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The Analysis of Linguistics Features of Ecovacs Vacuum Robot Deebot Ozmo 920 Manual Book: A Procedure Text

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ABSTRACT

Manual book is a guidebook made to convey information related to the product purchased by consumers. This information is usually detailed regarding warranty information, safety instructions, installation instructions, problem identification, setup instructions, general specifications about the product and maintenance and troubleshooting instructions. The objective of this qualitative research was to analyze schematic structure in a procedure text of Ecovacs Vacuum Robot Deebot Ozmo 920 manual book, especially in Important safety instruction text. There are 44 utterances in text of Important Safety Instruction that are picked up randomly as some samples of analysis. Before they are analyzed, the utterances were grouped with the same linguistics categories, those are simple present tense, imperative sentence, declarative sentence, conjunction, and material process. In material process, there are two categories to discuss, they are passive voice and active voice. Then using schematic structure form, the data were analyzed one by one. The findings of this study show that the language used in Important safety instruction text in manual book is concise, as evidenced by the low percentage of conjunctions (4%). Another is the language used in the text of the Important safety instruction text is effective and direct, as shown by the high percentages of declarative (20%) and imperative sentences (27%), this reduces the possibility of misunderstandings or misinterpretations moreover, the pattern makes the information being conveyed directly easy to understand. Moreover, the study only discusses linguistic features to explain how to describe the use of language in a straightforward procedural text

Keywords: ecovacs vacuum robot; linguistics features; manual book; procedure text; schematic structure

INTRODUCTION

The study of genre within the field of linguistics has long been a topic of great interest and significance. Genres are communicative forms that are characterized by specific linguistic features, structures, and functions, serving as powerful tools for conveying information effectively (Bathia, 1993; Dobakhti, 2016; El-Dakhs, 2018; Martin & Rose, 2008; Masduki, 2022; Mellisourgo, 2017; Yayli, 2011). In this study, we focus on the analysis of genre within the context of linguistic procedures, with a particular emphasis on the schematic structures employed in language.

Previous research in this field has provided valuable contributions to our understanding of genre and its linguistic manifestations. For instance, Proborini (2013) conducted a

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comprehensive analysis of schematic structures in tourism brochure. Additionally, Wang (2016); Wang & Yang (2014) studied the comparative genre to find out the schematic structure used in public speeches of native and nonnative English Speakers. The data were taken from Chinese Universities students for nonnative speakers while for native English is from American students.

Proborini (2013), in her literary review, quotes an opinion from Martin quoted by Swales about genre.

when language is utilized to achieve goals, genre is how those goals are achieved. They include literary and non-literary genres such as poems, stories, expositions, lectures, seminars, recipes, instructions, setting up appointments, receiving services, news broadcasts, and so forth. Here, the word "genre" is utilized to encompass all of the linguistically realized activity categories that make up a large portion of our culture.

According to genre, a genre is a text or discourse type that is identifiable by its users based on its distinctive form or style, which can be pinpointed using stylistics, text linguistics, discourse analysis, and/or the specific function of the texts that fall under the genre.

Text of the procedure, according to Feez & Joyce (in Gafur & Milaningrum, 2015) explain that the text of the procedure shows how to carry out actions in a certain sequence. According to Asadah, et al. (2016) the text of the procedure is a step and goal that must be followed so that a job can be done. The text of the procedure has great benefits in life. The text of the procedure can help to know the ways of performing certain activities and the correct habits of life. Moreover, it helps in using the tools correctly without raising any harm to oneself and without damaging the tool itself.

To achieve the right goal, the procedure text is arranged according to the correct order because the steps in compiling the procedure text cannot be reversed to achieve the goal. Based on the above opinion, it can be concluded that the procedure text is a text that contains the objectives and steps of activities to complete a job in the right order. The characteristics of the procedure text in terms are three: (1) guidelines for the steps must be carried out, (2) rules or restrictions in terms of materials or activities in carrying out activities, (3) the content of activities carried out in sequence. In addition to learning, the text of this procedure can be found in magazines, newspapers, and cookbooks.

Basically, the linguistic characteristics of the procedure text are as follows. First, use conjunctions. Second, use the word number (numeralia). Third, use a lot of command sentences (imperative sentences). Fourth, use nouns. Fifth, use verbs. Sixth, use diction (word choice), (Suherli et al, 2017; MacLaughlin & Moore, 2012; Parwati & Sugesti, 2023). Conjunctions are words used to connect word to word, clause to clause, or sentence to sentence. Finoza (2010), while imperative sentences also called command sentences are sentences that function to ask or forbid someone to do something. Declarative sentences are also called statement sentences. Sentences like this serve to provide information or news about something. Declarative sentences are useful for structuring the text of the procedure in the introduction. The introductory part of procedure is very important because it opens the body of the text, lists the objectives, and explains the sections to go through the steps. The last is a verb or verb, which is a word that indicates an action, event, state, for example writing, seeing, and witnessing. Verbs in procedural texts are usually behavioral verbs (verbs that refer to verbal expressions) or material verbs (verbs that refer to physical actions). Examples of behavioral verbs are acceptance, rejection, and so on. Examples of material verbs are writing, reading, and driving.

Chaer (2011) states that verbs are divided into four kinds semantically, namely first, verbs that express actions or deeds. For example, the words build, eat, kick, run, and go. Second, verbs that express inner experience, express attitudes, emotions, or feelings, such as the words bored, know, understand, realize, fear, and proud. Third, verbs that express the process or change from one state to another, such as the words yellow, melt, boil, sink, rise,

and round. Fourth, verbs that express the external state of something, such as the words empty, vibrating, shivering, motion, and scarred. Gerot & Wignell in Proborini (2013) stated that a procedure text has a social function to describe how something is accomplished through a sequence or action or steps. Some significant lexicogrammatical features of procedures are focus on generalized human agents, use of simple present tense, often imperative, use of mainly temporal conjunctions and, use of mainly material processes. Furthermore, study by Yadira, Zein & Salsia (2022) examined the use of Systemic Functional Linguistics (hereafter SFL) to analyze the schematic structure of Sinta's indexed. It was adapted the work of interactive model of Miles by Huberman & Saldana (2014) to support the analysis. The research found that there are two structures of Sinta's indexed, the first is mandatory structure and the second is optional structure. Discussing about SFL, based on Halliday & Matthiessen (2014); Martin (2016); Prihatna (2015); Rizal et al (2022); Yadira et al (2022), it is a comprehensive theory of language that explores how language functions in communication, with a particular focus on the relationship between language and social context. It analyzes how language is used to express meaning and how different aspects of language, such as grammar, lexis, and phonology, contribute to the communication of meaning.

Building upon these previous studies, our research aims to expand the understanding of genre analysis by delving deeper into the schematic structures employed in linguistic procedures especially in Ecovacs Robotics Manual Book Deebot Ozmo 920. We will examine some various linguistic features, such as the use of imperative forms, specific lexicogrammatical patterns, cohesive devices, and rhetorical strategies employed in procedural genres. Through this analysis, we seek to uncover the underlying principles and patterns that contribute to the effectiveness and comprehensibility of language used in procedure.

The focus of analysis of the current study is in the use of linguistics features that shows in procedural text of manual book in Ecovacs Robotics Vacuum Deebot Ozmo 920 such as simple present tense, imperative sentence, declarative sentence, conjunction, and material process. In the material process itself divided into two categories, they are passive voice and active voice.

The findings of this study have implications for various fields, including technical writing, instructional design, and language education. By identifying the linguistic features that enhance procedural discourse, we can provide insights that contribute to the development of instructional materials, language teaching methodologies, and communication technologies.

METHODOLOGY

This type of research is qualitative research. This research is called qualitative research because of research whose analysis using words (Sugiyono, 2010, Miles et al, 2012), while Creswell & Creswell (2018) said that research in qualitative is a method that suits for investigating and analyzing the content of persons or group of people relate to a social or human being with his problem. The method used in this study is the descriptive method. It is said to be a descriptive method because this study describes the schematic structure, and linguistic features of the procedure text in the Ecovacs Robotics Deebot Ozmo 920 manual book. The data in this study are 44 instructions in important safety instructions, but only 11 sentences that will be the sample to be analyzed, it is to avoid large number of samples.

The instrument of this study is the researcher himself. This is in accordance with the opinion of Sugiyono (2010) who revealed that in qualitative research the instrument or research tool is a person or human instrument, that is, the researcher himself. Researchers used the procedure text in the Ecovacs Robotics Deebot Ozmo 920 manual book.

Data collection techniques in this study were carried out through documentation studies. According to Chaer (2011), data collection is stopped if the data is sufficient to be able to explain the focus of the study, or answer the study questions, then a theory, a rule, or a decree is compiled. In this study, data collected by reading the Ecovacs Robotics Deebot Ozmo 920 manual book. After all the data is gathered, then examination and analysis of the data is carried out. Data checked and analyzed with steps, as follows. First, identify the general elements of the data. Identify common data elements by formatting data codes and text headings. Second, identify data based on the theory that is being referenced. Data identification is done by creating schematic structure identification formats, and linguistic features of procedure texts. Third, analyze the data. Analyzing data is done by making the format of analysis of schematic structure of procedure text, and linguistic features of procedure text. Fourth, interpret the data that has been analyzed. Interpreting data is a form of activity to combine the results of an analysis that has been collected to find answers about structure, and diction.

RESULT AND DISCUSSION

From the data analysis of 44 utterances, we can conclude that the most commonly used type of sentences is imperative (27%), simple present (24%), declarative (20%), conjunction (4%), material process (25%), for material process, there are two kinds of material processes, they are active process (15%), passive process (10%). Here is the detail of the sample of analysis of the use of important safety instructions.

TABLE 1. The use of linguistic features in important safety procedure.

| No | Simple Present | Imperative | Declarative | Conjunction | Material Process active | Material Process passive |
|----|----------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------|-----------------------------------|
| 1. | Close attention is necessary when used by or near children. | | Close attention is necessary when used by or near children. | when | Close attention is necessary when used by or near children. | Do not allow to be used as a toy. |
| 2. | | Clear the area to be cleaned. | | | | Clear the area to be cleaned. |
| 3. | Make sure the physical barrier is not a trip hazard. | Make sure the physical barrier is not a trip hazard. | If there is a drop off in the cleaning area due to a step or stairs, you should operate the Appliance to ensure that it can detect the step without falling over the edge. | | Make sure the physical barrier is not a trip hazard. | |
| 4. | Only use as described in 1's manual. | Only use as described in 1's manual. | | | Only use as described in 1's manual. | |
| 5. | Please make sure your power supply voltage matches the power voltage | Please make sure your power supply voltage matches the power voltage marked on | | | Please make sure your power supply voltage matches the power voltage marked on the Docking Station. | |

| | | | | |
|-----|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| | marked on the Docking Station. | the Docking Station. | | |
| 6. | Do not handle plug or appliance with wet hands. | Do not handle plug or appliance with wet hands. | | Do not handle plug or appliance with wet hands. |
| 7. | Non-rechargeable batteries are prohibited. | Non-rechargeable batteries are prohibited. | | Non-rechargeable batteries are prohibited. |
| 8. | Do not use without dust bin and/or filters in place. | Do not use without dust bin and/or filters in place. | | Do not use without dust bin and/or filters in place. |
| 9. | Turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging. | Turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging. | before | Turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging. |
| 10. | The battery must be removed and discarded according to local laws and regulations before disposal of the appliance. | The battery must be removed and discarded according to local laws and regulations before disposal of the appliance. | before | The battery must be removed and discarded according to local laws and regulations before disposal of the appliance. |
| 11. | A charger that is suitable for one type of battery pack may create a risk of fire when used with another battery pack. | Recharge only with the charger specified by the manufacturer. | A charger that is suitable for one type of battery pack may create a risk of fire when used with another battery pack. | when A charger that is suitable for one type of battery pack may create a risk of fire when used with another battery pack. |

From Table 1, we can see that there are 10 examples the use of simple sentences, 8 sentences of imperative, 5 sentences of declarative, 4 conjunction, 9 sentences using active material process and the last, 4 sentences using passive material process. Here are several data that will be explained.

1. Simple Sentence

The researchers found simple sentence in data 1, 3, 4, 5, 6, 7, 8, 9, 10, and 11. The first data of the analysis is a sentence in a simple present tense form. The sentence is used to indicate a

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general truth about the necessity of close attention just like mentioning in the sentence “close attention is necessary when used by or near children. The verb used in the first sentence is “is” which indicate as a present verb. While another use of simple sentence is in the fifth data, it is “please make sure your power supply voltage matches the power voltage marked on the Docking Station.” Verb in basic form added by -es/s is the main characteristic of present simple form when the subject used is in single form. In data 5, The verb “match” followed by -es is because the subject “please make sure your power supply voltage” is single. For next example is data 7. It is an illustration of simple present in plural subject. The sentence “non-rechargeable batteries are prohibited,” used plural subject as the subject. It is indicated by suffix -es after the noun ‘battery’. We can put -s/-es after noun to indicate plural form. Because the subject is plural, that is why the used in data 7 is “are”. To be “are” matches with subject in plural form.

2. Imperative Sentence

Imperative sentence comes in some patterns, they are found in data 2, 3, 4, 5, 6, 8, 9, and 11. The first is affirmative form. It is used to tell the reader or listener to do specific action. In the example above, affirmative imperative used in data 2, 3, 9, and 11. The structure of the sentence is straightforward to the point to direct someone to do something just like told in the verb used in the sentences. The verb used in the sentence is indicated by the use of base form of verb at the beginning of the sentence. In data 2, the reader or listener is told to “clear the area,” in data 3, the reader or listener is asked to make sure something before doing a thing “make sure the physical...” In data 9, “turn off the power switch before...” the reader or listener commanded to turn something off before doing one thing. In data 11, “recharge only with the charger,” the reader or listener was warned to recharge only with the charger whose comes together with the tool, here it is Deebot ozmo 920.

Another form of imperative is negative imperative. It is used to tell the reader or listener to not to do something just like told in the verb used in the sentence. The different with affirmative form is that, in this form, the structure sentence is in negative form. In the data, only 2 data used this kind of form, it is data 6 and 8. In data 6, “do not handle plug or appliance with wet hands” is a command to the reader or listener to not touch the appliance with hand when it is getting wet. The word “do not” is indicated the prohibition. The same explanation in also for the example in data 8. The sentence “do not use without dust bin and/or filters in place” is used to warn the reader or listener to not use the appliance without its dust bin and or filters because it can cause some errors for the appliance when it is used.

The last form of imperative sentence is imperative in which it is soften with such a request to make it politer to the reader or listener. It is indicated by the use of word “please.” The data using this sort of imperative is data 5. The sentence “please make sure your power supply voltage matches the power voltage marked on the Docking Station,” is requested the reader or listener to make sure that the power supply voltage used is suitable for the appliance just like printed on the Docking Station. The word “please” is used as a request to the reader or listener not a command, it is to make the sentence of imperative softer and or polite to be listened or to be read.

The imperative form above is used rare imperative as well. It is imperative with conjunction. The data using it is data 4. The sentence “Only use as described in this manual” is using conjunction “only” to lead the reader or listener to only use the appliance in the right way just like told in the manual book.

3. Declarative Sentence

Declarative sentence is a sentence that makes a statement. It can be a fact or opinion or observation or only a plain statement in which it is used to communicate information directly. Like other sentence, declarative needs a subject and a verb to support it as a sentence that serves an information for its reader or listener. They were found in data 1, 3, 7, 10, and 11.

Data 1 “close attention is necessary when used by or near children,” contents knowledge that inform the reader or listener about the necessity of close attention when using the appliance when there are children nearby. The subject that support the sentence in data 1 is “close attention” while the verb is “is.”

Data 3, “if there is a drop off in the cleaning area due to a step or stairs, you should operate the appliance to ensure that it can detect the step without falling over the edge.” The sentence told the reading or listener about the possibility of something using conditional sentence. It is indicated by the using of “if” in the beginning of the sentence. In structure form, data 3 can also be categorized as imperative sentence and or declarative sentence using conditional form. But here I put it as declarative sentence because data 3 is not directly commanding the reader or listener to do something, both in the if sentence or in the second sentence, it is only providing information about what the listener or the reader should do when he is in a such situation as stated in the sentence in data 3.

4. Conjunction

Conjunction is a word to connect clauses or sentences. Some conjunctions that are used in this data are on data 1 (when), data 9 (before), data 10 (before) and data 11 (when). The analysis is as follows.

Data 1 “close attention is necessary when used by or near children.” The word “when” in data 1 has a function as a subordinate conjunction to connect main clause to dependent clause to frame a complex sentence and to introduce a subordinate clause itself. There are several functions of “when” as a subordinate conjunction, they are: to show at the time that something happens, to talk about a particular time or situation, to say about a particular point of time when something is happening, and the last is to show a situation that makes someone surprised. In data 1, the word “when” connected the main clause “close attention is necessary” and the second clause “is used by or near children.”

Data 9 “turn off the power switch before cleaning or maintaining the appliance. Turn off all controls before unplugging.” The conjunction “before” here used to show that there is a second action happen before the first one. The first action in data 9 is that we need to turn off the power switch, then the second event is cleaning or maintaining the appliance.

5. Material Process

The data were found in the form of active voice (data 1, 3, 4, 5, 6, 7, 8, 9, and 11); and passive voice (data 1, 2, 10, and 11). Material process shows the process of doing and happening something that has been done physically between two entities. There are two kinds of material process, they are active voice and passive voice. In active voice, the subject participant is as an actor, while the object participant is the goal, while in passive voice, the process is the opposite, that is the subject of participant becomes the goal, meanwhile the object participant is the actor. In data 3, the sentence “make sure the physical barrier is not a trip hazard,” is an example of active voice of material process. The subject participant here is “the physical barrier” as an actor which did an action as mentioned in verb used in data 3, while the goal in this sentence is “a trip hazard.”

Data 2, is an example of passive voice in material process. The sentence “clear the area to be cleaned,” is explained as a process of doing something that is clearing area before cleaning. The passive voice is indicated by the used of auxiliary verb (to be) which is followed by verb in past participle form (V3) “cleaned.”

CONCLUSION AND RECOMMENDATION

Language produced from a procedure text is straightforward language, which contains many declarative and imperative sentences, making it easier for listeners to respond as expected or

do just like the text asked to do. For further research that will discuss about linguistic features in text procedures, it is better to include social functions and other linguistic analyses so as to sharpen research results and make the result of the research more useful. In conclusion, studying procedure texts with an emphasis on social functions and linguistic analyses enriches the research and provides valuable insights into the language's impact on audience response and usability. It allows researchers to develop a comprehensive understanding of these texts and their role in various communicative situations.

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