AN ANALYSIS ON THE PERCEIVED INFLUENCE OF BACKGROUND KNOWLEDGE ON STUDENTS' SPEAKING SKILL

(A Study at The Fifth Semester Students of English Language Education Department UIN Ar-Raniry)

THESIS

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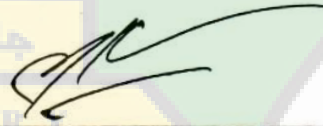Bachelor of Education in English Language Teaching

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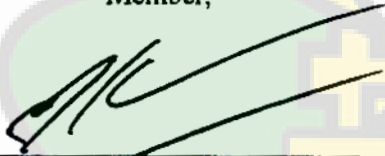
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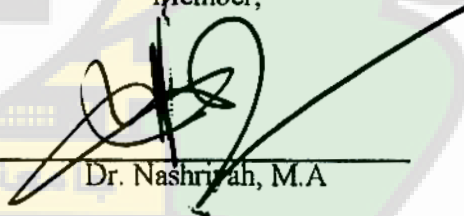
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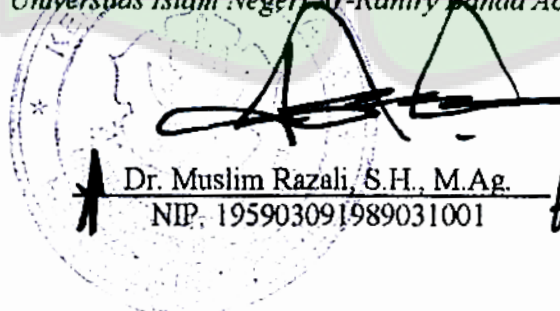
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An Analysis on The Perceived Influence of Background Knowledge on Students'

Speaking Skill (A Study at The Fifth Semester Students of English Language Education

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

All praises be to Allah, The Almighty, Who has given to me the health and opportunity to write and to finish this thesis. Peace and salutation be upon to our prophet Muhammad Saw. Who has brought human beings from the darkness into the lightness.

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Finally, I believe that this thesis has many mistakes and needs to be criticized in order to be useful especially for English Education Department of UIN Ar-Raniry.

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Umairahayu Sabrina

ABSTRACT

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This study is entitled "An Analysis on The Perceived Influence of Background Knowledge on Students' Speaking Skill". This study was designed to find how students' perceptions of background knowledge and topic familiarity affect students' speaking skill. This study took place at the Fifth Year of English Student Department in UIN Ar-Raniry. The participants were 10 students from this Department who had taken the courses of Public Speaking. I used interview as the data collection technique and coding the data to analyze the answer from the participants. Besides, oral test to make sure the students were familiar with topic and the effect of topic familiarity in speaking ability was also conducted. It can be concluded that most of the participants agreed that the background knowledge and topic familiarity gave positive effect on their speaking ability. It influenced two components of speaking, namely vocabulary and fluency. Hopefully this study can give some advantages for the English lecturers particular and the English Department in general for the future.

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CHAPTER I

INTRODUCTION

A. Background of Study

As a L2 English learner there are four skills that should be mastered by a student. These four skills of the language, are; speaking, listening, reading and writing skill. The students' language ability can be seen how far they can speak well. The students can be categorized as having well at speaking when they are able to apply the speaking skills. There are six categories of language element that influenced speaking ability according to Brown (2004) namely; vocabulary, pronunciation, grammar, comprehension and fluency. However, in this study the researcher focuses on two elements in speaking. The vocabulary and fluency are considered as important thing in doing research. It does not mean other components such as pronunciation, grammar, and comprehension, as the unimportant things, but vocabulary is element that is very influential in speaking.

English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2009). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). To become a master in speaking a student must know a lot of English vocabulary which will make easier for students to produce the words to speak in other languages, while fluency refers to the ability how

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"smoothly" and "efficiently" a second language (L2) speaker can on "a range of topics in real time . Daniel (2015) as cited by Sandoval (2019) Fluency may denote a degree of proficiency, it does not automatically imply accuracy, the ability to produce grammatical sentences nor does it imply grammatical range.

However, as a second language learner (L2) speaking a language involves more than simply knowing the linguistic components of the message, and developing language skills requires more than grammatical comprehension and vocabulary memorization. Teachers and students come to language classes with conscious or subconscious attitudes, expectations, interests, and needs. The focus in this research is only of one aspect that involves to students' speaking ability called interest. Interest is theorized as both a motivation and an emotion. It means students' interest is about student engagement in learning subject. As a teacher should really cares student engagement. One of the ways to engage students in speaking is to make them interest about the topic. McCarthy (2014) said that student interest in a topic holds so much power. When a topic connects to what students like to do, engagement deepens as they willingly spend time thinking, dialoging, and creating ideas in meaningful ways. Making learning contextual to real-world experiences is a key learning technique with differentiating for student interest.

Many studies have been done on factors influencing subjects' language learning. Establishing about the *background knowledge* as one of the aspects should be considered in enhancing speaking skill for second learners (L2).

However, this research is to explore about perceived influence of *background knowledge* on students' speaking skill and the topic familiarity affecting students of English Department on speaking.

In other words, *background knowledge* has a significant relation to topic familiarity in supporting learners improving their speaking skill. In this study only focus of two speaking components, vocabulary and fluency. Therefore, this chapter presents the background of study, the research questions, the research aims, the significant of study, and the terminology to improve the readers' understanding of study.

Some researchers have investigated the effect of *background knowledge* in improving language learning in general, and learning language skills and sub-skills in particular. Some specialists consider the role of schematic knowledge as a determining factor affecting and influencing language components especially comprehension. *Background knowledge* and prior knowledge can be defined as previous knowledge about a topic, while schema is thought of as a structure that is used for understanding (An, 2013). Scheme is related to the experiences of someone that allows the understandable of topic that have been read or discussed. For instance, Magno (2008) did a remarkable research on factors influencing writing. The purpose of this study was to examine further the role of cognitive and affective factors in writing ability. The variables such as reading strategy, amount of writing, metacognition, metamemory (cognitive factors), and apprehension (affective factor) were used as predictors of English written proficiency among the pre-

university students. The results indicated that as individuals use reading strategies such as understanding the purpose of the reading material, activating relevant *background knowledge*, focusing attention to main ideas, evaluation, monitoring and making inferences, the more likely they can make better writing compositions. The reading strategies enable an individual to acquire the necessary framework in building one's vocabulary, comprehension, spelling, semantics and syntax in language development. These prior skills enable an individual to make better writing.

It means that a student's *background knowledge* is ever changing by academic experiences, social customs, facts, or emotions that are encountered and learned (Marzano, 2004). *Background knowledge* plays a significant role in a student's understanding of the new vocabulary being introduced as well as their retention of the word's meaning for later use. By activating students' *background knowledge*, information is brought to the surface where it is ready to be applied, used to stimulate questions, and build interest in the targeted vocabulary throughout the lesson. Educators are able to use this knowledge to guide learning and to help clarify students' misconceptions about specific vocabulary terms. Making students having *background knowledge* bring students' knowledge to consciousness and provide their learning of the new vocabulary, while also increasing their engagement and motivation to learn the language. Engaged students continually build on their previous *background knowledge* and extend it by learning new information.

Therefore, in this study the influence of *background knowledge* and students' perception the effect of familiarity with the discussion topic on the speaking ability of English Department student is under investigation. It is hoped that the results of this study would cast light on this issue and pave the way for prospective studies on the topic and eventually result in fruitful findings to better understanding of significant role of the speaking skill in the process of foreign language teaching and learning.

B. Research Questions

1. What are students' perceptions on the influence of *background knowledge* towards their speaking ability?

2. What are their beliefs on the effect of familiar topic on their speaking ability?

C. Research Aim

To find out the students' perception of *background knowledge* influence on students' speaking skill and the effect of familiar topic on speaking ability of senior year English Department students in UIN Ar-Raniry.

D. Significance of the Study

This study is purposed to find out the students' perceptions of *background knowledge* influence on students' speaking skill and also to discover the effect of topic familiarity in speaking ability of senior year English student department at UIN Ar-Raniry. Finally my research can help

teacher to fix the problem faced by students in improving their speaking skill and also would give solution of the way for teaching English as a foreign language especially in speaking subject for junior or senior year student of English department.

E. Terminology

1. *Background Knowledge*

There are some factors to engage students to speak English in the class, one of them is students have to know about the content or topic first, such as they have an experienced about the topic and familiar with it. Gebhard (2000) points out that *background knowledge* relates to our real world experiences and expectations that we have. This knowledge is very important when we consider the language processing problems of students. It means that students who have *background knowledge* of the topic will easy to access the information.

To activate students' *background knowledge*, teacher can find some topic truly close to them, such as a topic they have had an experience of it. The familiar topics will make students interest to speak because they have some information about the topic before. Hence, they will be easy to understand even a topic is delivered not in their mother language. Moreover, if a teacher wants to build up students *background knowledge*, he can give a similar topic to close with students' daily life.

2. *Speaking Skill*

Speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively since it enables students to make connection between what they know and what they are learning, and it is one through which they are going to be judge while the first impression are being formed, that is why speaking English is one of the main goals as second learner. According to Brown (2001,p.140) Speaking is an interactive process of constructing meaning that involves producing and receiving processing information. Meanwhile, Kayi (2006, p.18) state that teaching speaking is a very important part of second language learning.

Similar to listening, speaking is a skill which deserves much attention every bit as much as other language skill are concerned, in both first and second languages since in EFL classroom, teaching speaking plays a great role for the learner's good oral achievement. So, besides this importance, it is necessary to deal first with what good speakers of a foreign language can do. Hence, it was assumed that the ability to speak fluently is all the time associated with certain characteristics to be owned by the speaker. This latter is presented in the teaching of speaking, which focuses of vocabulary and fluency so that the piece of the produced speech as the native speakers' ones.

CHAPTER II
LITERATURE RIVIEW

This chapter discusses the literature review related to this study. It provides a theoretical background of background knowledge and speaking skill. Thus, the chapter contains the following meaning of two aspects above and the components of both aspects as the focus issues in this research.

A. Background Knowledge

Background Knowledge is simply what is known or need to know that will help to understand what just read. It also includes any life experiences that would clarify the passage. In other words, *background knowledge* is knowledge about something that someone had in his mind which supports in getting better understanding of other things. There are three aspects should be considered to activate second language learner's background knowledge:

1. Making Connection to Texts

For foreign language student, they ought to have a reference to the text by doing a schema. Chen (2014) as cited by Murtha (2017) Schema is cognition a few things and people that are abstracted from previous experiences, and hold on in Long-Term Memory. It can relate to the place, such as someone who has been to a restaurant has designed that schema supported individual expertise which may end in varied interpretations. Chen (2014) explains that the variations between understandings of a text can depend upon the readers' comprehension ability, cultural level,

connected background and lots of alternative factors. Once student's area unit needed to talk up in the class they may not have a schema of the subject. Therefore, an educator needs to build background through a text before students asked of doing an oral speech in class.

Teachers cannot assume students come to their classrooms with the specific *background knowledge* necessary to comprehend a given topic beyond surface level comprehension. This will make students do not use prior knowledge to make connections when they are gain some information in a text. The connections between texts are what create deeper levels of speaking to get understanding of the text told. Understanding of text is relatively high when students are curious or excited about the topic. Therefore, at the beginning of this study, I assumed that establishing *background knowledge* would have a positive impact on speaking ability. When establishing *background knowledge*, the teachers have an opportunity to make their students excited about the topic and doing an oral presentation in front of the class which can boost the comprehension in speaking skill.

2. *Vocabulary Knowledge*

Building background knowledge creates the foundation that students need. In order to make inferences to make coherent sense of what is not being explicitly stated in the text (Neuman, 2014). When students are exposed to texts, they are also given the opportunity to expand their vocabulary and learn the meaning of new words. Words also have

different meanings depending on how they are used in context and "their meanings in particular instances are cued by the readers' domain knowledge" (Neuman, 2014). It caused the words meaning are affected by the context used in daily communication. Where one word has more meaning, when it is translated depends on the context applied.

Macis & Schmitt (2017) said that in EFL learning without having adequate vocabulary knowledge, learners may not show the desired result in language learning process and its competence. Establishing *background knowledge* before giving students a task to speak is important to the students so they are aware of the nuances of vocabulary words related to the topic. Developing the domain knowledge provides the students with new meanings of words which they can call upon when they come across the word or phrase. Having prior knowledge of a topic allows the students to use the appropriate definition of the word which is important for overall comprehension in English especially for speaking ability.

3. *Topic Familiarity*

Topic familiarity has a demanding effect on the amount of meaning negotiation that occurs during task performance (Rahimpour & Hazar, 2006). From the expert, we can find the correlation between topic familiarities to the comprehension. Fukaya (2015) statement that topic familiarity may have a profound effect on both learning of the content of a text and incidentally vocabulary learning from the context; in addition it also may interact with task condition in its effect on content recall.

In this case students have begun to be aware of the case told within the text. Therefore the topic of familiarity observed here could be a scenario wherever been connected to the world expertise. They need to gain some information concerning the topic. In order that makes students able related to the topic during a possible way, not simply an image contained in the brain. Familiarity with the topic makes them easier to infer the meaning of unfamiliar words and to compensate for gaps in information of the language. It can be started by asking students to read for short print and electronic newspaper and magazine articles handling the topics concerning that they have got some information. For an example, examine a current event in their linguistic communication to make up their background, and then examine it within the foreign language.

B. Speaking Skill

According to Thornbury (2015) speaking is one part of our daily lives. In general, humans produce tens of thousands of words a day. In fact, according to him, there are some people who produce more, like people who work as politicians and auctioneers, who in their daily lives need a lot of talks. Speaking is very important and natural, so that makes someone forget how to bother to get this ability. In terms of obtaining the ability to speak, someone must learn how to do "speaking" continuously in a foreign language.

Learning English, especially speaking is considered difficult for many students. Grauberg (2015) revealed that many students considered the primary purpose of learning a foreign language to be able to speak the language.

Therefore, he continued, language teachers must help students to achieve their goals by releasing all their best abilities.

There is one way to make it easier to master English, by frequently using the language in everyday life. Thus it can be easier for someone in the way of speaking so as not to stutter in the vocabulary pronunciation. However, mastering the art of speaking is-the aspect should be consider of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Moreover, learning to speak requires more than knowing its grammatical and semantic rules. Learners are also required to have the knowledge of how native speakers use the language in the context of structured interpersonal exchange. In other words, the learner must beable to speak the target language fluently and appropriately.

C. The Importance of Speaking

Efrizal (2012) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If a teacher wants to encourage students to communicate in English, he should use the language in real communication and ask them to do the same process.\

Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000), of all the four

language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Previous research approved that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language. Asher (2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. It is caused the relation between listening and speaking skills. When students speak, their speaking provides evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

D. Characteristics of Speaking

According to Mazouzi (2013), learners' activities should be designed based on equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristics of speaking performance are fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristics of speaking performance are accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-

structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly. Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pays attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

E. Speaking Problems

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. It can happen when teacher selected inappropriate topic for them

or they do not have enough knowledge about it. Baker and Westrup (2003) stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

However, In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2009). In speaking, Vocabulary is the most important thing should be achieved. Vocabulary understanding is influential in composing sentences and fluency in foreign languages. In translating a foreign language, the ability to know the meaning of one vocab is very impactful on that. If even one vocabulary does not know its meaning, it does not exclude the possibility to get incomplete understanding of something being discussed or read. Thus, in speaking skill, vocabulary is very important to get the fluency of foreign languages. While accurate grammar is another thing that is needed in foreign language skill. In speaking sometimes someone speaks not really grammatically. To understand the context between the speaker and the interlocutor takes precedence. This shows that the ability of vocabulary is more considered than grammatical accuracy.

F. Factors Affecting Speaking Skill

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology and

syntax, and psychological factor such as motivation. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is pronunciation of English words is not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. In achieving the level of producing words like native speakers, it helps EFL learner to get the fluency. According to Daniel (2015) as cited by Sandoval (2019) Fluency refers to the ability how "smoothly" and "efficiently" a second language (L2) speaker can on "a range of topics in real time. Therefore, native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But it different case to the Non-native speaker, when the Non-native made a mistake it will have negative effect to the meaning and understanding.

According to Uno (2007), motivation can be interpreted as internal and external impulses in a person that is indicate by the presence; passion and interest, encouragement and needs, hopes and ideals, appreciation and respect. Motivation is importance thing in learning a language. It is very influential on students' learning outcomes. If students do not have motivation to learn, then they will not achieve the optimal result in learning. In learning foreign languages, students' motivation will encourage them mastering the skills such as speaking ability. In speaking, students' motivation to speak by using the target language will support them to achieve all components in speaking skill.

CHAPTER III

RESEARCH METODOLOGY

This chapter consists of some aspects of methodology including research design, participants, and technique of data collection and technique of data analysis used in this study to analyze the influence of background knowledge on students' speaking skill at the senior year English Language Education Department in UIN Ar-Raniry.

A. Research Design

Qualitative research has been done to analyze the influence of background knowledge has on students' speaking skill. Qualitative research utilizes small groups while a researcher observes the behaviors of participants in an effort to answer a research question. Qualitative research is a research which focused on analyzing the process and developing the understanding of the case. Case study is a kind of qualitative research which made an object or a thing as a case to do a research. In case study the first foundation is the subject and relevance. In doing a research of case study a researcher deliberately trying to isolate a small study group, one individual case or one particular population and also in the design of a case study, the first important thing is how the researcher addresses the study and make sure that all collected data is relevant.

B. Research Participants

This research was conducted in English Department UIN Ar-Raniry. The subject of this study was students' speaking skill. In this case, the researcher chose students who good in speaking skill. Also, the researcher chose the students in fifth semester, because in this semester the students have passed some level in speaking subject, and also public speaking. It means they have used to do an oral speech in the class. In this study, the researcher took 10 students of the senior year majoring in Education English Department as the participants. In this research I applied purposive sampling to choose participants for the research.

C. Methods of Data Collection

In this research the methodology was conducted by using descriptive qualitative design since it was aimed at describing the conditions that really occurred. As Ary (2010) stated that qualitative focuses on understanding social phenomena from the perspective of the human participants in natural settings. This research was conducted to describe the influence of background knowledge on students' speaking ability of the senior year student in English Department. In this study, I used a participant observation because the researcher collected the data based on students' achievement in speaking skill or have took course of public speaking. The main data was obtained from observation, doing an oral presentation and interview.

a. *Observation*

Observation was done at the first week, where I selected 10 of students at grade fifth who has took subject of public speaking, then I brought them in one class to test them speaking English by giving a topic to present in front of friends. At the same time I observed about what kind of topic that encourage them to speak in target language and will make them interest to talk about.

b. **Oral Presentation**

Participants were considered to do an oral presentation in front of class at second week. Topic was introduced to the learners to work on for the following session. The participant were asked to get the needed information about the topic through searching in internet, book, magazine, newspaper and article that the teacher provide for them. In this way they became familiar with the subject matter when attending to the class for following session, learners asked to put their finding and opinion of what they have read about the topic by present an oral presentation.

c. *Interview*

Interview session was done at the third week of research, the researcher used a voice recorder in order to avoid the miss information that may happen in interviewing. This study used semi-structured interview which the participants were given disorderly questions.

There are ten questions in the interview that would be asked to them. According to Dornyei (2007), semi structured interview is a type of interview where the researcher prepared the main question to the researcher could guide the interview as he/she wants. The format of the interview is open-ended questions in order to give the interviewee a chance to elaborate their answer. In addition, the purpose of this interview is to get deeper information from the participants about their problem or difficulties when they learn English especially in speaking skill based on their experience.

In this research, the data was collected by utilizing observation, oral presentation and interviews, since those instruments were regarded as sufficient to investigate the influence of *background knowledge* on students' speaking skill. In doing so, the researcher took three observations of informative speaking which was done three weeks. To answer both questions the data was collected by doing oral presentation and giving interview.

D. Method of Data Analysis

Descriptive analysis is a method that is used in this research because the study is design in qualitative approach. So, to classify and analyze the data, descriptive analysis is appropriate method to be used to explain about the data. In analyzing the data from interview, the interview firstly was recorded and most of their parts are transcribed and coded. Gordon (1992) as cited by Amalina (2016) offers three basic steps in coding the interview data:

1. Defining the coding strategies. It is a process to categorize the recognizable characteristic of the respondents in order to identify their superficial differences, i.e. student. The characteristic of student is male and female.

2. Assigning Category Symbols. To perform the task of summarizing, condensing, and storing a concrete example that falls into a certain coding category, we assign an abstract symbol to represent any case in that category.

3. Classifying relevant information. The actual operational steps in which significant content of the interview are chosen, thereby showing the category of relevant information into which theme it falls.

In addition, I gave different code while transcribing and coding the data from interview. I gave "I" symbol as the code for interviewer and "P" symbol for the interviewee. Next, the findings of the interview would be explained as narrative explanation to describe the influence of background knowledge on students' speaking skill.

E. Brief Description of Research Location

This study took place at the English Education Department in Faculty of Tarbiyah and Teacher Training of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The university is led by Prof. Dr. H. Warul Walidin AK, MA. as the rector. The university has played very

important role since it built as one of Islamic Education Institution in 1963. At that time, the name was known as IAIN Ar-raniry. Then, the status was changed on October 1st in 2013 from IAIN Ar-Raniry into UIN Ar-Raniry.

Over the time, the university has succeeded to prove the role in building and developing the society. From the mission and also the alumnus that has worked and spread in many governmental or private institutions, nothing wrong to say that the university has become as the heart of Aceh society.

In its development, UIN Ar-Raniry makes some progress and creates some courses which are needed by the society. In order to complete its existence, besides the university has undergraduate program, it also has Postgraduate and Doctoral program. From those degrees, the university is hoped will create the professional teachers, experts, and the ulama' that is needed to solve and to face the problems in this modern era.

To achieve the goal, English Education Department has set some visions to create the people who are experts in their fields. It considered to skills in English, such as listening, speaking, reading and writing. The students in this department should be master of the skill even only one skill. In learning process teachers use English as the language of communication in the class. Making students get used to interact with English to gain them in mastering English skills.

The faculty Education and Teacher Training also provides some supporting facilities for academic activities such as large classroom, which provides white board and projector; libraries which provide many books like academic and non-academic book; laboratories for the science students which provide all of the stuff for their experiment or research, multimedia rooms for foreign language students which provide computer, projector, DVD player, television, radio, and sound system; offices for the lecturers and the staff, and canteens/mini cafe for all people in the faculty. These facilities can be the factors that support both the students and the lecturers to achieve the goals in the Faculty of Education and Teacher training.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on the data analysis including the finding and the result of study. In this case, I used oral interview as the data collection technique to answer the research questions. The result of data analysis denotes the answer of the research question and draws out some points issues for discussion. There were 10 interviewees participated in this section. Those participants have different answers of the questions about the influence of background knowledge on speaking English skill. In this section, participants were coded as 'P1' for the first participant, 'P2' for the second participant and the code goes up to 'P10' for the last participant.

A. Students' Perception before Having Background Knowledge

Based on the results of interview, activating students' *background knowledge* greatly influences their speaking skills. When they are given the opportunity to talk about a topic or material given in front of the class, the average student is able to present about the topic. They are being able to compare something close to their daily lives to the topic given. So they feel more confident when talking in front of their friends. However, it is different when they are not accustomed to a topic being discussed and even they have never gotten any information about the topic, making it difficult for them to tell or explain about a given topic, which is caused by:

1. **Lack of Adequate Background Knowledge**

    The results of interview show that every participant did not familiar with the topic before they were given it. Most of them respond they never heard and read the journals or articles that related to the topic. P1 said: "To be honest I didn't know anything about education system in Pakistan because I haven't read anything related to it"

    Also P2 stated that this the first time she read the journal, and she actually never knew how the system education in the second biggest majority Muslim country:" actually I didn't know about education system in Pakistan, this is the first time I heard about it."

2. **Unfamiliar with the Topic**

    Thus based on the opinion of the participants above they do not have any knowledge about the topic given to be presented. It is caused the participants had never heard about the topic discussed making them unfamiliar with the topic which made it difficult for them to do an oral presentation in front of their friends as explained by P6:

    > Before, I didn't really know about the topic but after you give the journal about education system in Pakistan so after that I know more about education system in Pakistan.

    All respondents said that they did not know about the given topic, when their *background knowledge* had not been activated it was very difficult for them to talk about the topic.

    It is clear that before they have background knowledge about a given text it will be very difficult for students to share information

contained in the text. It is caused by the lack of knowledge and understanding of the topic provided by the teacher in the class, so the students' speaking ability in the target language is difficult to achieve the desired results if it does not start with a topic that can activate the *background knowledge* of students.

B. Building Background Knowledge

It is different after participants read about the topic. They start to get used to and familiar with the given topic and have *background knowledge* about the topic discussed, so they find that the topic discusses the education system which is the realm of participants now.. P3 said that:

> actually before you give me the text about education system in Pakistan I don't have any idea about it, but after I read the text that you gave me before I got some new information about education system and it have similar problem like education in Indonesia.

Participants can gain deep understanding about the topic by explaining the problems faced in the topic. P8 explained:

> But there are also very different things about the education system in Pakistan such as the gap in terms of getting education between men and women, which in Pakistan prefers men to get education compared to women.

It is clear that participants' responses are different from before the *background knowledge* is activated. When they already have knowledge of the topic they are interested to speak in the target language. . Thus the teacher is easy to improve students 'speaking ability after activating students'

background knowledge about teaching material. By activating their *background knowledge* can engage students' interest.

Students' interest in speaking using English is influenced by something that makes them interested in applying the language in their daily lives, that is, it can be started by giving a topic they like or something they already know. P2 explained: "This topic can make me adding my previous knowledge, yes of course, I'm interested because this topic similar with education in Indonesia."

Another respondent said he enjoyed the topic because he liked it. And he believes that if we want to enjoy something we should like it and with regard to this topic I enjoy it because I have a little *background knowledge* about the topic is discussed in the class. P5 said :

> Enjoy it because I love it, to enjoying something I believe I have to love it. I can enjoy it because I already have little about *background knowledge* in Pakistan. I'm very interested about education system; also I'm the candidate of educator in the future.

Another participant added that speaking material that suited his interests made him excited to find out more about the material and it was very useful to attract the attention of students in the class in speaking using English. P6 explained that:

> Exactly I'm very excited when I read about this topic because I never know or read about the topic before, after I read this and It's like a new knowledge for me , it can increase my insight better when I speak in front of people I can use this topic to explain to my friend.

When giving material about something that students like will make them more interested in discussing the material in depth, and makes it easy for them to understand what the material is talking about. Give a positive influence on the achievement and use of target language in the classroom. And also the topic given is something related to the daily lives of students which make them not difficult to get into the material because it is not an unfamiliar thing with their field.

C. Students' Perception of Background Knowledge in Speaking Ability

Based on the results of the interview from the question ": based on your opinion did building background knowledge influence your speaking ability?"

The participants agreed that having *background knowledge* of a teaching material made it easier to understand the topics provided by lecturers in class. They also argue that background knowledge greatly influences one's speaking ability in terms of the target language. As stated by P1:

> Yes, building *background knowledge* really influence our topic because the more we know about the topic the more our speaking can be more relevant and it really helps our performance in speaking because we know what are going to talk about and we feel confidence when we talk about the topic.

P5 also said that when we tell something that has a picture already in the head, it is easy for us to convey it to others, because we already know and understand the context being told. Likewise with P10 he said

that *background knowledge* is very necessary in speaking abilities because it will facilitate someone to retell about a topic.

Yes, of course. because I think *background knowledge* is very essential for speaking, we can see that the more we know about the topic is easier for us to read the topic and then we understand about the topic and try to retell the information.

Having a background on the text or topic provided turns out to also affect the motivation of students in the class. With *background knowledge* students are motivated to speak in English or just to tell about the topic as conveyed by P5:

Yes, the *background knowledge* affect me, for example I can look for the word that I didn't know before, about another components exactly improved because when we look for the vocabulary try to hire from recorder or Google and others, and I motivated to speak.

1. **Vocabulary**

    Activating *background knowledge* has made some of their speaking components increase, especially in the 2 components discussed in this thesis, namely vocabulary and fluency. Based on interviews that have been done most of them said that they are more increase in the field of vocabulary, because based on the text provided there are many new vocabularies that they have to find the meaning of first. That way can increase the vocabulary knowledge of the participants. In this case P7:

    Yes, I agree with this statement, I think when I don't know what the topic talking about I'm too lazy to read the passage and yeah that's all I think. In this passage I find some unfamiliar vocabulary

so I translate them, then it increases my vocabulary that I don't know before then I become understand about topic.

Strengthened by the statement from P6 which said that having vocabulary is stored in a person's brain will enable him to talk about something especially in the target language.

Yes of course, last time I have present vocabulary acquisition for yesterday , and the journal said that vocabulary is the rule or the strategy that can help student in speaking. *Background knowledge* such as you said before is very support me in speaking ability. We know that we have many words or vocabulary in your brain you can say anything, vocabulary is more influence but grammar is not very influence to say something to others.

2. Fluency

But there are also those who get improvement in both components, with a lot of reading it will also increase the vocabulary that we have, thereby affecting the fluency or skill of someone in speaking using a foreign language. P1 believes: "yea, I would say I've improved both in vocabulary and fluency because by reading it means the vocabulary I get the more fluency I will have."

Based on the participants' answers it was found that when someone starts to gain a lot of knowledge about the topic being discussed namely through vocabulary enrichment. When someone already knows a lot of vocabulary in a language, it will make them easy to understand about the context of reading. Then it will affect the delivery of information obtained.

It can give a significant effect on the level of fluency in the process of transferring information from the speaker to the audience, especially on transferring information using the target language.

D. The Effects of Topic Familiarity in Speaking

Familiarity about the topic is needed to improve students' speaking ability in English. Topics that are close to students make it easy for them to present or share information obtained because they are already familiar with the material provided in class.

1. Gaining Students' Understanding

From the result of interview, I found that students' understanding of the topic was great. They easy to understand the content and context topic told about, as said by P1: "As I've said before cause I'm soon to be a teacher, so this topic is quite familiar because I can compare this topic with education system in Indonesia and that is how I became familiar with this topic."

To make students familiar with the material can by providing some resources related to the material / topic so that it can add insight and knowledge of students about the topic to be discussed, as conveyed by P6: "I became familiar with this topic after I read it, I can comprehend the topic, then I search many resource from another part and get knowledge about the topic."

As said by P5 and P7 that they can easily understand the text of the reading because they already know about the country beforehand and have

some friends in the country. So it makes them quicker to capture when given a presentation text. Many respondents agreed that if something familiar with their daily lives had a positive impact both in terms of adding insight and in using target language. They are easier to associate something new with something they already know before. So when given the opportunity to present something new in public, they find it easier to explain it.

In this case, Topic regarding their daily life or something that is very close to students is the right choice for a teacher to engage students to speak in English. Because the main purpose of the teacher is to make students want to talk using the target language and make them more interested in using the language in life. By providing topics that are familiar with students can make them more quickly understand the text provided, so it is not difficult for students to get the information contained in the reading. Thus, familiarity with the topic is really needed by English learners, especially in terms of speaking skills.

2. **Improving Fluency**

All respondents agreed that getting familiar with the topics influence their speaking skills. According to them when background knowledge has been activated and they are familiar with the topic being taught. It will make them easier to convey something in the target language. As explained by P2: "Of course, because if the topic became familiar with me, I can speak more fluent in front of people."

There is also the opinion talking about something that is close or familiar with, it is better for students, than talking about something that they did not know about it. P5 says:

> Of course, because I am familiar with the topic so I can my word choice and also it helps me because I already know about it. it is talking about something we already know, it become different when I talking about something that I don't know, thus talking something familiar for me is better than talking about something that I didn't know.

3. Student Self Confidence

There is also an opinion if the topic given is a familiar thing can make him comfortable to speak in front. As said by P6:

> Of course, honestly if I comprehend about the topic, after that I can get knowledge about the topic, and I can speak up and explain to people that is make me more comfortable and confidence to speak in front of people because I've many ideas about the topic.

All the statements above show that the familiarity topic helps them convey something in English. They become more confident to talk and the things discussed are something they already know beforehand, making them more comfortable in using the target language. This can impact on students' speaking performance where when a speaker is confident in delivering something, the information conveyed will be easily channeled to the audience. They more easily capture what is said or delivered by the

speaker in front so that it is easier in terms of channeling information to the listeners.

Speaking is an oral communication activity that involves two people or more and the participants acted as both speakers and giving reaction to what he hears and contributes immediately. Speaking is as a way of communicating between speaker and listener. Oral communication requires speaking and mutual skills understanding between speaker and listener.

E. Discussion

This section present the discussion based on the findings of the study. The discussion is concern with the students' perceived the influence of background knowledge on students' speaking skill. The finding of this study indicates that between *background knowledge* and *topic familiarity* have positive impact on influence students' speaking ability.

In this study also found based on the results of interview prove that when students have knowledge about the material being taught, it will facilitate them in achieving the expected results. Especially in term of influence students' speaking ability. In the component of speaking, there are two components which were considered affecting the ability of students to speak English. The two components are the focus of this research. The first is mastering vocabulary, from finding interviews, the participants said that their

vocabulary is increased. It is caused by finding the meaning of some vocabulary through a dictionary or Google translate. It can increase students' vocabulary knowledge in their memory. However, in terms of understanding the meaning of each paragraph, students sometimes did not need a dictionary anymore to find information in each passage. The topic given is about students familiar with, and they can easily connect to gain information in the passage.

The second focus is on fluency, is something that shows someone's proficiency in speaking a foreign language, how smoothly L2 can speak using that language. In this research, it has been found that by building *background knowledge* the participants can do presentations for minutes even though sometimes there are still have words like "uhmm, aa, etc." So the fluency did not really get significant results among some participants. However, if the participants get more resources about the topic and they get more time to read about it, and the more knowledge gained the more they familiar with the topic can make the participants more fluent in delivering the material or topic by using the target language.

By bringing students become familiar with the topic, it will make them quickly understand about the topic, so that the process of getting knowledge about reading material is easier. However, in terms of the background knowledge on students' speaking ability, there are some aspects that must be considered by a teacher in the class.

The first is the teacher must be able to provide topics that are related to students' interest. From the interviews we can find that when participants are given material related to something they like, such as the topic of their field, and then they can easily connect to the topic, they will enjoy the material provided. Students' interest is a thing that will engage students to know more about something. When students interested of subject being taught, it will make them feel comfortable of it.

Linking topics to things that students' interest, it can have a positive effect in speaking, which makes them motivated to speak using the target language. Thus it will make their motivation rise because the topics discussed in class are things they like. As one participant said, when he is interested in something, he will love it. When he starts loving it, it will make him comfortable about it. Similarly, in repelling student background knowledge, the teacher must start with something that can make students motivated in the teaching material provided.

The second is bringing students the topics close to their real life. In research it is proven that topic familiarity give a significance effect in students' speaking skills. After I did a research on this fifth semester student also got the result that, when students are familiar with speaking teaching materials, it will make them easier to understand about the topics discussed. Even though there are of words in the text that must be sought to know the meaning, but students will more quickly understand the entire context discussed.

In terms of familiarity with the topic, it is very important here in affecting vocabulary and fluency ability. From the interview results it is known that the participants are familiar with the topic given. Thus, when they start reading the text, they have got an idea of what the text is. Even when they find some vocabulary that doesn't know what it means, overall they have obtained information in the text. When students are given the opportunity to make oral presentations in class, it is easy for them to convey information about the text that has been read. They begin to find out about the meaning of vocabulary that they never got, it will increase knowledge about the vocabulary of foreign languages in their memory. They can use the new vocab then practiced through an oral presentation in front of friends. It will make students familiar with the words and will improve students' speaking skill in the field of mastery of foreign vocabulary and fluency.

As a teacher who teaches foreign languages, it is very necessary to bring topics that are very close to students. Align with Grabe (2011) finding that the more one engages with a topic, the more likely it is that vocabulary related to that topic will be learned. This is also a way to keep students motivated in learning, especially to increase speaking skill using students' foreign languages. In this section Topic familiarity makes students confident to talk by using the target language. After the participants had an oral presentation in front of the class, the researchers found that they were able to talk about the topic given for about few minutes. In terms of internal factors that affect them more confident in speaking. After getting familiar with the

topics discussed, they were excited to find out more about what matters contained in the reading text and also they were motivated in speaking by using English, because they already have knowledge about the topic.

CHAPTER V

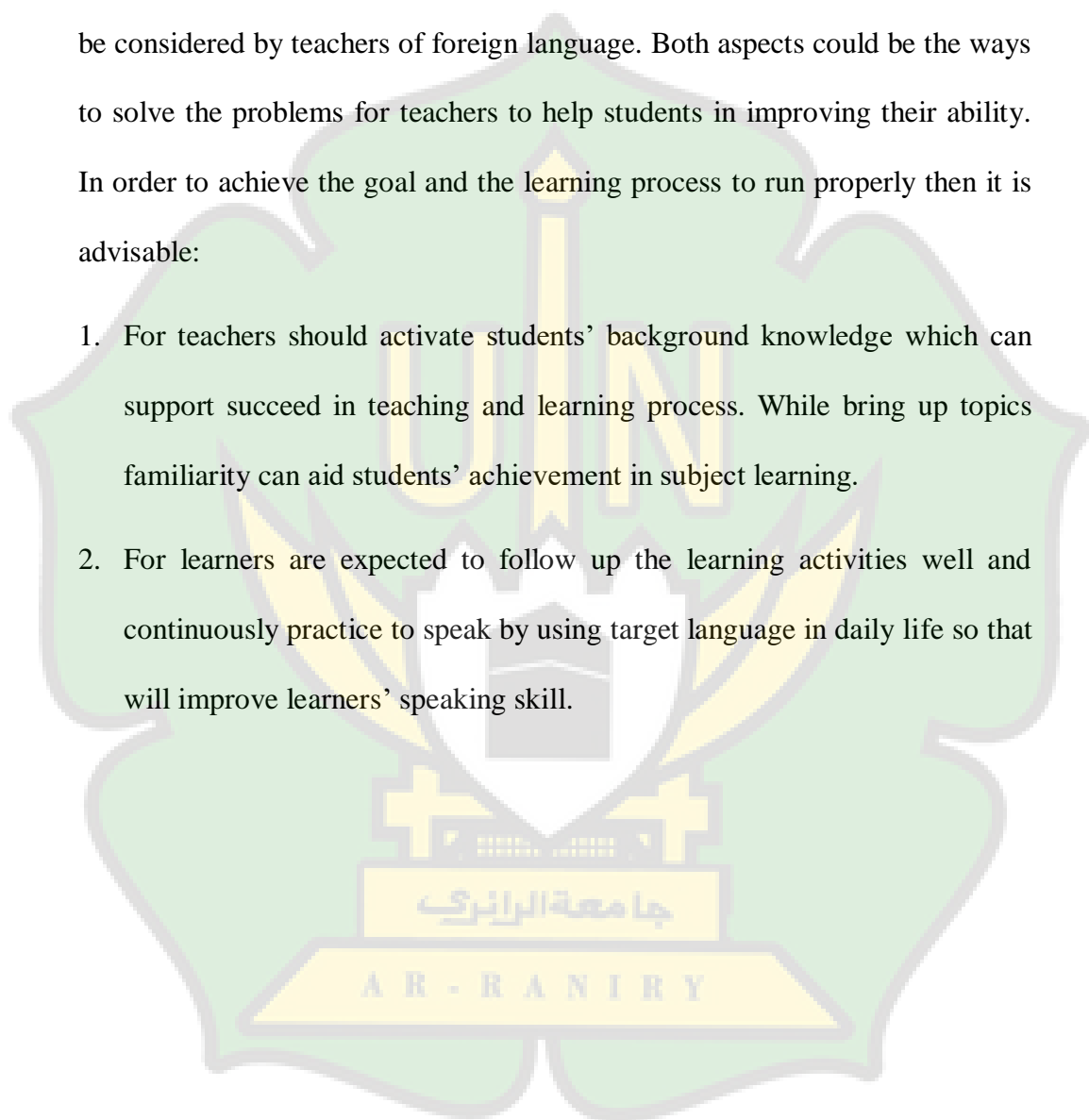# CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Findings from this study indicate that *background knowledge* can improve students' speaking abilities. Provide good *background knowledge* on topics that support giving greater familiarity to teaching materials. Thus, making students familiar with topics will gain students understand the context and content of each passage in the text. It also supports the delivery of information to audience. Discussing about topics familiarity is an important aspect in improving speech. *Background knowledge* that students have on a topic gave a significant effect in speaking performance in class. This knowledge allows them to clarify the new information obtained on something that has been previously obtained.

In addition, *background knowledge* and *topic familiarity* also influence the success of teaching and learning process and affects the ability to speak in L2. Having *background knowledge* and become familiar with the topic will attract students' interest in teaching materials and make them confidence, and also motivate them to speak in front of people because they have knowledge about the given topics.

B. Suggestions

Background knowledge and topic familiarity are the factors in enhancing students' comprehension in second language. These factors should be considered by teachers of foreign language. Both aspects could be the ways to solve the problems for teachers to help students in improving their ability. In order to achieve the goal and the learning process to run properly then it is advisable:

1. For teachers should activate students' background knowledge which can support succeed in teaching and learning process. While bring up topics familiarity can aid students' achievement in subject learning.

2. For learners are expected to follow up the learning activities well and continuously practice to speak by using target language in daily life so that will improve learners' speaking skill.
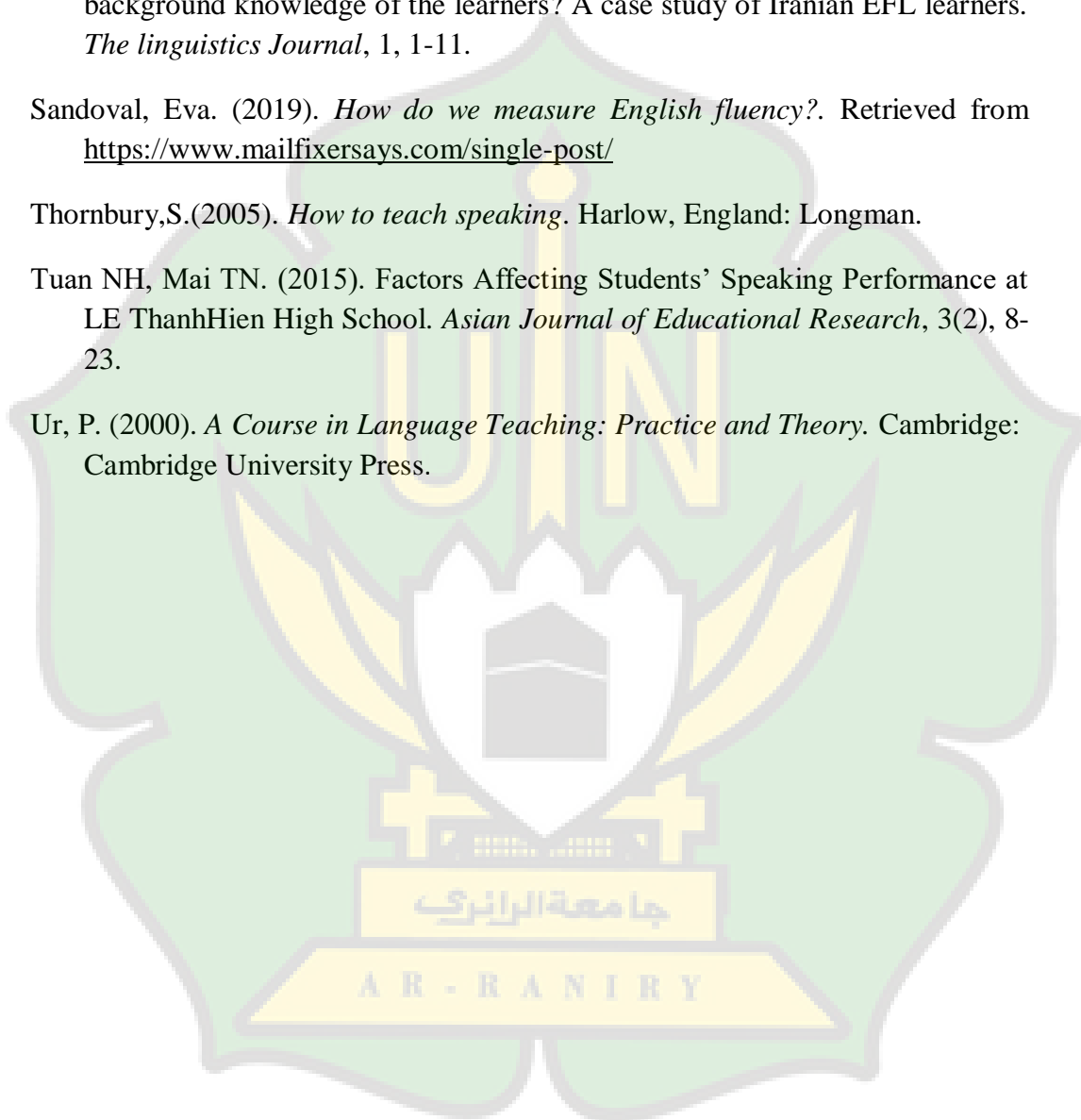
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INTERVIEW GUIDANCE

1. What did you know about the topic?
2. How are you enjoying the topic?
3. How you became familiar with this topic?
4. Did you think the familiar topics help you in speaking performance?
5. Based on your opinion did building background knowledge influence your speaking ability?
6. What skill that you think has improved a lot between vocabulary and fluency?

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 640/UN.08/FTK/KP.07.6/01/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :

a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11235/UN.08/FTK/KP.07.6/07/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :

1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-11235/UN.08/FTK/KP.07.6/07/2019 tanggal 31 Juli 2019

KEDUA : Menunjuk Saudara:

1. Dr. Luthfi Aunie, MA — Sebagai Pembimbing Pertama
2. Dr. T. Zulfikar, M. Ed — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Umairahayu Sabrina
NIM	:	150203155
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	An Analysis on The Perceived Influence of Background Knowledge on Students' Speaking Skill (A study at the Fifth Semester Students of English Language Education Department UIN Ar-Raniry)

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Januari 2020
An. Rektor
Dekan,

Muslim Razali

Nomor : B-16206 /Un.08/FTK.1/TL.00/11/2019   19 November 2019
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Di -
    Tempat

   Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada

N a m a   : Umairahayu Sabrina

N I M   : 150 203 155

Prodi / Jurusan   : Pendidikan Bahasa Inggris

Semester   : IX

Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

A l a m a t   : Jl. Tgk. Syarief Gang Kasem No. 609 Gampong jeulingke Banda Aceh

Untuk mengumpulkan data pada:

Mahasiswa Semester 5 Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

   Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul

An Analysis on The Perceived Influence of Background Knowledge on Students' Speaking Skill (A Study to the senior year English Language Education Department) UIN Ar - Raniry)

   Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

                                              An. Dekan,
                                              Wakil Dekan Bidang Akademik
                                              dan Kelembagaan,

                                              Mustafa

Kode   8573

SURAT KETERANGAN
Nomor: B-592/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16206/Un.08/FTK.I/TL.00/11/2019 tertanggal 19 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Umairahayu Sabrina
NIM   : 150 203 155
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

An Analysis on the Perceived Influence of Background Knowledge on Students' Speaking Skill (A Study to the Senior Year English Language Education Department) UIN Ar-Raniry.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

AUTOBIOGRAPHY

1. Full Name   : Umairahayu Sabina
2. Place, Date of birth   : Kp. Mesjid, 20 September 1997
3. Gender   : Female
4. Address   : Desa Alue Tampak, Kec. Kaway XVI, Kab, Aceh Barat
5. Marital status   : Single
6. Occupation   : Student
7. Religion   : Islam
8. Nationality   : Indonesian/Acehnese
9. Phone   : 085361685608
10. E-mail   : umairahayusabrina@gmail.com
11. Parent's Name
    a. Father's Name   : Syamsul Bahri
    b. Occupation   : Pensiunan PNS
    c. Mother's Name   : Syarifah Husna
    d. Occupation   : PNS
    e. Address   : Desa Alue Tampak, Kec. Kaway XVI, Kab, Aceh Barat

12. **Education Background**
    a. MIN Peureumeue in 2003-2009
    b. MTsN Peureumeue in 2009-2012
    c. MAN 1 Meulaboh in 2012-2015
    d. Department of English Language Education The Faculty of Education and teacher training Ar-Raniry State Islamic University 2015-2020

Darussalam, 31 Desember 2019

Umairahayu Sabrina