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THE EFFORTS TO CIVILIZE ENGLISH LITERACY THROUGH LOCAL WISDOM OF BATAK IN STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

by Tien Rafida

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Proceeding

The 4th ELITE
International Conference

Department of English Education
Faculty of Educationional Sciences
UIN Syarif Hidayatullah Jakarta

ISBN: 978-602-6804-08-2

The 4th ELITE
International Conference

Department of English Education
Faculty of Educationional Sciences
UIN Syarif Hidayatullah Jakarta

Proceeding

"Strengthening the Capacity of Research and Practices on English Linguistics, Literature, and Education"

AUDITORIUM HARUN NASUTION,OCTOBER 18-19, 2016

PROCEEDING

Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education

THE 4TH ELITE 2016

INTERNATIONAL CONFERENCE

Department of English Education Faculty of Educational Sciences

Syarif Hidayatullah State Islamic University of Jakarta

AUDITORIUM HARUN NASUTION, OCTOBER 18-19, 2016

The 4th ELITE 2016
International Conference
Faculty of Educational Sciences
Syarif Hidayatullah State Islamic University of Jakarta

"Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education"

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GREETINGS FROM THE RECTOR

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear participants,

It is with pleasure that we present the full papers and abstracts of the 4th Elite International Conference. This fourth annual conference, entitled "Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education" is hosted by Faculty of Education and Teacher training, State Islamic University (UIN) Syarif Hidayatullah Jakarta at Auditorium Harun Nasution From 18-19 October 2016.

In order to make the information and ideas presented at the conference promptly and widely available, participants in the conference were invited to submit written papers based on their presentations for printed proceeding publication. Each paper submitted for consideration was peer-reviewed by team of scholars who were asked to provide a scholarly judgement on the paper's suitability for publication. Owing to the fact that published conference papers should be a direct reflection of the presentation and subsequent at the conference, papers were either accepted or rejected in the form which they were submitted; there was no process of revision in response to comments by the team. A total of approximately 100 papers were accepted for publication under these procedures. Each paper represents a substantial contribution to the advancement of education, ranging from philosophical and conceptual ideas to practical and pragmatical issues on English education.

The committee of the conference would like to especially thank to the rector and vice rectors, and the dean and vice deans for their support and also to acknowledge the contribution made by all the participants. Without all the supports and contribution, this conference would have been far too great to be successful.

Enjoy reading these proceedings and we hope that they the contributors contribute further to the advancement of ideas around work of English linguistics, literature and education.

Wassalamu'alaikum Warahmatullah Wabarakatuh

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WELCOMING ADDRESS FROM THE DEAN

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear participants,

I am pleased to welcome you all: invited speakers, presenters and participants of the 4th International ELITE conference. Welcome to this wonderful campus, and welcome to Jakarta, precisely to Ciputat, for those coming from other cities and also from abroad. I hope you enjoy your visit while presenting your papers at the conference.

The special part of this conference lies on the theme and the organization of the conference. Concerning the theme, we emphasize the importance of research and the share of best practices in English Linguistics, Literature, and Education. We expect that this conference will enable us to improve not only our teaching approaches but also our research capacity so that we can deliver research-based teaching and learning processes. Moreover, the teaching of English linguistics, literature and education, especially in the context of Islamic universities, both in majority and minority situations, has a lot of interesting issues to discuss, ranging from philosophical and conceptual ideas to practical and technical issues.

Concerning the organization, this conference is special because not only the Faculty of Educational Sciences and the Department of English Education but also ELITE Association is involved in organizing this great conference. ELITE is the Association of English Linguistics, Literature and Education lecturers of all Islamic Universities under the Ministry of Religious Affairs. ELITE is right now a four-year baby which needs support from various parties to grow healthily.

As the Dean of the Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University (or better known as UIN Jakarta), I would like to thank our invited speakers: Prof. John Macalister, Prof. Adrian Rodgers, Dr. Atiq Susilo, Prof. Jamaluddin Idris, Mr. Indra Charismiadji, Dr. Agus Indarjo, Dr. Didin Wahidin, and Dr. Jillian S. Haeseler.

I would also like to thank to all presenters and participants, whom I am sure will share their invaluable thoughts, research findings, and experience and make the discussion in this conference rich. My deepest thanks also go the committee who has worked very hard to make this international conference possible.

Finally, I hope this conference will produce significant contribution to advancement of knowledge in the field of English and strengthen our collaboration. I wish all of you enjoy the conference.

Wassalamu'alaikum Warahmatullah Wabarakatuh

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WELCOMING ADDRESS FROM THE CHAIR ELITE

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear participants,

On behalf of ELITE, the association of English Linguistics, Literature and Education lecturers, I would like to devote a warm welcome to all of our distinguished guests, honourable government officials, outstanding keynote speakers, ELITE delegates all over Indonesia, great presenters around the world and noble participants to this fourth ELITE International Conference 2016.

Having this conference run smoothly, the most sincere gratitude should go to Prof. Kamarudin Amin, the Director General of Islamic Education under the Ministry of Religion Affairs, for his total support to our association, ELITE, which has achieved a tremendous success in collaborating all of English lecturers from Islamic institutions in Indonesia. Since this academic program is also closely related to the Ministry of Research, Technology and Higher Education as our mutual partner in boosting the national education quality, the incomparable gratitude will be devoted to Dr. Didin Wahidin as the Director of the Department of Education and Student Affairs and Dr. Agus Indarjo, the Secretary General of Directorate General of Higher Education, Science and Technology for their brilliant academic guidance in supporting our academic programs.

Starting on a noble goal, that is to give contribution to developing the English Education in this country and global world, I would like to express the highest level of gratitude to Mr. William S. Little on behalf of Regional English Language Office (RELO) for his enthusiasm in showering us with his tremendous help, in which one of them, to make a great English language specialist, Dr. Jillian Haeseler, present in this conference. Besides, this conference becomes more eminent because of the presence of many researchers of excellent worth such as Prof. John, Adrian Rogers, Dr. Atiq Susilo, Prof. Jamalludin Idris, Dr. Indra Charismiadji and other undefeatable presenters who will share their quality academic perspectives.

Since this conference is the accumulation of enormous efforts from many people, I would also like to express my deepest gratitude to Prof. Dede Rosyada on behalf of Syarif Hidayatullah State Islamic University, Jakarta, as the host for this year conference, for the endless endeavour to make this conference run successfully.

Distinguished guests, I would like to end by expressing my sincere wishes the utmost rewarding conference and looking forward to your suggestions since I believe that the discussions being shared in this conference will greatly contribute to our global effort to develop a quality English language teaching as a password to get an important role in this global world. Thank you for making this dream come true.

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GREETINGS FROM THE RECTOR

Assalamu'alaikum Warahmatullah Wabarakatuh

Dear Delegates,

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Enjoy reading these proceedings and we hope that they the contributors contribute further to the advancement of ideas around work of English linguistics, literature and education.

Wassalamu'alaikum Warahmatullah Wabarakatuh

GREETINGS FROM THE DEAN

Assalamualaikum Warahmatullahi Wabarakatuh

Dear Delegates,

It is with great pleasure and pride that The Faculty of Tarbiya and Teachers Training UIN Syarif Hidayatullah Jakarta conducts The 4th Elite International Conference. This is an annual conference where educators, researchers, and policy makers on especially English education around the world could share their works, opinions, and experiences in an open academic forum. In order to contribute to the development of quality education, we raise the issue of "Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education" as theme of this fourth conference.

As the dean of the faculty, I am delighted and honored to have international delegates in our forum. I personally expect that this conference could be an opportunity for us to exchange ideas and experiences in improving the quality of our education through innovative educational projects. I also expect that this conference could provide an invaluable opportunity for networking among international participants both individually and institutionally. Therefore, I welcome educators, researchers, policy makers of different nationalities to participate in this conference.

Finally, I look forward to welcoming you in the conference. Please bring your innovative ideas and experiences as well as inspirations to the conference and join the discussion.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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THE EFFORTS TO CIVILIZE ENGLISH LITERACY THROUGH LOCAL WISDOM OF BATAK IN STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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Abstract What and why is literacy? This simple question but heartbreaking for observers at the State Islamic University of North Sumatra, because it can be predicted that the role of literacy in the lecture is not well accommodated. This is evident from the low level of literacy reading and writing to students at the English Department UIN North Sumatra, so make stakeholders promoting literacy programs since last year. For that serious endeavors applied a neat and attractive as possible, all of which shall be packed in literacy in English by linking the local Batak culture as a character. Such as: students are required to publish their work. This is a requirement and mandatory for students before they end the lecture. The findings are considered unique complementarity in the article among other varied is classical, there are students from various regions, especially Batak this have an impact on their English dialect. As reflexi need their cooperation, support, and wider dissemination to various stakeholders in the area of North Sumatra, in particular, providing students with teaching materials are more serious and also to make this event as a promotion of literacy Batak cultural wisdom.

I. Background

The process of literacy learning by changing age should be followed by real aplication in class room. That aplication is hoped to be able taking the students in literacy in order to reach its goal, either literacy independently or in group. The concept of literacy learning with a new formula and varied should be found by lecturers so that the competencies expected further increase and leverage.

One of effort to reach literacy ability on high level is High- Order Literacy, signed by students that are able to evaluate, synthesize and interpret various informations. Basically the success of a literacy learning led by lecturer as director in charge of organizing a scenario literacy, But in fact, literacy activity is not done yet well by lecturer, especially in state islamic university (UIN-SU) of North Sumatera, properly lecturer as teacher creator should give the students about literacy skill and work of reading and writing that can be used as inspiration or reference to product new work either in nonfiction work or fiction at learning or usual.

It is really touching PIRLS (Progress in International Reading Literacy Study) revealing high literacy result in Indonesia at 2011 year: Indonesia literacy on 41 level of 45 countries.

Reading and writing skill are two things which can't be separated in learning activity. But this article, the writer focuses on writing literacy and expects the new written will come by writer who discuss about reading literacy.

Students ability in literacy learning, especially writing text in English department UIN-SU is not good because still getting exam paper of students which getting some apprehensive scratches. Based on observation as learning process previously, one of causes is learning method that is used is not challenge and interests their interesting in literacy. Moreover, writing literacy that all this used is by asking student to write some paragraphs, read it in front of friends in the class room, then handed it to the lecturers. This method has been frequently used, even since many years. Writing activities are often not completed, for various reasons raised by students, for example, they are difficult to concentrate in developing the imagination though ideas or themes to be developed are already there and have thought less about the nuances of Batak whereas the majority of student at UIN-SU is Bataknese,

They claimed inspiration and imagination so blunt, impaired concentration, bored, lazy thinking, no ideas, no mood and some other reasons. Some students claimed to be more comfortable when writing activities carried out at home. The approval of the lecturer, usually students allowed to finish the assignment at home and asked to submit their assignment at the next meeting or a week later.

Let student to write text at home is not effective. The lecturer does not check or see the idea development process undertaken by students. Students competence in writing text is known surely if its writen is not checked by lecturer. Learning activity as it make lecturer gets difficult to observe learning result because probably the students is helped by the other peron or imitate work in the magazine, internet or the other sources.

Relate to this case, needed the solution in choosing the right method and make fun to civilize students's Batak language to develop their imagination in literay form and is done at campus (in classroom or outside) as well as not taking at home. Then, if the students is able to have their imagination and the development process can be seen by the lecturer, student skill in writing a text can be reached maximal and agree with hope.

Some solutions that is guessed and in fact can give positive respond from the students is by applying learnng literacy model on approach I CARE (Introduction , Connection, Application dan Reflection) which is related on local wisdom of Batak that is on our environment in North Sumatera.

Learing literacy method I CARE the writer has priviously applied in writing learning of type of texts in various mitra university constructed by USAID priority and the result was so satisfy. On writing learning text by using I CARE method, the students have

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been enthusiastic and active to do writing activity becaue this method as learning method of active learning and learning by doing. The students are looked smile when continuing all of each text that has beeb written.

On learning of literacy text writing, all students were enthusiasm in learning activity and civilized Batak language in developing their ideas for writing text. Whereas before practicing by using this method, their imagination was diffcult to be developed. Relizing that this method was success and responded greatly by students, writer attempted to apply again in writing text activity. But the step that is done is different. In writing text activity, the students was given freedom for deciding type of texts that will be choosen by them whether biografy, procedure, essay text or drama, by involving all students in classroom in taking turn start from this week to next week with the background of local wisdom of Batak. This case is given to the students for giving freedom to them thingking creatively and get theirsevlves to Bata culture where they are. Besides it, by applying alternative method I CARE expected can create climate and atmosphere of studying English become more fun and not boring.

Research Question :

Based on the background above, the problems that will be discussed in this written are:

What can I CARE method with civilizing local wisdom of Batak improve literacy ability of writing English text on english department students in UIN North Sumatera?

Benefits of research:

This research is expected to be useful for all parties, especially for anyone who is involved in education. The benefits of this research are:

1. For student, help ease comprehension material on eye lecture language English especially in English Department of Tarbiyah and Teaching Faculty State Islamic University of North Sumatra.
2. For educator into refere e on eye lecture language English in English Department of Tarbiyah and Teaching Faculty State Islamic University of North Sumatra.

II. The Theory

By applying learning literacy model on approach I CARE (Introduction , Connection, Application dan Reflection) which is related on local wisdom of Batak that is on our environment in North Sumatera.

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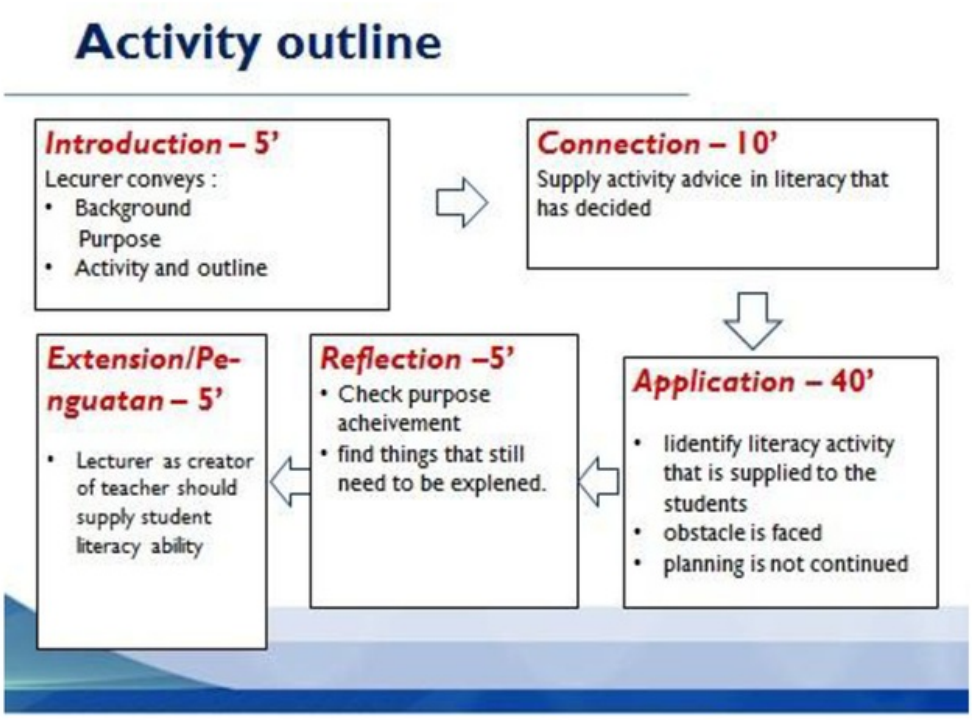

Kinds of text : Biography

Biography comes from Greek language, they are bios means life, dab graphien means written. The other words biography means the written about someone's life. So can be concluded that biography text is about someone's vita..

Biography structure

1. Orientation : the observation concerning character identity. Usually, about brief character identitysuch as, born date, life childhood.
2. Event and problem : the great evet and problem of figure.
3. Reorientation : conclusion concerns reobservation.

The Biography features

1. Giving information based on fact in aration form
2. The fact based on experience of someone that should be imitated.

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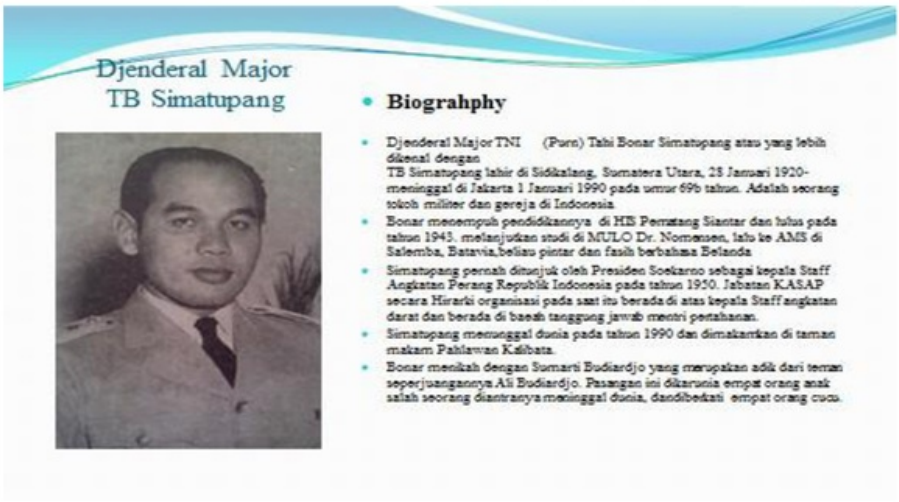

Procedural Text

Procedure text is a text that explains or helps us how to make or use something. It social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of ations or steps. There are three generic structures in procedure text, first is goals or purpose. The second is materials or tools. The third and the last ae steps or methods. To know the text that that we read the itle if the title is started with how to make…or how ti use…. It can be certainly that the text is procedure text.

The definition of essay

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The essay is a prose essay that discusses a problem on the face of it from the viewpoint of the author's personal. Essayist called the essay. The essay as a form of composition can be informal and formal. Informal Essay use colloquial language, with the form of greeting me and as if he was speaking directly to the reader. The essay is a formal approach seriously. Author uses all the requirements of writing.

CONTOH ESSAI

Universitas Sisingamangaraja XII Tapanuli

- **Mengapa anda memilih Universitas Sisingamangaraja XII Tapanulisebagai jenjang pendidikan yang berkelanjutan ?**Saya memilih Universitas Sisingamangaraja XII Tapanulikarena disana memiliki fasilitas yang cukup lengkap, serta banyak pilihan terhadap jurusan yang ditawarkan kepada mahasiswa/mahasiswi yang ingin mendaftarkannya. Selain itu, Universitas Sisingamangaraja XII Tapanulimerupakan Universitas swasta dengan akreditas baik. Serta menjalin banyak perusahaan Negara dan swasta sehingga banyak menyediakan lapangan pekerjaan bagi lulusan dari sisingamangaraja. sisingamangaraja juga memberikan Beasiswa kepada mahasiswa/mahasiswi yang berprestasi dalam nilai akademik yang baik. Maka dari itu saya memilih Universitas Sisingamangaraja XII Tapanulisebagai jenjang pendidikan berkelanjutan dan sekarang saya sudah menjadi salah satu mahasiswanya .

Prodi Bahasa Inggris

Apa alasan anda memilih jurusan bahasa inggris ?

- Saya memilih jurusan bahasa inggris, karena saya ingin menjadi seorang guru ataupun menjadi seorang jurnalis internasional. Saat ini guru bahasa inggris sedang dibutuhkan banyak instansi pendidikan, sehingga lapangan pekerjaan terbuka lebar walaupun persainganannya sangat ketat. Selain itu, kita dapat belajar bagaimana caraberkomunikasi bahasa . Dengan belajar bahasa inggris, kita dapat meningkatkan nilai kreatifitas dan impian menjadi sebuah kenyataan yang nantinya dapat bermanfaat bagi kehidupan ataupun karier saya lebih baik. Secara tidak langsung dalam pembelajaran yang ada di dalam bahasa inggris itu sendiri mengajarkan aspek yang dapat menunjang kita dalam dunia pekerjaan, agar nantinya tidak kaget menghadapi siklus dunia kerja ataupun dapat mendirikan usaha sendiri dengan kemampuan yang saya punya. Maka dari itu saya memilih bahasa inggris sebagai jurusan di Universitas sisingamangaraja XII(UNITA)

III. Research Methodology

Subject of reseach

The observed students in learning to write text with I CARE method is the students who were sitting in the sixth semester featured class English Department of the State Islamic University of North Sumatra 2015-2016 academic year totaling 31 people, consisting of 26 women and 5 male. Their academic ability is very heterogeneous, coming from different regions of Batak in general, but Bataknya vary, there Batak Toba, Simalungun Batak, Batak Karo Batak Mandailing and from other areas. of course, writing literacy skills are also not the same as that at the time of the division of the group members in the implementation of the method I CARE, student not allowed to pick and choose friends.

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Research Setting

This research was conducted at the English Department of the State Islamic University of North Sumatra in November 2015.

Technique of data collection

The technique which is used in this written was observation technique (direct observation) toward the students who was doing writing literacy learning activity in campus, either when training with I CARE method or when writing text literacy individually. The cases that observed is to civilize local wisdom relate to biography text, procedure text, and essay text involved students in active, enthusiasm, fun of the students in applicating. Besides that, the data collection technique was conducted by test to examine their ability in writing text after practicing by using I CARE method, and queationnaire for know the respond from the students toward the method that was given.

Evaluation of Instrument Validity

Instrument validity in this written uses peer validity.

Techique of data analizing

Analizing data descriptively, then given in table form. The students ability in writing text literacy decided by character of the students, to be able to write text if the students is able write biography text, procedure text, essay text by concern each structure and its right content.

cycle

Planning

This planning is based on the first reflection (preface observation about writing paragraph learning). This stages were conducted as following:

- The lecturer did approach with the tudents in decide the way or right strategy in writing text literacy so learning activity is different from previously.

- The lecturer arranged Lesson Plan that would use on cycle I and cycle II

- The lecturer and the students make agreement for using I CARE method on writing text literacy learning on ech cycle.

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- In lesson plan, the lecturer prepaed the topic which would examine through assignment paper of written text with assessmet criteria. The lecturer also prepare observation paper and documentation.

- Teachers prepare multimedia devices IT, students were encouraged to bring a laptop during the learning process and discuss the text written each end of the cycle

- After that the lecturer coordinate to the other lecturer as observer in learning activity that would be conducted.

Action

Implementation of the first cycle of the actions carried out at the first meeting (3 x 45 minutes). The learning process refers lesson plan prepared by the teacher by applying the method I CARE. The learning process is packaged in three activities: (1) initial activity, (2) the core activities, and (3) the final activity. Here is a detailed description of the stages of the learning process.

The first activity:

- After checking the attending list of the students for beginning the lesson, the teacher turns students experience on while studying in Junior High School about text andtext.

- Teacher and students change the information about longtext (text andtext), concern text andtext features, the difference of text andtext and the example of text andtext, question answer bouttext ad text and the features as well. This activity was conducted to civilize Batak language of the students in beginning the study.

The teacher give the example of text through LCD screen.

- The implementation by using I CARE method giving group and assignment.

- Teacher explain to the students that learning activity today use I CARE method. The teacher explain the steps of I CARE method

- After giving the explanation, the teacher divide the students in 5 groups that have 5 – 6 students each group.

- Each member of group is asked to decide a theme for developing become a text,

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- After the students have theme, they are asked to begin writing a text, at least 2 lines, I line in free text.

- After each student write at least a line/ a text, every students is asked to moveBatak's book to beside friend.

- Each students do straight the written to the friends that is content od text.

- Before continuing written, each students is required to read the Batak's text from first to avoid unharmonious between line and the content of the text and take place till the end that decided by the teacher.

- After writing activity continuing (I CARE) end, the techer asked every students return Batak's book that has written.

- The owner of book (the first writer should read again the text, make revision (if needed) and give the right title

- The teacher show the one of the students for typing the text or thetext that has finished to be written and turn LCD on.

- The teacher invite the student to discuss the right and the exacttext based on number of line.

- the last activity:

- After writing text activity:text or freetext continuly end, the teacher ask some of the student read the continuing text that they finished by group.

- The teacher inform that the next meeting will conduct the evaluation to write text

Observation

The observation was conducted together with action activity, with the purpose for getting deeper information and whole learning on first cycle. The observation was conducted by the researcher and peer that acted as observer. The observation focus is how the activity of the students as long learning process.

On this stage make a note observation toward the condition that happene at taking place the action include the activity and respond of the students. This observation is conducted by the researcher and the peer by using material that has prepared.

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Reflection

The data that get from written test result and observation analiied on this stage. The result of data preparation become as reflection reference become a basic planning arrangement or action on next cycle.

data explanation

Cycle I is conducted for three times meeting, the first meeting was conducted on November 2nd 2015 and the second meeting was conducted November 7th 2015 by applying writing text learning with I CARE metodh. The third meeting was conducted on November 9th 2015 by conducted evaluation by writing text individually. Commonly the impementatio learning is explained following:

Aspect of assessment literacy abiliy of writing text

Number	Students name	Aspect of assessment															scor	value
		Biography text (1)					Procedure text (2)					Essay text (3)						
		5	4	3	2	1	5	4	3	2	1	5	4	3	2			
1	FATUR																	
2	SALSA																	
3	ICHA																	

Cycle

On the second cycle, writing text learning. The planning on this second cyce is arranged based on analyzing and relection on the first cycle. This case is mean so that the process or the result pf learning on the second cycle get the improvement. For obstacles that is found on first stage kept by second the second stage. Especially on doing action stage then doing observation. So continued reflection stage. The plan on second stage is almost same with first stage. Whereas on action stage done improvement for superinted

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obstacle that found on first stage. Then, improvement or completing look on stages of the second cycle.

Result

This action research will be success if 80% of the students comprehend the competency writing text and improve Batak culture of the students during learning process is takinf place. Comprehending competency of student is seem from the result of skill test of writing text. Improvement of Batak culture of student is know from observation during learning process.

Finding

1. Need group colleague while working by lecturer
2. Commonly the audience is anthusiasm, but needed sure that they study
3. More student in classical varied of audience of various Batak territory so their English have various dialect.

Conclution

Using I CARE method has been able to improve student ability of English department State Islamic University of North Sumatera in literacy writing various texts (biography text, procedure text, and essay text). This case can be improved enthusiastically toward their achievement, 89.00 and 86.18, assignment score, mid semester, for biography text and procedure text and the average 82.64. The improvement of student ability in writingtext, I CARE method can also create fun learning condition based on observing that conducted during literacy learning process of writing text.

Studying English is more variation and not bored. All students are enthusiasm and enjoy the lesson, writing text literacy the student easy to get their imagination, the experience that they got is a project that is really fun. The literacy writing activity was previously conducted at home that can be able to be finished in the campus and can be observed by lectures.

The writer expected to all of lecturers in English Department of UIN –SU can take the advantages of I CARE method as one of approach alternative that should be considered and aplicated. As on appreciation or reward for the students, the lecturer in English should facilitate students for sending these works to all various media such as electronic media or prestigious chance to take them to the last exam, because as requirement of last exam they should has English work that based on Batak culture as local wisdom in Batak especially UIN SU. Besides it, the bulletin board either in campus or in the class should be improved so all students work can be seen and be read by their friend,

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and one thing that happened in this research is variation of audience of all area of Batak such as Batak Toba, Simalungun, Karo, Mandailing etc, so their English dialect is various

Additional Online Technology Resources

http://www.freetech4teachers.com Free resources and lesson plans for teaching with technology
http://www.mimio.com Teacher-created lessons for interactive whiteboards in the classroom
http://moodle.com Allows you to create teacher-hosted classroom discussion boards and online courses

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THE EFFORTS TO CIVILIZE ENGLISH LITERACY THROUGH LOCAL WISDOM OF BATAK IN STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

ORIGINALITY REPORT

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