THE INFLUENCE OF READERS' PRIOR KNOWLEDGE IN COMPREHENDING ENGLISH TEXT

THESIS

Submitted by

MASTURA SOFYAN

The Student of English Education Department

Faculty of Tarbiyah and Teacher Training

Reg. No: 231 121 225

FACULTY OF TARBIYAH AND TEACHER TRAINING

ISLAMIC STATE UNIVERSITY OF AR-RANIRY

DARUSSALAM-BANDA ACEH

2016 M/ 1437 H

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

First of all, the researcher would like to praise Allah the Almighty, who always gives her a blissful life to live in this world, air to breathe, chance to try on, inspiration and power to write and finish this thesis. *Shalawat* and *salaam* may He always grants to the noble prophet Muhammad SAW whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

Then, the researcher would like to express her sincere gratitude to her beloved supervisors: *Bapak* Drs. Luthfi Aunie, MA and *Ibu* Fithriyah, S.Ag, M. Pd who have guided and supervised her on writing this thesis. They gave their valuable time to help her in finishing this thesis. Her great appreciation is also addressed to her academic advisor *Bapak* Dr. Muhammad AR, M. Ed., and to all lecturers, both English Department and non English Department lecturers; and all of the staff of English Department. May Allah, the Most Exalted, reward them for their good deed and worthy knowledge. Amiin.

Her special thanks go to her beloved mother, Darmiati, and her lovely father, Sofyan, for their love, patience, attention, support and caring. She also dedicate big thanks to her dearest sisters, brothers, niece and nephew, for their support and love.

Her great thanks also go to her friends in unit one 11', expecially; Muna, Riska, Asirah, Tahara, Ghina, Afna, Aufani, Jos, Mirja, Riski, who have been her

cheerleaders and stayed next to her in sadness and happiness during completing this thesis. Also, she would like to deeply thank to her research participants XI students of MAS Darul Ihsan for kindly help her during her research and all of English Department Students and everyone who has supported her. Dear friends, may Allah, the Almighty, bless you all forever!

Banda Aceh, January 25th 2016

The Writer

LIST OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Number

ABSTRACT

Reading comprehension is interaction between the reader and the text. This interaction is the major factor that plays the most important role in comprehension. Accordingly, prior knowledge will be of primary importance for readers. This study entitles "The Influence of Readers' Prior Knowledge in Comprehending English Text". The aims of this research are to figure out whether prior knowledge influence readers' ability in comprehending text and to find out students' response toward applying prior knowledge in reading comprehension. To obtain the data, there were two techniques used for this research, tests and questionnaire. In selecting the sample, the researcher used cluster sampling. The sample was students in 2a of MAS Darul Ihsan. In collecting the data, the researcher applied quasi experimental research, the researcher gave pre-test and post-test, and distributed questionnaires in experiment group. Based on the obtained data by using T_{test} and degree of freedom 25 at significant level of $\alpha=0.05$ showed that the gained score was 1.7. As T_{test} was higher than T_{table} 5.5 > 1.7, Ha of this research was accepted. Thus, readers' prior knowledge influence their reading comprehension.

Memahami bacaan merupakan interaksi antara pembaca dan teks. Interaksi ini adalah faktor utama yang memiliki peran penting dalam pemahaman. Dengan demikian, pengetahuan sebelumnya sangat pentingan bagi pembaca. Penelitian ini berjudul "Pengaruh Pengetahuan Pembaca Sebelumnya dalam memahami teks bahasa Inggris". Tujuan dari penelitian ini adalah untuk mengetahui apakah pengetahuan sebelumnya mempengaruhi kemampuan pembaca dalam memahami teks dan untuk mengetahui respon siswa terhadap penerapan pengetahuan sebelumnya dalam pemahaman membaca. Untuk mendapatkan data, ada dua teknik yang digunakan untuk penelitian ini, tes dan kuisioner. Dalam memilih sampel, peneliti menggunakan cluster sampling. Sampelnya adalah siswa 2a dari MAS Darul Ihsan. Dalam pengumpulan data, peneliti mneerapkan kuasi eksperimental, peneliti memberi pre-test dan post-test, dan kuesioner didistribusikan dalam kelompok eksperimen. Berdasarkan data yang diperoleh dengan menggunakan t-test dan derajat kebebasan 25 pada tingkat signifikan α = 0,05 menunjukkan bahwa skor yang diperoleh adalah 1,7. Karena t-test lebih tinggi dari pada t-tabel 5,5> 1,7, Ha dari penelitian ini diterima. Dengan demikian, pengetahuan pembaca sebelumnya mempengaruhi pemahaman bacaan.

CHAPTER I

INTRODUCTION

A. Background of Study

In learning English language, reading is one of four language skills. It is one of the basic skills in English which is not simply translated word by word but needs the understanding of the meaning. Therefore, when the students learn to read, they should be able to comprehend the text during the reading process. Kaluger and Clifford (1978) argue that "without comprehension there is no meaning that causes communication between the author and the reader".

Moreover, Dechant (1973, p. 25) states "reading is the interpretation of graphic symbols, which implies that reader must be able to make association with appropriate meaning". In addition, reading as process of giving the significance intended by writer to graphic symbols by relating them to previous experience. Prior knowledge may come from experience or from reading. When a reader activates his prior knowledge, he is linking what he already knows to what he is currently reading.

Based on the observation at MAS Darul Ihsan, the researcher noticed that teacher more focused on teaching vocabulary more than connecting students' prior knowledge with the text. The strategy that teacher use in teaching reading is also play important role in improving students' reading comprehension. In teaching reading, bottom-up and top-down process should be covered in reading comprehension. Bottom-up is the process that students understand the vocabulary

and grammar, and top-down is process of understanding the text as the whole part in order to get comprehension (Brown, 2007).

Top-down process is related to prior knowledge. Top-down is one of the strategies used in comprehending text which is capable of enhancing the meaning. In top-down strategy, prior knowledge plays a major role in learning comprehension. Top-down model is actually a whole-language teaching approach, in which readers focus on the context and manage to construct meanings in the text (Treiman, 2001, as cited in Lee, 2011, p. 182).

This study is trying to figure out whether prior knowledge influence readers' ability in comprehending text. It quite similar with previous study "The Role of Background Knowledge in Enhancing Reading Comprehension", which conducted by Ibrahim Mohamed Alfaki and Ahmed Gumaa Siddiek. The aim of previous study was to investigate the role of background knowledge activation in improving reading comprehension in an EFL setting. The participants were selected from Al-Forsan secondary school students, who were reading for their final year. Fourty participants were between the age of 17 and 18 and all were native Arabic speakers. The differences between this study and the previous study are; the population, research location, and learning outcome test.

Students often complain about difficulty to get comprehension in a whole text. This happen because the readers are not trying to connect the existing knowledge they had with the new information they find in the text. Activate readers' prior knowledge is one of solution for this problem.

Based on the explanation above, the researcher is interested in conducting research about "The Influence of Readers' Prior Knowledge in Comprehending English Text" as the title.

B. Research Question

As a guideline to this research, the writer focuses on two research questions:

1. Does prior knowledge influence the students' comprehension of English text?

2. How are students response toward applying prior knowledge in reading comprehension?

C. Aims of Study

The aims of this study are:

1. To figure out whether prior knowledge influence students' ability in comprehending text.

2. To find out students' response toward applying prior knowledge in reading comprehension.

D. Significant of Study

This study is expected to give both theoretical and practical advantages as follows: Theoretically, the result of this study is expected to find out strategies to improve students' ability in comprehending a text by activating their prior knowledge. Practically, for teachers, they can use the material easily and they will have a new strategies to teach reading by activating students' prior knowledge.

While for students, they will be easily to comprehending a reading text. So, it will improve their ability in comprehending English text.

E. Hypothesis

Hypothesis is a tentative answer of the research. Hypothesis in quantitative research is a must. The hypothesis of this research is formulated as follow:

Ho = Prior knowledge can not influence readers' in comprehending English text.

Ha = Prior knowledge can influence readers' in comprehending English text.

F. Terminology

There are several terms used in this study which should be defined in order to avoid misunderstanding. Those are as following:

1. Reading Comprehension

"Reading is defined as the act of examining and understanding written material (Barchers, 1998, p. 13)". Readers share ideas and information, communicate, and acquire language through this activity. In addition, Comprehension is the process of extracting or constructing meaning (building new meanings and integrating new with old information) from words once they have been identified.

Reading comprehension is attained through successful interaction between the reader and the text. This interaction is the major factor that plays the most

important role in comprehension. Therefore, reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process where the reader interacts with the text.

In this research, the readers were students of second grade of MAS Darul Ihsan. The researcher provides hortatory exposition text because in the syllabus of second grade of high school is required to study the hortatory exposition text. Therefore, the researcher gave the text to test the ability reading comprehension of the students.

2. Prior knowledge

Prior knowledge is the whole of person knowledge. Prior knowledge may come from experience or from reading. When readers activate their prior knowledge, they are linking what they already know to they are currently reading. Comprehension occurs when readers' background knowledge interacts with text. Therefore, Readers' prior knowledge will influence their understanding in reading.

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading

According to Halima (2012, p. 33) Reading is a complex cognitive psycholinguistic to construct and gain meaning by decoding symbols. Readers share ideas and information, communicate, and acquire language through this activity. Moreover, reader's prior knowledge, experiences, attitudes, and language community affect the interaction between the readers and the text they read.

In addition, reading is defined as extracting meaning or bringing meaning to the text. Anderson (2003, p. 89) notes that reading as a process of bringing meaning to and getting the meaning from written text. Harris and Sipay (2000, p. 100) also agree that reading is meaningful interpretation of printed verbal symbols. All of definitions imply that reader brings his background knowledge as well as his emotion into a text. A reader who likes the topic of the text tends to understand the text more than who do not like the topic. In essence, reading is the result of interaction between the perception of the symbols that represent language and reader's prior knowledge.

B. Reading Comprehension

Comprehension refers to the ability of understanding what reader is reading to relate a text to what reader already knows and also constructing new knowledge and understanding. Comprehension also refers to the ability to go beyond the

words, to understand the ideas and the relationship among ideas conveyed in a text (McNamara, 2007, as cited in Syahputra, 2015, p. 21).

In addition Pardo (2004) states, "Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Therefore, reading comprehension is the ability to drive the meaning from written material for a variety of text formats (Balsiger, 2013). Besides, Grellet (1981) points out that reading comprehension is an active skill that includes guessing, predicting, checking and asking oneself question. It means that they have to recall their previous knowledge. so that they are able to understand and to get the meaning from the content of the material that they have read.

In short, reading comprehension is the ability to relate the meaning of the text by guessing, predicting, and checking. Readers need cognitive and active frame of mind to recall their previous knowledge to make it easy to understand reading materials.

If we refer to bloom taxonomy, we will find there are some cognitive skills that can be applied in reading comprehension. Krathwohl (2002, p.215) arranges the level of Bloom's cognitive skills as follows:

1. Knowledge: exhibiting previously learned material by recalling facts, terms, basic concepts and answers.

2. Comprehension: demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

3. Application: solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

4. Analysis: examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

5. Synthesis: compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

6. Evaluation: presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

It can be seen that these cognitive skills were arranged from the lowest to highest order of thinking skills. When those are used for educational objectives especially in reading a text, students are expected to pass through all levels of Bloom's taxonomy to deal better with a text and to make reading as a meaningful experience as well as an engaging activity.

C. Reading Strategies

There are many theories on the reading process. According to brown (2003, p. 185), there are two main strategies to comprehend the reading text, there are top-down and bottom-up.

1. Top-down

According to Anderson (2000), top-down is an approach for processing a text in which the reader uses background knowledge, and makes predictions. Top-down reading models capitalize on the experience and knowledge that a student

brings to the process. Instead of focusing on building precise sound-symbol relationships, words, sentences, and so forth, student can learn reading by using what they already know to approximate the meaning of the text. The more they know about what they have read, the less they need to rely on exact interpretation of the symbols.

In short, the readers' prior knowledge plays a significant role in top-down models. When the reader has his/her background knowledge about the written text, it will help him/her to understand it by guessing the purpose of text.

2. Bottom-up

Bottom-up is an approach for processing a text in which the reader builds up a meaning from text on the page: recognizing letters and words, working out sentence structure (Nuttall, 1996, as citid in Dorkchandra, 2010 p. 10). Morley (1991, as cited in Howell, p. 118) claims that bottom-up processing refers to the part of process of understanding of incoming language is worked out from converting sounds into words, into lexical meaning and grammatical relationship in order to understand the meaning of the message. In short, bottom-up refers to the process of analiyzing information on literary understanding by analyze word, lexis, grammar, and semantic.

Rumelhart (1980, as cited in Salmi, 2011, p. 8) adds that part of reading process involves interpreting graphic information of the page (bottom-up), and part of using the existing knowledge in the mind (top down).

In addition, Nuttal (1996, as cited in Dorkchandra, 2010) elaborates on the interactive model of reading that the reader continually shifts from one focus to another in the process of reading: adopt top-down approach to predict alternative meaning, and then move to bottom-up approach to verify whether the prediction is what the writer means.

D. Prior Knowledge

Readers' prior knowledge is one of many factors that influence the readers' ability in comprehending a text. Lee (1986, as cited in Chou, 2011, p. 109) that the effects of background knowledge in reading, understanding and recalling the text is enhanced when they are presented with background knowledge.

In addition, Alderson states (2000, p. 32), the nature of the knowledge that readers have will influence not only what they remember of, but also the product, the understanding of the text, and the way they process the text. When readers process the text, they integrate new information from the text into their pre-existing schemata. More than that, their schemata influence how they recognize information as well as how they store it. The use of prior knowledge in language comprehension has been called schemata theory. According to Anderson and Pearson (1984, as cited in Anthony, Pearson, & Raphael, p. 3), the term 'schema' was first used by Gestalt (1932) with a literal meaning of 'shape or form'. Schema or background knowledge, in this research is defined as the knowledge stored in the human mind prior to reading a text.

Schema theory refers to the role of background knowledge in language comprehension. Besides it also refers to the knowledge, background, and conceptual framework that a reader brings to a text. Schema theory is viewed as a psychological framework that covers both top-down and bottom-up processing.

Carrell and Eisterhold (1983, as cited in Salmi, 2011, p. 4) propose that "text itself does not carry meaning", the text only offers guidance for readers to find out meanings. Comprehension occurs when readers' background knowledge interacts with text.

In short, prior knowledge may come from experience or from reading. When readers activate their prior knowledge, they are linking what they already know to what they are currently reading. Comprehension occurs when readers' background knowledge interacts with text.

E. Types of Senior High School Text

1. Narrative text

A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Communication purposes of this text are to tell a story about something or someone, and to amuse or entertain the readers or listener (Setiadi, Hutauruk, santoso, & Kustanti, 2012).

2. Spoof

A spoof is a humorous story that tells events in a chronological sequence with a twist (unexpected ending). The communication purpose is to entertain the readers with an amusing story (Setiadi et all., 2012).

3. Recount

A recount is a piece of writing that tells event in chronological sequence. A recount text is similar to narrative text. The story may be an event or a situation that took place on a particular day. The communication purpose of this text is to reconstruct past experiences by retelling events in order in which they have occurred (Setiadi et all., 2012).

4. Procedure

A procedure is a piece of writing which consist of instructions to follow. Communicative purpose of this text is to tell the step in doing or making something in a sequential order (Setiadi et all., 2012).

5. News Item

A news item is a piece of writing about an important event or situation that happens on a particular day. The communicative purpose is to inform the readers or listeners of the details of event, accidents or incidents that have happen (Setiadi et all., 2012).

6. Report

A report provides factual information about a specific subject like social phenomena (e.g. riot, demonstration, and unemployment), nature (e.g. earthquakes, floods, storm, animals, plants) and man-made things. Communication purpose is to give factual information about a specific subject (Setiadi et all., 2012).

7. Description

A description is a piece of writing that list the characteristics of a person, place or thing. It describes living or non living things such as animals, building, and lawns. The communication purpose is to describe a particular person, place or thing (Setiadi et all., 2012).

8. Explanatory

An explanatory is a piece of writing that gives straightforward information. It explains the process related to the formation of natural, social, scientific and cultural phenomena. Communication purpose is to enable the readers to understand the process involved in the formation or working of natural, social, scientific and cultural phenomena (Setiadi et all., 2012).

9. Analytical Exposition

An analytical Exposition is a piece of writing that tries to convince the readers to agree with the writer's viewpoint by analyzing a certain issue within the text. Communicative purpose is to put forward a viewpoint about something (Setiadi et all., 2012)

10. Discussion

A discussion is a piece of writing that explores the pros and cons or the advantages and disadvantages of an issue to allow the readers to reach a logical conclusion. A balanced view of the writer is reflected throughout the writing (Setiadi et all., 2012).

11. Hortatory Exposition Text

A Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea (Interlanguage, 2008, as cited in Agustine, 2012). In other words, this kind of text can be called as argumentation.

The basic difference between analytical and hortatory exposition, is that analytical is the answer of "How is/will" while hortatory is the answer of "How should". Analytical exposition will be best to describe "How will student do for his examination? The point is the important thing to do. But for the question" How should student do for his exam?" will be good to be answered with hortatory. It is to convince that the thing should be done.

The generic structure of Hortatory exposition usually has three components: (1) Thesis, it is statement or announcement of issue concern. (2) Arguments, it shows reasons for concern that will lead to recommendation. And (3) Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

Hortatory Exposition also has the languages features. There are (1) Focuses on generic human and non human participants, except for speaker or writer referring to self; (2) It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. (3) It often needs material processes. It is used to state what happens, (4) It usually uses Simple Present Tense and Present Perfect Tense, (5) Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally.

CHAPTER III

RESEARCH METHODOLOGY

A. Description of Research Location

The school that the researcher observed is MAS Darul Ihsan and it is located in Aceh Besar. It is boarding school that emphasizes the use of Arabic and English languages in social interaction and communication.

1. The Facilities

MAS Darul Ihsan has enough facilities to support teachers and students in teaching learning process. They are as follows:

Table 3.1 The facilities at MAS Darul Ihsan

No	Facilities	Unit
1.	Classrooms	9
2.	Library	1
3.	Language Laboratory	1
4.	Computer Laboratory	1
5.	Sport Field	1
6.	Teacher's Office	4
7.	Canteen	2

The teaching learning process at MAS Darul Ihsan takes place from 07.30 am until 01.10 pm for the day class and from 07.45 pm until 08.45 pm for the night class. Since both of general subject and Islamic knowledge are important for the future of youth generation, the stakeholder of Darul Ihsan sticks school subject and Islamic knowledge altogether.

The school also provides multimedia room, computer and science laboratory. Multimedia room is used as language laboratory that is aimed at helping students to learn language especially English and Arabic. Meanwhile, computer laboratory is proposed to facilitate students in operating computer to deepen students' knowledge of technology. The school also offers science laboratory to the students to learn the science material in practice. However, the problem is the science laboratory's facility is incomplete. Thus, the students cannot use the science laboratory effectively. In learning process, the school splits the classes for girls' and boys' class. In this boarding school, male and female students do every activity separately.

In MAS Darul Ihsan English lesson is divided into five lessons. Those are structure, writing, listening, speaking, and reading.

B. Research Design

This research is aimed at seeing the influence of readers' prior knowledge in comprehending English text. Thus, the researcher used the type of quantitative method. Quantitative method is the method used in the particular population and sample, by using research instrument in collecting data and analyzing by statistical analysis. According to Cresswell (2008, p. 46), quantitative research is a type of educational research in which the researcher decides what to study; reviews these numbers analyzes using statistics; and conducts the inquiry in an unbiased, objective manner.

In addition, to determine whether prior knowledge influence students in reading comprehension, the researcher applied experimental research. Experimental research is procedure in quantitative research where the researcher determines whether an activity or materials make a difference in results for participants (Creswell, 2008, p. 60). Kind of experimental research used in this study was Quasi-experiment.

Quasi-experiment subject is not assigned to condition randomly (Borg, Gall, and Gall, 1993, p. 316). The researcher used quasi experiment and chose the pre-existent group and did not pick the sample randomly. The researcher took two classes as samples; control and experiment classes.

C. Population and Sample

1. Population

In this study the researcher needs to decide the population to collect the data. Creswell explains population is "a group of individuals who have the same characteristic (2008, p. 152)". Considering this statement, the researcher determined the population of this study was the second grade students of MAS Darul Ihsan students.

2. Sample

The sample of this study was 28 (5a) students of the second grade at MAS Darul Ihsan. In selecting sample, the researcher used cluster sampling. According to Borg et al, cluster sampling is "used when it is more feasible or convenient to select group of individuals than to select from a defined population".

D. Research Instrument

To gather the data, the researcher designed instruments which were tests and questionnaires.

1. Test

Test was given to the students to measure their ability in reading. There were two kinds of test that the researcher used in this study. The first test called pre-test and the second was post-test. Pre-test was given at the beginning of the meeting before the treatment was conducted and it was consisted of ten questions. Meanwhile, post-test was done after the treatment was applied by researcher and it was also consisted of ten questions.

2. Questionnaire

To answer research question number two, the researcher also distributed questionnaire for students. This questionnaire was close-ended and consisted of four questions. The questionnaire was given for experiment class students in the last meeting.

E. Validity and Reability

Validity is "the extent to which inferences made from assessment results is appropriate, meaningful, and useful in terms of the purpose of the assessment" Grounlund, 1998, as cited in Brown, 2003, p. 22). While reability is the extent to which a questionnaire, test or any measurement produces the same result. A reliable test is consistent and dependable. If you give the same test to the same

students or matched students on two different occasions, the test should has similar result (Brown, 2003, p. 20).

In this study, the test used as the instrument in collecting the data was valid and reliable. The validity of the test was proven by the degree to which a test measured what the researcher intended to measure. Therefore, related to the reability of the test, the researcher gave the same test to the second grade students in other classes that did not included in experiment class in order to see the reliability of the reading texts.

F. Data Analysis

1. The analysis of Test

In analyzing the data that were collected from the test, the researcher used statistical to get mean score, standard deviation, and t-score.

a. Mean

The researcher calculated the Mean of students' scores. According to Sudjana (2002, p. 70), the formula is:

$$X = \frac{\sum FiXi}{\sum Fi}$$

Where:

X   : mean (average score)

Fi   : frequency

Xi   : middle score of interval class

FiXi   : the amount of multiplication between the frequencies and the middle scores of interval class

b. Standard Deviation

To find the standard deviation, according to Sudjana (2002) the formula is:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Which:

SD = Standard Deviation Difference

$\sum D$ = Total of difference score

N = refers to total sample

c. T-test

T-test is used to see the significant differences between two means. According to Sudjana (2002, p. 239) the formula is:

$$t_0 = \frac{MX - MY}{SX - Y}$$

Where:

T : t-test

MX : the mean score of deviation experimental group

MY : the mean score of deviation of control group

S_{X-Y} : standard error of the mean difference between two variables X

(before treatmnet) and Y (after treatment).

2. Data Analysis of Questionnaire

The result of questionnaires was analyzed by using percentage. The percentage formula as prescribed by Sudjono (2008, p. 43) is as the following:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P   : percentage   100% : constant value

F   : frequency

N   : the number of sample

G. Data Collection Procedure

In collecting the data, the researcher conducted the data in three meetings:

1. The first meeting

For the first meeting, the researcher began the class by introducing herself along with the explanation about the research including the title. Before starting the pre-test, the researcher checked the attendance list and continued by giving the pre-test for the students. Next, the researcher gave a reading test to the students which consisted of 10 questions. The purpose of this pre-test was to know their ability in comprehending the reading text before the researcher applied the treatment.

2. The second meeting

For the second meeting, the researcher asked students to sit in group that consist of six member in one group. Next, the researcher distributed the reading text to the students. Then, the researcher activated students' prior knowledge about the text by asking them several questions about the topic of the text. After that, the students discussed the questions that had been given by researcher in group. The researcher guided them during their activity. At the end, the students presented the answers in front of their friends.

3. The third meeting

For the third meeting, the researcher gave them post-test of reading about the same topic as in the second meeting and it consisted of 10 questions. Then, the researcher distributed the questionnaire to the students.

CHAPTER IV

DATA ANALYSIS

A. The Data Analysis of the Test

The test was given to the students to measure the students' prior knowledge before and after the treatment was given. There were two tests in which the students participated; the pre-test and post-test. The researcher took class 2a of MAS Darul Ihsan as the sample of this research. To obtain the result of Mean, Standard Deviation, and T-test, the researcher did several steps:

1. Mean

a. Finding the range of score

$$R = H - L$$

b. Finding the interval class

$$I = 1 + (3,3) \log 22$$

c. Finding the space of interval class

$$P = \frac{R}{I}$$

d. Finding the mean score

$$X = \frac{\sum FiXi}{\sum Fi}$$

2. Standard Deviation

$$SD_d = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

3. T-test

$$t_0 = \frac{MX - MY}{SX - Y}$$

Table 4.1 The students' score of pre-test and post-test in experiment class

No	Initial	Pre-test	Post-test
1	RF	75	90
2	IR	65	75
3	MT	73	81
4	MAA	70	60
5	MK	75	70
6	MR	74	85
7	MF	60	82
8	KH	75	88
9	MH	74	60
10	MFa	65	80
11	NZ	63	85
12	KS	65	83
13	AD	72	87
14	YAR	70	82
15	FA	67	81
16	MR	50	70
17	Mkha	75	90
18	MZ	65	81
19	JS.S	60	87
20	FR	57	60
21	Am	75	88
22	AD	68	75
23	KM	59	68
24	AY	60	57
25	Bg	75	88
26	TAM	64	70
	Lowest Score	**50**	**57**
	Highest Score	**75**	**90**

To analyze the data of the tests, the researcher calculated the data by using some steps: First, the Range (R) of pre-test score was determined by using the formula:

R = H – L

Where:

R : the range of the score

H : highest score

L : lowest score

The highest score of pre- test was 75 and the lowest score was 50. Thus the range is:

R = 75 – 50

R = 25

Next, the interval class was identified by using formula bellow:

I = 1 + (3,3) log n

Where:

I   : the amount of interval class

n : the amount of sample

3,3: constant value

I = 1 + (3,3) log 26

I = 1 + (3,3) 1.41

I = 5.7 ≈ 6

Then, the space of interval class was found by using the following pattern:

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of score

I : the amount of interval class

$$P = \frac{25}{6}$$

P = 4.16 ≈ 5

From interval and range of interval class result, the frequency distribution table was presented in the following table:

Table 4.2 The frequency distribution table of students' pre-test score

Interval Class	Xi	Fi	FiXi
50-54	52	1	52
55-59	57	2	114
60-64	62	5	310
65-69	67	6	402
70-74	72	6	432
75-79	77	6	462
		$\sum 26$	$\sum 1772$

Where:

Xi   : the middle score of interval class

Fi   : frequency

XiFi : the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution above, the researcher determined the mean score by using following formula:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{1772}{26}$$

$$X = 68.15$$

The same steps were used to identify the mean score for post-test. First, the Range (R) of the score, the highest score of post- test was 90 and the lowest score was 57.

R = H – L

R = 90 – 57

R = 33

Next, the interval class:

I = 1 + (3,3) log n

I = 1 + (3,3) 26

I = 1 + (3,3) 1.41

I = 5.7   ≈ 6

Then, the space of interval class:

$$P = \frac{R}{I}$$

$$P = \frac{33}{6}$$

P = 5.5   ≈ 6

Table 4.6 The frequency distribution table of students' post-test score

Interval Class	Xi	Fi	FiXi
57-62	59.5	4	238
63-68	65.5	1	65.5
69-74	71.5	3	214.5
75-80	77.5	3	232.5
81-86	83.5	8	668
87-92	89.5	7	626.5
		$\sum 26$	$\sum 2045$

Based on the frequency distribution above, the mean of post-test experiment class was:

$$X = \frac{\sum FiXi}{\sum Fi}$$

$$X = \frac{2045}{26}$$

$$X = 78.65$$

After following the steps to calculate the mean score for pre-test and post-test, the results for those calculations were 68.15 and 78.65.

B. Examining Hypothesis

In examining the hypothesis, the researcher used "t" test (t_0) to determine significant difference in examining students' score as explained by Sudjana (2002, p. 239).

$$t_0 = \frac{MX - MY}{SX - Y}$$

In examining hypothesis, the researcher needed to firstly determine null hypothesis (*Ho*) and alternative hypothesis (*Ha*).

Ho = Prior knowledge cannot influence readers' in comprehending English text.

Ha = Prior knowledge can influence readers' in comprehending English text.

Then, the regulation was Ha would be accepted if $T_{test} > T_{table}$, otherwise Ho would be not accepted.

The next steps, the researcher listed the post-test and pre-test score in order to find out the differences score between those tests.

Table 4.4 Students' pre-test and post-test score

No	Experiment		X – Y	D^2
	Post-test (X)	Pre-test (Y)	(D)	
1	90	75	15	225
2	75	65	10	100
3	81	73	8	64
4	60	70	-10	100
5	70	75	-5	25
6	85	74	11	121
7	82	60	22	484
8	88	75	13	169
9	60	74	-14	196
10	80	65	15	225
11	85	63	22	484
12	83	65	18	324
13	87	72	15	225
14	82	70	12	144
15	81	67	14	196
16	70	50	20	400
17	90	75	15	225
18	81	65	16	256
19	87	60	27	729
20	60	57	3	9
21	88	75	13	169

22	75	68	7	49
23	68	59	9	81
24	57	60	-3	9
25	88	75	13	169
26	70	64	6	36
	Nx = 26		$\sum$272	$\sum$5214

Where:

X and Y   : difference score

N   : total sample

After finding the difference score, the writer has to find Standard Deviation of two variables, X and Y, by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{5214}{26} - \left(\frac{272}{26}\right)^2}$$

$$SD = \sqrt{200.5 - (10.5)^2}$$

$$SD = \sqrt{200.5 - (110.25)}$$

$$SD = \sqrt{90.25}$$

$$SD = 9.5$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{272}{26}$$

$$M_D = 10.5$$

After getting the score of Standard Deviation Difference, the reseacher then calculating the Standard Error of Mean Difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{9.5}{\sqrt{25}}$$

$$SEM_D = \frac{9.5}{5}$$

$$SEM_D = 1.9$$

Then, the score of t_o can be calculated with this formula:

$$t_0 = \frac{MD}{SE\,MD}$$

$$t_0 = \frac{10.5}{1.9}$$

$$t_0 = 5.52$$

The next step was to examine the t_o by determining degree of freedom (df) by using the following formula:

$$Df = N - 1$$

$$= 26 - 1$$

$$= 25$$

Hypothesis of this research used T_{table} at significant level of α = 0,05. According to T_{table} list, the value of distribution table at 25 as degree of freedom was 1.7. Since $T_{test} > _{Ttable}$ 5.5 > 1.7, H_0 was rejected and H_a was accepted.

C. The Analysis of the Questionnaire

To get the answer of the second research question about students' response toward applying prior knowledge on reading comprehension, the questionnaire was distributed to the students. The questionnaire consisted of four questions with four options to find out students' impression toward the learning process. The data can be seen in the following table:

Table 4.5 Students' opinion about applying prior knowledge before reading makes them easier to comprehend the text

Option	Frequency	Percentage (%)
a Very easy to comprehend	8	30.77
b Easy to comprehend	16	61.54
c Less easy to comprehend	2	7.69
d Not easy to comprehend	0	0
Total	26	100

It can be seen from the table that almost all students stated that applying prior knowledge before reading made them easier to comprehend the given text. In contrast, only 7.69% students did not get the effect of prior knowledge on their reading comprehension.

Table 4.6 Students' opinion that applying prior knowledge before reading assist them to improve the comprehension

Option	Frequency	Percentage (%)
a Very helpful	14	53.85
b Helpful	10	38.46
c Less helpful	1	3.85
d Not helpful	1	3.85
Total	26	100

The table showed that large numbers of students (53.85%) agreed if applying prior knowledge before reading a text very helpful to improve their comprehension.

Table 4.7 Students' opinion toward applying prior knowledge before reading the text

Option	Frequency	Percentage (%)
a Wasting time	0	0
b Difficult to build mind framework	1	3.85
c Can increase comprehension in reading	24	92.3
d Normal	1	3.85
Total	26	100

The table showed that almost all students (92.3%) had positive opinion toward applying prior knowledge before reading the text. They believed that applying prior knowledge before reading increased their comprehension in reading Hortatory Analysis text.

Table 4.8 Students' feeling toward applying prior knowledge before reading the text

Option	Frequency	Percentage (%)
a Very pleasure	25	96.15
b Pleasure	1	3.85
c Less pleasure	0	0
d Not pleasure	0	0
Total	26	100

The table presented the students' feeling toward applying prior knowledge before reading. The result showed that students were very pleasure toward applying prior knowledge before reading the text.

Summarizing from the questions given by researcher to the research targets above, they were showing a high interests in reading a text by using prior

knowledge that they felt they understood better in reading a hortatory analysis text.

D. Discussion

The aim of the study was to investigate the influence of readers' prior knowledge in comprehending English text. The data to answer the research questions and hypothesis of this study were successfully collected by researcher in the field.

Based on the analyzed data, the research finding showed some important points that need to be discussed. The first point related to the first research question of this study, the question was about prior knowledge influence readers' in comprehending text. The result showed that activated prior knowledge before reading a text developed students' comprehension in reading. They answered the test based on how the researcher triggered their prior knowledge. It was accordance to the result of pre-test and post-test where students' post test scores were improved (mean of pre-test was 68.15 and mean of post-test 78.65). The result was in accordance with the idea presented in Lee (1986, as cited in Chou, 2011, p. 109) that the effects of background knowledge in reading, understanding and recalling the text is enhanced when they are presented with background knowledge.

According to the data from questionnaire analysis, almost all students had positive responses toward activating prior knowledge in learning reading Hortatory Analysis text. Students felt that applying prior knowledge made them

easy in comprehending the text, and they also felt very glad toward applying prior knowledge before reading. Besides, they thought that prior knowledge assisted them to improve their comprehension.

The result, the analysis of hypothesis showed that Ha "Prior knowledge can influence readers' in comprehending English text" was accepted, since the result of t-test indicated t_0 value is bigger than t_{table} value (5.5 > 1.7). Eventually, it can be summarized that prior knowledge influence readers in comprehending English text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the data and discussing the result in the previous chapter, the researcher would like to draw conclusions as follow:

1. Applying prior knowledge before reading a text can develop students' comprehension in reading for second grade students at MAS Darul Ihsan. Based on the result of students' score which post-test scores was higher than post-test scores (mean of post-test was 78.65 while mean of pre-test was 68.15). Also, the improvement of students' comprehension in reading was showed in *t-test* calculation where *Ha* (prior knowledge can influence readers' in comprehending English text) was accepted. In other words, activating prior knowledge before reading the text can help students develop their comprehension in reading.

2. The result from questionaire showed that 96.15% students have positive responses toward applying prior knowledge before reading the text. Besides, they were also interested in applying prior knowledge before reading Hortatory Exposition text in their class.

B. Suggestions

Based on the result from the tests and questionnaire, the researcher would like to provide several suggestions:

1. Teachers can use prior knowledge as a strategy to develop students' comprehension, so it can help teachers to improve students' understanding in comprehending English text.

2. For researchers, the researchers can use this research for further study about applying prior knowledge in others skills, such as writing, listening, and speaking.

BIBLIOGRAPHY

Agustine, S. (2012). Teaching writing hortatory exposition through outlining at the eleventh grade of sman 3 Banjarmasin.

Alderson, C. (2000). Assesing reading. New York: Cambridge University Press.

Alfaki, I., M. & Siddiek, A., G. (2013). The role of background knowledge in enhancing reading comprehension.

Alyousef, H., S. (2006). Teaching reading comprehension to ESL/EFL learners.

Anthony, H. M., Pearson, P. D., & Raphael. (2007). Reading comprehension research: a selected review. University of Illinois at Urbana-Champaign.

Barchers, S., I. (1998). Teaching reading from process to practice. Wadsworth Publish Company:United Stat of America.

Borg, W. R., Gall, J. P., Gall, M. D. (1993). Applying educational research: a practical guide for teachers. New York: Longman.

Brown, H. D. (2007). Teaching by principles an interactive approach to language pedagogy. San Francisco State University: Pearson Longman.

Brown, H. D. (2003). Language assessment principles and classroom practice. California: Longman.

Chou, P., T. (2011). The effects of vocabulary knowledge and background knowledge on reading comprehension of taiwanese EFL students.

Creswell, J. W. (2008). Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th ed.) Boston: Pearson.

Dechant, Emeral. (1978). Reading improvement in secondary school. New Jersey: Prentice-Hall Inc.

Dorkchandra, D. (2010). Enhancing english reading comprehension through a text structure reading strategy call program.

bigcatrescue.org/wp.../Rubric-Language-Arts-4-10.pdf

Eslem, Halima Medhat . (2012). the effectiveness of using story grammar on developing critical reading skills for the ninth graders at UNRWA schools - gaza governorates. Retrieved on January, 11th, 2015.

Grellet, F. (1981). Developing reading skill: a practical guide to reading comprehension excercise. London: Cambridge University Press.

Howell, S. Teaching listening comprehension.

Kaluger, G., & Clifford, K. (1978). Reading and learning disabilities. Columbus: Charles E. Merril Company.

Kendeou, P., Rapp, D. N. (2003). The influence of readers' prior knowledge on text comprehension and learning from text.

Krathwohl, R. D. (2002). A revision of bloom's taxonomy: an overview. Theory into Practice, Volume 41, Number 4, Autumn 2002.

Lee, Chin-chin. (2011). Study on reading strategies and teaching literary works: interactive model in reader's theater.

Pardo, L. S. (2004). What every teacher needs to know about comprehension.

Salmi, A. M. (2011). Schemata (background knowledge) and reading comprehension for efl students. mansoura university.

Setiadi, L., Hutauruk, R., Santoso, T., & Kustanti, J. S. (2012). SMP bahasa inggris SMA dan MA: siap tuntas menghadapi ujian nasional. Jakarta: PT. Gelora Aksara Pratama.

Sudjana. (2002). Metode statistika. Bandung: Tarsito Bandung.

Sudjono, A. (2008). Pengantar statistika pendidikan. Jakarta: Raja GrafindoPersada.

Syahputra, Iskandar. (2015). The implemantation of guided Reading Strategy to Improve Students' Ability in Reading Comprehension. (Master thesis). Syiah Kuala University, Darussalam, Banda Aceh.

LESSON PLAN

School   : MAS Darul Ihsan

Subject   : English

Skill   : Reading

Level   : XI

Time Allotment   : 6 x 45'

A. Standard Competence

11. To understand meanings in simple functional and essay text in narrative, spoof, and *hortatory exposition* to interact in daily life context.

B. Basic Competence

11.1 To respond the meaning in short functional text (banner, poster, pamphlet, etc.) accurately, fluently and appropriately in simple spoken language in formal and informal form in daily life context to access science.

11.2 To respond the meanings and rhetorical steps in essay which used various written language accurately, fluently in daily life to access science in narrative, spoof, and *hortatory exposition text*.

C. Indicators

1. The students are able to comprehend the meaning from hortatory exposition text.

2. The students are able to analyze the text and apply in another context.

3. The students are able to evaluate the meaning used in the text.

D. Goal

At the end of the lesson, the students are expected to be able to increase their comprehending in reading hortatory exposition text.

E. Method/Technique

- Method   : Communicative Language Teaching (CLT)

- Technique   : Discussion

F. Class Activities

➢ **Meeting I**

1. Pre Activities (10 Minutes)

   - Greeting

   - Introducing self and explaining the purpose of study

   - Checking the students' attendance.

2. Main Activities (45 Minutes)

   - Researcher distributes pre-test sheet and asks the students to answer the questions.

3. Post Activities (5 Minutes)

   - Explaining the activity will be done in the next meeting.

   - Leave taking

➢ **Meeting II**

1. Pre Activities (5 Minutes)

   - Greeting

   - Checking the students' attendance.

2. Main Activities(45 Minutes)

   - Researcher starts the class by asked the students to create groups. Each group consists of 5 or 6 students.

   - Researcher distributed reading text to the students.

   - Researcher asks the students to recall the information and to retell the story in their own words. Then, students apply the information in another context.

   - Researcher asks the students to present the information that disscused.

3. Post Activities (10 Minutes)

   - Resuming the materials and explaining the activity will be done in the next meeting.

   - Leave taking

   ➢ **Meeting III**

1. Pre Activities (10 Minutes)

   - Greeting

   - Checking the students' attendance.

   - Asking the students to review the materials.

2. Main Activities (45 Minutes)

   - Researcher gives post-test to the students.

   - Researcher distributes questionnaire to be answered by students.

3. Post Activities (5 Minutes)

    - Leave taking

General Scoring Rubric for Short-Response (SR) Questions

Score	Criteria
10	The response indicates that the student has a thorough understanding of the reading task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
8-9	The response indicates that the student has an understanding of the reading task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
6-7	The response indicates that the student has a partial understanding of the reading task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete.
4-5	The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task
0-3	The response indicates that the student does not demonstrate an

	understanding of the reading task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student understands of the task; or the student has failed to respond to the task.

(Adapted from: Florida Department of Education, 2004)

Name:

Class:

Ozone Destruction Because of Global Warming

Currently we are facing a big problem that can threaten human existence. The problem is global warming. Global warming is the rising of earth's temperature average abnormally. This phenomenon will lead to the depletion of ozone's layer in earth's atmosphere. The ozone's layer which is supposed to protect us from sun's ray now starts to perforate so that the sun's rays directly will light us. This will endanger life of all creatures on earth. The destruction of ozone layer in atmospheres can be caused by our activities that we unknowingly harm us. What's cause ozone destruction? The following are factors that can damage ozone:

The first is the use of a motor vehicle which is too much. The development in the field of transportation turned out to be one of the factors causing ozone destruction. We are very addicted on motor vehicle now. We don't realize that the use of motor vehicle will produce combustion gases such as CO and CO_2. These gases will be collected and settle in atmospheres so that it scrapes ozone's layer gradually. The more motor vehicle used the more CO and CO_2 gas will be produced. Consequently, the destruction of ozone will be happened sooner.

The second is illegal logging. This irresponsible act is done by greedy and irresponsible human being. They continue to cut trees on their behalf without knowing the importance of trees for this earth. Though tree can convert gases CO_2 into O_2 which are very important for us. Without trees gases CO and CO_2 will be increase more and more. Of course this will fasten ozone destruction.

The third is the development of the industry. The rapid industry development also accelerates the damage of ozone layer. Many factories were established, especially in big cities produce fumes which are very dangerous.

Similar to motor vehicle's fumes, factory's smoke will also produce gases CO and CO2.

The fourth is the use of fossil fuels. Today, Human prefers use fossil fuels such as kerosene, gasoline, diesel and others. Fossil fuels are used in all aspects of human life such as household, office and industry. They do not consider that every use of fossil fuels will produce harmful gases for the ozone layer.

The last is the Use of CFCs (Chloro Fluro Carbon). CFC gases are gases which are generated from the use of spray cans (Aerosol) as perfume, Refrigerator, Air Conditioner and solvent substances. CFC gases that accumulate in the atmosphere will decompose when exposed to ultraviolet light and turn into chlorine atoms which are substances ozone destroyer.

Based on the discussion above, we can conclude that the destruction of ozone's layer is as the result of our own actions. Therefore let us stop ruining ozone and keep our protective layer by reducing the use of motor vehicles, looking for alternative sources of energy that are friendly for environmental, reducing the use of tools that produce CFCs and doing reforestation. With the preservation of the ozone layer, we will be safe from the sun's ray which is very dangerous.

1. Why CO and CO_2 gases cause ozone destruction?
2. What is suppose to protect human from sun's ray?
3. Why illegal loggings cause global warming?
4. What phenomenon that will be lead to the depletion of ozone's layer?
5. Why developments of industry cause ozone destruction?
6. Why using of fossil fuels cause ozone destruction?
7. What is CFC?
8. Why using Aerosol as perfume cause ozone destruction?
9. How human can save the earth?
10. What is the message of this text?

Post-Test

Nama   :

Semua jawaban responden dalam penelitian ini akan kami jaga kerahasiaannya dan hanya digunakan untuk keperluan penelitian.

I. Petunjuk pengisisan:
1. Bacalah angket di bawah ini dan jawablah pertanyaan dengan melingkari jawaban yang sesuai menurut anda
2. Jawablah dengan jujur

II. Pertanyaan

1. Apakah lebih mudah bagi anda untuk memahami isi bacaan dalam teks bahasa Inggris bila dibantu dengan pengenalan diawal mengenai topik yang akan dibaca?
   a. Sangat mudah dipahami
   b. Mudah dipahami
   c. Tidak begitu mudah dipahami
   d. Tidak mudah dipahami

2. Menurut anda, apakah reading dengan memperkenalkan topik sebelum membaca suatu teks bisa membantu meningkatkan pemahaman anda bila dibandingkan dengan langsung membacanya saja?
   a. Sangat membantu
   b. Membantu
   c. Kurang membantu
   d. Tidak membantu

3. Bagaimana pendapat anda mengenai pembelajaran reading menjelaskan tentang topik yang akan dibaca terlebih dahulu sebelum membacanya?
   a. Membuang-buang waktu
   b. Susah untuk membangun kerangka pikiran
   c. Dapat meningkatkan pemahaman
   d. Biasa-biasa saja

4. Apakah anda senang jika guru mengajarkan reading dengan metode seperti itu (mengenalkan topik sebelumnya)?
   a. Sangat senang
   b. Senang
   c. Kurang senang
   d. Tidak senang

AUTOBIOGRAPHY

1. Name : Mastura Sofyan
2. Place / Date of Birth : Desa Mesjid Trienggadeng / 17 July 1994
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Teman, No. 11, Kel. Laksana, Banda Aceh
9. E-mail : masturasofyan@gmail.com
10. Parents' Name
   a. Father : Sofyan
   b. Mother : Darmiati
   c. Occupation : Goverment employee
11. Address : Trienggadeng, Pidie Jaya
12. Education Background
   a. Elementary School : SDN 1 Trienggadeng (1999-2005)
   b. Junior High School : MTsS Jeumala Amal (2005-2008)
   c. Senior High School : MAN Model (2008-2011)
   d. University : UIN Ar-Raniry (2011-2016)

Banda Aceh, January 25th, 2016

The Writer,

Mastura Sofyan