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Mozart for Cognitif Reading
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Implikatur Pada Pidato Susilo Bambang Yudhoyono (Sebuah Kajian Pragmatik)
Siti Khodijah

Ragam Bahasa Sociolinguistik Dalam Pengajaran Kemahiran Bahasa Arab
dengan Pendekatan Komunikatif
Evi Muzaiyidah Bukhori

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THE STUDENTS' READING ABILITY ON THE THIRD SEMESTER OF ENGLISH DEPARTMENT AT IAIN JEMBER IN 2016/2017 ACADEMIC YEAR

Suparwoto Sapto Wahono

Abstract

Bahasa Inggris merupakan pelajaran atau mata kuliah yang diajarkan pada tingkat sekolah dasar hingga perguruan tinggi. *Reading* salah satu keterampilan bahasa yang diperlu dikuasai bahkan harus dikuasai utamanya oleh mahasiswa pada Program Studi Bahasa Inggris. Dalam kurikulum Tadris Bahasa Inggris FTIK IAIN Jember *Reading* merupakan mata kuliah keterampilan khusus. Berdasarkan hal tersebut peneliti melakukan penelitian tentang kemampuan *interpretive reading* mahasiswa. Hasil penelitian menunjukkan bahwa rata-rata mahasiswa semester tiga program studi bahasa inggris di IAIN Jember mampu memahami dalam mata kuliah *interpretive reading*.

Key words: Reading, Ability

INTRODUCTION

The students have been studying English for years. They had taken it in elementary school for six years, junior high school for three years and senior high school for three years. Now they have been studying English at English department for more than a year.

English is one of the subjects which is learned in higher education. It is considered to learn because its importance to master it. To search any kind of science, people need master the English language. It is because many literature written in it.

Reading is one of the four English skills which are included in English department curriculum of teacher training education at IAIN Jember. The purpose of this materials instruction is to make the students are able to comprehend the text literally or inferentially. Generally, the students are able to understand any kinds of English text.

Reading is the process of getting meaning from printed material. Reading is a complex process and depends upon learning specific skills. The purpose of teaching reading in school is both to teach children to become independent active readers and to introduce them to the pleasure and knowledge which effective reading makes possible.⁹⁵

Unlike speaking, reading is not something that every individual learns to do⁹⁶. It is because reading needs much time, appropriate place, reading materials. Some reasons people do not read are that they are lazy do it, reading is boring activity, they prefer play to read or they do not like reading. Meanwhile some reasons people read are that they have task or obligation to read for instance they are going to do presentation, they look for literature to do journal or research, they need specific information, they want to lose their saturated feeling.

Based on the reason above, it is probably true that reading need more time than other skills especially interpretative. Interpretative reading may make a significant contribution to language

⁹⁵ Jack C. Richards and Richard Schmidt: 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. Britain. P. 598.

⁹⁶ David nunan, 1999, *Second language teaching and learning*. Boston, Heinle & Heinle publishers. p. 249

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study at any level: expanding vocabulary, refining sentence structure, improving pronunciation, enunciation and fluency.

One of the obvious indicators that students are able to understand text is their reading habit. Students who often read text will be easier to understand than the ones do not. Strictly, all reading is active. What we call passive is simply less active. Reading is better or worse according as it is more or less active. And one reader is better than another in proportion as he is capable of a greater range of activity in reading.⁹⁷

Given the same thing to read, one man reads it better than another, first, by reading it more actively, and second, by performing each of the acts involved more successfully. These two things are related. Reading is a complex activity, just as writing is. It consists of a large number of separate acts, all of which must be performed in a good reading. Hence, the man who can perform more of these various acts is better able to read ⁹⁸. It means that both more active reading and performing act have closed relation to become a successful reader.

From the fact of their experience in studying English length, the researcher wanted to know their ability in understanding their interpretative reading skill. The purpose of this research was whether the students were able to understand the reading text and in what extent the students were able to understand the reading text.

The Process of Reading

Comprehension, the basic objective of reading, also facilitates the process of reading in two ways. Immediate meaning identification makes unnecessary the prior identification of individual words, and comprehension of a passage as a whole facili-

⁹⁷ Mortimer J. Adler. 1965. *How To Read A Book. A Guide To Reading The Great Book*. P. 15.

⁹⁸ *ibid*

tates the comprehension and, if necessary, the identification of individual words. Mediated meaning identification increases the probability of tunnel vision, memory overload, and ambiguity caused by overdependence on visual information.⁹⁹

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning, the reader uses knowledge, skills, and strategies to determine what meaning is¹⁰⁰. Moreover, Gbenedio says that reading is a complex activity of four dimensions : the perception of words, a clear grasp of meaning, thoughtful reaction and integration.¹⁰¹

Boss and vaughn state that there are five concepts of reading.¹⁰² First, reading is an active search for meaning. It means that since reading entails constructing meaning, it requires the reasoning and thinking process sometime called comprehension. Second, reading is the process of constructing meaning from the text or paragraph. The writer does not simply convey ideas to the reader to construct meaning. The third is reading as strategic process. It means that reading requires the reader to use a variety of thinking strategies to drive meaning from the text or paragraph. Fourth, reading is the interaction process. It means that when the reader reads the text or paragraph, he or she also interacts with ideas presented by the writer. The reader uses his or her knowledge about oral and written language to guide the reading process. Fifth, reading is a language learning activity socially mediated when children and the teacher talk about what they are reading they share what they have already known

⁹⁹ Frank Smith. 2004. *Understanding Reading A Psycholinguistic Analysis o f Reading and Learning to Read*. London. Lawrence Erlbaum Associates. P.177

¹⁰⁰ Tiwari, D. 2005. *Encyclopedia of modern methods of teaching*. P. 88

¹⁰¹ Gbenedio, U.B. 1986. *Two methods of teaching reading in nigerian primary classes* : ELT Journal (January Vol. 40/1) page 46-51. Oxford:oxford university press.

¹⁰² Bos, C.S and Vaugh, S. 1991. *Strategy for teaching students with learning and behavior problem*. (Second edition. Massachuttets. Ally and Bacon.

related to the topic and integrate their knowledge that is relevant to them.

Reading Strategies

Ways of accessing the meanings of texts, which are employed flexibly and selectively in the course of reading and which are often under the conscious control of the reader. Strategies serve to make the reading process more effective. Such strategies include:¹⁰³

1. Identifying a purpose for reading. Every teaching and learning process must have a goal or goals. The purpose of learning is formulated to get specific target will be obtained. The formula will make learners focus on the purpose.
2. Planning what steps to take. Planning the steps is very important to take. The steps will be directions to do things based on the procedures.
3. Previewing the text. In this case the readers take a few minutes to skim the chapter. Look at the section headings and any boldface or italicized terms. Obtain a general idea of what material will be discussed, how it is organized, and how its topics relate to one another and to what you already know. Some people find it useful to preview the entire chapter once and then survey each major section in a little more detail before reading it.
4. Predicting the contents of the text or text section. In this stage, readers try to guess what the text is about. Predicting or thinking ahead and anticipating what is to come, is a strategy that the students are introduced to and given practice in applying to academic learning.

¹⁰³ Jack C. Richards and Richard Schmidt: 2010

Reading skills also reading micro skills is text processing abilities employed in reading and that are relatively automatic in their use¹⁰⁴. For example:

1. Recognizing words
2. Recognizing grammatical functions of words
3. Noticing specific details
4. Making inferences
5. Making comparisons
6. Making predictions.

Educational advantages of explicit strategy instruction in academic contexts include the following:¹⁰⁵

1. Strategies permit readers to organize and assess textual material;
2. Cultivating reading strategies enhances attentional resources, memory, communication, and learning processes;
3. Readers can select strategies and individualize their strategy repertoires;
4. Strategic reading activates meta-cognition and motivation;
5. Reading strategies are teachable through direct instruction;
6. Strategic reading can improve not only language and literacy skills, but also disciplinary knowledge. (Paris et al., 1991)

Strategy instruction has ignited widespread interest in L2 instruction, including L2 literacy education. A leading reason is that, with sufficient practice and contextualization, strategies can “become generated and applied automatically as skills”.¹⁰⁶

-
- Specify a purpose for reading
 - Plan a reading process
 - Preview the text
-

¹⁰⁴ Ibid p. 484

¹⁰⁵ Paris, S. G., Wasik, B. A., & Turner, J. C. (1991). *The development of strategic readers*. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research, Vol. II* (pp. 609–640). Mahwah, NJ: Lawrence Erlbaum.

¹⁰⁶ Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Harlow, England: Longman/Pearson Education.

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- Predict text contents

- Verify predictions

- Generate questions about the text

- Locate answers to questions

- Compare text to existing schemata

- Summarize textual information

- Generate inferences

- Notice and analyze text structure

- Re-read

- Use discourse markers to understand textual relationships

- Check comprehension accuracy

- Track reading difficulties

- Repair comprehension failures

- Critique a text or point of view

- Reflect on and discuss what has been learned

The purposes for reading

Reading activity is not an activity which has not a purpose. Someone who reads something (book, magazine and so on) without purpose is one who does nothing. There are seven main purposes for reading:¹⁰⁷

1. To obtain information for some purpose or because we are curious about some topic;
2. To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);
3. To act in a play, play a game, do a puzzle;
4. To keep in touch with friends by correspondence or to understand business letters;
5. To know when or where something will take place or what is available;

¹⁰⁷ David nunan p. 251

6. To know what is happening or has happened (as reported in newspapers, magazines, reports);
7. For enjoyment or excitement.

Reading Comprehension

Reading comprehension is an interactive process between the author and the reader's knowledge. In this process, the reader interacts dynamically with the text and the reader's tries to elicit the meaning and where various kinds of knowledge are being used. To understand the text therefore a reader should have comprehension.¹⁰⁸

Besides, reading comprehension dealing with understanding words comprehension, sentences comprehension and text comprehension¹⁰⁹. In order to understand to reading comprehension is understanding words in sentence. Then, they combine the words into a sentence and they try to understand the meaning of words in the sentence. By understanding the meaning of the sentences, they will able to comprehend the paragraph. Finally, by understanding the paragraph, students will be able to comprehend the paragraph text.

Paragraph Comprehension

Other conventional rules of written discourse structure include organization into paragraphs, chapters, or sections, with titles and other kinds of headings, which readers as well as writers have to observe and expect.¹¹⁰

The aim of reading is to know the content of the paragraph, about the message written by the author. The purposes for reading are to determine the specific knowledge, skills, and

¹⁰⁸ Alyousef, H.S. 2005. *Teaching reading comprehension to ESL/EFL Learners*. www. Reading matrix comarticle. Article. Online. Vol. 5 No.2. September 2005.

¹⁰⁹ Bond L, Guy.et.al. 1989, *Reading Difficulties their diagnosis and correction* : Fifth edition.

¹¹⁰ Frank Smith. 2004

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strategies that reader needs to apply to achieve comprehension.¹¹¹ A whole paragraph consists of words and sentences. It means to understand the content of the paragraph students should comprehend words and sentences in the text. Paragraph comprehension refers to understanding the whole of the paragraph that includes understanding the general information and the specific information of the paragraph.

Finding General Information of the Paragraph

General information of the text in this research deals with the main idea of each paragraph in the text and the topic of the text. The main idea of a paragraph is the most important thing because it explains the idea in each paragraph which makes up the idea of the whole paragraph.¹¹² It means by finding the general idea, the students can comprehend the text that has been read.

Finding Specific Information of the paragraph

A paragraph usually has two types of sentences; a topic sentence, which contains the main idea, and one or more detail sentences which support. Prove provide more information, explain, or give examples. Specific information of the text dealt with the supporting ideas of the texts. McWhorter points out the supporting details in paragraph. Finding specific information means that the students should understand the whole text given and finding the specific information that is stated in the text.¹¹³

THE RESEARCH METHOD

This research was case study. It was conducted at one place so the conclusion was valid for this place only.

Kind of research

¹¹¹ Tiwari, D. 2005. *Encyclopedia of modern methods of teaching*. P. 88

¹¹² McWhorter, K.T. 1989. *Guide to College Reading*. P. 113

¹¹³ *ibid*

Kind of This research was descriptive quantitative. It used quantitative because the data of this research were numerical and was analyzed statistically.

Research Subject

The subject of this research was the third semester college students of English department at IAIN Jember. There are two classes namely PBI 1 and PBI 2. Here the researcher conducted the research to PBI1 class. In determining the subject, the researcher used purposive sample. This technique was done because the researcher had limited time, power, and fund.¹¹⁴ Then the PBI 1 was chosen as the subject of the research. The number of the students was 37 students.

Data collecting method

Test

In this research there were four reading texts. Text one consisted of 350 words, text two consisted of 338 words, text three there was 323 words, and text four there was 389 words. The number of the test was 29 items. There was eight items in text one. Then in text two there was seven items. Meanwhile there was six items for text three. The last text was eight items number.

Then the 29 items covered two indicators, namely; 18 items of reading comprehension, and 11 items of Vocabulary. All of these items were in the form of multiple choices. The test was administered in 90 minutes. Dealing with the scoring, each item test was scored 3.4 point. In conclusion, the total score were 100.

Specifically the 18 items of reading test were classified into categories two namely main idea and specific information. They were 4 items for main idea and 14 items for specific information.

The components of reading item test				
Reading	Vocabulary	Main	Specific In-	Total

¹¹⁴ Suharsimi arikunto. 2006. *Prosedur penelitian*. Jakarta. Rineka cipta. P. 134

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	Item number	Idea Item number	formation item number	Number
Text 1	2	1	3, 4, 5, 6, 7, 8	8
Text 2	11, 12, 13, 14	9	10, 15	7
Text 3	18, 21	16	17, 19, 20	6
Text 4	23, 26, 28,29	22	24, 25, 27	8
Total item	11	4	14	29

Test Validity

In this research, content validity was used because the materials have been discussed in classroom. Besides, the content of test materials was constructed by considering the indicators to be measured.

Data Analysis Method

The researcher analyzed the students' test result. To know the general students' reading ability result, the researcher used a formula as follows

$$E = \frac{n}{N} \times 100$$

Where:

- E* : The percentage of the students' Reading ability.
- n* : The total score number of the students' reading ability.
- N* : The total number of the students

The collected data was analyzed based on the form of the data. The primary data in this research was obtained from the students' reading test. The data was analyzed quantitatively and qualitatively to know the students' reading ability. The formula ¹¹⁵

$$\% = \frac{n}{N} \times 100$$

¹¹⁵ Ali, Mohc : Pendidikan. Bandung: Angkasa.

to know the mean score of the students' reading test was as follows:

% = the percentage of the students based on the criteria.

n = the total number of the students based on each criterion.

N = the total number of the students

The criteria were used to evaluate the students' reading ability were as follows:

1. If the score was less than 60, it was categorized as D or poor.
2. If the score was more than 59 and less than 70, it was categorized as C or moderate.
3. If the score was more than 69 and less than 80, it was categorized as B or good.
4. If the score was more than 79, it was categorized as A or very good.

Then the criteria above were converted into percentage as follows:

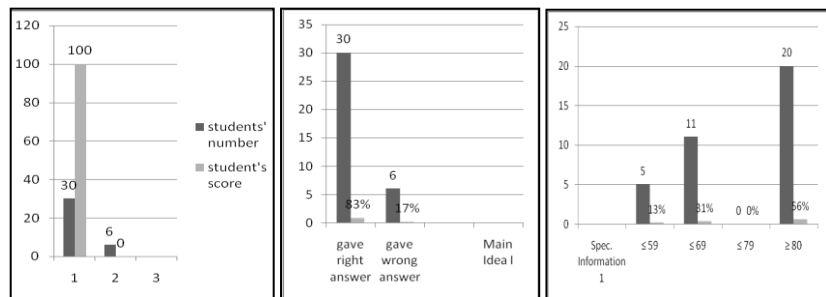
1. If 60% to 69% of the students achieved the target score \geq 70, it was categorized as moderate.
2. If 70% to 79% of the students achieved the target score \geq 70, it was categorized as good.
3. If 80% or more of the students achieved the target score \geq 70, it was categorized as good.

RESEARCH RESULT

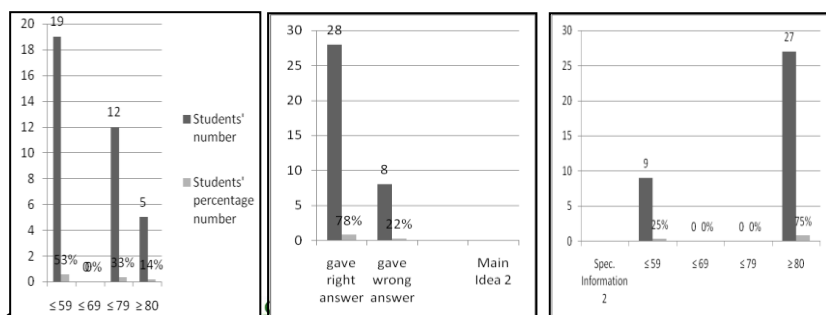
Here the researcher shows the result of the research. After the researcher had given the test, he calculated the students' score. The test consisted of four texts. Text one had 350 words. It had

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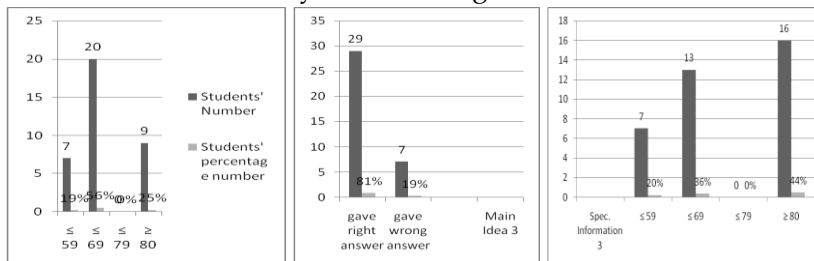
eight questions. They had three components namely one item for vocabulary, one item for main idea and six items for specific information. The vocabulary score in text one, there were 30 students gave right answer and 6 students gave wrong answer. In the main idea score, there was 83% students gave right answer, and 17% students gave wrong answer. In the specific information there was 13% students got ≤ 59 , 31% students got ≤ 69 , and 56% students got ≥ 80 . Then the data can be shown by the following chart:



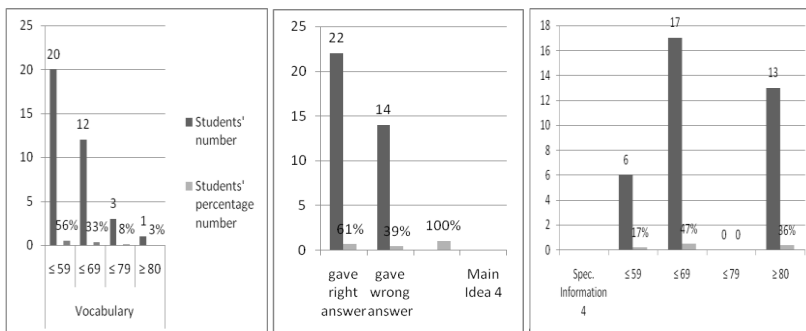
The text two had 338 words. It had seven questions. They consisted of four vocabularies, one main idea and two specific information. The vocabulary score in text two, there were 53% students got ≤ 59 , 0% students got ≤ 69 , 33% students got ≤ 79 , and 14% students got ≥ 80 . In the main idea score, there were 78% students gave right answer and 22% students gave wrong answer. In the specific information there were 25% students got ≤ 59 and 75% students got ≥ 80 . Meanwhile in there were no students got in the criteria of ≤ 69 and ≤ 79 . Then the data can be shown by the following chart:



The text three had 323 words. It had six questions. There were two vocabularies, one main idea and three specific information. The vocabulary score in text one, there were 19% students got ≤ 59 , 56% students got ≤ 69 , 0% students got ≤ 79 , and 25% students got ≥ 80 . In the main idea score, there were 81% students gave right answer and 19% students gave wrong answer. Then the data can be shown by the following chart:



The text four had 389 words. It had eight questions. They covered four vocabularies, one main idea and three specific information. The vocabulary score in text one, there were 56% students got ≤ 59 , 33% students got ≤ 69 , 8% students got ≤ 79 and 3% students got ≥ 80 . In the main idea there was one item. So there was right and wrong answer. Here there was 61% gave right answer and 39% wrong answer. Meanwhile in the specific information, there were 17% students got ≤ 59 , 0% student got ≤ 69 , 47% students got ≤ 79 , and 36% students got ≥ 80 . Then the data can be shown by the following chart:

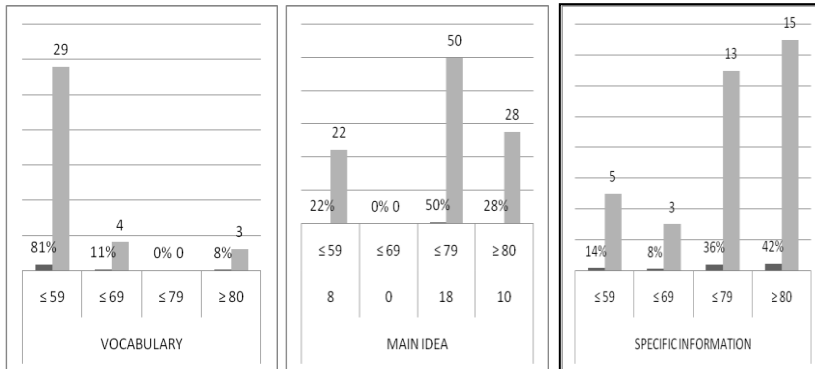


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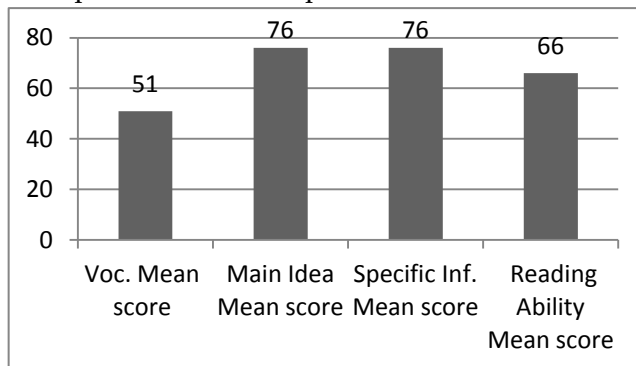
Then, the detailed data above can be summarized into general research result. In vocabulary test, the students who got score ≤ 59 were 29 students or 81%. The students who got score ≤ 69 were 4 students or 11%. The students who got score ≤ 79 were zero. The students who got score ≥ 80 were 3 students or 8%.

In main idea test, the students who got score ≤ 59 were 8 students or 22%. The students who got score ≤ 69 were zero. The students who got score ≤ 79 were 18 students or 50%. The students who got score ≥ 80 were 10 students or 28%.

In specific information test, the students who got score ≤ 59 were 5 students or 14%. The students who got score ≤ 69 were 3 students or 8%. The students who got score ≤ 79 were 13 students or 36%. The students who got score ≥ 80 were 15 students or 42%. The statement can be shown in the chart below;



After the researcher counted the mean score of each component, then it was obtained that the mean score of vocabulary test was 51, the mean score of main idea was 76, and the mean score of specific information was 76. Finally the mean score of reading ability that covered the three components was 66. The following chart represents the description above;



DISCUSSION

The students have had experience in learning English. They have been studying it for about twelve years. They studied six years in elementary school, three years in junior high school and three years in senior high school. Besides they have been studying English in the major of English at English department of Tarbiyah Faculty. Their experience length in studying English

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makes possibility that they are able to understand and do the reading test. Then based on the criteria of assessment the result of this research was described in the following in detail. Their mean vocabulary test was moderate. Then their main idea test was moderate. Meanwhile their specific information test was moderate too.

CONCLUSION

Based on the problem of the research and the result of the research, the researcher concluded that the students' reading ability on the third semester of English department at IAIN Jember in 2016/2017 academic year, based on the criteria determined, was moderate.

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