

a Gender - Based Analysis on Students' Strategies in Learning Vocabulary at Eleventh Grade in SMAN 2 Tiltang Kamang

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Abstrak

Penelitian ini di latar belakang oleh adanya beberapa perbedaan antara siswa laki-laki dan siswa perempuan dalam belajar kosa kata. Diantaranya: beberapa siswa perempuan sering bertanya kepada teman atau gurunya saat belajar kosakata, beberapa siswa laki-laki sering menggunakan kamus dan menebak kata baru saat belajar kosakata, dan beberapa siswa laki-laki memiliki kosakata yang rendah dibandingkan dengan siswa perempuan. Karena itu, penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran kosa kata yang paling banyak dan paling sedikit di terapkan oleh siswa laki-laki dan perempuan SMAN 2 Tiltang Kamang dan untuk mengetahui apakah siswa perempuan lebih baik daripada siswa laki-laki dalam penguasaan kosa kata. Penelitian ini menggunakan metode deskriptive kuantitatif. Populasi dalam penelitian ini adalah siswa kelas XI SMAN 2 Tiltang Kamang yang terdiri dari IPA1, IPA2, IPS1 dan IPS2, sedangkan sampel dalam penelitian ini adalah kelas IPS1 dan IPS2 yang dipilih karena alasan tertentu. Pengumpulan data dilakukan melalui angket untuk mengetahui strategi pembelajaran kosa kata yang paling banyak dan paling sedikit diterapkan oleh siswa laki-laki dan perempuan dan tes kosakata untuk mengetahui apakah laki-laki lebih baik daripada siswa perempuan dalam penguasaan kosa kata. Hasil penelitian menunjukkan bahwa siswa laki-laki (72%) lebih banyak menggunakan Metacognitive Strategies (MET) sementara, siswa perempuan lebih banyak menggunakan Social Strategies (SOC) (86%). Strategi yang paling sedikit di gunakan oleh siswa laki-laki adalah Social Strategies (SOC) (54%) sementara, siswa perempuan paling sedikit menggunakan Memory Strategies (MEM) (49%). Di samping itu, penguasaan kosa kata siswa perempuan lebih baik daripada siswa laki- laki.

Kata Kunci : *Strategi Pembelajaran Vocabulary, Jenis Kelamin.*

Abstract

This research was motivated by some differences between male and female students in learning English, especially in learning vocabulary. There were some of female students often asked their friends or their teacher during learning vocabulary, some of male students often used dictionary and guessed the new word during learning vocabulary, and some of

female students had lower vocabulary than male students. This study aims to identify the most and least common vocabulary learning strategies applied by male and female students of SMAN 2 Tilatang Kamang and to know whether male students better than female students in mastering vocabulary. This research used a descriptive quantitative method. The population in this research were 11th grade students at SMAN 2 Tilatang Kamang, it consists of IPA1, IPA2, IPS1 and IPS2. The sample in this research were XI IPS1 and X1 IPS2 which certain consideration. The data were collected through questionnaire and vocabulary test. Data analysis was carried out descriptively statistically to find out the most and least common vocabulary learning strategies applied by male and female student at SMAN 2 Tilatang Kamang, and find out whether male students better than female students in mastering vocabulary. The research finding showed that male students (72%) used most frequently Metacognitive Strategies (MET) meanwhile, female students (86%) used most Social Strategies (SOC). The least strategies used by male students were Social Strategies (SOC) (54%) while, female students (49%) Memory Strategies (MEM). It was also found that female students were better than male students in vocabulary mastery.

Keywords: *Vocabulary Learning Strategies, Gender.*

INTRODUCTION

English is the first foreign language in Indonesia. It is used as one of the subjects at school. This is learned from elementary school to college, and it is even learned in English courses. To be good at English, anyone needs to master the four language skills, namely, listening, speaking, reading, and writing. Besides, he needs to master some components of linguistics, which are vocabulary, grammar, and pronunciation.

Vocabulary is one of the language components which is important for students to must master it well. It is one of the foundations for students in mastering the four English skills. To communicate using English, students must have a large number of vocabularies and should know how to use them correctly. By mastering vocabulary, students can communicate well and understand what is being said. Emphasizing, how important vocabulary is in a language Heidari et al, in Natalina state that, vocabulary is the essence of language and language foundation in learning (Kristin, 2017). Thus, the students need strategies to help them master the language, and organize their own learning.

Vocabulary learning strategies are ways and habits that students use in developing their vocabulary knowledge. Oxford in Maulina states that, the use of appropriate strategies in learning vocabulary can make students more responsible in making decisions, build self-confidence, and good self- direction, so this can be used both at school and outside of school (Maulina, 2015). It means the students must use vocabulary learning strategies properly if they want to master the vocabulary well.

According to Schmitt in Moradi, vocabulary learning strategies aim to involve students in thinking about the meaning of words, placement, relationship between words, and how they use the words in the content. Then, students actively follow the lesson and understand what the teacher says and what is written in the book. So that it can be achieved, students must choose and master their vocabulary learning strategies appropriately (Shayan, 2008).

In language learning, some students have their own characteristics for learning vocabulary that make them more successful than others. According to Oxford in Ansyari et al, the use of these strategies is influenced by several factors, such as age, gender, learning style, motivation, nationality, teaching method, and students' beliefs (Ansyari, 2016). Based on the explanation above, it is proven that many things can affect students' strategies in vocabulary learning. But many researchers which have been done with those factors, and gender has not received sufficient research attention yet, and also gender is more specific to see the differences between male and female students in using vocabulary learning strategies. Therefore, more in-depth research is needed to find the differences between male and female students in vocabulary learning strategies.

Gender differences have been found in many aspects of human social and cognitive development. According to Ehrman and Oxford in Nurul et al, female students use learning strategies more often than male students (Hidayah & Lilia, 2021). According to Leavy in Andini and Prasetyowati, males students used metacognitive strategies more frequently than female students (Andini, 2021). In addition, Politzer in Nikolovska, female learners use social strategies more frequently than male learners (Nikolovska, 2011). It means that, there are differences between males and females in vocabulary learning strategies.

The differences are not only in vocabulary learning strategies, but they have the differences in vocabulary mastery. According to Langgadi in Sriyanda, Due to their ability to recall information, be creative, and take into consideration any social issues, female students have a higher level of linguistics knowledge than male students (Ricky, 2011). In the same way with Coats in Sriyanda said that, male and female differences in language. Female have been largely able to product vocabulary, literacy, and pronunciation than male. It means that, there is a difference between male and female students in vocabulary mastery.

Students have different competences and strategies in learning English. According to Nibert Schmitt, in Ikhsan, there are some strategies for learning vocabulary that students can use. They are : 1. Determination Strategies (DET): These are individual learning strategies that do not rely on the assistance of others. 2. Social Strategies (SOC): They learn vocabulary by interacting with their peers and teacher, 3. Memory Strategies (MEM) : They recall vocabulary that has already been studied. 4. Cognitive Strategies (COG): They use mechanicals such as underlining and highlighting the words, as well as taking notes. 5. Metacognitive Strategies (MET): they learn new words related to processes involved in planning, monitoring, and evaluating their strategies (Ikhsan, 2017).

Based on the researcher's observed at the eleventh grades of SMAN 2 Tilatang Kamang on academic year 2022/2023, there were some problems that happened in their vocabulary learning. The first was more than a half of students who got difficulty in learning vocabulary. Those difficulties were caused by the poor vocabulary they have. It made they got low score on English subject. Some students reported having difficulty learning vocabulary. In fact, there were still some students who got good scores in their vocabulary exercise.

The second problem was that the researcher found that students have their own ways of dealing with a new word, such as: asking their friends, asking their teacher, taking a note, looking up in a dictionary, guessing words, etc. In the context of learning English as a

foreign language, the way they learn new vocabulary is called as vocabulary learning strategies. This vocabulary can help the students learn vocabulary. For example, some male students ask their teacher for a new word or memorize the vocabulary once it has been indirectly taught. Other learners may look up the meaning of a new word in a bilingual dictionary. In reality, some students are not aware of their vocabulary learning strategy. In addition, the students are using vocabulary learning strategies unconsciously but, students do not know whether their strategy is good or not. As a result, their vocabulary size was still poor. Different students may employ different strategies to learn vocabulary. The difference in strategies might affect their vocabulary size itself.

The third was the researcher observed that there were different skills between male and female students. Some of male students were more active in the classroom during the English lesson than female students. And also, female students got lower scores during the English exercises than male students. Based on that phenomen, the researcher suggests that the different skills between male and female students are caused by the different vocabulary learning strategies used by the male and female students that have chosen to learn and understand English as a foreign language.

It is important to check what types of vocabulary strategies students use in English learning in order to understand the lesson, whether it is an explanation from the teacher or based on a textbook. So that, students can achieve their learning objectives and communicate effectively in English. Therefore, the researcher was interested to conducting a research on "A Gender - Based Analysis on Students' Strategies in Learning Vocabulary at Eleventh Grade in SMAN 2 Tiltang Kamang".

METHOD

This research was a quantitative research by using descriptive approach. Quantitative research is the kind of research to collect data in the form of numbers. According to gay, quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Gay, 2012). Ismail states that, descriptive quantitative research is basic and systematic research to provide answers to a problem or phenomena by using the stages of research with a quantitative approach (Nurdin, 2019). According to Sugiyono, population is a generalization area consisting of objects or topics with specific qualities and characteristics that the researcher determines to study and then draw a conclusion (Sugiyono, 2013). The population in this research was the second grade students of SMAN 2 Tilkam. It consists of four classes, and they are: XI IPA.I, IPA.II, XI IPS.I, and XI IPS.II. The total students population are 115 students. According to Arikunto, a sample is a representative of the population under research (Arikunto, 1998). In line with it, Sugiyono states, a sample is a part of a population taken by using certain method (Sugiyono, 2010). In this research, the research used purposive sampling, Sugiyono stated that, purposive sampling is a sampling technique data source with certain considerations. The reseacher used purposive sampling because there are differences between the English amterial in the IPA class and in the IPS class. There were two types of English materials: compulsory English and cross-interest English. Meanwhile, IPA"s students did not learn cross-interset English. Therefore, the reseacher only took students in the IPS class because

they studied both of these materials. The research instrument is the tool to gather data. According to Arikunto a research instrument is a tool that is used by researchers to help them collect data in order to make it more systematic and easy (Arikunto, 1998). So, instrument in a research was a proponent for the research to get the result and collect the evidence. Questionnaire, According to Sugiyono the questionnaire is a widely used and useful instrument for collecting the data information, providing structure often numerical data, being to be administer without the attendance of the reearcher, and often being comparatively frankly to analyze. In addition, The questionnaire is one of the data collection techniques by using written questions from the researcher to the respondent to answered (Wekke, 2019). In this research the reseacher used a questionnaire to find out male and female students" strategies for learning vocabulary at eleventh grade in SMAN 2 Tilatang Kamang. The questionnaire used Schmitt"s taxonomy, which was developed for vocabulary learning strategy by Natalina (Kristin, 2017). The questionnaire wrote in Indonesian to make it easier for students to understand the questions. In this research questionnaire was used to collect the data with types of questionnaire close-ende question. After collecting the data from students, the researcher analyzed it by using the quantitative technique. The steps were: 1) Collecting of students" questionnaire, 2) Calculating the percentage of the data, 3) Then, finding the mean of the data, 4) Then, analyzing the data research all available data of source, which is questionnaire, 5) Arranging the percentage into a table of ranting scales, 6) The explanning about the finding and discuss it, 7) The concluding and suggesting about male and female students" strategies in learning vocabulary (Sugiyono, 2015).

FINDINGS AND DISCUSSION

Finding

1. Description of Data

In this chapter, the researcher analyzes and interpretes the data collected to answer the research question "what are the most and least common vocabulary learning strategies applied by male and female students of SMAN 2 Tilatang Kamang? And, are male students better than female students in mastering vocabulary?". The data was collected on 20 February 2023 at SMAN 2 Tilatang Kamang. The data of this research were gotten from questionnaire to answer the reserach question about the most and least common vocabulary learning strategies applied by male and female students of SMAN 2 Tilatang Kamang and vocabulary testing to answer research question whether male students better than female students in vocabulary mastery. The questionnaire and vocabulary test were given to the sample who were present at that time totaling 62 students.

2. Analysis of the Data

There are two kinds of the data in this research, the first is the data about students" vocabulary learning strategies, and the second is about students" mastery in vocabulary learning.

a. Questionnaire

The questionnaire was used to answer the research question about, “what are the most and least common vocabulary learning strategies applied by male and female students of SMAN 2 Tilatang Kamang?”. The items answered by the students” were further analyzed to find out the percentage of the data.

The items from the questionnaire were 45 items which consist of types of vocabulary learning strategies. There are five types of vocabulary learning strategies they are: Determination Strategies (DET) consisted of 5 items, Cognitive Strategies (COG) consist 8 items, Memory Strategies 18 items, and Metacognitive Strategies 7 items. Each item had five frequency options: *always, often, sometimes, rarely, and never*. The reseacher analyzed the data by finding a percentage of the data, finding mean of the pecentage, made explanation and conclusion. A more detailed analysis would be described, as follow.

The researcher counted students” responses of the vocabulary learning strategies to looking for the percentage of the students answers. The reseacher tabulated the students” responses to know how many students had answered each option. Then, the percentage of students” responses was going to describe the percentage of each indicators. The percentage can be seen in the next table:

The data bellow, showed that higher intermediate level students of SMAN 2 Tilatang Kamang employed five students” strategies in learning vocabulary. These strategies are described in these following sections. Here were the percentages of Vocabulary Learning Strategies used by male and female students:

Table 1: The percentage of VLSs used by male and female students

VLS	MEAN		INTERPRETATION	
	MALE	FEMALE	MALE	FEMALE
Determination Strategies (DET)	67%	70%	Enough	Enough
Social strategies (SOC)	54%	86%	Enough	Good
Memory Strategies (MEM)	68%	49%	Enough	Low
Cognitive Strategies (COG)	62%	63%	Enough	Enough
Metacognitive Strategies (MET)	72%	65%	Enough	Enough

Based on the table above, it can be identified the mean of vocabulary learning strategies used by male and female students. The first one, male students (72%) applied Metacognitive strategies (MET) as the most frequently vocabulary learning strategies used. While, female students (86%) applied Social Strategies (SOC) as the most frequesntly vocabulary learning strategies used. The second VLSs used by male students were Memory Strategies (68%) meanwhile female students used Determination Strategies (DET) (70%) as the second vocabulary learning strategies. The third VLSs used by male students was Determination Strategies (DET) (67%) and, female students were Metacognitive Strategies (MET) (65%). The fourth VLSs used by male students were Cognitive Strategies (COG) (62%) while, female students used

Cognitive Strategies (COG) (63%). The fifth VLSs used by male students were Social Strategies (SOC) (54%), and female students used Memory Strategies (MEM) (49%).

Based on the vocabulary learning strategies questionnaires" result, it could be identified that male students made Metacognitive Strategies (MET) (72%) as the most vocabulary learning strategies they applied. While, female got Social Strategies (SOC) (86%) as the most vocabulary learning strategies they applied.

Based on the vocabulary learning strategies questionnaires" result, it could be identified that male students made Social Strategies (SOC) (54%) as the least vocabulary learning strategies they applied. While, female students made Memory Strategies (MEM) (49%) as the least vocabulary learning strategies they applied.

b. Vocabulary Test

The second objective in this study is *to find out are male students better than female students in mastering vocabulary*. The data collected was analyzed to answer the research question about "are male students better than female students in vocabulary mastery". To answer this research question, there was a vocabulary test result by male and female students. Which can be seen on the next table:

Table 2 The Score of Vocabulary Mastery by Male and Female Students

Male		Female	
Respondents	Score	Respondent	Score
R1	80	R1	75
R2	85	R2	80
R3	75	R3	76
R4	80	R4	85
R5	85	R5	78
R6	75	R6	70
R7	80	R7	75
R8	85	R8	76
R9	85	R9	72
R10	75	R10	67
R11	85	R11	82
R12	85	R12	73
R13	88	R13	94
R14	86	R14	85
R15	80	R15	84
R16	85	R16	82
R17	70	R17	79
R18	67	R18	85
R19	64	R19	80
R20	70	R20	80
R21	70	R21	88
R22	70	R22	80

R23	75	R23	80
R24	80	R24	90
R25	75	R25	75
R26	70	R26	80
R27	70	R27	75
R28	75	R28	80
R29	70	R29	85
R30	75	R30	90
		R31	80
		R32	82
Total	2315	Total	2563
Mean	77.17	Mean	80.09

Based on the result of vocabulary test of the male and female students, it can be identified that there was the difference between male and female students. it can be seen on the table about the mean score of vocabulary test. However, female students seemed to be more successful in mastering vocabularies than male students did. It can be seen from the mean score they got. Female students" mean score was higher (80.09) than male students" mean score (77.17). So, The mean score of male students in vocabulary test was 77.17, and female students got 80.09 mean score.

Discussion

1. Vocabulary Learning Strategies

To answer the first research question, the researcher used questionnaire of 45 items for 62 respondents (30 male and 32 female students). The result of this study showed that both groups used of the strategies in learning vocabulary. The strategies include Determination Strategies (DET), Social Strategies (SOC), Memory Strategies (MEM), Cognitive Strategies (COG), Metacognitive Strategies (MET).

Determination Strategies are individual strategies used by students to understand the meaning of words without any help from others. After the data was analyzed, the researcher found that, Determination Strategies (DET) were more commonly used by female students (70%) than male students (67%). The Determination Strategies (DET) were the first strategies most commonly used by female students in learning vocabulary. This research finding was in contrast Fan in Poushahian, Bahar, et al. Found that male students used determination strategies more often than female students.

Social strategies (SOC) involve students" interaction with other people in learning vocabulary. From the research and data analysis results, it was found that female students (86%) used more Social Strategies (SOC) than male students (54%). This finding was supported by Politzer in Nikolovska, female students used social strategies for vocabulary learning significantly more than their male peers, which is unexplained but may be connected to gender differences in social orientation. So, it means that female students used more Social Strategies (SOC) than male students.

Memory Strategies (MEM) are also usually called memonic strategies. Students

used to recall words that had already been studied. Based on this research findings, male students (68%) used more Memory Strategies (MEM) than female students (49%). This finding was contrast by Maharani in Sriyanda, Ricky, male students tend to be more inflexible than female students in memorizing, writing, and reading vocabulary. So, it means that, male students used Memory Strategies (MEM) more than female students in learning vocabulary.

Cognitive Strategies (COG) make sure to use mechanical ways to understand the meaning of words. Based on the research findings, male students (62%) used cognitive strategies less than female students(63%). Meanwhile, Jimenez in Ansari, Mitra, said that, male students used more Cognitive Strategies (COG) than female students. So, that means this is contrary to existing theory, which said that male students use cognitive strategies frequently than female students.

Metacognitive Strategies (MET) are strategies in which students carefully determine the best way to plan, monitor, and evaluate their strategies for learning vocabulary. Based on the research findings, male students (72%) used Metacognitive Strategies (MET) more than female students (65%) in learning vocabulary. This finding is supported by Leavy in Andini, where male students used metacognitive strategies more frequently than female students, with the exception of social strategies, who used all strategies (Determination, Social, Memory, Cognitive and Metacognitive Strategies). So, it means that, male students used Metacognitive Strategies (MET) more than female students in learning vocabulary.

As a whole, it was found Metacognitive Strategies (MET) were the most strategies used by male students (72%) and the least vocabulary learning strategies were Social Strategies (SOC) (54%). This is supported with Leavy in Andini and Prasetyowati, males students used metacognitive strategies more fequently than female students. Meanwhile, for female students, it can be seen that the Social Strategies (SOC) were the most strategies used by female students (86%) and the least vocabulary learning strategies were Memory Strategies (MEM) (49%). This result sopported by Politzer in Nikolovska, female learners use social strategies more frequently than male learners.

Based on the explanation above, this finding were supported by some research. The first was a study title "The Effect of Vocabulary Learning Strategies on Vocabulary Mastery Based on Gender Differences" by Arina Afiyati Shadikah. The result of this research showed that female students tend to use more vocabulary learning strategies than males did. In addition, female students were more successful than male students in vocabulary mastery since female students had higher score than male students got.

The second research conducted by Yuri Lolita the title " The Use of Vocabulary Learning Strategies by Music and Dance Leaners of the State University of Surabaya" the result of the t-test showed that the score female students regarding the use of Vocabulary Learning Strategies were slightly higher than male students. The third research conducted by Dwi Erna Susanti, with the title "A Case Study of Vocabulary Learning Strategies Used by Male and Female Students of English Department in IAIN Salatiga" the result showed that the male and female differences only existed in the use of Social Strategies (SOC),

Cognitive Strategies (COG), and Metacognitive Strategies (MET) for consolidation. The other strategies indicated no differences in terms of male and female students.

2. Vocabulary Mastery

Based on the findings of the second research question, it can be seen that the result of the vocabulary test both male and female students had reached the passing grade (75). Female students' mean score was 80.09, while male students' mean score was 77.17. Those results indicated that female students' mean score was better than male students' mean score. It means that female students were better at mastering vocabulary. This finding was confirmed by some experts. The first one Lenggadi in Sriyanda was that female students have a higher level of vocabulary mastery than male students. And these findings were also in line with research conducted by Arina, Afiyah Shadikah, et al. In her research found that female students were more successful than male students in vocabulary mastery since female students had higher mean score than male students got.

CONCLUSION

1. Vocabulary Learning Strategies

This research was to finding what are the most and least common vocabulary learning strategies applied by male and female students in SMAN 2 Tilatang Kamang. After analyzing the data, it was found that Metacognitive Strategies (MET) were the most strategies used by male students (72%) and the least vocabulary learning strategies were Social Strategies (SOC) (54%). Meanwhile, for female students, it can be seen that the Social Strategies (SOC) were the most strategies used by female students (86%) and the least vocabulary learning strategies were Memory Strategies (MEM) (49%).

2. Vocabulary Mastery

This research was to finding "are male students better than female students in vocabulary mastery?". Based on the findings and discussion that have been presented in the chapter four about students' vocabulary mastery. The researcher found the answer of formulation of the problem is no, because female students got (80.09) higher score than male students (77.17) in mastering vocabulary. This finding was supported by one Lenggadi in Sriyanda was that female students have a higher level of vocabulary mastery than male students

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