

DEVELOPING INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE AND LETTERS STUDENTS OF SMA AL-MIFTAH PALENGAAN

by Rini Listyowati

Submission date: 24-Jul-2023 08:29PM (UTC+0700)

Submission ID: 2136084536

File name: nguage_and_Letter_Students_SMA_Al-Miftah_Palengaan-Pamekasan.pdf (216.59K)

Word count: 4951

Character count: 26011

DEVELOPING INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE AND LETTERS STUDENTS OF SMA AL-MIFTAH PALENGAAN

Rini Listyowati, Ina Daril Hanna

Islamic University of Madura (UIM)

Rinilistyowati428@yahoo.co.id, darihanna88@gmail.com

Abstract

The purpose of developing instructional unit is to get: (1) instructional unit for Drama teaching materials students of SMA AL-MIFTAH Palengaan Pamekasan, (2) determine the validity/feasibility of the product. The expert assessment include: 1) assessing the learning content expert product Drama courses teaching materials with excellent qualification with a score of 92,5%, guide teacher 89,58%, guide students 83%; 2) instructional design expert assess product materials Drama courses 85%, guide teacher 87,5%, guide students 87,5%; 3) media expert assess learning materials product Drama courses 97,5%, guide lecture 100%, guide students 97,5%. The result of the expert review as basis of further improvement of the products can be tested to get input from the users. The test includes: 1) an individual trial for four students with s score 88,7% and guide students 89,8%; 2) test for the small group of eight students, assess product of material s 90,4% and guide students 84,3%; 3) test for large group for 25 students evaluate teaching materials product 90,7% and guide students 84,3%. It can be concluded that product development is considered fit for being used as a learning resource for language and letters department students of SMA AL-MIFTAH Palengaan Pamekasan.

Keywords: *developing, instructional material, drama, orchestra learning model*

I INTRODUCTION

5 One of the Literature teaching subjects is Drama which is the compulsory subject expertise taken by the students XI class of English language and department in SMA AL-MIFTAH Palengaan Pamekasan. The curriculum of Drama teaching has not contained some obvious indicators for English language and letters department students who do the staging plays. The students even more study literary theories and lacking in the affective and psychomotor aspects. An emphasis of both aspects that encourage developers to produce a teaching material product suitable with characteristic of subject teaching. According to Degeng (2006), The major indicators of teaching and learning success lies in the welfare of children. They will feel well-being when the learning activities are fun and exciting. Drama teaching is compulsory subject expertise that consist of some theories and practises which lead to the goal that the students will produce a work of Drama to be staged in front of the class at the end of learning process. The provision of teaching material is a fundamental part of learning to actualize an optimal learning. Recognizing the purpose of subject generally being the necessity that can guide teachers and students in learning process.

The learning pattern of English literary of English language and letters department get less attention from the agency in the developmental process of literary teaching. Because the English language and letters department emphasize more on the theory. Meanwhile, the literary field closely linked to some social cases that occurred around such life. Drama subject is one of the compulsory subject expertise that give some opportunities to the students to increase their ability in analyzing the contain of both American and English literary work. Based on the topic has given in one semester, the students are expected to produce: (1). Text analysis of the text given by the teacher in group, and (2). Producing Drama script to be performed in the front of class. The assessment criteria of students' learning outcome of the middle test, final test, tasks, and class participation.

Observation result in Drama teaching class show that it has not provided learning material that fit with the students' characteristic. In the final evaluation the students are required produce a story script and play the role in group consist of 8-10 students. Based on students' statement that have taken Drama subject said that getting difficulty in understanding the english literary works's genre, furthermore in writing the script of Drama as a final task to play the role. This is because the materials given by the teacher have not contained some dialogues of English literary works' genre in order that the students can not do the performance in the class.

The failure of Drama teaching is the important problem to solve while the learning outcomes are supported by the learning method. Degeng in Albanjari (2015) student-centered because individuals have potential to be developed. Each student has different characteristic and ability so that learning

design should be directed to ease learning. Nowadays, Drama teaching class is still many dominated by the implementation of conventional and lack of some supporting learning facilities which are relevant in drama teaching, some medias: CD, DVD, staging equipment and also staging plays' room.

3 The development of Orcherstra model by Degeng is based on the research has been done by Danayanti (2010) entitled 'Pengembangan Model Orkestra Pembelajaran Bermedia Montessori Untuk Pembelajaran Panca Indra dan Kecakapan Hidup Sehari-hari Anak Usia TK'. The result of developmental research are used two dimension of Orchestra learning by Degeng that are flexible and it does not follow the clear and rigid order to stimulate the creativity of early childhood learners, by using the instructional design that called Quantum learning design.

Based on the background of study that have been explained so there are two main problems of the developers to do this developmental research. First: instructional design that is still focus on teacher-centered finally it omits the inventive work and intention learning of students. Indirectly, it is an impact of the use of instructional approach and model sistematically. Those are the instructional approach and model are designed based on the clear and rigid order. If this kind of instructional design are used continually, it causes the development of the creativity in learning will get obstacles. Second: the use of Drama performance method that has not been optimal because it has not provided the instructional materials that suitable with characteristic of learning in English language and letter department. Degeng (2011) stated that Orchestra learning model have free space, relaxed, amazement, fun and exciting. Freedom is the main point that is necessary in the school.

Therefore, the developers need to develop instructional material for students of English language and letter department in SMA AL-MIFTAH Palengaan-Pamekasan that are designed by using Orchestra Learning model by Degeng that is flexible to stimulate the inventive work and intention learning of senior high school students. Next, procedural steps of this Orchestra model made in the form of guide book for students that contain some operational steps.

II MATERIALS AND METHOD

The developmental method brings described a) developmental model, b) developmental procedure, 7 d c) product tryout that consist of: a) tryout design b) subject of tryout, c) types of data, d) the instrument of data collection, and e) techniques of data analysis

2.1 DEVELOPMENTAL MODEL

There are three kind of developmental models: procedural model, conceptual model and theoretical model (Seels & Richey, 1994). Procedural model is a descriptive model that set some steps to be followed to produce the product. Conceptual model is an analytical model that give some components of product that will be developed and related between the components. Theoretical model show the relation between the changes.

Based on the classification above, two dimension of Orchestra learning model by Degeng that is used in this developmental research is kind of conceptual developmental model. It is because it is implemented by analyzing and linking between the components learning activity. For more detail, two dimension of Orchestra learning model can be seen on the table 1:

Context	Content
Exciting Situation	Interaction- Adviser
Strong Base	Leamers Interaction- Curriculum
Pleasant Environment	Leaming the leaming skills
Dynamic Custom	

Table 1. Two Dimension of Orchestra learning Model by Degeng

2.2 DEVELOPMENTAL PROCEDURES

The developmental procedures of Orchestra learning include three steps that are flexible in practice:

2.2.1 DEFINING STEP

In this step, the developers do some activities below:

- a. Focusing and identifying the solving problem progressively. The developers will look for some information sources that can support developmental process of Orchestra learning. The information as like some references about Drama learning, the development of inventive work and intention learning of students and some relevant information.
- b. The phronesis development and contextual development. The developers will always be active, intensive, and continue to discuss with various parties. The discussion intended to get sufficient understanding about instructional material development of Drama.

2.2.2 THE DESIGN AND DEVELOPMENTAL STEP

These steps are done integratively in a whole inseparable. Some steps that the developers do as follow:

- a. Selecting environment for developmental product of Orchestra learning model that will be used in English language and letter department SMA AL-MIFTAH Palengaan-Pamekasan.
- b. Selecting of format and media. The developmental product in the form intructional materials of drama for English language and letter departement in SMA AL-MI 11 AH Pa lengaan-Pamekasan.
- c. Evaluation. The developmental result are evaluated by expert of content/ material, expert of instructional media, expert of instructional design, and senior high school students. The instruments of data collection in the form direct response to the instructional material product that are developed and also questionnaires. After they are considered bay all of experts and students, the developers do some revision based on some advices of the experts. It can be done repeatedly accordance with the needs until all of expert consider that the product get perfect.

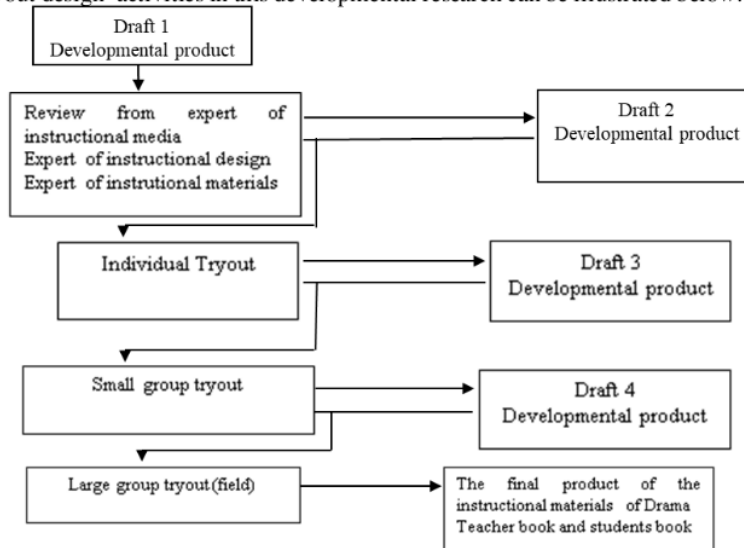
2.2.3 PRODUCT TRYOUT

The purpose of t₄s product tryout is to obtain the data that can be used as a basis to do revision in order that it can reach the effectiveness level, efficiency and attractiveness of the product. They include: 1) Tryout design, 2) subject of Tryout, 3) kinds of data, 4) Instruments of data collecting, and 5) Technique of data analysis.

2.2.3.1 Tryout design

Tyout is done to the developmental product in form of instructional materials of drama, teachers book, and students book. Tryouts are intended to test the validity. Some activities in validity test are: 1) Review from expert of content/instructional material, 2) Review from expert of instructional design, 3) Review from the expert of instructional media, 4) Individual tryout, 5) small group tryout, and 6) large group tryout.

The tryout design activities in this developmental research can be illustrated below:



Picture 1. The tryout design of instructional material product of Drama

Adopted from: Dick Carey & Carey 2001

2.2.3.2 Subject of Tryout

The subject of tryout in this developmental research consist of : the instructional material expert , instructional design expert, instructional media expert , and all of the students in English language and letters departement SMA AL-MIFTAH Palengaan-Pamekasan.

The expert tryout in this developmental research consist of instructional materials expert, instructional design expert, and instructional media expert. The step of individual tryout on this developmental research are 4 students taking Drama subject of English language and letters of department SMA AL-MIFTAH Palengaan . Some material tested are Drama teaching materials and students book. Small group tryout are consist of 8 students taking Drama subject of English language and letter departement SMA AL -MIFTAH Palengaan Pamekasan. Subject determination based on the difference of ability and gender. Besides, some subject who have joined on the individual and small group tryout are not involved again. Subject tryout for large group consist of 25 students. The material tested are Drama teaching materials and students book.

2.2.3.3 Types of data

The types of data obtained from product tryout of the instructional materials development in qualitative and quantitative. The qualitative data are some comments and suggestions of revisions obtained from questionnaires (column of comments and suggestios) and interview. But on quantitive data are obtained from the result of questionnaire score that ia given to subject of tryout by instructional material expert, instructional media expert, teaching expert, individual tryout, small group and large group tryout.

2.2.3.4 The Instruments of Data Collection

Some instruments are used for data collection on this tryout step like questionnaire, observation and interview. The questionnaire used to collecting data of review result from expert of instructional material, instructional media, instructional design and students for revisions beside that observation and interview are used to fullfill some data obtained from questionnaire admission.

2.2.3.5 Technique of Data Analysis

There are 2 techniques of data analysis are used in this developmental research those are: technique of qualitative descriptive analysis , the data obtained are some comments, suggestions or critics from tryout of experts, individual tryout , small group and big group tryout. The data are used as a base for product revision. The technique of statistic descriptive analysis used to analyze data collecti on from questionnaire so it will use statistic descriptive analysis. Data from questionnaire will be analyzed to get some description about the developmental product . After some questionnaire collected ,these are counted the precentage of each questions by using the formula from Sugiono (2010) below:

Percentage: $\frac{\text{The number of answer score}}{N} \times 100\%$

Expla nation:

N: number of a whole questionnaires' item

The formula of a whole number subject percentage

To count a whole percentage of tryout subject used the following fomula:

$P = \frac{F}{N}$

Expla nation:

P = Percentage

F = percentage of a whole number

N = number of a whole subject trials

The formula of a whole subject

for giving the meaning and making decision are used the following requirements:

Level of Achievement	Qualification	Explanation
76%-100%	Very Strong	Do not need to be revised
51%-75%	Strong	Do not need to be revised
26%-50%	Average	need to be revised
1%-25%	Weak	need to be revised

Table 2. Qualification for The Percentage Result

2.2.3.6 Learning Revision

The data are obtained from formative evaluation that are collected and interpreted to solve some problems are faced by the students in learning. Beside, this evaluation is used to revise learning activities to be more effective. This activity is done after finishing formative evaluation.

III RESULTS AND DISCUSSION

3.1 THE EVALUATION RESULT OF INSTRUCTIONAL MATERIAL EXPERT

The developmental products are reviewed by the instructional material expert, then they give some comments and advices to the instructional materials, teacher book, and student book.

The evaluation of the instructional materials expert for the instructional materials development show that score = 37. The percentage is counted by the formula of a whole number subject percentage then it is found that total percentage = $37 (10 \times 4) \times 100\% = 92,5\%$. After the percentage result (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P) = $92,5 : 1 = 92,5\%$ that include on the very strong qualification so it does not need to be revised.

The evaluation of instructional material expert to the teacher book show that the total score = 47. The percentage is counted by the formula of a whole number subject percentage. The total percentage 43: $(12 \times 4) \times 100\% = 89,58\%$. Then the result of total percentage (F) is obtained and added to the formula of a whole subject to be counted the percentage (P) = $89,58 : 1 = 89,58\%$ that include on the very strong qualification so it does not need to be revised.

The evaluation of instructional material expert to the student book show that score 39: $(11 \times 4) \times 100\% = 83\%$. After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P). The result is (P) = $83 : 1 = 83\%$ that include on the very strong qualification so it does not need to be revised.

3.2 THE EVALUATION RESULT OF INSTRUCTIONAL DESIGN EXPERT

The evaluation of instructional design expert to the instructional materials development generally show that score = 34. The percentage is counted by the formula of a whole number subject percentage. The total percentage 34: $(10 \times 4) \times 100\% = 85\%$. After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P) = $85 : 1 = 85\%$ that include on the very strong qualification so it does not need to be revised. Generally the materials is attractive, the reinforcement to be revised on font size, and placement; the title should be revised to be Instructional materials of Drama, the institution Identity should be placed on the bottom of the cover, the name of writer in the middle, and it need to make the color sharply, the organizing pattern in each chapter is still less consistent.

The evaluation of the instructional design expert to the teacher book generally show the score = 35. The percentage is counted by the formula of a whole number subject percentage. The total percentage 35: $(10 \times 4) \times 100\% = 87,5\%$. Then the result of total percentage (F) is obtained and added to the formula of a whole subject to be counted the percentage (P) = $87,5 : 1 = 87,5\%$ that include on the very strong qualification so it does not need to be revised.

The evaluation of the instructional design expert to the student book generally show the score = 35. The percentage is counted by the formula of a whole number subject percentage. The total percentage 35: $(10 \times 4) \times 100\% = 87,5\%$. Then the result of total percentage (F) is obtained and added to the formula

of a whole subject to be counted the percentage $(P) = 87,5 : 1 = 87,5\%$ that include on the very strong qualification so it does not need to be revised.

3.3 THE EVALUATION RESULT OF INSTRUCTIONAL MEDIA EXPERT

The evaluation of the instructional media expert to the instructional material development generally show the score = 39. The percentage is counted by the formula of a whole number subject percentage. The total percentage 39: $(10 \times 4) \times 100\% = 97,5\%$. After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage $(P) = 97,5 : 1 = 97,5\%$ that include on the very strong qualification so it does not need to be revised. The comments are the cover has not been the logo institution, the name of institution, the name of city, and the year of publication.

The evaluation of the instructional media expert to the teacher book generally show the score = 40. The percentage is counted by the formula of a whole number subject percentage. The total percentage 40: $(10 \times 4) \times 100\% = 100\%$. After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage $(P) = 100 : 1 = 100\%$ that include on the very strong qualification so it does not need to be revised..

The evaluation of the instructional media expert to the student book generally show the score = 39. The percentage is counted by the formula of a whole number subject percentage. The total percentage 39: $(10 \times 4) \times 100\% = 97,5\%$. After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage $(P) = 97,5 : 1 = 97,5\%$ that include on the very strong qualification so it does not need to be revised.

3.4 THE DATA RESULT OF INDIVIDUAL TRYOUT

For the instructional materials development, the result of questionnaires show that percentage of the total average = $88,7\%$, it can conclude that $88,7\%$ is in very strong qualification. But some comments and suggestions from the students are useful for revision need of the next product.

For the student book, the result of questionnaires show that percentage of the total average = 718,7, so the average percentage is $718,7 : 8 = 89,8\%$. it can be concluded that $89,8\%$ is in very strong qualification and it does not necessary to be revised.

3.5 THE DATA RESULT OF SMALL GROUP TRYOUT

For the instructional materials development, the result of questionnaires show that percentage of the total average = 1356,2 so that the average percentage is $1356,2 : 15 = 90,4\%$, it can be concluded that $90,4\%$ is in very strong qualification and it does not necessary to be revised.

For the student book, the result of questionnaires show that percentage of the total average = 674,9 so that the average percentage is $674,9 : 8 = 84,3\%$ it can be concluded that $84,3\%$ is in very strong qualification. It does not necessary to be revised.

3.6 THE DATA RESULT OF LARGE GROUP TRYOUT (FIELD)

For the instructional materials development, the result of questionnaires show that percentage of the total average = 1361, so that the average percentage is $1361 : 15 = 90,7\%$ it can be concluded that $90,7\%$ is in very strong qualification and it does not necessary to be revised.

For the student book, the result of questionnaires show that percentage of the total average = 679 so that the average percentage is $679 : 8 = 84,8\%$ it can be concluded that $84,8\%$ is in very strong qualification. It does not necessary to be revised and it does not necessary to be revised.

3.7 PRODUCT REVISION OF INSTRUCTIONAL MATERIAL DEVELOPMENT DRAFT 1

Product revision of instructional material development draft 1 consist of data analysis result from some questionnaire response by instructional material expert, instructional design expert, and instructional media expert. The following will be described some revisions of the instructional material product in a sequence.

The result of data analysis from questionnaire response by the instructional material expert do some revision on instructional material, teachers book, and students book. The revision have done to the developmental product, the instructional material expert give some inspiring suggestion to make the same product so that the developmental product getting better. Then there are some pictures/illustrations that do not need to be placed on the developmental product which have been revised by the developer.

The result of data analysis from questionnaire response by the instructional design expert has revised instructional materials, teachers book, and students book. The revisions of the developmental product are;

Suggestion:

- a. The enforcement to revise the font/size of letter and the cover position have been revised by the developers
- b. The identity of institution is placed on the beneath of cover have been revised by the developers.
- c. It is suggested to use Sharp color on the developmental product have been revised by the developers.
- d. The chapter organization that are less consistent have been revised by the developers.

All of comments by the expert of instructional design are interested to the developmental product.

The result of data analysis from the response of questionnaire by the expert of instructional media. The revisions have been done for the instructional materials, teachers' book, and students' book. He give some suggestion to display a logo of institution, the name of institution, the name of city, and the published year of the developmental product. Overall he consider that the developmental product are very good and attractive.

3.8 THE REVISION OF THE DEVELOPMENTAL INSTRUCTIONAL MATERIAL DRAFT II

Some suggestions and analysis of 4 students in individual tryout that are used to revise the draft of the developmental product. The following some suggestion and revisions from the developmental instructional material and students' book.

Suggestion and comment: generally instructional material is attractive both of the visual and the clarity of materials. So that this instructional material is very needed by the students as the reference to write a drama script for role playing. And generally the student's book is also pretty clear and easy to be applied in Drama teaching.

3.9 THE PRODUCT REVISION OF THE INSTRUCTIONAL MATERIAL ON DRAFT III

The result of data analysis from 8 students of small group tryout are used to revise the draft III on this developmental product. The revision have done for the instructional material and the students book. The following some revision of the developmental product will be described. Suggestion and comment: 8 students of small group tryout give comment an suggestion: this instructional material have been suitable as learning source on the Drama subject, then in each chapter have given some drama script from each genre that can make students easier to write drama script of Drama performance.

3.10 THE PRODUCT REVISION OF THE INSTRUCTIONAL MATERIAL DRAFT IV

The result of questionnaire response of the large group tryout field found that the average of percentage 84.30. It means that the developmental product is very good and it does not need to be revised.

IV CONCLUSION

Based on the result of the developmental research that has been done, it can concluded that instructional materials of Drama are successfully approved the effectiveness of the product, the efficiency of the product and the feature of the product. From this developmental research, the developers have obtained some supporting data shown that the developmental product have had appropriate value and some featured to be applied to in teaching.

V SUGGESTION

5.1 THE STRENGTHS OF THE PRODUCT

The instructional materials of Drama teaching for the students of English language and letters department of SMA AL-MIFTAH Palengaan Pamekasan are one of the developmental instructional material designs that is flexibel, not need clear order/stiffness. It will stimulate the inventive work and intention learning of students from senior high school students that are specifically designed to fulfill teaching material need of English language and letter of department SMA AL-MIFTAH Palengaan Pamekasan in Drama teaching. It can also increase growth on learning by giving opportunity for each students to choose their own exciting media. Beside that the students are encouraged to think in diverging relate with multiple solution through kinds of Drama teaching activities that can stimulate the inventive work and intention learning of students so that it will set them being the good person.

This developmental product can also build the self-sufficiency and learning interest of the students through setting up the learning environment that is suitable with the intellectual and emotional development of the students. This developmental product has been developed by using 2 dimensions of orchestra learning of Degeng that is flexible and suitable with the instructional design used in Drama class, it is called Quantum learning design.

5.2 THE WEAKNESS OF THE PRODUCT

The developmental product of the drama instructional materials only can be used in English language and letter of department SMA AL-MIFTAH Palengaan Pamekasan especially on Drama subject as instructional media. Besides that the development of model orchestra learning is only focus to the context or setting-up of the learning environment regardless its contents. Because the instructional material product has not been applied on the real class so that it still has so many weaknesses that is not able to be identified based on real condition. This instructional materials have not been fulfilled with some instructional features like: worksheets, supporting equipments like LCD, DVD, CD film, Studio/ special room of staging and the equipments.

5.3 DEVELOPMENTAL SUGGESTION

This developmental instructional materials are developed with 2 dimensions of orchestra learning of Degeng to optimize this instructional materials should concern on the usage. Teacher can use the teachers book that has been designed as the reference in teaching in order that it will be optimal in teaching materials. Teacher should know the characteristic of the subject teaching well so that he can manage the class perfectly.

This instructional materials is just a supplementary book that will still need some supporting book from the other sources so that the teaching learning process can optimize the students learning and they can use the students book as the guidance to make their learning be more better than before.

5.4 PRODUCT SUGGESTION

As a suggestion for the dissemination of a broader target product for the use of Drama teaching material products, these have been able to be used by students as drama teaching materials for class XI majoring of English language and letter department AL-MIFTAH Palengaan Pamekasan. Therefore, it should immediately be printed and produced to be used as instructional materials for teachers and students.

5.5 FURTHER PRODUCT DEVELOPMENT SUGGESTION

For the purposes of further development of drama teaching materials products, suggestions can be made as follows: As a follow up to the developmental materials of drama subjects, we need a deep understanding of each topics. Seeing this subjects are theoretical and practical, it is necessary to provide other learning media tools that can complement this teaching material in the learning process. A special room arrangement is needed so that students can develop orchestras of drama teaching on the Drama performance.

REFERENCES

- 1) Ibanjari, Arif Sugion. 2015. *Desain Pembelajaran*. arifsugion.blogspot.com. Retrieved on 8th July 2020
- Degeng, N.S. 2011. *Bagaimana Cara Menjadi Quantum Teacher: Wibawa vs Lembut*. Makalah disajikan dalam Seminar di Universitas PGRI Adibuana Surabaya, Surabaya 9 Februari.
- Seels, B.B. & Richey, R.C. 1994. *Instructional Technology: The definition and Somain of the Field*. Washington, D.C: AECT
- Sugiono. 2010. *Metode Penelitian Pendidikan*. Bandung: Angkasa



DEVELOPING INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE AND LETTERS STUDENTS OF SMA AL-MIFTAH PALENGAAN

ORIGINALITY REPORT

5%

SIMILARITY INDEX

4%

INTERNET SOURCES

1%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1	educafl.ub.ac.id Internet Source	1%
2	journal2.um.ac.id Internet Source	1%
3	pasca.um.ac.id Internet Source	1%
4	karyailmiah.unipasby.ac.id Internet Source	1%
5	etheses.uin-malang.ac.id Internet Source	<1%
6	www.atlantis-press.com Internet Source	<1%
7	jaxyol.blogspot.com Internet Source	<1%
8	Rini Listyowati, Ina Daril Hanna. "The Use of Mind Mapping Technique to Improve The students' Writing Skill on Analytical Exposition	<1%

Text In Senior High School", Loquen: English Studies Journal, 2021

Publication

9

R Yusri, M Musparidi, E Kemal, W Rahmat. "Effectiveness of national qualification framework Indonesia based curriculum and higher education national standard behaviour assesment rubric", Journal of Physics: Conference Series, 2019

Publication

<1 %

10

arizona.openrepository.com

Internet Source

<1 %

11

ejournal.undiksha.ac.id

Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off