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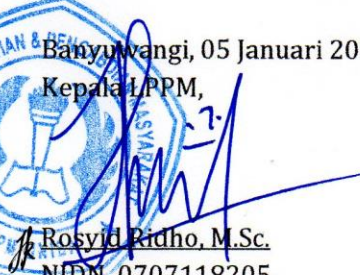
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NEED ANALYSIS OF ENGLISH TEXTBOOKS BASED ON THE ADDIE MODEL

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NEED ANALYSIS OF ENGLISH TEXTBOOKS BASED ON THE ADDIE MODEL

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ABSTRACT

This research is the development of English textbooks for non-English department using ADDIE model. The researcher uses three instruments to get the data, they are questionnaire forgetting deep information of the student need, interview to know the teaching and learning process doing by the lecturer, and documentation to know the learners' outcomes in learning English, especially English for general basic courses in the university.

Keywords: need analysis; English textbooks; ADDIE

English as an international language and as a world global language. Its existence is very important and learning English must be improved. Learning English is profitable for those who are involved in the world of commerce, banking, tourism, technology, and research. Because English is needed in the aspect of communication and references. Indonesia is one of the countries affected by the ASEAN Economic Community (MEA). This condition causes the Indonesian people must be able to speak English. English should be mastered by whole university students. English become compulsory courses in the university, it is called general basic courses (MKDU). In PGRI University of Banyuwangi, every department have to learn English as MKDU. Arianti (2017) stated that English in university is focused on

development skills in understanding the material which is adapted to the context of a particular profession.

Learning English for specific reason is called English for Specific Purposes (ESP). Hutchinson and Waters in Ayutami (2018) viewed ESP as an approach, not a product, meaning that it "does not involve a particular kind of language, teaching material, or methodology". Another definition by Anthony in Ayutami (2018) stated that ESP is defined to meet specific needs of the learners. In addition, ESP is learning concept for learning English with the specific purposes. Learning English for non English departemen is challenge for the lecturers and for the students. The lecturers have to know the needed of the students.

This condition related with the teaching material that will be used. This reasearch deal with the analysis of needed in the using of English text book for teaching and learning English to the non English departement in PGRI University of Banyuwangi.

Rahman (2015) stated that ESP learners for general is adult learners who have experiences in learning English and they learn English with purpose to communicate and doing some activities deal with their profession. Therefore, ESP courses is developed based on need analysis, purposes, and learning activities which is English is needed. Kusumaningputri (2010) said that ESP courses have to be double benefit for university learners. Firstly, ESP is given when university students take their education, so they can use English in the context of their academic interests. Secondly, the university studen tis to be prepared for their work based on their academic enterests. Having ESP ability, the university students can be competence in their working world.

Deswita (2020) stated that good learning is supported by all supporting factors, so that learning objective are achieved. One of the supports is effective teaching materials, such as textbooks. Depdiknas (2008) stated that textbooks are written material which presents knowledge of the author thoughts. Textbooks as the teaching material is a science analysis result of the curriculum in the form of text. To prepare a book for teaching and learning process, the author thoughts must be derived from the basic competencies of the curriculum. It can maket he textbook will give meaningfull competencies of the students who learn it.

The important elements of the textbook are there: 1) textbooks is for certain level, 2) textbooks are always related to the subject, 3) textbook is a standard book, 4) textbook is written by specific instructional purposes, and 5) textbook is written for supporting a particular teaching program. The principles of textbook arragement are: interrelation principle, consistency principle, adequacy principle and sistematic principle. The material of textbook should be consists of linear discussion from beginning to the end. The textbook also consists of one complete units of information cosnsisting of interrelated discussions and arranged coherently in accordance with the rule of writing textbook.

ADDIE model is acronym from Analysis, Design, Development, Implementation, and Evaluation. Aldoobie (2015), explains the phase of ADDIE model, they are:

1) Analysis phase, analyse stage is the most important phase in this process. When instructional designers do the analysis phase before creating the plan, developing, or even implementing, they really save huge amount of courses, effort, and time. In order to carry out the analysis phase we have to analyze four things, like we have to analyze the learners (where they are at, their skills and needs, etc.), develop an instructional analysis (to provide the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed at specifying the end desired result), and analysis's learning objectives (how to measure the attainment of goals). That means you have to be clear about your goals and where you want your learners to be.

2) Design phase, design phase is the next step in ADDIE model. This phase is really about applying the instruction. In fact,

the instructional designer in this step thinks about how design instruction can really be effective in ways that facilitate people's learning and interaction with the materials you create and provide. Furthermore, in design phase the instructional designer evolves and focuses on designing assessment for (his/her) topic, select a form of the course, and creating their own instructional strategy. ¹

3) Development phase, this phase depends on the first two phases, which are the analysis and the design phase. That mean, if we did these phases correctly the development will be easier. In this third phase, the instructional designers integrate the technology with the educational setting and process. Also, keep in mind the backup plan in case that the technology that we choose does not work. For example, if we consider Google research to find some information about what the word Ancient civilization means and the Internet does not work, we have a backup, which is PowerPoint presentation. Moreover, the instructional designer starts to develop and create a good quality factual sample for the instruction design, the materials of the course, and run through of the conduction of the course. ²

4) Implemenation phase, this phase is about transforming our plan into action. In order to go through this phase, we have to consider three major steps, which are training the instructors, preparing the learners, and organizing the learning environment. With these three steps we can display our course in very active and authentic ways to achieve the implementation phase. ¹

5) Evaluation phase, evaluation Phase The final process in ADDIE model is Evaluation phase. It is very important to evaluate each step in order to make sure that

we achieve our goals using the instructional design and materials to meet the learner needs. Additionally, when we talk about evaluation, we talk about two types of evaluation, which are formative evaluation and summative evaluation. First, formative evaluation is a continuing process that we do as we are working on our instructional materials in each phase on ADDIE model. There are three basic processes of formative evaluation, which are one to one, small evaluation group, and trial in the field. When we evaluate, we want to choose learners that have similar features to our real learners and evaluate the materials based on that.

The objective of this research is to know the need analysis of English textbooks based on the ADDIE model used by non English learners at PGRI University of Banyuwangi.

METHOD

This reseach is research and development by using ADDIE model. This research only the first phase of ADDIE model, that is analysis. In this reseach, the reseacher only find the data based on the need analysis of English textbook based on ADDIE model used by non English learners at PGRI University of Banyuwangi. The research method is descriptive qualitative method. The data have been submitted in the form of qualitative data. The result of the data uses description which is obtained from the result analysis of data interview, data questionnaire, and data documentation.

The research is done in seventeen departement for non English learners at PGRI University of Banyuwangi. The research subject is English lecturer for non English departement and the reseach respondents are student of non English departement. The research object is learning media of English courses in seventeen

departement which is prepared by the lecturer.

This reseach is the first phase of ADDIE model, therefore tha data is about the analysis process of need analysis by using questionnaire, interview, and documentation for the data collection method. The anaysis data which is used is qualitative descriptive data analysis techniques. Sugiono (2009) stated that data analysis technique in qualitative descriptive research have three phase, they are: data reduction, data display, and drawing conclusion.

FINDINGS

This research is intended to obtain data on the need analysis of English textbooks based on ADDIE model in non English departement at PGRI University of Banyuwangi. The researcher uses questionnaire to get information related to the needed of textbooks, in order to get information related to the learning and teaching process the researcher uses interview, and to know the learning outcomes the reseacher uses documentation for the research instrument.

The questionnaire filled in by the students contains question points related to the needs of the learners. They are: 1) the question number 1 to know the learners purpose of learning English, 2) the question number 2 to know the learner level in english skill, 3) the question number 3, 4, 5, 6, and 7 to know the learner need in learning English, 4) the question number 8 to know the students desire in learning English, 5) the question number 9, 10, 11, 12, 13, 14, 15, and 16 to know the material needed by the learners, 6) the question number 17, 18, 19, 20, 21, 22, and 23 to know the task and exercises which is presented in learning English, 7) the question number 25 to know

the technique for answering the exercises, 8) the question number 26 to know the activities in the class, and 9) the question number 27 to know the students' desire for the lecturers' role in the classroom.

Th e first question about what is the goal of learning english? 29% students answer to get various vocabulary related to their departement which can support their work, 58% students answer able to speak and write English for their work purposes, 6% students answer can pass the TOEFL test. 7% students answer others. The second question about what level of their English level 86% students answer beginners, 12% students answer intermediate, 2 % students answer advanced. The third question about what level should their master for supporting their work 11% students answer beginner, 34% students answer intermediate, 55% students answer advanced. The fourth question what kind of text that will I find as university students? 62% students answers the term relate to their departement using English language, 35% students answer the development relate to their departement using English language, 3% students answer other. The fifth question about what kinds of text which is I find after graduate from university? 48% students answers the term relate to their departement using English language, 47% students answer the development relate to their departement using English language, 5% students answer other. The sixth question about what English skill which is I use as university students? 34% students answer listening, 17% students answer speaking, 34% students answer reading, 15% students answer writing. The seventh question about what English skill which is I use after graduate from university? 26% students answer listening, 38% students answer speaking, 18% students answer reading, 18% students answer writing. The

eighth question about generally, I want English learning which is make me? 33% students answer mastered the vocabulary properly and correctly, 22% students answer mastered the grammar, 31% students answer understanding and using every word, sentence and utterance in English language, 14% students answer can differentiate the formal and nonformal utterances in the text, 0% the students answer other. The ninth question about what kind of text in the learning listening skill which can I understand? 20% students answer monolog and dialog, 29% students answer monolog and dialog with picture, 29% monolog and dialog with new vocabulary, 22% authentic material such as news, radio streaming, movie and song. The tenth question about how long of English text in learning of listening skill which I can understand? 11% students answer > 1 paragraph (long paragraph), 37% students answer 1 paragraph with maximum 6 sentences, 52% students answer 1 short sentence. The eleventh question about what kind of text in the speaking skill which can I understand? 20% students answer monolog and dialog, 27% students answer monolog and dialog with picture, 22% monolog and dialog with new vocabulary, 21% authentic material such as news, radio streaming, movie and song. The twelfth question how long of English text in learning of speaking skill which I can understand? 19% students answer > 1 paragraph (long paragraph), 47% students answer 1 paragraph with maximum 6 sentences, 34% students answer 1 short sentence. The thirteenth question about what kind of text which I want in learning reading skill? 25% students answer text with some paragraphs, 20% students answer text with list of vocabulary, 26% students answer text with pictures, 5% students answer text with table, diagram, chart, and graphic, 23% students answer authentic material which can

find in daily live, 1% students answer other. The fourteenth question about how long of the reading text which is can I understand? 45% students answer > 1 paragraph (long paragraph), 41% students answer 1 paragraph with maximum 6 sentences, 14% students answer 1 short sentence. The fifteenth question about what kind of text which I want in learning writing skill? 40% students answer example the model of text which is used in the writing exercises, 32% students answer example of vocabulary which is used on text and completed with explanation, 23% example of structure of sentence which relate to the text, 5% in the form of picture, table, diagram, chart, and graphic. The sixteenth question about how long of English text in learning of writing skill which I can understand? 22% students answer > 1 paragraph (long paragraph), 49% students answer 1 paragraph with maximum 6 sentences, 29% students answer 1 short sentence. The seventeenth question about what kind of learning of listening that I want? 17% students answer complete the gaps text, 26% students answer write the important points, 21% students answer retell the general of the text meaning, 15% students answer identify the general of text meaning, 21% students answer identify the detailed information by answering some questions. The eighteenth question about what kind of learning of speaking that I want? 31% students answer practice of dialog or monolog model, 23% students answer make a dialog and practice it, 15% students answer role play, 25% students answer discuss about a topic and explain, 6% students answer present the report, story, speech or discussion result. The nineteenth question about what kind of reading learning that I want? 40% students answer read the text and answer question related to the text, 20% students answer read the text aloud

with correct pronunciation and intonation, 16% students answer arrange the random paragraph or sentence to be correct and logical paragraph and sentence, 6% students answer summary the text, 18% students answer discuss content or the meaning of expression in the text. The twentieth question about what kind of learning vocabulary that I want? 28% student answer find the new vocabulary in the text and find the meaning by using dictionary, 37% student answer find the new vocabulary in the text and identify the meaning based on text context, 14% students answer correct the structure of the sentence, spelling, and wrong punctuation, 21% students answer group new vocabulary in the table, then find the meaning based on the text context, how to pronounce, kind of word, synonyme, antonym, and the example in the sentence. The twenty first question about what kind of learning writing that I want? 29% students answer write the text which is came with the example example, 23% students answer complete the paragraph gaps with appropriate sentence, 18% students answer correct the sentence structure, spelling, and punctuation, 23% students answer arrange the sentences in order to make correct paragraph, 7% students answer write the text based on picture, table, diagram, chart, or grafic. The twenty second question about what kind of learning grammar or structure that I want? 17% students answer memorize the farmula of word structure, 33% students answer dot he exercises, 26% students answer make a sentence based on formula, 24% students answer identify the wrong sentence structure and correct them. The twenty third question about what kind of learning pronunciation that I want? 16% students answer find the pronunciation in the dictionary, 8% students answer read aloud and find the correct pronunciation in the

dictionary, 27% students answer listen and imitate how to pronounce, 20% students answer practice to pronounce word, 14% practice how to pronounce the word with have same sound, 15% students answer practice every single sentence including stress and intonation. The twenty fourth question about which place can make students comfortable in learning English? 27% students answer classroom, 41% students answer outside of the class such as campus field or camous hall, 8% students answer library, 21% students answer labguage laboratory or practice room, 3% students answer other. The twenty fifth questions about in doing the task, I prefer do the task by? 18% students answer individually, 33% students answer in pairs, 28% students answer in small group consist of 3-4 students, 7% students answer do in big group, 14% students answer do in cooperative learning. The twenty sixth question about during the teaching and learning process I prefer? 13% students answer listen to the lecturer, 21% students answer accompany in every doing the task, 16% students answer use my creativity in doing the task, 12% students answer give question and opinion, 34% students answer discuss and active for solving the problem and doing the task, 4% students answer other. The twenty seventh question about in the teaching and learning process I prefer the lecturer? 19% students answer motivate students in every doing the task, 20% students answer support the students to do by their creativities, 11% students answer direct students to do the task, 19% students answer give suggestion, correction, and comment, 28% students answer create an active atmosphere in doing the task. 3% students answer other.

DISCUSSION

Based on the questionnaire of the student need toward English textbooks, the purpose of the students in learning English is able to speak English and also to write English in the interest of their work. The students level of English ability is beginner, they can understand the sentences and simple expression which is often appear in daily conversation.

The students need toward learning English are: they have to be mastered the advance level in order to support their higher education by understanding various kinds of texts and understanding the implied text meaning. The students often find the text in accordance with their department when they become university student and also in their work. The English skill which is often used by the students in the university is listening and reading, and other skill which is used in their work is speaking. The students want to master the vocabularies related to their department.

The students' wishes related to the task, assignment, or exercises presented in the form of: listening text as a learning input presented in the form of monolog and dialog with picture and monolog and dialog with new vocabularies, listening text length is one short sentence. Text form as a learning input of speaking presented in the form of using authentic and real English material, such as: news, radio streaming, movie, song etc. speaking length text is one paragraph with six sentences. Text form as learning input of reading is one paragraph with six sentences. Text form as learning input of writing is example of text model which is used in writing practice, one paragraph with six sentences, writing text length is one paragraph with maximum six sentences.

The material is used by students are: listening by noted the important points, speaking by practicing the dialog or monolog

model as in textbook, reading by read the text and answering the question, vocabulary by finding the new vocabularies and find the meaning from the dictionary. The writing skill by write the text as example model with correct structure and correct paragraph. Grammar/ structure by doing the exercises about structure and grammar. Pronunciation by listening and following how to pronounce the word by the lecturer.

The students' need of the technique for doing the exercises, they are: they feel comfortable if teaching and learning process outside the classroom, such as: campus garden, campus yard, or campus hall. In the process of teaching and learning English, students prefer to do the task in pairs. The activity of teaching and learning in the class, students prefer to discuss and active for solving the problem and doing the assignment. While, the students desire of lecturer role in the class during teaching and learning process is to create an atmosphere to make students active in solving the problems and doing the assignment.

The interviews result is intended to find out the teaching and learning process which is done by the lecturer. The following are the interviews result:

1. The students are enthusiastic in the teaching and learning process.
2. Learning method which is used is lecture method and cooperative learning.
3. The material is tough are:
 - Speaking skill by practicing daily conversation, for examples: greeting, asking direction, etc.
 - Reading skill by read the simple text, read the abstract of the article which is related to their department.
 - Listening skill by listen the word which is pronounced by the lecture, then follow how to pronounce the word.

Writing skill by write what have been read and read the text and retell by write the important information

4. Mastery of the material is still lacking, only 40% of students who master the material
5. The average of students skill is at the beginner level
6. The material which is should be mastered by students are: focusing on reading and speaking, read the English literature and English article. Focusing on answering the question by correct speaking. For the micro skills, they have to memorize many vocabularies and doing correct practicing in pronounces the word.

The analysis of the learning outcomes document, the researcher knows what the learning outcomes of the teaching and learning process, they are:

1. The students are able to translate the text related to their department.
2. Introduction the text type which is related to the understanding of the structure/grammar.
3. The students are able to explain the reading technique of the scientific text to know the information of the text.
4. The students are able to improve speaking skill with correct sentences.
5. Other learning outcomes deal with the English lecture.

CONCLUSION

Based on research finding and discussion, the conclusions of questionnaire are: Firstly, students purpose in learning English are to be able to speak English in interest with their work. Secondly, English level of the students are beginner, they understand simple sentence in daily conversation. Thirdly, students' needs and wishes according with English learning are their English skill can support their academic competence and also

their work. Fourthly, students need according with material and assignment is basic material for beginner learners with completed by the assignment. Fifthly, students need according with activities in the classroom is that they want to have active activity by solving the problem in pairs or small group.

Based on the interview of the English lecture, the researcher concludes that: The students are enthusiastic in the teaching and learning process, Learning method which is used is lecture method and cooperative learning, the material is tough are: Speaking skill by practicing daily conversation, for examples: greeting, asking direction, etc., reading skill by read the simple text, read the abstract of the article which is related to their department, listening skill by listen the word which is pronounced by the lecture, then follow how to pronounce the word, writing skill by write what have been read and read the text and retell by write the important information. Mastery of the material is still lacking, only 40% of students who master the material. the average of students skill is at the beginner level. The material which is should be mastered by students are: focusing on reading and speaking, read the English literature and English article. Focus on answering the question by correct speaking. For the micro skills, they have to memorize many vocabularies and doing correct practicing in pronounces the word.

Based on document analysis, the researcher concludes that: The students are able to translate the text related to their department. Introduction the text type which is related to the understanding of the structure/grammar. The students are able to explain the reading technique of the scientific text to know the information of the text. The students are able to improve speaking skill with correct sentences. Other learning outcomes deal with

the English lecture.

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