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Designing the Sentence Box as A Medium for Teaching the Simple Present to the Tenth Graders

Nailul Fauziyah[1*], M. Anggi Anggara[2]
[1]Department of English Language Education, University of Pesantren Tinggi Darul 'Ulum, Jombang
[2]English Tutor, BEC Trowulan, Mojokerto
[1]nailulfauziyah@fbs.unipdu.ac.id

Abstract: The innovation of teaching media is very important to help students' enhancement in learning English grammar, especially the simple present. The tenth graders students of SMA X need something different to make them enjoy and be interested while learning the simple present. This study was conducted to design a teaching medium for teaching the simple present to the tenth graders. The research model used in this study was design-based research of Hannafin and Pack's Theory in Isman et al., (2005) there were three phases; the first phase was needs analysis. Based on the teacher's interview and students' questionnaire, the result was as follows; the students had never used physical teaching media such as flashcards and the teacher used a handbook or module. Followed by the design phase, the first medium validation got some suggestions from an expert by changing the words in each sentence. The last phase was media implementation, the students were asked to assess the medium by filling out the responses' questionnaire. The result showed that they gave positive responses, felt helpful, and enjoyed while playing Sentence Box. This teaching medium would be appropriate for teaching grammar especially the simple present tense, interesting, innovative, also the procedures are clear and understandable.

Keywords: Needs Analysis; the Simple Present; Sentence Box; Tenth Graders

Abstrak: Permasalahan dalam proses pembelajaran yang dialami di beberapa sekolah dasar adalah kurang efektif Inovasi media pengajaran sangat penting untuk membantu peningkatan siswa dalam pembelajaran tata bahasa Inggris, khususnya simple present. Siswa kelas sepuluh dari SMA X membutuhkan sesuatu yang berbeda agar mereka menikmati dan tertarik saat mempelajari simple present. Penelitian ini dilakukan untuk merancang media pengajaran bagi siswa kelas sepuluh. Model penelitian yang digunakan digunakan dalam penelitian ini adalah desain penelitian berdasarkan Teori Hannafin dan Pack dalam Isman et al., (2005) yang terdiri dari tiga tahap; tahap pertama adalah analisis kebutuhan. Berdasarkan wawancara guru dan angket siswa, diperoleh hasil sebagai berikut; siswa belum pernah menggunakan media pembelajaran fisik seperti flashcard dan guru menggunakan buku pegangan atau modul. Dilanjutkan dengan tahap desain, validasi media pertama mendapatkan beberapa saran dari ahli dengan mengubah kata pada setiap kalimat. Tahap terakhir adalah implementasi media, siswa diminta menilai media dengan mengisi angket tanggapan. Hasilnya menunjukkan bahwa mereka memberikan respon yang positif, merasa terbantu, dan menikmati saat bermain Sentence Box. Media pengajaran ini cocok digunakan untuk mengajarkan presentasi yang sederhana, menarik, inovatif, serta prosedurnya jelas dan mudah dipahami.

Kata kunci: analisis kebutuhan; simple present; kotak kalimat; siswa tingkat sepuluh

INTRODUCTION

Mastering the simple present is essential to have good basic communication skills for students. The simple present is taught in the tenth-grade high school curriculum Permendikbud (2018), which declares to the teacher must guide the students to catch the purpose, distinguish sentence structure and apply the social function of the materials. In this case, students not only need to understand English during the learning process, but also they have to be able to create sentences with the particular rule of the simple present. Pereira & Mosa, (2017) found that using the simple present is an important rule for students to create and use sentences when communicating. It means understanding the rules of the simple present and consistently applying them by practicing orally and writing on many occasions is needed for the students.

The teachers are considering the importance of the simple present above. Remember that every student has their character during the learning process. Asril, (2010) suggests that teachers need to help all students understand things in the same way. It means teachers must build students' readiness before learning English in class. Thus, Rokhayani et al., (2014) demand that teachers must creatively deliver materials to the students. Ideally, teaching media can help the students and the teacher to meet the purpose of learning. It means that teachers cannot just stay on their teaching techniques by using handbooks or modules but must be creative in modifying their learning activities. Such as, teachers can create teaching media to support learning activities, especially in teaching grammar.

According to the phenomenon that happened to the tenth graders of SMA X, we designed medium that can be innovative in teaching grammar, especially the simple present. The medium is named "Sentence Box" because it reflects randomly from the part of the sentences included in each box. This kind of media teaches how to arrange sentences of the simple present in the other level of learning. It can build students' involvement while arranging sentences. Its medium's advantage is building students' understanding.

There were some studies which implemented various media in teaching grammar for EFL. Kashanizadeh and Shahrokhi (2021) investigated the efficacy of mobile applications for grammar learning. They used a quasi-experimental research design to evaluate effect of grammar learning application on EFL learners' grammatical knowledge. The study was assigned to two groups; control and experimental, consisted of 25 learners in each group. The results indicated that participants in the experimental group performed significantly better in the posttest, demonstrating the effectiveness of the mobile application used in this study on learning grammar. Then, Cagas (2022) evaluated the implementation of TikTok application as a media to improve students' speaking and Grammar. By using classroom action research (CAR), she found that the students' speaking and grammar developed when the teacher implemented a *Tiktok* application. Furthermore, Nosa (2023) studied the influence of using *WhatsApp* (E-Learning) towards students' grammar ability at the first semester of the seventh grade of MTs Negeri 2 Tanggamus in the academic year of 2021/2022. She applied Quasi-experimental design which focused on two classes, there were experimental class and control class. Her study showed that Ha was accepted and H0 was rejected. Thus, it concluded that there was influence of the use *WhatsApp* (E-Learning) toward students' grammar ability. Thus, this study triggered to create a media which could enhance students' grammar especially in learning simple present tense. Which the media named the sentence box. Moreover, this study had differences from previous study in the media implemented and also the research design, but it was similar in helping the students in learning grammar to be more fun and easier.

METHOD

This study used Design-Based Research of Hannafin and Peck's theory in Isman et al., (2005) that included three phases: a) Needs Analysis, b) Design Phase and c) Media Implementation.

The first necessary phase for the Design-Based Research method was needs analysis. There were two instruments that the researchers used to acquire the data by giving a questionnaire to know students' needs in learning the simple present in the form of students' answers and an interview with the teacher's problem in teaching the simple present in the form of teacher's statement. The result of the needs analysis became a guideline to determine the best way to solve the problem which was the teacher and the students faced.

The second phase was the design phase, which conducted to design a Sentence Box as a medium for teaching the simple present. After designing the Sentence Box, the researchers consulted the product with an expert in teaching aids. Also, the criteria for designing a good

teaching medium were essential and encouraged the sustainability of the teaching medium itself included in the validation sheet.

The third phase was media implementation in the class of tenth graders. The conducting of assessment by giving the questionnaire to the students which aimed to determine the students' responses toward learning the simple present using a Sentence Box. The result of students' answers was used to evaluate and revise the product to enhance the medium's appearance (if any).

There were three participants in conducting this research: The English Teacher of the tenth graders. The reason in choosing the English teacher was to know teacher's problem in teaching the simple present. The tenth graders. The reason in choosing a group of students at SMA X was to know students' difficulties in learning the simple present. Also, the expert in teaching aids. The reason was to validate the teaching medium named Sentence Box.

There were two instruments, divided into two different forms. The first was an interview. The reason in conducting interview was to know teacher's problem. The second was questionnaire. There were three questionnaires in conducting this research. They were students' questionnaires, expert's validation, and students' responses. The reason in conducting those three questionnaires was to know students' difficulties, a good criteria of teaching medium, and students' responses toward Sentence Box.

There were three steps in collecting data:
1. Needs Analysis
   a. Listing an interview's questions to be asked to the English teacher.
   b. Consulting the draft of an interview's questions to the advisor. If there was no revision, it could be continued to ask the English teacher.
   c. Interviewing the English teacher to know the teacher's problem in teaching the simple present.
   d. Listing the questions to make the students' questionnaire.
   e. Consulting the questionnaire's draft to the advisor. If there was no revision, it could be continued to give the questionnaire to students.
   f. Giving a questionnaire to the tenth graders to know the students' needs in learning the simple present.
2. Design Phase
   a. Designing the medium after getting the result from the English teacher's statement and the students' answers.
   b. Validating the medium by giving a questionnaire to an expert in teaching aids to evaluate the designed medium. He did two activities. First, he checked the list of tables and wrote any suggestions in the provided column. If there was no revision, the medium could be implemented in the class.
3. Media Implementation
   a. Listing the response's questionnaire that must be given to the students.
   b. Consulting the draft of response's questionnaire to the advisor. If there was no revision, the questionnaire could be given to the students.
   c. Implementing the medium to the tenth graders and giving a questionnaire to the tenth graders to assess the teaching medium implemented by using a checklist questionnaire.

There were three steps in analyzing data:
1. Needs Analysis
   a. Getting the result in the form of teacher's statement.
   b. Using descriptive analysis by transcribing the result from the English teacher interview.
   c. Getting the result of the students' questionnaire.
   d. Using descriptive analysis by putting the result of the students' questionnaire in the form of table.
   e. Customizing between the teacher's statement and the students' answers to design Sentence Box.
2. Design Phase

a. Designing Sentence Box by considering the previous result.
b. Revising the Sentence Box medium after getting the result of an expert in teaching aids in the form of evaluations and suggestions by using descriptive analysis.
3. Media Implementation
a. Collecting the result of the students' responses, then recap it by using descriptive analysis in the form of recapitulation table.
b. Developing the Sentence Box medium into a good way for sustainability purpose, if there was "NO" answer from the students' responses.

RESULT AND DISCUSSION

Result

There were two instruments which divided into two different forms. The first was interview to get the teacher's needs and problem in teaching English. And, the second was questionnaire. Whereas, the questionnaires conducted to get the students' needs, the expert's validation, and the students' responses on the implementing media. The reason in conducting those three questionnaires was to know students' difficulties, a good criteria of teaching medium, and students' responses toward Sentence Box.

1. Interview

The instrument did to get about any teaching media the teacher gave students while she taught a simple present tense. The teacher explained that she always used contextual methods based on students' or teacher's usual activities. She explained why she did it, because the students got easier to comprehend when she connected the simple present tense material to their everyday activities.

Table 1. The teacher's responses toward the Teaching Simple Present

Statements	Responses
1. From your previous experience teaching the simple present, how it was going?	The teaching is done by understanding based approach, which the strategy helps me (a teacher) to make the learning activities helpful the students in understanding simple present tense according their condition and English competence.
2. When students were learning the simple present, there any students didn't understand, did they?	yes, almost 80% of them (the students) made some errors in making simple present sentences.
3. Can you mention what part of the simple present students didn't understand?	Understanding about the time signal of simple present
4. When you were teaching the simple present, did you use any media? If yes, could you mention how did it look like?	No, I didn't
5. Have you ever used teaching media to teach the simple present, such as flash cards?	No. I had implemented a contextual learning.
6. How many percent of students can make the sentence in the simple present?	Less than 50%, it is 35%
7. How many percent of students can distinguish between the verbal and nominal sentences in the simple present?	It is around 30%

Statements	Responses
8. How many percent of students can differentiate between positive, negative, and interrogative sentences of the simple present?	Almost 50%
9. Do you use a handbook or module to teach the simple present?	Yes, we use LKS (student worksheet) which is as students' handbook

The researchers asked the English teacher about the learning activities while teaching the simple present. The teacher explained that learning activities or the teaching method while teaching the simple present is used understanding based approach. Where, the teacher delivered the understanding about the simple present to the students by compromising their condition and English competence.

When the researcher delved about any media implemented by the teacher, there were not. The teacher stated that she always used contextual learning based on students' or teacher's usual activities. She explained why she did it because students got more understand when she connected the simple present material to their everyday activities.

2. Questionnaire

There were three questionnaires in conducting this research. They were students' questionnaires, expert's validation, and students' responses.

Table 2. The Percentage of students' responses toward their learning activities before

Statements	Responses	
	Yes	No
1. Have you ever got an explanation about the simple present?	10 (100 %)	0
2. From your teachers' explanation, do you understand the simple present?	3 (30 %)	7 (70 %)
3. Have you ever arranged or made a sentence of the simple present?	4 (40 %)	6 (60 %)
4. Did your teacher use teaching media while learning the simple present?	1 (10 %)	9 (90 %)
5. Have you ever played these media such as flashcards, ppt, digital, or social media?	0	10 (100%)

Conversely, the researchers asked the students to give a questionnaire about learning activities and all of the students answered yes. It means that the students are still remember the simple present. The next question asked to know more about the students understanding. From this question, the researchers got 3 students who has answered yes, and 7 student answered no. It can be concluded that there were students still didn't understand the simple present tense. On the other hand, from the students' answers showed that there were the students who still didn't understand toward the teacher's explanation of the simple present. Hence, the students had not ever played some media to help them in learning Englis. Therefore, this can be called as the problem that should be solved by the researchers toward students' difficulties in learning the simple present by implementing a medium such as the sentence box media.

Table 3. The percentage of students' responses toward the media

	Statements	Responses	
		Yes	No
1	The Sentence Box is an interesting teaching medium	10 (100%)	0
2	The words used are appropriate in learning the simple present	10 (100%)	0
3	The procedures are clear and understandable	9 (90%)	1 (10%)
4	Sentence Box can help you in learning the simple present	9 (90%	1 (10%)

Concerning the students' responses, the data presented in table 2 answered that almost all students helped learn simple present tense using Sentence Box. It can also be an interesting and an innovative media for learning simple present tense, which also the procedures of using its media are clear and understandable.

Table 4. The percentage of validator's perceptions toward the design of the sentence box media (1st feedback)

Statements	1: Very Poor, 2: Poor, 3: Fairly, 4: Good, 5: Very Good)				
	1	2	3	4	5
1. The contents match to the materials				√	
2. The particular sentences are understandable			√		
3. Procedures of Sentence Box are easy to use					√
4. Sentence Box is an innovative teaching medium					√
5. The design of the Sentence Box is interesting				√	
6. The size of cards and boxes of Sentence Box				√	
7. The fonts selection used in the cards				√	
8. Sentence Box is appropriate for tenth graders				√	
9. The cost to design Sentence Box is affordable					√
10. Sentence Box is easy to carry				√	

The first validation result got that the media is almost perfect. The validator signed that the sentences need to get more understandable which include the exact words, especially in the word of time signal and adjective. Related to the size of the box and cards, and the font of the media must also redesign to make more excellent.

Table 5. The percentage of validator's perceptions toward the design of the sentence box media (2ⁿᵈ feedback)

Statements	1: Very Poor, 2: Poor, 3: Fairly, 4: Good, 5: Very Good)				
	1	2	3	4	5
1. The contents match to the materials					√
2. The particular sentences are understandable					√
3. Procedures of Sentence Box are easy to use					√
4. Sentence Box is an innovative teaching medium					√
5. The design of the Sentence Box is interesting					√
6. The size of cards and boxes of Sentence Box					√
7. The fonts selection used in the cards					√
8. Sentence Box is appropriate for tenth graders					√
9. The cost to design Sentence Box is affordable					√
10. Sentence Box is easy to carry					√

The result of the 2ⁿᵈ validation can be categorized perfect because the materials' content, the font and card's size, and the box were appropriate. So, it reflects that the media has been ready to implement.

Discussion

1. Phase: Needs Analysis

The researchers did the first step, needs analysis, to the tenth graders in a senior high school. In this phase, there were two steps in collecting needs analysis interviewing the English teacher and giving questionnaires to students.

a. Learning Activities

The researcher asked the English teacher about the learning activities while teaching the simple present. The teacher's explanation as follow:

"Learning activities or the teaching method while teaching the simple present was varied because we had to adjust to the students' characteristics".

As long as the English teacher taught the students. She was using contextual learning which based on teacher's experience and students' experiences itself.

b. Teaching Media

The needs analysis phase did not only stop in the form of learning activities, but also the researcher asked the English teacher about her experiences in using other teaching media. The teacher's explanation as follow:

"I have never used flashcards but usually used pictures in the form of PowerPoint slides".

The English teacher had never used any physically teaching media in the class especially, in teaching grammar of the simple present.

c. The Materials

The English teacher was asked by the researcher not only about learning activities and teaching media; the most important was to know what materials should include in designing the teaching medium. The teacher explanation as follow:

"There are some of students be able to create the simple present sentences and the rate of percentage at least 100%".

The students' rate in creating the simple present sentences got almost perfect by the English teacher statement.

2. Phase: Design Phase

The next phase conducted in Design-Based Research was the design phase. This theory said that the design phase investigates the process of creating or designing a Sentence Box. Based on the needs analysis obtained in the design of a Sentence Box focused on teaching simple present to the tenth graders of senior high school.

There are six boxes included in the large box, and the size of the one large box is 47cm x 47cm. The material used to design the medium is Linen paper.

(a) Front side   (b) Back side

Figure 1. The Second Design of Sentence Box

The design of the sentence box includes six boxes with the number one to six in a large flat box. Also, the medium's name put on the back of the box. Six boxes are included in the large box; six boxes are 11cm x 11cm; inside six boxes, there are random cards consisting of words, and the size is 9cm x 9cm. The size of the word in the card is quite interesting because of the combination of the color black on white and the big size of each word.
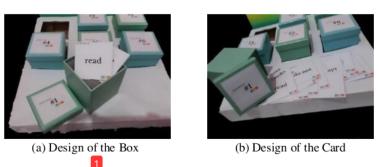

(a) Design of the Box   (b) Design of the Card

Figure 2. The Boxes' and Cards' Design of Sentence Box

The instruction had provided in the back of the medium's name. The instruction was simple and understandable because the researcher provided the Indonesian language on, the other side after English in the medium.

The procedures for playing the Sentence Box are:

1. Students are asked to make a group with their classmates. One group consists of 2 to three students (small class) and 5 to six students (large class).
2. The teacher invites each group's representative to choose which box they want to play.
3. Each group has to arrange some particular words based on the box into a good sentence.
4. The teacher should remind each group to arrange the sentence in one minute.
5. Each group's representative has to raise their hand to report every sentence they have arranged

The second phase of the research consists of designing, and one phase needs called validating phase. The first validating phase had conducted on the 5th of February, 2023. The first validation result got a suggestion and needs to be revised. Then the researcher revised the medium based on validation's result. The second validation phase was also conducted on 23rd of February, 2023; it was the last validating phase. The result of this validation can be categorized as good because the materials' content, the card's size, and the box were appropriate; also, there was no suggestion or comment.

3. Phase: Media Implementation

The last phase in this study was called media implementation, and it was conducted on 7th March 2023 in the tenth graders.

In media implementation, the students were asked to play the medium Sentence Box in the class with their friends. *Link of the implementation video: https://youtu.be/7QqIOkocADA* the researcher became the teacher in implementing the medium to the students in the class and explained the procedure to play Sentence Box.

After playing with the medium, the teacher gave the students the questionnaire to assess the medium of Sentence Box. The questionnaire result showed that all students were interested in innovative medium because nine out of ten said yes and only one said no. Therefore, it can be concluded that the students effectively learned the simple present tense using Sentence Box.

CONCLUSION AND SUGGESTIONS

The conclusion of this research is, first, the needs analysis conducted by the tenth graders can be the guideline in designing Sentence Box, which includes four forms of the simple present sentence. The needs analysis was doing the English teacher's interview and the students' questionnaire. Second, Sentence Box was designed in this phase by preparing the material in making Sentence Box include the four forms of the simple present sentence. The Sentence Box had to be validated by the expert before implementing it by giving the validation sheet as a checklist and suggestion column. Some suggestions from the expert, such as the sentence, font size, and particular words, must be revised. After revising, the researchers implemented Sentence Box for the tenth graders in small groups. Also, this is the last phase in doing this research theory by giving a questionnaire to get the students' responses for assessing Sentence Box. The finale result of this research was to get the students' responses toward Sentence Box, and all students responded positively. The students felt helpful and interested in learning simple present by

playing Sentence Box. And, this teaching medium would be appropriate for teaching grammar especially the simple present tense, innovative, also the procedures are clear and understandable

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