

EFFECTIVENESS OF GUESS THE WORD GAME ON STUDENTS' VOCABULARY MASTERY IN MADRASAH TSANAWIYAH NEGERI KOTA BATU

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ABSTRACT

Vocabulary learning was very important to be taught to young learners, where students who mastered vocabulary could communicate well using what they had learned. In the process of teaching and learning English to avoid being boring, one effective learning method was applied, namely Guess the Word Game. The application of games in the teaching and learning process was an interesting learning method and could encourage students' motivation to learn English. This study aimed to determine the effectiveness of young learner students' vocabulary mastery through Guess the Word Game. In this study, the researcher used a quasi-experimental research method. The population of this study was the seventh grade students of MTsN Kota Batu in the academic year 2023/2024. The sample of this study was class VII A consisting of 33 students and class VII B consisting of 28 students, selected through random sampling. Data collection included pre-test and post-test scores comprising 50 questions. The results of the pre-test and post-test questions were analyzed using the Independent Sample T-Test test and obtained a sig. (2 tailed) of $0.005 < 0.05$. It was concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected, indicating a significant effect on students' vocabulary mastery after being taught using Guess the Word Game.

Keywords: *Guess the Word Game; Vocabulary Mastery; English Learning*

INTRODUCTION

Early introduction of simple language and vocabulary was a good start and was developed into a program that could be done together and implemented regularly, especially for young learners. There were several characteristics of young learners in learning, especially in learning English, namely quickly feeling bored, having high curiosity and enthusiasm, being imaginative, often imitating, and liking interesting activities (Inhelder & Piaget, 2013). Many students still resisted when learning English in the classroom, for example, often did not pay attention when the teacher explained English material, and when the teacher asked questions in English, many students did not respond or were even silent. This was one of the factors why students only had a small vocabulary. The best solution that could attract young learners to learn English was needed. Therefore, the most effective solution for all young learners to have a large English vocabulary was the need for teachers to focus on academic achievement by teaching using more interesting and fun methods when learning English in the

classroom (Kamilah & Elfiyanto, 2023). The characteristics of students significantly impacted the learning process in schools, particularly with distinct differences between young and adult learners (Cahyati & Madya, 2019). Therefore, teachers needed to recognize that teaching vocabulary to young learners differed from teaching adults. Teachers were required to develop effective learning strategies that enriched students' vocabulary and were enjoyable, motivating, and encouraged English learning in the classroom (Permana, 2020). Strategies employed by teachers to address these challenges included using games, songs, interactive media, and repetition (Prasthaa & Larasati, 2022). Thus, teachers could incorporate games during English lessons to help all students engage with and remember English vocabulary in a more engaging manner.

Mohamed and Shaaban (2021) proposed that educational games assisted students, particularly young learners with learning disabilities, in learning specific concepts and were designed to teach skills in an enjoyable manner that facilitated learning (Noraddin & Kian, 2014). According to Habibie et al. (2022), utilizing games affected students' vocabulary mastery by leveraging advancements in English learning activities, including games. Previous research had shown that integrating educational games significantly impacted academic performance in secondary school students (Wefi et al., 2023). It had been demonstrated that games were particularly beneficial for English teachers by creating contexts where language functions were practical and meaningful (Derakhshan & Khatir, 2015). One game that could be employed in English classrooms to enhance students' vocabulary was the Guess the Word Game.

From the above discussion, the researcher assumed that applying games in learning activities was an engaging method that could enhance motivation for learning English, especially among young learners. Therefore, the researcher aimed to examine the effectiveness of the "Guess the Word Game" method in improving vocabulary mastery among young learners. The study conducted by the researcher was titled "Effectiveness of Guess the Word Game on Students' Vocabulary Mastery" of seventh-grade students in Madrasah Tsanawiyah Negeri Kota Batu. Therefore, the researcher aimed to develop the following research question: Was there any significant effectiveness of Guess the Word Game on students' vocabulary mastery in the seventh class in Madrasah Tsanawiyah Negeri Kota Batu?.

THEORETICAL FOUNDATION

Concept of Vocabulary Mastery

Mastery referred to the acquisition of expertise and comprehensive understanding in a particular activity or subject. According to Syarifudin et al. (2014), vocabulary mastery was a crucial aspect that pertained to students' proficiency in comprehending a diverse range of English terms with effectively. It could be inferred that there was a correlation between a student's vocabulary proficiency and their comprehension of English terms.

The Importance of Vocabulary Mastery

There are several opinions from experts who discussed the importance of mastering vocabulary. Harmer (2008) said that students should learn the lexis of the language and they needed to learn the meaning of words and how they were used and pronounced. Vocabulary learning strategies were significant predictors of vocabulary acquisition, and students in Indonesia still used them at a moderate level. To rephrase, teachers needed to provide their students with the necessary skills to teach vocabulary learning English strategies, both explicitly and implicitly. This was because students had better success learning new words if they were aware of and actively used the strategies available to them.

Concept of Young Learners

English for Young Learners (EYL) could be defined as teaching English to early childhood or young learners. The first of four age groups that make up young students was pre-school, which includes students who were often still in kindergarten but are 2-4 years old. Next, there were the elementary school-aged primary students (ages 5-7), then there were the junior high school-aged intermediate students (ages 8-10), and finally, there were the early adolescent students (ages 11-14) (Curtain and Dahlberg, 2004). English was so important in education especially for young learners. English vocabulary for young learners was a series of lessons for all teachers in schools that aimed to support students through the delivery of interesting learning materials and motivated students to foster student's interest in learning English in the classroom (Parapat et al., 2022).

Concept of Teaching Vocabulary for Young Learners

English language teaching for grade seven students in junior secondary school as a local or elective subject aims for students to have basic English language skills using topics or materials relevant to the needs of individual children. The task is for students to have the four language skills of listening, speaking, reading and writing. Teaching vocabulary to young learners is not as easy as it seems. Sometimes they understand and master the vocabulary that has been taught in class, but when they go home, they easily forget what they have learned at school. In language learning, it is important to always repeat so that they get used to hearing the words and remember them easily. Therefore, teachers must be clear in giving new words or vocabulary to students by considering the selection of words, the explanations given must be clear and it is necessary to give examples of the use and pronunciation of these new words. This can be done by implementing games in the English learning process in the classroom.

Concept of Guess the Word Game

Guess the Word was adapted from the guessing game. According to Niarti et al. (2015) Guess the Word Game was a game in which participants compete individually or in groups to identify something that was not clear. The basic rule of charades was very simple, that was, someone knows something that other people want to know (Klippel, 1984).

Teaching Vocabulary with Guess the Word Game

The researcher used Guess the Word Game to find out the effectiveness of this game on young learner students' vocabulary acquisition. In teaching vocabulary by using "Guess the Word Game", the researcher could adjust and choose with the material and situation in the classroom. This game could be an intermediary and tool to introduce, review, and reinforce new vocabulary to students. So, later students got new vocabulary at each learning meeting. In this study, the researcher applied this game in class and implemented it individually and in groups. The individual Guess the Word Game was implemented after the pre-test and explanation of the material from the researcher, namely at the second meeting until the seventh meeting.

Implementation Guess the Word Game in English Learning

This game required preparation from the researcher, who had to prepare clues and questions as the keywords of the Guess the Word Game. At the first meeting and the eighth meeting, the pre-test and post-test were implemented, so the researcher did

not prepare materials for the game, only questions were prepared. Game materials were prepared by the researcher from the second meeting to the seventh meeting.

METHODS

Research Design

This paper was conducted using a quasi-experimental design. In quantitative methods, the researcher is related to determining how the situation was in the field and reporting what happened. Hermawan (2019) described quasi-experimental research as including both experimental and control groups and using tests to determine the validity of the results. Researchers in this study used pre-test and post-test as research data. All students from two classes became the research samples, the first class acted as the treatment group and used the Guess the Word Game as an experimental tool. Furthermore, the second class of students did not receive treatment which acted as the control class.

Participants

In this research, the researcher employed a Probability Sampling method, specifically random sampling. The study focused on students from Madrasah Tsanawiyah Negeri Kota Batu, totaling 62 participants. The sample consisted of seventh-grade students, aged 13-14 years, selected from two classes: 33 students from class 7A served as the experimental group, and 28 students from class 7B served as the control group. Additionally, a tryout class, class 7E, comprising 29 students, was included in the study. These classes were chosen after obtaining permission from the school administration to conduct the research. Selection criteria were based on the fact that English lessons at Madrasah Tsanawiyah Negeri Kota Batu were conducted once a week under the Kurikulum Merdeka, targeting students classified as young English learners, typically aged 11-14 years in junior high school.

Instruments

The researcher collected data using tests, specifically pre-test and post-test. The purpose of the pre-test and post-test in this study was to assess the participants' level of vocabulary knowledge before using the "Guess the Word" game. The pre-test included ten picture-word matches, twenty-five multiple-choice questions, ten short essay

questions, and jumbled words related to the topic "Home Sweet Home". During the post-test, students completed ten picture-word matches, twenty-five multiple-choice questions, ten short essays, and jumbled words related to the topics "This is my school" and "My school activities". Each student received their test sheet and completed it individually. Therefore, the implementation of the pre-test and post-test aimed to fulfill two important aspects of a good instrument: validity and reliability.

Data Collection

In data collection, the researcher used a test instrument to conduct the experiment. Numerical and other quantitative data were collected through exams for this project. Students' performance in both the pre-test and post-test became the dataset used in this study. The "Guess the Word" game was used as a learning method, and this study compared students' vocabulary levels before and after the treatment by examining the pre-test and post-test results. Vocabulary materials tailored to students' English materials were covered in both tests. There were fifty vocabulary questions consisting of matching pictures, multiple choice, short essays, and jumbled words into complete sentences. The researcher collected research data by conducting a pre-test, applying the "Guess the Word" game as a treatment, and conducting a post-test. This data collection technique is explained as follows:

a. Pre-Test

The pre-test was given before treatment in this study to assess students' vocabulary mastery. The results of this pre-test were used as evaluation material before applying the "Guess the Word" game in learning English in class.

b. Post-Test

The "post-test" referred to the procedure of evaluating various traits or features in experimental subjects after they received treatment (Cresswell, 2015). After treatment and regular instruction in the control class, the researcher administered a post-test.

There were three steps in this study: pre-test, treatment, and post-test. Here is a flowchart depicting the procedure followed by the experimental class in this study. First, validating pre-test and post-test questions. Second, conducting a try-out of pre-test and post-test questions to the try-out class. Third, conducting pre-test to the experimental

class and control class. Fourth, collecting the data from the pre-test. Fifth, giving the treatment using Guess the Word Game for six meetings. Sixth, giving the students a post-test. Seventh, collecting data from the post-test. Eighth, processing or analyzing the data of pre-test and post-test (using Normality Test, Homogeneity Test, and T-Test for Independent Sample T-Test). Ninth, interpreting the value of T-Test. Tenth, answering the research hypotheses and drawing conclusion.

Data Analysis

Steps one, two, and three are the components that make up this research. First, the class takes a pre-test. Second, includes a two-session treatment program of instruction and learning. Third, involves a post-test for the students. Researchers in this study used the pre-test and post-test scores as analyzed data. The result of whether there was an effect on the practice of the Word Guess Game was that the researcher used a T-Test to compare the experimental class and the control class pre-test and post-test scores. Consequently, the researcher used IBM SPSS Statistics 22 software to handle the data for this study. The program was created using the pre-test and post-test values of students in the experimental class and control class. The research process consists of the following steps:

1. Descriptive Analysis

Finding the meaning of the experimental and control groups' pre-test and post-test scores is the goal of this descriptive study. The goal is to find out how much the experimental class and the control class improved from their original test scores both before and after the intervention. For this kind of descriptive analysis, to get the average mark may use this formula namely the total off all students mark divided by the number of the students.

2. Normality Test

Normality testing was carried out on two data, such as pre-test and post-test data from experimental and control classes. In order to determine whether the data distribution in the control and experimental groups is normal, the normality test is used. Using IBM SPSS Statistics 22, the researchers were able to conduct a normalcy test with the Kolmogorov-Smirnov test. The data is deemed normal if p is greater than or equal to α and α is a significance level of 0.05. In contrast, the data distribution cannot be considered predicted if the normality test result is less than 0.05.

3. Homogeneity Test

This test has the aim of seeing whether the population variance in the experimental group and control group is the same or different. In this study, researchers used the Homogeneity of Variance test using IBM SPSS Statistics 22 software. In this sample, it is declared homogeneous if the sig-value based on Mean > 0.05.

4. T-Test (*Independent Sample T-Test*)

One way to measure a treatment's efficacy is using a t-test, which compares the average values before and after the intervention (Widiyanto, 2013). In this study, researchers utilized the Independent Sample T-Test test to test the hypothesis that there is a significant difference in vocabulary skills between the experimental and control classes after using the Guess the Word game for English language learning. The post-test results were compared between the two classes. Researchers used the help of IBM SPSS Statistics 22 to test the Independent Sample T-Test.

FINDINGS AND DISCUSSIONS

In this study, the researcher conducted research at Madrasah Tsanawiyah Negeri Kota Batu using a quasi-experimental research method. The researcher chose two different classes as research samples, which were randomly selected. In class 7A, there were 33 students who became the experimental class, and in class 7B, there were 28 students who were the control class participants. All students in classes 7A and 7B were able to complete the pre-test and post-test questions given by the researcher. The

purpose of selecting two different samples, namely between classes 7A and 7B, was to determine whether there was an influence and change in the class given treatment (experimental class) compared to a class that used conventional methods or did not receive treatment (control class). The treatment applied to the experimental class was the Guess the Word Game learning method. The researcher first validated the test and try-out questions before applying them in the experimental class and control class. Researchers validated the pre-test and post-test questions with three validators, chosen by the researcher as experts in the field of English language learning for young learners and experienced individuals. Researchers conducted a try-out of pre-test and post-test questions in class 7E, which was also randomly selected. The purpose of this question validation was to ascertain that the pre-test and post-test questions made and compiled by researchers were feasible and aligned with the material taught, as well as adjusted to the difficulty level of seventh-grade students who are still considered young learners. The researcher aimed to determine whether applying the Guess the Word Game method to seventh-grade students could help them improve their vocabulary mastery in English. Using IBM SPSS Statistics 22, the data showed that the experimental class and control class had different pre-test and post-test scores. The experimental class achieved an average of 91.64 points after the test, whereas before the treatment, the experimental class had an average pre-test score of 81.85. The control class had a pre-test score of 83.55 and experienced an increase in the average post-test score to 88.21. The data results indicated that the experimental class experienced a greater increase (9.79) than the control class (4.66), making the experimental class the most improved in test scores. To assess the quality of this analysis, researchers used the normality test, homogeneity test, and T-Test (Independent Sample T-Test). Here is a more specific review of the data analysis results to observe the effectiveness of the Guess the Word Game method in improving seventh-grade students' vocabulary mastery:

Table 1. *The Normality Test of Pre-Test Score at Experimental Class and Control Class*

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of the Study	Pre-Test Experimental Class	.149	33	.062	.962	33	.290

Pre-Test Control Class	.124	28	.200*	.938	28	.096
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Based on the results of the normality test in Table 1, the experimental class pre-test value has a significant level of 0.290 on the Kolmogorov-Smirnov line. This suggests that the experimental class pre-test value follows a normal distribution since it is less than 0.05. However, because the significance level is larger than or equal to 0.05, we may infer that the control class pretest data is regularly distributed. The control class's significance level on the Kolmogorov-Smirnov line is 0.096, where the data is proved to be normally distributed.

Table 2. *The Normality Test of Post-Test Score at Experimental Class and Control Class*

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of the Study	Post-Test Experimental Class	.140	33	.100	.964	33	.324
	Post-Test Controlled Class	.090	28	.200*	.980	28	.854

Based on Table 2, the normality test results for post-test scores show that in the Kolmogorov-Smirnov row of both classes, the experimental class is 0,100, and the control class is 0,200. The researcher found that the data in the experimental class is > 0.05 which indicates that the research information is normally distributed and the application of the learning method using Guess the Word Game is proven as an effective treatment for skills and improving students' vocabulary mastery in English subjects. Then, seen from the data in the control class is > 0.05. This indicates that the data obtained is normally distributed.

The Homogeneity Test

This homogeneity test is conducted to test the similarity between groups by seeing how similar the control class and experimental class samples are. In IBM SPSS Statistics 22, researchers use the Homogeneity of Variance test with the Levene Statistic formula. In this homogeneity test, it is declared homogeneous if the sig value is based

on mean > 0.05 . The following table is the result of the homogeneity test on the pre-test and post-test scores:

Table 3. *The Homogeneity Test of Pre-Test*

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.193	1	59	.662
	Based on Median	.092	1	59	.763
	Based on Median and with adjusted df	.092	1	58.767	.763
	Based on trimmed mean	.202	1	59	.655

Table 3 above is the result of the Lavene Statistic which shows that the significance value (sig) of the pretest between the control class and the experimental class is 0.662. In other words, the data can be said to be homogeneous if the significance level value or probability value (p) is greater than the significance ($\alpha = 0.05$), so this shows that the pretest value data in the experimental class and control class are homogeneous with a significance α ($0.662 > 0.05$).

Table 4. *The Homogeneity Test of Post-Test*

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.249	1	59	.620
	Based on Median	.327	1	59	.570
	Based on Median and with adjusted df	.327	1	56.709	.570
	Based on trimmed mean	.239	1	59	.627

It can see the outcome of the post-test significant value (sig) between the experimental and control classes in Table 4, which is 0.620. Based on the attached data, it can be concluded that the post-test significance in both the experimental and control classes is greater than the significance level ($\alpha = 0.05$), indicating that the data is homogeneous. Specifically, the significance value is 0.620, which is greater than 0.05.

Researchers then compute to test the hypothesis, after first checking for homogeneity and normalcy to see whether the experimental and control classes are comparable. Data was assessed using the t-test as part of the hypothesis testing process. To verify that the experimental and control groups of students' abilities to acquire new English words vary significantly, researchers use a hypothesis test, often known as a t-test. So, the researcher used IBM SPSS Statistic 22 to create a hypothesis test based on the average value of the experimental and control classes. According to the formula, the alpha (α) or significance level (0.05) equals 5%. The table below displays the results of the hypothesis test's calculation:

Table 5. *The Result of T-Test Calculation*

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of the Study	Post-Test Experimental Class	33	91.636	4.2780	.7447
	Post-Test Control Class	28	88.214	4.9543	.9363

The results of the t-tests conducted on the post-test scores of both the experimental and control groups are shown in Table 5. Take a glance at table 4.7 to see that there are 33 students in the experimental class and 28 students in the control class (represented by N). The average post-test score for the control group was 88,214, whereas for the experimental group, it was 91,636 (as shown in the Mean column). Thus, comparing the experimental and control classes, we find that the former has a larger mean value.

Table 6. *The Result of Independent Sample T-Test*

		Levene's Test for Equality of Variances		T-test for Equality of Means						
Result of the Study		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	.249	.620	2.895	59	.005	3.4221	1.1819	1.0572	5.7870
	Equal variances not assumed			2.860	53.801	.006	3.4221	1.1963	1.0234	5.8208

The T-Test post-test scores for the experimental and control groups are shown in Table 4.8. Researchers use equal variances, which signify a significant value of sig $\alpha = 0.05$ (5%) when interpreting the data in Table 4.8. Various tests, including the Independent Sample T-Test, are shown in Table 6 with their corresponding p-values or sig values. The findings show that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted, suggesting that the two-tailed test was successful. The reason the null hypothesis is upheld is because the p-value (0.005) is

less than the significance level (sig α) of 0.05 (5%). It follows that the treatment of playing Guess the Word Game to improve vocabulary knowledge has a substantial impact.

CONCLUSION

In this study, the Guess the Word Game learning method was applied to enhance vocabulary mastery among young learner students in English subjects, specifically students of class VII Madrasah Tsanawiyah Negeri Kota Batu in the academic year 2023/2024. This research, using a quasi-experimental design, collected data from students' pre-test and post-test scores. It was concluded that the use of Guess the Word Game had a significant impact on students' vocabulary mastery, as indicated by the statistical data from the research results, which showed an increase in students' ability to acquire English vocabulary after receiving treatment with the Guess the Word Game learning method.

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