



ONLINE GAME AS A MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL

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ABSTRACT

College students are demanded to master a good speaking skills. This paper aims at analysing online game as a media of communicating and learning channel of students' speaking skill. The research questions (1) Why do online game use as media in students' speaking skill? (2) How the implementation of online game as media in students' speaking skill. It took students from batch 2018 as the subject. This research analyzed speaking skill factors (internal and external factors), the benefit of online game on students' speaking skills, the aspects of speaking skills which consist of language aspect (articulation, intonation, stress, and diction) and non-language aspect (variation, fluency, suitability, expression, and attitude). It employed questionnaires, observation, and in-depth interview to collect the data. The results of this research shows (1) the factor of students' speaking skill (internal and external factors) (2) the aspects of speaking skills which consist of language aspect (articulation, intonation, stress, and diction) and non-language aspect (variation, fluency, suitability, expression, and attitude).

INTRODUCTION

The development of millennial era nowadays impacts on the development of science, including technology. One product of technology which is popular among people nowadays is online game. Online game does not only attract children, but also attracts adolescent and adult people. Online game also offers an additional knowledge such as language and vocabulary variations.

Most adolescents are addicted to online game. It creates a negative impact on both physical and psychological condition. When the individual is addicted to online

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game, the people surrounding will be aware of the behavioral changing, such as the way they communicate. Online game also impacts on speaking skill of student. This paper, thus, will discuss the impact of online game on students' speaking skill. It discusses (1) the comparison of the user and non-user of online game; related with students' speaking skill, (2) the influence of online game on students' speaking skill, (3) the effort to reduce the negative impact of online games on students' speaking skill.

The researchers aimed at presenting what must be done as a preventive measure to prevent an addiction of online games among students. Thus, this research took into account both the users and non-users of online game. It discusses the comparison of the user and non-user of online game; related with students' speaking skill, the influence of online game on students' speaking skill, the effort to reduce the negative impact of online games on students' speaking skill.

Online game is a game which should be operated by using internet connection. In general, online game is a video game which could only be operated when there is an internet connection. According to the Indonesian Language Spelling Guideline (PUEBI), online game consists of two words, online and game, game is a set of system which commonly use to play, while being online means that the system is connected to the internet. Online games according to Andrew Rolling and Ernest Adam (2006) is a technology of game which enables the players to have an interaction while playing.

Parenting and peer conformity only encourage the initial of one's behavior. But it will encourage problematic behavior because someone meets challenges and satisfaction within online activities. (Linayaningsih & Virgonita I.W., 2019) It happens to (POGU) behavior of playing online games that can cause interference with psychological aspects, social and public or college work. Online games according to (Fauzi, 2019) is a fun place to play for children and adolescents. Various strategies, adventures, music and can cause attraction for everyone who plays online games and forms social networks. The influence of PUBG online games on student learning achievement states that one of the online-based games is very popular because it gets pleasure, reduces stress, meets and acquainted with many friends, free, increases cooperation, improves English language skills, avoids free promiscuity and drugs, (Fauzi, 2019)

The results of (KURNIAWAN, 2017) shows that the intensity in playing online games influence academic procrastination among Guidance and Counseling students of the second semester in batch 2016 Universitas PGRI Yogyakarta. It is further expected that students could reduce the intensity of playing online games to avoid academic procrastination.

Addicted users will spent their entire time to play an online games only. As a results, they will be difficult in their real social life, they will spent their social life in the online context. The research conducted by (Suplig, 2017) describe the forms of online game addiction, the negative impact of online games addiction in terms of social intelligence and the effort to avoid online game addiction among adolescents.

In addition, the research conducted by (Fauziah, 2014) online community feature in online game serves as social activity of gamers and it influences the behavior of gamers. Online game is a social activity which mostly the element within the activity generates a negative behavior. Furthermore, it plays as a background of addiction among gamers and influence their behavior (Ulfa, 2017).

In online games, the gamers could have an interaction to each other. Generally, online game demands the gamers to accomplish certain mission, achieve the highest score, and become a winner in certain group of online game.

Speaking is a process in expressing, presenting, and delivering certain idea, thought, or opinion by using a spoken language which is understandable. Speaking skill is also correlated with the confidence of the speaker to speak. Therefore, the speaker must reduce the feeling of inferiority (Iskandarwassid, 2008). Speaking skill aspects commonly consist of two, linguistics and non-linguistics aspects. Linguistics aspect deals with articulation, clarity, or pronunciation accuracy.

The linguistics aspect consists of four points. The first aspect is articulation. It deals with the clarity of words, body and mouth position. The second aspect is intonation. It deals how the speaker produces a rise and fall of voice in speaking. The third aspect is stress. It deals how the speaker put the stress in certain part of word since different stress produces different meaning. The fourth aspect is diction. It deals how the speaker produces certain style and choice of words in speaking.

Related to the non-linguistics aspect, there are two language variations acquired by the speaker. Firstly, the language is the speaker's native language. Secondly, the language is the new language acquired by the speaker. Fluency in speaking is supported by the content mastery by the speaker. It is closely related with the speed of speaking. Content of the discussion also influences the fluency in speaking. Good speaker understands the topic being discussed. When speaking, attitude and expression are indicated by the way of the speaker speak; is the speaker brave enough to speak? Is the speaker happy when speaking? Or so on. Therefore, the factors and aspects of speaking skills influence each other.

In the interaction within online games, it is difficult to filter which language is appropriate to be used. Commonly, swearing is found in the interaction within online games players. Furthermore, online games increases player's addiction and only makes them feel lazy.

METHOD

This paper seeks to explore the effect of online game on students' speaking skill. This paper was a qualitative study. It started by identifying the users and non-users of online games. It took 38 students of Indonesian Language and Literature Department of STKIP PGRI Jombang; 10 male and 28 female students. The research took place between 20 May 2019 and 6 June 2019. This research analyzed speaking skill factors (internal and external factors), the benefit of online game on students' speaking skills, the aspects of speaking skills which consist of language aspect (articulation, intonation, stress, and diction) and non-language aspect (variation, fluency, suitability, expression, and attitude). It employed questionnaires, observation, and in-depth interview to collect the data.

The researchers conducted observation in terms of place, subject, and conditions. Then, the researchers distributed questionnaires to the subject through online media *WhatsApp*. The researchers also collected the data by conducting in-depth interview to five male and five female students.

FINDINGS AND DISCUSSION

The results of this research shows (1) the factor of students' speaking skill (internal and external factors) (2) the aspects of speaking skills which consist of

language aspect (articulation, intonation, stress, and diction) and non-language aspect (variation, fluency, suitability, expression, and attitude).

Tabel The Results of Questionnaire on The Users and Non-users of Online Game

Sex	Users	Non-users	Time (hours/day)
Male	- 6 out of 10(60%) - 6 out of 38 (15,80%)	- 4 out of 10 (40%) - 24 out of 38 (63,20%)	1-6 hours/day
Female	- 6 out of 28 (21,40%) - 6 out of 38 (15,80%)	- 22 out of 28 (78,60%) - 32 out of 38(84,20%)	1-4 hours/day

The questionnaire was given to 38 students during the mid of May 2019. The questionnaire consisted of several questions. The answers were then processed in the form of description. According to the data above, most online gamers are male students, 60% of the male students and 15.80% of the entire students.

Meanwhile, the female students were the minor users, 21.40% of the female students and 15.80 of the entire students. Most female students are not online game users. It obtained 78.60% of the 28 female students and 84.20% of the 38 students.

Table Assessment Description

Assessment Description	Annotation
Score more than or equal to 88	Very Good
Score in the interval of 75-87	Good
Score in the interval of 62-74	Average
Score in the interval of 61	Less

TableData Classification Instrument

No.	Name	Speaking Skills								Score	Freque ncy (%)	Annotation
		Speaking Skill Aspect (Language)				Attitude (Non-language)						
		Accuracy				Fluency			Expression ;Attitude			
		A	B	C	D	E	F	G	H			
1.	Akeo	3	2	3	3	4	3	3	3	24	75	Good
2.	Rachmad	3	3	2	3	4	3	3	3	24	75	Good
3.	Hafshin	3	2	2	2	3	3	3	3	21	66	Moderate
4.	Hendy	3	3	3	1	4	3	3	2	22	69	Moderate
5.	Refian	3	3	2	1	3	3	3	2	20	63	Moderate
6.	Fia	3	2	2	2	3	3	3	2	20	63	Moderate
7.	Della	3	3	2	1	3	3	3	2	20	63	Moderate
8.	Silmy	3	3	2	1	3	3	3	2	20	63	Moderate
9.	Surotin	3	2	2	2	3	3	3	2	20	63	Moderate
10.	Yobela	3	2	2	2	3	3	3	2	20	63	Moderate

Assessment based on indicators

Frequency (%) = total score x 100 / 32

- a) 32 from the entire indicators is multiplied with the highest score of each indicator
 $32 = 8 \times 4$
- b) 8 indicators consisted of 4 language aspect indicators and 4 non-language aspect indicators
- c) The highest score of each indicator is 4
- d) The total score is obtained from the results of each student's score

Annotation of indicators :

A. Articulation or pronunciation in speech (spelling clarity)

B. The right tone in speaking (intonation)

C. Appropriate stresses in speaking (tempo and emphasis)

D. Dictation or word selection (nouns, adjectives, verbs)

E. Variations in languages (Indonesian, Javanese, dialects and foreign languages)

F. Fluency in speaking (fast slow, duration and pause)

G. Conformity of speech related to the contents of the topic of conversation

H. Attitudes and expressions when talking (enthusiasm, emotion and courage)

Based on the data above, speaking skill of the online game users were influenced by the game. It further can be discussed as follows:

1. LANGUAGE ASPECT

A. Articulation

- 1) Akeo: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 2) Rachmad: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 3) Hafshin: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 4) Hendy: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 5) Refian: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 6) Fia: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 7) Della: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 8) Silmy: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 9) Surotin: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear
- 10) Yobella: Obtained score of 3 for articulation and pronunciation since the pronunciation was quite clear

B. Intonation

- 1. Akeo : Obtained score of 2 since the intonation was moderate and still audible
- 2. Rachmad: Obtained score of 3 since using mix intonation (high, moderate, and low)

3. Hafshin: Obtained score of 2 since the intonation was moderate and still audible
4. Hendy: Obtained score of 3 since using mix intonation (high, moderate, and low)
5. Refian: Obtained score of 3 since using mix intonation (high, moderate, and low)
6. Fia: Obtained score of 2 since the intonation was moderate and still audible
7. Della: Obtained score of 3 since using mix intonation (high, moderate, and low)
8. Silmy: Obtained score of 3 since using mix intonation (high, moderate, and low)
9. Surotin: Obtained score of 2 since the intonation was moderate and still audible
10. Yobella: Obtained score of 2 since the intonation was moderate and still audible

C. Stress

- 1) Akeo: Obtained score of 3 since it produced a moderately loud voice and put an appropriate stress
- 2) Rachmad: Obtained score of 2 since it did not produce loud voice and put an appropriate stress
- 3) Hafshin: Obtained score of 2 since it did not produce loud voice and put an appropriate stress
- 4) Hendy: Obtained score of 3 since it produced a moderately loud voice and put an appropriate stress
- 5) Refian: Obtained score of 2 since it did not produce loud voice and put an appropriate stress
- 6) Fia: Obtained score of 2 since it did not produce loud voice and put an appropriate stress
- 7) Della : Obtained score of 2 since it did not produce loud voice and put an appropriate stress
- 8) Silmy: Obtained score of 2 since it did not produce loud voice and put an appropriate stress
- 9) Surotin : Obtained score of 2 since it did not produce loud voice and put an appropriate stress
- 10) Yobella : Obtained score of 2 since it did not produce loud voice and put an appropriate stress

D. Diction

- 1) Akeo: Obtained score of 3 since the subject had several variation in diction. The dictions were the word *awas* (beware, as a verb), *anjir* (Indonesian slang, as an adjective), and the word WTF or What The Fuck, as a form of swearing word.
- 2) Rachmad: Obtained score of 3 since the subject had several variation in diction. The dictions were the word *anjing* (a dog, as a swearing word, is an adjective), *goblok* (means stupid, as an adjective), and the word WTF or What The Fuck, as a form of swearing word, and the word 'what'.

- 3) Hafshin: Obtained score of 2 since the dictions were not well developed. The dictions were *aduh* (an expression of ouch, as an adjective) and *mati aku* (Indonesian expression, equal to the expression of 'poor me') as a verb.
- 4) Hendy: Obtained score of 1 since the subject had no word while playing
- 5) Refian: Obtained score of 1 since the subject had no word while playing
- 6) Fia: Obtained score of 2 since the dictions were not well developed. For example, the expression '*alah*' and '*lah-lah*' as an exclamation
- 7) Della: Obtained score of 1 since the subject had no word while playing.
- 8) Silmy: Obtained score of 1 since the subject had no word while playing.
- 9) Surotin: Obtained score of 2 since the dictions were not well developed.
- 10) Yobella: Obtained score of 2 since the dictions were not well developed. For example the expression of '*iki-iki*' as a verb

2. NON-LANGUAGE ASPECTS

A. Variation

- 1) Akeo: Variasi Obtained score of 4 since using four different variations, dialect, Indonesian, Foreign Language, and Javanese
- 2) Rachmad: Obtained score of 4 since using four different variations, dialect, Indonesian, Foreign Language, and Javanese
- 3) Hafshin: Obtained score of 3 since using three different variations, dialect, Indonesian, and Javanese
- 4) Hendy: Obtained score of 4 since using four different variations, dialect, Indonesian, Foreign Language, and Javanese
- 5) Refian: Obtained score of 3 since using three different variations, dialect, Indonesian, and Javanese
- 6) Fia: Obtained score of 3 since using three different variations, dialect, Indonesian, and Javanese
- 7) Della: Obtained score of 3 since using three different variations, dialect, Indonesian, and Javanese.
- 8) Silmy: Obtained score of 3 since using three different variations, dialect, Indonesian, and Javanese
- 9) Surotin: Obtained score of 3 since using three different variations, dialect, Indonesian, and Javanese. For example, she used *sek talah* as the Javanese and *putaran kedua* as Indonesian
- 10) Yobella: Obtained score of 3 since using three different variations, dialect, Indonesian, and Javanese.

B. Fluency

- 1) Akeo: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence
- 2) Rachmad: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence
- 3) Hafsin: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence. For example, *Saya tahu Game Online dari temen, diberitahu temen* (I knew online game from my friend, he told me)
- 4) Hendy: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence.

- 5) Refian: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence. For example, *Eh.. saya tidak, saya pernah bermain Game Online tapi saya tidak kecanduan* (I did not play online game, I am not addicted to online game)
- 6) Fia : Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence.
- 7) Della: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence
- 8) Silmy: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence
- 9) Surotin: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence.
- 10) Yobella: Obtained score of 3 since producing a quite fluent speech, but at some point still doubting and producing incomplete sentence.

C. Suitability

- 1) Akeo: Obtained a score of 3 since the speech was suitable but did not discuss the topic well
- 2) Rachmad: Obtained a score of 3 since the speech was suitable but did not discuss the topic well
- 3) Hafshin: Obtained a score of 2 since the speech was not suitable and did not discuss the topic well
- 4) Hendy: Obtained a score of 3 since the speech was suitable but did not discuss the topic well.
- 5) Refian: Obtained a score of 3 since the speech was suitable but did not discuss the topic well
- 6) Fia: Obtained a score of 3 since the speech was suitable but did not discuss the topic well.
- 7) Della: Obtained a score of 3 since the speech was suitable but did not discuss the topic well.
- 8) Silmy: Obtained a score of 3 since the speech was suitable but did not discuss the topic well
- 9) Surotin: Obtained a score of 3 since the speech was suitable but did not discuss the topic well.
- 10) Yobella: Obtained a score of 3 since the speech was suitable but did not discuss the topic well.

D. Attitude and Expression

- 1) Akeo: Obtained score of 3 since the passion and expression in playing were moderately exhibited as well as quite brave in expressing the idea.
- 2) Rachmad: Obtained score of 3 since the passion and expression in playing were moderately exhibited as well as quite brave in expressing the idea.
- 3) Hafshin: Obtained score of 3 since the passion and expression in playing were moderately exhibited as well as quite brave in expressing the idea
- 4) Hendy: Obtained score of 2 since the passion and emotion in playing were less exhibited
- 5) Refian: Obtained score of 2 since the passion and emotion in playing were less exhibited.

- 6) Fia: Obtained score of 2 since the passion and emotion in playing were less exhibited.
- 7) Della: Obtained score of 2 since the passion and emotion in playing were less exhibited.
- 8) Silmy: Obtained score of 2 since the passion and emotion in playing were less exhibited.
- 9) Surotin: Obtained score of 3 since the passion and expression in playing were moderately exhibited as well as quite brave in expressing the idea
- 10) Yobella: Obtained score of 3 since the passion and expression in playing were moderately exhibited as well as quite brave in expressing the idea

3. POSITIVE AND NEGATIVE IMPACT

A. Positive Impact

1. Improving Eyes and Ears Coordination

- a. Akeo. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically.
- b. Rachmad. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically.
- c. Hafshin. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically but sometimes looked confused
- d. Hendy. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically.
- e. Refian. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically but sometimes looked confused.
- f. Fia. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically but sometimes looked confused.
- g. Della. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically.
- h. Silmy. During the interview, the subject still watched the monitor and paid attention to the games. Only sometimes the subject paid attention to the researchers. The subject was able to answer the question synchronically but sometimes looked confused.

2. Improving Language Ability (Language Variation)

Online game users were able to speak several different languages. The results show that the online game users were able to speak different dialects, Javanese, Indonesian, and Foreign Language. Most of the online game users speak English as the foreign language since English is the language of instruction in the online

game. Thus, online game improves the language ability of students. This findings belong to non-language aspect in the indicator of language variation.

3. Improving Students' Thinking

When playing online games, the users are demanded to accomplish a certain mission or achieve certain level. It indicates that the online game users are invited to actively think and analyse. This thinking and analysis abilities of the online game users are unconsciously trained and implemented in the real life context. It is further shown during the interview. During the interview, the subjects were able to answer all questions while playing the games. This findings are related to the suitability of topic being discussed. This suitability indicator is related to the topic which was discussed.

B. Negative Impact

1. Being Addicted and Bad Time Management

Most online game users are addicted to online game. One of the reasons is because the upgrade provided by the game vendor such as level upgrade, character upgrade and so on. The upgrade attracts the users to play more and at the end, they are addicted to play online game. As a results, they cannot manage their time to do other activities such as eating, studying, and even sleeping. As reported by one of the subject, *Pendapat saya tentang Game Online baik-baik saja, asalkan tahu waktu dan batasan*" (In my opinion, online game is okay when we know how to manage time and know the limit). Similarly, the other subject also stated *"Bermain game boleh tapi jangan sampai lupa waktu. Bermain game bagus kok, tapi jangan sampai lupa sholat"* (We are allowed to play online games as long as we know how to manage our time. Playing game is good, but we should not forget our responsibility in praying when playing game).

2. Causing Laziness

During the data collection and observation, the researchers observed that the online game users focused on the games and did not pay attention well while speaking. In addition, the online game users who focused on their game did not want to stand or do other activities which distracted them.

3. Causing Antisocial Behavior

One of the subjects stated that *"Cuma yang bikin negatif kan kayak itu tadi, kita bermain game terus habis itu ada kata-kata kotor yang keluar, terus akhirnya mancep di anak kecilitu. Terus anak kecil itu kalau bahasa sekarang itu toxin. Toxin itu suka ngomong kasar, suka bilang buruk juga. Dan dampak negatif yang paling besar yaitu anak itu menjadi anti sosial, dan itu bahaya sekali. Karena itu kita bermain game, juga diimbangi hal-hal lain."* (The negative side of online games is about a swearing which is commonly used. As a result, we will always remember the swearing words. It also influences the kids nowadays. Kids nowadays also speak the swearing words. The biggest impact of the online game is an anti-social behaviour.). The subject stated that online game will cause an antisocial behaviour to children which is dangerous for kids development.

Thus, online games provides both negative and positive impacts to the users. The negative impact of online games is a swearing words which

commonly use by the users and the most dangerous impact is an antisocial behaviour. When the kids pay too much attention to online game, they will not aware of their surrounding; they will be careless to family, friends, and others. Therefore, the kids must be limited in playing online games.

4. The Effort to Avoid The Negative Effect of Online Game

a. Self-management

To avoid the negative impact of online games, self-management is important. The individual who is addicted to online game needs to manage his/her daily activities. In addition, the individual could find another beneficial activities which replace online games. Thus, it could prevent them from boredom and simultaneously they are not addicted to online game.

b. Find New Hobby

To avoid the addiction of online games, it is important to find a new hobby which replaces online game as the main activity. Sometimes, doing our old hobbies which have been left could also help us in not paying attention to online game only. Therefore, the attention is not only to the online game, but also to the other beneficial activities.

c. Limiting The Use of Gadget

When the kids become addicted to online game, it is important to limit their gadget use. The use of gadget could be limited during the break time since break time is the golden time for children in accessing and playing their online game.

d. Gradually Changing and Interacting with New Things

It is important to gradually changing the habit in playing online game and start new activity. In addition, the addicted users could have an interaction with new people to reduce the addiction of online game.

CONCLUSION AND SUGGESTION

After conducting a research, the researchers conclude that the majority of online game users are male students. Most of them play Mobile Legend, Free Fire, and PUBG. However, it was found that female students also play online game, but in insignificant number. Most online game users spend 1-6 hours to play. Most of the online game users knew online games since they were in high school.

Online game influences students' speaking skill. It was seen from language and non-language aspects. The language aspect consists of articulation, intonation, stress, and diction, while, the non-language aspect consists of language variations, fluency, suitability, expression, and attitude. This research confirms that online games influences students vocabulary acquisition and language variation.

Online game also gives a negative and positive impact to the users. Most of the game players confirm that they cannot manage their time wisely and appropriately. Some of them were habituated to use swearing words and cannot control their emotion. Some effort to reduce the negative impact of online game are improving self-management, finding new hobbies, limiting the use of gadget, and interacting with new things.

The researchers suggest that the online game players could limit the use of gadget. Particularly for students, since they begin to enter the adult phase, it is important to take into account online game to improve speaking skill. For the non-users, it is important to advice the users to wisely use their gadget and limit the time in playing online game. This paper is far from the perfection. Thus the researchers expect that the suggestions and advice could be addressed for this paper in order to compose better one.

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Link Video Penelitian

1. <https://youtu.be/KNnsBuOsHk4>
2. <https://youtu.be/d4F1PcerKKc>
3. <https://youtu.be/xBSPa1Qxzkk>
4. https://youtu.be/OyLL_KifYBw
5. <https://youtu.be/pdvBrabnFj0>