

## The Correlation Between Students' Vocabulary Mastery and Students' Reading Comprehension in Narrative Text

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### ABSTRACT

This study was approached for finding out whether there was a significant correlation between students' vocabulary mastery and students' reading comprehension in narrative text or not. The researcher used quantitative research and correlation method, and there were two research variables, vocabulary mastery as variable X and reading comprehension as variable Y. The sample of this research was purposive sampling and 23 students taken. In collecting the data of this research, the researcher used multiple choice test consisted 20 item questions to measure students' vocabulary mastery and their reading comprehension. The data was analyzed by using the formula of Product Moment (Pearson) through SPSS 16.0. The result of Product Moment (Pearson) was categorized strong with the coefficient correlation was 0.680 and the significance was 0.05, it meant that  $H_0$  was rejected and  $H_a$  was accepted. The result showed that there was a significant correlation between students' vocabulary mastery and students' reading comprehension in narrative text at the eighth grade of MTsS Lombok Kulon Wonosari Bondowoso in the academic year 2021/2022

### 1. Introduction

That English stated as The International Language is the way to ease everyone to communicate with other people in larger circle. Even becomes international language, English still plays the role of the Indonesian foreign language. Nevertheless, English is already being a big hit with Indonesian youth. The idea is that students do not only study English in school, but they also increased their understanding of English by taking a few courses.

When studying English, students should master four skills that is needed, those are reading, writing, listening, and speaking (Hidayatullah, 2022, p. 36). In junior high school level, students are taught about reading in several text types, one of them is narrative text. So, having a great reading skill is the central for students and becomes basic skill that must be mastered.

Reading is an active and complex process, because the readers are not only focus on reading the text but also interpreting the meaning and the using of word to understand the text they read (Handayani et al., 2018, p. 203). Reading also takes in: understand the text written, develop and interpret the meaning of text, and also use an appropriate meaning of the text purpose and context (Board, 2012) Therefore, in reading activities, students should understand and comprehend the text they read, and to get both, students have to know the meaning of word in the text written.

However, to comprehend the text read, there are some elements and factors that are important and affect students' reading activities, one of them is vocabulary. Vocabulary is the body of words used in a specific language, word that carries definite meaning and can be involved in a phrase, a chunk of a group words, and a form of single items (Etfita, 2017)

Vocabulary plays a crucial position in reading comprehension, because students are not able to understand the text read in devoid of vocabulary mastery, words applied in the text. the larger vocabulary students build up the better able students are to define and polish the expression of the images and ideas (Bellafiore, 1968) In that, vocabulary also gives a lot of impact in someone's interaction, describing something or feeling in writing or speaking. If we compare to another aspect of language, according to perspective of linguistic, vocabulary look as if it is more valuable and urgent than grammatical part (Dakhi & Fitria, 2019, p. 16).

All in all, vocabulary mastery is the first rung to be passed over and dominated by students in order to be able to comprehend the text they read and becomes a crucial element to be mastered in learning language, because a person will not be able to understand the words of the person he is talking to, or understand the text he is reading without knowing the meaning by which the speaker is spoken or is written in the text. In short, vocabulary mastery is the basis of communication (Yanti, 2018, p. 2).

However, in the fact, most of students do not realize that how important the vocabulary for their English learning is, whether in reading comprehension or in other skills, and most of students who realize that vocabulary is a fundamental element in English learning are lazy to increase their vocabulary repertory or to improve their vocabulary mastery. Consequently, reading comprehension in narrative text that is taught by teacher in junior high school level, turn into difficult thing in learning English. This shows that a deficiency of word recognition and word meaning give much negative impact in reading text, because reading comprehension and word recognition have very close relation (Yanti, 2018), (Putri & Refnaldi, 2020, p. 45).

Reading has a bulky and profound sense in life, and plays an important role in knowledge development, because with reading reader can gain new information, new science, new knowledge, new comprehension, etc. Consequently, reading and educational world are two things that cannot be detached (Rombot et al., 2020, p. 57).

Reading is most important component in all science, and one of the basic things that should be studied (Maddox, 1963, p. 76) Reading is one of English skill which must be mastered in studying English. Reading can be described as an activity to know, understand, and interpret a text, in order that students are able to answer the question given about the text read. besides, reading is an interaction that happened between (Brown & Abeywickrama, 2004, p. 185). Reader who is trying to comprehend the text context, it means the reader is trying to comprehend the author's thought at the contents.

This study is to find out the correlation between students' vocabulary mastery and students' reading comprehension in narrative text at the eighth grade of MTsS Lombok Kulon Wonosari Bondowoso in the academic year 2021/2022, and the significance of correlation between

students' vocabulary mastery and students' reading comprehension in narrative text at the eighth grade of MTsS Lombok Kulon Wonosari Bondowoso in the academic year 2021/2022.

The purpose research purposes are: a).To find out the correlation students' vocabulary mastery and students' reading comprehension in narrative text, b). To find out about how the significance of the correlation between students' vocabulary mastery and students' reading comprehension in narrative text is.

## 2. Method

This research is applied correlation research method to find out the correlation between both variables - vocabulary mastery and reading comprehension, and construe the result that may appear (Putri & Refnaldi, 2020). The correlation research method includes to quantitative approach which investigates the relationship amount between the variables - two or more variables, that uses procedure of statistic in correlation analysis (Creswell, 2012, p. 54). The population is person or thing that become object in the research. Population is also described that a whole object will be discussed or researched in the research (Gunawan, 2015, p. 46), (Sugiyono, n.d., p. 126).

The variable independent (X) of this research is vocabulary mastery, and the variable dependent (Y) of this research is reading comprehension. The data collected by using observation and tests instrument. The test is multiple choice consists 20 item questions to measure both variables - vocabulary mastery and reading comprehension that is held at the 23 students of eighth grade of MTsS Lombok Kulon Wonosari Bondowoso.

### 2.1 Validity Test

Valid means that the instrument is suitable or can be used to measure what should be measured. A valid instrument is one of the requirements to get a valid result of research (Sugiyono, 2019). The validity of the research instrument is examined by using correlation formula of Microsoft Excel. The indicator appears that it is valid or not valid (invalid) by using significant 5% ( $\alpha=0,05$ ), if  $r_{\text{count}} \geq r_{\text{table}}$ . The  $r_{\text{count}}$  of each item should not be not less than  $r_{\text{table}}$  to be valid instrument, if it is not, the instrument is declared invalid. The  $r_{\text{table}}$  value is 0.468 get hold of the value of  $N - 2 = 20 - 2 = 18$ .

Table 1. The Validity of Vocabulary Mastery Test

| No. Item | $r_{\text{count}}$ | $r_{\text{table}}$ | Result  |
|----------|--------------------|--------------------|---------|
| Item 1   | 0.569              | 0.468              | Valid   |
| Item 2   | 0.759              | 0.468              | Valid   |
| Item 3   | 0.636              | 0.468              | Valid   |
| Item 4   | 0.560              | 0.468              | Valid   |
| Item 5   | 0.755              | 0.468              | Valid   |
| Item 6   | 0.009              | 0.468              | Invalid |
| Item 7   | 0.596              | 0.468              | Valid   |
| Item 8   | 0.451              | 0.468              | Invalid |
| Item 9   | 0.284              | 0.468              | Invalid |

|         |       |       |         |
|---------|-------|-------|---------|
| Item 10 | 0.448 | 0.468 | Invalid |
| Item 11 | 0.545 | 0.468 | Valid   |
| Item 12 | 0.750 | 0.468 | Valid   |
| Item 13 | 0.545 | 0.468 | Valid   |
| Item 14 | 0.750 | 0.468 | Valid   |
| Item 15 | 0.545 | 0.468 | Valid   |
| Item 16 | 0.755 | 0.468 | Valid   |
| Item 17 | 0.545 | 0.468 | Valid   |
| Item 18 | 0.545 | 0.468 | Valid   |
| Item 19 | 0.735 | 0.468 | Valid   |
| Item 20 | 0.755 | 0.468 | Valid   |

Based on the table above, it appears that there are 16 values of variable X  $r_{\text{count}} > r_{\text{table}}$ , and there are 4 values of variable X  $r_{\text{count}} < r_{\text{table}}$ . So, it is concluded that there are 16 item of valid instrument and 4 items of invalid instrument.

Table 2. The Validity of Reading Comprehension Test

| No. Item | $r_{\text{count}}$ | $r_{\text{table}}$ | Result  |
|----------|--------------------|--------------------|---------|
| Item 1   | 0.731              | 0.468              | Valid   |
| Item 2   | 0.690              | 0.468              | Valid   |
| Item 3   | 0.491              | 0.468              | Valid   |
| Item 4   | 0.731              | 0.468              | Valid   |
| Item 5   | 0.583              | 0.468              | Valid   |
| Item 6   | 0.131              | 0.468              | Invalid |
| Item 7   | 0.565              | 0.468              | Valid   |
| Item 8   | 0.401              | 0.468              | Invalid |
| Item 9   | 0.690              | 0.468              | Valid   |
| Item 10  | 0.766              | 0.468              | Valid   |
| Item 11  | 0.515              | 0.468              | Valid   |
| Item 12  | 0.131              | 0.468              | Invalid |
| Item 13  | 0.585              | 0.468              | Valid   |
| Item 14  | 0.766              | 0.468              | Valid   |

|         |        |       |         |
|---------|--------|-------|---------|
| Item 15 | 0.530  | 0.468 | Valid   |
| Item 16 | 0.506  | 0.468 | Valid   |
| Item 17 | 0.558  | 0.468 | Valid   |
| Item 18 | 0.441  | 0.468 | Invalid |
| Item 19 | 0.515  | 0.468 | Valid   |
| Item 20 | -0.066 | 0.468 | Invalid |

Based on the table above, it appears that there are 15 values of variable Y  $r_{count} > r_{table}$ , and there are 5 values of variable X  $r_{count} < r_{table}$ . So, it is concluded that there are 15 item of valid instrument and 5 items of invalid instrument.

### 2.2 Reliability Test

Reliability refers to the score test consistency or the stability from the instrument whether stable and consistent or not. For this research the researcher uses internal consistency reliability. In doing the internal consistency reliability, the instrument is administered to the respondent once only and analysed by specific technique (Sugiyono, 2019). The categories of reliability test which used to determine the reliability level of the test will be shown in the table below:

Table 3. The Level of Acceptable Reliability

| Reliability | Level                |
|-------------|----------------------|
| >0.90       | Very High            |
| 0.80 - 0.90 | High                 |
| 0.70 - 0.79 | Reliable             |
| 0.60 - 0.69 | Marginally/Minimally |
| <0.60       | Unacceptably Low     |

(Navarro Sada & Maldonado, 2007)

To measure the consistency of items, the researcher uses Cronbach’s Alpha Coefficient. If  $r$  Cronbach’s Alpha  $> 0.60$ , the test is reliable (Imam, 2011, p. 42)

Table 4. The Reliability Statistic of Variable X

| Cronbach’s Alpha | N of Item |
|------------------|-----------|
| .747             | 21        |

Table 5. The Reliability Statistic of Variable Y

| Cronbach’s Alpha | N of Item |
|------------------|-----------|
| .737             | 21        |

The table above show that the result of Cronbach’s Alpha of vocabulary mastery is .747 and reading comprehension in narrative text is .737 are higher than 0.60. The variable X and Y are reliable based on the level of acceptable reliability.

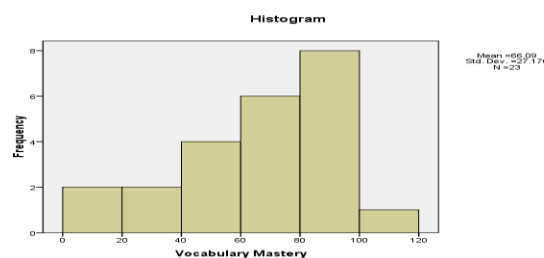
Then, the data analysed by normality test (Gunawan, 2015, p. 67), homogeneity test, linearity test, and Product Moment (Pearson) through SPSS 16.0.

### 3. Result

The aim of this research is to find out the correlation between students' vocabulary mastery and students' reading comprehension in narrative text. This research consists 24 population and 23 students for the sample at Eighth Grade of MTsS Lombok Kulon. The students are asked to do whether the vocabulary mastery test or reading comprehension in narrative text.

#### a. The Data Description of Students' Vocabulary Mastery Test

Vocabulary mastery is the independent variable of this research (variable X). In measuring students' vocabulary mastery, the researcher tests the students by giving multiple choice test consists 20 questions. The result of the test is described as table below:

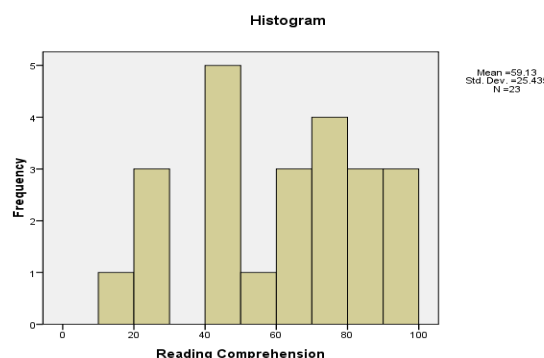


Picture1. The Histogram of Students' Vocabulary Mastery Score

Based on the picture 4.1, it shows that the score around 0 – 39 is the lowest frequency (0 – 2 students), the frequency 0 – 4 is score around 40 – 59, the frequency 0 – 6 is score around 60 – 79, and the frequency 0 – 8 is score around 80 – 100.

#### b. Data Description of Students' Reading Comprehension Test in Narrative Text

Reading comprehension is the dependent variable of this research (variable Y). In measuring students' reading comprehension in narrative text, the researcher tests the students by giving multiple choice test consists 20 questions. The result of the test is described as follows:



Picture 2. The Histogram of Students' Reading Comprehension Score

Based on the picture 4.2, it shows that the score around 10 – 19 and 50 – 59 is the lowest frequency (0 – 1 students), the frequency 0 – 3 are score around 20 – 30, 60 – 69, 80 – 100, the frequency 0 – 4 is score around 70 – 79, and the frequency 0 – 5 is score around 40 – 49, and there is no frequency in score around 30 – 39.

### 3.1. Normality Test

Normality test is used for getting the normality data and finding out the data distribution (Ali, 2015) to measure whether the test is normal or not. For this research, the data are analysed by using SPSS 16.0 statistic program with Kolmogorov-Smirnov formulation. The normality of variable X and Y are as follows:

Table 6. The Normality of Variable X and Y

| <b>One-Sample Kolmogorov-Smirnov Test</b> |                |                         |
|---|----------------|-------------------------|
|   |                | Unstandardized Residual |
| N   |                | 23                      |
| Normal Parameters <sup>a</sup>            | Mean           | .0000000                |
|   | Std. Deviation | 19.35456775             |
| Most Extreme Differences                  | Absolute       | .195                    |
|   | Positive       | .095                    |
|   | Negative       | -.195                   |
| Kolmogorov-Smirnov Z                      |                | .936                    |
| Asymp. Sig. (2-tailed)                    |                | .345                    |
| a. Test distribution is Normal.           |                |                         |

Table 3.4 shows the significance of normality test that is appears based on the Kolmogorov-Smirnov formulation is .345. Therefore, the test is normal because  $.345 > 0.05$ .

### 3.2. Homogeneity Test

Homogeneity test is used to determine whether the sample which taken from the population have same variance or do not show any significant differences each other. The result interpretation of homogeneity test is able to be found by looking at the value of Sig. (2-tailed). To check the homogeneity test is by using SPSS 16.0 statistic program. The result of homogeneity test is as follows:

Table 7. The Homogeneity Test

| <b>Test of Homogeneity of Variances</b> |     |     |      |
|---|-----|-----|------|
| Students' Test                          |     |     |      |
| Levene Statistic                        | df1 | df2 | Sig. |
| .003                                    | 1   | 44  | .954 |

Based on the table above, it can be seen that the data is homogeny because the Sig. of the table is  $0.954 > 0.05$ .

### 3.3. Linearity Test

In conducting the data of variable X (vocabulary mastery) and variable Y (reading comprehension) test, the researcher does the linearity test. The result of linearity test is as table below:

Table 8. The Linearity Test

|               |               |                | ANOVA Table |    |          |        |      |
|---------------|---------------|----------------|-------------|----|----------|--------|------|
|               |               |                | Sum of      |    | Mean     |        |      |
|               |               |                | Squares     | df | Square   | F      | Sig. |
| Reading       | Between       | (Combined)     | 9324.185    | 10 | 932.418  | 2.170  | .102 |
| Comprehension | Groups        | Linearity      | 6239.250    | 1  | 6239.250 | 14.520 | .002 |
| * Vocabulary  |               | Deviation from | 3084.934    | 9  | 342.770  | .798   | .626 |
| Mastery       |               | Linearity      |             |    |          |        |      |
|               | Within Groups |                | 5156.250    | 12 | 429.688  |        |      |
|               | Total         |                | 14480.435   | 22 |          |        |      |

The linearity test result on the table above shows that the two variables are linear, because the sig. .626 > 0.05.

### 3.4. The test of Product Moment (Pearson)

The result of Ptest analysed through SPSS 16.0 is showed by table below:

Tabel 3.6 Product Moment (Pearson) Test

| Correlations          |                     |                    |                       |
|-----------------------|---------------------|--------------------|-----------------------|
|                       |                     | Vocabulary Mastery | Reading Comprehension |
| Vocabulary Mastery    | Pearson Correlation | 1                  | .680**                |
|                       | Sig. (2-tailed)     |                    | .000                  |
|                       | N                   | 23                 | 23                    |
| Reading Comprehension | Pearson Correlation | .680**             | 1                     |
|                       | Sig. (2-tailed)     | .000               |                       |
|                       | N                   | 23                 | 23                    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation result based on the table above is .680 and the significance is .005. So,  $H_0$  is rejected and  $H_a$  is accepted. There is correlation between students' vocabulary mastery and students reading comprehension in narrative text.

## 4. Discussion

The purpose of this research is to find out the correlation between variable X and Y (students' vocabulary mastery and their reading comprehension) in narrative text at the eighth grade of MTsS Lombok Kulon Wonosari Bondowoso in the academic year of 2021/2022.



The data collection of this research is multiple choice contains 20 items for both variables. Students' test score is analysed by using SPSS 16.0 for the test of normality, test of homogeneity, and product moment (pearson). The statistic description of students' vocabulary mastery test score is 66.09 for mean, 100 for max. score, 10 for the minimum score, and 27.176 for the standard deviation. Meanwhile, the statistic description of students' reading comprehension test score is 53.13 for mean, 95 for max. score, 10 for the minimum score, and 25.435 for the standard deviation. Based on the statistic description for both variable above, it can be concluded that the students score is good enough.

The data analysis results of this research are: the test of normality with sig. 0.345 > 0.05 shows that the data is normal, the test of homogeneity with sig. 0.954 > 0.05 concluded that the data is homogeny, the linearity test with sig. 0.626 > 0.05 shows that the two variables is linear, and the product moment (pearson) with pearson correlation 0.680\*\* and sig. 0.000 < 0.05 concluded that the correlation between the variable X and variable Y is available.

The result of this research based on the problem statement are:

1. The Correlation Between Students' Vocabulary Mastery and Students' Reading Comprehension in Narrative Text

Based on the test of Product Moment (Pearson) with result of pearson correlation 0.680\*\*, and Sig. 0.000 < 0.05. Due to the taking decision of correlation is when the significance not more than 0.05 (Sig. < 0.05),  $H_0$  is rejected, and when the significance more than 0.05 (Sig. > 0.05),  $H_0$  is accepted. it shows that there is a correlation between the variables (vocabulary mastery and reading comprehension) in narrative text (0.000 < 0.05) at the eighth grade of MTsS Lombok Kulon Wonosari Bondowoso in the academic year 2021/2022.

2. The Significance of The Correlation Between Students' Vocabulary Mastery and Students' Reading Comprehension in Narrative Text

The result of product moment (pearson) analysed by using SPSS 16.0 shows that the significancy of product moment (pearson) test is 0.000, and the pearson correlation 0.680\*\*. Based on the level of correlation interpretation, it is showed that the correlation between students' vocabulary mastery and students' reading comprehension in narrative text is strong.

## 5. Conclusion

Based on the analysis and discussion, it can be concluded that the Alternative Hypothesis ( $H_a$ ) of the correlation between students' vocabulary mastery and students' reading comprehension in narrative is accepted. The data description of students' score shows that the students' vocabulary mastery score is 66.09 for mean, 10 for minimum score, 100 for maximum score, and 27.176 for standard deviation. Therefore, the students' score of vocabulary mastery is good enough and one of the students is able to answer all the question correctly. Meanwhile, the students' reading comprehension score in narrative text is 59.13 for mean, 10 for minimum score, 95 for maximum score, and 25.435 for standard deviation. Thus, students' reading comprehension score is various. Further, the data analysed shows; the normality test result is 0.345 > 0.05, it means the data is normal; the homogeneity test result is 0.954 > 0.05, it shows that the data is homogeny, linearity test with sig. 0.626 > 0.05 shows that the two variables are linear.

The result of product moment (pearson) analysed by using SPSS 16.0 is 0.680\*\* with sig. 0.000 < 0.05, it means that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, the correlation between students' vocabulary mastery and reading comprehension in narrative text at the eighth grade of

MTsS Lombok Kulon Wonosari Bondowoso in academic year 2021/2022 is strong based on the interpretation of correlation level.

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