
Improving Students' Pronunciation By Using Drilling Technique of Seventh Grade at SMP Tri Dharma Palembang

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Abstract: *Pronunciation is one of the most prominent aspects in speaking. People must be able to pronounce words correctly in order to avoid misunderstandings while communicating what they wish to discuss. However, many students found pronunciation as one of the most difficult aspects in speaking. In this instance, the drilling technique was chosen to address the issue. Therefore, this study investigated the use of drilling technique to improve the students' pronunciation. In this research the writer used quantitative method which focused on pre-experimental design. Convenience sampling was used in this research and paired sample t-test was used for the data analysis by using SPSS 25.0 program. The result of the test of pre-test showed that the mean of students' score was 27.73 which 100% or 32 out of 32 students who got poor level. Meanwhile, in the post-test the students' mean score was 75.95 which indicates that the students pronunciation improved, 5 students got very good category, 16 students got good category, 9 students got fair category and only 2 students remained in the poor category. It means that after being taught with the drilling technique, it is possible to state that there was a significant improvement toward the pronunciation of the students. Therefore, based on the results of the questionnaire, it can be concluded that the consonants segment was a difficult aspect of pronunciation for students, with 4 symbols that were the most difficult for them to pronounce coming from consonants, whereas vowels and diphthongs has 1 symbol that was the most difficult for them to pronounce. The findings revealed that teaching pronunciation by using drilling technique was effective toward students' pronunciation achievement at the seventh-grade students of SMP Tri Dharma Palembang in the academic year of 2021/2022.*

INTRODUCTION

Speaking is as one of the basic skills of English plays an extensive role in life because people always talk to express what people want to say to the other person in order to socialize. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003). This is the way that many people do it, and it also applies to students in their school when learning English, there must be material or test that uses speaking skill as a test or practice in the class such as role playing, conversation or expressing their ideas during presentations. As a result, students must be able to pronounce words correctly in order to avoid misunderstandings while communicating what they wish to discuss. Pronunciation is a key aspect to being able to communicate well, and having good speaking skills is the dream of many people including Indonesian students who learning English in their school. One of the most crucial aspects of speaking is pronunciation. According to Aprianoto and Haerazi (2019), pronunciation is a crucial aspect in speaking and it gives a significant effect for determining the utterance meaning. Every sound, intonation, and stress pattern have the potential to convey information. Non-native English speakers who speak English must be very careful when pronouncing some utterances, otherwise they risk causing confusion. Furthermore, according to Reed and Levis (2015), pronunciation is central to language use in social, interactive contexts because it embodies how the speaker and hearer collaborate to build and maintain common ground for generating and understanding each others utterances. In summary, pronunciation is the way we produce or make the sounds into a word clearly to convey what we want to speak to others.

Students must speak and understand English in real life in order to communicate with native speakers or speakers of other languages, recognizing the importance of the English language. Even if their grammar and vocabulary are excellent, their communication will suffer if their pronunciation is poor. As a result, having a comprehensible pronunciation is more important than having a native-like pronunciation, because it makes communication with the other person more connected and also can make communication clearer and less likely to generate confusion throughout the conversation. Listening to bad pronunciation is challenging, and it require more work and concentration on the part of the listener. Misunderstandings and even communication breakdowns are caused by poor pronunciation. For example, if we say “hey, let’s go to the beach” with short vowel in word of “beach” it will cause different meaning and will make the conversation not connected and cause misunderstandings between the interlocutor.

Nevertheless, having a good pronunciation it cannot be obtained instantly, there are several obstacles faced by students to be able to have these aspects. According to Nation and Newton (2009, p.78) "there are five aspects that influence the learning of a new sound system. The age of the learner, the learner's first language, the learner's present stage of proficiency development, the learner's experience and attitudes, and the teaching and learning environment are all factors to consider." It means that the differences between learner native language and target language will impact to sounds produced by foreign language learner and all these factors need to be considered in a well-balanced approach to pronunciation.

It is very important to be able to speak with correct pronunciation. If you make a mistake when you speak, your listener will have a hard time understanding what you are saying. A lot of times, it can be the main problem that makes the conversation stop or pause. Teaching pronunciation is equally difficult, and there are numerous issues with the teaching learning process. First, the students say the word in their native language. Second, it was about students who lacked confidence in their ability to pronounce words verbally. Third, they rarely practice speaking English in everyday situations. Fourth, students have a tendency to ignore because of their incorrect

pronunciation. And lastly, they are unable to adequately communicate their ideas due to a lack of ability to pronounce words. Another issue is students desire to improve their English skills. Based on the finding of Lasabuda (2017), she found that there were five factors affecting the students' pronunciation, the first is the students are difficult to distinguish the vocabulary almost the same way of mentioning. Second, because students rarely practice speaking in English, the mention is still incorrect when they speak. Third, students' vocabulary is limited, therefore they have difficulties mentioning new words when the words come across them. The next is students' frequently used a regional accent when speaking in English. The last is, it is difficult for the students' to utter a new word.

The level of Indonesian students' English proficiency is categorized as low. According to a survey on English Proficiency Index (EPI) carried out in 2019 by Education First (EF), Indonesia ranks 61st among 100 countries around the globe (Education First, 2019). In this regard, students in Indonesia continue to struggle with speaking foreign languages, particularly English, because English is still used as a foreign language in Indonesia. Pronunciation is one of the most difficult speaking skills for students to master, and they should devote considerable time to improving their pronunciation. The difference in sound systems between Indonesian and English may be the cause of the common difficulty with English pronunciation. In line with Donald (2016) that the lack of knowledge of students about the English sound system where the sound system between Indonesian and English is different, in the Indonesian sound system letters or words tend to have similarities with their sounds. Therefore, this causes students to mispronounce or struggle with English words.

The writer had conducted pre-research, by interviewing the English teacher in SMP Tri Dharma Palembang (N. Triana, personal communication, December 18, 2021), the writer asked the teacher three questions; what were the students' pronunciation abilities, what were the hurdles or obstacles in their pronunciation and what was the primary cause of their lack of understanding about the pronunciation. Based on the interview, she revealed that the majority of students who come from lower-middle families, and there are not many opportunities for them to get learning or knowledge of English, because they learn English only at school without taking English course and they lack of desire to learn pronunciation more deeply, they also lack of confidence to say a word out loud. Also, when they were in elementary school, they had never studied English before, this becomes a more complex problem because this problem is deeply rooted and they are used to speaking full Indonesian so they do not recognize the types of pronunciation in English.

Pronunciation is one of the obstacles to speak English, it happens because there are some pronunciations that are owned by English but not owned by Bahasa Indonesia. Take, for example, one of the English phonetic symbols that does not exist in Indonesian, such as /æ/. It's as if "ae" was spoken swiftly in Indonesian. In English, the symbol is used to say cat (symbol: ['kæt]), which is a word that means *kucing*. However, even if we pronounce the word cat clearly in Indonesian, a still reads a. The Indonesian language, being a mother tongue, has a substantial influence on how Indonesian students pronounce English sounds. So, it can be said that because Indonesian students speak their mother tongue in a variety of ways, pronouncing English words might be very difficult.

To address the issues raised above, we must develop an effective method for teaching students' English pronunciation. Drilling is a strategy that focuses on teaching EFL students on how to pronounce words correctly. It was originally introduced by Harold E. Palmer in 1921 as an alternative method of teaching pronunciation. Drilling is a tried-and-true strategy that has been utilized in foreign language classes for decades. Drilling technique is particularly beneficial in teaching pronunciation since it creates correct and exact pronunciation, as Senel (2016) mentioned. Drilling is a part of the audio-lingual method that encourages students to drill, memorize, and

practice, it is thought to be a useful technique for foreign students who want to improve their pronunciation. The teacher will be at the center of the teaching learning process in this strategy, and the students will be asked to imitate or repeat what the teacher has said previously.

According to the foregoing statement, the writer was intended to conduct experimental research in using Drilling techniques to improve students' pronunciation in SMP Tri Dharma Palembang.

METHOD

The quantitative method was employed in this research. According to Kowalczyk (2016), "quantitative research methods are those methods in which numbers are used to explain findings." In line with McMillan and Schumacher (2006), quantitative research utilizes experimental methods and quantitative measures to test hypotheses and generalizations are the outcomes of the test. According to Creswell (2012), that there are three designs in the quantitative method, namely: experimental, correlation, and survey. Therefore, in term of quantitative method the researcher must relate to the numbers because they are going to see the result and determine which hypotheses is accepted.

In accordance with the above statement, the writer used a pre-experimental design (one group pre-test and post-test), this design involved one group that is pre-test (O1), expose to treatment (X) and post-test (O2). It aims to know whether there was significant improvement before and after using drilling technique for improving students' pronunciation.

The writer applied pre-experimental design because the condition of the school which consisted only few classes and the writer could not select the classes or sample, that is why it was very difficult for the writer to used two classes to compare the results between the experimental and control class. Due to the limited number of classes available, for class 7th there were only 3 classes available. Meanwhile, in that case the writer had barriers, because of these barriers, this study used the form of a pre-experimental designs, with a one-group pretest-posttest design.

A population is a group of individuals who have the same characteristic Creswell (2012, p.142). In other word, population was the research group chosen to represent all members of group. The population of this research were all seventh-grade students of SMP Tri Dharma Palembang in academic year 2021/2022. The population consists of 114 students which were divided into 3 classes.

The sample is part of the population that the writer wants to examine. According to Creswell (2012), a sample is a subset of the target population that the researcher intends to research in order to make generalizations about the target population. According to Creswell (2012), convenience sampling is the researcher selects participants because they are ready and available to be studied. The writer used convenience sampling in this research because the writer could not select the class to be a sample in this research, instead the writer chose the sample based on the class that was available to be used as a research sample. The writer used a convenience sampling technique that involves one class to use as the experimental class is VII A, total sample were 36 students.

According to Arikunto (2014), validity is a measure that indicates the levels of validity of an instrument. The validity test of the instrument in this research was used content validity test. According to Fraenkel, Wallen and Hyun (2012), Validity was divided into three main parts including content validity, criterion validity, and construct validity. Content validity which refers to the content and format of the instrument. The words which used in the test are selected from the book entitled "*Bahasa Inggris When English Rings a Bell*" by Kementerian Pendidikan dan Kebudayaan for seventh grade in SMP Tri Dharma Palembang, the writer taken the words from

each sound of pronunciation to test in pre and posttest from that book in order to make sure the test is suitable for the objective stage. As the result, the writer gave the test to two experts to check the content validity and all of the results obtained in checking the validity of the two expert judgments are valid and also, it got 0.75, 0.875 and 1.00 were greater than $> 0,4$.

According to Creswell (2012), reliability means that scores from an instrument are stable and consistent. In this research, the writer conducted reliability through try-out first in the different class sample. Furthermore, the writer used Cronbach Alpha with the help of SPSS 25.0 to check the reliability of the test. According to Sujarweni (2014, p.193) if the Cronbach Alpha value is >0.60 , it is considered reliable, meanwhile if the Cronbach Alpha value is <0.60 , it is considered as not reliable. It means the higher the Cronbach Alpha value, the more reliable the instrument.

Table 1. The Result of the Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.884	44

In this study, the results of the trial class were 0.884. It indicates that the items were very high reliability to use in actual research.

The writer collected data through test. The following data collection procedures used test and questionnaire. The writer used a pre- and post-test in this pre-experimental design to see how far the students understand about pronunciation or speaking ability. The purpose of the test was to determine students' achievement so that the writer can determine how far the students can improve. Then, the pre-test given out at the first meeting before starting treatment to measure the students' abilities and the writer used a recorder to observe the students' oral test. After giving the treatments, the post-test was given. The post-test was used to see if the treatments had any impact on the students' pronunciation. So, the students' pronunciation was assessed by the raters. Beside the test, the writer also gave a questionnaire to the students. According to Fraenkel, Wallen and Hyun (2012), in the questionnaire, subjects responded to question by writing or marking answer sheets as instruments for collecting their self-reported data, which were filled out by each participants as part of the research. The closed-form questionnaire was provided by the writer to determine the answer that the respondent chose, it would make respondents easy to give their answers and also easier the writer to analyze the result of data, the data from the questionnaire was analyzed and the conclusion was deduced based on the result.

In this research, the data obtained from pre-test and post-test were analyzed by using T-test by using SPSS 25.0. It means that the writer did not use manual computation. All the data collected were accounted by using SPSS 25.0 program in this case was paired sample T-test. Because the writer hope to find out the effect of drilling technique in teaching pronunciation. Firstly, the writer conducted of pre-test. Then after of pre-test, the writer gave a treatment. The students' was taught by using drilling technique in teaching pronunciation. After the treatment, the students was tested again. Finally, the means of the two tests were compared to find out whether there was significant difference. The students' pronunciation was assessed by the raters, from the lecturer and the teacher.

RESULT AND DISCUSSION

The writer used the results of the pre-test and post-test administered to the experimental group in order to collect the data. A pre-test was administered prior to treatment, and a post-test was administered afterward. After data collection, the data were analyzed using the SPSS v.25 t-test program. The writer used a paired sample t-test. The paired sample t-test was used to compare the mean scores of students' pronunciation before and after the intervention. In addition to the test, the questionnaire was one of the supporting methods the writer used to identify the most difficult symbols. In this case, the form of the questionnaire was closed with an alternative answer that students could select. Students chose only the best answer which were suitable to themselves. Students had to answer four questions in the questionnaire. For calculating the frequency and rule percentage of the questionnaire, the writer used the Gay (2012) formula.

The outcome of the paired sample t-test answered the first research question. In the meantime, the questionnaire responses were used to determine which symbols the students found difficult by examining the chart with the highest percentage. The results of the questionnaire then answered the second research question.

At the beginning, there were 36 students in the experimental group, but at the time of the pre-test data collection, it was discovered that 4 students were absent on the day of the activity. In order to maintain a balance between the pre-test and post-test data, these 4 students were excluded from the study.

Before interpreting the hypothesis, the writer had to determine whether the data were normally distributed. The purpose of this analysis is to determine whether or not the data gathered for the study was normally distributed. Examining the data's significance, the writer used SPSS v.25 to determine the data's normality. If the difference is greater than or equal to 0.05 It shows that the data are normally distributed. Data from pre and post tests for the experimental group are shown in this table.

Table 2. The Result of Normality Test

	Normality Shapiro-Wilk		
	Statistic	df	Sig.
Pre Test	.940	32	.073
Post Test	.959	32	.258

The significance level of the pre-test score of the experimental group, as determined by the Shapiro-Wilk test, is displayed in Table 2 (0.073). Since (0.073) was greater than 0.05 ($0.073 > 0.05$), it can be concluded that the data had a normal distribution. In addition, the Shapiro-Wilk significance level for the experimental group's post-test score was (0.258). Since (0.258) was greater than 0.05 ($0.258 > 0.05$), it can be concluded that the data had a normal distribution.

The data can be described as normally distributed based on the fact that the difference in scores between all of the students in the pre-test and also in the post-test is not too large, which serves as a benchmark for the data.

After being aware that the data is normal. In order to provide an answer to the first research question posed by this research, the paired sample t-test was carried out using the SPSS v.25 program. The purpose of this study was to determine whether or not the use of the drilling technique improved the pronunciation of the students in the seventh grade at SMP Tri Dharma Palembang. A paired sample t-test was used to accomplish this goal. The result of the statistical analysis conducted on the experimental group was presented in table 3 below.

Table 3. The Result of Paired Sample Test

Variable	Experimental Group		Mean Difference Pre and Post Exp	T-Value and Sig. Within
	Pre Test	Post Test		
Pronunciation	27.73	75.95	48.2	-23.781 (.000)

According to Table 3, the t-value was 23.781, which was greater than the t-table value (df=31) $df = N-1$ in this research the df is 31, which was 2,039 at the significant level of 0.05, and the sig. (2-tailed) value was 0.000 less than 0.05. It is possible to say that the alternative hypothesis (H_a) has been accepted, while the null hypothesis (H_o) has been rejected. After being taught with the drilling technique, it is possible to state that there was a significant improvement toward the pronunciation of the students.

The questionnaire is one of data collection methods. The purpose of questionnaire was to find out the difficulties faced by the students in pronunciation aspects or symbols at the seventh grade of SMP Tri Dharma Palembang. In the process of giving questionnaire to the students, the writer provided 20 minutes to answer it. Then, the writer guided the students to answer the questions and suggested them to choose the suitable answer based on their opinions. The results of students' feedback concerning to the most difficult symbols of English pronunciation can be seen in the table below.

Table 4. The Result of The Questionnaire of Consonants Section

Question	Options	Frequency	Percentage
I feel the consonants section is hard for me to pronounce	Yes	27	84,38%
	Neutral	5	15,62%
	No	0	0,00%
	Total	32	100%

According to the table above, the majority of students have difficulties pronouncing consonants. In particular, 27 students (84.38%) chose "Yes." It denotes that it is difficult for students to pronounce consonant components. Furthermore, 5 students (15.62%) selected "Neutral." It signifies that the students rate speaking consonants parts as fair to middling and none of them selected "No" in this questionnaire, it implies that all of the students believe pronouncing consonants parts is tough for them. This also indicates that this part is the most difficult part for the students to pronounce it. The consonants part is consisting of [p], [t], [k], [f], [θ], [s], [ʃ], [tʃ], [h], [b], [m], [d], [n], [g], [ŋ], [v], [z], [ð], [ʒ], [dʒ], [l], [r], [j], [w].

Table 5. The Result of The Questionnaire of Vowels Section

Question	Options	Frequency	Percentage
I feel the vowels section is hard for me to pronounce	Yes	10	31,25%
	Neutral	16	50,00%
	No	6	18,75%
	Total	32	100%

The table above demonstrates that the students have trouble pronouncing vowels. In particular, 10 students (31.25 percent) chose "Yes." It denotes that certain students find it difficult

to pronounce vowel portions. Furthermore, 16 students (50%) selected "Neutral." It means that half of the population considers pronouncing vowels parts to be fair. While 6 students (18.75 percent) chose "No" in this questionnaire, indicating that they believe pronouncing vowels parts is not too hard to handle for them. Furthermore, based on the voters in this questionnaire, this section is having at least "Yes" for the students rather than diphthongs and consonants, indicating that this part does not make the students feel very difficult to pronounce. The vowels part is consisting of [i:], [ɑ:], [ɔ:], [ɜ:], [u:], [ɪ], [e], [æ], [ʌ], [ʊ], [v], [p], [ə].

Table 6. The Result of The Questionnaire of Diphthongs Section

Question	Options	Frequency	Percentage
I feel the diphthongs section is hard for me to pronounce	Yes	13	40,63%
	Neutral	12	37,50%
	No	7	21,87%
	Total	32	100%

According to the table above, the students had trouble pronouncing diphthongs. In specific, 13 students (40.63 percent) chose "Yes." It means that speaking diphthongs portions is difficult for some students. Furthermore, 12 students (37.50%) selected "Neutral." It means that students rate pronouncing diphthongs parts as fair, and 7 students (21,87 percent) chose "No" in this questionnaire, signaling that pronouncing diphthongs parts is not too inconvenient for them. The diphthongs part is consisting of [eɪ], [oʊ], [aʊ], [ɪə], [eə], [ɔɪ], [aɪ], [ʊə].

Table 7. The Results of The Questionnaire of Most Difficult Symbol

Question	Option	Freque ncy	Percen tage
Which symbols you find the most difficult to pronounce/learn	θ	12	37,50 %
	ð	8	25,00 %
	v	7	21.88 %
	æ	3	9.38%
	tʃ	1	3.12%
	oʊ	1	3.12%
	p, t, k, f, s, ʃ, h, b, m, d, n, g, ŋ, z, ʒ, dʒ, l, r, j, w, i:, α:, ɔ:, ɜ:, u:, ɪ, e, ʌ, ʊ, v, ə, eɪ, aʊ, ɪə, eə, ɔɪ, aɪ, ʊə.	0	0%
	Total	32	100%

The table above shows the results of question in the questionnaire that asked students to identify the symbol that was the most difficult for them to pronounce. The symbol of [θ] became the most difficult for (37,50%) of the population or 12 students vote that symbol that found hard for them to pronounce, symbol [ð] chosen by 8 students or (25,00%) it means a quarter of the population found this as a obstacle for them. The next symbol was [v], with 7 students or (22.88 percent) choosing that symbol. Followed by [æ] with the total 3 voters or (9.38%) of the population. The two symbols, which [tʃ] and [oʊ] sharing with one vote from the student or just (3.12%) of the

population in this chart to find the most difficult symbol for the students to pronounce.

CONCLUSION

On the basis of the findings and discussion, some conclusions are drawn. First, the Drilling technique had a significant impact on the pronunciation proficiency of students who were taught with it. Students in the experimental class could significantly improve their pronunciation skills. The scores on the post-test were higher than the scores on the pre-test, indicating that the participants' pronunciation skills improved. The drilling technique was effective for teaching English pronunciation to junior high school students, it was answered the first research question to know whether there was or not any significant improvement on students' pronunciation by using drilling technique. It is evident from the analysis of the data collected during and following the experiment. All of the students improved their English pronunciation and were enthusiastic and engaged in the use of the Drilling technique.

From the preceding explanation, it can be concluded that drilling is an effective and appropriate technique for improving students' pronunciation skills. One of the benefits of this technique was that students achieved from practice, which assisted them in memorizing the sounds of the words under the teacher's direction or supervision. They will be able to apply the knowledge through interaction with the teacher and other students as they practice pronouncing words because it will make the teaching and learning process enjoyable.

Therefore, the questionnaire was used for analyzed which symbols or aspects that is found to be a obstacle or difficulty for the students in English pronunciation. Based on the results, each of the students had their own opinion and answers regrading to the most difficult symbol for students to pronounce and decided to chose and rank in order from most voters to least voters [θ], [ð], [v], [æ], [tʃ], [ou] as the most difficult symbols for the students to pronounce. From that respond in the questionnaire it was answered the second research question to find the most difficult symbol for the students to pronounce. Therefore, based on the results of the questionnaire, it can be concluded that the consonants segment was a difficult aspect of pronunciation for students, with 4 symbols that were difficult for them to pronounce coming from consonants, whereas vowels and diphthongs has 1 symbol that was the most difficult for them to pronounce.

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