

# Developing 'My Papa Darling' As an English Teaching Media for Parts of Speech

*by Dr. Drs. Wijayadi, M.pd Dosen Fkip*

---

**Submission date:** 13-Nov-2023 01:30PM (UTC+0700)

**Submission ID:** 2226420251

**File name:** Developing\_My\_Papa\_Darling\_As\_an\_English.pdf (2.16M)

**Word count:** 4536

**Character count:** 23131

## Research article

# Developing 'My Papa Darling' As an English Teaching Media for Parts of Speech

Chusnul Anisa, Wijayadi, Linda Mayasari\*

Universitas Muhammadiyah Surabaya

## ORCID

Linda Mayasari: <https://orcid.org/0000-0001-8737-6198>

## Abstract.

Parts of Speech is one of the important elements that students should learn to master English grammar. This research aimed at developing 'My Papa Darling' as an English teaching media for part of speech. This research was conducted in 9th-grade students of SMP Negeri 58 Surabaya. In developing 'My Papa Darling', this research adopted the model by Thiagarajan which is called Four-D (4D), it consists of four phases namely Define, Design, Develop, and Disseminate. Due to a limited time, this research stopped in field trials. After passing some phases, the data were gained. First, the media was valid since the score of the validity test was 3.5. Then the result of the observation checklist toward the implementation of media in the classroom obtained 3.8 which meant it was excellent. The students gave positive responses, which could be seen from the average score of the students' questionnaire, 88.66%. In short, My Papa Darling is appropriate media to use in teaching and learning English in parts of speech.

**Keywords:** My Papa Darling, teaching media, parts of speech

Corresponding Author: Linda Mayasari; email: [lindamayasari@fkip.um-surabaya.ac.id](mailto:lindamayasari@fkip.um-surabaya.ac.id)

Published 28 March 2022

Publishing services provided by Knowledge E

© Chusnul Anisa et al. This article is distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the INETAL Conference Committee.

## 1. Introduction

English as an international language has an important role in communication around the world. In Indonesia, English is a subject that is taught at every level of education such as Elementary School, Junior High School, and Senior High School. One of the purposes of learning English is to make students be ready to face the globalization era. Mastering English for Indonesian students' needs process since English is a foreign language. For instance, there are some skills in English namely speaking, writing, reading and listening. To have those skills students should learn the elements in English such as pronunciation, spelling, vocabulary, and grammar.

Grammar is one of the important elements that students have to learn. Grammar is a set of rules of structures, how they are put together in sentences or phrases to deliver the meaning properly [1]. Learning Grammar often comes complicated and scary things. Fadliah [2] states that the principle of learning in the teaching process is ideally held

**OPEN ACCESS**

with a relax and joyful atmosphere, but while learning grammar, students feel bored since the process of learning grammar is just memorizing with the form of patterns or formula. So, it makes some students fail in grammar comprehension.

One of the grammar problems is generally about Part of Speech. Part of Speech is class of words which divided into 8 types namely <sup>3</sup>noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. Based on the research conducted by Eni et al. [3], it was revealed that students were difficult to distinguish the types of Part of Speech, they did some errors when using part of speech in accordance of its function. The causes of these problems are the lack of knowledge and less interest of students about Part of Speech. Considering these problems, the role of the teachers is important, teachers require to find the solution to make students get enthusiastic in the learning process, especially to comprehend Grammar in Part of Speech.

The solution that teachers can offer is using media to help students learn grammar properly in an interesting way. Smaldino et al. [4] state that a media in learning is a physical form of the message that wants to deliver and display. It means that the form of media is more concrete than just giving an explanation to the students and it can increase students' motivation in the learning process. As the previous study stated, Hoang & Tao [5] researched *The Impact of Board Games on EFL Learners' Grammar Retention* and concluded that using board games as media could give a significant positive effect on students. Hence, it can be an alternative to the teachers to manage the learning grammar process more interesting and students can easier remember grammar patterns.

The preliminary observation in SMP Negeri 58 Surabaya with a 9<sup>th</sup> grade English Teacher. According to her, students were still unmotivated and confused about grammar especially in distinguishing parts of speech, moreover the media in that school was less. Besides that, the researcher also interviewed the 9<sup>th</sup> grade student of SMP Negeri 58 Surabaya, it was stated that English was a hard subject to learn because of the complexity grammar and boring atmosphere of English class held. The teacher used monotonous technique such as lecturing method, writing the material in whiteboard and using no learning media, so it made the student get low interest and difficult to understand about English.

Based on the explanation above, the researchers conducted the research entitled '*Developing "My Papa Darling" of Teaching Media for Part of Speech*'. 'My Papa Darling' (Mainan Papan Belajar Grammar Bahasa Inggris) is kind of media that form like board games, it is created to make students get easier to learn grammar especially in Part of Speech, the media of board game My Papa Darling consists of maximum 4 players, the

players should roll the dice to get the instructions to run the game. My Papa Darling media also belonged to Enactive Phase. In Enactive phase, students learn in direct experience and it can make students generally more remember what materials they learn. 'My Papa Darling' media is created based on Dale's Cone of Experience as following:

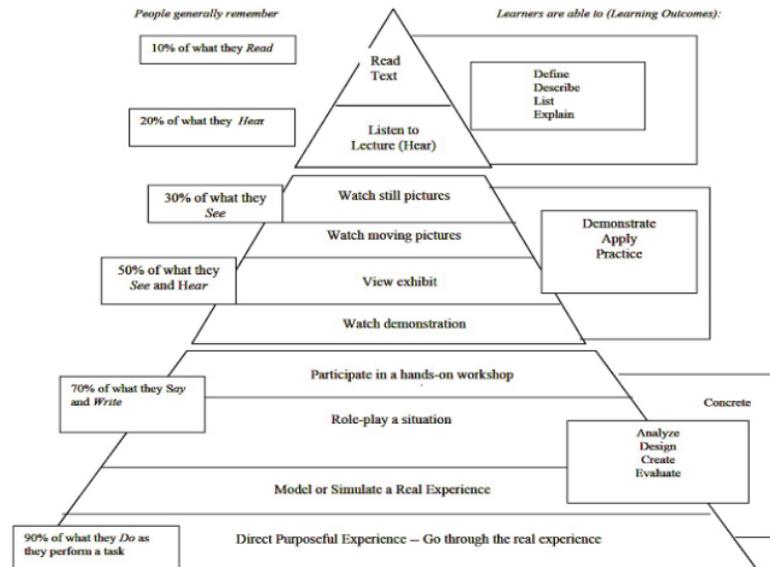


Figure 1: Dale's Cone of Experience (Source: Edgar Dale as cited in Smaldino et al. [4]).

The figure of Dale's Cone of Experience above is elaboration from the concept cognitive development by Bruner. The objectives that students achieve start from direct experience (concrete), the facts from environment through prototype (visual) until to symbolic learning (abstract). According to Dale's Cone of Experience, it is known that 90% of students remembering the lesson is from what they do and perform and these can reach from direct experience. Direct experience can give the students meaningful impression about the information and the concept of learning. This concept becomes the basic concept and reason why My Papa Darling is created.

## 2. Method

In developing My Papa Darling, this research adopted the model by Thiagarajan [7] which is called Four-D (4D), it consists of four phases namely Define, Design, Develop, and Disseminate. The research was held in SMPN 58 Surabaya and chose 9 graders students and teachers as research participants Research Instruments were the validation

sheets of media, the students' questionnaires sheets, and observation checklist sheets. The aim of this analysis was to recognize the validation of My Papa Darling media and the validity of the research instruments was validated by some experts such as the lecturer and the English teacher.

The formulae in validating research instruments are following Widoyoko's [6] assessment.

1. Highest score = total item of assessing × total of choice
2. Final score =  $\frac{\text{the total of the score}}{\text{highest score}} \times \text{total of interval classes}$
3. The total of interval classes = the scale of scoring

It means that if the assessing used the scale of 4, then the results of assessing is classified to be 4 interval classes.

1. Determine of the interval distance ( $J_i$ ) using the formula:

$$J_i = \frac{(t-r)}{J_k}$$

Explanation:

$t$  = Highest score

$r$  = Lowest score

$J_k$  = total of interval classes

Based on the determinate above, the classified of the assessing result used the scale of 4 as follows:

1. Highest score
2. Lowest score
3. Interval distance
4. Classification the results of assessing, be presented in following table 1

Analysis of students responses were calculated by attitude aspects used to quantify the tendency of students attitude through the submitted questions. A range score given to the students consists of: Very Approve (VA), Approve (A), Do not Approve (DA), and Do Not Approve at all (DAA). The steps of processing the students' questionnaire data were firstly the total respondents discovered through students' answers on each statement item, then, in order to calculate students questionnaire score, the total of respondent was multiply by the chosen answers.

TABLE 1: Score Assessment Categories towards Research Instruments Validation [6].

Score	Categories	Interval Score	Classification
4	The instruments are very appropriate to use	$3,25 < X \leq 4,00$	Excellent
3	The instruments are appropriate to use	$2,50 < X \leq 3,25$	Good
2	The instruments are inappropriate to use	$1,75 < X \leq 2,50$	Less
1	The instruments are very inappropriate to use	$1,00 < X \leq 1,75$	Poor

The formula to count the scores of the students responses as follows:

$$NRS = \sum R \times \text{the score of question choice}$$

Explanation:

$NRS$  = The score of student response

$\sum R$  = The total of respondent who choose the answer

TABLE 2: Score of Students Responses [8].

The Score of Students Response	Formula
$NRS_{SS}$	$NRS = \sum R \times 4$
$NRS_S$	$NRS = \sum R \times 4$
$NRS_{TS}$	$NRS = \sum R \times 4$
$NRS_{STS}$	$NRS = \sum R \times 4$

Explanation:

$NRS_{SS}$  = The score of very approve response

$NRS_S$  = The score of approve response

$NRS_{TS}$  = The score of do not approve response

$NRS_{STS}$  = The score of do not approve at all response

To calculate the percentage of score of students responses from each answer is using the formula as follows:

$$\text{Percentage } NRS = \frac{\sum NRS}{NRS_{Maximum}} \times 100\%$$

The next step is determining the criteria percentage of students responses score:

TABLE 3: Criteria Percentage of Students Responses [8].

Percentage	Explanation
$0\% \leq NRS \leq 20\%$	Very Weak
$20\% \leq NRS \leq 40\%$	Weak
$40\% \leq NRS \leq 60\%$	Enough
$60\% \leq NRS \leq 80\%$	Strong
$80\% \leq NRS \leq 100\%$	Very Strong

### 3. Findings and Discussion

#### 3.1. Define

##### 3.1.1. Front-end analysis

This step was analyzing English Curriculum, books, and other teaching-learning materials used in SMP Negeri 58 Surabaya.

##### 3.1.2. Learners' analyses

Based on the interview with 9 E grade students in SMP Negeri 58 Surabaya, it was known that the problems in learning English were less confident, bored in English lesson, and the lack motivation to learn English especially part of speech.

##### 3.1.3. Task and conceptual analysis

The learning activities applied by English teacher in 9 E grade students of SMP Negeri 58 Surabaya were still in traditional method through asking the students to listen and taking a note what teacher explained

##### 3.1.4. Specifying instructional objectives

The availability of English learning media in SMP Negeri 58 Surabaya was limited, and it made students feel uninterested in learning English. So, the media was needed since it could make good atmosphere in the classroom.

#### 3.2. Design

##### 3.2.1. Material and media selection

The teaching material for this learning media was parts of speech. It needed a board, paper, envelope, stick, glue and etc.

### 3.2.2. Format selection

In producing 'My Papa Darling', it involved the students and teacher. The role of students in this research was to give some responses toward 'My Papa Darling' by filling out questionnaire and the teacher checked the validation of the instrument of 'My Papa Darling'.

### 3.2.3. Design of product

My Papa Darling (Mainan Papan Belajar Grammar Bahasa Inggris) is a kind of media formed like board games, it is created to make students get easier to learn grammar especially in Part of Speech<sup>3</sup> namely **noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection**. 'My Papa Darling' can be played by 4 players and 1 umpire, the players should roll the dice to get the instruction to run the game. The design of 'My Papa Darling' is as follows:



Figure 2: Design of Product My Papa Darling.

Design of My Papa Darling is a square size 40 cm x 40 cm with a thickness of 1 cm. The material is made of plywood, painted with green color. Base layer is marked with My Papa Darling sticker paper. There are eight envelopes with attractive colors containing about kinds of part of speech in each envelop. The players get instruction to run the game if they spin the arrow then roll the dice, My Papa Darling's arrow is 10 cm and the dice is a cube size 3 cm.



Figure 3: First Prototype of My Papa Darling.



Figure 4: Design of My Papa Darling Guidance.

My Papa Darling is equipped with a guidance paper which contains about the rules and steps to run the games.

### 3.3. Develop

#### 3.3.1. Validation from experts

In this phase of research, there was an explanation about the validation result of design product of 'My Papa Darling' Media. This validation was conducted after the product of 'My Papa Darling' media had been made. The design product was evaluated by experts.

TABLE 4: Validators of My Papa Darling Media.

Experts	Name	Occupation
Validation of My Papa Darling Product	Vega Hesmatantya.,M.Pd.	Lecture in Muhammadiyah University of Surabaya
Validation of My Papa Darling Product	Lies Maisara Amaliyah.S.Pd.	English Teacher in SMP N 58 Surabaya

Based on the guidance of analysis product validation in method, the result of validation can be seen in the table below.

TABLE 5: My Papa Darling Design Validation.

No.	Aspects	Validators		The average of the items	Criteria
		1	2		
1.	Durable	3	4	3,5	Valid
2.	Attractive shape and colors	2	4	3	Valid
3.	Simple and easy to use	3	4	3,5	Valid
4.	The size is appropriate with the users	3	4	3,5	Valid
5.	The conformity of Part of Speech material	3	4	3,5	Valid
6.	The display gives positive impression to attracted students learning interest	4	4	4	Very valid
7.	The display supported the students to involve in learning activities	3	4	3,5	Valid
8.	The display is interesting	3	4	3,5	Valid
The average of validation total				3,5	Valid

Based on the table 5, it can be seen that the result of design product of 'My Papa Darling' obtained the average of validation total about 3.5 with the valid criteria. Validators gave suggestions and advices that 'My Papa Darling' was worth to be used with some revision.

### 3.3.2. Design revision

After step of validation from experts, the validator gave some suggestions for the product to make it better.

### 3.3.3. Field trial

After validation from expert and revision of the design product, the researchers did field trial in 9 E Grade of students SMP Negeri 58 Surabaya. The students joined teaching and learning process and the researcher did observation by filling observation checklist sheet.

TABLE 6: Validator Suggestion.

No.	First Prototype	Final Product
1.	Validator suggestion: In the first prototype of My Papa Darling, the base layer color of this product is green color only. Then the suggestion is to make My Papa Darling more attractive, the researcher needs to add the other colors, so this product consists of two versions of colors, pink and green.	
		
2.	Validator suggestion: In the first prototype of My Papa Darling, the envelope is only plain without any variation. Then the suggestion is to add some visual illustrations for making it attractive.	
		
3.	Validator suggestion: In the first draft of 'My Papa Darling' guidance paper, the rules of running the games are still not clear. Then the suggestion is to add the umpire in the rules no. 1 to guide the players in order to make it as a fair play and change the language of the guidance paper in English.	
		

### 3.3.4. Observation sheet result

Observation of My Papa Darling was done during learning activities. The observer filled observation checklist sheet according to the indicator aspects provided in the table. The data result of observation checklist sheet can be seen on table 7

Based on the table 7 it can be seen that the result of observation checklist sheet of 'My Papa Darling' obtained the average of validation total about 3.8 with excellent

TABLE 7: Observation Checklist Sheet Result.

No.	Aspects	Scores				Notes (If Necessary)	Criteria
		1	2	3	4		
PRE-TEACHING							
1.	The teacher starts the lesson by greeting and praying			√		The teacher did not lead students to pray because that day English is a second lesson, so students already pray in the first lesson	Good
2.	<sup>4</sup> The teacher asks students' condition				√		Excellent
3.	The teacher checks students' attendance list				√		Excellent
4.	The teacher delivers the outline topic material of what they are going to learn				√		Excellent
WHILST TEACHING							
5.	The teacher explains the material about Part of Speech				√		Excellent
6.	The teacher introduces My Papa Darling board game to learning Part of Speech				√		Excellent
7.	The teacher clearly explains the guideline rules of using My Papa Darling				√		Excellent
8.	The teacher divides the students into groups with 2-4 members and 1 umpire to run 'My Papa Darling' board game				√		Excellent
9.	The teacher gives opportunity for students to ask the questions related to the using of My Papa Darling			√			Good
10.	The students understand about the rules of the game				√		Excellent
11.	The students are able to mention the word as it belongs to the kind of Part of Speech				√		Excellent
12.	The students are able to make a sentence using the kind of Part of Speech				√		Excellent
13.	The students cooperate well during the game				√	Students enjoy the game and obey the rules.	Excellent
14.	The teacher checks students' understanding by collecting the students' final scores after the game				√		Excellent
POST-TEACHING							
15.	The teacher gives a reward and appreciates to the winner of the game				√	<sup>4</sup> The teacher also gives feedback to the students about their performances	Excellent
16.	<sup>4</sup> The teacher asks the students to summarize the lesson			√			Good
17.	The teacher ends the lesson by greeting				√		Excellent
The average of observation sheet total						3,8	Excellent

criteria. It means that 'My Papa Darling' is appropriate in English teaching media for learning Part of Speech.

### 3.3.5. Students questionnaire result

Students' questionnaire in the research contained about responses toward the product which had been developed. Students gave their responses by giving score rate from very agree to not agree. Students filled questionnaire after the field trials. In this section, the researchers asked students to fill questionnaire by online in Google Forms due to covid-19 pandemic era. The data result of the questionnaire can be seen on table 8

TABLE 8: Student Questionnaire Result

No.	Indicators	ΣNRS	%NRS	Criteria
1.	The display of 'My Papa Darling' is Interesting	54	90,00	Very Strong
2.	The guideline of using 'My Papa Darling' is clear	54	90,00	Very Strong
3.	The use of 'My Papa Darling' is easy	55	91,66	Very Strong
4.	The use of 'My Papa Darling' makes me More active in learning activity	55	91,66	Very Strong
5.	Learning while using 'My Papa Darling' is joyful	53	88,33	Very Strong
6.	Learning while using 'My Papa Darling' increases my motivation in Part of Speech	51	85,00	Very Strong
7.	Learning while using 'My Papa Darling' makes me easier to understand Part of Speech	52	86,66	Very Strong
8.	Learning while using 'My Papa Darling' improves my soft skills in teamwork	52	86,66	Very Strong
9.	The use of 'My Papa Darling' makes me happier in learning English	53	88,33	Very Strong
10.	The use of 'My Papa Darling' becomes my new experiences in learning English	53	88,33	Very Strong
Avarage of NRS			88,66	Very Strong

### 3.4. Disseminate

The result of this research was distributed to the English teacher in other schools, but because of limited time and material, so the phase of disseminate was done only in field trial.

### 3.5. Research discussion

My Papa Darling had been through validation to the experts. There were eight aspects of 'My Papa Darling' design product validation according to the Permendikbud No. 24 in 2007 about standardization of learning media. One of the suggestions is about the color of product. Validators gave the suggestion to add others color as base of layer 'My Papa Darling' to make it more attractive. The color tones in learning media are very important, thus in the first prototype of product, it was only in green color. The philosophical reason in choosing green color is that it is identical with nature, and is able to give calm & relax atmosphere [9]. To make it more various as suggested, then in second prototype, pink color was added as the other variety of My Papa Darling. According to Zharadont [9] pink color in learning media represents of joy, desire, sense and is often related with feminine things.

'My Papa Darling' is a board game that consists rules in it, the game can be played by four players and one umpire. The aims of the rules are to make it easier for players in their role, arise of tolerance, sportsmanship, and strengthen of teamwork [10]. Illustration visual style by 'My Papa Darling' uses decorative style which can be seen in the colorful pattern of the envelopes of 'My Papa Darling'. As stated by Soebandi [11] that decorative style in learning media makes the happy and delight feeling.

The appropriateness of 'My Papa Darling' product got from the result of validation, the list of validators can be seen on the table 4 and the result of validation product can be seen on the table 5. Based on the result of validation from experts, design product of 'My Papa Darling' obtained the average of validation total about 3,5 with very good classification. Besides, the appropriateness of 'My Papa Darling' was also proven by the result of observation checklist during field trial in SMP Negeri 58 Surabaya. Based on field trial, the teacher and the students followed the guideline of using 'My Papa Darling' and they made it. The teacher divided students into groups with two to four members and one umpire then the teacher explained the rules of the game and made sure that all the students understood. Moreover, the students were cooperative during learning activity using 'My Papa Darling', they enjoyed the game and obeyed the rules. So, the function of 'My Papa Darling' made them get easier to learn Part of Speech. As the result, the average observation checklist sheet total was 3.8 with the excellent criteria. It meant that 'My Papa Darling' was appropriate to use as an English teaching media for part of speech.

The result of student questionnaire relating to the use of My Papa Darling can be seen on table 8. The they students felt that the display of 'My Papa Darling' was interesting,

90,00%. When they played it, they were happy, the figure reached 88.33%. These findings strengthen Elin's thought [12], she explains that the relevant use of display in learning media makes students get easier to understand about the material and creates joyful atmosphere in learning activity.

The indicator of clarity guideline of using 'My Papa Darling' had 90% of total response and the indicator of the easiness of use 'My Papa Darling' was 91.66%. It meant that the students were easier to use 'My Papa Darling' because of the guideline. It is related with Sukanya and Nutprapha [13] said that media will be easy to use if there is a guideline within.

The indicator of students being active got total response with 91.66% and the indicator of students improving the soft skills of teamwork got total response with 86.66%. It meant that through 'My Papa Darling' students got motivated to be more active in working together to solve the problem with their team, asking the teacher if there is difficulty and braving to delivering their opinion [14].

The indicator of motivated students in learning activity through 'My Papa Darling' got total response with 85.00%. It was because 'My Papa Darling' is media that equips with interesting visual and rules. Based on Elin [12] students' motivation will be increasing because of educative board games served with communicative and interested material.

As the result, the use of 'My Papa Darling' as an English teaching media for learning part of speech calculated in very strong criteria with positive response from students.

#### 4. Conclusions

According to the research result, it can be concluded that this research produced 'My Papa Darling' as an English learning media for learning part of speech. The results of validation from experts and observation checklist were valid. In addition, the students gave positive responses toward 'My Papa Darling'. As the result, My Papa Darling is appropriate as an English learning media in part of speech.

#### References

- [1] <sup>12</sup> Hornby, A.S. *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press; 2006.
- [2] Fadhliah, M. *The Teaching in Context Through Writing Activities at Madrasah Tsanawiyah Negeri*. Unpublished Thesis. Makasar: Universitas Makassar; 2015.

- [3] Eni N, et.al. "Kesalahan Penggunaan Parts of Speech Pada Mahasiswa Program International di Fakultas Ekonomi dan Bisnis UNSOED Purwokerto". Makalah disajikan pada Seminar Nasional, Purwokerto; 2017.
- [4] Smaldino, Sharon E, James D. Russel, and Deborah L. Lowter. *Instructional technology and Media for Learning*. Jakarta : Kencana Prenada Group; 2011.
- [5] Hoang Yen Phuong, and Thao Nguyen Pham Nguyen. <sup>8</sup> The Impact of Board Games on EFL Learners' Grammar Retention. *Journal of Research & Method in Education (IOSR-JRME)*. 2017;7(2):61-66.
- [6] Widoyoko, E. *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar; 2015.
- [7] <sup>9</sup> Thiagarajan, S. and Semmel, D.S. *Instructional Development for Training Teacher of Exceptional Children*. Bloomington Indiana: Indiana University; 1974.
- [8] Masriyah. *Evaluasi Pembelajaran*. Jakarta: Universitas Terbuka; 2006.
- [9] Zharadont, P. Pengaruh Warna Bagi Suatu Produk dan Psikologis Manusia; 2013. Retrieved from [http://www.academia.edu/19675069/Jurnal\\_Ergonomi\\_Pengaruh\\_Warna\\_Bagi\\_Suatu\\_Produk\\_dan\\_Psikologis\\_Manusia](http://www.academia.edu/19675069/Jurnal_Ergonomi_Pengaruh_Warna_Bagi_Suatu_Produk_dan_Psikologis_Manusia).
- [10] Hamshire,C., Forsyth, R., and Whittom, N. Designing Games to Disseminate Research Findings. *Proceedings of the European Conferences on Games Based Learning.2013*:1208-215.
- [11] Soebandi, B. *Karakteristik Lukisan/Gambar Anak*. Solo: Maulana Offset; 2008.
- [12] Elin, Ermasari. The Effect of Using Board Game Towards Students' Vocabulary Mastery. Skripsi. Jakarta: UIN Syarif Hidayatullah; 2018.
- [13] <sup>3</sup> Sukanya, Khaisaeng, and Nutprapha, Dennis. A Study of Parts of Speech Used in Online Student Weekly Magazine. *International Journal of Research – Granthaalayah*. 2017;5(4):43-50.
- [14] Ratmaningsih, Made Ni. <sup>13</sup> Implementasi Board Games dan Pengaruhnya Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Ilmu Pendidikan*. 2018;24(1):19-28.

# Developing 'My Papa Darling' As an English Teaching Media for Parts of Speech

## ORIGINALITY REPORT

8%

SIMILARITY INDEX

%

INTERNET SOURCES

6%

PUBLICATIONS

5%

STUDENT PAPERS

## PRIMARY SOURCES

1	Submitted to Universitas Riau Student Paper	2%
2	Temardi Temardi, Regina Regina, Clarry Sada. "Developing a Visual Dictionary for Nursing Students", KnE Social Sciences, 2022 Publication	1%
3	Sukanya Khaisaeng, Nutprapha K. Dennis. "A STUDY OF PARTS OF SPEECH USED IN ONLINE STUDENT WEEKLY MAGAZINE", International Journal of Research - GRANTHAALAYAH, 2017 Publication	1%
4	Hanoi University Publication	1%
5	Submitted to Universitas Negeri Surabaya The State University of Surabaya Student Paper	1%
6	A F Syadzili, Soetjipto, Tukiran. "Guided Inquiry with Cognitive Conflict Strategy: Drilling Indonesian High School Students'	<1%

# Creative Thinking Skills", Journal of Physics: Conference Series, 2018

Publication

- 
- 7** Irnin Agustina Dwi Astuti, Indra Yahdi Putra, Yoga Budi Bhakti. "Developing Practicum Module of Particle Dynamics Based on Scientific Methods to Improve Students' Science Process Skills", Scientiae Educatia, 2019  
Publication <1 %
- 
- 8** Submitted to Universidad de Murcia  
Student Paper <1 %
- 
- 9** Al Fithrathy, Ariswan. "Developing Physics Learning Multimedia to Improve Graphic and Verbal Representation of High School Students", Journal of Physics: Conference Series, 2019  
Publication <1 %
- 
- 10** Suharyadi ., Gunadi H. Sulisty. "Senior and Junior EFL Teachers' Pedagogical Knowledge: Levels and Areas of Mastery and Non-mastery", KnE Social Sciences, 2022  
Publication <1 %
- 
- 11** Submitted to IAIN Kudus  
Student Paper <1 %
- 
- 12** Liao J, Papathanassoglou E, Zhang X, Li QN, Gupta A, Lu F, Wu Y, Frishkopf M. "A cross-

cultural randomized pilot trial of western-based and five elements music therapy for psychological well-being", EXPLORE, 2022

Publication

13

Yunita Miftahul Jannah, Yuniawatika Yuniawatika, Alif Mudiono. "Pengembangan E-Modul Berbasis Game Based Learning Materi Pengukuran Dengan Penguatan Karakter Gemar Membaca dan Menghargai Prestasi", Jurnal Gantang, 2020

Publication

<1 %

14

Ade Suryanda, Eka Putri Azrai, Anita Julita. "Validasi Ahli pada Pengembangan Buku Saku Biologi Berbasis Mind Map (BIOMAP)", BIODIK, 2019

Publication

<1 %

15

Rusdarti ., Wijang Sakitri, Ika Septiani. "The Decision To Borrow From "Bank Thithil" (Case In The Society of Kopeng Village, Semarang Regency)", KnE Social Sciences, 2019

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off