

THE EFFECTS OF READING HABIT AND VOCABULARY MASTERY TOWARDS STUDENTS' LISTENING SKILL AT STATE SENIOR HIGH SCHOOLS IN EAST JAKARTA

Nurul Frijuniarsi¹; Noni Marlianingsih²

^{1,2}Department of English Education, Faculty of Language and Art of Indraprasta PGRI University
frijuniarsinurul@gmail.com, marleeanee@yahoo.co.id

Received: 27th November 2015/ **Revised:** 1st April 2015/ **Accepted:** 15th April 2016

How to Cite: Frijuniarsi, N., Marlianingsih, N. (2016). The Effects of Reading Habit and Vocabulary Mastery Towards Students' Listening Skill at State Senior High Schools in East Jakarta. *Lingua Cultura*, 10(1), 19-24. <http://dx.doi.org/10.21512/lc.v10i1.828>

ABSTRACT

This research was aimed to get empirical data and analyze the effects of reading habit and vocabulary mastery towards student's speaking skill at private vocational schools in East Jakarta. This research used data analysis technique, those were descriptive statistic, requirement analysis, normality test, linearity test, and test of hypothesis (analysis of inferential). The research was held at State Senior High Schools in East Jakarta. Data collection was done by giving a test for reading habit, vocabulary mastery and listening skill to tenth-grade students at SMA 105 Ciracas and SMA 98 Cijantung. Due to the result, it can be inferred that there is an effect of reading habit towards student's speaking skill.

Keywords: reading habit, vocabulary mastery, listening skill

INTRODUCTION

Learning English consists of four aspects of skill that the students are required to master. They are listening, speaking, reading, and writing, but the priority of what skill should be mastered first is dependent on the background of English in a country. For example, in Indonesia, English is the first foreign language learned in formal education. Due to this condition, the priority of English skill mastery in Indonesia is to prepare the students to be able to absorb information either written or spoken in English. That is why the most priority skill that the student should master are reading and listening. To be able to listen well, there are some factors that someone must pay attention to, such as the context and the participant.

It is clear that learners, especially senior high school students should master vocabulary. Most Indonesian universities require their students to take English courses focusing on improving students' English competence to comprehend academic disciplinary texts. Non-English department students usually take a subject called English for Academic Purposes (e.g., English for Law, English for Economics, and English for Medicine) once or twice a week for two semesters (Cahyono & Widiati, 2008). Classes typically involve text discussion with the most focus on reading. Seken and Artini (2013) claim that three teachers applied teaching speaking and reading comprehension skills strategies in three stages; Pre-stages, Whilst-stages, and Post-Stages.

Based on the above explanation, the writer would like to find out the effect of vocabulary mastery and reading habit towards students' listening skill in state senior high school in East Jakarta. Therefore, the researchers can formulate the problems into students need to understand that there are effects of vocabulary mastery and reading habit towards students' listening skill. Vocabulary mastery of the students will make the students improve their listening skill. The reading habit that the students have will improve their listening skill. And the objectives of this research are to know: the effects of vocabulary mastery and reading habit towards student's listening skill, the effect of vocabulary mastery towards student's listening skill, the effect of reading habit towards student's listening skill. This research is hoped to be useful for: teachers and lecturers in recognizing the vocabulary mastery and reading habit of the students to improve their listening skill; for the students to know that to improve their listening skill they need to have vocabulary mastery and reading habit; for the upcoming researchers to do their relevant research, and the library of University of Indraprasta PGRI.

Reading is one of the several ways to increase vocabulary and knowledge. If students are aware of the benefit of reading, they will be more interested in learning English, especially the skills that should be mastered by the students. By reading, the students will have more knowledge in understanding many kinds of themes and also achieve the good impacts of vocabulary mastery towards listening skill. The vocabulary mastery will enable students to learn the

language more easily if students are aware of the benefit of mastering the vocabulary, so they are more interested in learning English especially the skills that should be mastered by the students. By mastering the vocabulary, the students will also be able to express their ideas easily and can understand what the speaker is saying.

According to Murcia and Freeman (1999) comprehension describes comprehension of speaker's messages at the internal reproduction of that message in the listener's mind. What 'listening' really means is 'Listening and understanding what people hear at the same time.' So, two concurrent actions are demanded to take place in this process. Besides, according to Rost (1990) listening comprises some component skills which are: discriminating between sounds, recognizing words, identifying grammatical groupings of words, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and later to confirm meaning and recalling important words and ideas.

As mentioned by Brown (2007), listening skill consists of several techniques. First, it is reactive. Teachers sometimes want their students simply to listen to the surface structure of an utterance for the sole purpose of repeating it back to us. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom. In the classroom, the students will become merely as the tape recorder and be very limited because it is not generating meaning.

Second, it is intensive. This technique purpose is to focus on components (phonemes, words, intonation, discourse markers, etc.). Examples of intensive listening performance include students listen for cues in individual drills, the teacher repeats a word or sentence several times, and the teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, contraction, grammatical structure, etc.

Third, responsive is another technique that can be done. The students' task in such listening is to process the teacher talk immediately and to make an appropriate reply. Examples include asking questions ("Are you okay?", "What's going on?"), giving commands ("Draw a conclusion."), seeking clarification ("What did you say?"), checking comprehension ("How many people were in the class after the class began?").

Fourth, selective is listening to a monolog for a couple of minutes or a little bit longer. The task of the student is not to process everything that is said, but rather to scan the material selectively for certain information. The purpose is to find important information. Examples of such discourse include speeches, media broadcast, stories and anecdotes, and conversations.

Techniques promoting selective listening skills can be done by asking students to listen for many things. They can be people names, dates, certain facts or event, location, situation, context, main ideas, and conclusion.

Fifth, there is extensive technique. It can range from listening to lengthy lectures to listening to a conversation and deriving comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills (e.g., note taking, and discussion) for full comprehension.

Finally, there is interactive technique. It is listening performance that can include all five of the above types of learners actively participate in the discussion, debates,

conversations, role plays, and another pair of group work.

The most important thing in listening in learning foreign language as what has been brought up by Helgesen, Brown, and Nunan (2007) are: listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. While, spoken language provides a means of interaction for the learners because they must interact to achieve essential understanding and access to speakers of the language. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interact and learn. Then, authentic spoken language presents a challenge for the learner to try to understand language as a native speaker use it.

Listening exercises provide teachers with a means for drawing learners' attention to new forms. It can be vocabulary, grammar, new interaction, patterns in the language. Based on that statement, listening to the foreign language means listening to English as the foreign language with full attention and understanding about what have been said by the speaker.

Vocabulary varies in the four skills of language; listening, writing, reading and listening. A student will absorb listening and listening activities before coming to reading and writing vocabulary. In the real situation, the process may change, especially in foreign language teaching. Reading may become the first stage before processing the listening and listening. In function, vocabulary has generally been classified into active or productive and passive or receptive vocabulary.

According to Oxford Advanced Learner's Dictionary by Hornby (2010), Vocabulary is divided into two types. First, active vocabulary refers to items which the learner can use appropriately in listening or writing but in fact, it is more difficult to put into practice. It means that to use the productive vocabulary; the student must know how to pronounce it well, they must know and be able to use the grammar of the target language, and they also must be familiar with collocation meaning of the word. Second, passive vocabulary is all of the words that students hear and read. It refers to language items that can be recognized and understood in the context of reading or listening.

Based on Intelligence United (2012), it said that reading can be summarized by explaining some processes. From infancy perceptual processes, these include the ability to transform sound, light waves, and sound waves into meaningful chunks of information. These abilities will be affected by the development of the visual and auditory systems.

Then, there will be word recognition. Words are recognized at two levels: the letter level and the word level. At the letter level, individual graphemes (letters) are identified and transformed into their phonemic equivalent (their sound). The early reader (4-5 yrs) uses the only grapheme to correspond and have to sound out words to string the individual sounds into a meaningful word.

Next, syntactic processing will involve the ability to identify clauses, noun phrases (NP), verb phrases (VP), prepositional phrases, adjective (Adj), articles (Art), nouns (N), and verbs (V), and assemble them in syntactically acceptable sentence (S). Syntactic development is measured by the mean length of utterance (MLU), which is based on the average length of a child's sentences scored on transcripts of spontaneous speech.

Then, Semantic processing is developing even before an infant begins to use words. Words initially start with a

single meaning then become richer as the child is exposed to a wide range of words and experiences, some of which may be the same but used in different contexts, and some are related to each other. Meaning is assembled in semantic networks in which words are inserted in classes.

After that, metalinguistic awareness makes it possible for children to think about language, understand what words are, and define them, or know the language as an object. It begins to develop gradually at a young age, through the middle school years and continues to develop well into adulthood. It involves the ability to use humour, metaphor, and irony, for example.

Last, comprehension will involve the use of all of the above processes, especially semantic processing. The act of comprehension is the essential linking of new knowledge to old knowledge, adding new links and modifying the strength of connections between nodes. In the early stages of learning to read, comprehension is hampered by limited: the capacity of processing space, attention, prior knowledge, and atomization of processes (procedures) -- all part of skilled reading.

METHODS

The population of this study or object of this research is obtained from class XI. The total numbers of the students from two schools that are being surveyed are 300 students. They came from SMAN 98 Cijantung consisting of 144 students and SMAN 105 Ciracas consist of 156 students.

To make the research easier, in collecting the data the researchers need to make a limitation to the population by taking the sample. In collecting the data, according to Arikunto (2002) if the subject is less than 100, it is better to take them all. Then the researchers can name it as population research. Also, if the object is more than 100, the researchers can take 10 - 15 % or 20 - 25% or more of the objects. Based on that, from 150 students, the researchers can take 10 % of the whole population. 0,10 x 300 is 30 students, taken from 45 students. The researchers are going to take it randomly from 2 different schools of 300 students.

The Data Collection Technique that has been done to get the data of vocabulary mastery and Reading Habit and listening skill variables is by asking the respondents to answer the question that has been asked by the researchers. The respondents' answers are being scored based on the scoring rule.

To analyze the data, descriptive statistic will be used. In this descriptive analysis, the data technique in distribution table, graphic, the histogram for each variable will be done. Besides that, each variable will be tabulated and analyzed regarding the center measurement and the mean, mode, and median and the deviation such as the range, variant, standard deviation, the deviate, and kurtosis.

Besides, there is the requirement analysis such as normality test, linearity test, and hypothesis test will be performed. The normality test is aimed to know whether the data collection result is normal or not. This will affect the next process of the statistic analysis, continued by using the parametric statistic. If the data are not distributed normally, then the analysis is done by nonparametric statistic. Normality test in this research is done by Kolmogorov-Smirnov analysis in computer application program for the statistic, SPSS 15.0. The result of calculation and testing by SPSS 15.0 is shown by the table Tests of Normality in column Sig for the testing technique Kolmogorov-Smirnov. The criteria of the normality is if the score of sig KS is more

than 0,05, the data will be stated as a normal distribution.

Next, there is linearity test. The regression line of linearity test in this research is by using the F test, the formula is based on Sudjana (2005):

$$F = \frac{S^2_{TC}}{S^2_E} = \frac{JK(TC)}{\frac{JK(E)}{n-k}} \quad (1)$$

In practice, the researchers will use SPSS 15.00 program to calculate the linearity test. It is done by seeing the quantity of the score of sig coefficient at Deviation from Linearity.

Last, hypothesis test (Analysis of Inferential) will also be used. After, the entire hypothesis test has been known. Then, the data is tabulated and tested properly by using the hypothesis that has been proposed. The hypothesis will be analyzed using the partial correlation technique, double correlation, and also a simple linear regression and double linear regression. In practice, the researchers will do the calculation and test the correlation and regression partially.

RESULTS AND DISCUSSIONS

Table 1 The Calculation Result of Coefficients Correlation about the Effect of Variable X_1 and X_2 towards Variable Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845 ^a	.713	.698	1.30093

a. Predictors: (Constant), X_2 , X_1

b. Dependent Variable: Y

Table 1 shows that the effect of the double correlation coefficient of independent variable reading habit (X_1) and vocabulary mastery (X_2) towards speaking skill (Y) is 0,845. From the calculation, it is obtained that correlation coefficient is significant. In other words, there are significant effects of the independent variable of vocabulary mastery (X_1) and reading habit (X_2) towards listening skill (Y). While, the coefficient determination is 71.3%. It shows that the quantity of the effects of vocabulary mastery and reading habit towards listening skill is 71.3%. The residue (28.7%) is because of the effects of other factors. Whereas for the hypothesis test through the regression analysis, it is obtained that the regression line equation that represents the effects of variable X_1 and X_2 towards variable Y, that $\hat{Y} = 0.154 + 0.631X_1 + 0.083X_2$.

Then, the significance of regression line test is done by paying attention to the result of calculation in Table 2. Based on the existing rule, the criteria for significance regression is "if $Sig < 0.05$, H_0 is rejected" or "if F_{test} is more than F_{table} , H_0 is rejected". It means that the regression coefficient is significant. In other words, there is a significant effect of independent variables X_1 and X_2 toward dependent variable Y. The score of **Sig** is the number printed in **Sig** column, and the score of F_{test} is in F_{column} in Table 2. Whereas, the score F_{table} is the score of distribution

of Table F, which the real standard is 5% with 2 as the numerator degree (k) and denominator degree (n - k - 1) equals 37 where n is the number of respondents, and k is the number of independent variables.

Table 2 The Calculation of Result of Regression Coefficient Significance Test about the Effect of Variable X_1 and X_2 towards Variable Y

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	155.781	2	77.890	46.023	.000 ^a
	Residual	62.619	37	1.692		
	Total	218.400	39			

a. Predictors: (Constant), X_2 , X_1

b. Dependent Variable: Y

Table 2 presents that the score of **Sig** is 0.000 and F_{test} is 46.023; while F_{table} is 3.25. Because the score of Sig is less than 0,05 and F_{test} is more than F_{table} , H_0 is rejected. That means the regression coefficient is significant, or it can be concluded as there are significant effects of independent variables of vocabulary mastery (X_1) and reading habit (X_2) towards listening skill (Y).

From the descriptive data, after the correlation analysis which has been carried out, it is obtained that the correlation coefficient is 0.845, and the coefficient determination is 71.3%. After the test has been carried out by SPSS program, it proves that the correlation coefficient is significant. This means that there are significant effects of the independent variable of X_1 (vocabulary mastery) and X_2 (reading habit) towards the dependent variable Y (listening skill).

From the regression analysis, it is obtained that the equation of the regression line is $0.154 + 0.631X_1 + 0.083X_2$. The constant score is 0.154 showing that with the lowest reading habit and vocabulary mastery, it is difficult for students to obtain a good speaking skill score. While, the score of coefficient regression is 0.631 and 0.083. It shows there are positive effects of independent variable X_1 (vocabulary mastery) and X_2 (reading habit) towards dependent variable Y (listening skill). With every increase of one score of vocabulary mastery, there will be an increase of listening skill score of 0.631. Then, every increase of one score reading habit will be an increase of listening skill score of 0.083.

After the regression line linearity has been tested using SPSS program, it is obtained that the regression line is linear. From the significance test of regression coefficient also using SPSS program, it is obtained that the regression coefficient is significant. It really means that there are positive effects of independent variable X_1 (vocabulary mastery) and X_2 (reading habit) towards dependent variable Y (listening skill).

The researchers believe that the biggest component of the language course is vocabulary. Good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. The perception of reading habit is someone's behavior to read which does not need much thinking process

or repeated reading activity done regularly by him then does continuously as a result it becomes a habit. If reading is a habit, the students will realize that they can understand and grasp information from what they read, and of course, it will make them easier to discuss about certain topics since they have understood and gotten the information from the reading materials. As a result, the researchers can conclude that vocabulary mastery and reading habit have significant effects towards the students' listening skill from the quantitative information and theoretical aspects.

Second, the effect of vocabulary mastery (X_1) towards listening skill (Y) will be analyzed. This uses hypothesis as following:

$$H_0 : \beta_{y1} = 0 ;$$

$$H_1 : \beta_{y1} \neq 0$$

It means :

H_0 : there are no significant effects of vocabulary mastery towards students' listening skill

H_1 : there are significant effects of vocabulary mastery towards students' listening skill

Paying attention to the score of t column or at **Sig** column for line reading (Variable X_1) in Table 3 is done to prove the hypothesis. According to the existing rule, the criteria of significance regression is "if t_{test} is more than t_{table} , H_0 is rejected" or "if **Sig** is less than 0,05, H_0 is rejected". It means that there is a significant effect of independent variable X_1 towards dependent variable Y. The score of **Sig** is the number printed in Sig column, and the score of t_{test} is shown in t column, for vocabulary mastery line (Variable X_1) in Table 3. While the score of t_{table} is the score of distribution of table t that the real standard is 5% with the degree of the trustee (df = n - 2) equals 38, where n is the number of respondents.

Table 3 The Calculation of Result of Regression Line Equation Test about the Effect of Variable X_1 and X_2 towards Variable Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.154	2.038		.075	.940
	X1	.631	.104	.682	6.043	.000
	X2	.083	.040	.230	2.038	.049

a. Dependent Variable: Y

Table 3 illustrates that the score of Sig is 0.000 and t_{test} is 6.043; while t_{table} is 1.68. Because the score of **Sig** is less than 0,05 and t_{test} is more than t_{table} , H_0 is rejected. This means there are significant effects of independent variable X_1 (vocabulary mastery) towards dependent variable Y (listening skill). From the result of correlation test, regression test or by looking at the line model, it can be concluded that there are significant effects of independent variable X_1 (vocabulary mastery) towards dependent variable Y (listening skill).

The Effect of Vocabulary Mastery towards Student's Listening Skill can be seen from the hypothesis test, it is obtained that the score of **Sig** is 0.000 and t_{test} is 6.043; while

t_{table} is 1.68. Because the score of **Sig** is less than 0,05 and t_{test} is more than t_{table} so H_0 is rejected. It means that there are significant effects of independent variable X_1 (vocabulary mastery) towards dependent variable Y (listening skill).

According to theoretical assumptions from above, the perception of Vocabulary Mastery is someone's proficiency in using words and their meaning appropriately in language. From the definition, the researchers can say that the biggest component of the language course is vocabulary. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. Then, the researchers can conclude that vocabulary mastery has significant effect towards the students' listening skill from the quantitative information and theoretical aspects.

Last, it is about the effect of reading habit (X_2) towards listening skill (Y). The hypothesis is:

$$H_0 : \beta_{y2} = 0 ;$$

$$H_1 : \beta_{y2} \neq 0$$

Which means :

H_0 : there are no significant effects of reading habit towards students' listening skill

H_1 : there are significant effects of reading towards students' listening skill

To prove the hypothesis, it can be done by paying attention to the score printed in t column or Sig column for reading habit line (Variable X_2) in Table 3. According to the existing rule, the significance criteria of regression is "if t_{test} is more than t_{table} , H_0 is rejected" or "if **Sig** is less than 0,05, H_0 is rejected". It means that there are significant effects of the independent variable of X_2 towards the dependent variable Y. The score of **Sig** is in **Sig** column for reading habit line, and the score of t_{test} is in t column, for reading habit line (Variable X_2) in Table 3. While the score of t_{table} is the score of distribution of table t with 5% of the real standard and the degree of freedom ($df = n - 2$) is 38 where n is the number of respondents.

Table 3 indicates that the score of **Sig** is 0.049 and t_{test} is 2.038; while t_{table} is 1.68. Since the score of **Sig** is less than 0.05 and t_{test} is more than t_{table} , H_0 is rejected. It means, there are significant effects of independent variable X_2 (reading habit) towards dependent variable Y (listening skill). From the result of correlation test, regression test or by looking at the line model, it can be concluded that there is a significant effect of independent variable X_2 (reading habit) towards dependent variable Y (listening skill).

The Effect of Reading Habit towards Student's Listening Skill can be seen from the hypothesis test, it is obtained that the score of **Sig** is 0.049 and t_{test} is 2.038 while t_{table} is 1.68. Because the score of **Sig** is less than 0,05 and t_{test} is more than t_{table} so H_0 is rejected. This means that there are significant effects of independent variable X_2 (reading habit) towards dependent variable Y (listening skill).

According to theoretical assumptions, the perception of reading habit is someone's behavior to read which does not need much thinking process or repeated reading activity which is done regularly by him then does continuously. As a result, it becomes a habit. If reading is a habit, the students will realize that they can understand and grasp information from what they read. By having a good reading habit, students will be easier to understand and grasp information

from what they read. Then, it will definitely make them easier to talk or discuss certain topics because they have already known it before. Therefore, they will have more confidence in giving information and sharing their ideas. Therefore, it can be concluded that reading habit has significant effects towards the students' listening skill from the quantitative information and theoretical aspects.

Table 1, 2, and 3 represents the effects of vocabulary mastery (X_1) and reading habit (X_2) towards listening skill (Y) with the hypothesis:

$$H_0 : \beta_{y2} = 0 ;$$

$$H_1 : \beta_{y2} \neq 0$$

This means:

H_0 : there are no significant effects between reading habit (X_1) and vocabulary mastery (X_2) towards speaking skill (Y)

H_1 : there are significant effects between reading habit (X_1) and vocabulary mastery (X_2) towards speaking skill (Y)

CONCLUSIONS

From the result, several points can be concluded. Firstly, there are significant effects of vocabulary mastery and reading habit towards students' listening skill. It is proved by the score of $F_{observed}$ is 46.023 and **Sig** is 0.000. The score of $F_{observed}$ is more than F_{table} (> 3.25), and the score of **Sig** is less than 0.05 (< 0.05). Based on that, the researchers can conclude that the better vocabulary mastery and reading habit are, the better students' listening ability is.

Secondly, there are significant effects of vocabulary mastery towards students' listening skill. It is shown that the score of $t_{observed}$ is 6.043 and **Sig** is 0.000. The score of $t_{observed}$ is more than t_{table} (> 1.68), and the score of **Sig** is less than 0.05 (< 0.05). It shows that the score is significant. Based on that, the researchers can conclude that the higher students' vocabulary mastery is, the better their listening ability is.

Finally, there are significant effects of reading habit towards student's listening skill. It can be seen that the score of $t_{observed}$ is 2.038 and **Sig** is 0.049. The score of $t_{observed}$ is more than t_{table} (> 1.68), and the score of **Sig** is less than 0.05 (< 0.05). Based on that, the researchers can conclude that the better students' reading habit is, the better their listening skill is as well.

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