

9

by Eko Edi

Speaking Skills Learning Assessment in The Era Of Society 5.0

Muhlis Fajar Wicaksana

University Veteran Bangun Nusantara Sukoharjo

muhlisfw@UnivetBantara.ac.id



ABSTRACT

Research Objectives: 1) Explain the implementation of the speaking skills learning assessment, which includes aspects of speaking skills assessment conducted by teachers, speaking skills assessment techniques used by teachers, and utilization of assessment results; and 2) Provide recommendations to teachers in implementing assessments of speaking skills learning.

Methodology: Strategy of research methods through a qualitative descriptive approach. Data were obtained through interviews, document analysis, and observations. The sampling technique is carried out through purposive sampling techniques. Data analysis uses interactive data analysis techniques through the process of data collection, data reduction, data presentation, and conclusions.

Research Results: 1) Implementation of learning assessment of speaking skills conducted by guru through performance techniques. The performance is carried out through one-by-one students speaking in front of their friends. Furthermore, teachers and other students conduct assessments based on existing assessment guidelines (teacher handbooks). The only utilization of assessment results is through the classroom remedial program; 2) The form of recommendation can be done through the teacher giving confidence to students to assess other

students. The allocation of time for learning the assessment of speaking skills should be increased. The exporting system for the assessment of speaking skills learning needs to be simplified, which among others does not have too many forms to fill in.

Novelty/Originality: *The results of this study can provide complete information to the Education and School Office to formulate appropriate policies and strategies to effectively implement the assessment of health and speak in the 2013 Curriculum that has been determined by the Ministry of Education and Culture.*

Keywords: *implements assessment, speaking skills, secondary school*

INTRODUCTION

The implementation of the 2013 curriculum raises new problems in schools. There are four major changes to the 2013 curriculum compared to the previous curriculum. Changes to the 2013 curriculum include 1) changes in curriculum concepts, which include a balance between *hard* skills and *soft skills* achieved by students, 2) books used activity-based and thematic integrated, 3) learning processes, and 4) assessment processes.

One of the problems with the 2013 curriculum change is the assessment process. The assessments in the 2013 curriculum are authentic. Based on observations and interviews from several public and private junior high schools that have implemented the 2013 curriculum in Sukoharjo, it is known that teachers' understanding of authentic assessment varies greatly. When asked by researchers, each teacher gave different explanations. Impressed teachers are hesitant when asked to explain the concept of authentic assessment. Based on these different understandings, it is known that teachers still need to get a detailed and detailed explanation according to the explanation in the 2013 curriculum.

In addition to the understanding of authentic assessment that varies among teachers in public and private junior high schools (SMP) in Sukoharjo, teachers also experience problems in the allocation of class hours. These teachers stated that if authentic assessment is truly implemented, the allocation of class hours needs to be increased. Attitude assessments, knowledge assessments, and skill assessments cannot be done at one lesson time. Especially if skill assessment is carried out through performance/practice techniques by looking at student performance. This teacher argues that the allocation of class hours is lacking.

Another problem is that the teacher often ignores aspects of skill assessment. Teachers conduct knowledge assessments more often than assessments of aspects of student skills. In real terms in schools, teachers want to do assessments for aspects of skills, but what is done is an assessment of students' knowledge. The form of assessment that should be done is a skill assessment but what is done is a knowledge assessment. Teachers reasoned that they were more able to make time effective through knowledge assessments than skills assessments.

In addition, before assessing students, teachers are reluctant to check the assessment instrument to be used. Teachers are already comfortable with existing assessment instruments. Assessment instruments are already available in the handbook (package book). Even though the assessment instrument in the handbook is not necessarily correct, Guru needs to check the assessment instrument before use.

Based on the research of Rahmawati & Ertin (2014), several factors are causing the low quality of speech assessment, which includes teachers' lack of knowledge about how to assess students due to poor training. The frequency of face-to-face teachers through assessment training is felt to be very lacking in quantity. In addition, the subject teacher deliberation discussion forum (MGMP) Indonesian is inactive. Teachers were also reluctant to test oral skills or lack confidence in the validity of their assessments. In this case, the teacher

carries a very crucial role, when conducting assessments or after conducting assessments. This can be seen in the instruments used in learning are less varied both in the instruments and abilities to be measured (Lestari: 2019), (Widyawati, Indri, & Dwi: 2019)

Another finding based on observations in the classroom is that teachers find it difficult to assess according to students' abilities. Based on observations in the implementation of learning in class, it seems that teachers find it difficult to monitor their students. When the assessment process is carried out (through group discussion), the group situation is dominated by one student who is superior to other students. This causes other students with sufficient or less ability not to be monitored by the teacher. Finally, the results achieved through group discussions are less than optimal.

The final grade reporting system also has problems. In the final grade processing system on authentic assessment, teachers feel that the processing of learning values is too complicated and very complex. Gur is always overshadowed by errors when entering values in the programmatic assessment application system. There is a small mistake (entering the grade), and the teacher already feels confused. In addition, the fields for reporting each student's final results are numerous. Whether it is from the aspect of attitude assessment, the aspect of knowledge assessment, and the aspect of skill assessment. This is one of the additional burdens for teachers in public and private junior high schools (SMP) in Sukoharjo.

Based on the initial problems obtained from several teachers, it is considered important to research the implementation of authentic assessment of speaking skills in Indonesian subjects in Junior High School. This research focuses on aspects of skills assessed, assessment techniques used, assessment instruments, and utilization of assessment results.

Methodology

The research method used is qualitative research. This qualitative method is a study method that values the description and explanation of the phenomena investigated using interviews and observations. Cyriaco, Danny, Rivadavio, & Heitor (2017). According to Pratiwi & Vina (2017), qualitative research methods are research to understand the phenomenon of what is experienced by research subjects using descriptions in the form of words and language based on observations. This research uses descriptive data in the form of written or spoken words of people and actors that can be observed.

The documents analyzed as research data were obtained from learning implementation plan (RPP) documents, assessment documents, and assessment processing documents. Observation is done through observing in class while the teacher is learning. Observations are focused on the implementation of assessments applied by teachers, starting from the assessment rubric used, the implementation of assessments, and the reporting of assessment results. Interviews were conducted with public and private junior high school teachers in Sukoharjo. The teachers selected for the interview were teachers whose schools had implemented the 2013 curriculum. There are 15 teachers from 15 junior high schools, consisting of 10 teachers from public junior high schools and 5 private junior high schools in Sukoharjo. The sampling technique uses a *purposive* sampling technique. Of the 25 public and private junior high schools that have implemented the 2013 curriculum, 15 schools were selected to be used as research samples. Researchers considered these schools because the characteristics and achievements of the schools were almost identical. The guidelines for document analysis, observation/observation, and interviews are as follows.

Table 1
Assessment Document Analysis Guidelines

No.	Document Analysis Criteria	Information
1.	Struktur and components of the lesson plan (RPP)	
2.	Formulation of basic competencies and learning achievement indicators	
3.	Formulation of basic competency learning	
4.	Selection of teaching materials according to the basic competencies to be taught	
5.	Forms of assessment applied to learning	
6.	Reporting of assessments that have been carried out	
7.	Evaluation results after the learning process ends.	

Table 2

Observation Guidelines	Observation aspect	Information
No.		
1.	Selected learning material	
2.	Mastery of materials	
3.	Use of methods in teaching	
4.	The form of assessment used	
5.	Assessment grid/rubric	
6.	Student involvement in assessment	
7.	Assessment processing in the classroom in learning	

Table 3

Guide Interview Assessment Learning Speaking Skills

No.	Interview Aspects	Information
1.	Assessment forms that are applied	
2.	Good rating measure	
3.	Form of authentic assessment	
4.	Form of assessment aspects of speaking skills	
5.	Strengths and weaknesses of authentic assessment of speaking skills	
6.	The principles of applying the assessment	
7.	Management of student assessments	

RESULT AND DISCUSSION

RESEARCH RESULT

Learning done about explanatory texts. Learning activities begin with the teacher preparing students to learn, through praying, checking student attendance, and the teacher asking whether or not there is an assignment from the previous meeting. Furthermore, the teacher conducts apperception activities by asking questions about the previous materials, namely the structure and rules of the text explaining the theme of natural events. All learners actively participate and foster cheerfulness and anticipation in learning. Teachers are also open to assessing the responses of students who do not understand stringing sentences of explanatory text.

To monitor learning progress during the learning process, teachers use three assessment instruments, namely discipline attitude assessment, spiritual aspect assessment, and skill assessment. When assessing attitudes, teachers conduct assessments during student activities in group discussions. In assessing learning outcomes, teachers conduct final assessments by competencies or learning objectives through student performance.

The implementation of the assessment of speaking skills learning in junior high schools in Sukoharjo mostly applies performance assessment techniques. Almost all public and private junior high schools in Sukoharjo conduct an assessment of aspects of speaking skills by looking at the appearance of their students one by one. There are 75% of junior high schools that apply performance assessments. There are also some schools conducting assessments through student representatives in groups. Performance is represented by the appearance of representatives from each group that have been agreed upon by their friends in one group. The assessment group through representatives of this group is 15%. These schools have given confidence to their students to conduct assessments based on assessment rubrics that have been prepared by teachers. The remaining 10% of junior high schools in Sukoharjo conduct an assessment of aspects of speaking skills through a written test. A written test is conducted at the end of the lesson to evaluate students' understanding of the speaking skills text material.

In addition to performance techniques in seeing students' performances when speaking, there are only two schools that conduct assessments through portfolio techniques. The portfolio technique is carried out only a few times in learning. If you look at the documents in the portfolio, it cannot describe the development of mastery of students' speaking skills. The teacher documents student assignments in the portfolio only twice so that it is felt that the results have not been maximized. Based on these observations, there is one public junior high school and one private junior high school. This public junior high school is located in the northern part of Sukoharjo. As for the private junior high school, it is in the city area.

Utilization of the results of the assessment of learning speaking skills in all junior high schools to conduct remedial. Enrichment programs for students who have grades above average are not carried out by teachers who teach Indonesian. The teachers reasoned that they did not carry out enrichment programs because there was still a lot of

undelivered subject matter. Teachers worry that enrichment will interfere with other learning.

The implementation of each school's remedial program varies. However, the majority carry out the remedial program one week after the assessment evaluation. Teachers conduct remedial programs during school breaks. Students who take part in the remedial program from several classes are collected into one, put in one room, and then continue with the remedial. This remedial question no longer assesses aspects of speaking skills through performance but assesses aspects of students' knowledge of speaking skills material. So this remedial program tends to be done through a test of student knowledge.

Recommendations that can be given to teachers in applying learning assessments of speaking skills can be started with planning assessment techniques in learning. Teachers should prepare a plan as a draft assessment of speaking skills learning which is prepared in the lesson implementation plan. Based on the lesson implementation plan (RPP), the teacher already has an idea of what he will do later after the lesson.

Another form of recommendation that can be given to teachers is that teachers should start giving confidence to their students to be able to assess their peers. Until now, teachers have not been able to trust their students to be able to conduct assessments. The point, the allocation of class hours is felt to be lacking.

Related to teachers giving confidence to students to assess their peers, teachers must be able to compile assessment rubrics that are easy, simple, and can be understood by anyone, including students. Giving trust to students is not easy. From now on teachers should reduce the use of grading rubrics from existing handbooks (textbooks). Moreover, without checking its suitability with the assessment indicators taught, teachers should make adjustments to the instrument first before use but no improvements are made. It is this behavior that the teacher needs to change.

Another form of recommendation that can be given to teachers

is the reporting system for the assessment of learning speaking skills. Teachers should be able to keep up with the world of learning. If the development of current conditions requires us to conduct a complete, complex, and computer-driven assessment of learning speaking skills, a teacher must also be able to carry it out. Teachers must be able to update their insights and knowledge at any time. Thus, once there is a demand for changes in the assessment reporting system, teachers have no difficulty.

DISCUSSION

In the implementation of the assessment of speaking skills learning in junior high schools in Sukoharjo, teachers are reluctant to conduct assessments. Various reasons and considerations of teachers are reluctant to assess aspects of speaking skills. Starting from time constraints, less enthusiastic students, and assessment rubric problems. This is different from what Gibbs & Simpson stated, (2004), assessment has a greater influence on student learning behavior compared to teaching behavior.

The majority of teachers in junior high schools in Sukoharjo carry out speaking skills assessments through performance techniques. Teachers can assess aspects of skills, not only through performance techniques. Each student's activity can be used for assessment of speaking skills. Teachers can apply portfolio techniques. How did Leong & Seyedeh (2016) do that teachers should give students opportunities for each assignment to speak? The use of some speaking tasks can help students speak and encourage them to take part in speaking activities. Thus, the students little by little are no longer afraid of making mistakes in speaking.

In addition to portfolio techniques, teachers can also assess speaking skills through games or games in speaking activities. As with the results of research conducted by Pavlikova (2019), there are many opportunities to assess speaking skills, not only more challenging and

motivating learners but also add value to the process of teaching speaking skills. Games and monologues are found to be very beneficial for developing students' accuracy in speaking. Meanwhile, monologues can improve students' fluency. So, teachers need to innovate to make assessments through *games* or games, as well as monologues carried out by students.

Authentic assessment does not have to be done at the end of learning, but can also be done during the learning process or continuously repeatedly. Based on the results of Gulikers' (2006) research, authentic assessment is an ongoing or continuous process. Therefore, these authentic assessments must be carried out simultaneously as the learning process progresses. Similarly, for authentic, continuous, and individualized competency-based assessments. Appraisal is a multidimensional performance appraisal process against behavior in real situations (performance behavior such as daily life).

Utilization of assessment results by teachers of Indonesian junior high schools in Sukoharjo to conduct through remedial. Based on the results of research by Wharton, Sumarjono, and Batlolona (2018), remedial teaching programs can reconstruct student learning achievement in other words the effectiveness of remedial teaching programs in achieving mastery learning is a program that is prepared with steps ranging from planning, mobilizing and evaluating remedial teaching programs.

The recommendation that can be given to teachers is that in conducting assessments teachers should focus more on indicators of assessment of speaking skills. Not only some indicators are assessed from all assessment indicators, but all must be done. Not only the fluency of the students' speech but other aspects as well. This is reinforced by the results of Rukmini & Saputri's (2017) research which concluded that the assessment of speaking skills should focus on students' ability to interpret and convey meaning according to authentic purposes in an interactive context. Teachers need to use

authentic assessment assignments as well, for example in classroom settings must also be considered. Teachers must also pay attention to the preparation of students' speaking skills by being given a certain time gap.

In addition, the recommendations given to teachers are related to habituating students to develop speaking activities in daily activities, not only in classroom assessments. The results of research by Rahmawati and Nuraini (2014) remind us that in the implementation of the assessment of speaking skills learning, teachers should familiarize students to speak like the real situation they speak, not burden ¹⁸ students to speak in front of the class. This pattern must be changed so that students speak in front of their peers without being burdened with the results of work or assignments to be delivered. Students feel relaxed in presenting their assignments through speaking skills. The assessment of speaking competence must be authentic because speaking is a mechanistic skill so the assessment is carried out based on the results of performance, not answering questions.

In addition, it is further reinforced by Stiggins & Chappuis (2012), which state that involving students in the assessment will encourage students to be honest, responsible, highly tasteful, very understanding of the competencies being learned, skilled in assessing their work, appreciating the work of others, and knowing their progress and learning outcomes. Teachers in conducting assessments should also give responsibility to students to assess each other objectively. Therefore, it does not have to be the teacher who conducts the assessment of the students.

Another recommendation is that teachers must pay more attention to the system of planning, implementing, and assessing learning speaking skills. This is done to overcome the problem of insufficient allocation of lesson hours. According to the results of research conducted by Sintadewi, Sriasih, & Sudiana (2017), there are three teacher solutions to overcoming the obstacles of assessing speaking skills, namely, (1) providing opportunities for students to

prepare themselves in advance for satisfactory performance, (2) making systematic planning and learning together with other teachers, and (3) Provide technical or procedural procedures in the face of the speaking test. This is what teachers pay attention to in the application of assessment, especially aspects of speaking skills.

CONCLUSION

The implementation of the assessment of speaking skills learning in junior high schools in Sukoharjo applies performance techniques. The performance is carried out through the appearance of one-by-one students speaking in front of their friends. There are some schools, where assessment of aspects of speaking skills is carried out by teachers, and there are also some schools implementing assessments between students. The only utilization of assessment results is done through the class remedial program. Based on the results of the research conducted, the form of recommendations that can be given to teachers includes teachers giving confidence to students to assess other students. The allocation of time for learning the assessment of speaking skills should be increased. The reporting system for the assessment of speaking skills learning should be simplified, less complicated, and not too many forms filled in.

LIMITATIONS AND STUDY FORWARD

This research has several limitations, among others, the study was conducted in several junior high schools that implemented the 2013 curriculum in the Sukoharjo area. In addition, only the assessment of skill aspects is discussed, even though there are still more assessments of knowledge aspects and attitude aspects in the 2013 curriculum assessment system. Future research may cover all primary, junior secondary, or high schools, covering aspects of targeting assessment, aspects of attitude assessment, and aspects of assessing student skills, as well as obtaining more comprehensive and

meaningful findings.

BIBLIOGRAPHY

- [1]. Badan Standar Nasional Pendidikan. 2006. Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Depdiknas.
- [2]. Barker, E. L. (1993). Questioning the Technical Quality of Performance Assessment. *The School Administrator* 50(11), 12-16.
- [3]. Bozorgian, H. (2012). The Relationship Between Listening and Other Language Skills in International English Language Testing System. *Theory and Practice in Language Studies*, 2(4), 657-663.
- [4]. Cyriacoa, Aline Figueiredo Falcao, Nunnb Danny, de Amorimc Rivadavio Fernandes Batista, Falcaoc Denise Pinheiro, Moreno Heitor. 2017. Qualitative Research: Key Concepts and a Brief Overview of its Application in Geriatrics/ Gerontology Pesquisa Qualitativa: Conceitos Importantes e Breve Revisao de Sua Aplicacao ageriatria/ gerontologia. Series: Topics in Clinical Research and Methodology. See discussions, stats, and authorprofilesforthispublication at: <https://www.researchgate.net/publication/317721591>.
- [5]. Gibbs, G, & Simpson, C. 2004. Conditions Under Which Assessment Supports Students' Learning. *Learning and Teaching in Higher Education*, 1(1), 3-31.
- [6]. Gulikers. 2006. Authentic Assessment, Student and Teacher Perceptions: The Practical Value of The Five-Dimensional Framework. *Journal of Vocational Education and Training*. 58: 337-357.
- [7]. Iwashita, Noriko, Brown Annie, McNamara Tim, and O'Hagan Sally. 2008. *Assessed Levels of Second Language Speaking Proficiency: How Distinct*. Oxford: Oxford University Press.

- [8]. Keyser, S and S.L., Howel. (2008). The State of Authentic Assessment. Brigham: Young University.
- [9]. Lestari, Santi Arum Puspita. 2019. Pengembangan Instrumen Asesmen Higher Order Thinking SKILL (HOTS) pada Materi Himpunan Kelas VII SMP. Jurnal kajian pendidikan matematika Vol. 4. No. 2. Tahun 2019. hlm, 111–120.
- [10].Lenggahing, Rukmini Dwi & Saputri Eko Dwi Asri. 2017. The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum Indonesian Journal of Applied Linguistics, Vol. 7 No. 2, September 2017, pp.263-273. <https://ejournal.upi.edu/index.php/IJAL/article/view/8128>.
- [11].Leong, Mei Lai, & Ahmadi, Maesoumeh Seyedeh. 2016. An Analysis of Factors Influencing Learners' English Speaking Skill. International. Universiti Sains Malaysia. Journal of research in english.
- [12].Lukitasari, N. 2003. Students' Strategies in Overcoming Speaking Problems in Speaking Class. University of Muhammadiyah Malang.
- [13].O'Malley, J. Michael, and Pierce, Lorraine Valdez. (1996). Authentic Assessment for English Language Learning: Practical Approaches for Teachers. New York: Addison-Wesley Publishing.
- [14].Pandaleke, Alex Y., Syamsuddin dan Yunidar. 2017. Upaya Meningkatkan Keterampilan Berbicara melalui Metode Bermain Peran pada Siswa Kelas V SD Bala Keselamatan Palu. <http://jurnal.untad.ac.id/jurnal/index.php/Bahasantodea/article/view/13276>.
- [15].Pavlikova, Klaudia. 2019. Use of Monologues, Games and Problem Solving Activities for Development of Speaking Skills. Boosting the Educational Experiencing of Language. ERL Journal Volume 2019-1(1).

- [16].Pratiwi, Inne Marthyanne dan Ariawan, Nastitie Anggia Vina. 2017. Analisis Kesulitan Siswa dalam Membaca Permulaan di Kelas Satu Sekolah Dasar.
- [17].Tahun26Nomor1Mei2017.[http://journal2.um.ac.id/index.php/sd/article /view/1332](http://journal2.um.ac.id/index.php/sd/article/view/1332).
- [18].Rahmawati, Yenny & Ertin. 2014. Developing Assessment for Speaking. IJEE, Vol.1,No.2,2014.<http://journal.uinjkt.ac.id/index.php/ijee/article /view/134>.
- [19].Rahmawati, Laili Etika dan Fatimah,Nuraini. 2014. Pengembangan Model Penilaian Autentik Kompetensi Berbicara.Varia Pendidikan, Vol.26. no.1, Juni 2014.
- [20].<http://journals.ums.ac.id/index.php/varidika/article/view/727>.
- [21].Rukmini, Dwi dan Saputri Eko Dwi Asri Lenggahing. 2017. The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum. Indonesian Journal of Applied Linguistics, Vol. 7 No. 2, September 2017,. pp. 263-273.
- [22].Urrutia León, W., & Vega Cely, E. 2010. Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School, PROFILE, 12(1), 11-31. Bogotá, Colombia.
- [23].Sintadewi, Ni Gusti Ayu, Sriasih, Sang Ayu Putu, dan Sudiana, Nyoman. 2017. Teknik Penilaian Keterampilan Berbicara dalam Pembelajaran Bahasa Indonesia di SMA Negeri 4 Denpasar. e-Journal Pendidikan Bahasa dan Sastra Indonesia. Volume: Vol: 7No:2Tahun:2017. <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/view/12001>
- [24].Stiggins, R. J., & , J., Chappuis. 2012. An introduction to student-involved assessment for learning (2nd ed.). Boston: Addison Wesley.

- [25].Sudjana, N. 2010. Penilaian hasil proses belajar mengajar. Bandung: PT Remaja Rosdakarya.
- [26].Wartono, Sumarjono, and Batlolona Rafafy John. 2018. Reconstructing Student's Learning Achievement Through Remedial Teaching Program. EDUSAINS, Vol. 10 (1), 2018. 135-146. Permalink/DOI: <http://dx.doi.org/10.15408/es.v10i1.7240>.
- [27].Widiyawati, Yeni, Nurwahidah Indri, dan Sari, Dwi Septiana 2019. Pengembangan Instrumen Integrated Science Test Tipe Pilihan Ganda Beralasan untuk Mengukur Hots Peserta didik.. Saintifika; Jurusan PMIPA, FKIP, Universitas Jember. <http://jurnal.unej.ac.id/index.php/STF> . Saintifika, Vol. 21, No. 2, hal. 1-14, Juli 2019.

ORIGINALITY REPORT

6%

SIMILARITY INDEX

5%

INTERNET SOURCES

4%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Queensland Student Paper	<1 %
2	eprints.unisbank.ac.id Internet Source	<1 %
3	ijere.iaescore.com Internet Source	<1 %
4	Submitted to University of Derby Student Paper	<1 %
5	journal.upgris.ac.id Internet Source	<1 %
6	jurnalfkip.unram.ac.id Internet Source	<1 %
7	Muhammad Sarwar, Muhammad Alam, Shafqat Hussain, Ashfaq Ahmad Shah, Mehlah Jabeen. "Assessing English speaking skills of prospective teachers at entry and graduation level in teacher education program", Language Testing in Asia, 2014 Publication	<1 %
8	ijreeonline.com Internet Source	<1 %
9	direktori.batam.go.id Internet Source	<1 %
10	online-journal.unja.ac.id Internet Source	<1 %
11	satudata.mubakab.go.id Internet Source	<1 %
12	ejournal.iainpalopo.ac.id Internet Source	<1 %
13	IQBAL ZULFAN, Almuntaqo Zainuddin. "Effectiveness of Mini Shadow Puppet Media Storytelling Model to Develop Speaking Competence of Fifth-Grade	<1 %

Elementary School Student", Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar, 2024

Publication

-
- | | | |
|-------|---|------|
| 14 | Eka Rachmawati, Anti Kolonial Prodjosantoso, Insih Wilujeng. "Next Generation Science Standard in Science Learning to Improve Student's Practice Skill", International Journal of Instruction, 2019 | <1 % |
| <hr/> | | |
| 15 | ejournal.unikama.ac.id | <1 % |
| <hr/> | | |
| 16 | files.eric.ed.gov | <1 % |
| <hr/> | | |
| 17 | journal.unnes.ac.id | <1 % |
| <hr/> | | |
| 18 | repository.uinsu.ac.id | <1 % |
| <hr/> | | |
| 19 | Ary Wijayanti, Pranichayudha Rohsulina, M. Ali, Bayu Kurniaaji. "Environmental Education Implementation Analysis by Social Studies Teacher at Junior High School Sukoharjo Regency, Indonesia", International Journal of Social Learning (IJSL), 2024 | <1 % |
-
- Exclude quotes

On

Exclude matches

Off
- Exclude bibliography

On