

## EFL Teacher's Classroom Language in Speaking Skill Enhancement: EFL Students' Voices

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### Abstract

*This study was about students' perception toward the use of english teacher's classroom language in speaking skill enhancement. The objective of this research was to find out the high school students' perceptions toward the use of English teacher's classroom language in speaking skill enhancement. This study used descriptive case study. The participants of this research were 36 students of class X MIPA 7 of SMA Negeri 11 Semarang. The instrument used in this study was an open ended questionnaire and closed-ended questionnaire. The results showed that students had positive perceptions about the use of English teacher's classroom language needed as the facilitator in the classroom in speaking skills enhancement. The student's opinion also said that when in the classroom, the teacher did not only use English as the classroom language, but mixed it with Indonesian so that students who were not fluent could follow the lesson well.*

**Keywords:** Classroom Language; Speaking Skills.

### INTRODUCTION

There have been some previous studies researching the classroom language and speaking skill enhancement. The first previous study was done by Wulandari (2014). The research was entitled "Improving Students' Speaking Ability Through Communicative Language Games at SMPN 1 Prambanan Grade VIII A in the Academic Year of 2013 / 2014". This study aimed to investigate the speaking skill of SMPN 1 Prambanan Grade VIII A. The population of this study is 24 students. The method used in this study was an action research study which involved two cycles. In the end of that study, the result students' speaking score which increased from 2.1 and 2.2 in the pre-test to 3.3 and 3.4 in the post-test.

The second previous research was entitled "Discourse Analysis of Classroom Language Among English, Science and History Teachers". It was studied and written by Fesway-Malao et al.(2015). The objective of their research was to break down study closely of classroom language of English, Science and History teachers in the Institute of Arts and Sciences of the Kalinga-Apayao State College. The subject of the study was twelve classes consisting of four English classes, four Science classes, and four History classes were observed for three continued meetings. The method used in this study was a descriptive research. The result of this study was English teachers spoke more moderately than History and Science teachers in the classroom. In physiological aspect,

all of them spoke fast and clear articulation. English teachers had louder tone than History and Science teachers. In interpersonal aspect, through intrinsic and extrinsic motivation strategies, all teachers motivated the students. The last aspect was pedagogical, all of them got questions, comments, and idea from the students.

The last previous study used as the reference of this study was taken from a research by Kouicem (2010). The research was entitled “The Effect of Classroom Interaction on Developing the Learner’s Speaking Skill”. The research purpose was to improve student’s speaking skill in the classroom by using classroom interaction. The method of this study is survey research. The sample subject of the study was 40 students of University of Constantine. In the end of the study, the result showed that classroom interaction give positive impact to their speaking skill in the classroom.

From all the above previous studies, they had similarities and differences with this study. The similarity was the use of classroom language in the classroom to improve students’ speaking skill even though they were not completely the same. The differences were on the subject and research method of the study. In addition, a striking difference in the first study was to improve speaking skills by using games as the media. The second study, the difference was that the interaction of teachers in the classroom was not only with English teachers, but also Science and History teachers. Whereas in the last study, it was almost the same as this study, only the subject, time, and location were different.

However, all previous studies showed a good result for the use of English teachers’ classroom language inside the classroom. It could be concluded that all of the previous studies support this study to be conducted in order to find out the students’ perception toward the use of English teacher’s classroom language in speaking skill enhancement of tenth graders students at SMAN 11 Semarang if it was applied in different location and time.

For Indonesian, English is not main language to communicate in daily activities. However, it needed to be developed to improve communication between countries around the world. Government was aware that it was very important. Therefore, educational system in Indonesia applied the rule for students to learn. It was done to develop their skill and ability. Teacher often found some obstacles when they taught. These issues happened because English was complicated subject to teach and learn. There are four skills in learning English. They are listening, speaking, reading and writing. According to Koran (2015), speaking skill is the key to measure target language by spoken English. However, based on the writer's experience during internship 3 at SMAN 11 Semarang, many students were shy to speak English because of grammar errors and lack of vocabulary. It caused them lack of confidence and they preferred using their mother tongue to communicate with others.

Using English in the classroom gave many advantages. Ahmadi (2016) claimed there were four advantages. First, it maintained the classroom atmosphere to keep students’ focus on using English. Second, it made students easy to remember certain words, phrases, and sentences in English. Third, it increased students' confidence because they were able to understand and carry out the instructions given in English. The last, it increased teachers confidence because they did not need to translate English into other languages to make the students understood.

There were many ways to improve speaking skill. Classroom language was one of the simple ways to stimulate speaking skills in the classroom. The habit of using English when teacher was explaining material, giving praise, and communicating with students in the classroom could motivate them to speak. Hence, this method was expected to be able to make it easier for students to master it in challenging and fun way every English subject.

Students' perception was necessary on the implementation of classroom language. It did so because the teachers were demanded to create a good communication with students. It could make the proximity between them in the classroom. Furthermore, this study tried to investigate the students' perception toward the use of English teacher's classroom language in speaking skill enhancement. There was one research question in this study: What are high school student's perceptions toward the use of classroom language in speaking skill enhancement?

### **Speaking**

There were many definitions of speaking according to experts. Speaking is the process of using verbal or non-verbal of contexts to obtain and evaluate information interactively (Chaney, 1998 as cited in Koran, 2015). Speaking is to speak more fluently, suppose language style and digest information at the same time (Harmer, 2007 as cited in Wahyuni, 2016). Hence, the researchers concluded that speaking is a way of conveying ideas and information to others.

### **Importance of Speaking**

As the productive skill learned by human, speaking became a very difficult skill. However, this skill needed to be learned at all levels of education. Speaking could enhance vocabulary, grammar, and writing skill (Kouicem, 2010). According to Rao (2019), the importance of speaking is a key aspect. We could communicate well with all people in the world, and developed the abilities we had in the future.

### **Classroom Language**

There were some definitions of classroom language according to experts. According to Bilash (2011), classroom language is language commonly used in the classroom such as praise sentence. Classroom language is language that used to communicate in the classroom without mother tongue (Brown, 2001 as cited in Saragih, 2016). Classroom language is the language used in the classroom between teacher and students (Dewi & Anwar, 2018). Therefore, the researchers resumed that classroom language is interaction and communication in the classroom.

### **Strategy of Classroom Language**

According to McClymont (2020), there are several strategies of classroom language to help English teachers when they are in the classroom.

- 1) Make sure when speaking clearly and slowly. Give students time to think about what the teacher is saying.
- 2) Use shorter words. Using short words can make the students understand each teacher's words easier.

- 3) Give opportunity of waiting time. Waiting time needs to be done to give students the opportunity to understand what the teacher is conveying. In addition, it can stimulate students to answer each teacher's questions.
- 4) Use many instruments. Using instrument in the classroom can help the teachers to make the class more interesting. The students will interest about the materials and rise their motivation to study.
- 5) Create background of science. Providing combination of illustration about the lesson that students already know with what learned will provide a stronger understanding for students. It will increase students' confidence more to learn.

## **METHOD**

### **Research Design**

Research design was important in every research. In this study, the researchers used descriptive case study. It focused on high school students' perception toward the use of English teacher's classroom language in speaking skill enhancement. Descriptive research was a method in examining a group, an object, a set of condition, a class of events on present time. Case study is a type of descriptive research about the object of specific phase of the whole (Susanti, 2016).

### **Subject of the Study**

In selecting sample, the researchers used non random sampling technique. This non random sampling technique used in this study was purposive sampling. Purposive sampling is a sampling technique with certain consideration or special selection (Susanti, 2016). The subject of this study was the tenth graders at SMAN 11 Semarang in academic year 2020/2021, especially class X MIPA 7. This class chose because there was English subject in the curriculum. The student's age ranged from 15-16 years. There were 36 students in the class.

### **Instruments of the Study**

The instruments that used in this study was questionnaire. Questionnaire is a data collection technique by giving a set of written questions for the respondents to answer (Sugiyono, 2015). There are two types of questionnaire; open ended and closed-ended. In this study, the researchers used open ended questionnaire and closed-ended questionnaire with likert scale. Likert scale is used to measure attitude, idea, perception of a person or group about the phenomenon (Sugiyono, 2015). The models of the responses of likert scale are; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

The openended questionnaire involved instrument validity while the closed-ended questionnaire contained instrument validity and reliability.

### **Validity**

Validity is accuracy of an instrument in measurement (Dewi, 2018). According to Yusup (2018), the validity of the instrument involved content validity. Content validity was validity that focused on providing evidence on measuring instrument, then

processed by rational analysis. When it was assessed and described by experts in detail, the assessment will be easier to do.

#### Reliability

Reliability aims to determine the measuring instrument is reliable and consistent if the measurement is repeated (Dewi, 2018). To measure the reliability of the closed-ended questionnaire, the writer used Cronbach's Alpha formula in SPSS program which referring to the Kuder-Richardson and Cronbach's Alpha reliabilities. Ghazali (1998) as cited in Shauqi (2015) stated the variable is reliable if value of Cronbach alpha > 0.60. The formula is as follows:

$$R_{\text{total test}} = \frac{(K)(SD^2) - \bar{X}(K - \bar{X})}{(SD^2)(K-1)}$$

Where

K = the number of items in the test

$\frac{SD}{\bar{X}}$  = standard deviation of the scores

$\bar{X}$  = the mean of the score

#### Procedure for Collecting Data

In order to help gathering the data, there were some steps to do, as follows:

1. Preparing the instrument (questionnaire)
2. Asking permission to English teacher of selected group of students.
3. Delivering the questionnaire sheet to the selected group of students.
4. Collecting the responses from the students
5. Analyzing the result of the questionnaire to answer the question of the research.

#### Data Analysis

Data analysis was done after collecting the responses from the respondents. The researchers used mix method data, that were quantitative and qualitative. According to Sugiyono (2015), quantitative method is research data in the form of number and analysis by using statistic. Furthermore, the quantitative form came from the result of the closed-ended questionnaire that was processed through statistical description to analyze the topic about high school students' perception toward the use of English teacher's classroom language in speaking skill enhancement. Shauqi (2015) said that interpreted this topic through SPSS program using descriptive statistic, as follows; frequency, percentage, and mean.

Moreover, qualitative method is research that is used to examine the condition of natural object where the researcher is the key instrument (Sugiyono, 2015). In this study, the result of open ended questionnaire used to analyze the qualitative data. There were three kinds of data analysis activities, namely data reduction, data display, and conclusion drawing or verification (Miles & Humberman, 1992)

##### 1. Data reduction

Data reduction was sorting and selecting data. It was done because the data obtained in the field was a lot. Therefore, it needed to make it easier for the researchers to select, summarize, and simplify data. The writer selected, summarized and facilitated data obtained from the field.

2. Data display  
Data display was performed to display revised data. The researchers described all the results of open ended questionnaire in detail.
3. Conclusion drawing or verification  
Conclusion drawing or verification was the last step in drawing conclusions from the results of open ended questionnaire.

## RESULTS AND DISCUSSION

### Results

#### Reliability of Closed-ended Questionnaire Result

The reliability instrument was measured using Alpha Cronbach SPSS 26 version. After receiving a response from the respondent, the researchers entered the data in it. The following were the results of the reliability measurement.

**Table 1.** Reliability of Questionnaire  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.703	6

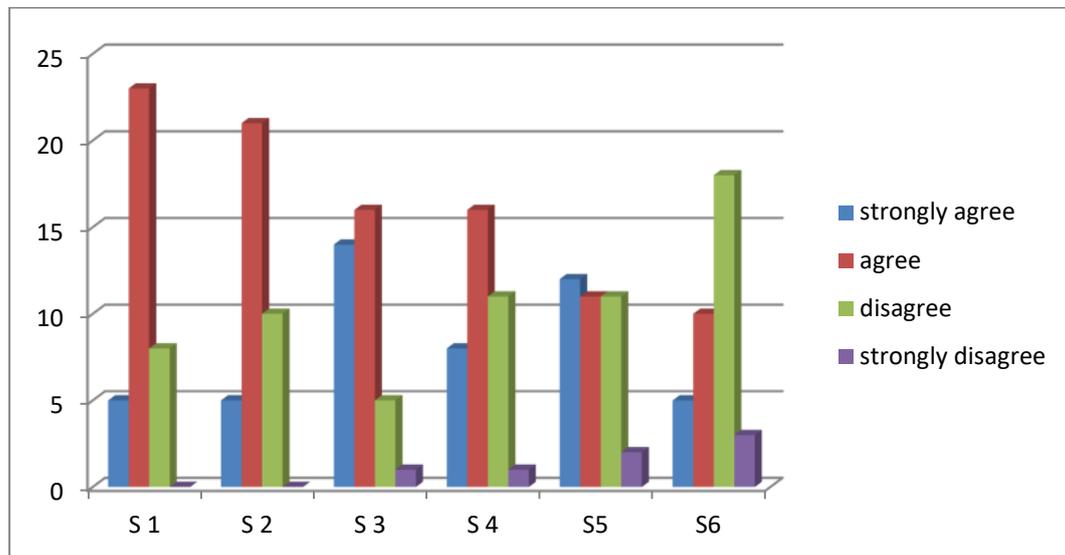
**Table 2.** Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	14.31	6.561	.590	.630
X2	14.36	6.523	.557	.635
X3	14.03	6.256	.477	.650
X4	14.36	5.952	.555	.623
X5	14.31	5.933	.424	.672
X6	14.75	7.393	.140	.758

Based on the table above, it could be inferred that the coefficient of Cronbach's Alpha was 0.703 from 6 items of questionnaire. 5 items had score more than 0.60 while 1 item had score more than 0.70. The tables result were obtained from 36 respondents. It could be concluded the questionnaire was reliable because the score in this research was higher than 0.60.

#### Closed-ended Questionnaire Result

This research provided six closed-ended questionnaire which aimed to know about high students' perception toward the use of English teacher's classroom language in speaking skill enhancement. There were 36 students in the classroom. Students gave responses by choosing either strongly agree, agree, disagree, and strongly disagree in each statement. The following was the result based on the closed-ended questionnaire that had been given.



\*S = Statement

**Figure 1.** Chart of the Frequency of Closed-ended Questionnaire Result

**Table 3.** The Closed-ended Questionnaire Result

Statement	Number and Percent	Scale				Total
		SD (1)	D (2)	A (3)	SA (4)	
1	Number	-	8	23	5	36
	Percent	0%	22.2%	63.9%	13.9%	100%
2	Number	-	10	21	5	36
	Percent	0%	27.8%	58.3%	13.9%	100%
3	Number	1	5	16	14	36
	Percent	2.8%	13.9%	44.4%	38.9%	100%
4	Number	1	11	16	8	36
	Percent	2.8%	30.6%	44.4%	22.2%	100%
5	Number	2	11	11	12	36
	Percent	5.6%	30.6%	30.6%	33.3%	100%
6.	Number	3	18	10	5	36
	Percent	8.3%	50%	27.8%	13.9%	100%

\*SA= Strongly Agree

\*A = Agree

\*D = Disagree

\*SD =Strongly Disagree

1. Statement 1 “The English teacher speaks English language in the classroom”

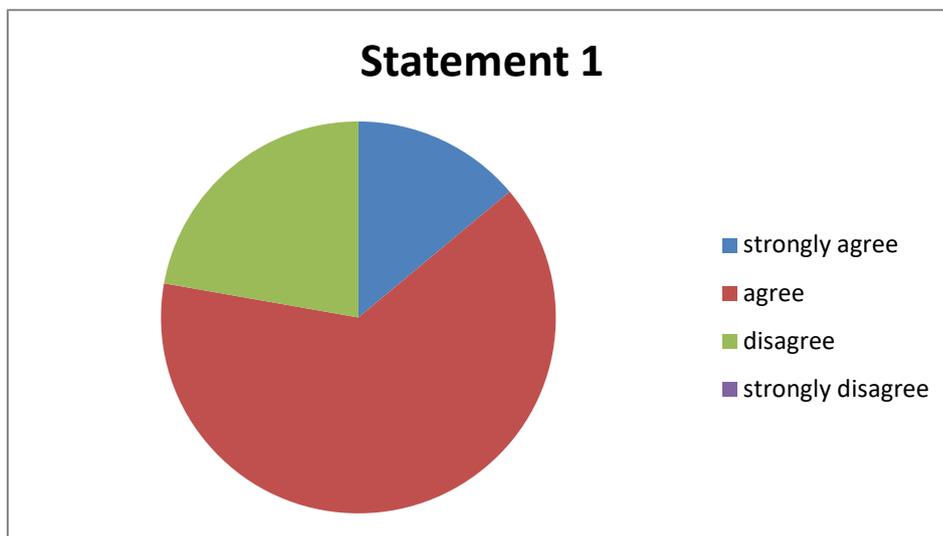


Figure 2. Chart of the Percentage of Questionnaire on Statement 1

Based on the statement, the researchers found that there were 8 students (22.2%) choose ‘disagree’, 23 students (63.9%) choose ‘agree’, and 5 students (13.9%) choose ‘strongly agree’. From the result, it could be found that the most of them agreed that the English teacher using English as the classroom language.

2. Statement 2 “the use of English language in the classroom by the teacher can attract students to speak up in English”

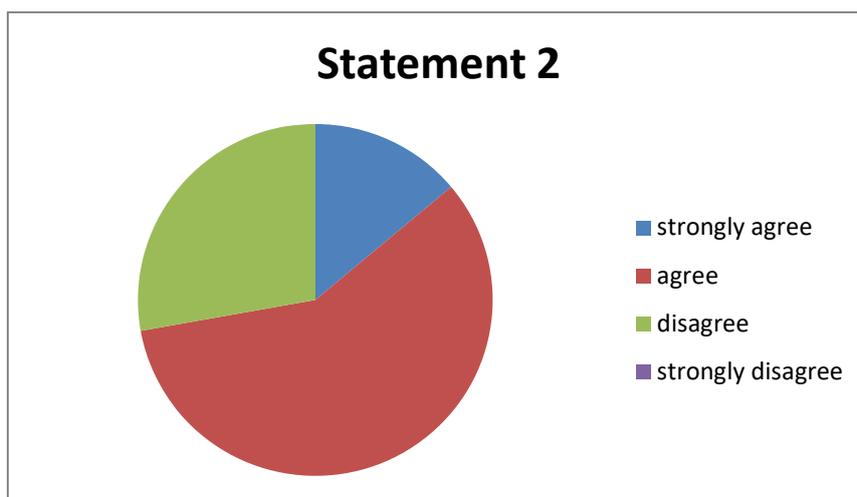
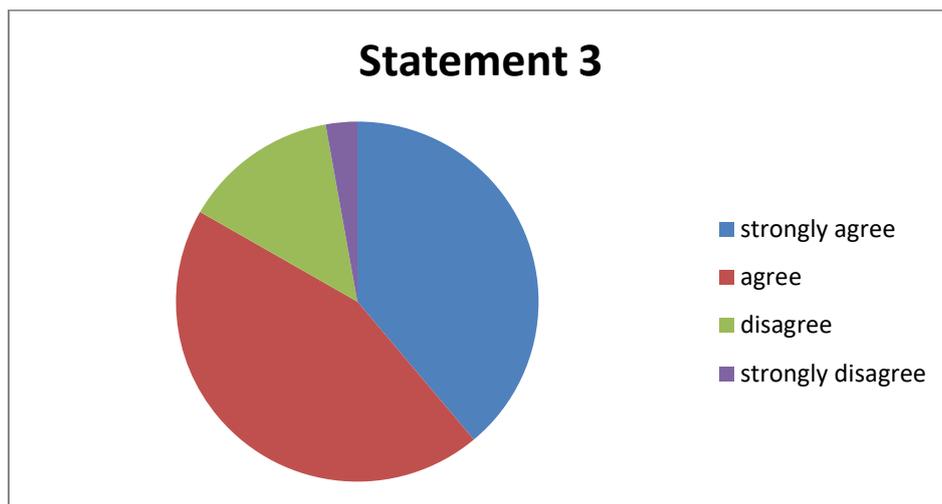


Figure 3. Chart of the Percentage of Questionnaire on Statement 2

Based on the statement, the researchers found that there were 10 students (27.8%) choose ‘disagree’, 21 students (58.3%) choose ‘agree’, and 5 students (13.9%) choose

**‘strongly agree’**. From the result, it could be found that the most of them agreed that they were interested of using English by the teacher in the classroom.

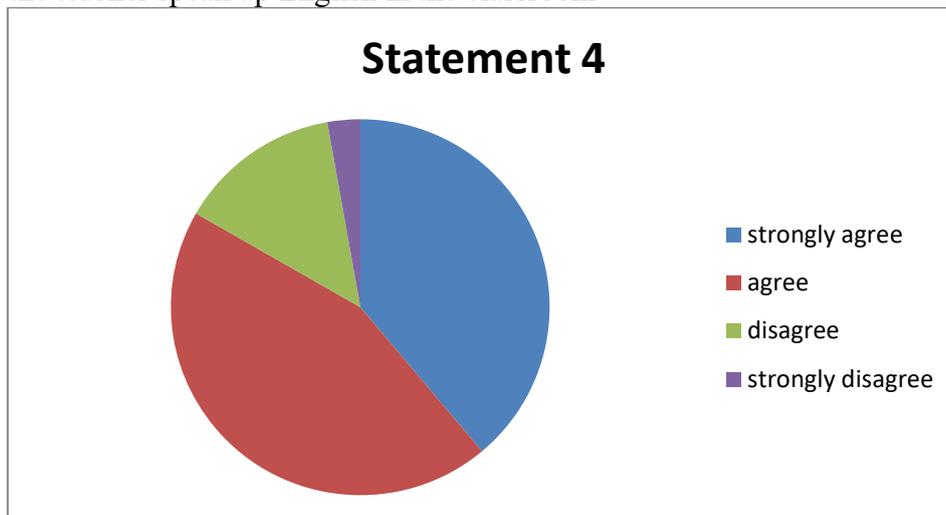
3. Statement3 “The habit of using English in the classroom can motivate students to enhance speaking skills”



**Figure 4.** Chart of the Percentage of Questionnaire on Statement 3

Based on the statement, the researchers found that there were 1 student (2.8%) choose **‘strongly disagree’**, 5 students (13.9%) choose **‘disagree’**, 16 students (44.4%) choose **‘agree’**, 14 students (38.9%) choose **‘strongly agree’**. From the result, it could be found that the most of them agreed that they motivated to use English in the classroom. It was because of habit of using English to enhance speaking skill.

4. Statement 4 “Remembering some words, sentences, and phrases is easier when the teacher speak up English in the classroom”



**Figure 5.** Chart of the Percentage of Questionnaire on Statement 4

Based on the statement, the researchers found that there were 1 student (2.8%) choose '**strongly disagree**', 11 students (30.6%) choose '**disagree**', 16 students (44.4%) choose '**agree**', 8 students (22.2%) choose '**strongly agree**'. From the result, it could be found that the most of them agreed that they were easy to learn English.

5. Statement 5 "The student want to be able to speak in English in the classroom"

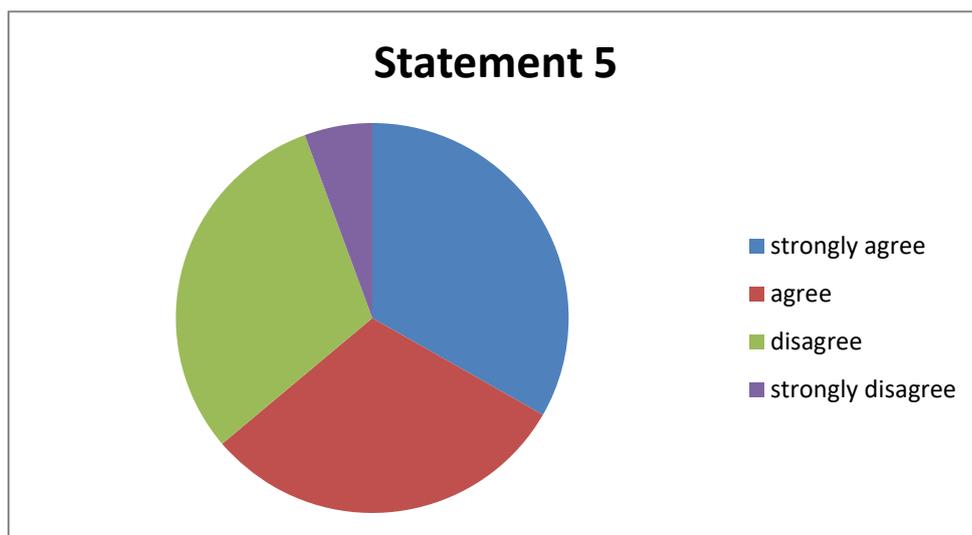


Figure 6. Chart of the Percentage of Questionnaire on Statement 5

Based on the statement, the researchers found that there were 2 students (5.6%) choose '**strongly disagree**', 11 students (30.6%) choose '**disagree**', 11 students (30.6%) choose '**agree**', 12 students (33.3%) choose '**strongly agree**'. From the result, it could be found that the most of them agreed that they wanted to be able to speak English.

6. Statement 6 "Using another language (L1/Bahasa Indonesia) in English class can decrease speaking skill enhancement"

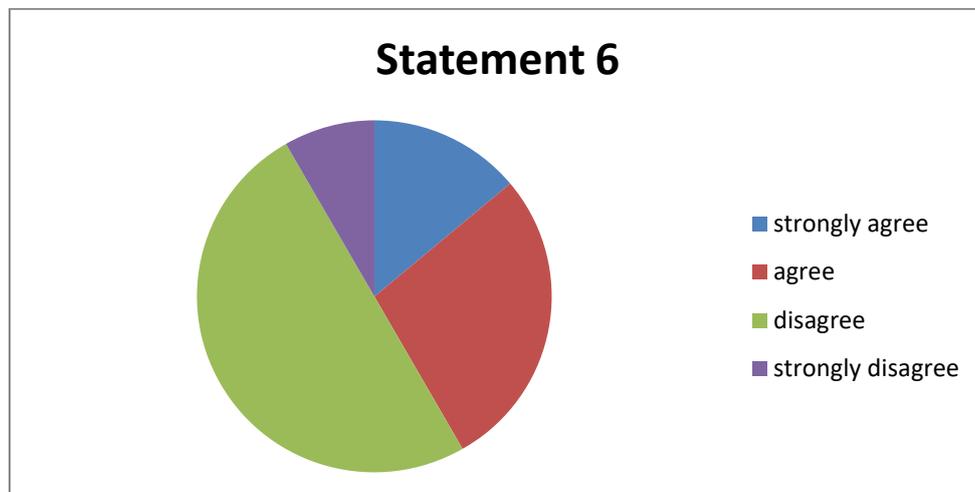


Figure 7. Chart of the Percentage of Questionnaire on Statement 6

Based on the statement, the researchers found that there were 3 students (38.3%) choose '**strongly disagree**', 18 students (50%) choose '**disagree**', 10 students (27.8%) choose '**agree**', 5 students (13.9%) choose '**strongly agree**'. From the result, it could be found that the some of them agreed that the use of other language could decrease speaking skill enhancement.

In conclusion, statements of the open ended questionnaire above, it concluded that some students agreed and supported the use of English as the classroom language in the classroom.

### Open Ended Questionnaire Result

There were four questions in the open ended questionnaire. 36 students gave responses to this open-ended questionnaire. The students were allowed to answer the questions in Indonesian or English. Because of it, the researchers translated their answer into English. The researchers presented the students' answers of open ended questionnaire based on the question order and followed by the transcription of particular students' responses which were already translated into English. The respondents (students) were marked as R which stands for Respondent.

In the first question, the researchers wanted to ask about students' perceptions on the use of English in the classroom.

#### *1. What is your opinion about the use of English language in the classroom?*

Most of the students' answered about the use of English in the classroom were good, because they got new challenges when English classes were in progress. As R1 stated: "For me personally, I agree that I can catch English fluently."

R7 said:

"Strongly agree, because the students can master the words using English."

R18 conveyed:

"In my opinion, the use of English in the classroom is a positive activity. So, there is no problem if it is applied in the classroom."

R31 added:

“In my opinion, maybe it can attract the attention of the students who like English and make them excited to learn English.”

In the second question, the researchers wanted to ask about students’ perceptions on the use of English as the classroom language by the English teacher.

### ***2. What is your opinion when the teacher communicate in English as the classroom language?***

Most of them said that the teacher communication in the classroom using English could attract their courage to speak up in English. However, they requested that the use of English be mixed with Indonesian as well. It avoided misunderstanding during lessons. As R6 conveyed:

“I agree, but to be honest, it is better to mix (English and Indonesian) or speak quietly because there are some students who do not understand.”

R7 stated:

“I agree, because it can understand the words and sentences in English.”

R20 mentioned:

“Using Indonesian alternately, it is the way who do not understand English get a little knowledge.”

R28 explained:

“In my opinion, using Indonesian and English to make the lesson easier to understand.”

R36 added:

“It is good to practice speaking skill.”

In the third question, the researchers wanted to ask about what they did and felt when teacher communicate in English as the effort to improve speaking skill in the classroom.

### ***3. What do you feel and do when the teacher communicate in English to enhance speaking skill?***

Based on the students' answered, they were actually very happy. They listened carefully when the teacher spoke in the classroom. They wanted to be active in providing feedback to enhance their speaking skills. As R4 explained:

“I am happy and listen, even though I can not speak English.”

R6 said:

“Speak and give feedback in English.”

R25 stated:

“I feel happy, I replay the words in English too.”

R27 added:

“It is ok and answer as best as I can.”

In the last question, the researchers wanted to ask students perception about the use of English as the classroom language as the appropriate way to enhance speaking skill.

#### ***4. What do you think about the use of English as the classroom language in speaking skill enhancement as the appropriate way?***

Most of students argued that the use of English as the classroom language in speaking skill enhancement was the appropriate way. They could improve their skill in the classroom. This way could increase self-confidence to speak up in English. As R9 mentioned:

“I think that way is right, because the students who do not understand and are not interested in English (especially speaking in English) will encourage them to understand what is being said by the teacher and also want to be able to speak in English.”

R11 said:

“Of course it is good, the students can speak English, but some students find some obstacles to start easy conversations.”

R12 stated :

“It is appropriate, when the use of English as a classroom language is indeed applied, and is constantly being done, I think the students will get used to communicating in English during lesson time.”

R29 added:

“I agree, because the students can learn about speaking skill.”

#### **Discussion**

In this sub chapter, after analyzing the research findings, the researchers discussed the result of close-ended questionnaire and open ended questionnaire. There were 6 statements on closed-ended questionnaire and 4 questions on open ended questionnaire that students' answer could strengthen the statement given in the closed-ended question. In addition, it could describe the students' problems and desires. The problem faced by students were difficult to memorize vocabulary, afraid to make mistakes, shy to communicate in English, and not confident to speak in English. Besides that, students also had the desire to be able to master in English, especially speaking skill. They wanted to communicate well using English. Therefore, the teacher could provide the best solution and meet students' needs during lesson.

Regarding closed-ended questionnaire statements and open ended questionnaire questions, the use of English teacher's classroom language was one of the appropriate ways to enhance speaking skills. The students felt happy when the teacher using English as the classroom language. The result of this research was in accordance with behavioritic theory. They responded the stimulus that given by the teacher by asking questions to the students. The students loved English. Their statement evidenced by students' scores in English lesson that were all good. The results obtained from the closed-ended questionnaire statement were corroborated by description of the answers to the open ended questionnaire regarding perceptions of the use of English teacher's classroom language in speaking skills enhancement.

#### **CONCLUSION AND SUGGESTIONS**

The conclusion of this study as the answer the question of study on the first chapter. From the result of data, the researchers interpreted that most of student had positive perception toward the use of English teacher's classroom language in speaking skills

enhancement. This perception was directly proportional with their scores. They had good scores in English lesson. They as the participants felt that the use of English teacher's classroom language needed as the facilitator in the classroom in speaking skills enhancement. It helped them to enhance their speaking skill in the classroom when the use of English teacher's classroom language actually applied. It was also the appropriate way to enhance speaking skill when the teacher provided instructions and explanations. They also requested that when in the classroom, the teacher did not only use English as the classroom language, but mixed it with Indonesian. It happened to avoid students who were not fluent in English could follow the lesson well to get good score.

In this part, researchers would like to give several suggestions for English teacher and future researchers. The suggestion for English teacher is to pay attention to aspects of learning planning which includes; planning for situation, preparation for the students faced, learning materials to be taught, teaching method, learning instrument, and evaluation technique. For the future researchers who are interested in researching language skills in the future can focus more on improving it, not only in speaking, but also in listening, reading, or writing.

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