

Teacher's Effort In Increasing Students' Motivation For Learning Speaking For The Eighth Graders Of Smp Lab. Hamzanwadi Pancor In The School Year 2022/2023

Dzoharat Nabilah Mas
nabilamas8@gmail.com
Institut Elkatarie

Abstract: The background of this research was how to increasing students' learning English speaking motivation, a factor that also influences student success in speaking English. Students with great motivation in speaking English will be able to carry out all their learning activities seriously, students learning English speaking at SMP Lab. Hamzanwadi Pancor was quite good, it can be seen from the many trophies won and displayed in front of the teacher's room at SMP Lab. Hamzanwadi Pancor and their enthusiastic students when participating in the learning English speaking teaching and learning process. This study aimed to find out how the efforts made by SMP Lab. Hamzanwadi Pancor teachers in increasing students' learning English speaking motivation. This research was qualitative research that took place at SMP Lab. Hamzanwadi Pancor. Data collection was carried out by observation, interviews and documentation. Research subjects were people who know, relate to and become actors of an activity that was expected to provide information. Data analysis was carried out by giving meaning from the data collected, and from that meaning conclusions were drawn. The result of this study was to find out how the efforts made by the teacher in increasing students' learning English speaking motivation at SMP Lab. Hamzanwadi Pancor. The efforts made by teachers in increasing learning English speaking motivation include: explaining learning objectives to students, linking lessons with past lessons, using learning media, changing learning places, providing opportunities for students to ask questions, providing practice questions, assignments and homework. , giving value to student work, holding competitions, giving praise, and giving reprimands.

Keywords: *English Teacher Efforts, Increasing, Learning English Speaking, Motivation*

Introduction

Education is very important in a country. With education, it will create a young generation who can make this country better than before. Through education, students are prepared to become intelligent and useful for the Nation. Given the importance of education, the government has made many efforts to improve the quality of education in Indonesia.

In today's world of education, improving the quality of learning English speaking both in mastery of the material and learning methods are always sought. One of the efforts made by English teachers in improving the quality of learning English speaking is in the preparation of various scenarios of learning activities in the classroom. In these learning activities, interactions occur between students and students, between teachers and students, and student interactions with learning resources. Student achievement is the output of the learning process, thus the factors that influence the learning process also affect learning achievement. To obtain maximum learning achievement with good results, it must really pay attention to the various factors that influence it. According to Slameto, many factors affect the teaching and learning process of students including internal factors, originating factors from the child itself, namely biological and psychological factors, as well as student external factors, originating factors from outside the individual, namely non-social factors and social factors.

In the world of education, a teacher has a very big role for a child in learning. Based on this, it is known that the teacher is one of the factors that influence learning achievement. Teachers have their own ways and patterns in nurturing, guiding and increasing children's learning motivation. These methods and patterns will certainly differ from one teacher to another. Teacher parenting is a description of the attitudes and behavior of teachers and children in interacting, communicating during teaching and learning activities. In the activity of giving this lesson, the teacher will give attention, rules, discipline, rewards and punishments, as well as responses to the wishes of their students. The attitude, behavior, and habits of teachers are always seen, assessed, and even imitated by children, which then consciously or unconsciously will be absorbed and then become habits for their students.

Teachers also have an important role for personal children development, both socially, emotionally and intellectually. Motivation will grow in the child, self-awareness, and identity skills and strengths / abilities so as to provide opportunities for successful learning, healthy gender identity, moral development with values and success in family and work / career in the future. Against all of these, the strongest influence of the teacher's role is on children's learning achievement and harmonious social relations. Achievement is also influenced by motivation, according to Sardiman, motivation to learn is a

psychological factor that is non-intellectual, its distinctive role is in terms of growing passion, feeling happy and eager to learn. High learning motivation is reflected in perseverance that is not easily broken to achieve success even though it is faced with various difficulties. The characteristics of students who are motivated to learn to excel include being diligent, tenacious in facing difficulties, showing interest in various problems, not quickly getting bored with assignments, being able to defend opinions, happy to find and solve problems.

In learning a language, especially English, maybe the students will have difficulty in speaking. A student must be skilled in using vocabulary and how to use it. Speaking difficulties are usually caused by difficulty expressing ideas verbally (speaking), vocabulary limited, grammatical skills limited so that it is difficult to speak with the correct word, limited pronouncing of words so that it is difficult to pronounce correctly, lack of courage to speak for fear of being wrong. However, when viewed from the element of habit, after observing it turns out that many people can or are fluent in English because they are used to it. And it further strengthens the opinion of experts that "practice makes perfect" or because you get used to it.

Based on the results of the initial observations that researcher has done at SMP Lab. Hamzanwadi Pancor, the researcher sees many trophies on display in front of the teacher's room at SMP Lab. Hamzanwadi Pancor, and sees the students who are calm and enthusiastic when attending English speaking lessons and the results of preliminary interviews with one by one English teacher at SMP Lab. Hamzanwadi Pancor, who said that the students' learning English speaking motivation at SMP Lab. Hamzanwadi Pancor, was quite good. This was what causes researcher interest to conduct research at SMP Lab. Hamzanwadi Pancor. From some of these exposures, the researcher wants to do more in-depth research with the title "Teachers' Effort In Increasing Students Learning English speaking Motivation at SMP Lab. Hamzanwadi Pancor" In formulation of the Problem Based on the problems above, the researcher take the formulation of research was how the teacher's efforts in increasing student learning English speaking motivation at SMP Lab. Hamzanwadi Pancor. Purpose of the Problem in this research was the researcher wants to know and describe how the English teacher's efforts in increasing student learning English speaking motivation at SMP Lab. Hamzanwadi Pancor.

Method

This research was a qualitative research, because it fulfills research procedures that produce data in the form of written or spoken words from people and observed behavior from people phenomenon that occurs. Data collection in this study was carried out by observation, interviews and

documentation. The results of this study only describe interviews with research subjects so that they can provide a clear picture of the teacher's role in increasing learning English speaking motivation at SMP Lab. Hamzanwadi Pancor.

Technique Data Collection used (1). Interview: Researchers conducted interviews with English teachers at SMP Lab. Hamzanwadi Pancor. From the results of the interview, the researcher got the results / information about the role of the teacher to increase motivation in learning English speaking at SMP Lab. Hamzanwadi Pancor. (2). Observation: Researcher make observations on English teachers at SMP Lab. Hamzanwadi Pancor. (3). Documentation: According to Suharsimi Arikunto, documentation is looking for data, regarding matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions of meeting minutes, lenger, agenda and so on. This method researchers used to obtain a broader background on the subject of research that can be used as material to check the data, as well as complement and strengthen the data in the study.

Technique Data Analysis in this study uses the interview method to obtain data. The data obtained in interviews, the truth has not been proven. To check the correctness of the data, the author uses a triangulation checking technique. According to Rubin and Moleong, Tringulation is a technique data checking is done by utilizing something other than the data. This triangulation is used to check the truth of a data, because the data obtained directly is not guaranteed to be true. The goal is to compare information about the same things obtained from various parties so that there is a guarantee of the level of trustworthiness of the data.

English Teachers' Effort

According to Nurfuadi, teachers are all people who are authorized and responsible for guiding and fostering students, both individually and classically, at school and outside school. Teachers also mean adults who are responsible for providing assistance to students in their physical and spiritual development in order to reach a level of maturity and be able to stand alone in fulfilling their duties as servants of God and they are capable as social beings and independent individual beings. According to Ngainun Naim, the teacher is someone who is willing to devote most of his time to teaching and educating students, while the appreciation from the material side is still far from expectations. The best teachers are those who actively involve their students in the learning process. Their students don't just waste time doing work sitting down, observing passively or waiting in vain. So the teacher's efforts are the efforts of an educator in educating, teaching, guiding, directing, training, facilitating, assessing and evaluating students to obtain educational goals.

Learning English Speaking Motivation

Motivation in learning English speaking is an important factor because it is a condition that encourages students to want to do learning activities. The problem regarding motivation in learning English speaking is how to organize so that motivation can be increased. Likewise, in teaching and learning activities, a student will succeed if he has the motivation to learn. Mc. Donald (in Oemar Hamalik, 2001; 158) defines motivation as a change in energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals.

Teacher's Efforts in Improving Student Learning English Speaking

From the theories put forward by the experts above, it can be concluded that the teacher's efforts in increasing student learning English speaking motivation are the efforts of an educator in educating, teaching, guiding, directing, training, facilitating students so that students have a lot of energy so that passion grows, enthusiastic and happy to learn.

Definition of Teacher, Teacher's Duties and Roles

According to Dri Atmaka (2004:17), educators or teachers are people who are responsible for providing assistance to students in both physical and spiritual development. While, according to Husnul Chotimah (2008), the notion of a teacher is a person who facilitates the process of transferring knowledge from learning resources to students. Referring to the definition of the teacher above, an educator or teacher has the duty and responsibility to teach, educate, train students to become quality individuals, both in terms of intellectual and moral. Some of the main tasks of teachers are as follows: (1). Teaching Students A teacher is responsible for teaching a science to students. In this case, the main focus of teaching activities is in terms of intellectual so that students know about the material from a scientific discipline. (2). Educating the Disciples Educating students is different from teaching a science. In this case, educational activities are aimed at changing student behavior for the better. (3). Train Students A teacher also has a duty to train his students to have basic skills and abilities. While in public schools teachers train students in basic skills and skills, in vocational schools teachers provide advanced skills and skills. (4). Guiding and Directing Students may experience confusion or doubt in the teaching and learning process. A teacher is responsible for guiding and directing his students to stay on the right track, in this case in accordance with educational goals. (5). Encourage Students. The last point of a teacher's job is to encourage his students to strive for further progress. The form of encouragement given by a teacher to his students can be in various ways, for example by giving rewards.

After understanding what the duties and responsibilities of a teacher, then we will understand what the role of the teacher is for his students. The teacher's role is as follows; (1). As a teacher, namely a person who teaches a science to his students. (2). As educators, namely people who educate their students to have behavior that is in accordance with the norms that apply in society. (3). As a mentor, namely a person who directs students to stay on the right track according to educational goals. (4). As a motivator, namely people who provide motivation and enthusiasm for students in learning. (5). As an example, namely someone who sets a good example and example to his students. (6) As an administrator, the person who records the progress of his students. (7). As an evaluator, a person who evaluates the learning process of his students. (8). As an inspiration, someone who inspires his students so that they have a goal in the future.

Definition of Speaking Skills

According to Brown (2001), speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information. Furthermore, Nunan (1995) stated that learning to speak in a second language will be facilitated when learners are actively involved in efforts to communicate. Through speaking activities, we can interact with the wider world. In speaking, we seem to do translation which indirectly makes our brain work twice. This can be described as when a child is given a question and then you prepare it first in the preparation stage in the form of good and correct Indonesian. Then move it or translate it into English in the right pattern, so our brains will work twice. But it's different when we immediately think of sentences in English. The development of language skills is related to the development of speech, the more people are able to speak, the richer their language skills, the richer the language skills make children more confident to speak.

Increasing Speaking Learning

English is the international language. If we can speak English well, we can communicate with everyone in the world. Then we can also gain insight and knowledge for our nation, we can read English literature, listen to international radio, and watch international films. So, we can get knowledge for all categories. Not only adding international language skills, learning English makes it easier to get a job. Speaking international languages provides many benefits for everyone. Prepare us to live anywhere.

To facilitate the ability to speak (speaking), below will be explained some ways / methods that are quite useful for us to try. Among them are:

1. Expand Vocabulary, before we master English communication and grammar, then we must have a vocabulary that is commonly used every day in conversation. Here we know and master a little vocabulary to help facilitate our conversation. It will be difficult if we do not have the slightest basis of basic vocabulary that is commonly used in everyday life.
2. Reading aloud. By read English aloud, not only to develop pronunciation skills, but also to improve listening skills, grammar and vocabulary as well. Learn English by reading.
3. Knowing Simple English Grammar. Grammar in English may be difficult for us to master perfectly. But we actually don't have to bother studying English grammar or grammar in more detail. The important thing is that we have a basic understanding of English grammar, which becomes our capital to develop English language skills at a higher level. Examples of simple grammar that we can learn are about nouns, verbs, to be, adjectives, adverbs, personal pronouns, simple tenses, such as simple present tense, continuous tense, past tense future tense and so on. Even if you know a little basic grammar, it can be used as sufficient capital to develop further skills.
4. Reading English Writing. What is meant by reading here is that we like books, written stories, short stories, novels, comics, magazines, newspapers, and others in English. The habit of reading English text/writing/reading will make us understand and enjoy the story/content/text message. In addition we can find new vocabulary so that our English vocabulary increases. Reading does not have to be forced but our own awareness and we enjoy it.
5. English Conversation. Language will be meaningless if it is not practiced in our daily conversation, language will develop quickly if we use it. In conversation with other people can help us to be confident, can help us to learn from mistakes, help us learn from others.
6. Listening to English songs. One of the most effective media to quickly master English is to get used to and like songs in English. We can also sing the song. By listening to these songs, we can hear the words and sentences in English. English. After we hear it is hoped that we can also sing it. Besides we feel happy with the song, we also indirectly learn to hone our listening and speaking. So, our English skills will increase. The key is to like English songs, listen to them, and not feel ashamed to sing them.
7. Watch English Movies. Foreign films are very interesting to watch and we can also use them to learn English. From watching movies, we can learn to recognize expressions and sentences, both standard and non-standard, spoken by foreign actors and actresses. Watching western movies can help us get used

to words, sentences, expressions from native speakers or native speakers. It can also help our listening and speaking.

8. Have fun with English. Before we learn English further, we must first learn to like the language. This is like when we like or like something. If we have a feeling of pleasure and enthusiasm in learning English in our hearts, then that is the basic capital for us to make it easier to learn English. With enthusiasm and pleasure, it is not impossible that knowledge related to English will easily enter our memory.

Definition of Motivation

According to expert, there were some definition of the motivation, according to Weiner (1990), motivation is an internal condition that arouses us to act, encourages us to achieve certain goals, and keeps us interested in certain activities. According to John W. Santrock, motivation is the process of giving encouragement, direction, and persistence of behavior. Motivated behavior is behavior that is energetic, purposeful, and enduring.

Types of Motivation

Motivation according to Woodworth and Marquis is classified into three types, namely: (a) Organic needs. Types of motivation related to internal needs, such as: eating, drinking, moving and resting/sleeping, and so on. (b) Emergency motivation. Includes the urge to save oneself, the urge to retaliate, the urge to try, the urge to pursue. This motivation arises if the situation demands the emergence of fast and strong activity from a person. In emergency motivation, motivation does not arise from one's wishes but because of external stimuli. (c) Objective motivation. Motivation is directed to objects or goals around us. This motivation includes the need for exploration, manipulation and interest. This motivation arises because of the urge to face the world effectively.

The function of Motivation

Learning motivation is the overall driving force both from within students and from outside students, giving rise to passion, desire, enthusiasm and enthusiasm in learning activities in order to achieve a goal. Learning motivation is an impulse that arises consciously or unconsciously in students during continuous learning activities to achieve the goals to be achieved so that changes in behavior occur.

Forms of Motivation in Schools and Factors Affecting Learning Motivation

In teaching and learning activities, the role of both intrinsic and extrinsic motivation is needed. Motivation for students can develop activities and

initiatives, can direct and maintain perseverance in carrying out learning activities. There are several forms and ways to foster motivation in learning activities at school, including:

1) *Giving Numbers*: Numbers in this case as a symbol of the value of learning activities. Many students study, the main thing is to achieve good grades or grades. So that students who are usually being chased are test scores or grades on the report card numbers are fine. Good numbers for students is a very strong motivation.

2) *Gift*: Rewards can also be said to be motivation, but that's not always the case. Because of the reward for a job, it may not be attractive to someone who is not happy and is not talented for the job.

3) *Rivals/Competition*: Rivalry or competition can be used as a motivational tool to encourage students to learn. Competition, both individual competition and group competition can increase the learning achievement of students.

4) *Knowing Results*: Knowing the results of work, especially if there is progress, will encourage students to study harder. The more you know that the graph of learning outcomes is increasing, the more you will be motivated to keep learning, with an expectation that the results will continue to improve.

5) *Praise*: If there are students who are successful or manage to complete assignments well, they need to be given praise. This praise is a form of positive reinforcement and at the same time a good motivation. Therefore, for this compliment to be a motivation, the gift must be constant. With the right praise will foster a pleasant atmosphere and enhance the passion for learning and at the same time will raise self-esteem.

6) *Give Replay*: The students will study hard if they know there will be a test. Therefore, giving this test is also a means of motivation. But what the teacher must remember is that they do too many tests (for example every day) because it can be boring for the students.

In addition to the forms of motivation that have been described above, of course there are many other forms and ways that can be used. It is only important for teachers that there are various kinds of motivation that can be developed and directed to be able to produce meaningful learning outcomes. (Sardiman, AM, 2001).

According to Dimiyati and Mudjiono, the factors that influence learning motivation are as follows:

1) *Students' aspirations or aspirations*: Motivation to learn can be seen in the desire of children since childhood. The success of achieving a desire can foster a willingness to learn which will lead to ideals in life. Goals can strengthen intrinsic and extrinsic motivation.

2) *Student Will*: A child's desire needs to be accompanied by the ability to achieve it, because the will will strengthen the child's motivation to carry out developmental tasks.

3) *Student Condition*: Students' conditions which include physical and spiritual conditions affect learning motivation.

4) *Students' environmental conditions*: Students can be affected by the surrounding environment, therefore the condition of a healthy school environment, harmony, and social order need to be enhanced so that the enthusiasm and motivation of students to learn is easily strengthened.

5) *Dynamic Elements in Learning and Learning*: Students have feelings, attention, will, memories, and thoughts that undergo changes due to life experiences. (Dimiyati and Mujiono, 2002)

Relevant Study

Related to this title, the researcher tries her best to find theories, concepts as material that will be used as a literature review regarding the object of discussion. A research by Istiqomah, STAIN Purwokerto with title "Improving English Studies Learning Motivation by Using Question and Answer Method and Giving Assignments to Students". The finding in her research concluded that the question and answer method for students was very effective, because with this method students were required to learn, so there was no reason to not to study, so students could be more active in class. The similarity of the research that Istiqomah wrote with this research was about how english teacher increasing english learning motivation in classroom.

Result And Discussion

The location of SMP Lab. Hamzanwadi Pancor is located in city center of Selong, Lombok Timur. This is the vision and mission of this school:

- Vision:
- a. Superior school physical appearance.
 - b. Excellent in discipline.
 - c. Excellent in learning.
 - d. Excellence in educational services.

- e. Excellent in extra-curricular activities.
- f. Excellent in manners and manners.

- Mission:
- a. Organize and improve the physical condition of the school.
 - b. Implementing effective teaching and learning so that students can maximally developed.
 - c. Cultivate the spirit of insight into excellence to all school members.
 - d. Provide the best service to students in learning.

School Organization: A school organization is a group of people who have a vision and mission in the same goal, namely to carry out activities in accordance with the activities and rules of organizations, such as school organizations. For example teacher and students carry out learning activities process activities teaching, and the principal and his staff carry out activities others such as improving school performance well, and still much more to do.

In an organization, an organizational structure is also needed so that it looks like a structural organization, the organization is a relationship between people who have superiors and subordinates, as is the case with school organizations that act as superiors or leaders, namely the Principal and its members, namely teachers to students.

In any condition, the role of the teacher is something that has a very big impact on encouraging students to learn, even though they do not meet face to face and most of the students' time is spent at home, but the teacher must have a role in it. As explained by the teacher, interviews with parents of students also said the same thing. Their children are required to go to school every day. Then students collect last week's assignments and get new assignments to do at home. With the media in the form of a sheet of paper assignments and a theme book.

From the results of interviews with English teachers and several parents, it can be concluded that in delivering English speaking teaching and learning process, everything run well. Because they found that most of the students understood and could speak English well in almost all the material that teacher gave to them and knowledge of the students about English speaking increased.

The Teacher's Role in Increasing Students' Learning English speaking Motivation (1). English teacher as Facilitator. English teachers provide convenience to students and also parents of students. It is intended that

students still get special attention from the English teacher. (2). English teacher as Director. From the research results obtained from interviews and observation, the English teacher's role as a motivator is a teacher who assist and guide students. (3). English teacher as Transmitter. From the results of interviews with teachers, researcher can see that English teachers transfer their policies to parents and students. Apart from students need also support from parents. So the English teacher always reminds them to accompany their children to study at home and manage their playing time. Always remind students directly to immediately do assignments without procrastinating. (4). English teacher as Motivator Based on the results of interviews and observations, the English teacher plays a role in motivating students learning English speaking by instilling a spirit of learning.

Conclusion

Based on the results of research conducted on English Teachers' Efforts in Improving Student Learning English Speaking Motivation and by collecting data from various sources then the authors process and analyze the data, finally the authors can conclude that All English teachers at SMP Lab. Hamzanwadi Pancor have tried to improve student learning English speaking motivation well. It can be seen from how the English teacher in teaching is always trying increase the enthusiasm of students to study well at school or outside of school. Most of the SMP Lab. Hamzanwadi Pancor English teachers have implemented English speaking learning motivational strategy with existing theory. It can be seen from how the efforts that have been carried out by English teachers in motivating their students to speak English, among others: (a). Prizes or rewards in the form of goods, values or words praise. (b). Cultivate interest by changing shapes teaching such as changing seats, learning outside the classroom and etc. (c). Explaining the learning objectives by explaining the objectives learning before entering the material to be discussed. (d). Giving tests and assignments by giving work home, homework, and other tasks. (e). Give a value or number by assigning a value to the results of student work both school assignments and homework (PR). (f). Competition by holding individual competitions such as give questions after school or in groups by doing group assignments.

Bibliography

- Arikunto Suharsimi. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arikunto Suharsimi. 2005. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Azwar Saifudin. 1998. *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Bahri Djamarah Syaiful. 2005. *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- <http://karodalnet.blogspot.com/2012/06/cara-mudah-belajar-bahasa-inggris.html>
(diakses 04 Oktober 2012 pkl.19.30)
- Isjoni, 2009, *Guru sebagai motivator perubahan*. Yogyakarta : Pustaka pelajar.
- Kartono, 1995. *Pendidikan dan masyarakat*. Yogyakarta: CV. Bina usaha.
- Kasirin, Untung.2011. *Belajar Bahasa Inggris: Teori & Pendekatan*. (<http://untungkasirin.wordpress.com/2011/11/20/belajar-bahasa-asing-teori-pendekatan/> (04 Oktober 2012 pkl.19.25))
- Marthayunanda.2009. *Trik Belajar Bahasa Inggris Cepat*. (<http://id.shvoong.com/exact-sciences/1897293-trik-belajar-bahasa-inggris-cepat/#ixzz28JSa6X8D> (04 Oktober 2012 pkl.19.24))
- Nasution, 1995. *Pengembangan kurikulum*. Bandung: PT Citra Aditya Bakti.
- Nurdin, Muhammad. 2004. *Kiat Menjadi Guru Profesional*, Yogyakarta: prismaSphi.
- Rianto Adi. 2005. *Metodedologi Penelitian Sosial dan Hukum*, edisi 1. Jakarta: Granit.
- Ronald, L. Partin. 2009. *Kiat Nyaman Mengajar Dalam Kelas*. Jakarta: PT INDEKS.
- Sardiman, A. M. 2012. *Interaksi dan motivasi belajar mengajar*. Jakarta: Grafindo persada.
- Slameto. 2003. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sobur Alex. 2003. *Psikologi Umum*. Bandung: Pustaka Setia.
- Sugiyono. 2009. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Suharso dan Ana Retnoningsih. 2007. *Kamus Besar Bahasa Indonesia*. Semarang: Widya Karya.
- Sumadi Suryabrata. 1994. *Metodologi Penelitian*. Jakarta: Grafindo Persada.
- Syah Muhibin. 1995. *Psikologi Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Syaodih Sukmadinata Nana. 2007. *Bimbingan dan Konseling*. Bandung: Maestro.
- Uno, Hamzah B. 2007. *Teori Motivasi dan Pengukurannya*. Jakarta: PT Bumi Aksara.