

"AN ANALYSIS ON STUDENTS' PERSPECTIVES ON THE IMPACT OF SEGA ON THEIR SPEAKING ABILITY"

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Abstrak

Tujuan dari penelitian ini adalah (1) untuk mengetahui perspektif siswa tentang SEGA, (2) untuk mengetahui perspektif siswa tentang bagaimana SEGA berdampak pada kemampuan berbicara mereka, dan (3) untuk mendeskripsikan sejauh mana SEGA berdampak pada kemampuan berbicara mereka. Metode yang digunakan dalam penelitian ini adalah metode campuran dengan desain Eksploratori Sekuensial. Peneliti menggunakan wawancara dan kuesioner sebagai instrumen untuk mengumpulkan data. Peneliti menganalisis data kualitatif melalui lima langkah: mengorganisir dan mempersiapkan data, membaca transkrip, mengkode data, membaca ulang data, dan merepresentasikan tema. Selain itu, peneliti menganalisis data kuantitatif dengan membaca data, memberi label pada temuan, mengelompokkan label yang sama, mengkategorikannya, mengkuantifikasikan data, dan merepresentasikan data dalam bentuk persentase. Temuan penelitian menunjukkan bahwa siswa memandang SEGA secara positif dan sebagian besar siswa melihatnya sebagai kelas tambahan yang diadakan pada hari Sabtu. Selain itu, siswa menganggap bahwa SEGA berdampak pada peningkatan kemampuan berbicara, kepercayaan diri, kemampuan berbicara di depan umum, dan kosakata, serta mendorong siswa untuk sering berbicara dalam bahasa Inggris. Sebagian besar siswa setuju bahwa SEGA memiliki dampak yang besar dalam meningkatkan kemampuan berbicara mereka. Penelitian ini menyiratkan bahwa klub belajar bahasa Inggris dapat dikembangkan oleh institusi lain untuk membantu siswa dalam meningkatkan kemampuan berbicara mereka.

Kata Kunci: Perspektif Mahasiswa, SEGA, Berbicara

Abstract

The aims of this study are (1) to examine the students' perspectives on SEGA, (2) to examine the students' perspectives on how SEGA impacts their speaking ability, and (3) to describe the extent to which SEGA impacted their speaking ability. The method used in this research is a mixed method with Exploratory Sequential as the design. The researcher used interviews and questionnaires as the instruments for collecting data. The researcher analyzed the qualitative data through five steps: organizing and preparing the data, reading through the transcripts, coding the data, re-reading the data, and representing themes. Moreover, the researcher analyzed the quantitative data by reading the data, labeling findings, grouping similar labels, categorizing them, quantifying the data, and representing the data in percentages. The findings indicate that students perceive SEGA positively and most of the students see it as an additional class held on Saturdays. Besides that, students perceive that SEGA has an impact on improving their speaking skills, self-confidence, public speaking skills, and vocabulary, and encourages students to speak English frequently. Most of the students agreed that SEGA has a big impact on improving their speaking skills. The study implies that English study Club can be developed by the other institutions to help students in improving their speaking ability.

Keywords: Students' Perspectives, SEGA, Speaking

1. INTRODUCTION

Nowadays, English language skills are critical to master, especially for Department of English Education students, who play an essential role in language intelligence for future generations. As a foreign language, English became the foreign language that was taught at schools for years ago. The status of English as a foreign language was declared formally in 1955 in a teacher-trainer conference (Lauder, 2008). According to Chodijah (2000), learning English is needed for all groups, whether from early childhood or adulthood, because English is an international language that all groups must know. Not only is it understood and understandable, but English must also be mastered. English proficiency includes mastery of four language skills: Listening, Speaking, Reading, and Writing. The four skills are certainly interrelated with each other in language development. Freeman et al. (2011), in their book "Techniques and Principles in Language Teaching" explain that the four English language skills are interrelated and mutually reinforcing. Although all skills are essential to master, speaking is often the most challenging aspect for learners, mainly due to the lack of opportunities to practice in authentic situations.

In teaching English, students should be given many opportunities to speak the target language in meaningful contexts and situations. Thus, students will get used to speaking the target language (Nunan, 1991). Nunan (2004) emphasizes the importance of creating a supportive and collaborative learning environment where students feel comfortable speaking in authentic contexts. Gardner (2010) underlines the role of intrinsic motivation in language learning, pointing out that active participation in speaking activities can increase students' motivation to improve their speaking skills. Freeman et al. (2011) advocate for exposure to diverse language contexts, stating that engaging in various interactive speaking activities can foster linguistic competence and confidence among students. According to Malu et al. (2016), teaching English as a foreign language through study clubs has begun to develop in many countries where study clubs are only held for a few hours each week. Providing the English Club can help overcome the knowledge gap in the target language. English club becomes a facilitator for students to improve their ability to master English, especially speaking skills (Wetherby, 2011). Therefore, the Department of English Education established an English study club program for students, namely Saturday English Gathering (SEGA), to improve students' English skills, especially speaking skills, outside of lecture hours.

Saturday English Gathering (SEGA) is an important alternative to help students improve their English, especially speaking skills. Saturday English Gathering (SEGA) is held every Saturday, and qualified students tutor each study group. This activity offers informal and relaxed learning with friends in a smaller setting. So, the activity is expected to help students improve their English skills. Based on the explanation above, the researcher wanted to examine the impact of Saturday English

Gathering (SEGA) on the speaking skills of Department of English Education students.

To ensure the objectives of this study, three research questions are formulated as follows:

1. What is the students' perspective on SEGA?
2. What is students' perspective on how SEGA have an impact on their speaking ability?
3. To what extent does SEGA have an impact on their speaking ability?

2. METHOD

In this study, the researcher used mixed methods as the research design. The researcher used Exploratory Sequential as the design of the study. (Creswell et al., 2009) Exploratory sequential is a design characterized by collecting analysis data with qualitative as the first phase and continuing with collecting data and analysis data with quantitative as the second phase.

In this study, the researcher used two techniques such as Interviews and Questionnaire to collecting the data. The researcher used a questionnaire to confirm the data obtained through interviews. In this study, the researcher used both close-open-ended questionnaires that allowed respondents to provide in-depth and detailed answers, so that the researcher could gain a richer understanding of their views and experiences.

The researcher conducted separate analyses for qualitative and quantitative data. According to Creswell et al. (2018), qualitative data analysis involves five steps: organizing and transcribing interview data using Microsoft Excel, reading through transcripts to identify main ideas, coding data by grouping similar ideas into categories, reviewing these categories to develop themes, and representing these themes in more specific categories. For the quantitative data, collected through questionnaires completed by students of the Department of English Education via Google Forms, the analysis also followed five stages: reading the data, labeling findings, grouping similar labels, categorizing them, quantifying the data, and representing the data in percentages. This analysis used Google Forms' spreadsheet feature, which generated histograms for interpreting the results.

3. RESULTS AND DISCUSSION

3.1 The students' perspectives on SEGA by Department of English Education students

A. Additional learning/classes held on Saturdays

Based on the interviews, eleven out of twenty interviewees thought that SEGA is an additional learning/class held on Saturdays.

“Additional classes for DEE students to improve student's English skills.” (Za, Interviewee 6)

Besides that, the close-ended questionnaire (Q1) shows that 82.4% of the Department of English

Education students thought that SEGA is additional learning/classes held on Saturday to improve their English skills. (Figure 3.1)

In line with the result data above, open-ended questions (Q4) supported the findings that SEGA is additional learning/classes held on Saturday. The researcher found that the additional learning/classes benefit students by allowing them to explore and hone their English skills.

“...SEGA can provide space for us to explore our English language skills through additional classes outside of class hours.” (Respondent, 57)

B. Teaching basic English skills

Based on the interview data, it was found that SEGA was an activity or program that contained teaching about basic skills in English.

“SEGA is an activity organised by the Department of English Education which contains teaching and review of basic English materials.” (Haf, interviewee 4)

Besides that, the close-ended questionnaire (Q1) results show that 54.2% of students think that SEGA is an activity or program that teaches basic English skills. This confirms that quite a few students think that SEGA is teaching basic English skills. (Figure 3.1)

In line with the interviews and close-ended questionnaire above, the open-ended questionnaire (Q4) results also support the findings. The researcher found that SEGA is a platform for teaching basic skills for students.

“SEGA is a platform for teaching basic skills...” (Respondent, 75)

C. Programs to improve public speaking

Based on the results of the interview, the researcher found that SEGA is a campus program that helped them improve their public speaking skills.

“SEGA is a program from the campus to improve the public speaking of English Education students.” (Ya, Interviewee 15)

In the closed-ended questionnaire (Q1), totally of 62.7% of respondents agreed that SEGA helped them improve their public speaking skills. This shows that most students felt positive benefits from using this method in their learning. (Figure 3.1)

The open-ended questionnaire (Q4) results also support the findings above. The researcher found that the students commented on how SEGA helped them.

“...the SEGA program helps to improve public speaking...” (Respondent, 36)

D. Programs to provide teaching experience for students

Based on the results of interviews, one out of twenty interviewees thought that SEGA is a program to provide students' experience in teaching.

“SEGA is a program under DEE that aims to develop speaking and teaching skills for DEE students.” (De, Interviewee 17)

The close-ended questionnaire (Q1) verified the opinion above by showing that 23,06% of students argue that SEGA is a program to provide teaching experience for students. (Figure 3.1)

The results of the data above are supported by the results of the open-ended questionnaire (Q4), in which students mentioned that SEGA provides opportunities for students to teach.

“...SEGA also allows students (tutors) to experience teaching and helping undergraduates.” (Respondent, 39)

From the questionnaire data above, the researcher found that 82.40% of students thought that SEGA was an additional learning/class held on Saturdays, which was the majority opinion among students. The data results are displayed in the following bar chart.

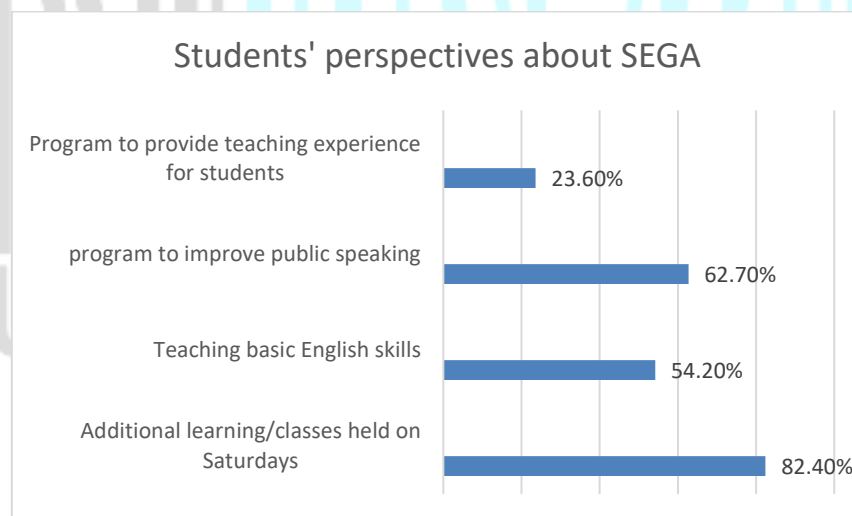


Figure 3. 1 The Students' Perspectives on SEGA by the Department of English Education

3.2 The students' perspective on how SEGA have an impact on their speaking abilities

A. Be able to speak English well/fluently

From the interviews, the researcher found that how SEGA students to be able to speak English well and fluently.

“...can speak English well.” (Sal, Interviewee 18)

The data above are verified by a close-ended questionnaire (Q2), which showed that 17,72% of students believe that SEGA positively impacts students' English-speaking ability, enabling them to speak fluently and master English effectively. (Figure 3.2)

The researcher also found the supported data through the results of an open-ended questionnaire (Q4). The students commented that SEGA activities helped them speak English well and fluently.

“...giving lessons on how to speak well and correctly in various contexts such as debates, speeches, etc.” (Respondent, 53)

B. Increasing self-confidence

Through the interview data, the researcher found that the students discussed that SEGA have an impact on increased confidence in speaking English.

“...the confidence to speak up can also be trained in SEGA activities.” (Pi, Interviewee 20)

Based on the interview data above, the close-ended questionnaire (Q2) shows that 21.52% of respondents thought that SEGA helped them increase self-confidence. (Figure 3.2)

In addition, the open-ended questionnaire (Q4) results supported the data above. The result also showed that students' confidence increased in speaking English.

“I became more accustomed to speaking English with more confidence.” (Respondent, 97)

C. Increasing vocabulary

The researcher found that the students also felt that their vocabulary had improved through SEGA activities.

“...SEGA helps to boost confidence and increase vocabulary and pronunciation correctly.” (A1, Interviewee 1)

In line with the data, the close-ended questionnaire (Q2) verified the students' perspective above by showing that 6.33% of the respondents argue that SEGA helped students improve their vocabulary as an impact on their speaking ability. (Figure 3.2.)

Besides that, an open-ended questionnaire (Q4) shows that students also commented how SEGA had an impact on increasing their vocabulary through their activities.

“...It also forces us to increase our vocabulary.” (Respondents, 149)

D. Improving speaking skills

Based on the result of the interview data, the researcher found the impact of SEGA on their speaking ability is improving their speaking skills.

“...SEGA accommodates students to improve their speaking skills...” (De, Interviewee 17)

In line with the results above, the researcher verified through the close-ended questionnaire (Q2) results, which showed that 35.44% of respondents thought that SEGA had an impact on improving their speaking skills. (Figure 3.2)

The results also in line with the open-ended questionnaire (Q4), in which the students commented that SEGA increases students' speaking skills.

“The positive impact of joining SEGA is that it can improve speaking....” (Respondent, 105)

E. Improving public speaking skills

Based on the results of the interviews, researchers found other students' perspectives about the impact of SEGA on their speaking abilities. The researcher found that the students mentioned how SEGA impacted improving students' public speaking.

“...SEGA helps to improve the public speaking of DEE students...” (Ya, Interviewee 15)

The students' perspective above was verified through the close-ended questionnaire data (Q2), which shows that 16.46% of respondents think that SEGA impacts students' public speaking skills. (Figure 3.2)

The data above is also in line with the results of the open-ended questionnaire (Q4), in which the researcher found that the students also commented that SEGA had an impact on improving their public speaking skills.

“...because it trains speaking in public using English...” (Respondent, 108)

F. Encourage to get used to speaking English

The researcher found out the interviewee discussed how SEGA impacted in encouraging students to get used to speaking English through its activities.

“...during assignments, we are encouraged always to speak English.” (Sal, Interviewee 18)

The researcher was able to verify these perspectives through the close-ended questionnaire (Q2), which showed that 2.53% of respondents thought that SEGA encouraged students to get used to speaking English (Figure 3.2).

The researcher also found the same perspective through the open-ended questionnaire data (Q4) that showed SEGA encourages students to get used to speaking English.

“SEGA is very helpful in speaking because it encourages us to speak English more often.” (Respondent, 152)

Based on the analysed data, it can be concluded that SEGA had a significant positive impact on students' speaking ability, with 35.44% of the respondents reporting an improvement in their speaking skills.

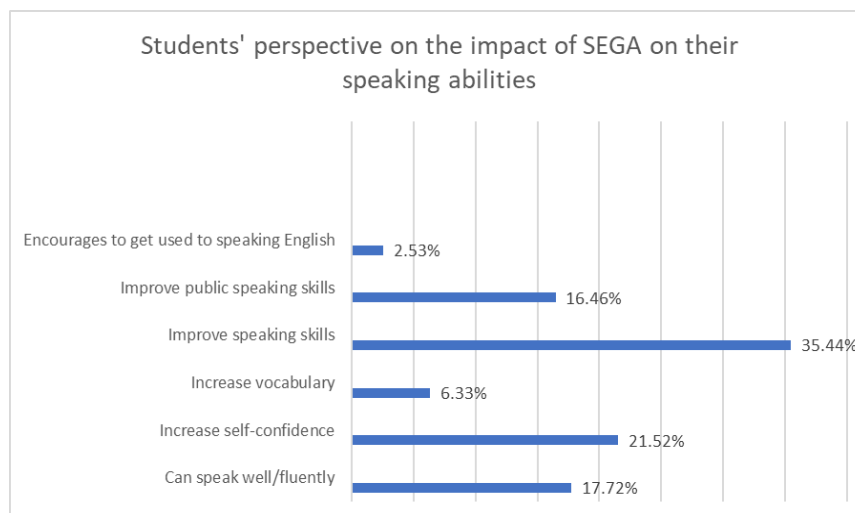


Figure 3. 2 The students' perspectives on how SEGA have an impact on their speaking abilities

3.3 The students' perspective on the extent to which SEGA help students improve their speaking abilities

A. SEGA is very helpful in improving the students' speaking abilities

The researcher found that eleven of twenty interviewees mentioned that SEGA is very helpful in improving the students' speaking abilities.

“Very helpful because every assignment is required to use English, and during the questions and answer session also uses English.” (Za, Interviewee 6)

The close-ended questionnaire (Q3) found that 30.10% of the interviewees felt that SEGA was very helpful in improving students' speaking abilities. (Figure 3.3)

In addition, the researcher also found out the data results of an open-ended questionnaire (Q4), which supported the data interviews above.

“Very helpful for me, because SEGA gives me more opportunities to develop my speaking skills.” (Respondent, 144)

B. SEGA is helpful in improving the students' speaking abilities

From the results of interview data, the researcher found that SEGA helps students improve their speaking abilities.

“It helps. Because at every meeting we are allowed to speak English, either spontaneously or not.” (De, Interviewee 17)

Through a closed-ended questionnaire (Q3), the researcher found that 45.10% of interviewees agree that SEGA helpful in improving their speaking ability. (Figure 3.3)

Through the open-ended questionnaire (Q4) results, the researcher also found that SEGA helpful for students in improving their speaking ability.

“SEGA helps students in improving their speaking skills, which initially stuttered or got tongue-tied when pronouncing English vocabulary, now they are more fluent in conveying it.” (Respondent, 118)

C. SEGA is quite helpful in improving the students’ speaking abilities

The researcher found that several students discuss that SEGA is quite helpful in improving their speaking abilities.

“It's quite helpful because the time given to speak is limited.” (Sal, Interviewee 18)

From the results found above, through the close-ended questionnaire (Q3), the researcher verified the data that showed 22.02% of respondents felt that SEGA is quite helpful in improving their speaking abilities. (Figure 3.3)

Besides that, the result of an open-ended questionnaire (Q4) showed that the students also mentioned that SEGA's impact on speaking skills is quite helpful for them.

“...SEGA is quite helpful for students to improve their English skills, especially speaking...”
(Respondent, 38)

D. SEGA is less helpful in improving the students’ speaking abilities

From the results of the interviews data, the researcher found some interviewees mentioned that SEGA is quite helpful in improving the students’ speaking abilities.

“Less helpful because the implementation time is only once a week and the practice time for speaking is only short.” (Am, Interviewee 5)

Based on the closed questionnaire, the results show that 2.60% of students feel that SEGA is less helpful in improving students' speaking skills. (Figure 3.3)

The researcher also found the supported data through the open-ended questionnaire (Q3).

“...it less helps my speaking skills because my tutor gave me leeway in using English during the teaching-learning process...” (Respondent, 113)

Based on the data collected, it can be concluded that SEGA is helpful in improving students' speaking skills with 45.10%. Thus, the data shows that SEGA has an important role in supporting students' learning and development of English-speaking skills.

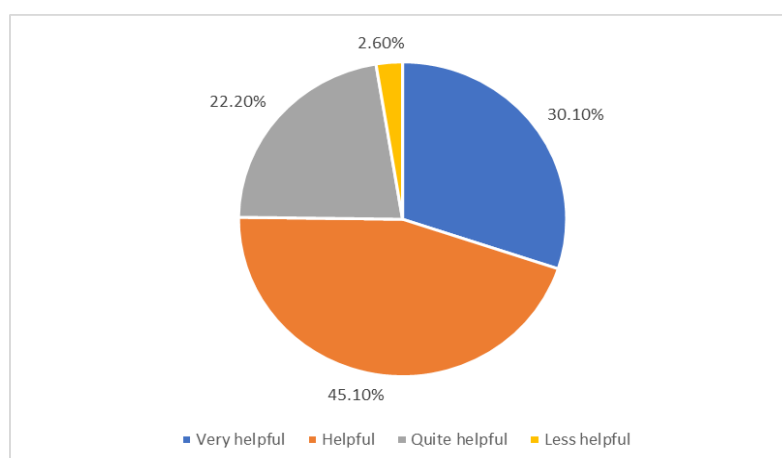


Figure 3. 3 The extent to which SEGA help students improve their speaking abilities

This study reveals some student perspectives on Saturday English Gathering (SEGA). The interview results show that students see SEGA as an additional learning/class held on Saturdays, teaching basic English skills, programs to improve public speaking, and programs to provide teaching experience for students. Both the interview and questionnaire results show that most students perceive SEGA as an additional learning/class held on Saturdays. From the findings data, researchers know that students perceive SEGA activities positively.

This is in line with research conducted by Hijrah et al. (2021), which shows that English department students positively perceive English meeting club activities. The English meeting club helps students improve their speaking skills and becomes a place to learn English informally with others. Another study conducted by Maming et al. (2024) also showed a positive perception. The research participants defined the English meeting club as a place to improve language skills and share knowledge about English with friends. Besides that, the researcher also found out that an English meeting club is a fun way to learn English. According to researcher conducted by Maulidiyah et al. (2020), there is another positive perception. The researcher found out that the students admitted that they felt happy in learning English through the English-speaking club.

In the research conducted by Maming et al. (2024), The English meeting club they joined supported them in their speaking skills. These results are consistent with the findings of this study, where the results of interviews and questionnaires show that SEGA has an impact on improving their speaking skills. The research conducted by Ari Wibowo et al. (2020) also supported the findings that the environment of the English conversation club is important to support the students in improving their speaking skills. This research conducted by Hijrah et al. (2021) are also in line with the results. The researcher concluded that through the English meeting club, students felt that they were improved when they speak English.

Meanwhile, according to Maulidiyah et al. (2020), English speaking club made the students more confident in speaking English. This result also in line with the researcher findings that 21.52% of

respondents are agree that SEGA made them increasing their confidence in speaking English. The supported research is also stated the same perception. The research conducted by Ari Wibowo et al. (2020) stated that through the activities in English conversation club can increase students' self-confidence.

The researcher also found that students agree that SEGA has an impact on speaking English well. This result is related to the research conducted by Maulidiyah et al. (2020). The researcher stated that Speaking clubs have an impact on speaking English, which allows students to build their critical thinking and be brave enough to tell their ideas to others.

Another perception conducted by Ari Wibowo et al. (2020) stated that English clubs have an impact on increasing students' vocabulary. This result is also in line with the researcher's findings that 6.33% of respondents are improving their vocabulary. These results also supported by Markadina (2019), who stated that 76,5% of students are strongly agreed that English-speaking clubs can help students increase their vocabulary. Meanwhile, the research by Maulidiyah et al. (2020) stated that 54.5% of respondents strongly agreed that speaking clubs help students increase their vocabulary.

Besides that, the research conducted by Maming et al. (2024), stated that students thought that English speaking club gave the students encourage to speak English. In this research, the researcher stated that 2,53% of respondents agreed that SEGA have an impact in encouraging the students to speak English. This result is also related to the Maulidiyah et al. (2020) research which stated that the activities in English speaking clubs can encourage the students to be motivated and spirited when practicing speaking in English.

The researcher found that most students agreed that SEGA helps improve their speaking ability. It can be concluded that SEGA has a big impact on improving students' speaking ability. The students mentioned that SEGA provided opportunities for students to speak English through its activities. This is also related to the research conducted by Hijrah et al. (2021), which stated that most of the students agreed that activities in the English meeting club support their speaking skills and encourage students to be more enthusiastic to speaking English. The English-speaking club provided activities to encourage students to practice speaking English Maulidiyah et al. (2020).

Another research conducted by Fitriany et al. (2021) stated that English clubs are very important for students in improving their English abilities, especially in improving their speaking skills. Markadina (2019), stated that the English-speaking club had an impact on students' speaking abilities. Rachmat et al. (2020) also stated that the English conversation club had an impact on students. The students improved their speaking ability after joining the English conversation.

4. CLOSING

This study discusses students' perspective of Saturday English Gathering (SEGA) and how SEGA

impacts students' speaking skills. Based on the findings, it can be concluded that students perceive SEGA as a positive activity for Department of English Education students. Most students defined SEGA as an additional lesson/class held on Saturdays. In addition, SEGA also has a positive impact on students' speaking skills. The students thought SEGA had an impact on increasing speaking skills, increasing self-confidence, making students able to speak English well, improving their public speaking, increasing vocabulary, and encouraging students to speak English. However, most of the students agreed that SEGA had an impact on improving their speaking skills.

Besides, there are many impacts that are felt by the Department of English Education students, and SEGA had a big impact on improving the students' speaking ability. Through the activities in SEGA, students can be helped in improving their speaking skills.

The study demonstrates that the Saturday English Gathering (SEGA) significantly enhances the speaking skills of students in the Department of English Education. Additionally, its scheduling outside of class hours and the variety of activities offered create a comfortable learning environment for students.

This study examines the perspectives of English Education Department students on the impact of Saturday English Gathering (SEGA) on students' speaking ability. Therefore, the researcher proposed 3 points for further research. First, this study only focused on SEGA's impact on students' speaking ability. The researcher suggested that further research should focus on evaluating SEGA's implementation so that SEGA organizers can find out what needs to be fixed and improved from the students' perspective. Second, in this study, researchers used interview techniques to gather information. The researcher suggested that further research can focus on direct observation of SEGA learning so that researchers can provide information on how the learning process takes place. Third, in this study, researchers only know that SEGA is a program held by the Department of English Education, and the management of activities is directly held by several selected students. So, the researcher suggested that further research can examine how the Department of English Education, together with selected students, manages SEGA.

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