

INTERNAL FACTORS OF ENGLISH LEARNING ACHIEVEMENT

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Abstract: This research aims to describe the degree of internal factors (age, motivation, anxiety, personality, and strategy) which may influence English learning achievement of Year-10 students at SMA Taman Mulia Kubu Raya. There were 20 participants in this research. This research used Likert Scale to analyze the data. The research finding showed that (1) strategy is dominant internal factor of English learning achievement. The percentage of strategy is the high achievers 80.00% and the low achievers 60.63% . (2) Students with high achievement (69.31%) are more anxious than the students with low achievement (61.87%). (3) The students with high achievement (67.90%) have more motivation than the students with low achievement (64.96%). (4) Students with high achievement (52.92%) have higher percentage of personality than the students with low achievement (50.00%). (5) Age is not really influence students English achievement. Students with more positive internal factors would have a better English learning achievement.

Keywords: Internal factors, English Learning Achievement

Abstrak: Penelitian ini bertujuan untuk menggambarkan tingkat faktor internal (usia, motivasi, kecemasan, kepribadian, dan strategi) yang dapat mempengaruhi prestasi belajar bahasa Inggris siswa kelas 10 SMA Taman Mulia Kubu Raya. Ada 20 partisipan dalam penelitian ini. Penelitian ini menggunakan skala Likert untuk menganalisa data. Hasil penelitian menunjukkan bahwa (1) strategy adalah faktor internal yang dominan dalam prestasi belajar bahasa Inggris. Persentase strategi adalah siswa berprestasi tinggi 80,00% dan siswa berprestasi rendah 60,63%. (2) Siswa dengan prestasi tinggi (69,31%) lebih cemas dibandingkan siswa dengan prestasi rendah (61,87%). (3) Siswa dengan prestasi tinggi (67,90%) memiliki motivasi yang lebih dibandingkan siswa dengan prestasi rendah (64,96%). (4) Siswa dengan prestasi tinggi (52,92%) memiliki persentase kepribadian yang lebih tinggi dibandingkan siswa dengan prestasi rendah (50,00%). Usia tidak terlalu mempengaruhi prestasi belajar bahasa Inggris siswa. Siswa dengan faktor internal positif yang lebih akan memperoleh prestasi belajar bahasa Inggris yang lebih baik.

Kata kunci: Faktor Internal, Prestasi Belajar Bahasa Inggris

English is used in almost all over the world. In Indonesia, English is one of the subjects examined in National Examination of senior high schools. Therefore, students need to have a good achievement in English to succeed in the National Examination. As a foreign language, English is not easy for Indonesian students to learn. There are students who show low achievement in this subject. This low learning achievement may be influenced by various factors such as learning resources, class size, teacher quality, and class attendance of learners (London, 2011). Souriyavongsa et al (2013) found out that the students in Laos achieved low English because of poor curriculum design, lack of English teachers, and lack of students' motivation. In contrast, there are many students who get high score in English examination.

There are factors which may influence students on learning achievement. The factors are divided into intrinsic and extrinsic factors. Ellis (1986) claims that internal factor consists of age, aptitude, motivation and personality. External factor consists of social factor, input, and interaction. In line with Ellis (1986), Gass & Selinker (1994) claim that the factors influence second language learning are age differences, aptitude, motivation, anxiety, personality factors and learning strategies.

Internal factors may determine students' English learning achievement. English is easily acquired if it is learned from the young age. Younger learners can achieve the native-like fluency than the older learners. According to Ellis (1986), the difference between the younger learners and older learners is the ability in comprehending language. Younger learners can achieve pronunciation like native speakers and more likely get comprehensible inputs from the surroundings. Moreover, Gass & Selinker (1994, p.246) claim that young children are more likely acquire native-like proficiency in second language than teenagers or adults. The earlier learners learning English, the longer exposure to the second language. The length of exposure may predict the level of learners achievement. The critical period hypothesis states that there is a period when language acquisition takes place naturally and effortlessly. If the learners learn second language in this period, they can acquire language easily. Penfield and Roberts cited in Ellis (1986, p.107) state that the optimum age in acquiring second language is the first ten years of life. If the learners have been exposed to second language in the long amount of time, they can reach higher level of proficiency.

The second internal factor is motivation. According to Gardner (1985, p.10), motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Motivation is the combination of effort plus desire to achieve the goal of learning the language and favourable attitudes toward learning the language. Alderman (2004, p.247) categories motivation into intrinsic and extrinsic motivation. Intrinsic motivation occurs when students engage in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge. Intrinsic motivation is essential for students to reach their learning goal. Intrinsic motivation comes from students themselves. Students with intrinsic motivation have awareness that learning is beneficial for them. Extrinsic motivation occurs when students engage in

activities for such external reasons (outside of themselves) as praise, grade, special privilege, and certificate or material reward.

Anxiety is another internal factor. Anxiety is a feeling of being nervous or worried of something. Horwitz, Horwitz, & Cope (1986, p.125) state that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Horwitz, Horwitz, & Cope (1986, p.127) categorize three components of foreign language anxiety :

- a. Communication apprehension. Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. The learners with this communication apprehension are difficult to speaking in grup or public or in listening to or learning spoken message.
- b. Test anxiety. Test-anxiety refers to a type of performance anxiety stemming from a fear of failure. Brown (2000, p.151) states that test anxiety is apprehension over academic evaluation. The test is not only written but also oral test. The students with test anxiety could begin to anxious about because they are afraid it will measure how much they know rather than they do not know.
- c. Fear of negative evaluation. Fear of negative evaluation is apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.

Personality is one of the factors which may influence English learning achievement. According to Gass & Selinker (1994, p.261), an extroverted learner is that much happier with people than with a book. S/he engages in more talking and social activities in a second language. In contrast, introverted learner is someone who is much happier with a book than with people. In addition, Brown (2000, p.155) defines extroverted learner as a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Introverted learner is a person who derives a sense of wholeness and fulfillment apart from a reflection of this self of other people. Another personal factor is risk taking. Gass & Selinker (1994, p.262) state that tendency to take risks is related to success in second language learning. A risk taker is the individual who is more willing to take risks than the average person. In addition, Brown (2000, p.149) states that learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

Learning strategy also may influence students English learning achievement. Learning strategy will help the students make learning easier, faster, and effective. Therefore, students need to select appropriate learning strategy to support their learning in order to achieve good achievement in English. According to Richard & Lockhart (2007, p.63), learning strategies are the particular processes that the students use with individual learning tasks such as reading a chapter of a book or preparing a written summary of a passage as well as the students can select many different ways of completing task. Learners can make learning easier, faster, more enjoyable, more effective, and more transferable to new situations . Brown (2000, p.126) states that learner with strategy consciously applying rules to produce or understand the second language, working with one or more peers to obtain feedback, information, or model a language activity. Those

who use strategies also asking questions for clarification like asking a teacher or other native speaker for repetition, paraphrasing, explanation, or examples. In brief, learning strategy influence students to enhance their language competencies through conscious activities to get better solution in learning English.

As far as the topic is concerned, it will be interesting to study internal factors of English learning achievement at SMA Taman Mulia Kubu Raya. In this research, the internal factors here refer to age, motivation, anxiety, personality, and learning strategy. The purpose of this research is to describe the degree of internal factors which influence English achievement of Year-10 students of SMA Taman Mulia Kubu Raya in Academic Year 2013/2014.

METHOD OF RESEARCH

This research is descriptive. A descriptive research concerns information about the average number of a group (Marczyk et al, 2005). Besides, Leary (2001) states that descriptive research is designed to describe the characteristics or behaviors of a particular population in a systematic and accurate fashion.

The participants of this research were the Year-10 students of SMA Taman Mulia Kubu Raya in Academic Year 2013/2014. There are 3 classes of Year-10 which consist of 99 students. There were 20 participants in this research. The participants were selected purposively from Class A, B, and C. 10 students were taken from class A, 6 students were taken from class B, and 4 students were taken from class C. They are the students with high and low achievement which determined based on their English score of the second semester in the report book.

This research used indirect and documentary technique to collect the data. The indirect technique was intended to collect the data about the internal factors of English learning achievement that influence the Year-10 students of SMA Taman Mulia Kubu Raya in Academic Year 2013/2014. Questionnaires were distributed to the students to find out the internal factors which may influence English learning achievement. The documentary technique was selected to have the data about students' English learning achievement. It was obtained from the English teacher of the year-10 students. The students' score was from the report book at the end of the semester.

The data collecting tool of this research were questionnaires. The questionnaires of this research were open-ended and close-ended questions. Open-ended questions about age were not provided with options. Close-ended questions asking about motivation, anxiety, personality and learning strategy consists of options of which the respondents choose one of the options. The questionnaire consist of 23 questions. They are 3 open-ended questions for age factor and 20 close-ended questions for motivation, anxiety, personality and strategy factors. 20 questions have 4 options for each questions.

Data analysis in qualitative research is inductive process of which numerous small pieces of data are collected and gradually combined or related to form boarder and more general, descriptions, and conclusions (Lodico et al, 2010). In this research, researcher analyzed age factor by read all the answer, developed categories and wrote a conclusion. The researcher used Likert scale to analyze motivation, anxiety, personality, and learning strategy. Sugiyono (2008) states that the scale that can be used to measure attitudes, opinions, and perceptions of

person or group about the social phenomenon is likert scale. The questionnaire consists of 20 questions which has 4 options. Each alternative option has a score which can be seen in the table 1.

Table 1. Likert Scale

Statement	Always	Often	Sometimes	Never
Positive	4	3	2	1
Negative	1	2	3	4

(Sugiyono, 2013)

There are four alternative options of each question. Each option has different score. For positive statements, the score for option always is 4, often is 3, sometimes is 2, and never is 1. For negative statements, the score for option always is 1, often is 2, sometimes is 3, and never is 4. In this research, the questions which considered as the positive are questions number 1-6, 11-14, and 16-20. The negative questions are number 7-10 and 15.

The data are computed as follows :

Ideal Score = the maximum score of option x the total questions x the total participant

Percentage of internal factors = $\frac{\text{the total score of questions}}{\text{the ideal score}} \times 100\%$

FINDINGS AND DISCUSSION

Research Findings

After the questionnaires were collected, the data were tabulated. In order to know the degree of internal factors on English learning achievement of the Year-10 students of SMA Taman Mulia Kubu Raya in academic year 2013/2014, students' answers were analyzed based on five specifications. There are two parts in the questionnaires. Question part A, age (question no. 1-3). Part B, motivation (no. 1-6), anxiety (no.7-10), personality (no.11-16), and strategy (no.17-20).

The researcher analyzed questions part A by read all the answer and wrote conclusion. The result can be seen as follows:

Age

As shown in Table 2, the age of students were from 14 to 17 years of ages. From twenty students, fourteen (80%) students start learning English between 6-10 years of age and six (20%) students start learning English between 11-14 years of age. Most of students with high English achievement start learning English when in the elementary school. The majority of students who start learning English in junior high school were the students with low English achievement. From twenty students, there were only seven students who take English course. The length exposure of the students between six to ten years.

Table 2
Internal Factor : Age

Students	Date of Birth	Starting Learning English	Age of Taking English Course	Students' English Score	Mean score
S3	02/07/1997	Year 1	never	80	
S5	18/03/1998	Year 1	14 years old	78	
S7	28/06/1997	Year 1	never	78	
S8	26/09/1998	Year 1	never	80	
S12	28/12/1998	Year 1	never	60	
S16	11/05/1997	Year 1	never	60	
S17	14/08/1997	Year 1	never	60	73.00
S19	12/10/1997	Year 1	never	60	
S20	05/05/1996	Year 1	15 years old	60	
S4	25/08/1998	Year 3	never	78	
S6	01/01/1999	Year 3	never	80	
S2	05/08/1998	Year 4	10 years old	85	
S1	25/05/1998	Year 5	9 years old	90	
S9	20/10/1998	Year 7	never	78	
S10	27/07/1997	Year 7	12 years old	78	
S11	08/08/1996	Year 7	11 years old	60	
S13	18/10/1996	Year 7	10 years old	60	65.57
S14	30/06/1997	Year 7	never	60	
S15	19/03/1997	Year 7	never	60	
S18	25/12/1996	Year 7	never	63	

The researcher calculated questions part B by using this following formula :
 Ideal Score = the maximum score of option x the total questions x the total participant

Percentage of internal factor = $\frac{\text{the total score of questions}}{\text{the ideal score}} \times 100\%$.

Motivation

In Table 3, it can be seen that students with higher achievement show higher motivation than the students with low achievement. In intrinsic motivation, students with high achievement have higher percentage than students with low achievement. The students with low achievement have more extrinsic motivation than the students with higher achievement.

Table 3
Internal Factor : Motivation

Students	Student's English Score	Motivation		Total	
		Intrinsic	Extrinsic		
S1	90	4.58%	3.34%	Motivation 67.90%	
S2	85	4.58%	2.50%		
S3	80	3.76%	2.08%		
S4	78	4.16%	1.66%		
S5	78	2.50%	1.66%	Intrinsic	Extrinsic
S6	80	4.58%	3.34%		
S7	78	5.00%	2.92%	43.74%	24.16%
S8	80	5.00%	2.50%		
S9	78	5.00%	2.50%		
S10	78	4.58%	1.66%		
S11	60	4.16%	2.50%	Motivation 64.96%	
S12	60	3.34%	3.76%		
S13	60	3.34%	4.58%		
S14	60	3.34%	2.08%		
S15	60	3.34%	2.92%	Intrinsic	Extrinsic
S16	60	3.34%	2.08%		
S17	60	4.16%	3.34%	36.68%	28,28
S18	63	4.16%	1.66%		
S19	60	3.34%	2.92%		
S20	60	4.16%	2.50%		

Anxiety

As shown in the table 4, students with higher achievement show higher anxiety than the students with lower achievement. Students with lower achievement show higher percentage of communication apprehension than the students with high achievement. In test anxiety and fear of negative evaluation, students with high achievement show higher percentage than the students with low achievement.

Table 4
Internal Factor : Anxiety

St	Student's English Score	Anxiety			Total		
		Communication Apprehension	Test Anxiety	Fear of Negative Evaluation			
S1	90	3.12%	1.87%	1.87%	Anxiety 69.31%		
S2	85	3.12%	1.87%	1.87%			
S3	80	1.25%	2.50%	1.25%			
S4	78	3.12%	1.25%	1.87%			
S5	78	2.50%	0.63%	1.87%	CA	TA	FNE
S6	80	3.75%	2.50%	1.87%			
S7	78	4.38%	1.87%	1.87%	33.74%	17.49%	18.08%
S8	80	3.75%	0.63%	1.87%			
S9	78	3.75%	1.87%	1.87%			
S10	78	5.00%	2.50%	1.87%			
S11	60	3.75%	1.87%	1.87%	Anxiety 61.87%		
S12	60	3.75%	0.63%	1.87%			
S13	60	4.38%	2.50%	1.87%			

S14	60	3.12%	0.63%	1.25%			
S15	60	3.12%	0.63%	1.25%			
S16	60	3.75%	2.50%	1.25%	CA	TA	FNE
S17	60	3.75%	1.87%	0.63%			
S18	63	2.50%	0.63%	1.87%			
S19	60	3.75%	0.63%	1.25%	34.37%	12.52%	14.98%
S20	60	2.50%	0.63%	1.87%			

Note : St = Students
CA = Communication Apprehension
TA = Test Anxiety
FNE = Fear of Negative Evaluation

Personality

The percentage of personality can be seen in Table 5. The table show that the students with high achievement have higher percentage of personality than the students with low achievement. The students with high achievement show lower percentage of extrovert and introvert than students with low achievement. In extrovert and introvert, students with high achievement have similar percentage, that is 15.00%. Students with low achievement have higher percentage in extrovert than introvert. For risk taking, the high achievers have higher percentage than low achievers.

Table 5
Internal Factor : Personality

Students	Student's English Score	Personality			Total	Extrovert	Introvert	Risk Taking	
		Extrovert	Introvert	Risk Taking					
S1	90	1.67%	2.08%	2.50%	Personality	15.00%	15.00%	22.92%	
S2	85	2.50%	0.83%	2.92%					
S3	80	1.25%	1.25%	1.67%					
S4	78	2.08%	1.25%	2.92%					
S5	78	0.83%	3.33%	1.67%					
S6	80	1.25%	1.25%	2.50%	Personality	17.08%	15.42%	17.50%	
S7	78	1.25%	0.83%	2.08%					
S8	80	1.25%	0.83%	2.50%					
S9	78	1.25%	1.67%	2.08%					
S10	78	1.67%	1.67%	2.08%					
S11	60	0.83%	1.25%	1.67%	Personality	50.00%	17.08%	15.42%	17.50%
S12	60	1.25%	1.25%	2.08%					
S13	60	2.92%	2.50%	1.67%					
S14	60	1.67%	1.67%	2.08%					
S15	60	0.83%	0.83%	1.67%					
S16	60	2.08%	1.67%	2.50%	Personality	50.00%	17.08%	15.42%	17.50%
S17	60	2.08%	1.25%	2.50%					
S18	63	2.50%	1.25%	1.25%					
S19	60	1.25%	2.08%	1.25%					
S20	60	1.67%	1.67%	0.83%					

Strategy

As shown in Table 6 below, students with high achievement have a higher percentage of strategy than the students with low achievement.

Table 6
Internal Factor : Strategy

Students	Student's English Score	Strategy	Total
S1	90	10.00%	80.00%
S2	85	8.75%	
S3	80	6.88%	
S4	78	8.12%	
S5	78	5.00%	
S6	80	9.37%	
S7	78	8.75%	
S8	80	10.00%	
S9	78	7.50%	
S10	78	5.63%	
S11	60	7.50%	60.63%
S12	60	5.63%	
S13	60	5.00%	
S14	60	4.37%	
S15	60	3.75%	
S16	60	6.88%	
S17	60	8.12%	
S18	63	8.75%	
S19	60	6.25%	
S20	60	4.38%	

Discussion

The finding of data analysis collected from the Year-10 students of SMA Taman Mulia Kubu Raya in Academic Year 2013/2014. Based on the findings, strategy is the dominant internal factor which may influence students' English achievement. The result show that the percentage of strategy is higher than another internal factors. The students with high achievement show higher percentage in strategy than the students with low achievement. It indicates that the more strategy used in learning English, the higher achievement students achieve. There are many strategies that can be used in learning English such as learn the material before class begin, make notes or summarize the materials to understand easily, work with one or more peers to obtain feedback n information and also ask question to clarification like asking a teacher or other native speaker for repetition, paraphrasing, explanation, or examples. All kinds of strategy are used to make learning easier, faster, more enjoyable, and more effective.

The next internal factor is anxiety. The finding of anxiety show that the students with high achievement are more anxious than the students with low achievement. The students with low achievement have higher percentage of communication apprehension than the students with high achievement. It indicates that the students with low achievement are fear of communicating with people like difficult to speaking or in listening in a grup or public. It is show that the more anxious the students in communication, the more difficult they understand the subject.

In test anxiety, the students with high achievement have higher percentage of test anxiety which means that most of them have more anxiety when they have an English test. They are anxious of getting difficulties during the test, they think they cannot answer the questions well, or they are worried of getting a bad mark. The last aspect of anxiety is fear of negative evaluation. In this aspect, the students with high achievement also show higher percentage. Students with fear of negative evaluation avoid evaluative situation . They try to avoid to be evaluated by their friends or their teacher. It would make them passive because they are afraid of making a mistake that could make others evaluate them negatively.

The third internal factor is motivation. Based on the finding, students with high achievement have higher percentage of motivation than the students with low achievement. It indicates that the more motivation students have, the higher achievement they achieve. Students with high achievement have more intrinsic motivation than the students with low achievement. Students with high intrinsic motivation have awareness that learning English is beneficial for them, have a desire to be proficient in English and want to have a good achievement in English. They are not learning English because of their parents or teacher ask them and also not to receive some external rewards such as money, praise, grade, special privilege, and certain types of positive feedback.

There are three aspects in personality factor, that is extrovert, introvert and risk taking. The students with high achievement have higher percentage of personality than students with low achievement. The students with high achievement have similar percentage in extrovert and introvert. The students with low achievement are extrovert learners because they have higher percentage in extrovert than in introvert. The extrovert learners engage in more talking and social activities in a second language. In risk taking, the students with high achievement show higher risk taking than the students with low achievement. It shows that the high achievement are more willing to take risks or not afraid of making mistakes in learning or using English as a second language than the students with low achievement.

The last internal factor is age. Based on the data analysis, age is not really influence students' English achievement. According to the data, fourteen (80%) students start learning English between 6-10 years of age and six (20%) students start learning English between 11-14 years of age. This data indicates the majority of students started learning English during the age of critical period of acquiring second language that is the first ten years of life. The earlier students study English, they may be the higher achievers. When the learners start learning English in the age of critical period, they are more likely achieve native-like pronunciation. The students' length of exposure of learning English between 6 to 10 years. The longer the students study English, the better achievement they achieve. But from data analysis, some of the students who start learning English earlier still have low English achievement. It show that age factor is not really influence students achievement.

In brief, the finding indicate that students with high achievement have more positive internal factors than the students with low achievement. Students with more positive or less negative internal factors may become the high achievers.

And the students with more negative or less positive internal factors may become the lower achievers.

CONCLUSION AND SUGGESTION

Conclusions

Strategy is the internal factors which more influence students achievement because the percentage of strategy is higher than other internal factors . The percentage of strategy is the students with high achievement 80.00% and the students with low achievement 60.63% . Students with high achievement are more anxious than the students with low achievement. The percentage of anxiety is the students with high achievement 69.31% and the students with low achievement 61.87%. Students with more motivation have higher achievement than the students with less motivation. The percentage of motivation is the students with high achievement 67.90% and the students with low achievement 64.96%. Students with high achievement (52.92%) have higher percentage of personality than the students with low achievement (50.00%). Age is the internal factor which is not really influence students achievement because there were some students who start learning English earlier but they have low English achievement.

Suggestions

The students should apply appropriate strategy in learning English to make them easier in learning and in order to achieve higher English achievement. The teacher should try to help the students to find out good strategy in learning English in order to increase students English achievement. It would be better if there is a research study about how to increase the positive factors and decrease the negative factors of internal factors.

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