

-INVESTIGATING INDONESIAN EFL LEARNERS' EXTRAMURAL ENGLISH

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INVESTIGATING INDONESIAN EFL LEARNERS' EXTRAMURAL ENGLISH

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Abstract: Extramural English has been proven to have an impact on language learning. The positive connection had looked into the beneficial relationship between frequent contacts with Extramural English learning language. Considering the importance of extramural English in language learning, it is important to investigate the tendency of extramural English activities done by Indonesian EFL learners especially the adult learners. A survey study with a cross sectional design was implemented to investigate the tendency. The data were collected by using questionnaire that focused on six Extramural English activities. The data collected were analyzed by calculating the frequency and percentage of the students' response in each extramural English activity. Further, an analysis on the average score of each activity was done to rank the popularity of the extramural English activities among Indonesian adult EFL learners. The results showed that the most popular extramural English activity done by Indonesian EFL learners in the present research with highest average score was listening to music especially English songs (AVG = 4,15), followed by watching YouTube especially English videos (AVG = 3,25), watching English TV/films (AVG = 3,2), English streaming or surfing in the internet (AVG = 3,02), using social media (AVG = 2,8), playing online games with English instruction (AVG = 2,73).

Keywords: EFL learners, extramural English, extramural English activities.

INTRODUCTION

Extramural English is an informal method of learning English. This term is often used as in the field of second language acquisition. The term Extramural English was first used by Sundqvist (2009). Based on the definition by Oxford English Dictionary, the term comes from the Latin extramural, where the prefix extra means "outside" and the stem mural means "wall". In Extramural English learning, students interact with or engage in outside of the classroom, not only through streaming media and online games (Coşkun & Mutlu, 2017; Huang, 2016; Jensen, 2016; Sylven & Sundqvist, 2012) but also social media (Coşkun & Mutlu, 2017; Huang, 2016), watching TV, watching movies, and listening to music (Coşkun & Mutlu, 2017; Franzén, 2017; Huang, 2016; Sylven & Sundqvist, 2012).

Extramural English has been proven to have an impact on language learning. The positive connection had looked into the beneficial relationship between frequent contacts with Extramural English learning language. The main character of the most beneficial out-of-class activities linked to good grades in English and language learning effectiveness (Hentasmaka et al, 2022; Olsson, 2016; Lai et al., 2015; Sundqvist & Wikström, 2015; Smemoe et al, 2012; Olsson, 2012; Sylvén & Sundqvist, 2012;)

Some studies investigated the correlation between gaming as an extramural activity and English proficiency (Sundqvist & Wikström, 2015; Smemoe, et al., 2012; Sylvén & Sundqvist, 2012). It was found that there is a positive correlation between playing video games and second-language proficiency (Sylvén & Sundqvist, 2012; Sundqvist & Wikström, 2015). The similar results were also found by Smemoe, et al. (2012) who found a significant connection between gains in regard to speaking, listening and reading.

A positive correlation was also found between extramural English and students' vocabulary and writing skill (Olsson, 2012;

Olsson, 2016; Hentasmaka et al., 2022). The studies found that students with many Extramural English encounters more frequently wrote longer sentences than those students with fewer Extramural English encounters (Olsson, 2012; Olsson, 2016). It indicates that the students who had had many Extramural English encounters had a richer vocabulary than the students with fewer Extramural English encounters (Olsson, 2012; Olsson, 2016; Hentasmaka et al., 2022). The findings indicate that Extramural English have a positive impact on students' writing proficiency and vocabulary.

Another study focusing on specific out-of-class activities enhance English language learning has been conducted by Lai et al. (2015). The study examined what qualities of out-of-class English experiences were advantageous for English language learning. The results showed two major qualities of the most beneficial out-of-class activities connected to good grades in English; they are language learning efficiency and enjoyment.

Regarding the extramural English activities themselves, some studies had focused on various activities on the English usage outside the classroom (Coskun & Mutlu, 2017; Franzen, 2017; Huang, 2016; Jensen, 2016; Sylvén & Sundqvist, 2012). In their study, Sylvén & Sundqvist (2012) focused on eight Extramural English activities that tend to be done by the 4 to 6 grade students in Sweden. The eight activities are: Playing digital games Watching TV, listening to music, watching films, using the internet, other activity, reading books, reading newspapers/magazines. The study found that there is a positive correlation between playing video games and second-language proficiency as frequent gamers outperformed moderate gamers, who, in turn, outperformed non-gamers. The similar finding was also found by Jensen (2016). Focusing on seven Extramural English activities (gaming, listening to music, reading, talking, watching television, writing, and other extramural activities), Jensen (2016) investigated Danish young

English language learners' contact with and use of extramural English and its relation to their vocabulary scores. He found that gaming with both oral and written English input and gaming with only written English input are significantly related to vocabulary scores.

Other studies investigated the frequency of extramural English activities on high school students (Coskun & Mutlu, 2017; Huang, 2016) and adult learners (Franzén, 2017). Aiming at exploring the frequency of high school students' Extramural English (EE) in relation to the listening, speaking, reading and writing skills, Coskun & Mutlu (2017) investigated 292 students in a state high school in Turkey on around twenty-six extramural English activities. It was revealed that the students' frequency of EE use was low, and thus it was suggested that students should be encouraged to engage in EE activities. Slightly different from the finding of Coskun & Mutlu (2017), the result of Huang's (2016) study reveals that students come in contact with extramural English on a regular basis. Investigating different respondent, the adult learners, Franzén (2017) found five most popular extramural English activities. They were listening to music, surfing the internet, watching TV, watching movies, and watching video clips. Further, the results also indicate that the amount of time spent on Extramural English activities differed between each adult learner with an average of five hours per week.

Considering the role of extramural English in language learning, it is important to investigate the tendency of extramural English activities done by Indonesian EFL learners especially the adult learners. However, reviewing some extramural English activities proposing by some studies above, it can be seen that not all extramural English activities are popular to be done by the learners. Thus, it will be more effective to focus the research only on the most popular extramural English activities. Another consideration is the learners' nowadays lifestyle where they spend

most of their time online. Referring to those consideration, this present study focuses on six extramural English activities to be investigated --- using the internet for English streaming/surfing, playing games with English instruction, using social media in English, watching English TV/ films, watching YouTube especially English videos, listening to music especially English songs --- to answer the research question: how is the tendency of Indonesian adult EFL learners' extramural activities?

METHOD

This study aimed at investigating the tendency of extramural English activities done by the Indonesian adult EFL learners. Therefore, a survey research design was implemented. Survey research is procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). To be more specific, the survey research used in this study was cross-sectional.

In this study the researcher used stratified sampling technique to choose the sample of the research. Stratified sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. Fifty-five adult learners from a private university in East Java, Indonesia were participated as the sample in this study. Those participants were from different academic years as the strata or stratification used in the sampling technique.

The data in the present study were collected by using extramural English questionnaire. The questionnaire consisted of six extramural English activities. They are: 1) using the internet for English streaming/surfing, 2) playing games with English instruction, 3) using social media in English, 4) watching English TV/ films, 5) watching YouTube especially English videos, 6)

listening to music especially English songs. The activities were adapted from Huang (2016) and Sylven & Sundqvist (2012).

The questionnaire used closed-ended questions with five scales to represent the frequencies of doing extramural activities in a week:

- 5 = always (100% of your time)
- 4 = usually (90% of your time)
- 3 = sometimes (50% of your time)
- 2 = seldom (10% of your time)
- 1 = never (0% of your time)

Likert scale 5 represents the highest frequency of extramural English activities, while scale 1 represents the lowest frequency. The questionnaire items given to respondents were written in their first language to avoid misunderstanding of the questions. Before the instrument was distributed to the respondents, validity and reliability processes on the instrument were conducted by inviting expert validators.

The data obtained from the questionnaire were then analyzed quantitatively to answer the research question. The researcher used descriptive analysis to investigate the tendency of extramural English activities done by the learners. As stated by Mertler (2016), a simple tally sheet might be developed as an instrument to record the number of times the behavior occurs. The occurrence is then counted to determine its overall frequency (Mertler, 2016). Referring to the data analysis suggested by Mertler (2016), the analysis in this study was done by calculating the frequency and percentage of the learners' response in each extramural English activity. Further, an analysis on the average score of each activity was done to rank the popularity of the extramural English activities among Indonesian EFL learners.

RESULT

Six extramural English activities were investigated in this study to figure out the tendency of the adult EFL learners. The activities were: using the internet for English streaming/surfing, playing games with English instruction, using social media in English, watching English TV/ films, watching YouTube especially English videos, listening to music especially English songs.

From fifty-five EFL learners who responded to the questionnaire, the data were analyzed descriptively. The results of the analysis were presented in Table 1.

Table 1
The Learners' Response on the Questionnaire

No.	Item	5	4	3	2	1	Total
1	How often do you do English streaming or surfing in the internet?	6 (10,9%)	9 (16,4%)	24 (43,6%)	12 (21,8%)	4 (7,3%)	55 (100%)
2	How often do you play online games with English instruction?	8 (14,6%)	6 (10,9%)	13 (23,6%)	19 (34,6%)	9 (16,4%)	55 (100%)
3	How often do you use social media in English?	4 (7,3%)	22 (40%)	6 (10,9%)	5 (9,1%)	18 (32,7%)	55 (100%)
4	How often do you watch English TV/films?	7 (12,7%)	15 (27,3%)	17 (30,9%)	14 (25,5%)	2 (3,6%)	55 (100%)
5	How often do you watch English videos on YouTube?	4 (7,3%)	21 (38,2%)	15 (27,3%)	15 (27,2%)	0 (0%)	55 (100%)
6	How often do you listen to English music or songs?	25 (45,5%)	16 (29,1%)	11 (20%)	3 (5,5%)	0 (0,0%)	55 (100%)

On the first extramural English activity, English streaming or surfing in the internet, the result of the data analysis in Table 4.1 shows that only 10,9% of the participants (6 learners) claim that they always do that activity. The highest choice chosen by the

participants were Sometimes (43,6% = 24 learners) followed by Seldom (21,8% = 12 learners) and Usually (16,1% = 9 learners). Only a few learners (7,3% = 4 learners) claim that they never do English streaming or surfing in the internet. The results of the data analysis above indicate that the activity of English streaming or surfing in the internet is quite popular among EFL learners.

The second extramural English activity is playing online games with English instruction. The result of the data analysis shows that most of the learners (34,5% = 19 learners) claimed that they only used 10% of their time (Seldom) to play online games. Thirteen learners (23,6% of the participants) stated that they Sometimes play online games. While nine learners (16,3%) claimed Never, eight learners (19,5%) claimed Always, and six learners (10,9%) claimed Usually play online games with English instructions. Based on the data analysis above, the activity of play online games is not too popular among EFL learners.

The Third extramural English activity is using social media in English. The activities included are read or write status, caption, story, and others related to social media. The results show that 40% of the participants (22 learners) stated that they Usually do that activity. Surprisingly, 32,7% of the participants (18 learners) claimed that they Never read or write status, caption, story, and others related to social media, while only 7,3% of the participants (4 learners) claimed that they always do that activities. Additionally, 10,9% of the participants (6 learners) claimed that they Sometimes do that activity and 9,1% of the participants (5 learners) stated that they Seldom use social media in English. From analysis above that the activity of using social media is pretty popular from EFL learners.

The fourth extramural English activity is watching English TV/films. The results in Table 4.1 shows that only 3,6% of the participants (2 learners) claim that they Never do that activity. The highest choice chosen by the participants were Sometimes (30,9% =

17 learners) followed by Usually (27,3% = 15 learners) and Seldom (25,5% = 14 learners). While 12,7% of the participants (7 learners) claimed that they Always do watch English TV/films. The results of the data analysis above indicate that the activity of watching English TV/Films is popular among EFL learners.

The fifth extramural English activity is watching YouTube especially English video. Table 4.1 informs that most of the learners watch English video on YouTube (38,2% = 21 learners). Similar number of learners chose Sometimes (27,3% = 15 learners) and Seldom (27,3% = 15 learners). While 7,3% of the participants chose Always and none of the participants (0%) chose Never. Similar to the extramural activity of watching English TV/films, it can be concluded that the activity of watching YouTube especially English video is also considered to be popular among EFL learners.

Based on the results of the data analysis in Table 4.1, it is shown that extramural English activity listening to English music is the most popular activity among EFL learners. As many as 25 learners (45,5% of the participants) claimed that they Always do that activity and 16 learners (29,1% of the participants) claimed that they Usually do it. While 20% of the participants (11 learners) stated that they Sometimes do it. Only 5,5% participants (3 learners) chose Seldom and none of the participants (0%) chose Never. The highest percentage shown if most of participants always listen to English music and it makes the activity highly popular among EFL learners.

Following the analysis on the tendency of extramural activities done by the EFL learners, it is also important to rank the popularity of each of the extramural activities. Thus, an analysis on the average score of each activity was done with the following results presented in Table 2.

Table 2
Extramural English Activities' Rank of Popularity

No.	Item	5	4	3	2	1	SUM	AVG
1	Listening to English music/ songs	25	16	11	3	0	228	4.15
2	Watching English videos on YouTube	4	21	15	15	0	179	3.25
3	Watching English TV/films	7	15	17	14	2	176	3.2
4	English streaming or surfing in the internet	6	9	24	12	4	166	3.02
5	Using social media in English	4	22	6	5	18	154	2.8
6	Playing online games with English instruction	8	6	13	19	9	150	2.73

Referring to Table 2, the extramural English activities are ranked based on their average score. The most to the least popular extramural English activities based on their average score, sequentially, are listening to music especially English songs (AVG = 4,15), watching YouTube especially English videos (AVG = 3,25), watching English TV/films (AVG = 3,2), English streaming or surfing in the internet (AVG = 3,02), using social media (AVG = 2,8), playing online games with English instruction (AVG = 2,73).

DISCUSSION

Based on the findings presented on the previous sub-chapter, the tendency of extramural English activities done by Indonesian adult EFL learners also indicate the popularity of the activities among the learners. The findings showed the most to the least popular extramural English activities, sequentially, were: 1) listening to music especially English songs, 2) watching YouTube especially English videos, 3) watching English TV/films, 4) English streaming or surfing in the internet, 5) using social media, 6) playing online games with English instruction. Those overall findings are similar to the findings of Franzen (2017) and Huang

(2016). Most popular extramural English activities in those studies are similar to the present study. However, the ranks of popularity are slightly different. The ranks of popularity found by Franzen (2017) are: listening to music, surfing the internet, watching TV, watching movies, using social media, playing video games; while Huang (2016) found the ranks of popularity: using social media, listening to music, watching TV/film, watching YouTube, playing video games.

The ranks of popularity in this study, further, are totally different from the findings of Jensen (2016), and Sylven & Sundqvist (2012). Jensen (2016), and Sylven & Sundqvist (2012) found that gaming, listening to music and watching TV were the top three extramural activities done by the respondents followed by watching films and using the internet (Sylven & Sundqvist, 2012). It is assumed that the difference caused by the different participants involved in the study. Jensen (2016), and Sylven & Sundqvist (2012) involved young learners as their research participants, while this present study observed adult learners. This reason is also believed as the main cause of the similarity of the findings between the present study and the findings of Franzen (2017) and Huang (2016) in which Franzen (2017) observed adult learners while Huang (2016) observed secondary learners.

Further, the finding in each extramural English activity in the questionnaire were also discussed. The most popular activity found in this study was listening to music with average score 4,15. Around 45,5% of the participants claimed that they Always do that activity, 29,1% Usually do it and 20% Sometimes do it. The finding is similar to Franzen (2017) who also found that listening to music is the most popular extramural activities among the respondents. The study found that most of the respondents spent 8,4 hours in a week to listen to music.

The second popular activity found in the present study was watching English video on YouTube with average score 3,25. It

was found that 7,3% participants Always do the activity, while 38,2% claimed that they Usually do it, and 27,3% claimed they Sometimes do it. The finding is slightly different from Huang (2016) who found watching English video on YouTube as his fourth popular extramural activities among his respondents.

The next popular activity found in the present study, with average score 3,2, was watching TV/films. The result of the data analysis showed that 12,7% of the participants claimed that they Always do the activity, around 27,3% claimed Usually do it, followed with 30,9% respondents who Sometimes do the activity. The finding confirms the finding of Huang (2016) who also placed Watching TV/Films as his third most popular extramural activities. Further, Franzen (2017) and Jensen (2016) were also found similar result in which Watching TV became their third most popular activities. However, Jensen (2016) did not include Watching films in his study, while Franzen (2017) differentiated the activities (Watching TV = third place, Watching Movies/ Films = fourth place).

The fourth popular activity found in the present study was streaming/ surfing in the internet with average score 3,02. The present study showed 10,9% participants claim they Always do that activity, followed by 43,6% respondents that Sometimes do it, and 16,1% Usually do it. Franzen (2017) Sylven & Sundqvist (2012) also claim the activity as their popular activities. However, Franzen (2017) found the activity as his second most popular extramural activities with the average time 7,6 hours per week, while Sylven & Sundqvist (2012) found it as their fifth popular activities with the average time 1,2 hours per week.

The Fifth activity was using social media. The present study showed average of 2,8. The percentage shows 7,3% of respondents claimed that they Always do that activities, 40% stated that they Usually do that activity, and 6% claimed Sometimes do it. The finding is slightly different from the finding

of Franzen (2017) who placed Using Social Media as his seventh popular activities with the average time spent by the respondents 6 hours per week. The finding is in contrast with the finding of Huang (2016) who claimed Using Social Media as his most popular activities done by his respondents.

The least popular activity found in this present study was playing games with average score 2,73. The respondent of the study claimed that they Always do the activity (19,5%), some claimed that they usually do it (10,9%), while some others claimed that they sometimes do it (23,6%). The finding supports the finding of Huang (2016) who also found gaming as the least popular extramural activities among his respondents. However, this result is the opposite of Jensen's (2016), and Sylven & Sundqvist's (2012) finding. Jensen (2016), and Svlyen & Sundqvist (2012) claimed the activity as the most popular activities among their respondents. It is assumed that this situation happened because the respondents of both studies are young learners who like to play game and spend most of their time for gaming.

CONCLUSION

Referring to the findings presented, the tendency of extramural English activities done by Indonesian EFL learners also indicate the popularity of the activities among the learners. The findings showed the most to the least popular extramural English activities, sequentially, are: 1) listening to music especially English songs, 2) watching YouTube especially English videos, 3) watching English TV/films, 4) English streaming or surfing in the internet, 5) using social media, 6) playing online games with English instruction.

Considering the advantages of extramural English activities done by the learners in raising the quality of language learning, it is suggested to English teachers to motivate their students and

students to maximize their extramural English activities throughout the teaching and learning process.

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