing research in that time.

The researcher made a try out test to know about the reliability of the test. The researcher consulted the test with the English teacher in MAN 3 Blitar. After several consultations, the researcher could take the data in another class, except XI MIA 1 and XI IIS 1. The class was XI IIS 4. The researcher conducted the try out on 7th March 2020. The data was analyzed by using SPSS 16.0 version. The result of computing reliability could be seen in the table 3.5 as the following:

Table 3.5 The Result of Reliability

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.855	2

In measuring the reliability, the researcher used Cronbach's Alpha to check whether the test was reliable or not. Then, the picture above showed that the score of Cronbach's Alpha was 0.893. It was interpreted by using Triton's statement as the following table:

Table 3.6 Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
0.00 – 0.20	Less reliable
0.21 – 0.40	Rather reliable
0.41 – 0.60	Quite reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Very reliable

Moreover, from the table above the value Cronbach' Alpha of this study was in category very reliable. It could be seen that the value of Cronbach's Alpha this study was 0.893 and it was in the middle of value $0.81 < 0.893 < 1.00$.

K. Normality and Homogeneity Testing

1. Normality Testing

Normality testing is a way to test whether the variable normal or not. Normal means that the data have normal distribute. Then, the normality testing was applied in this study. It is necessary to know that the data involved in the study was normal distribution.

Moreover, in measuring the normality testing, the researcher used One Sample Kolmogrov-Sminorv in SPSS 16.0 version. The value of significance (α) is 0.05. The decision of normality testing was the following:

- a. If the significance value > 0.05 , the data have normal distribution
- b. If the significance value < 0.05 the data did not have normal distribution

Furthermore, the result of normality testing in this study can be seen in the table 3.7 that is presented in the following.

Table 3.7 The Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test

		MIA	IIS
N		36	33
Normal Parameters ^a	Mean	15.50	14.03
	Std. Deviation	1.521	1.489
Most Extreme Differences	Absolute	.184	.210
	Positive	.177	.210
	Negative	-.184	-.154
Kolmogorov-Smirnov Z		1.106	1.207
Asymp. Sig. (2-tailed)		.173	.109
a. Test distribution is Normal.			

Based on the result of normality testing in the table 3.7, it showed that the value of Asymp. Sig. (2-tailed) in Shadowing Technique was 0.173

and the value of Asymp. Sig. (2-tailed) in Conventional Teaching Speaking was 0.109. It means that the value of normality in both of group is higher than 0.05 ($0.173 > 0.05$ and $0.109 > 0.05$). Therefore, it can be interpreted that both of them had normal distribution.

2. Homogeneity Testing

Homogeneity testing is the test that used to know the similarity of the two condition or population. This test is intended to see that the data come from the population having same variance. In this study, the testing of the homogeneity was used ANNOVA in SPSS 16.0 version with the significance (α) = 0.05. The detail in making the homogeneity testing was the following:

- a. If the significance value > 0.05 , the data distribution was homogeneous.
- b. If the significance value < 0.05 , the data distribution was not homogeneous

Then, the result of homogeneity testing in this study can be seen in the table 3.8 as the following:

Table 3.8. The Result of Homogeneity Testing

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.715	4	26	.589

Based on the result of the table above, the value of Sig (Significance) was 0.589. It means that the Sig was higher than 0.05 ($0.589 > 0.05$). Thus, it can be conclude that the samples or groups had the same variances.

L. Hypothesis Testing

Hypothesis testing is a part to know whether the null hypothesis (H_0) rejected or not. In other word, hypothesis testing is intended to answer the research question of the study. Then, the step in hypothesis testing was described below, they are:

1. Stating The Hypothesis

The hypothesis of this study are:

- a. Null Hypothesis (H_0) means the shadowing technique is not effective on students' speaking skill to the eleventh grade of MAN 3 Blitar.
- b. Alternative Hypothesis (H_a) means the shadowing technique is effective on students' speaking skill to the eleventh grade of MAN 3 Blitar.

2. Finding The Critical Value

After stating the hypothesis, the researcher decided the significance level or the tolerance of error at $\alpha = (5\% \text{ or } 0.05)$ because this study is about language and education.

3. Computing The Test Value

In order to compute the test value, this study used SPSS 16.0 version.

4. Drawing the conclusion

After calculating the data in SPSS, the researcher will make the conclusion in analysis. The Null hypothesis is rejected, it can be explained that if the P-value is less than 0.05 and the opposite if the P-value is bigger or equal than 0.05 the Null Hypothesis is not rejected. The P-value in SPSS shows

Significance (Sig). So, if the result of this study shows that the data of P-value less than 0.05, the null hypothesis that tell the students who are taught by Shadowing Technique have different score with those are taught by Conventional Teaching Speaking will be rejected. Then the opposite, if the P-value of this study show bigger or equal than 0.05 the null hypothesis is will be not rejected.