

# Using Video Describing Modification of an Electric Motorcycle to Improve Writing Descriptive Text Skills for X Class Students of SMKN 1 Kalikajar Wonosobo

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## ARTICLE INFO

### Article history:

DOI:

[10.30595/pssh.v12i.836](https://doi.org/10.30595/pssh.v12i.836)

Submitted:

May 31, 2023

Accepted:

August 24, 2023

Published:

October 05, 2023

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### Keywords:

Descriptive Text, Writing,  
Video Description Of  
Electric Motorcycle

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## ABSTRACT

This study is to see how video descriptions of electric motorcycles might help students improve their writing skills using classroom action research. This study was carried out at SMKN 1 Kalikajar Wonosobo. The total number of students was 72, and the researcher sampled 30 of them. Data was gathered from experiments and observations made during the preliminary, pre-test, and post-test. The findings of this study show that video media descriptions of electric motorcycles are useful in boosting students' descriptive text writing skills. This is indicated by the average test results have increased. The average test in the preliminary was 52, then in the pre-test was 70, and the post-test was 85. The results showed that there were significant differences between student skills, student participation, and student interests. As a result, video descriptions of electric motorcycles can assist students in developing their descriptive writing skills.

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## 1. INTRODUCTION

Writing is one of the language skills that must be learned and mastered as a means of communication [1]. Writing must also be learned by students at all levels, not least by high school students. Writing, which may be a strong tool for finding meaning, not only to convey many sorts of ideas, but also to translate existing notions, is one way to investigate educational subjects. In the author's thoughts We can convey our feelings, ideas, imagination, and all of our thoughts by writing. Some people, however, believe that writing is the hardest ability to perfect. Some people claim that they have lots of ideas, but have a hard time putting them in writing. Thus, writing skills must continue to be trained and accustomed.

"Writing is undoubtedly one of the abilities that demands hard training because writing requires more time to consider than other skills," writes [2]. This is one of the reasons why students should study writing on a regular basis. It is true that having good writing skills the first time you do it is quite difficult, because there are various steps that must be learned before writing becomes good from day to day. "To train children who have less aptitude in the ability of writing skill writing abilities, teachers should not only in teaching grammar, vocabulary, spelling, and writing theory, but also must teach writing practice as often as possible," according to [3].

However, based on observations at SMKN 1 Kalikajar Wonosobo, in the process of mastering writing skills, students face a variety of challenges, such as the use of incorrect grammar, incorrect sentence structure,

poor writing content or writing, many errors in writing, and improper use of punctuation. Teachers must use these issues to identify solutions to increase students' writing skills to a higher level than before. Some researchers employ the media as a means of resolving these issues. Each

student actually has the ability to write with different levels of quality [4]. This means that students need the help of interesting media to help themselves so that their quality and writing skills become better, because with the help of media it will be easier for students and interested in knowing the material better.

Based on these issues, this research will look into using video descriptions of electric motorcycles to help students improve their descriptive text writing skills. One of the good strategies in teaching writing is to employ video media [2]. Students might receive ideas and write them down by viewing videos. By watching movie trailers, it can be useful in teaching writing narrative text activities [5] noted. The utilization of fairy tale films is a great technique to boost students' interest in learning writing abilities [6].

In the context of this study, descriptive text, also known as "description" in writing, is an English lesson that should be mastered not only by junior high school students, but also by seniors, college students, and anybody who appreciates English. After all, we need descriptive content to improve our English skills. A descriptive paragraph elucidates a person's or object's attributes. Its purpose is to reveal and describe a certain person, location, or object.

In a broad sense, description is defined as the sensory experience of how something appears, sounds, and tastes is what description is all about [7]. It's usually about visual perception, but it can also be about other kinds of perception. Descriptive writing, according to Kane's definition, is meaningful prose that represents a sensory experience, such as what shape, sound, or taste is. The majority of descriptive writing is focused on the sense of sight. However, humans can generate descriptive language from experiences other than sight. The descriptive language used in this study was chosen since it is familiar to people's everyday lives.

By using video media, students will be more enthusiastic in learning English, they will also be easier and more interested in improving their writing skills in descriptive texts. Students can also easily recall English words if they listen to them in videos and come across them frequently in class. Researchers at SMKN 1 Kalikajar Wonosobo need to use video descriptions of electric motorcycles as a medium to address difficulties in order to boost learners' enthusiasm for the English language learning process. As a result, the researchers attempted to use a description video of an electric motorcycle as a medium that may aid students in improving their descriptive text writing skills and creating enjoyable group learning activities.

This study will also look at how video can be used to teach writing and how it affects students' writing skills. The author uses this medium to investigate which aspects of writing improve the most when video is used to teach descriptive writing abilities.

## 2. THEORETICAL FRAMEWORK

### Writing Skills

Writing, which is one of the language skills, is an element of learning English as a foreign language. However, there are variances between the two; for example, the difference between writing and speaking is mostly in the result produced. The product in the form of an oral text can be a monologue or a dialogue, in other words. In writing, on the other hand, the primary product is written text. Writing abilities are a set of skills that allow writers to transform their ideas into meaningful words and psychologically connect with the message. Writing is defined differently by different linguists. Writing is part of a larger activity, such as language practice, acting out, or speaking, in which the focus is on something else [8].

Writing is a two-step process. The first stage is to figure out what the meaning is, and the second is to put that meaning into words [9]. What we believe is reflected in our writing. Because the writing process reflects thoughts that have remained in the mind, this is the case. Students who are afraid to write down their ideas often suffer as a result of this practice. For further, Brown said that the first step is to determine the meaning, followed by the translation of that meaning into language. What we imagine is embodied in writing. It's because writing represents what's on one's mind. Students who are hesitant to put down their thoughts sometimes struggle with this task.

When pupils begin to hunt for reasons to write and produce written sentences, they run into challenges. When children begin to hunt for reasons to write and produce written sentences, they encounter obstacles. Writing is one of the productive language skills that is closely related to the way messages are conveyed using graphic or written symbols." Writing is a process of locating, organizing, and expressing ideas, putting them on paper, and reshaping and reworking them [10]. Students will be able to assess their English proficiency by writing, as it is strongly tied to their understanding of grammar and vocabulary.

Writing is a kind of activity in which students communicate their ideas by using letters, words, phrases, and clauses from a series of interrelated sentences. Writing is the process of transmitting ideas and messages through

written language, according to this definition. In other words, writing is the use of intelligible printed symbols to communicate between a writer and a reader.

### **Aspects of Writing**

In a nutshell, topic, composition, vocabulary, usage, and mechanics are the five key parts of writing. They can, however, be broken down into three categories: ideas, grammatical traits, and organization.

Based on the previous description, I believe that students will be able to improve their writing skills if they have a strong comprehension of these components. Because they are fundamental skills for beginning writers.

### **Types of Writing Skills**

The writing system used in the mother tongue has a significant impact on how easy it is for students to learn to write [11]. (1) Factual or Practical: There are two types of writing: formal and informal. Writing Facts are the focus of this form of writing. It can be found in letter writing and summaries by authors. This piece falls under the area of nonfiction writing; (2) Imaginary Creative Writing. This type of writing usually exists in literary works or works of fiction. Examples of imaginary writing are poetry, novels, romance, fantasy, science fiction, adventure, etc.

The sort of writing assigned to kids will be determined by their age, interests, and skill level. Beginners, for example, could be asked to compose short sentences. When a teacher sets tasks to young children, the teacher ensures that they have enough words to complete them, and the same is true for intermediate and advanced students.

### **Text**

Every sentence in a text has a relationship between text and context, hence every text has meaning. Text and context are linked in a text from both the cultural and situational contexts. The link between writings and their surroundings is complex. Because interactions can only be understood by viewing them, they are crucial to this framework in opposition to their social environment

Text is any expanse of language that is united cohesively through meaning [12]. Whether a language stretch is text or not has nothing to do with its size or shape. This relates to the meanings of the expanse of language that work together as a unified whole. The term text is used in linguistics to describe: (1) The actual words of something written, printed, or spoken, as opposed to a summary or paraphrase. (2) A logical swath of language that can be subjected to rigorous examination.

A text is traditionally defined as a piece of written or material in its most basic form (as opposed to a paraphrase or summary). Any stretch of language that can be understood in context is referred to as a text. It could be as simple as a couple of words (like a stop sign) or as complicated as a novel. A text is defined as a collection of sentences that belong together.

Genre or type of text, is a sort of material that does not follow standard literary divisions and instead serves a social purpose [13]. In school, we study a variety of textbook genres. The story genre and the fact genre are two different types of text genres. In the story genre, there are six sorts of text: stories, news items, models, anecdotes, narratives, and parodies. The actual genre consists of procedures, explanations, reports, explanations, discussions, explanations, reviews, news articles, and explanations. In this case, the writer takes descriptive text as the reading genre.

From the definitions above can be concluded that the text is a meaningful combination of sentences. Therefore, before studying descriptive text, it is necessary to know in advance the definition of the text, whether it is included or not.

### **Teaching Writing**

When teaching English, a teacher needs know how to teach the four types of language skills to students. These abilities should be taught in English lessons, particularly when teaching English as a Foreign Language (TEFL). In this scenario, the teacher must be able to instruct students on how to write. There are various reasons why teachers should teach writing [2]. Writing is a process that involves a number of steps, including planning what to write and structuring it into sentences and paragraphs [14].

Reinforcement, language growth, learning style, and writing as a skill are the reasons." In addition, the following reasons shall be stated: (1) Reinforcement. Language reinforcement is linked to visual demonstrations of language creation, which are extremely useful while learning a new language. One of the reasons why teachers should teach pupils to write is because language growth is so quick. If the actual writing process is often carried out by students, this will help students learn to systematically express the ideas that are in their minds. (2) Writing Learning Style. Is appropriate for students that prefer non-rushed learning styles. It's a slow, contemplative pastime that can obstruct face-to-face interpersonal communication. Students who enjoy writing believe that generating language in a thorough and slow manner is extremely beneficial. (3) Writing as a skill. An important reason for teaching writing is that writing is a basic language skill. When writing is often done, students will get used to express their ideas smoothly. Skills only require a routine to practice, so that without realizing it students will be proficient in writing.

## **Descriptive Text**

### **Understanding Descriptive Text**

To describe someone or something implies to give specific details about their appearance. As a result, descriptive text is a sort of English text that includes a detailed description or illustration of an object.

It is descriptive, as the name implies, and is derived from the word describe. According to the Macmillan Dictionary, the definition of describe is "to give specifics about what someone or something is like." As a result, descriptive text is a sort of English text that includes a detailed description or illustration of an object. Inanimate objects, places, as well as individuals and other living things, are frequently described. An example of a descriptive text could be a text that tells a tourist place or about our pets.

The purpose of writing a descriptive text is to describe and reveal a particular person, place, or thing. The purpose of descriptive text is to describe and indicate a person, place, or thing [15]. The purpose or social function of descriptive text is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. This type of text is used to describe people, places or things in such a way that an image is formed in the mind of the reader.

### **Characteristics of descriptive text**

There are several characteristics that need to be considered in writing descriptive text: (1) Simple present. When describing something, usually the sentence is not bound by a time reference. So, the tenses used are simple present tense, namely tenses that use the first form of the verb (V1). (2) Nouns and noun phrases. When describing something, there will generally be a noun and a noun phrase. Nouns generally consist of one word, while noun phrases are nouns and their modifiers. (3) Adjectives. To explain or describe objects, we can use adjectives or adjectives. These adjectives can also be used as modifiers in noun phrases. (4) Relating verbs. A relative verb (copula) is a word that is positioned to become a verb and serves to connect the subject and an explanation of the subject. Examples of commonly used relating verbs are is, are, have, has, seem, appear, mean, become and others. (5) Action verbs. Action verbs are verbs that show action. Usually this type of verb is used when describing living things. Examples of action verbs are run, walk, see, listen, eat, and others. (6) Adverbials. Adverbial is a word or phrase that describes a verb. Usually the adverbial is used when the object being described is a living thing.

### **Structure of Descriptive Text**

In descriptive text, the parts that need to be written are: (1) Identification. The first paragraph of descriptive text is identification, which aims to identify the object being discussed. This section does not include the details of the object. (2) Description. The next paragraph is a description. This section describes the characteristics of objects that have been described at the beginning of the text. In this section, the object must be described in as much detail as possible so that the characteristics of the object can be clearly described in the reader's mind [16]. To help the reader visualize the thing's features, the object must be described in as much detail as possible [17].

### **Learning Videos**

Videos are audio and visual media that incorporate learning resources such as concepts, principles, methods, and knowledge application theories that assist students understand the topic being taught [18].

Learning videos are media that provide audio and visuals containing learning materials that contain concepts, principles, procedures, knowledge application theories to help understand the learning material being taught. Video itself is an audio-visual learning material that can be used in conveying messages/lesson materials. Audio-visual aids (AVA) media, or media that can be seen and heard, can be used to learn utilizing videos. The use of video in the application of learning can help students who are actively studying via visual media overcome their restrictions or gaps. "Intermediary" or "introduction" is what the word media signifies. It is defined by the National Education Association (NEA) as a tool that can be manipulated, seen, heard, read, or discussed, as well as instruments that are correctly employed in teaching and learning activities.

The researcher chose in this study was adapted to the interests and majors of the students, namely Using an Electric Motorcycle Modified Video, which is closely related to students' interest in the Department of Automotive Vehicle Engineering. This is expected to increase students' interest in learning English, because it is not only related to English but also something that is their passion according to the major they choose at SMKN 1 Kalikajar Wonosobos

## **3. RESEARCH METHODS**

In this study, the experimental approach was used as the research method. This method examines whether the video utilized can assist a teacher in helping students enhance their capacity to write descriptive language. In this study, the subject groups are divided into two categories. The first is the experimental group, which receives research treatment, while the second is the control group, which receives the standard way of instruction, which is photos in textbooks without videos.

As shown by the nonequivalent-groups design, the study has two groups: experimental and control. Both groups have the same level, but the teaching methods used are different [19]. Because the two groups were not chosen at random, this study focuses on a nonequivalent-groups design. Experimental study is research that examines the effect of some variables on other variables under controlled conditions [20].

### Population and Sample

The population in this study were students of class X SMKN 1 Kalikajar Wonosobo majoring in Automotive Vehicle Engineering. Total population is 72 students.

As a sample the researchers took 2 classes, namely X TKRO 1 and X TKRO 2 which consisted of 60 students. This sample was divided into 2 groups. Group A is a X TKRO 1 consisting of 30 students. Group A is the group that was given the video description treatment of electric motorcycles, this is the experimental group. Group B are students of class X TKRO 2 which consists of 30 students. Group B is the group that is treated without using a video description of the electric motorcycle is the control group. Both groups were given a post-test.

### Instruments

This study's instruments are 10 close-test questions and 5 essay questions. A post-test was also administered to determine the overall outcomes of the learning activities. This test was used to compare the average scores of two classes: the experimental class, which used an electric motorcycle description video, and the control class, which did not use an electric motorcycle description video.

### Data Collection Methods

The following are the data collection procedures used in this study:

- Assigning students to experimental and control groups.
- Teaching descriptive text writing skills using an electric motorcycle description video in the experimental class and teaching descriptive text writing skills without using an electric motorcycle description video in the control class. Details of teaching procedures are explained in the lesson plans.
- At the most recent meeting, students were given a written test in which they had to select the correct answer in the close test based on descriptive text for the experimental and control classes.

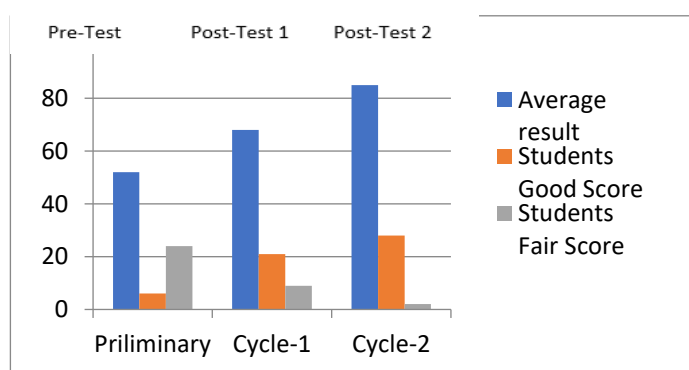
### The Procedure of Data Analysis

To analyze the data, two approaches were applied. The first is a central tendency index. It's used to see if the variable X1 is different from the variable X2. The second option is to apply the T-test to assess whether the variables X1 and X2 have a significant difference.

## 4. RESULT AND DISCUSSION

Based on the analysis of all meetings, it can be shown that the three cycles used, namely the pre-test, Post-test, resulted in some major improvements. The graph below shows the progress in students' writing skills, their degree of participation, and their enthusiasm in creating descriptive texts:

**Graph 1.** Comparison of Pre-Test, Post-Test I, and Post-Test II Results.



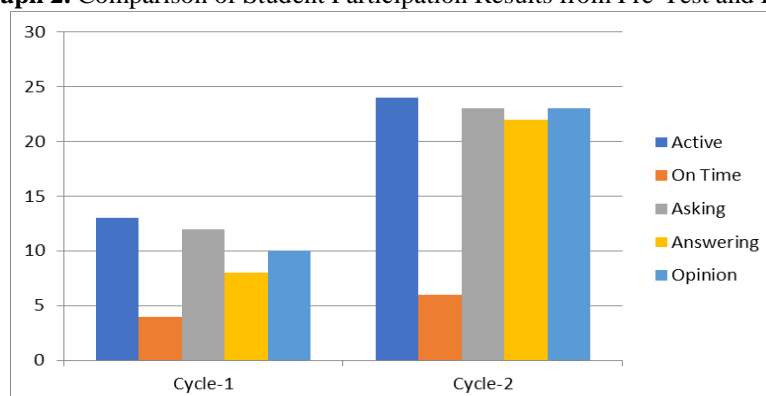
Based on graph 1, it is clear that in the preliminary study, all students worked on the problems, with an average score of 52. The majority of students are not prepared to read and analyze in this exercise. Only 6 (20%) students received a score of 70 or higher, while 24 (80%) students received a score of less than 70.

The preliminary investigation showed a rise in the Post-Test 1. The overall score is 68. There are 21 students who receive a score of 70 or higher (70%) and 9 students who do not receive a score of 70 (30%).

The average student score in the Post-Test 2 is 85. This suggests that since the pre-test, there has been a rise. This suggests that student achievement has risen significantly. There are 28 students who receive a score of 70 (93%) and two students who receive a score of less than 70 (7%). Furthermore, using a visual organizer

technique as a learning aid is quite beneficial in the teaching and learning of descriptive text writing. It used T-test to know the result.

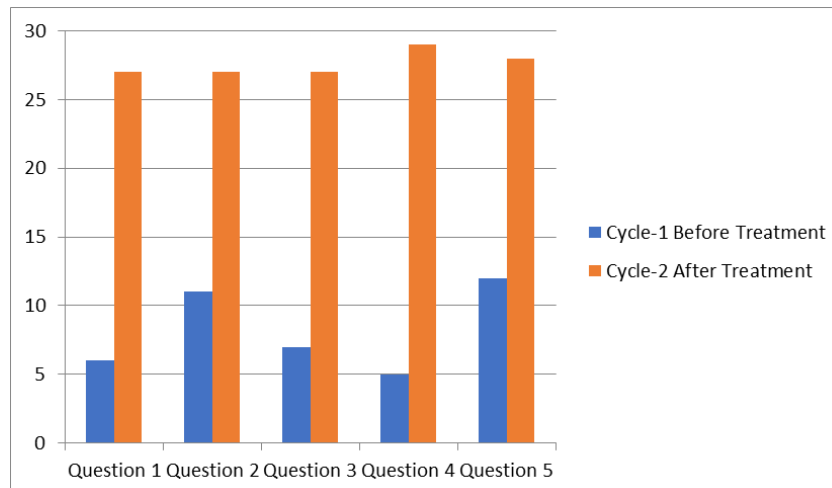
**Graph 2.** Comparison of Student Participation Results from Pre-Test and Post-Test



Based on Graph 2 above, it can be concluded that there was a significant increase in student participation from pre-test and post-test. The activeness of students in the first cycle was 43% and in the second cycle increased by 87%. This means that it has increased to 44%. Student learning time is 13% in the first cycle and 100% in the second cycle. This is an 87% increase. In addition, student participation in asking questions was 40% in the pre-test and 77% in the post-test. That's an increase of 77%. In answering several questions, student participation in the pre-test was 27% and the post-test was 73%.

That shows there is an increase of 46%. Finally, student participation in giving opinions was 33% in the pre-test and 77% in the post-test. This is an increase of 44%. Finally, the use of a graphic organizer strategy as a learning aid is very helpful and interacts with students in the teaching and learning process of reading descriptive text. It used T-test to know the result.

**Graph 3.** Comparison of Student Interest Results Before and After Treatment



Based on graph 3 above, it was concluded that there was a significant increase in student interest from before and after treatment. There are 6 (20%) students who say they enjoy learning English. Conversely, 27 (90 percent) of the students said they enjoyed learning English after receiving treatment. 11 students (37%) said they were involved in the English teaching and learning process, and 27 students (90%) said they were involved after receiving treatment. Then there were 7 (23%) students who always read English material at home, with a sharp increase to 27 (90%) students who said they always read English material after treatment. Furthermore, 5 (17%) pupils claimed they loved their teacher's teaching style. Meanwhile, after treatment, there was a 29 percent rise in pupils who said they appreciated the way the teacher taught. Finally, 12 (40%) students said they frequently took notes when learning English, with an increase of 28 (93%) students saying they frequently took notes while teaching and learning English after receiving treatment. Finally, using video descriptions of electric motorcycles as learning aids boosts students' enthusiasm for the teaching and learning of descriptive text writing.

According to the findings of this study, there was a substantial difference in the skills, student involvement, and interests of students who were taught using an electric motorbike description video to students who were not taught using an electric motorcycle description video. Those who were taught to use an electric motorcycle description video performed better than those who were taught before using an electric motorcycle description video. This means that video descriptions of electric motorcycles can help students improve their skills in writing descriptive texts. It can also help teachers to increase students' participation and interest in writing descriptive texts. Teaching writing by using video descriptions of electric motorcycles can stimulate students to improve their descriptive text writing skills. So, the learning achievement of students who are taught to write descriptive text using a video description of an electric motorcycle is better than those who are taught to write a descriptive text without using a video description of an electric motorcycle in class X SMKN 1 Kalikajar Wonosobo majoring in Automotive Vehicle Engineering.

## 5. CONCLUSIONS

The use of video descriptions of electric motorcycles as a medium to improve students' writing skills in descriptive text is an alternative method that is very helpful. The use of video descriptions of electric motorcycles is very useful in the teaching and learning process of English. The use of video descriptions of electric motorcycles is highly recommended because it can make students more interested in writing descriptive text material. By using video descriptions of electric motorcycles, teachers can stimulate students to compose descriptive texts.

Based on the results of research that has been carried out in two cycles, namely in cycle I and cycle II, it can be concluded that there is a significant increase. Students' writing skills in descriptive texts increased sharply after being taught using a video description of an electric motorcycle. The application of video descriptions of electric motorcycles as learning aids to improve students' writing skills in descriptive texts is very effective. This is supported by the significance of the pre-cycle mean score 53, Cycle I 68, and Cycle II 85. The use of video descriptions of electric motorcycles in learning English is very interesting for students; This can be seen from the results of observations and test results. The researcher uses a video description of an electric motorcycle as a tool because it can motivate students to learn to write descriptive text in English more fun and easily.

## 6. SUGGESTIONS

Based on the result of this study, the author makes many suggestion such as teachers can make the teaching and learning process more engaging by providing video descriptions of electric motorcycles to help students grasp English more easily. Teachers can also assess how well students comprehend the topic at each meeting.

The researcher believes that students will be able to identify ways to develop their skills, particularly their capacity to write descriptive texts in a variety of ways, such as using a video description of an electric motorcycle as an example.

Other researchers who want to perform similar research can use the findings of this study as a guide for future investigations on different topics or with different expertise.

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