

TEACHING AND LEARNING ENGLISH AT INCLUSIVE SENIOR HIGH SCHOOL PEKANBARU

by Febrina Dafit

Submission date: 06-Feb-2024 12:29PM (UTC+0700)

Submission ID: 2287684211

File name: ICOSEH_MIRANTI.pdf (334.01K)

Word count: 4128

Character count: 22097

TEACHING AND LEARNING ENGLISH AT INCLUSIVE SENIOR HIGH SCHOOL PEKANBARU

18

Miranti Eka Putri

Department of English Education, Faculty of Education, Universitas Islam Riau
Jl. Kaharuddin Nasution, Marpoyan, Pekanbaru 28284
Riau, Indonesia

Email: mirantiekaputri@edu.uir.ac.id

Abstract

34

Inclusive education was students with special needs in general school program with general students received same materials. The study aims to find out how did the availability of teaching and learning English in inclusive senior high schools at SMAN 11 Pekanbaru. This study had three instruments. They were observation, questionnaires, and interview. Observation used to observed English subject teacher while teaching using instructional media, questionnaires were addressed to the respondents to get data about schools existing infrastructure and instructional media with special needs, and the interview was conducted to gain further information from special guidance counselors about schools existing infrastructure. The observation result showed that, learning competencies for learner common was low; learning competencies for special learner was average; Special tutor was low; and cooperate with school/ institution was low. It can concluded that facilities in teaching and learning English of Inclusive Schools was very low. School existing infrastructure was low; and instructional media with special needs was average. It concluded that facilities of teaching and learning English at Inclusive Schools was low. Curriculum was not applied well. Management of school was low; Educational process was low; development of school was low. It can concluded that monitoring and evaluation in teaching and learning English of Inclusive Schools was low.

Keywords: *English language, Teaching and learning, Inclusive Education*

1. INTRODUCTION

The most important and controversial issue currently regarding the education of children with disabilities and special educational needs (SEN) internationally is that of inclusive education. Just what is meant by inclusive education has important implications for special education policies and practices in developed and developing countries alike.

Inclusive education is an approach once thought only necessary for educating students with special educational needs. Students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive the specialized instruction delineated by their individualized education programs within the context of the core curriculum and general class activities. Inclusive education according to Ajuwon (2012) in Alexander et al (2014:34) is a process enhancing the capacity of the education system to accommodate diverse learners, adding that special needs children have a right to benefits from a full school experience, with needed modifications and supports, alongside their peers without disabilities who receive general education. It's mean that, the students who have

disability or special need children and students without disability have same right to benefits in education.

Educator in the educational unit of inclusive education providers should have learning competence for students in general and special needs, and cooperate with special guidance counselor. Besides that use of infrastructure like that used regular school, children need special education services, need also to use infrastructure or facilities as well as special equipment in accordance with the type of disorder and needs of children. Curriculum used in inclusive school is generally similar between need special education and normal child. However, it needs modification because barriers variety of special education needs student. Monitoring and evaluation is used as a material consideration in improving the quality of services inclusive education.

There are some problems in inclusive school, especially in teaching and learning English. In Pekanbaru, the information of inclusive schools in SD, SMP, SMA are not available correctly. Although the government already launching the name of inclusive school, but parents still do not get information yet. There are components of inclusive school that must be fulfilled by the government. There are facilitator, facilities, curriculum, and monitoring evaluation on teaching and learning English inclusive schools in Pekanbaru.

In this research, the problems of the research focused in facilitators in teaching and learning English in inclusive school, facilities in teaching and learning English in inclusive school, and monitoring-evaluation in teaching and learning English in inclusive school.

2. METHODOLOGY

In this study, the researcher used observation, questionnaires, and interview as a research instrument. Indicators of questionnaires are facilitator (learning competence for students, learning competence for inclusive students, special teacher for inclusive students, and cooperate with other institutes), facilities (infrastructure in inclusive school and media in teaching and learning for inclusive students), curriculum (relevance curriculum for normal students and special students, special skills service, external staff), and monitoring & evaluation (school management, education process, school developing).

Results and Discussion

3. RESULT AND DISCUSSION

3.1 Data Presentation

The data obtained from SMAN 11 Pekanbaru. The writer was conducted to know availability of facilitator, facilities and monitoring and evaluation. The object of this research is inclusive school. And it describes based on the result from observes, Questionnaires, and interview. The data obtained from SMAN 11 Pekanbaru which was located at Jl. Segar No.40 Rejosari, Pekanbaru. As researcher stated, there are vice principle of curriculum, one English subject teachers and a guidance counsellors were be observed in this research.

3.2 Teacher/ Facilitator in Teaching & Learning at Inclusive School

Table 4.1 Teacher/ Facilitator in Teaching & Learning at Inclusive School

No	Human Resource	Total	Staff status			Education levels			Ket
			CS	PT	T	S1	Dipl	SLTA	
1	Teacher	62	43	-	19	56	-	-	S2 = 6
2	Staff	10	4	-	6	1	1	6	SMP = 2
3	Special Teacher	-	-	-	-	-	-	-	-

Totally	72	47	-	25	57	1	6	8
CS : Civil Servant PT : Permanent teacher T : Temporary								

Table 4.1 Showed that 43 Teachers are civil servant (PNS), 19 Teachers are temporary. All of teacher are totally 62 teachers who S2 are 6 teachers, and S1 are 56 teachers and 10 Staff who S1 is a person, diploma is a person, senior high school are 6 persons, and 2 junior high school.

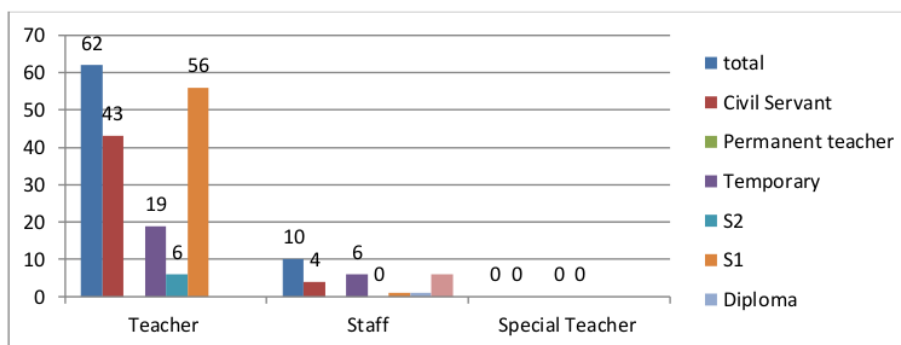


Figure 4.1 Data of Teacher at SMAN 11 Pekanbaru

- a. Learning Competence for Students Learning competence for students in facilitator in teaching and learning English at Inclusive school can be seen Table 4.2

Table 4.2 Learning Competencies for Students

No	Item	Remark	Result
1	1	A	1
2	2	A	1
Total	2		2

Table 4.2 showed the value of learning competencies for learner common in inclusive education was 2 based on the questionnaire number 1 and 2.

- b. Learning Competence for Special Students

Learning competence for students in facilitator in teaching and learning English at Inclusive school can be seen Tale 4.3

Table 4.3 Learning Competence for Special Students

No	Item	Remark	Result
1	3	-	-
2	3.1	D	0
	3.2	B	0
	3.3	A	3
	3.4	A	1
	3.5	C	1
	3.6	B	2
3	4	B	-
4	5	-	-
5	6	C	-

Total	10		7
-------	----	--	---

Table 4.3 showed the learning competencies for special learners in inclusive education show the result 7. The questionnaire 3-6 that show the value of learning competencies for special learners in inclusive education.

c. Special Teacher for Inclusive Students

In special teacher for inclusive students in facilitator in teaching and learning English at inclusive school could be seen in Table 4.4

Table 4.4 Special Teacher for Inclusive Students

No	Name	M/F	Education	Special Skill	Status (CS, PT,CV)
1	-	-	-	-	-
2	-	-	-	-	-

Table 4.4 Showed that special tutor in inclusive school, SMAN 11 Pekanbaru did not have special tutor or teacher from SLB to teach student with special needs.

d. Cooperate with Other Institutes/School

In cooperate with other institute/school in facilitator in teaching and learning English at inclusive school could be seen in Table 4.5.

Table 4.5 Cooperate with Other Institutes/ School

No	Item	Remark	Result
1	3	-	-
	3.1	D	0
	3.2	B	0
	3.3	A	3
	3.4	A	1
	3.5	C	1
	3.6	A	2
2	9	-	-
3	15	-	-
Total			7

Table 4.5 showed the value of cooperation with other institute/school in inclusive education show result 7. The questionnaire from number 3, 9 and 15 that show the value of cooperation with school/ institution in inclusive education.

e. Recapitulation of Teacher/ Facilitator in Teaching & Learning at Inclusive School

Table 4.6 Recapitulation of Teacher/ Facilitator in Inclusive School

No	Sub-indicator of facilitator	Number	Percentage
1	Learning competencies for learner commons	2	12%
2	Learning competencies for special learner	7	44%
3	Special tutor	0	0%
4	Cooperation with school/institute	17	44%
	Total	7	100%

Table 4.6 showed that the Learning competencies for learner commons was very low (12%); Learning competencies for special learner was good enough (46%); Special tutor was not available (0%); and Cooperation with school/institute was good enough (44%)

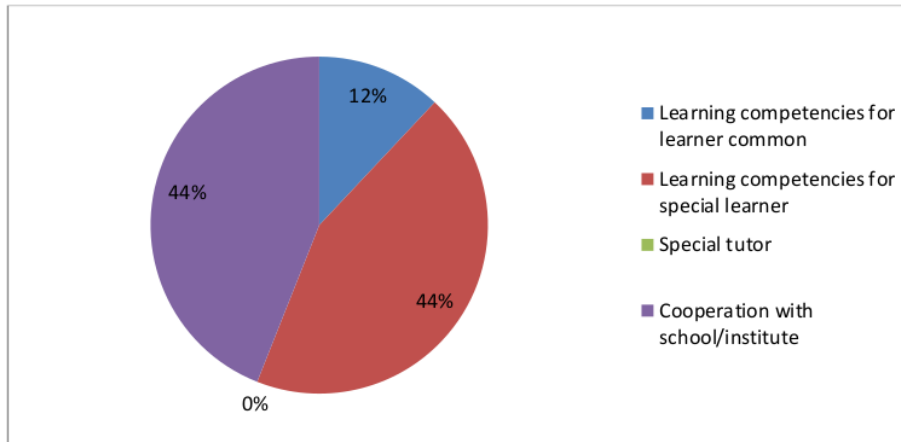


Figure 4.2 Recapitulation of Teacher/ Facilitator in Inclusive School.

Table 4.7 Data of Student at SMAN 11 Pekanbaru

No	Conditions	Frekuensi/ Jumlah	Prosen (%)	Keterangan
1	Students	361/472	-	Totally students 833
2	Student special needs	3	0.36	Students with physical impairments and low vision (-6)
3	Students' special talents	-	-	-
4	Students failing a grade	14	1,68	Class X to XI = 1 student Class XI-XII= 13 students
5	Dropouts	-	-	-
6	Poor student	-	-	-

Table 4.7 Showed that male student with special need 3 students, female student with special need 3 students and totally 5 students, student failing a grade 2 male and 1 female totally 3 students, dropout 1 male and student category poor 9 male and 6 female totally 15 students.

Table 4.8 Inclusive Student

Students Special Needs	Frekuensi (Jumlah)		Totally	Prosen (%)
	Male	Female		
Students with Physical Impairment	2	1	3	0,36
Totally	2	1	-	-

Table 4.8 showed that classification students with special needs based on disadvantages, a student with low vision and students with physical impairment 2 students. The first student with physical impairment cannot stand and help by wheel chair, students can follow teaching and learning but when there is conversation in front of the class, student is helped by his friend. The second student impair on his hand, student can follow teaching and learning in the class well. And the last student with low vision(minus 6).

4.1.2 Inclusive Facilities in Teaching & Learning English at Inclusive School

a. Infrastructure in Inclusive School

In infrastructure in inclusive school in facilities in teaching and learning English at inclusive school could be seen in Table 4.9:

Table 4.9 Infrastructure of Inclusive School

No	Item	Remark	Result
1	13	C	0
2	14	A	1
Total	2		1

Table 4.9 showed the infrastructure of inclusive school in inclusive education show result 1. The questionnaires number 13 and 14 that showed the infrastructure of inclusive school in inclusive education.

b. Instructional Media in Teaching and Learning for Inclusive Students

In Instructional media inclusive school in facilities in teaching and learning English at inclusive school could be seen in Table 4.10

Table 4.10 Instructional Media of Inclusive School

No	Item	Remark	Result
1	10	B	0
2	11	A	1
3	12	B	0
Total	3		1

Table 4.10 showed the Instructional media of inclusive school in inclusive education show result 1. The questionnaires number 10, 11 and 13 that show the Instructional media of inclusive school in inclusive education

c. Recapitulation of Facilities in Teaching and Learning English

Table 4.11 Recapitulation of Facilities in English Education

No	Sub-Indicators of Facilities	Number	Percentage(%)
1	School existing infrastructure	1	50%
2	Instructional media with special needs	1	50%
	Total	2	100%

Table 4.11 showed that School existing infrastructure was good enough (50%) and Instructional media with special needs was good enough (50%)1 It can concluded that

facilitator in teaching and learning of inclusive schools at SMAN 11 Pekanbaru was good enough.

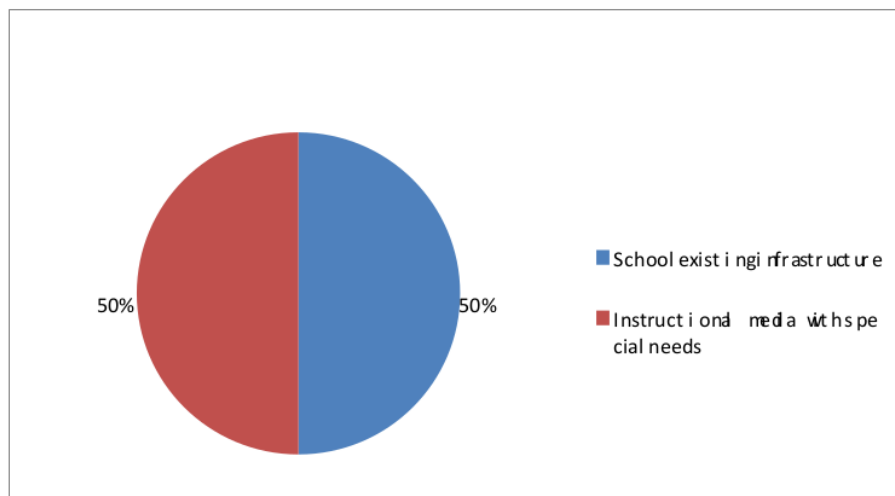


Figure 4.2 Recapitulation of Facilities in Inclusive School.

Table 4.12 Inclusive Facilities in Inclusive school

No	Uraian	Jumlah	Sumber Dana
1	APBS	-	-
2	Donation to support inclusive school	-	-

Table 4.12 Showed that donation from government to inclusive school, the school doesn't have donation to support inclusive school.

Table 4.13 Inclusive Facilities

Facilities	Kind of Facilities	Total	Available	Not Available
Students with Physical Impairment	Wheel chair	1	V	-

Table 4.13 Showed that facilities to student in students with physical impairment for student is available but only a student get the facilities because student have high level impairment. Facilities get from the donation of school because student cannot buy wheel chair.

4.1.3 Monitoring and Evaluation in Teaching and Learning at Inclusive Education

a. School Management

In school management in inclusive school of monitoring and evaluation in teaching and learning at inclusive school could be seen in Table 4.14.

Table 4.14 School Management

No	Item	Remark	Result
1	1	A	1
2	2	A	1
3	3	-	
	3.1	D	0
	3.2	B	0
	3.3	A	3
	3.4	A	1
	3.5	C	1
	3.6	B	2
4	4	B	3
5	5	-	-
Total	11		7

Table 4.14 showed the School Management in inclusive education show result 7. The questionnaire from number 1,2,3,4 and 5 that show the School Management in inclusive education.

b. Education Process

In education process in inclusive school of monitoring and evaluation in teaching and learning at inclusive school could be seen in Table 4.15.

Table 4.15 Education Process

No	Item	Remark	Result
1	10	B	0
2	11	A	1
3	12	B	0
Total	3		1

Table 4.15 showed the Education process in inclusive education show result 1. The questionnaire from number 10, 11 and 12 that show the Education process in inclusive education.

c. School Developing

In school developing in inclusive school of monitoring and evaluation in teaching and learning at inclusive school could be seen in Table 4.16

Table 4.16 School Developing

No	Item	Remark	Result
1	6	D	-
2	7	C	-
3	8	-	-
4	9	-	-
5	10	B	0
6	11	A	1
7	12	B	0
8	15	-	-
Total	8		1

Table 4.16 showed the School developing in inclusive education show result 1. The questionnaire from number 6,7,8,9,10,11,12 and 15 that show the School developing in inclusive education.

Table 4.17 Recapitulation Monitoring and Evaluation at Inclusive School

No	Sub-Indicators of Facilities	Number	Percentage(%)
1	School management	7	78%
2	Education process	1	11%
3	School developing	1	11%
	Total	9	100%

Table 4.17 showed that, School management was good (78%); Education process was low(11%) and School developing was low (11%) It can concluded that facilitator in teaching and learning of inclusive schools at SMAN 11 Pekanbaru was good enough.

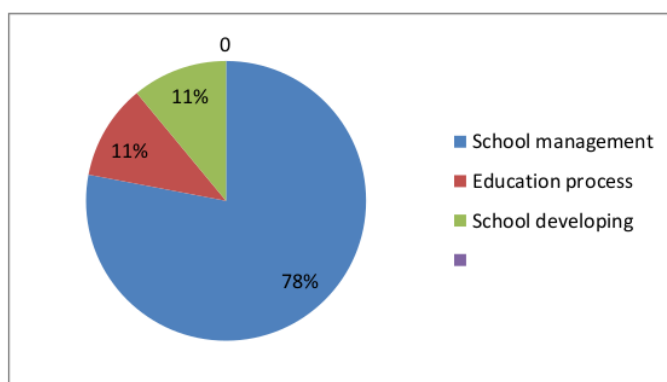


Figure 4.3 Recapitulation Monitoring and Evaluation at Inclusive School

A. Data Interpretation

In facilitator in Teaching and Learning English at Inclusive SMAN 11 Pekanbaru, Table 4.1 Showed that 43 Teachers are civil servant (PNS), 19 Teachers are temporary. All of teacher are totally 62 teachers who S2 are 6 teachers, and S1 are 56 teachers and 10 Staff who S1 is a person, diploma is a person, senior high school are 6 persons, and 2 junior high school. table 4.2 showed the value of learning competencies for learner common in inclusive education was 2. It showed that the learning competencies for learner common in inclusive education have A answer from 2 questions for the common learners. Table 4.3 showed the learning competencies for special students in inclusive education. It shows result 7. The questionnaire number 3-6 show the value of learning competenceies for special learner 25 inclusive education. It showed that the learning competencies for special learner have 2 answers "A", 3 answers "B", 2 answers "C" and 1 answer "D" from 10 questions for special learner. Table 4.4 showed the value of special facilitator/teacher at inclusive school. It shows the special facilitator/teacher are not available at inclusive SMAN 11 Pekanbaru. Table 4.5 showed the value of cooperation with other school/institute in inclusive education. It shows result 7. The questionnaire number 3, 9 and 15 that show the value of cooperationwith other school/institution in inclusi2 education. It show that cooperation with school/institution in inclusive education have 3 answer "A", 1 answer "B", 1 answer "C" , 1 answer "D" and 2 number did not have answer. Table 4.7Showed that male student with special need 3 students, female student with special need 3 students and totally 5 students, student failing a

grade 2 male and 1 female totally 3 students, dropout 1 male and student category poor 9 male and 6 female totally 15 students. Table 4.8 showed that classification students with special needs based on disadvantages, a student with low vision and students with physical impairment 2 students. The first student with physical impairment cannot stand and help by wheel chair, students can follow teaching and learning but when there is conversation in front of the class, student is helped by his friend. The second student impair on his hand, student can follow teaching and learning in the class well. And the last student with low vision (minus 6).

In facilities in teaching and learning English at inclusive SMAN 11 Pekanbaru, Table 4.9 showed the school existing infrastructure of the school in inclusive SMAN 11 Pekanbaru. The result is 1. The questionnaire number 13 and 14 show that the existing infrastructure in SMAN 11 Pekanbaru have 1 answer "A" and 1 answer "C". Table 4.10 showed the instructional media for students with special needs in inclusive SMAN 11 Pekanbaru. The result is 1. The questionnaire number 10-12 show that the instructional media for special needs students have 1 answer "A" and 2 answer "B". Table 4.12 Showed that donation from government to inclusive school, the school doesn't have donation to support inclusive school. Table 4.13 Showed that facilities to student in students with physical impairment for student is available but only a student get the facilities because student have high level impairment. Facilities get from the donation of school because student cannot buy wheel chair.

In monitoring & evaluation in teaching and learning English at inclusive SMAN 11 Pekanbaru, Table 4.14 showed the value of management of the school in inclusive school show result 7. The questionnaire number 1-5 that show the value of management of school in inclusive education. It show that the management of school evaluation in inclusive school have 4 answer "A", 3 answer "B", 1 answer "C", 1 answer "D" and a question did not have answer. Table 4.15 showed the educational process in inclusive school. The questionnaire number 10-12 show the value of educational process in inclusive education show result 1. It shows that the educational process in inclusive school have 1 answer "A" and 2 answer "B". Table 4.16 showed the school development in inclusive school show result 1. The questionnaire number 6-12 and 15 that show the value of school development. It shows that the school development have 1 answer "A", 2 answer "B", 1 answer "C", 1 answer "D" and 3 question did not have answer.

Recapitulation of aspects, showed in table 4.6. It showed that learning competencies for learner common was very low (12%); learning competencies for special learner was average good enough (44%); Special tutor was very low (0%); and cooperation with school/institution was good enough (44%). It can concluded that facilitator in teaching and learning english at inclusive SMAN 11 Pekanbaru was low. Table 4.11 showed that school existing infrastructure was good enough (50%); and instructional media with special need was good enough (50%). It concluded that the facilities of teaching and learning English at Inclusive SMAN 11 Pekanbaru was good enough. Table 4.12 showed that management of school was good (78%); Educational process was very low (11%); and school developing was very low (11%). It can concluded that monitoring & evaluation in teaching and learning English of inclusive SMAN 11 Pekanbaru was low.

4. CONCLUSION

Inclusive schools are expected to pay more attention to students with special needs be well and correctly, as did the implementation of specific activities for students with special needs or invite various parties to become involved in the implementation of inclusive education. For schools and educational institutions should be increased understanding of on all sides of main tasks and functions of inclusive schools, especially inclusive school

organizers and the need to increase the services for children with special needs who need a special services.

REFERENCES

16. u Bakar, HM Yunus. 2009. *Guru dan profesionalisme*. Jakarta: Lapis dan PGMI.
- Abu al E. Mulyasa. 2003. *Manajemen Berbasis Madrasah, Konsep Strategi dan Implementasi*. Bandung: Rosdakarya.
12. Suryosubroto. 2004. *Manajemen Pendidikan di Sekolah*. Jakarta: Rineka Cipta.
- Bender, W. N. 2002. *Differentiating instruction for students with learning disabilities: Best practices for general and special educators*. Thousand Oaks, CA: Corwin Press.
17. Djamarah, Syaiful Bahri. 2002. *Guru dan Anak Didik Dalam Interaksi Edukatif*. Cet. III ; Jakarta : PT.Rineka Cipta.
19. Gay, L.R. 197. *Educational Research*. New York: Merrill and Macmillan Pub. and Co.
10. mzah B. Uno. 2008. *Perencanaan Pembelajaran*. Jakarta: PT Bumi Aksara.
- Hery, Widyastono. 2004. *Penyelenggaraan Pendidikan Inklusif Bagi Anak Berkelainan*. Jurnal Pendidikan Dan Kebudayaan. Jurnal Pendidikan Dan Kebudayaan No 046 Tahun Ke-10, Januari 2004
24. Kementerian Pendidikan Nasional Republik Indonesia, dalam Peraturan Menteri No. 70 Tahun 2009.
22. Lay Kekeh Marthan. 2007. *Manajer Pendidikan Inklusif*. Jakarta: DIRJEN DIKTI.
- Mardalis. 2004. *Metode Penelitian: Suatu Pendekatan Proposal*, Jakarta: Bumi Aksara, cet. 7 ke-VIII.
- Masters, L. T., Mori, B. A., & Mori, A. A. 1999. *Teaching secondary students with mild learning and behavior problems: Methods, materials, strategies (3rd ed.)*. Austin, TX: Pro-ed.
20. Nasichin. 2001. *Kebijakan Direktorat Pendidikan Luar Biasa*. Jurnal Rehabilitasi Dan Remedial. Jurnal Rehabilitasi Dan Remedial Tahun 11, No 2, Desember 2001
- Nisbet, J and Janet Shucksmith. 1986. *Learning Strategies*. London: Routledge & Kegan Paul.
29. Pendidikan Khusus Layanan Khusus (PKLK) Direktorat Jenderal Pendidikan Dasar, 2014. Jakarta.
27. Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 70 Tahun 2009.
- Pullias, Earl dan James D. Young. 2000. *A Teacher is Many Things*, Faweet.
- Rea, Patricia J., McLaughlin, Virginia L., & Walther-Thomas, Chriss. (Win 2002). *Outcomes for students with learning disabilities in inclusive and pullout programs*. Exceptional Children, 68(2), 203-222. US: Council for Exceptional Children.
14. Roestiyah N.K. 2001. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Sanjaya, Wina. 2009. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
1. Sapon-Shevin, M., B. Ayres, and J. Duncan. 1994. "Cooperative Learning and Inclusion." In *Creativity and Collaborative Learning*, edited by J. S. Thousand, R. A. Villa, and A. I. Nevin. Baltimore: Paul H. Brookes.
5. Sawyer, Valerie, Nelson, Janet S., Jayanthi, Madhavi, & Bursuck, William D. (Spr 1996). *View of students with learning disability of their homework in general education classes: Student interviews*. Learning Disability Quarterly, 19(2), 70-85. US: Council for Learning Disabilities.
13. Stainback, W., and S. Stainback. 1990. *Support Networks for Inclusive Schooling: Interdependent Integrated Education*. Baltimore: Paul H. Brookes Publishing Co.

- ²⁶ Sukmadinata, Nana Syaodih. 2004. *Kurikulum dan Pembelajaran Kompetensi*. Bandung: Yayasan Kusumakarya.
- Sulastri, Tuti. 2013. *A Study on Teacher's Approach In Teaching Autism Student At Yayasan Bina Ananda*. Duri
- ³⁷ Tarmansyah. 2007. *Inklusi Pendidikan Untuk Semua*. Jakarta: Depdik ²⁸.
- UU SISDIKNAS No. 20 Tahun 2003 Pasal 3, Pasal 5 Butir 1, 2, 3, 4, dan Pasal 32 Ayat 1, dan Ayat 2.
- ⁶ UUD 1995 (Amandemen ke-4) Pasal 31 Butir 1, dan 2
- Weinstein, C.E., & Mayer, R.E. 1986. *The teaching of learning strategies*. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 3 15-327). New York, NY: Macmillan,

TEACHING AND LEARNING ENGLISH AT INCLUSIVE SENIOR HIGH SCHOOL PEKANBARU

ORIGINALITY REPORT

15%

SIMILARITY INDEX

14%

INTERNET SOURCES

5%

PUBLICATIONS

9%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Drexel University Student Paper	1 %
2	chandoo.org Internet Source	1 %
3	files.eric.ed.gov Internet Source	1 %
4	Submitted to Guru Jambheshwar University of Science & Technology Student Paper	1 %
5	experts.nebraska.edu Internet Source	1 %
6	repository.sustech.edu Internet Source	1 %
7	digilib.unila.ac.id Internet Source	1 %
8	docshare.tips Internet Source	1 %

theijhss.com

9	Internet Source	1 %
10	digilib.uinsby.ac.id Internet Source	1 %
11	Mara Westling Allodi. "Children with cognitive disabilities in a Swedish educational context: reflections from a case study", Disability & Society, 2007 Publication	1 %
12	education.wm.edu Internet Source	1 %
13	Submitted to The University of Fiji Student Paper	<1 %
14	kipdf.com Internet Source	<1 %
15	repository.unsoed.ac.id Internet Source	<1 %
16	download.garuda.kemdikbud.go.id Internet Source	<1 %
17	edhakidam.blogspot.com Internet Source	<1 %
18	Evizal Abdul Kadir, Sri Listia Rosa, An Yulianti. "Application of WSNs for Detection Land and Forest Fire in Riau Province Indonesia", 2018 International Conference on Electrical	<1 %

Engineering and Computer Science (ICECOS), 2018

Publication

19	jurnal.fkip.unmul.ac.id Internet Source	<1 %
20	repo-dosen.ulm.ac.id Internet Source	<1 %
21	www.bartleby.com Internet Source	<1 %
22	Submitted to Universitas Sebelas Maret Student Paper	<1 %
23	Submitted to President University Student Paper	<1 %
24	eprints.ulm.ac.id Internet Source	<1 %
25	hwace.com Internet Source	<1 %
26	id.123dok.com Internet Source	<1 %
27	www.banjirembun.com Internet Source	<1 %
28	issuu.com Internet Source	<1 %
29	www.suaramerdeka.com Internet Source	<1 %

30	akhmadsudrajat.wordpress.com Internet Source	<1 %
31	ejurnal.untag-smd.ac.id Internet Source	<1 %
32	etheses.uin-malang.ac.id Internet Source	<1 %
33	gupea.ub.gu.se Internet Source	<1 %
34	ir.library.knu.ua Internet Source	<1 %
35	lib.unnes.ac.id Internet Source	<1 %
36	repo.iain-tulungagung.ac.id Internet Source	<1 %
37	zombiedoc.com Internet Source	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off