

Learners' Motivation in Learning English Vocabulary Using Direct method

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui motivasi siswa dalam belajar bahasa Inggris melalui metode langsung. Populasi pada penelitian ini adalah para siswa di kelas IX SMPN 3 Mare yang berjumlah 19 responden. Jenis Penelitian ini tergolong pada penelitian deskriptif. Hasil dari analisis data, peneliti menemukan bahwa motivasi siswa meningkat dimana mempengaruhi perilaku aktif dan emosi, minat, energik dalam pembelajaran kosakata. Kesimpulan dari hasil penelitian ini adalah metode langsung bisa meningkatkan motivasi para siswa dalam belajar kosakata.

Kata Kunci: Motivasi, metode langsung, kosakata.

Abstract

The study's aimed at determining the motivation of students with regards to studying English as a Foreign Language using Direct Methods. The study population includes the ninth grade students at SMPN 3 Mare academic year 2022/2023 with 19 respondents. This study is descriptive research, and as a result of this analysis the researcher has identified an improvement in student motivation affecting active behavior and emotion associated with passion for vocabulary learning. It can be concluded, based on the results of the study, that there is a gain in motivation for pupils to learn words by indirect methods..

Keywords: motivation, direct method, vocabulary.

Introduction

Language is an integral tool of communication in our everyday lives as a social and relationship instrument between people (Saiful et al., 2019). It's a medium of communication that can help people communicate in more ways than just interest, but also sharing with others, (Hamid ismail & Saiful, 2019). English is the world's most widely spoken language, because of its dominant role in international communication. In order to learn

English, the four language skills that students must master are listening, speaking, reading and writing, (Ismail et al., 2022). Vocabulary always plays an active role in all language skills, (Ismail & Saiful 2019), Cause in a language, vocabulary is one of the most fundamental elements., (Ismail, Saiful,et al., 2022). But, teaching vocabulary in a foreign language classroom is not easy. Some of the students like to study, but some of them are not possible, (Ismail, Saiful et al., 2022)

Teachers, in this case, has a big note to motivate all of them to have some perceptions about the important of English today, (Saiful et al., 2019) There are a lot of factors which make students' vocabulary very small. They came from the internal factor, the internal means factors from the inside of the students themselves such as motivation, that the students need motivation in their learning process, (Saiful et al., 2019)

Motivation also is very important to the students in learning English. According the students, motivation is better than without anything, (Syatriana, et al., 2022) There is a motivation that arises when someone wants something in order to satisfy his or her needs, if a teacher demonstrates the meaning word by using pictures, gestures, reality or any language they use in their communication, learning is important for them so that they are able to create new vocabulary and communicate, (Hendrawati, 2007). To put it another way, if a student's motivation is to learn English, he or she will thoroughly and effectively study that language, (Syatriana et al., 2022). They are likely to get better at it this way. In contrast, when they are not motivated, it becomes difficult to learn the language while in their daily lives many of them have to be able to communicate with others using English. (Harmer, 2007). They are often too shy, nervous, worried, of many people and afraid to make a mistake because others will laugh at them that they lack of motivation and their communication skills are very poor, (Saiful, 2022). They're likely to get better at it this way. In contrast, when they are not motivated, it becomes difficult to learn the language while in their daily lives many of them have to be able to communicate with others using English., (Ismail, saiful et al., 2022)

Therefore, motivation plays a role in the success of learning English less and less, while teachers can't make or teach students to be self-motivated, they can encourage and support this highly desirable personal trait (Saiful, Asrini Bakri et al., 2018). Generally speaking, if students know what they are expected to do and think

that it's a worthwhile endeavour which benefits them through good performance, they will be motivated by some sort of motivation, (Saiful, 2017).

(Stahl, 2006) There are some teachers who think they really don't have any responsibility for motivating students. But the students do expect and collect feedback from their teachers, whether they like it or not. The effect that verbal comments and nonverbal body language have on the motivation level of pupils needs to be carefully monitored by teachers. But learning vocabulary is a tremendous and complicated task over the long term. (Gurthrie, 2000) In order to pursue the necessary progress, students are expected to persist in their language learning; engage in vocabulary instruction on a consistent basis and comply with vocabulary standards. The need to identify the factors that affect students behaviour and emotion in vocabulary training is central to understanding pupils' behavior and emotions in vocabulary learning activities, student motivation plays an important role, (Deng, 2010). Motivation is how activities perform and helps individuals persist in their tasks. This will allow students to be more interested in studying it, and if we want to make the students know new vocabularies of English, they should have strong motivation, on the other hand the teacher should have various ways and method in their teaching, (Saiful, 2022)

(Freeman, 2000) There's one very basic rule in the direct method. You are not allowed to translate. The direct method, on the other hand, is given its name by being able to communicate meaning directly in a target language via use demonstrations and visual aids that do not invoke native languages of students. The teacher would not be able to translate all the words using this method. The students will have more freedom to develop vocabulary by using direct methods.

The main barrier for students who want to learn English is a general lack of motivation, (Ananda, 2022). They tend to hesitate using the language because they are not so familiar to it. The researcher found many problems that is

faced by the students especially in vocabulary when the researcher was conducted observation, most of the students be able to speak English but sometimes if they read English task, It's hard ⁷ understand the words of the passage, and students always ask the writer what the meaning of the words is, when they find a new vocabulary. That cause teacher does not know how to motivate their students in learning English vocabulary and the teacher does not use English language for communicative and the teacher does not construct ⁸ demonstrate the meaning until section clear in teaching and learning process and regards that study the English just make students become confused or just complicated, so students are lazy and boring to study English, (Ryzky & Saiful, 2021)

In addition to the description below, the author intends to apply direct methods for motivating students in terms of vocabulary learning. In order for students to learn English vocabulary, the researcher wishes them to be motivated. The research question formulated as follow is the use of direct method motivate the students in learning vocabulary at SMPN 3 Mare?

Method

⁸ The method applied in this research was descriptive research. The purpose of this study is to determine the motivation of students in the ninth grade ⁴ of SMP 3 Mare to learn English vocabulary. The population of this research was the Nineth ²³ grade student of SMP 3 Mare in 2022/2023 academic year. There were 89 students in the ninth class. The sample was used in this research was purposive sampling. It means that the writer takes some students in the ninth grade as sample. Instruments of this research were observation and interview. The observation as the motivation of the research and interview as the result of students' motivation by orally and writing. In analysis the data the researcher analyzed from observation. Data analysis technique in this writing was used descriptive research. According to (Shileds, 2013) The characteristic characteristics of a population or phenomena to be studied shall be

described by the use of description research. A description of the situation or population shall be based on that characteristic. Descriptions of the students' motivation detail an account of their excitement, participation, self-belief and classroom interaction.

Result and Discussion

From the all observation ²⁷ it has been stated in the previous chapter that the findings reported in this chapter were observation. The data result list was classified from the students who were students' motivation that show in an enthusiasm, participation, self- confidence and classroom interaction. The students show their motivation basic of data observation and interview by orally and writing to find out the students' motivation. They were four data observation to found out of students' motivation that the researcher taken note and describe, as follow:

a. Enthusiasm

The direct method from observation was find out student's ²² motivation in enthusiasm that influencing students' motivation in learning English vocabulary by given the material from the teacher.

The feeling of enthusiasm is a willingness to engage with, and take part in, any topic or activity. The enthusiasm makes the students feel an active interest in something that they like or enjoy.

The researcher observed that the students show enthusiast when the teacher show the movie and picture what they like and enjoy, the students enthusiast when they read out loud what they like and enjoy, they show very enthusiast to ask question what they want to know and they answer question when the teacher ask them to allow to the students answer it. They very enthusiast what they want to know in the lesson. When the teacher combined the teaching process with them. the students show enthusiast when they joined to group. they shout loud say yes that they expressed what they like and enjoy. Because when the researcher observed them, they show

theirs smile, happy and fun that they involve themselves in learning, this is also in line with the findings of direct method effects influence the students vocabulary, (Juhaeriyah, 2010)

For example at the first meeting the students show enthusiast when the teacher said to them "read the story of Anansi and the Talking Melon" then the students shout said "yes, it's time to read the story. At the second meeting, the teacher divided into 4 groups, then the students shout it loud said yes. At the third meeting, when the teacher would like to show movie, the students shout loud said yes. If the teacher demonstrate the meaning through picture, then the students raised theirs hands and try to explained, they involved in learning to ask and answer the question. Because the students were active interest in something that the students like or enjoy it. The teacher support them that give effect motivation. So, students in enthusiasm can learn faster and have a spirit as well as in learning English vocabulary. Students' motivation Without enthusiasm, the students will feel heavy, hard and can get boring. But, in enthusiasm, the students feel happy (fun) with this sense undoubtedly they never feel bored doing.

b. Participation

The direct method of observation was to identify the students' motivation to participate and influence the students' motivation to learn English vocabulary on the basis of the teacher's teaching material. Participation is one of these interactions strategies that can easily be employed, straightforward, expected and often quite successful at achieving many educational objectives. In participation, students' focus and attention when all they hear is the teacher talking.

The teacher was trying to get the students thinking and encourage them to make connections with vocabulary materials in this participation. This benefit is magnified when teacher played a bit with the question, when they repeat it, write it on the whiteboard, and the students answer or try to explain, teachers can see the extent of their understanding.

Teachers are also giving students information on some of the important ideas and information when they're asked questions, or even seeing student input from a vocabulary book.

We can ask students if they have any comments on what another student has to say. Questions may be asked and students may be invited to be able to understand and respond to each other Participation may be used to develop communication skills in English. By reading about how to do this, students need to be able to talk to each other in a group. That's one of the skills that can best be learned from practice. It's one of those skill sets that can be improved with feedback. They will need feedback if participation is to be used in the teaching of such public communication skills.

For instance, they were reading serious at the beginning of that meeting. If the teacher demonstrates the meaning, the students listen and show the attention to the teacher what the teacher talking. At the next meeting, the teacher will divide into four groups and the students will be invited to join the group and practice by reading the dialogue aloud. The students are participating in watching a story, focusing and attentioning on what they're hearing at the third meeting. After watching them pay attention to their teacher what he's talking about. Cause all the students are invited to take part by their teacher.

In participation, the teacher trying to demonstrate the meaning by watch movie and telling back the story in learning English vocabulary then teacher play a bit with the question to make connection with vocabulary as well as the students answer. Then the student rise hand up to ask with a good question in English what make they interest, and another students answer or try to explain, as well as the teacher can see the extent of their understanding, then the teacher repeat it and write it on the whiteboard, after that the teacher show through picture. So, the students study seriously, they focus to learn because when the researcher observes them, they never disturb to others.

All the students ask question and answer question. They show their participation in learning process. And the students show participation in group when the teacher combine the teaching process with grouping. The teacher involves them in classroom by practicing them using English with their friend seriously. The teacher also give the students a sense to appreciate the process of learning allows them to feel accomplished and encourage them to be more active participation in class.

c. Self confidence

From observation, it was found that the students' confidence had an effect on their motivation for learning English vocabulary through reading material from a teacher.

Confidence is based on your belief that you can do the right thing. This behaviour is a sign that they are confident. Confidence is the feeling of being able to trust yourself and know that you can do it. There is a very strong need to maintain the highest degree of self confidence in students. By taking risks, by stepping out of their capabilities, students are putting themselves at risk. They must allow criticism and feedback, but do not lose faith in their ability to improve. That's a hard challenge to make. But with a strong belief in their ability to do their best. They're capable of learning a new skill and they won't be afraid to make mistakes.

For example: They ask and answer whatever they speak English are not well, they show their skill to read, they read out loud but sometimes they read are not well but they enjoy to read the dialogue although they make some mistakes. When the teacher talks in English, the students try to communicate in English although they speak are not well, they just fun what they said. And if they invite the teacher outside or inside the classroom, they always greeting to the teacher, and they also greeting to the researcher because they have known they ability to communicate in English. They have self-confidence to read out loud even if they read are not well. They decided feel well, they show their ability. They did not embarrassed because the teacher show great patience. So the students

have self-confidence to ask question, they have self-confidence to answer the question, that can be seen their smile, stand tall, stand still, chin up, and sit tall.

The students have self-confidence to work in group. This happen because the teacher show the same interest to all her students. Students can be facilitated in their learning of English vocabulary that may affect motivation by self-confidence. It is apparent that self-confidence plays an important role. Because in self-confidence, the students believe that their ability, they have a positive mental attitude, and they speak positively by themselves. After reviewing some of these studies, the investigator found that everyone believes that self-confidence is having a positive effect on his or her ability to learn UK words by direct method. Because of his observation, the writer found that teachers were trying to increase students' self confidence in class so they could be more successful by making them believe their capabilities can perform better and willingness to take risks if they make such a mistake, They're always trying to do the best, because they're well aware of their ability to learn English vocabulary, because the teacher's fair to all their students, regardless of whether they're good or bad at English, and the teacher inspires confidence in them.

d. Classroom interaction

The direct method from observation was to determine the students' motivation in classroom interactions influencing their ability to memorize English language vocabulary based on what they were taught by a teacher. Interaction is an action which is influenced by other actions. the students interaction by talking, looking, sharing, or engaging in any kind of action that involves both of teacher and students have a conversation. The researcher divide into two in classroom interaction as follow:

1. Interaction of the students with the teacher (teacher student whole-class interaction): often asked students to respond to a certain question related to an emerging the topic from material that was already taught as part

of the whole-class interactions. Teachers and students are showing classroom interaction as soon as the student begins interacting with a teacher. when the teacher makes her all the students participate. The students demonstrate their interaction with the teacher by asking questions and answering questions based on the information provided by the teacher and the teacher, demonstrating that the teacher speaks good English, that the teacher uses English to communicate with the students and that the students use English when speaking to the teacher. They might be motivated to study carefully and give certain privileges to exceptional students who are willing to work for themselves, so that the student is capable of understanding.

2. Group interaction (groups of 3-4 students): this form of interaction often took place during the while-teaching stage. The students show interaction when they join to play dialogue at front of class. After students read take turns to read out loud the dialogue, the students use English language to communicate with others. They show good interact to others. After the students turn, next the teacher could evaluate extent and forms of interaction students conducted during the process, and the same time and support to the weaker students. The teacher stood in the classroom and watched over students, checking whether they were complying with their tasks as well as providing support when needed. The teacher always has to confront those who sit in front of the classroom every day and are easily identifiable by his students. Body language, in particular posture, is indicative of positive feelings and they often respond quickly to their teacher's questions. In order to determine whether there is any link between students' confidence in themselves and their language learning, I reviewed literature on this subject. According to these studies, there is a strong correlation between students' confidence and language learning

which indicates that they are speaking English with their teachers. Interaction in the classroom refers to discussions between teachers and students as well as among pupils, which are crucial for their participation and learning. The conversations are a part of the sociocultural activities in which students develop knowledge by collaboration. Conversations that allow them to hear or listen to what they're saying, to see what other people think of them, because the teacher teaches good pronunciation. Spontaneous conversation skills could be created when students interact with each other. That leads them to believe they can communicate with other people in English.

Discussion of the results of this research used students' motivation in learning English vocabulary through direct method. As presented in introduction and by experienced and the information that researcher gather in data above The researcher was to answer whether the use of direct methods could be a driver for students learning English vocabulary? By using this method, students were monitored as part of the research sample. Observation in classroom activities have been used to collect all data of this study; the researcher has shown that students' motivation for studying English vocabulary can be stimulated by direct methods such as enthusiasm, participation, confidence and classroom interactions.

Conclusion

Motivation is a sort of internal drive that makes one want to do something. Therefore, the motivation of students is an important step in identifying those factors that affect their behaviour and emotions when learning to speak. The researcher observed by taken note and wrote the data and the result in learning English vocabulary that students' motivation. The researcher found students' motivation in learning process by given the material from teacher to discuss, as follow:

1. Enthusiasm.

The enthusiasm and the active interest in something which they like or enjoy is a motivation for students to learn English vocabulary using direct methods. In enthusiasm the students can learn faster and have a spirit in learning English vocabulary through direct method that the students pay attention and give responses.

2. Participation.

Participation provides students with motivation to learn English vocabulary through a direct method of studying seriously, focusing and paying attention. In participation, all the students hear is the teacher talking to encourage them to be more active participation in class that the teacher makes all the students participate.

3. Self-confidence

Self confidence fuels students' motivation to learn the English vocabulary using Direct Method, as they have strong conviction that they can do great things. The students' confidence in themselves is based on their belief that they can do it, have a positive mental attitude and speak to each other positively. They also look confident in read out loud that the students enjoy and fun, they show their smile, stand tall, stand still, chin up, and sit tall.

4. Classroom interaction.

In classroom interaction, students' motivation in learning English vocabulary through direct method that the students show in classroom interaction is about the students Interact by talking, looking, sharing, or engaging in any kind of action that involved both of teacher and students have a conversation. Also, both of the student and teacher (teacher student whole-class interaction) which active participation in learning English vocabulary that the students becomes vital. That the students communicate in speak English, collaboratively with the teacher, group interaction (groups of 3-4 students) that they have Conversations When students engage in interactions could be developed into spontaneous conversational skills.

From the findings and discussion above it can be concluded students' motivation can be seen

from enthusiasm, participation, self-confidence, and classroom interaction. the students can learn faster and have a spirit in learning English vocabulary through direct method that the students pay attention and give responses, the students focus, study seriously, they have a positive mental attitude, and they speak positively by themselves, they enjoy and fun, that the students interest in learning English vocabulary by given the material from teacher. Students' motivation is very large because the teacher always gives motivation to the students in every lesson. Capture material by the teacher teaches the student can receive well. Each lesson given by the teacher and the students understand well. Students are also active in learning English vocabulary in the classroom, that showing the attitude of students is huge the students realize that intrinsic motivation. Because the quality a teacher help in providing intrinsic motivation, such as : the teacher makes her course interesting, the teacher teaches good pronunciation, the teacher explains clearly, the teacher shows the same interest in all her students, the teacher makes all the students participate, she speaks good English, the teacher shows great patience, the teacher insist on the spoken language, the teacher makes her students work, The teacher's sympathetic to her students. The teacher is fair to all her students (whether good or bad at English), the teacher inspires confidence

The teacher also maintain social eye contact to the students that show confidence, credibility and honesty. If the teacher smiles to the students that show personal warmth and friendship. If the teacher learns forward when she speaks that show friendship and interest.

According to this findings, the researcher found that students' motivation in learning English vocabulary because they were taught directly is enhanced by teacher quality and so teachers are able to make them excited about learning English vocabulary as directed method.

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