

CHAPTER III

RESEARCH METHODS

A. Research Design

This study used quantitative research, it was a numerical data-based approach to testing theories or hypotheses through statistical analysis (Creswell and Gueterman 2024). This research is objective and systematic, in which researchers attempt to control research variables and use validated measurement tools to collect data that can be analyzed quantitatively. There are similar opinions among other experts who state that quantitative research is a type of research in which data is collected and coded in numerical form, and its objectives include description, statistical inference, causal explanation, and prediction, using methods such as social surveys, experiments, or analysis of official data or “big data” (Williams et al, 2022). This study using a quasi-experimental design, it is a quantitative research approach that mimics true experiments but without random assignment (randomization). Researchers can use pre-formed groups and still conduct interventions or pre-test/post-test measurements (Creswell J.W and Gueterman T.C 2024). The design used is a non-equivalent control group design, where two groups are selected through purposive sampling. This is used here to select subjects based on specific considerations, such as selecting groups with certain characteristics relevant to the quasi- experiment's objectives.

The two groups, called the experimental group and the control group, would give measurements before (pre-test) and after (post- test) the treatment.

Before the treatment, both groups underwent pre-test to measure the initial reading skill. After that, the experimental group received the project- based learning method for meetings, while the control group followed the usual learning taught by the teacher. After the period, both groups underwent a post-test to assess changes in reading skills.

The data obtained from the pre-test and post-test would be analyzed using appropriate statistical tests to find out whether there would be a significant difference between the experimental group and the control group. It is expected that this study can provide empirical evidence regarding the effectiveness of project-based learning methods in improving students' reading skills.

Table 3. 1 Non equivalent control group design

Class	Pretest	Treatment	Posttest
Experiment	0 ₁	X	0 ₂
Control	0 ₃	O	0 ₄

Note:

X: Project Based Learning Method

O: Not Project Based Learning Method

0: Experimental group pretest result before given treatment 02:

Experimental group pretest result after given treatment

0: Experimental group post test result before given treatment

04: Experimental group post test result after given treatment.

B. Place and Time

The students who became the subjects of the study were students of Class VIII D and VIII E of SMPN 20 Kota Bengkulu, the number of students who became the subjects of the study was 58 students. Consisting of 32 men and 26 women and the average highest English score was 90 and the lowest was 40.

The determination of the class was based on the level of problems they had in accordance with the results of interviews with teachers conducted before the study, namely low learning outcomes. Students were less interested in, students felt shy, nervous and did not have ideas for telling stories.

C. Population and Sample

1. Population

Population is a group of individuals who have one or more characteristics in common and is the main focus of a study. This population can be individuals, groups, organizations, or communities that are relevant to the research objectives (Creswell J.W and Gueterman T.C 2024)). The population in this study is all grade VIII students at SMP N 20 Bengkulu city in the 2025/2025 school year. Class VIII has local D and E, each class has 29 students, the total is 58 students.

Table 3. 2 The Number of Population

No	Class	Number Of Students
1.	VIII A	32
2.	VIII B	31
3.	VIII C	30
4.	VIII D	29
5.	VIII E	29
6.	VIII F	29
7.	VIII G	29
8.	VIII H	28
	Total	237

Source: SMP N 20 Bengkulu City, 2025

2. Sample

Sample is a subgroup of the population selected to represent the overall population in the study. Sample selection is done to collect generalizable data or to gain an in-depth understanding of the phenomenon under study (Creswell J.W and Gueterman T.C 2024). The sample was determined using purposive sampling technique, purposive sampling is a sample selection technique in which the researcher intentionally selects individuals or groups that are considered the most informative or relevant to the phenomenon being studied. With two classes that have similar characteristics and similar reading skills select as the

experimental and control groups. The number of students in each class is 29 students, the total sample is 58 students.

Table 3.3 Sample of the Study

No	Group	Students	Classes
1	Experimental	29	D
2	Control	29	E
	Total	58	

Source: Managed Data, SMP N 20 Bengkulu City 2025

D. Operational definition of variables

1. Project Based Learning Method

Project-based learning (PjBL) is a learning process through working on projects within a certain period of time. Comprehensively, a project is defined as a complex task based on challenging questions or problems, involving students in design, problem solving, decision making, or investigative activities; giving students the opportunity to work independently for a sufficiently long period of time; and culminating in a realistic product or presentation. (Stanley, 2021)

2. Reading Skill

Reading skills refer to students' ability to process written texts through effective word recognition, reading fluency, and comprehension at various levels, including literal, inferential, and evaluative understanding. These skills

are assessed through students' performance in reading passages and responding to questions that measure how well they understand the content of the text (Saputri & Ritonga, 2024).

E. Technique of Collecting Data

1. Test

Data collection techniques in research can include a variety of methods, depending on the research approach used. In quantitative research, data collection techniques often involve the use of standardized instruments such as questionnaires or surveys and standardized tests to collect numerical data (Creswell J.W and Gueterman T.C 2024). The data collection procedure in this study would conduct by administering a reading test to the research sample, which consists of grade VIII students of SMP 20 Bengkulu City. The reading test consists of two main stages: pre-test and post-test.

2. Pre-test

Before implementing the Project-Based Learning Method (PjBL) to enhance students' reading skills, the researcher first administers a pre-test. This pre-test is used to assess students' initial reading skills. The test materials include asking and giving exercises and project creation, enabling the researcher to determine the extent of students' initial skills prior to the implementation of the PjBL method.

3. Post-test

After the treatment period was completed, a post-test was administered to the students. Students were asked to create a project, give a short presentation, and participate in a role-play activity involving asking and giving. The purpose of this test was to evaluate students' final performance and measure the extent of changes that occurred after the treatment was implemented. The post-test instrument was the same or similar to the pre-test instrument to ensure the validity of data comparison. After the pre- test and post-test data are collected, the results would analyze to answer the research objectives. Data analysis would be conducted using descriptive statistical methods, presenting the results of the students' reading tests in the form of numbers and graphs. This aims to illustrate the changes in students' reading skills before and after the treatment. This process is expected to produce accurate and valid data to support the research conclusions regarding the impact of the teaching method applied on improving students' reading skills.

4. Treatment

The treatment in this study was given to the experimental group through the application of the Project-Based Learning (PjBL) method, which refers to five main meetry/times. First, teachers formulated project objectives so that students could use expressions for asking and giving

directions orally in an accurate, fluent, and understandable manner. Second, students participated in vocabulary and pronunciation training through drilling techniques and simple dialogues to strengthen their language proficiency. Third, students carried out reading projects by creating school maps and composing dialogues based on specific directions. Fourth, students present project outcomes through role-play, evaluated using a rubric based on fluency, accuracy, and comprehensibility. Fifth, after the presentation, students participate in a reflection session to evaluate the learning process and receive feedback from the teacher. Meanwhile, the control group only receives conventional instruction without involving the project. After the treatment is completed, a post-test is conducted to measure the effectiveness of PjBL in improving students' reading skills (Ponce, C. A. M., & Reyes, S.H 2025).

5. Documentation

In the context of Project-Based Learning (PjBL), documentation plays a central role as authentic evidence of the entire learning process, from the exploration of ideas and student collaboration to the final product and reflection. For example, reports, slide presentations, miniature models, and videos created by students not only reflect the final outcome but also the process and their deep understanding of the material. Additionally, research in the field of high school

chemistry indicates that documentation through video/audio recording, lesson plans, syllabi, and curricula (Markula & Aksela 2022).

F. Research Instruments

The instrument used in this study is a reading skills test. The reading test is designed to measure students' ability to comprehend texts through several aspects of understanding, namely literal, inferential, and evaluative comprehension. The test is administered to 30 students and consists of multiple-choice questions that assess the extent to which students can understand the content of the reading passages.

According to reading assessment theory, a reading comprehension test should include indicators that measure students' ability to grasp explicit and implicit meanings in the text, as well as their ability to evaluate and draw conclusions based on the information provided. Therefore, each test item is constructed to evaluate reading ability comprehensively in accordance with the objectives of the study.

The reading test functions as a set of questions used to measure specific cognitive abilities, particularly students' capacity to understand written texts. This instrument encourages participants to demonstrate their maximum performance in reading and analyzing the passages. Students are required to use their full reading ability when responding to each item in the test. The maximum performance demonstrated

through the test provides the basis for concluding their ability or level of mastery of the reading material.

Table 3.4 Reading Skills Assessment Indicators

No	Aspect Which Rated	Description Evaluation	Score
1	Literal Comperhension	Ability to understand explicit information in a text	5
		Identifies main ideas and details completely and accurately	4
		Most information is correct, with a few errors	3
		Understand only some basic information	2
		Unable to identify main information	1
2	Vocabulary Understanding	Ability to understand the meaning of words based on context	5
		All meanings of words are understood correctly in context	4
		Mostly correct, with a few errors	3

		Many errors in understanding the meaning of words	2
		Does not understand the meaning of important vocabulary	1
3.	Inferential Comprehension	Ability to draw conclusion and understand implied meaning	5
		Draws logical conclusions supported by strong textual evidence	4
		Draws fairly logical conclusions with limited supporting evidence	3
		Conclusions are weak or lack supporting evidence	2
		Unable to draw appropriate conclusions	1
4.	Critical Thinking	Ability to evaluate the text (fact vs opinion, relevance, credibility)	5
		Provides in-depth analysis and clearly distinguishes facts from opinions	4

		Provides adequate analysis with minor inaccuracies	3
		Limited analysis and difficulty distinguishing fact from opinions	2
		Unable to evaluate or analyze the text	1
5.	Understanding of Text Structure	Ability to identify text structure and communicative purpose	5
		Accurately identifies text structure and purpose	4
		Identifies most structural elements correctly	3
		Shows partial understanding of text structure	2
		Does not recognize text structure or purpose	1

G. Data Analysis Technique

Before conducting the hypothesis test to determine the effect of the Project- Based Learning (PjBL) method on students' English reading achievement, the researcher conducted several preliminary statistical analyses to validate the accuracy and reliability of the data collected.

1. Validity Test

Validity refers to the extent to which an instrument accurately measures what it is intended to measure. A valid test must reflect the true score and construct it purports to assess. In this study, the validity of each item was assessed by correlating individual item scores with the total test score (Markush et al, 2024). An item is considered valid if the $r\text{-count} > r\text{-table}$, and invalid if the $r\text{-count} \leq r\text{-table}$. The analysis was conducted using SPSS version 25, and items with a significance value less than 0.05 were considered statistically valid.

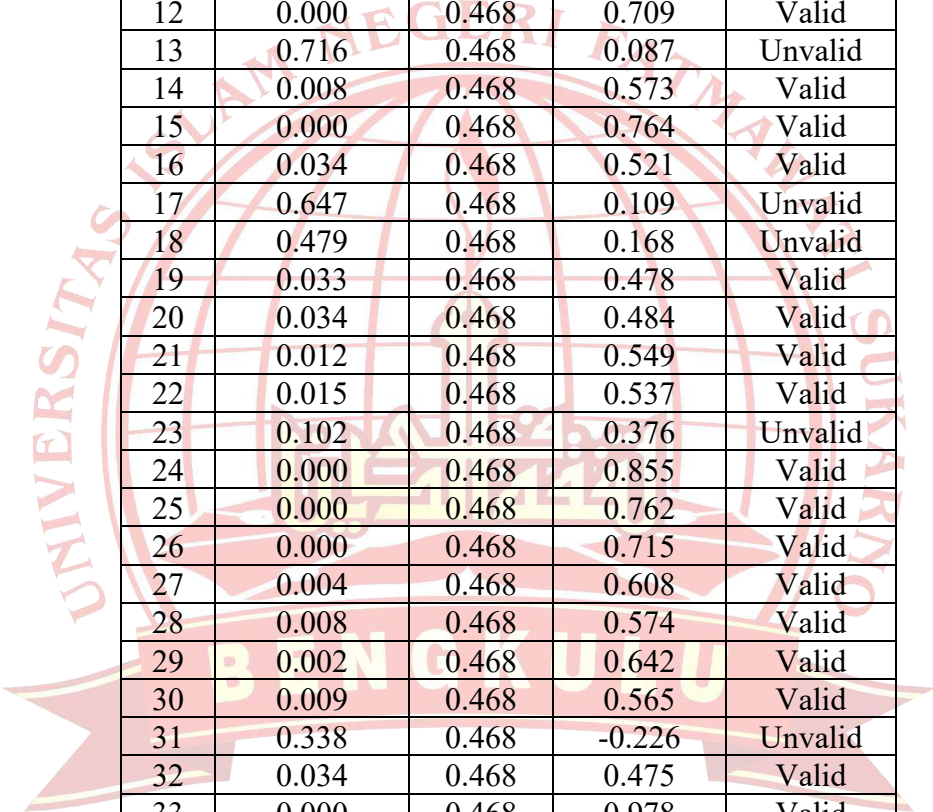
Table 3.5 Test Instrumen Validity Criteria

No	Cronbach's Alpha	Validity Level
1.	$\alpha \geq 0.90$	Excellent
2.	$0.80 \leq \alpha < 0.90$	Good
3.	$0.70 \leq \alpha < 0.80$	Acceptable
4.	$0.60 \leq \alpha < 0.70$	Questionable
5.	$0.50 \leq \alpha < 0.60$	Poor
6.	$\alpha < 0.50$	Unacceptable

Source: Olsen, Espen, et al , 2024

Table 3.6 Validity Test

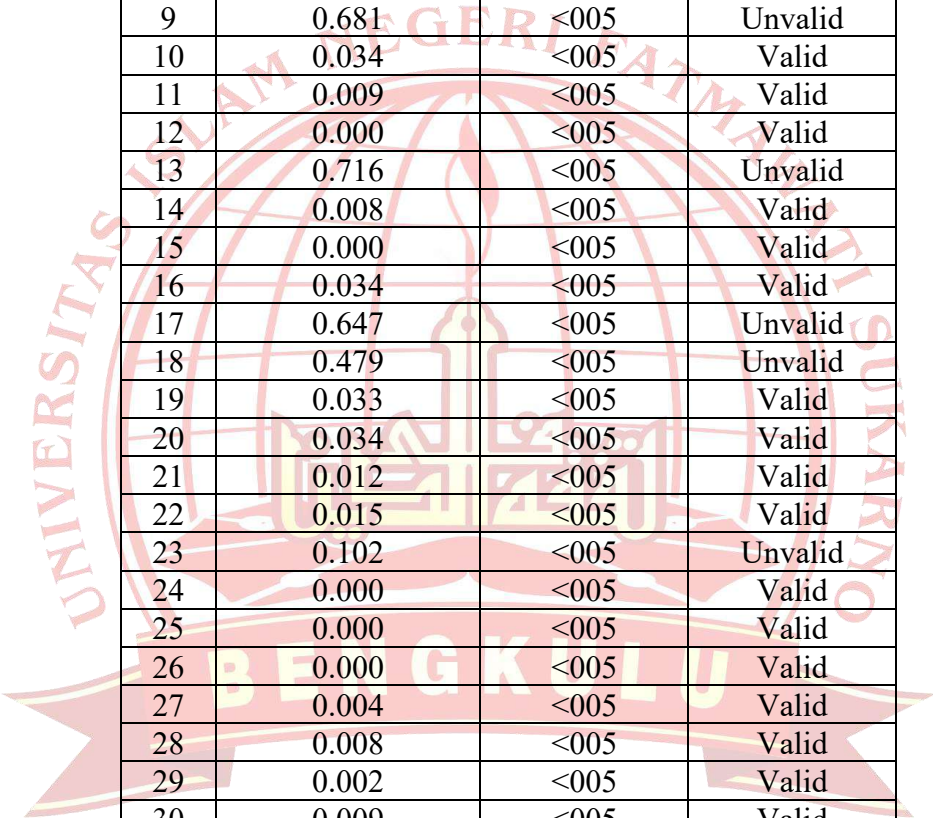
Item	Significance	r Table	r Count	Results
1	0.000	0.468	0.839	Valid
2	0.000	0.468	0.789	Valid
3	0.304	0.468	0.242	Unvalid
4	0.055	0.468	0.436	Unvalid



5	0.011	0.468	0.554	Valid
6	0.324	0.468	0.233	Unvalid
7	0.015	0.468	0.537	Valid
8	0.015	0.468	0.537	Valid
9	0.681	0.468	0.098	Unvalid
10	0.034	0.468	0.475	Valid
11	0.009	0.468	0.571	Valid
12	0.000	0.468	0.709	Valid
13	0.716	0.468	0.087	Unvalid
14	0.008	0.468	0.573	Valid
15	0.000	0.468	0.764	Valid
16	0.034	0.468	0.521	Valid
17	0.647	0.468	0.109	Unvalid
18	0.479	0.468	0.168	Unvalid
19	0.033	0.468	0.478	Valid
20	0.034	0.468	0.484	Valid
21	0.012	0.468	0.549	Valid
22	0.015	0.468	0.537	Valid
23	0.102	0.468	0.376	Unvalid
24	0.000	0.468	0.855	Valid
25	0.000	0.468	0.762	Valid
26	0.000	0.468	0.715	Valid
27	0.004	0.468	0.608	Valid
28	0.008	0.468	0.574	Valid
29	0.002	0.468	0.642	Valid
30	0.009	0.468	0.565	Valid
31	0.338	0.468	-0.226	Unvalid
32	0.034	0.468	0.475	Valid
33	0.000	0.468	0.978	Valid
34	0.033	0.468	0.477	Valid
35	0.087	0.468	-0.392	Unvalid

Table 3.7. Validity Test 2 Tailed

Item	Significance	Compare sig	Results
1	0.000	<005	Valid



2	0.000	<005	Valid
3	0.304	<005	Unvalid
4	0.055	<005	Unvalid
5	0.011	<005	Valid
6	0.324	<005	Unvalid
7	0.015	<005	Valid
8	0.015	<005	Valid
9	0.681	<005	Unvalid
10	0.034	<005	Valid
11	0.009	<005	Valid
12	0.000	<005	Valid
13	0.716	<005	Unvalid
14	0.008	<005	Valid
15	0.000	<005	Valid
16	0.034	<005	Valid
17	0.647	<005	Unvalid
18	0.479	<005	Unvalid
19	0.033	<005	Valid
20	0.034	<005	Valid
21	0.012	<005	Valid
22	0.015	<005	Valid
23	0.102	<005	Unvalid
24	0.000	<005	Valid
25	0.000	<005	Valid
26	0.000	<005	Valid
27	0.004	<005	Valid
28	0.008	<005	Valid
29	0.002	<005	Valid
30	0.009	<005	Valid
31	0.338	<005	Unvalid
32	0.034	<005	Valid
33	0.000	<005	Valid
34	0.033	<005	Valid
35	0.087	<005	Unvalid

The table above shows the results of the validity test of

the research tool conducted during the trial at SMPN 20 Bengkulu City, with 20 students taking the text reading test. Students participated in reading alternately. In accordance with JB Heaton's opinion that good reading skills are evaluated based on pronunciation, fluency, accuracy, and comprehension.

The columns displayed include Sig. (significance value or p-value), Table r (critical r value based on sample size), Calculated r (Pearson correlation coefficient between each item score and total score), and Description, which indicates whether the item is valid or invalid. In this test, the Table r value is set at 0.468, obtained from a sample size of $N = 20$, so that the degrees of freedom (df) = $N - 2 = 18$. An item is declared valid if the Calculated r value is greater than the Table r. The test results show that of the 35 items tested, 25 items were valid, namely items 1, 2, 5, 7, 8, 10, 11, 12, 14, 15, 16, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 32, 33, and 34. Meanwhile, the other 10 items were invalid because the calculated r value was smaller than the table r value, and some even had negative values. Values that did not meet the validity criteria indicated that these items were not yet able to measure the same construct as the instrument as a whole. Therefore, based on the validity test that had been carried out, it could be concluded that only 25 items could be used as instruments for further research.

Tabel 3.8 Indicators of reading Validity Test

No	Question	Indikators
1.	If river in Jakarta Enough big for accommodate the river is fast flowing, of course there will be no flooding Meaning say accommodate is	Identify the meaning of the word accommodate in the text.
2.	Meaning from expression infiltration Rain is ...	Identify the meaning of the term rainwater infiltration.
3.	Why Jakarta every year flood?	Identify the causes of flooding in Jakarta.
4.	Idea main on paragraph third is ...	Identify the main idea of the third paragraph.
5.	Impact development villa in area Peak is ...	Identify the impact of villa construction in Puncak.
6.	Conclusion from reading in on is ...	Draw a conclusion from the text.
7.	In a way concise reading in on contains about ...	Identify the main point of the text.
8.	Based on the reading above, as a society that cares about Jakarta, we should... .	Identify the appropriate action based on the text.
9.	Meaning say biotic is ...	Identify the meaning of the word biotic.
10.	Animal Which cultivated man between other ...	Identify animals that are cultivated by humans.
11.	Idea main on paragraph First is ...	Identify the main idea of the first paragraph.
12.	Wood sandalwood have	Identify the use of

	mark high economy Because can be used as...	sandalwood.
13.	In a way concise content reading in on is ...	Identify the summary of the text.
14.	So that environment still can sufficient needman then it should be....	Identify the appropriate action to protect the environment.
15.	Meaning say Which printed thick on reading inon is	Identify the meaning of a word in the text.
16.	meaning say shrink in reading is ...	Identify the meaning of the word shrink.
17.	Method marking bird in Indonesia use ...	Identify the bird marking method used in Indonesia.
18.	Bird hawk Java hunted for	Identify the purpose of hunting the Javan hawk-eagle.
19.	For can control hunt hawk Java with Good,Indonesia should...	Identify the solution to protect the Javan hawk- eagle.
20.	Forest fires result in the death of andwhich are there inside.	Identify the impact of forest fires.
21.	Fire forest very harm Because ...	Identify the reason forest fires are harmful.
22.	Conclusion Which can take from reading inon is ...	Draw a conclusion from the text.
23.	Summary Which appropriates for reading in onis ...	Identify the correct summary of the text.
24.	Response Which right on target reading in on is...	Identify the appropriate response to the text.
25.	Where did Malin Kundang come from?	Identify the origin of Malin Kundang.

2. Reability Test

Reliability is defined as the consistency of an instrument in measuring a concept across repeated trials. A test is reliable if it yields the same results under consistent conditions (Hamidgkholgh et al, 2025). In this research, Cronbach's.

Alpha was used to determine the internal consistency of the reading test items. A higher alpha coefficient (≥ 0.70) indicates acceptable reliability. The test was performed using SPSS version 25.

Table3. 9. Test Instrumen Reliability Criteria

No	Cronbach's Alpha	Reliability Level
1.	0,00-0,20	Lack of Reliable
2.	0,20-0,40	Somewhat Reliable
3.	0,40-0,60	Fairly Reliable
3.	0,60-0,80	Reliable
5.	0,80-1,00	Highly Reliable

Source: Menon, Vikas, et al, 2025.

Tabel 3.10. Case Processing Summary

Case Processing Summary			
		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	0,0

	Total	20	100,0
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Tabel 3.11. Reability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0,803	35

Based on the results of a trial conducted at SMPN 20 Bengkulu City with 20 students and 35 questions, the Cronbach's Alpha value was 0.803. Referring to the instrument reliability criteria, this value is in the range of 0.80–1.00, which is classified as Very Reliable. This indicates that the instrument used has a high level of internal consistency, so it can be declared reliable for use in research.

2. Difficulty Level Test

Item difficulty helps determine how challenging each test item is for the students. Item difficulty is the proportion of students who answer a particular item correctly and is crucial in test construction (Rezigalla, Assad Ali, et al 2024).

The difficulty index (P) was calculated using the formula:

Difficulty Index

$$P = \frac{Ph}{Nh} + \frac{Ri}{Ni} \times 100$$

Description:

P: Difficulty level in persen

Nh: Number of test takers in the highest score group

Rh: Number of correct answers in the highest score

group

Ni: Number of tests takes in the low score group

Ri: Number of correct answers in the low-score group

$$p = \frac{118}{5} + \frac{40}{5} \times 100\%$$

$$p = 31,6\%$$

Table 3.12. Interpretation of Difficulty Questions Catagory

Question Category	Interpretation
0%-15%	Very Difficult
16%-30%	Difficult
31%-70%	Medium
71%-85%	Easy
86%-100and	Very Easy

3. Differential Power Test

Differential power evaluates the ability of an item to distinguish between students who perform well and those who perform poorly. A good test item will produce a higher proportion of correct answers among top-performing students than among low-performing students (Makhija,Hirsh, et al 2024). This analysis is vital in a study examining the effect of PjBL on reading ability, as it helps determine which tasks effectively differentiate skill levels

The formula used is:

$$Dp = \frac{N-l}{N}$$

Notes:

U is the number of correct responses from high scorers.

L is the number of correct responses from low scorers.

N is the number of students in each group (27% of the total).

$$DP = \frac{118}{5} - \frac{40}{5} : 35$$

$$DP: 0,45$$

Table 3.13 Interpretation of Differential Power Test

<i>Differentiability Test</i>	<i>Interpretation</i>
0,00 ----- 0,20	Poor
0,21 ----- 0,40	Enough
0,41 ----- 0,70	Good
0,71 ----- 1,00	Very Good

4. Normality Test

Normality testing is one of the stages in statistical analysis that aims to determine whether the data used in the study is normally distributed or not (Khatun, Nasrin 2021). Normal distribution is one of the important assumptions in the use of parametric statistical analysis such as t-tests and analysis of variance (ANOVA). Therefore, before conducting hypothesis testing using parametric methods, a

normality test must be performed on the data, particularly the pre-test and post-test data for both the experimental and control groups. In this study, the normality test was conducted using the SPSS program with the Kolmogorov-Smirnov and Shapiro-Wilk methods. Both methods produce a significant value (Sig.). If the significance value is greater than 0.05 (Sig. > 0.05), the data is considered normally distributed and can be further analyzed using parametric statistical techniques. Conversely, if the significance value is less than 0.05 (Sig. < 0.05), the data is considered not normally distributed, and the use of non-parametric techniques as an alternative should be considered.

5. Homogeneity Test

The homogeneity test aims to determine whether the variation or variance between data groups (experimental and control groups) is homogeneous or the same. This test is also an important prerequisite before using the independent sample t-test, because if the variance between groups is not homogeneous, the test results may be invalid (Zhou, Yuhang et al 2023). In this study, the homogeneity test was performed using Levene's Test for Equality of Variances, which is available in SPSS software. If the significance value (Sig.) > 0.05, the variances between groups are considered homogeneous, and parametric tests can be applied. However, if Sig. < 0.05, the assumption of homogeneity is not met, and

the researcher must use an alternative test such as Welch's t-test, which does not assume equal variances between groups.

6. T-test

The t-test is used to compare the means between two groups (or one group against a specific value) to see if the difference is statistically significant. Before performing a t-test, it must be checked whether the data meets the assumption of normality (whether the data distribution is close to normal) and whether the variance between the two groups is similar when using an independent t-test (Tagliaferri, Scott D., et al, 2024). The t-test results will produce a p-value (2-tailed) compared to the significance level α (usually 0.05).

- a. If $p < \alpha$, it means that the independent variable has a unique effect on the dependent variable.
- b. If $p > \alpha$, it means that the independent variable has no effect on the dependent variable.

7. F-Test / Analysis of Variance (ANOVA / ANCOVA)

The F-test is used when comparing the means of more than two groups, or when testing several variables together, including in ANCOVA (Analysis of Covariance) models where there are control variables (covariates) that can affect the dependent variable.

Assumptions that must be met include homogeneity of variance between groups, normality of residuals, independence of observations, and in ANCOVA also the assumption that the relationship between covariates and dependent variables is uniform across all groups (Schwarz, Wolf 2025). After the analysis is complete, the F value and p-value are obtained. If $p < \alpha$ (e.g., 0.05) → it is concluded that there is a difference in the means between groups after controlling for the control variable. If $p > \alpha$, then there is no significant difference even though the means appear to be different. It is also important to report the related effect size (e.g., eta squared or partial eta squared) and confidence intervals, so that the results are more complete and the interpretation of the magnitude of the effect between groups is clear.

8. Effect Size

Effect size is a quantitative measure that shows how large the effect or strength of the relationship between two variables in a study is—not just whether or not there is an effect. For example, when comparing two groups or measuring the relationship between variables, effect size

provides a clear picture of the extent to which the independent variable explains the variability of the dependent variable. In current research, it is highly recommended to report the effect size along with the p-value and confidence interval, so that readers can understand not only that the effect is significant, but also how large the effect is and whether it is practically useful in a real-world context (Tagliaferri, Scott D., et al, 2024).

Table 3.8 Value of the effect size

No.	Value	Effect size
1.	0,00-0,1,95	Very weak effect
2.	0,20-0,395	Weak effect
3.	0,40-0,595	Modest effect
4.	0,60-0,749	Strong effect
5.	0,80-1,00	Very strong effect

Source: Tagliaferri, Scott D., et al, 2024).

9. Statistical Hypothesis

A statistical hypothesis consists of two statements: H_0 (null hypothesis), which states that there is no effect or no difference, and H_1 (alternative hypothesis), which states that there is an effect or a difference (Emmert-Streib, Frank, 2024). After performing the analysis (t-test, ANOVA/ANCOVA, etc.), we observe the p-value and compare it with the α that was set before the analysis (often 0.05).

1. If $p < \alpha$, then the null hypothesis is rejected and the alternative hypothesis is accepted.
2. if $p > \alpha$, then the null hypothesis fails to be rejected (there is not enough evidence that an effect exists).

