

Proceeding International

by Irmayani Irmayani

Submission date: 14-Jul-2023 12:49AM (UTC-0500)

Submission ID: 2130925155

File name: 11._C.2.b.1.1_2017_Proceeding_Internasional_Unisda_18-25.pdf (530.01K)

Word count: 3907

Character count: 20854

7
**EDITING AND PROOFREADING:
Final Crucial Stage for Non-Native English Writers
to Publish a Manuscript**

Irmayani

*Language Centre, UNISDA, Lamongan, Indonesia
irmayani@unisda.ac.id*

Abstract

12
In countries where English is a foreign language which is not spoken outside an EFL classroom, especially developing countries, publishing in reputable international journals has become a terrifying requirement for any scholars. That has put high pressure on the writers, particularly in Indonesia, where most of researchers, who are non-native English speaker, surmount in applying academic English particularly in writing a research for international publishing. Being severe in such highly academic writing competence, the editing and proofreading steps as the final lap before submitting a manuscript are very often neglected by the writers. This paper provides a review of what the editing and proofreading stages are, how important they are to polish a manuscript, what to consider in those phases and some samples to establish the role of each chronological step. Recognizing what must consider to do in those two stages are expected to equip non-native English writers an acknowledgement of editing and proofreading, either both would be done autonomously or by hiring a language service professional. By scrutinizing the samples of editing and proofreading work, an occurrence of logical fallacy, writing impairment, unsophisticated grammar, and disfavoured punctuation may be hindered. Positively, a familiarity of editing and proofreading may lead to a better manuscript, particularly for non-native English writers.

Keywords: editing, proofreading, non-native English writers, manuscript

1. Introduction

The necessity in publishing research manuscript is merely an obligation for a scholar at the moment. A demand of research track which is revealed by some enactments of scholarly articles in many journals is becoming a mark of successes scholar. A wise phrase of 'publish or perish' may identify a presence of a scholar during his lifetime. Facing such challenging demand, some scholars may deal with writing skills which in some cases are different from ordinary writing. Instead of looking up the content much further, an editor, very often, decide to reject a manuscript at the first reading. Very often it is due to language issues. Poor language quality may delay or block publication. It is important to take seriously the presentation of a manuscript, especially the language you use to communicate results. Clarity in writing reflects on clarity in thought.

Science is far more than mere fact recording. Written communication is key to transmitting knowledge and rendering an impact on the field. Without clear and proper language, readers will not grasp the full message or impact of your work. Even though the findings you report might be cutting edge, poor language quality, including errors in grammar, spelling or language usage, could delay publication or lead to outright rejection of the paper. The writer may always use proper English throughout the entire manuscript, and do not forget the captions and headings in figures, charts, graphs, and photos.

Considering how importance the language issues in making a preferable manuscript to read and publish, this paper provides a review which focuses on some parts in writing processes, which are essential in improving a manuscript quality. Editing and proofreading are such crucial writing stage that may assist the scholarly writer to be familiar with what an editor or a proofreader may expect from the manuscript. Therefore, an editor's first sight of a manuscript may remain a constructive impression to be considered as acceptance for an upcoming review.

2. Writing a-manuscript process

9
Writing a scientific articles may appear to be precise, impersonal and objective. It typically sometimes uses the third person, the passive tense, complex terminology, and various footnoting and referencing systems, yet in recent publication, it is suggested to use a first person point of view. In some cases, passive voice is considered poor English in most forms of writing (news, novels, blogs, etc.) outside of science. The most recent version of Microsoft Office Word will even highlight passive voice as poor grammar and ask you if you want to rephrase. However, the use of passive voice is acceptable and even encouraged in some scientific writing.

Research articles typically have a standard structure to facilitate communication, which is known as IMRAD (Introduction, Method, Results and Discussion), although, of course, there are variations on this basic format. It is important to note here, of course, that this structure is actually a charade. Scientists do not proceed in the way that IMRAD implies. IMRAD is a formula for writing up, and it is a method for making the scientific enterprise look much more logical than it actually is. Comparably, the language of the scientific article is misleading. The language of scientific text is also the language of rhetoric and persuasion.

Writing is often characterised as a hierarchically organised, goal-directed, problem-solving process. Writing, it is said, consists of four main recursive processes – planning, writing, editing and reviewing.

2.1 Planning: planning stage of writing may cover ideas that come across our mind to select the topics. Thinking on things have been done lately and they were worthy to report and publish. Some self-checklist may help to examine how important things to write. It is suggested to consider some following items, such as: - Is the idea new and interesting?; - Is it challenging job?; Is it a current topic in related field?; Is the topic still debatable?, etc. More particularly when a manuscript is planned to be submitted to a reputable international journal, some more broad perspectives must be taken into account. The manuscript may fulfill a journal expectation so it is advisable to pay attention towards author guidelines, journal topic requested and the outlines of manuscript's structures.

2.2 Drafting: The second stage of writing a manuscript process is writing a draft. As soon as the author guidelines comprehended, a writer must obey all items required. In many cases, writing a manuscript is another version of summarizing of a particular big project such a thesis or dissertation. A result of research grant won by the writer may be one of reasons why a manuscript of a research must be written and publish. For those mentioned original manuscript, it is very important to learn how to summarize into a desirable form of a manuscript as required by the journal. Some principles beside the author guidelines must also be considered, such as:

- a. Underlying principle in scientific writing in English is "less is more". This concept varies greatly from the principle underlying most formal Indonesian writing, in which it must be elaborate to understand.
- b. Considering back the outline before begin writing, and try to avoid deviating from it. An outline will be beneficial to the writer be more objective and rational about the 'who', what, when, why and how of the research, which will be reflected in the quality of the writer's work in English.
- c. If the idea does not add to the rationale of why the writer conducted the study or why he/she obtained the results, cut it out.
- d. Another strategy is to find a similar paper from the same journal to which the writer will submit a manuscript and try to mimic its style, structure and content.

2.3 Editing: editing comes after a manuscript which has already been written. Editing deals with reviewing and changing your text with the intent to improve the flow and overall quality of your writing, ensuring the document makes sense, cutting down on wordiness, and clarifying any ambiguity. The step to read the revised draft to check ideas for clarity and logic as well as to ensure coherence and meaningfulness which requires careful analysis and critical thinking. Then examining closely at individual sentences for technical correctness – grammar, spelling, punctuation, and mechanics – and effective structure and word choice. Some problems seem to appear in many research reports may be sort of hints to start how to edit a writer's work. They are a) grammar e.g., subject-verb agreement and sentence structure (Al Fadda: 2012), b) logical organization, cohesion, coherence of a paragraph, using referencing and citations (Hassan & Badi: 2015), c) rhetorical styles (Terraschke & Wahid: 2011), d) selected words in generating ideas and expressing ideas (Chou: 2011), and e) the writing tools to promote discussion and results (Bitchener & Basturkmen: 2006). In respect with those problems, sort of checklists in Table 1 may effectively be used by an editor or an author himself.

Table 1. Sample Core Checklist: Editing a Manuscript

1. Is the title eye-catching, sufficient and telling information about the study?
2. Does the abstract contain what was done, what was found and what are the main conclusions?
3. Do the key terms represent the study?
4. Has the introduction part emphasized the topic and highlighted why it is important?
5. Does the introduction part relate to the current studies?

6. Is the content complete, or should any content be added or deleted?
7. Is all the content accurate?
8. Is all the logic sound?
9. Do the content and crafting of the piece suit the audience?
10. Have all instructions been followed?
11. Are there run-on sentences or words that are used too much?
12. Are there smooth transitions between ideas?
13. Does the piece follow appropriate conventions regarding overall format?
14. If subheadings are allowed, are they used effectively?
15. Are sections and paragraphs of appropriate length?
16. Should any tables or figures be added or deleted?
17. If tables or figures are included, are they well designed?
18. Are there unanswered questions?
19. If references are cited, are they in the appropriate format?
20. Do all cited references appear in the reference list, and are all listed references cited in the text?

2.4 *Proofreading*: in this phase, it is advisable to reread the whole revised draft and consider some elements that may be neglected at the editing stage since the focus in editing is the simply the mechanics of writing. Some highly things to do in proofreading are 1) focusing on punctuation problems such space, time usage, and abbreviations; 2) perform a search for terms like these, where usage/spelling is the issue; 3) be cautious for sneaky homonyms/homophones (a word spelled or pronounced like another word but with a different meaning); 4) ensuring some inconsistencies such as foreign place names, names, consistent narrator use of same form of name or nickname, check facts (geography specific, types of guns, temperatures, time zones, dates, distances between locales, government rules), character ages, eye color, hair color, etc., scene changes same spacing above and below and between asterisks, formatting—chapter order, table of contents (spelling, punctuation, capitalization, and page numbering identical to that in text), footnotes/endnotes, sources (citations need to be formatted consistently according to the style guide—APA, MLA, Chicago, etc., and block quote formatting)

3. Editing and Proofreading Work Samples Discussions

Some samples of editing and proofreading works may aid to draw the distinction between the two. The work of an editor cannot simple distinguish very clear between being an editor or a proofreader. Yet, the sample analysis is necessary to provide more explanation to identify the work of an editor and a proofreader. The sample of an abstract was used to see how those two stages in writing toiled in different points and areas. Figure 1 is the sample of how an editor works on the abstract.

Figure 1. Editing Sample

Abstract

Purpose: The purpose of this study was to explore the effectiveness of tuberculosis (TB) knowledge, medication adherence, and complete treatment rates for the tuberculosis patients receiving directly observed therapy, short course (DOTS) care in at a teaching hospital of southern Southern Taiwan.

Methods: The research design was used secondary data analysis. We retrospectively analyzed secondary data. The second data basis was applied into to secondary analysis. Samples/Participants were patients initially diagnosed with TB patients who has lived in the isolated room and received DOTS care with integrated TB instruction from kept under isolation at a teaching hospital of southern Southern Taiwan from January, 2011 to December, 2012. Additionally, samples should complete. Furthermore, these patients had received DOTS care with integrated TB instructions at the hospital. In addition, the participants were expected to complete a TB knowledge questionnaire before and after receiving the integrated TB instruction. instructions and attend follow-up for 12 months, but excluded the. However, patients with the status of a changed diagnosis, status, those transferred to other hospital/hospitals, and those declared dead by doctors, were excluded. The integrated TB instruction is the instructions were mutually administered by clinical nurses and case managers mutually-instructed using 多媒體 to increase the illness knowledge of the patients by using 多媒體.

Conclusion: The researcher identified that the knowledge levels of initially diagnosed TB patients were had only in the middle levels, a medium level of knowledge on the illness and the lowest levels-level of knowledge on risk factors, contours passway, and the cognition of illness onset. To Continuous medication was vital for complete TB treatment, the patients should take medications continuously and through. Administration of the integrated TB instruction/instructions by the cooperation of both clinical members/nurses and case managers could promote the can increase TB knowledge levels and also enhance/enhance the medication adherence of the patients. The research/study findings could provide medical and nursing members can serve as the reference for TB case management and suggested by medical and nursing members, and we suggest that the government should advocate self-screening of the TB symptoms of TB illness to identify and treat for early identification and treatment of TB patients early.

Keywords: Tuberculosis, DOTS, Knowledge, Adherence, Completed/Complete Rates/Rate Treatment

Bliss
Although many medical papers include a statement explicitly stating the "aim," "objective," or "purpose" of a study, we recommend condensing the wording here for conciseness. Options: "This study explored"; "We explored".

Bliss
Always explain an acronym, initials, or abbreviation upon first usage.

Bliss
The meaning of this phrase in this context was unclear. Please clarify what you intend to convey.

Bliss
The meaning of this text is unclear. We recommend that you use one language throughout the text and revise this text as appropriate.

Bliss
Option: broaden.

Bliss
Option: to increase illness awareness among patients.

Bliss
Option: "an intermediate".

Bliss
I could not find suitable online references for this term. Please clarify what you intend to convey.

3.1 The sample of editing work.

The abstract was performed in three main parts, namely purpose, methods and conclusion. The parts that were parts highlighted by editor can be described as follows:

a. Purpose Section

- 1) Phrase suggestion; to substitute the phrase of 'purpose of this study' (line 1). The editor said the use of such phrase is not concise thus the writer is better using some optional phrases offered like "this study explored" or "we explored".
- 2) Abbreviations problems; "TB" (line 1) and "DOTS" (line 3) were not preceded by explanation beforehand. The editor suggested the writer to explain those abbreviations upon the first usage.

b. Methods Section

- 1) Reformat structures; some words were not necessary as the editor gave strike through on them to delete (line 1-9, and 12) and the editor provided a new format. Yet, the revised format remained unclear therefore the editor asked for such clarity (line 1). The sample of reformat the structures of the sentences can be found in line 13: the phrase 'instruction is the' was removed and the clause became 'The TB instructions were mutually administered by clinical nurses and case managers using the illness knowledge of the patients.
- 2) Words addition; editor provided some new words or phrases to revise the way the writer expresses the ideas. The word 'samples' became 'participants' (line 3), 'received', 'care with integrated TB instructions at the hospital. In addition, the participant were expected to complete a....' (line 7-8), 'attend' (line 9), 'however' (10), 'those declared' and 'were excluded' (line 11), 'mutually administered by' (line 12).
- 3) Such flaw and missing prepositions were found and the editor gave the corrections once like 'into' become 'to' (line 2) and 'for' must be inserted previously before '12 months' (line 9), 'to' must be inserted before 'other' (line 11).

- 4) Some more necessary information were added and suggested by the editor to make the description well-defined as found in editor note (line 1).
 - 5) Some misspelling for stating proper names seemed to be repeated found by the editor as it was revised by giving correct spellings in the word 'southern' to 'Southern' (line 5).
 - 6) Some phrases and clauses were deleted as the editor and changed into the words/phrases provided by the editor. They are:
 - Line 1: 'the research design was used secondary data analysis retrospectively...', turned into 'We retrospectively, analyzed secondary data.' The preceding clause was deleted by the editor.
 - Line 3: the word 'samples' turned into 'participants'.
 - Line 3: the clause 'patient who has lived in the isolated room' were deleted and the word 'patients' was put before the phrase 'initially diagnosed'.
 - Line 6: the long clause 'Additionally, samples should complete TB... hospitals.' was changed 'Furthermore, these patients had received DOTS care with integrated TB instruction at the hospitals.'
- c. *Conclusion Section*
- There is a dominant editing work in this section as the above part previously reviewed, namely reformat sentences' structure. The following explanations are as follow:
- Line 1: the long clause 'The researcher identified that the knowledge levels of initial diagnosed TB patients were only in the middle levels, and the lowest levels on risk factors, *contingours passway** and the cognition of illness onset.' was reformatted by the editor into 'The diagnosed TB patients had only a medium level of knowledge on the illness and the lowest level of knowledge on risk factors, *contingours passway**, and the cognition of illness onset.'. It can be seen that the clause 'The researcher identified that the knowledge levels of initial' was deleted since it was assumed that the efficient statement which conveyed a similar intention may represent in the edited format. However, the editor could not find that the clause 'contingours passway' in any online references, therefore the writer must clarify what the writer intend to convey.
 - Line 4: the clauses 'To complete TB treatment, the patients should take medications continuously and through. The integrated TB instruction by the cooperation of both clinical members and case managers could promote the TB knowledge levels and also enhanced the medication adherence of the patients.' was reformatted by the editor into 'Continuous medication was vital for complete TB treatment. Administration of the integrated managers can increase TB knowledge levels and enhance the medication adherence of patients.' The revision was more effective in conveying the idea and more efficient in terms of sentence's length.
 - Line 8: the clause 'The research findings could provide medical and nursing members as a reference for TB case management and suggested by the government should advocate self-screening of the symptoms of TB illness to identify and treat TB patients.'
- From the analysis above, it can be seen that the most dominant work of editing in the abstract is reformatting structure's sentence. It was done in order to make the content was effectively and efficiently done. Some corrections on prepositions were executed all together along with the reformatting the structure and content. In spite of some adjustments constructed already by the editor, yet such clarification of several things must be affirmed better.

Figure 2. Proofreading Sample

Abstract.

Purpose: This study explored the effectiveness of tuberculosis (TB) knowledge, medication adherence, and complete treatment rates for the tuberculosis-TB patients receiving directly observed therapy, short course (DOTS) care in at the teaching hospital in southern Southern Taiwan.

Methods: We retrospectively analyzed secondary data. The second data basis was applied into to secondary analysis. Samples-Participants were patients initially diagnosed with TB and kept under isolation at the a teaching hospital of in s southern Taiwan from January, 2011 to December, 2012. Furthermore, these patients had received DOTS care with integrated TB instructors-instructions at the hospital. However in addition, the participants was were expected to complete a TB knowledge questionnaire before and after receiving the integrated TB instructions and attend follow-up for 12 months. However, patients with the status of a changed diagnosis, status, those transferred to other hospital/hospitals, and those declared dead by doctors were excluded. The integrated TB instructions were mutually applied administered by clinical nurses and case managers using 多媒体 to increase the illness knowledge of the patients.

Conclusion: The initially diagnosed TB patients were had only a medium level of knowledge on the illness and the lowest levels-level of knowledge on risk factors, contagious passway, and the cognition of illness onset. Continuously medication was vital of for complete TB treatment. Administration of the integrated TB instructors-instructions by both clinical nurses and case managers could promote the can increase TB knowledge levels and enhance the medication adherence of patients. The research study findings could can serve as the reference for TB case management by medical and nursing members, and we suggest that the government should advocate self-screening of the TB symptoms in order to for early identify identification and treatment of TB patients.

Keywords: Tuberculosis, dotsDOTS, Knowledge, Adherence, Complete Treatment Rate

Editor Comments:

- Editor:** Always explain an acronym, initialism, or abbreviation upon first usage.
- Editor:** The meaning of this phrase in this context was unclear. Please clarify what you intend to convey.
- Editor:** The meaning of this text is unclear. We recommend that you use one language throughout the text and revise this text as appropriate.
- Editor:** Option: to increase illness awareness among patients.
- Editor:** Option: "an intermediate".
- Editor:** I could not find suitable online references for this term. Please clarify what you intend to convey.

3.2 The sample of proofreading work.

The analysis was performed in three main parts based on the sections of the abstract, namely purpose, methods and conclusion. After being edited by the editor, the writer was expected to rewrite all parts that have been reviewed and changed by the editor. Yet, the editor must do one last stage of revised work, i.e. proofreading. The analysis of proofreading work may be described as follows:

a. Purpose section

- 1) Misspelling of the word 'effectiveness' (line 1).
- 2) The abbreviations problems remained still as it occurred in editing work. They can be found in 'TB' (line 2) and 'DOTS' (line 3). For this problem, the editor's note remained the same as it was stated in the editing stage that the writer must explain any acronym, initials or abbreviation upon the first usage.
- 3) Preposition problem as 'in' was revised into 'at' (line 3).
- 4) Capital letter problem as can be seen in 'southern' which has to be 'Southern' with capital 'S' (line 3).

b. Method section

- 1) Part of speech problem; 'second' was replaced with 'secondary' (line 1).
- 2) Similar cases in editing stage such as unclear statement (line 1), word choice problem (line 2), preposition problem (line 2, 7, 8), determiner problem (line 3, 6, and 7), capital letter of proper name (line 3), the suggested omission phrase 'the status of' (line 7), the use of Chinese term that was already suggested to be changed into English (line 10), and the suggested expression to substitute the phrase 'to increase the illness knowledge of the patients' into 'to increase illness awareness among patients.' (line 10).
- 3) Punctuation problems; the editor provided some semi colons in the sentence (line 3 and 8), a dash (-) between 'follow' and 'up' (line 7).
- 4) Reformat structure: past tense was changed into past perfect of a sentence was revised (line 4).
- 5) Diction problems. The word of 'instructors' was revised into 'instructions'. The probability of the case may due to that the writer applied an auto-correct of what he was typing and the result was out of his notification (line 5). Another similar problems when the editor changed the word 'however' into 'in addition' (line 5) and 'the word 'applied' into 'administered' (line 9).
- 6) Appropriate 'to be' (line 5).
- 7) Plural indicator problem (line 8).

c. *Conclusion* section

- 1) Similar revisions as occurred in the editing work. They were tense correction (line 1), suggested word (line 1), plural indicator correction (line 2 and 4), and the unfamiliar term (line 2).
- 2) Part of speech revision (line 3).
- 3) Preposition problem (line 3).
- 4) Dictions problem; some revised words occurred (line 5, and 6) and some adjustments occurred (4 occurrences in line 8 and line 9).
- 5) Determiner problem (line 6).
- 6) Plural indicator (line 7).
- 7) Punctuation problem (line 8).

The analysis above revealed that some cases found in proofreading stage remained the same as the editing one. Yet some more novel findings occurred in proofreading stage. To summary, in the editing process, the editor did not pay attention too much for punctuations problem, while in the proofreading process, the editor revealed some of them. What the writer did not revise in the editing process were also restated by the editor to make the writer recognized that those parts must be revised comprehensively.

4. Conclusion

Editing yields understands the conventions of English writing and the nuances of the language, is trained to be methodical, and through experience can identify and eliminate the common errors that often plague. Proofreading is an important effort for any writing intended for publication. For writing to be clear, there must be no spelling, grammar or punctuation errors, or inconsistency in language, as these can undermine the impact of the writing and the credibility of the author. Editing and proofreading are not just the icing on the cake; they are such essential parts of the writing process. Editing copes with the content dominantly and the proofreading is the final touch to complete and improve the quality of a manuscript.

5. Acknowledgement

I thank the committee of International Seminar and Call for Papers of UNISDA, particularly to Rector of UNISDA, Dr. H. Afif Hasbullah, S.H. for inviting me to be one of keynote speakers to share language issues that are accustomed to occur in manuscript publication. My gratitude also goes to AIC for such appreciation and responses towards the seminar program. This paper merely provides a review of editing and proofreading from many language services rather than a literature review. However, any comments and inquiries are acknowledged and appreciated.

6. References

- Al Fadda, H. (2012). Difficulties in academic writing: From the perspective of King Saud University postgraduate students. *English Language Teaching*, 5(3), pp. 123-130.
- Al Murshidi, G. (2014). UAE university male students' interests impact on reading and writing performance and improvement. *English Language Teaching*, 7(9), pp. 57-63.
- Bitchener, J. & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. *Journal of English for Academic Purposes*. 5, pp. 4-18.
- Chou, L. (2011). An investigation of Taiwanese doctoral students' academic writing at a U.S. University. *Higher Education Studies*, 1(2), pp. 47-60.
- Hassan, I.A, & Badi, A. (2015). Academic writing difficulties of ESL learners. *The 2015 WEI International Academic Conference Proceedings Barcelona, Spain*.
- Lozano, G. A. 2013. *Ethics of Using Language Editing Services in An Era of Digital Communication and Heavily Multi-Authored Papers*. *Science and Engineering Ethics* (in press). Available at <https://arxiv.org/ftp/arxiv/papers/1305/1305.2401.pdf> (Accessed 15 November 2017)
- Schultz, D.M. (2009) *Eloquent Science: A Practical Guide to Becoming a Better Writer, Speaker, and Atmospheric Scientist*. American Meteorological Society: Massachusetts
- Terraschke, A. & Wahid, R. (2011). The impact of EAP on the academic experiences of international postgraduate students in Australia. *Journal of English for Academic Purposes*. 10(2011), pp. 173-182.

Turner, A. (2009) *English Solutions for Engineering and Sciences Research Writing: A guide for English learners to publish in international journals*. English Writing Lab Center for Teaching and Learning and College of Engineering, Hanyang University: Seoul, Korea

Weijen, D.V. (2014) *How to Overcome Common Obstacles to Publishing in English*. Available at <https://www.elsevier.com/authors-update/story/publishing-tips/how-to-overcome-common-obstacles-to-publishing-in-english> (Accessed 16 November 2017)

Yasuda, S. (2004). Revising strategies in ESL academic writing: A case study of Japanese postgraduate student writers. *Journal of Asian Pacific Communication*, 14, pp. 91-112.

Proceeding International

ORIGINALITY REPORT

16%

SIMILARITY INDEX

13%

INTERNET SOURCES

4%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1	docplayer.net Internet Source	3%
2	www.eschlerediting.com Internet Source	3%
3	Submitted to The Hashemite University Student Paper	2%
4	Submitted to University of East Anglia Student Paper	1%
5	timesofindia.indiatimes.com Internet Source	1%
6	www.acn.edu.au Internet Source	1%
7	digilib.mercubuana.ac.id Internet Source	1%
8	www.fas.nus.edu.sg Internet Source	1%
9	Submitted to Colorado State University, Global Campus Student Paper	1%

10 authentictranslations.co.uk 1 %
Internet Source

11 Dinita Rahmalia, Awawin Mustana Rohmah. <1 %
"Optimal control and sensitivity analysis of
infectious disease spread in two regions using
quarantine and treatment", AIP Publishing,
2022
Publication

12 grad.litu.tu.ac.th <1 %
Internet Source

Exclude quotes Off

Exclude matches Off

Exclude bibliography On

Proceeding International

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8
