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The Study of Learning Speaking Skills Based on Communicative Approach

Dahlia Patiung

Universitas Negeri Makassar, Indonesia

Achmad Tolla

Universitas Negeri Makassar, Indonesia

Anshari

Universitas Negeri Makassar, Indonesia

Abdullah Dolla

Universitas Negeri Makassar, Indonesia

Abstract—This research aims at describing the application of learning speaking skills based on communicative approach in the process of learning Indonesian language including the role of students, the role of teachers, and the interaction of teaching and learning. This research applied descriptive qualitative method. In collecting the data, the researchers directly observed the natural phenomena that occurred in the study of learning speaking skills based on the communicative approach in SMAN 1 Sesean, Toraja Regency. The data were collected through observation, recording, interviews and documentation. The data were then analyzed through the technique of "Data Analysis of Final Model". Research findings show that the role of the teacher in the learning speaking skills based on communicative approach has been conducted properly. The role of students in learning speaking skills based on communicative approach has been optimal. The form of teaching and learning interactions has reflected the communicative approach. In the communicative approach, the teachers engage the students actively, creatively and meaningfully

Index Terms—learning, speaking, communicative

I. INTRODUCTION

Among the other language skills, speaking skill is one of the language skills that is not controlled by any person, especially in speaking through academic contexts such as speech, discussions, lectures, interviews, etc.

Standards of competence in school-based curriculum stated that language learning is directed to help the learners to know themselves, their culture and others' culture. It is also to improve the idea, feeling, and participation in a certain language community. In addition, language learning is to find and to use inner capabilities in analyzing and imagining. Therefore, Indonesian language learning is directed to communicate in the Indonesian language properly and in the right manner either orally or in written (Department of national education, 2006).

In fact, speaking is a process of communicating because it contains a message from any source to other sources. Furthermore, it has been mentioned in the school-based curriculum that the nature of learning to speak is basically using oral discourse to express thoughts, feelings, information, experiences of opinions and comments in interviews, presentations of reports, discussions, protocols, and speeches. There are also various literary works in the form of short story, novel, poetry and drama (Department of national education, 2006).

Based on the reality in the field, learning speaking skill is not optimal because, in practice, it is rarely performed in class. The teachers more often explain about the theory of speaking than giving the practice to speak. Thus, it causes the students are less trained to speak or express their opinion in front of the class.

II. REVIEW OF RELATED LITERATURE

A. Speaking

Speaking is a common mean of communication within the community. There are no communities wherever they live, who have no language. Whatever the form of language is, every community must have language as a communication tool. Even there are among us who can imagine writing while listening to a discussion about the language, but the language is actually the speech or utterance.

The basic concept of speaking as the means of communicating consists of nine things (Logan et al., 1972, p. 104-105). They are:

- (1) Speaking and listening are two reciprocal activities.

- 2) Speaking is an individual process in communicating,
- 3) Speaking is a creative expression,
- 4) Speaking is behavior,
- 5) Speaking is learned behavior,
- 6) The wealth of experience influences speaking,
- 7) Speaking is a means in smoothing the horizon.
- 8) Linguistic ability and the environment are closely related.
- 9) Speaking is personal emission

Slamet and Saddhono (2012) reveal that speaking and listening are complementary and contributed to oral communication such as talks, discussions, question and answer, interview, etc. In the communication, the people exchange their experience, express and receive thoughts, feelings, and also agree with the establishment or beliefs. Speaker and listener are integrated with reciprocal activity. They can change the role spontaneously, easily, and smoothly, from the speaker to be a listener and vice versa.

B. The Purpose of Speaking

The main goal of speaking is to communicate in order to convey thoughts, ideas, feelings, and expectation effectively. The speakers should understand the meaning of what they want to communicate. They should be able to evaluate the effect of their communication to the listener. In addition, speaking can be utilized to control themselves whether they already have the ability to pronounce sounds precisely, to reveal the facts spontaneously, and to apply norms of the correct language automatically (Saddhono and Slamet, 2012, p. 37).

C. The Types of Speaking

There are many kinds of speaking. Keraf (1980, p. 189), distinguishes them into three kinds, namely, instructive, persuasive, and recreative. The instructive speaking aims at telling something. The persuasive speaking is encouraging, reassuring and acting. The recreative speaking aims at entertaining. These types of speaking require a different reaction from the listeners. Persuasive speaking wants the reaction from the audience to get inspiration or to stimulate emotional, rapprochement of opinion, intellectuals, beliefs, and to get a specific action from the listeners. The instructive speaking requires reactions from listeners in the form of a proper sense. Meanwhile, the recreative speaking requires a reaction from listeners in the form of interest and excitement.

D. The Relationship between Speaking and Other Language Skills

Speaking as a language skill is related to the other language skills. The ability of the students to speak will be developed if it is preceded by the listening comprehension. Speaking skill utilizes vocabulary obtained by the students through the activities of listening and reading. Furthermore, speaking material is often come from the results of the listening and reading. Likewise, the speaking skill is supported other language skills either in making an outline or a script.

Based on the above description, Saddhono and Slamet reveal the following statements' namely:

- a. Speaking and listening are direct language skills;
- b. Speaking skill is learned through listening comprehension;
- c. The enhancement of listening comprehension will improve speaking skills;
- d. Sound and voice are the important factors in speaking skill and listening comprehension;
- e. Speaking skill is retrieved before the acquisition of reading comprehension;
- f. Learning reading comprehension in advanced will help speaking skills;
- g. Speaking skill is acquired before learning speaking skills;
- h. Speaking tends to be less structured than writing;
- i. Making notes, charts, etc., can help speaking skills
- j. Speaking and writing performance are different although they are an equally productive skill (Saddhono and Slamet, 2012, p. 55).

E. Ideal Speaker

Human beings are born in a normal condition that has potential to speak. This potential will become a reality if it is fostered, nurtured, and developed through a systematic, directional drills, and continuous improvement. Without practicing, this potential will remain and not well developed.

There are some characteristics of an ideal speaker that are necessary and very useful to understand, apply and appreciate in speaking, namely:

- (1) Choosing the right topics

A good speaker will choose an interesting and actual topic for himself and his audience.

- (2) Mastering the material

A good speaker seeks to master and learn the material to be conveyed. The speaker is trying to learn and examines various sources of reference. These sources are either in the form of books, magazines, newspapers or articles. These resources can be utilized as evidence of the material.

(3) Understanding the background to the listener

Before the speech takes place, a good speaker attempts to collect a variety of information about his listener. For example, gender, occupation, level of intelligence, interests, values that are embraced, and habit.

(4) Knowing the situation

A good speaker should consider the situation in the speech. The speaker will attempt to identify the room, time, seating, listeners, and the atmosphere.

(5) Having a clear goal

The goal that is formulated clearly and firmly will support the effectiveness of the speaker. A good speaker knows exactly where the listeners want to be carried.

(6) Having contact with listeners

A speaker will always retain his or her audience. The speaker is trying to understand the emotional reaction of the listeners.

(7) Having a high ability of linguistic and non-linguistic

The selections of words, phrases, appropriate sentences that are elaborated on ideas are very helpful for the speaker to explore the idea

(8) Controlling the listener

Capable of having the attention of listeners is a very positive thing for the speaker.

(9) Utilizing tools

The utilization of tools, such as diagrams, schematics, statistics, and pictures will greatly help the clarity of speech. They will streamline the speech if the speaker can provide illustrations that correspond with the environment of listeners.

(10) Having a convincing performance

A good speaker will always assure listeners. The speaker has a simple behavior, a style of speech, language, way of dressing, and personality, but he or she is still authoritative, graceful and sympathy.

Everything that is well-planned will be better than everything that is not planned at all. Therefore, a good speaker had planned speech early. The speaker should plan on choosing the topic, understanding and studying the topic, analyzing the situation of the listener, drafting the framework, piloting, and attempting to convince the listener (Saddhono and Slamet, 2012, p. 56-57).

F. Learning Speaking Skills

According to Tarigan (1983, p. 15), speaking is the ability to pronounce the articulation sounds or words to express thoughts, ideas, and feelings. As an extension of these limits, it can be said that speaking is a system of signs that can be heard and visible which utilizes muscle tissue of the human body for the purpose and goal of the ideas that combined. It means that speaking is an activity or literary activity. Burhan Nurgiyantoro (2001, p. 276), explained that speaking is a second language skill after listening. Someone can say the articulation of sounds after he or she listens to the sounds of language.

III. METHODOLOGY

This research applied descriptive qualitative method. This type of research was designed in such a way. Therefore, it achieved an expected target, namely the preparation phase, data collection phase, and data analysis phase.

This research was focused on the study of speaking skills based on interactive communicative of the students at SMAN 1 Sesean, Toraja Regency Learning Indonesian Language that related to the learning of listening, reading, and writing.

This research is located at SMA Negeri 1 Sesean, Toraja Regency. The location of the research is determined purposively. It means that the location of the research was based on the purpose.

The data referred to this research is descriptive or real materials that can be a basic analysis or conclusion. The data collected in this research was in the form of activity or process of teaching and learning in the classroom.

The sources of the data in this study were the Indonesian Language teachers and second-grade students in SMAN 1 Sesean, Toraja Regency. The researchers conducted recording, observation, interviews, documentation in order to obtain necessary data in this study.

In this qualitative research, the researchers act as the instrument of the research. The researchers as the research instrument can act as planners, implementers of data collection, data analyzer, and the preparation of reports on the results of research (Moleong, 2010, p. 168). The researchers used some tools in data collection. They were observation format, interview guidelines, diary entry, and documentation study.

The validity of the data was conducted for obtaining authentic data. The validity of the data was carried out by some methods, namely:

1. Conducting observations diligently and thoroughly,
2. Conducting triangulation by comparing between the Indonesia language learning and real conditions in the field,
3. Conducting discussions with colleagues and teachers in the field of Indonesian Language as well as with professor and doctor who have scientific relevance with this research.

The data collected were analyzed by using the procedure in the "analysis of data flow model" by organizing records for the results of observation of the class and interviews systematically. In order to perform these activities, there were some procedures. They were data reduction, data presentation, and conclusion. These activities were carried out simultaneously and continuously either data analysis in the field or data analysis was undertaken after research was completed (Tolla, 1996, p. 215).

IV. RESULTS AND DISCUSSION

Data obtained in the classroom are data summarized in the notes field including transcription recordings and written language. The presentation of these data is based on the subject. The main points of discussion are grouped according to subject matter themes in textbooks. There are two textbooks used. They are "Handbook of Indonesian Language Teachers for Senior Secondary School or SMA / MA" and "Indonesian language Homework for SMA / MA".

The data of field notes conducted in the classroom is about the application of learning skills including the role of the students, the role of teachers, and the subject matter. These data directly address the research question. Presentation of the data in this description was based on the theme of the textbooks.

In the learning process, the theme used was "Health and Sport". Teaching at the first meeting was conducted for 2x45 minutes. Five minutes were used by teachers to introduce researchers. Five minutes were used by teachers to roll call the students. Fifteen minutes were used by the teacher to describe the general contents. Twenty minutes were used by students to work on their task. Forty minutes were used by students to report their work. Fifteen minutes were used by the teacher to clarify the subject matter. In each class, several groups had been formed.

A. *The Role of the Teacher*

Teaching and learning situation is changed when the teacher invited students to report their work by asking each group to perform in front of the class to do the interview interchangeably. In each group, there are students acted as interviewers, and there are students who are interviewed.

At the beginning of learning activities, the teacher asks the students reporting their tasks without a length comment. According to the observations that conducted by researchers, teachers motivate their students to explore their potential continuously, fostering activity and creativity. Therefore, there is a great dynamics in the process of teaching and learning.

Based on the description above, it can be concluded that the teacher does not completely dominate the teaching and learning process.

B. *The Role of the Students*

In the description of the role of teacher, student involvement in the process of teaching and learning has been already visible. Activities from beginning to end lesson hours, the students were given an active role to report their work through an interview exercise in front of the class by playing a role as bureaucrats, and four students present their work.

Here is a quotation from the dialog of the students:

B: According to you sir, what should the government doing right now?
 M1: The street should be repairing, Sir, because Rantepao Sa'dah street has been severely damaged.
 S1: Yes sir, it is more important to repair the street.
 B: Yes, we consider your advice hopefully it can be realized.
 M2: In addition sir, we hope that the electricity is not always turned off
 M3: that is right Sir. The electricity always turns off. Therefore, it should be paid attention.

After the students had been doing interview exercises in front of the class, the teacher was explaining the vocal "e" correctly by repeating recite the interview that has been performed. The "e" vowel should be pronounced e (pronounced with e pepet). In addition, the teacher changes the word "turn off" with the word "black out."

The description above illustrates that the involvement of the student in learning process as students has had the opportunity to expand their knowledge.

C. *Teaching and Learning Interactions*

In the description of the role of teachers and students, teaching and learning interactions between students and teachers have been already visible. According to the observations conducted by the researchers, the teachers design a material in such way. It is characterized by the presence of the activity. Thus, the teaching and learning process already in progress optimally. The learning process has been described based on the learning of speaking communicative.

The teaching and learning interactions according to researchers are supported by the discipline of all parties, either teachers or students. For example, the time that they spend from the beginning to the end of lesson hours.

Based on the role of teachers, the role of students and teaching and learning interactions that have been described above, they can be described clearly in the following table:

TABLE 1.
THE ROLE OF TEACHERS, THE ROLE OF STUDENTS, AND THE TEACHING AND LEARNING INTERACTIONS

No	Variables	Results
1	The role of Teachers	a. The teachers act as the motivator in the learning process of speaking. The teachers have given encouragement to explore the potential of students, to foster activity, and creativity in teaching b. The teachers act as the facilitator. They have created an atmosphere of learning activities which are in harmony with the development of the students. c. The teachers act as the mediator. They mediate in the discussion activities. They arrange the classroom with background of communication, and communicative activities.
2	The role of students	a. The students in learning speaking skills serve as the giver and the receiver. They are not only as listeners, but also have been able to convey ideas. b. Students act as negotiators that all involved in the process of teaching and learning can glow activities and procedures that are studied as a whole in the group c. Students act as the negotiator among them, the process of learning, and learning objects. Therefore, they can learn freely
3	Teaching and learning interaction	a. Interaction in the process of teaching and learning take place optimally. Interactions between teachers and students, between students and other students create a very good negotiation. Therefore, it is can accommodate the needs, interests, and abilities of students in working together to build learning activities that correspond to the communicative approach.

V. CONCLUSION

The role of the teacher in teaching speaking skills-based communicative occurs optimally. The teachers act as motivators, facilitators, counselors, and mediators in the learning activities of the students. They stimulate and motivate the students to explore their potential, to foster activity and creativity. Therefore, there is a dynamic in the process of teaching and learning the Indonesian Language. Meanwhile, the students act as the giver and the receiver. In this case, they are not just as a listener but they can convey the idea. In addition, they argue in accordance with their ability in creative and innovative way. Thus, the interaction in the learning process occurs optimally. In this case, the students play a role as a center for teaching and learning activities, and negotiation between teachers and students. It creates learning experiences that accommodate the needs of the students. Teachers and students work together in one direction and a sense that arises from an understanding of learning activities.

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Dahlia Patiung Palawa, was born in April 24, 1974. She was the first child of the couple Abd. Rashid (RIP) and Hj. LudiaPatiung. Her formal education is the in SD Negeri 45 Palawa '. He graduated in 1986. He then continued her studies to the SMP Palangitamat in 1989. In the same year, she continued her study to SMAN 1 Rantepangli and graduated in 1992. In 2000, she got a master of education (M. Pd) in graduate programs, State University of Makassar. In the same year, she continued her undergraduate at IAIN Alaudin Makassar and completed in 1997. In the same year, she became extraordinary lecturer at IAIN Alaudin, STMIK

Dipanegara from 1997 to 2005. In 2006, she was appointed as Tenured Faculty at STMIK Dipanegara until now. In 2010, she continued her study at the Graduate Program (S-3) at State University of Makassar with the Indonesian Language education courses. In 2013, she finally was able to compose a dissertation entitled study of "Learning-based approach to Communicative Speaking SMAN 1 Sesean Toraja North". It is one of the requirements for obtaining a doctorate of degree.

Achmad Tolla, M.Pd., was born on March 21, 1949 in Leling-Mamuju, Indonesia. He is a lecturer at the Faculty of Languages and literature at the State University of Makassar.

He graduated in elementary school Mamuju in 1965, The first State secondary school Mamuju in 1968, School of teacher education Mamuju in 1970, Bachelor's degree (S1) on The education of language and Literature of IKIP Ujungpandang in 1980, Master (S2) on Indonesian Language Education, post graduate IKIP Malang in 1991, and doctorate degree (S3) on Indonesian Language Education, UM Malang in 1996.

Prof. Dr. Achmad Tolla, M.Pd has some scientific publications, namely: (1) Shifting of languages as the result of a merging of different ethnic, in 2007, (2) Language shift in environmental migrants in Luwuk, 2004, and (3) The development of communicative language Indonesia test device for primary school Pupils in the city of Makassar, in 2003. He has been the Chairman of the Indonesian Language Education Program studies S-2 and S-3 since 2009-present.

Ansari, M. Hum was born in South Sulawesi Regency Enrekang, on 29 April 1964. His formal education was in SD Negeri 2 Maccini Ujung Pandang. He finished it in 1972. He continued her study to SMP Negeri 10 Ujung Pandang graduated in 1980, and then he continued her study to SMA Negeri 4 Ujung Pandang and finished in 1983. He achieved Masters of Humanities (M. Hum) in 1999 and his Ph.D. (Dr.) in 2007 in the Indonesian Language Education at the Graduate Program, State University of Malang. He was appointed as Professor at the State University of Makassar.

There are some scientific papers in the field of research that has produced. The first is "The Correlation between Interests and Capabilities in Appreciation of Students' Literary Works at SMAN 4 Makassar". The second is "Development of Indonesian Language at the time of the occupation of Japan: the study of Sinkronik, TMPD Foundation and Toyota Japan". The third is "humanitarian values in the Makassar Linrilik literature". The fourth is "Discourse analysis: review of the Business Publication: the use of foreign languages in Makassar". The fifth is "Gender equality in the novels at Balai Pustaka generation, research. Directorate of the Research and Community Service.

He has written some books that have ISBN The first is "Development of the Indonesia Language Vocabulary" (2001). The second is "Type of Relation of Humanitarian Values in The Jinrilik Literature" (2007). The third is "The Proceedings of the Congress, The Regional Languages of South Sulawesi" (2007). The fourth is "The Development of Indonesian Language Functions during the Occupation of Japan" (2008). The fifth is "Guidelines for Preparing the Implementation Plan of Learning Based on the Curriculum Unit Level of Education" (2010).

Abdullah Dola, M.S., was born in Bulukumba, South Sulawesi, on 2 April 1946. He is a Professor of Linguistics at the Faculty of language and literature in the State University of Makassar. He got the title of Doctorandus (Drs.) in Indonesian language and literature education at IKIP Ujung Pandang in 1980. Master of Science (M.S.) was obtained in 1992. He got his doctorate (Dr.) in 2003 in the field of Linguistics, Hasanuddin University. There are several scientific papers in his fields of research that have been produced. The first is "Generative Phonology in Makassar Language" (1992). The second is "the main Value in Roman Indonesia before independence" (1992). The third is "analysis of the structure of Mamasa Language" (1993). The fourth is "Analysis of Descriptive Phrase in Makassar Language" (1995). The fifth is "sequence of Constituent Wotu: An approach to Typology" (2003). In addition, he has written some books that have ISBN. The first is "Generative Phonology of Makassar Language" (2005). The second is "Appreciation of Prose Fiction and Drama" (2007). The third is "Comparative Linguistics" (2008). Right now, he is a lecturer at the faculty of languages and literature. He is also the lecturer at graduate program, State University of Makassar.

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