**CHAPTER I**

**INTRODUCTION**

1. **Background Of The Study**

Studying language can be started by learning vocabulary first, it is the most important element of language. Vocabulary is central to language and it is important to the language students. Without mastery vocabulary, students can’t communicate effectively and express students ideas in both oral and written form and they listen in order to discovering the meaning of what others say. So, the focus of students English learning process is vocabulary.

In formal education, English is taught from Elementary School until Universities. As a subject of learning process, English considered as one of subject that less comfortable by students. So that using teaching media is very important to help the students be more interest.

Media is very important in teaching and learning process. There are three kinds of media. They are audio, visual, and audio visual media. By using audio visual, media that use sense of vision and hearing, students can get more than students learn by using media that only use one sense either vision or hearing.[[1]](#footnote-1) In this case, the writer will take audio visual media for running the research. It is English movies media.

Based on observation the writer PPLK in SMPN 4 Kota Serang, the student more interesting, focus and enjoy by using media song movie.

Watching English movies can be an alternative media of teenager students to improve and enrich their mastery of English vocabulary on their free time. Vocabulary is very important in learning language, because vocabulary is one of the key elements in learning language. So, mastering vocabulary will give influence to someone who learns language.

Teaching English at Junior High School is not easy task. Teachers usually still use traditional ways in teaching vocabulary. When students find new difficult words they have to open a dictionary to get the meaning. It may take a long time for the students to find the meaning of the words. It can make the students get bored and tired. Therefore, the teachers of Junior High School should teach the vocabulary through enjoyable activities. By using media students hoped fell more interested and pay more attention to the teacher.

Based on the explanation above the writer is interested to conduct the research entitled “The Correlation Study Between Students’ Habit In Watching English Movie In Television And Their Vocabulary Mastery(A Correlational Study Of The Eighth Grade Of SMPN 4 Kota Serang In The 2017/2018 Academic Year).

1. **Research Question**

In this study, the writer will formulate the problem as follows:

1. How is students’ habit of watching English movies of The Eighth Grade Of SMPN 4 Kota Serang In The 2017/2018 Academic Year?
2. How is students’ vocabulary mastery of The Eighth Grade Of SMPN 4 Kota Serang In The 2017/2018 Academic Year?
3. Is there any correlation between habit of watching English movies and vocabulary mastery of The Eighth Grade Of SMPN 4 Kota Serang In The 2017/2018 Academic Year?
4. **Objective and Benefit of the Study**
5. Objective of the Study

In line with research question, this study has purpose to find out as follows:

1. Students’ habit of watching English movies of The Eighth Grade Of SMPN4 Kota Serang In The 2017/2018 Academic Year.
2. Students’ vocabulary mastery The Eighth Grade Of SMPN4 Kota Serang In The 2017/2018 Academic Year.
3. Correlation between habit of watching English movies and vocabulary mastery of The Eighth Grade Of SMPN4 Kota Serang In The 2017/2018 Academic Year.
4. Benefit of the Study

The result of this study is expected to give some positive outcome as follow:

1. For Students

It can be useful for students to help them measure their vocabulary mastery and it can be used to motivate the students to improve their vocabulary mastery.

1. For Teachers

By doing this research, the writer hopes that the result of the study will be useful to give contribution of developing English teaching vocabulary especially in teaching vocabulary using media. Moreover, the writer hopes teachers can use media as an alternative way in teaching vocabulary. Therefore, the students will get better achievement.

1. For the writer

By doing this research, the writer will get some new experiences and knowledge about his study and it will be useful for the future.

1. **Hypothesis**

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.”[[2]](#footnote-2) According to Suharsimi Arikunto (2006), Hypothesis is a temporary conclusion or opinion which has not proved and which is supposed to be true after being proved by using qualified instruments.[[3]](#footnote-3) So, hypothesis can define a weak truth statement towards problems. The researcher tries to determine the hypothesis of this research. The hypothesis of this research is *“there is a significant correlation between students’ watching movie habit and* vocabularies *mastery”*

**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Media**
2. Definition of Media

“Media is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that carries information between a source and a receiver”.[[4]](#footnote-4) example of the media is video, television, diagrams, printed materials, computer programs, and instructors. Those are considered as an instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning activities.

Many provide limitations on the media. Association of Education and Communication Technology (AECT) in the United States limits the media as all forms and channels that can be used by people to deliver messages or information. Gagne states that media are various kinds of components in the environment that can stimulate students to learn. Meanwhile, Briggs argues that media are all the physical tools that can present messages and stimulate students to learn by themselves.[[5]](#footnote-5)

From the definition above, the writer can conclude that media is a tool which are used by teachers during teaching and learning process to help teachers in presenting the materials. Media can facilitate teaching process. Thus, media has an important role in teaching and learning process to build students’ interest to the material. Besides that, media can help students in acquiring lessons that was being taught by teachers. So that, students can understands more the material that is presented.

1. **The Movie or Film**
2. Definition of movie

Bong S Eliab states that analyzing movie the first thing is to understand the elements of movie. They are story, character, theme, setting, and style.[[6]](#footnote-6)

1. Advantages of movie

Azhar Arsyad (2002) states that there are many advantages of media in teaching and learning, they are;

1. Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.
2. The media can enhance students’ attention so that media can lead some motivations of learning. The more direct interaction between students and their environment, the more possible students learn independently in accordance with the abilities and interests.[[7]](#footnote-7)
3. Teaching media can overcome the limitations of the senses, space and time;
4. Objects that are too large to be displayed directly in classroom can be replaced with images, photographs, slides, reality, film, radio, or a model.
5. Objects or images that are too small can be presented with the aid of a microscope, movies, or pictures.
6. A rare occurrence that happened in the past or happened once in decades can be displayed through video, films, photographs, or lides.
7. Object that has very complicated process such as blood circulation can be displayed in a concrete way through the movie, pictures, slides, or computer simulations.
8. Dangerous experiments can be simulated with media such as computer, movie, or video.
9. Occurrence of natural events such as volcanic eruptions or process hat in reality the process takes a long time like a cocoon becomes a butterfly can be presented with the techniques of time-lapse recording of film, video, slides, or computer simulations.
10. The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos.[[8]](#footnote-8)

From the explanation above, the writer concludes that media are very important in teaching and learning process. Media can give many advantages in teaching learning process. Media can make students easy to understand the material because they are interested in teaching learning process. Media can provide the material that can’t be provided when teachers explain the material without media. By using media, students will also be more active in giving response to the teachers’ explanations.

Watching movie is kind of entertainment. But we have to know that by watching movie we can learn English. We can enrich our vocabulary by habit watching movie. Vocabulary will be familiar in our mind because we hear it habit and use it in daily activity. Watching movie is also a technique to provide material based on our intelligences that are audio and visual intelligence. Because of such advantages, watching movie is possible to be a way of enriching vocabulary.

Beside the advantages, movie has disadvantages that can be explained as follow:

1. During playing movie, teachers cannot explain any material because it can disturb students' concentration.
2. Students cannot understand the movie well if it is played too fast.
3. It is difficult to repeat what is gone except playing it once more.
4. The equipment is expensive.

A good film is a film that can meet the needs of students in relation to what has been learned. Oemar Hamalik argues in Asnawir and M. Baharudin Usman (2002) that adhere to basic principles of 4-R is: “the right film is the right place at the right time used in the right way”.[[9]](#footnote-9)

1. Movie as a media in teaching vocabulary

It is necessary to learn vocabulary whenever a learner comes into contact with a new language and tries to use it. However, studying language causes some problems. Because many students consider that learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant. Therefore, the teacher should use appropriate technique and media.

Actually teaching learning process is a communication process. It has to be realized through conveying activity and changing message by the teachers or students. Teaching English as the foreign language for Indonesian students is not easy. The teacher is asked to use a suitable technique or media to teach effectively because effective teaching is the basic factor for the successful learning process including learning vocabulary. The use of media such as movie is very important and also helps students more understand the message which the teacher gave them.

In other words, many special factors which help teachers to select appropriate media that should be used. Many kinds of media such as pictures, tape recorder, radio, television, and movie that are useful for teachers to achieve instructional goals of the teaching learning process and they can also be formed easily in our daily lives.

From the explanation above the researcher concludes that movies as one of several media in teaching and learning vocabulary is very important and vocabulary can help students more interest and can receive the messages from the materials.

According to Harmer there are many reasons that video can be a special, extra dimension to the learning experience:[[10]](#footnote-10)

1. Seeing language in use

Students not only can hear the language but also they can see it. By watching video, students can see the real condition of language in use, such as students can see the facial expression and the gesture when native speakers are saying some words or expressions.

1. Cross culture awareness

Video can help students who want to see westerns’ culture by watching it in their classroom. It is especially when they want to know how their body language are when they are inviting someone out, or how American speaks to waiters. Video is also a great value in giving students a chance to see all of cultures from other countries. In order that, by using video students can see the culture of American, Australian, etc. it can be useful for students because we do not have to go to target country directly when we want to know their cultures.

1. The power of creation

Students suddenly get some considerable power when they use video camera. They can make video that could be unforgettable moment by them. It can be good media because they can remember all of vocabulary inside of the video they made and it can enrich their vocabulary mastery. The task of video making can make students creative.

1. Motivation

Based on all the reasons have mentioned above prove that most of students show an increasing level of interesting when they have a chance to see language in use. It indicates that video can increase students’ motivation to learn independently. By watching video students can get new knowledge that more interesting.

1. **The Vocabulary**
   1. **Definition of Vocabulary**

According to Richard, “vocabulary is a set of lexemes, including single words, compound words and idioms”.[[11]](#footnote-11) The writer thinks that vocabulary is one of the important components that have to be mastered by learners. So, they can master English well. Vocabulary is the one thing beside many factors in learning English. Without mastering vocabulary, it is impossible to master English well. The more students get the vocabulary, the easier students improve their English. Based on the linguist David Wilkins states that ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed’.[[12]](#footnote-12) To know what vocabulary is the writer would like to present several that definitions of vocabulary.

According to the Cambridge dictionary, “vocabulary is: All the words known and used by a particular person and all the words which exist in a particular language or subject”.[[13]](#footnote-13) Richard also explains that “vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to”.[[14]](#footnote-14)

Based on the definition above, the writer concludes that vocabulary is all the words that have meaning and usually used to communicate by a particular person.

* 1. **The types of vocabulary**

According to Evelyn Hatch that had been written in his book entitled ‘Vocabulary, Semantics, and Language Education’ divides vocabulary into two groups. They are:[[15]](#footnote-15)

1. Receptive vocabulary can be called as passive vocabulary. Receptive vocabulary is words that students recognize and understand when they occur in a context, but they cannot produce it by themselves. Students just use constructively in listening and reading.
2. Productive vocabulary can be called as active vocabulary.

Productive vocabulary is words that students understand, can pronounce correctly and use constructively in speaking and writing.

From the explanation above, we can know that the student ability in mastering vocabulary is different. Students may learn core or basic meaning of words sufficiently to understand what they hear or read without knowing enough about the syntactic restriction, register appropriateness, or collocations to be able to produce the words on their own.

* 1. **The principle of teaching vocabulary**

“Principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making”.[[16]](#footnote-16)

According to Carteen, there are seven key principles that can follow to help students of teaching and learning vocabulary to be more effective. They are focus on vocabulary, offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal, don’t overdo it, and use strategic vocabulary in class.

Focus on vocabulary means that the teachers should emphasize students to master vocabulary in the syllabus and the classroom so that students can see that vocabulary is importance and understand that learning a language isn’t just about learning grammar.[[17]](#footnote-17)

Offer variety means that the teachers should use different ways to present vocabulary including pictures, sounds, and different text types which students can identify. Offering variety also means catering to different learning styles.[[18]](#footnote-18) Some students may use different learning styles for different types of language or in different learning situations.

Learning vocabulary is largely about remembering, memorizing, and students generally need to see, say, and write new learned words many times before they can be said to have learned them. Actually repeating words help students to remember new words that have learned them.

Repeat and recycle is very important in teaching and learning vocabulary. Everybody can memorize something easily by reading more times. So teacher ask students to memorize vocabularies at the day and teacher can review the day after it. Besides that, students can repeat their memorizing in their home.

Organizing vocabulary means that makes vocabulary easier to learn. Textbooks often present new vocabulary as an aid to memorize.[[19]](#footnote-19) Make vocabulary learning personal means that relates to the point above, materials should provide opportunities for students to use the vocabulary meaningfully, to say and write something about themselves and their lives. Students should be encouraged to enrich vocabulary they want to learn. Another important point is not to overload students – there are limits to how much vocabulary anyone can absorb for productive use in one lesson and this will be affected by how “difficult” the words are and how much students are required to know about them. So that, the teachers should give an intermezzo to keep student be fresh.

The last principle of teaching and learning vocabulary is teachers should use strategic teaching vocabulary in class. Teachers can bring students to outdoor class and ask students to memorize everything in our environment. According to Richard and Willy, in teaching vocabulary teachers need to consider the following:[[20]](#footnote-20)

1. Teachers should give learners time to practice the material. Learner need to practice what the teacher gives to them. They need to do more than just see the form.
2. Avoid learning words that have similar forms and closely related meaning at the same time. For example, because *affect* and *effect* have similar forms.
3. To get effective word study, teachers should study regularly. Studying words over several short sessions is better than to study them for one or two longer session.
4. Teachers should divide larger numbers of words into smaller groups to study five to seven words at a time. Because it will be easier to get repeated exposure to the words than when larger groups.
5. Teachers should be more creative to make teaching learning more interesting, such as the key word technique to promote deeper mental processing and better retention.
6. Teachers can add cards to get further elaboration. Using unknown vocabulary to make associated with other second language that students have already known. And these words can be added to the card, such as parts of speech, definitions, and keywords.

From the principle above, in teaching learning process the teacher should be able to identify who the students are, what their needs are, and how the teacher should teach simple and interesting way. Different age of students indicate that they also have different need and interesting.

**CHAPTER III**

**RESEARCH METHOD**

1. **Research Approach**

This research focused on students’ habit in watching English movies and students’ vocabulary mastery. This research is a quantitative approach with correlation method. Correlation or correlation research is a study to determine the relationship and the level of the relationship between two or more variables without any attempt to influence the variable. So there is no variable manipulation (fraenkel and wallen, 2008: 328). Correlation method is most appropriate for this study, because it uses two variables to find out the relationship between students’ habit in watching English movies and students’ vocabulary mastery and show if they have any positive or negative relationship and examining hypothesis.

1. **Place and Time of the Research**

This research is field at SMPN 4 Kota Serang which is located on Jl. Juhdi kec. Serang. In order to find out the solution to the problems posted in the previous chapter, the writer needs some data. In conducting the study, the writer get some data from the second grade students of SMPN 4 Kota Serang in the academic 2017-2018.

1. **Population and Sample**

Population is all cases, situations or individuals who share one or more characteristic.[[21]](#footnote-21) According to Sugiyono, Population is generalization that composed of the subject / object that has certain qualities and characteristics of the applied researcher to learn and then be concluded.[[22]](#footnote-22) Population of this research is the second grade students of SMPN 4 Kota Serang in the academic year of 2017/2018. That have 9 classes and each class is about 31 students.

Sample is a subset of individuals from a given population.[[23]](#footnote-23) According to Suharsimi Arikunto, Sample is a part of population which has same characteristics. The total numbers of participant is 289 students from 9 classes of eighth grade student.

1. **Variables**

A variable is a defined characteristic that varies.[[24]](#footnote-24) According to Fred D Kerlinger as cited by Suharsimi Arikunto (2006) stated that: “All experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments)”.[[25]](#footnote-25) Correlation analysis does not distinguish between dependent and independent variable. As the purpose of correlation analysis is to measure association.[[26]](#footnote-26) It has at least two values and usually more. In this research which uses English movies as a media to improve students’ vocabulary mastery has two variables. Those variables are as follow:

1. The Independent Variable

Independent variable is “the variable that influences because change or emergence the dependent variable”.[[27]](#footnote-27) The independent variable in this research is students’ habit in watching English movies. The indicators of this variable are students’ habit and interest on watching English movies.

1. The Dependent Variable

Dependent variable is variable affected or becoming the result because of the existence of the independent variable. Dependent variable in this study is students’ vocabulary mastery. The indicators of this variable are students’ vocabulary mastery that is symbolized on writing subject.

1. **Technique of the Data Collection**

The writer carried out two instruments to collect the data containing questionnaire and vocabulary test. They are:

1. Questionnaire

Questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by the researchers.[[28]](#footnote-28) There are two kinds of questionnaire, they are open and enclosed questionnaire. In this case, the writer using the questionnaire enclosed is questionnaire that presented in a form such that the respondents were asked to choose one answer that suits the characteristics of him by giving the sign (x) or a checklist (√). The writer will use questionnaire to get the data about student habit of watching English movies.

1. Vocabulary Test

Test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group. [[29]](#footnote-29) There are several kinds of test instruments in data collection, include: personality tests, aptitude tests, achievement tests, intelligence tests, and test attitude. In this study, the achievement test is used to measure student’s vocabulary mastery. This test is in the form of multiple choice tests that consist of alternative answers.

1. **Technique of Data Analysis**

After collecting data, the writer will take some step to analyze data. The analysis step will as follow:

1. **Introduction Analysis**

Introduction analysis is to simplify the data in order to be able to be read and interpret easily. There are two date namely:

* 1. Questionnaire Data

The writer categorized the score resulted of questionnaire data or also called independent variable (X) into the following criteria:[[30]](#footnote-30)

**Table 3.1**

**The Score Questionnaire Data**

|  |  |
| --- | --- |
| **Frequency of watching**  **English movie** | **Score** |
| Never | 1 |
| Seldom | 2 |
| Sometimes | 3 |
| Often | 4 |
| Always | 5 |

* 1. The score of vocabulary test

While the students’ vocabulary test is also called dependent variable (Y) are classified into the following criteria:[[31]](#footnote-31)

**Table 3.2**

**The Score Vocabulary Test**

|  |  |
| --- | --- |
| **Criterion** | **Score** |
| Excellent | 81-100 |
| Good | 61-80 |
| Fair | 41-60 |
| Poor | 21-40 |
| Very Poor | 0-20 |

1. **Hypothesis Analysis**

After the data of habit of watching English movie and vocabulary mastery are collected. The writer examines research hypothesis by calculating and correlate the data of X and Y variables. The examination uses Product Moment.

The equation for Pearson (r) is as follow:

Where : ***r*** = correlation coefficient

∑ *x* = the values for the X variable

∑ *y*= the values for the Y variable

∑ *x y*= the values for XY variable [[32]](#footnote-32)

1. **Final Analysis**

The result of correlation between X and Y variables will be compared with the value (r table). The table value is 5 % or 1 %. If r x y > r table is significant or there is a correlation between students’ habit of watching English movies and their vocabulary mastery. If r x y < r table is not significant. It means that there is no correlation between students’ habit of watching English movies and their vocabulary mastery. A positive correlation indicates that the score move together either increasing or decreasing. A negative correlation indicates that the scores on one variable rise and scores on other decrease. Correlation does not imply caution means two events are in some ways correlated does not mean that on necessarily cause the other. The ranging of correlation coefficient is as follow:

0, 00 - 0, 199 means very low correlation

0, 20 - 0, 399 means low correlation

0, 40 - 0, 599 means fair correlation

0, 60 - 0, 799 means high correlation

0, 80 - 1, 000 means very high correlation[[33]](#footnote-33)

1. Azhar Arsyad, *Media* *Pembelajaran,* (Jakarta: PT Raja Grafindo Persada, 2002), p.9. [↑](#footnote-ref-1)
2. Suharsimi Arikunto*, Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT Asdi Mahasatya, 2006)*,* p. 71 [↑](#footnote-ref-2)
3. Ibid., 71. [↑](#footnote-ref-3)
4. Sharon E *Smaldino* and James D Russell, *Instructional Technology and Media Learning*,(Ohio: Merrill Prentice Hall Press,), p.9. [↑](#footnote-ref-4)
5. Arif S Sadiman, et al., *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2009), p.6 [↑](#footnote-ref-5)
6. S Eliab, “*Film Principles/Film Appreciation”*, http://eliab.tripod.com/films,

   accessed on 12th September 2017 at 06:45 PM. [↑](#footnote-ref-6)
7. Azhar Arsyad, *Media Pembelajaran,* (Jakarta: PT Raja Grafindo Persada, 2002), p.26. [↑](#footnote-ref-7)
8. Nana Sudjana and Ahmad Rifai, Media Pembelajaran, (Bandung: Sinar Baru, 1997), p.2. [↑](#footnote-ref-8)
9. Asnawir and M. Baharudin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 96. [↑](#footnote-ref-9)
10. Jeremy Harmer, *The Practice Of English Language Teaching*, (Malaysia: Pearson,

    2003),3rd Edition, p.282. [↑](#footnote-ref-10)
11. Jack C. Richard, *Longman Dictionary of Language Teaching and Applied Linguistics,*

    p.692 [↑](#footnote-ref-11)
12. Scott Thornbury, *How to Teach Vocabulary*, (Charlbury: Bluestone Press, 2004), p.13. [↑](#footnote-ref-12)
13. Cambridge Dictionary, “Vocabulary”, http://dictionary.cambridge.org accessed on 12th July 2017 at 07:23PM. [↑](#footnote-ref-13)
14. 13 Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press), p.4 [↑](#footnote-ref-14)
15. Evelyn Hatch, *Vocabulary, Semantics, and Language Education*, (United Kingdom:

    Cambridge University Press, 1995), p.370. [↑](#footnote-ref-15)
16. Jack C. Richard, *Longman Dictionary of Language Teaching and Applied Linguistics*, p.456 [↑](#footnote-ref-16)
17. Jeanne Mc Carteen, *Teaching Vocabulary*, (New York: Cambridge University Press, 2007), p. 20. [↑](#footnote-ref-17)
18. Ibid., 21. [↑](#footnote-ref-18)
19. Jeanne Mc Carten, *Teaching Vocabulary,* p. 21. [↑](#footnote-ref-19)
20. Ibid., 23. [↑](#footnote-ref-20)
21. David Nunan*, Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 231. [↑](#footnote-ref-21)
22. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung : Alfabeta, 2008), p. 11. [↑](#footnote-ref-22)
23. David Nunan*, Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 27 [↑](#footnote-ref-23)
24. Ibid., 116. [↑](#footnote-ref-24)
25. Ibid., 119. [↑](#footnote-ref-25)
26. Mudjarad Kuncoro, *Metode Kuantitatif: Teori dan Aplikasi untuk Bisnis dan Ekonomi*, (Yogyakarta: UPP AMP YKPN, 2004), p. 77. [↑](#footnote-ref-26)
27. Sugiyono, *Statistika Untuk Penelitian,* (Bandung: CV Alvabeta, 2005), p.3. [↑](#footnote-ref-27)
28. Riduwan, *Skala Pengukuran Variable-Variable Penelitian,* (Bandung: Alfabeta, 2009), p*.*25. [↑](#footnote-ref-28)
29. Ibid., 30. [↑](#footnote-ref-29)
30. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* p. 94. [↑](#footnote-ref-30)
31. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006),

    p. 245. [↑](#footnote-ref-31)
32. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* p. 183. [↑](#footnote-ref-32)
33. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* p. 184. [↑](#footnote-ref-33)