

THE IMPLEMENTATION OF STAY AND STRAY TECHNIQUE IN TEACHING WRITING HORTATORY EXPOSITION TEXT TO ELEVENTH GRADERS OF SMA UNGGULAN AMANATUL UMMAH SURABAYA

Ahmad Marzuki

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
zuki.zacko@yahoo.co.id

Esti Kurniasih, S.Pd., M.Pd.

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
estikurniasih87@yahoo.com

ABSTRAK

Menulis adalah aktivitas berpikir dalam menemukan ide, pikiran tentang bagaimana mengekspresikan dan mengorganisasikannya menjadi kalimat dan paragraf sehingga tulisan tersebut menjadi lebih jelas bagi para pembaca (Nunan. 1991:88). Sebagian besar siswa berpendapat bahwa menulis itu sulit untuk dilakukan. Mereka tidak tahu apa yang harus ditulis, bagaimana memulai, dan bagaimana mengorganisasikan ide dalam bentuk informasi tertulis. Sementara itu, guru sering merasa apa yang ia ajarkan kemarin dilupakan pada hari ini dan mungkin apa yang ia ajarkan pada hari ini akan dilupakan pada esok hari, karena siswa merasa pelajaran hanya terbatas pada seputar kelas dan tidak pada isu yang sebenarnya terjadi. Oleh karena itu, guru harus membenahi motivasi siswa untuk menulis disamping juga memilih kegiatan yang menarik untuk dilakukan siswa.

Stay and Stray adalah salah satu jenis teknik pembelajaran kerjasama yang menekankan pada kelompok siswa untuk berbagi informasi dengan kelompok lain didalam kelas (Kagan, 2006:192). Penelitian ini ditujukan untuk menggambarkan penerapan teknik *Stay and Stray* dalam pengajaran menulis teks *hortatory exposition*, respon siswa terhadap teknik pembelajaran *Stay and Stray* dan hasil tugas menulis siswa.

Peneliti menggunakan jenis penelitian deskriptif kualitatif dan siswa kelas sebelas SMA Unggulan Amanatul Ummah Surabaya sebagai subyek penelitian. Selain itu, peneliti menggunakan beberapa instrumen penelitian untuk mengumpulkan data dalam melakukan pengamatan seperti *field note* dan *checklist* untuk menggambarkan penerapan teknik *Stay and Stray* untuk mengajar teks *hortatory exposition*, *questionnaire* untuk mengetahui respon siswa dan tugas menulis teks *hortatory exposition* untuk menggambarkan hasil kerja siswa.

Peneliti kemudian menganalisis data setelah semua data tersebut terkumpul. Berdasarkan hasil pengamatan, ia menemukan tiga hasil. Hasil pertama yaitu guru menerapkan teknik pengajaran *Stay and Stray* dengan tepat. Siswa bekerja berkelompok, saling tukar informasi, menulis teks, memberi dan menerima *feedback* dan memperbaiki teks *hortatory exposition* sebagai hasil akhir tulisan siswa. Hasil kedua yaitu respon siswa terhadap teknik pembelajaran *Stay and Stray* yang menghasilkan respon positif, mereka merasa senang dan termotivasi. Hasil ketiga yaitu hasil tugas menulis siswa yang dianalisis dengan menggunakan *ESL composition profile* oleh Jacob yang meliputi isi, organisasi, penggunaan bahasa, kosakata dan mekanisme yang menyatakan bahwa sebagian besar siswa bisa menulis teks *hortatory exposition* dengan hasil yang bagus.

Berdasarkan penjelasan diatas, teknik pengajaran *Stay and Stray* bisa diaplikasikan untuk mengajar menulis teks *hortatory exposition* di Sekolah Menengah Atas. Teknik ini juga bisa merangsang motivasi siswa untuk menulis.

Kata kunci: Menulis, teknik *Stay and Stray*, teks *hortatory exposition*, kelas sebelas, respon siswa.

ABSTRACT

Writing is the mental work of inventing ideas, thinking of how to express them, and organizing them into statements and paragraphs until they are clearer to the readers (Nunan.1991:88). Mostly, the students assume that writing is difficult to do. They do not know what to write about, how to start, and how to organize the idea into written information. Meanwhile, the teacher often feels what he or she taught yesterday is forgotten today, and it could be what he or she teaches today will be forgotten tomorrow, because the students feel the lesson is limited only in the class room and not in the real issue. Therefore, the teacher should maintain the students' motivation besides choose an interesting writing activity to the students.

Stay and Stray is one type of cooperative learning technique which emphasizes group of students share with other groups in a classroom (Kagan in Steven, 2006:192). This research is aimed to describe the implementation of *Stay and Stray* Technique in teaching writing *hortatory exposition* text, the students' responses towards *Stay and Stray* technique, and the students' writing task results.

The researcher used descriptive research and the eleventh graders of SMA Unggulan Amanatul Ummah Surabaya as the subjects of his observation. Moreover, this researcher used some research instruments to gain the data in doing observation such as *field note* and *checklist* to describe the implementation of *Stay and Stray* Technique to

teach writing hortatory exposition text; questionnaire to know the students' response, and hortatory exposition writing tasks to describe the students' task results.

The researcher analyzed the data after collecting them. Based on the observation, he found three results. The first result was the teacher implemented Stay and Stray technique appropriately. The students worked in group, shared the information, wrote the text, gave and received feedback and edited hortatory exposition text as final writing task results. The second result was the students' responses toward Stay and Stray technique and it resulted positive responses; and the third result was the students' writing task results that was analyzed by using ESL composition profile by Jacob that includes content, organization, language use, vocabulary, and mechanism; most of students could write hortatory exposition text in good results

Based on the explanation, Stay and Stray technique could be used to teach writing hortatory exposition text in senior high school. It could also used to engage the students motivation to write.

Keywords: Writing, Stay and Stray technique, hortatory exposition text, eleventh graders, students' response.

INTRODUCTION

As a productive skill, writing gives some advantages to both the writer and the reader. One of them is both writer and reader can communicate information without being limited by time and place. Therefore, a teacher should teach writing to his or her students. Unfortunately, many students still encounter many problems in writing. Mostly, they assume that writing is difficult to do. They do not know what to write about, how to start, and how to organize the idea into written information. To get the idea, students sometimes rely on their mood or feeling to write something. Meanwhile, on the teacher's side, he or she often feels what he or she taught yesterday is forgotten today, and it could be what he or she teaches today will be forgotten tomorrow, because the students feel the lesson is limited only in the class room and not in the real issue. Therefore, the students need to be engaged to observe events that happen around their life. To do this, the teacher can teach writing as a subject through experience and observation that relate to students' real life. He or she can teach the students by choosing an appropriate teaching method or teaching technique.

A hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done (Doddy, 2008:167). It is a kind of texts in reading and writing that must be known, learned, mastered, and applied to increase the students' writing ability because its generic structure (thesis, arguments, and recommendation) will invite the students to use their critical thinking of analyzing something; then the students as writers can advice the readers what should or should not do based on the arguments of the text. Teaching hortatory exposition text can use some methods such as project-based learning, task-bask learning, and techniques as clustering technique, brainstorming technique, and Stay and stray technique. In this study, the researcher used Stay and stray technique to teach hortatory exposition text because the students need motivation to know more about hortatory exposition text in completing their writing ability then share the information to the other students. Therefore, the

researcher believes that the implementation of Stay and stray technique in teaching hortatory exposition text can make the students learn writing easier and more fun.

Stay and stray technique requires the students' cooperative activity during learning activities. In this technique, the students' roles are presenting and getting the information from the other students. The students present the information by staying on their own group place then giving any information to other group who is looking for it and the students find the information by straying to other groups. As Steven (2006:193) states, Stay and stray technique gets groups share with other groups rather than with entire class and role the students as stayer (host) and strayer (visitor). In this case, the students do not only get the information from the text or case but they also train their critical thinking when analyzing what should or should not to be the argument on the recommendation. Furthermore, learning hortatory text will invite the students to make an interactive discussion among students because one student's statement could be different from another student about their response on the text (issue) In teaching writing hortatory exposition text by using Stay and stray technique, the students have to share the information after they discuss on their own group then produce one hortatory exposition text. The students have to cooperate discussing a certain topic given in which they can discuss any information to create the text which includes contain, organization, grammar and vocabularies of the text. After discussing the topic then it becomes one hortatory exposition text, they have to share it with the other groups. Therefore, there must be students who are staying in their group's seat to present their work into other groups and the students who are straying to other groups. After applying this technique, the student will get the information of other groups from strayers (visitors) about the other groups and get comment and any suggestion of improving or revising to be considered from stayers before the text will be submitted to the teacher. This technique encourages student's interest because they do not only sit down to discuss the text but they also move around to other groups finding the information.

There are some previous studies about stay and stray technique such as first, Elvi Rodiana Dalimunthe (2013), one of the students of Universitas Sumatra Utara,

did a research entitled “Improving Grade VIII Student’s Reading Comprehension Achievement in Recount Text by Using Two Stay-two Stray Strategy”. In her research, she observed how two stay-two stray strategy can improve the student’s reading comprehension achievement in recount text of VIII C graders of MTs. Lab. IKIP AlWasliyah Medan. She concluded that the students’ average scores in every test kept improving (Dalimunthe:2013). Second, August Lewaherila, one of the English students of Universitas Sebelas Maret Solo, did a research entitled “Improving Students’ Reading Trough Two stay and two stray Technique”. In his research, he did type of classroom action research to his students in class VIII A of SMP YPPK BIAK. He did four meetings to do three phases to know the improvement of reading achievement of his students, and he concluded that the scores of all five skills of students’ reading competence improved thoroughly (Lewaherila: 2011). From both researches above, Stay and stray technique can be implemented to teach English. Based on the background description mentioned above, the researcher was then interested in investigating the implementation of Stay and stray technique in teaching writing hortatory exposition text in SMA Unggulan Amanatul Ummah Surabaya.

Referring back to the background of the study above, the research questions are formulated as follows:

1. How does the teacher implement *stay and stray technique* to teach writing hortatory exposition text to eleventh graders of SMA Unggulan Amanatul Ummah Surabaya?
2. How do the students respond toward the implementation of *stay and stray technique* in teaching writing hortatory exposition text?
3. How are the students’ hortatory exposition writing results during the implementation of *stay and stray technique* in teaching writing hortatory exposition text?

RESEARCH METHOD

Based on the research questions above, this study was conducted descriptive qualitative research design. Since, this study described the implementation of Stay and Stray technique in teaching writing hortatory exposition text to eleventh graders of SMA Unggulan Amanatul Ummah Surabaya. According to Verma and Beard (1981:58), the process of descriptive research goes beyond mere collection and tabulation of factual data. Descriptive research is selected to describe and to interpret “what is” (Cohen et. al., 2000:169). It means that to do a descriptive research, the researcher should use more dominant words than numbers to explain the research which is done. While Fraenkel and Wallen (1993: 380) describe qualitative research as a research study that investigates the quality of relationships, activities, situations, and materials. Therefore, this study focuses on portraying the implementation of Stay and Stray technique in teaching writing hortatory exposition text that includes the students, teacher, and the situation that happened naturally and then the researcher described it in the form of words and sentences to represent data.

Subject of the study was XI IPS at SMA Unggulan Amanatul Ummah Surabaya. It was located at Jl.Siwalankerto Utara 56, Wonocolo, Surabaya. This study was conducted in the classroom. Furthermore, the classroom was provided by some facilities which support learning activities, such as LCD Projector, computer and sound. In this research, data are needed to know the answer of some research questions in Chapter One. Then the observation is followed on some aspects of the teaching materials and the technique. To answer the first research question, the data of the study deal with the teacher’s activities to conduct the class. Teacher’s activities are about the ways the teacher used Stay and Stray technique to teach writing hortatory exposition text to his students, the teacher led learning process from the beginning until the end of the class. In this case, the researcher used checklist and field note to record the data. The researcher also observed the source of data they are teacher and the students who were included during the implementation of Stay and Stray technique. Then for the second research question, the researcher used questionnaire to get the data, they include the students’ ideas, response and reaction after the implementation of Stay and Stray technique was done. As the source of data, the students are the main source to answer the second research question. Finally, for the third research question is about the students’ writing results, the data are the students’ group work result in form of words, sentences, paragraphs then become the hortatory exposition text as the product of Stay and Stray technique.

For collecting and recording the information, the researcher needs to design protocols or instruments (Chreswell, 2012: 205). In addition, descriptive research uses instruments such as questionnaires and interviews to gather information from groups of individuals (Ary, 2010:28). In this study, the researcher used four instruments; they are observation-checklist, field notes, structure-questionnaire and students’ writing task.

To get the data, the researcher used some techniques to record the data; they are observation, questionnaire and students’ writing task result. The researcher did the observation in five meetings, those were on 21st May 2014 in 5-6 periods, 22nd May 2014 in 3-4 periods, 24th May 2014 in 3-4 periods, 24th May 2014 in 5-6 periods, and 28th May 2014 in a break time. Those observations were conducted by filling observation checklist and field note to gain the data for each meeting. The study was done by organizing, reducing, and representing the data as kind of data collection technique of this study.

RESULT AND DISCUSSION

In this part, the researcher describes the result and discussion of the observation which has been held. The result and discussion of the implementation of Stay and Stray technique in teaching writing hortatory exposition text to eleventh graders of SMA Unggulan Amanatul Ummah will be presented descriptively.

1.THE IMPLEMENTATION OF STAY AND STRAY TECHNIQUE IN TEACHING WRITING HORTATORY EXPOSITION TEXT

Result of the First Observation

The first observation was conducted on May 21st, 2014. The subjects of the study were the students of XI IPS of SMA Unggulan Amanatul Ummah. There were 24 students in the class who consisted of 10 males and 14 females. The class was chosen because the teacher recommended the researcher to do the observation. He considered that the class was a conducive and the students were appropriate to do research because they got the material hortatory exposition text on that semester. The researcher came into the school office at 09.30 to consult to the teacher about some steps and preparations before the class was begun. The class was held in 5-6 periods at 10.00 am. Because the students were not too many, this class used one teacher.

a. Opening

The teacher started the class by greeting the student in Islamic way. Then the teacher asked the students' condition, checked the attendance list and then he introduced the researcher before he started the lesson. The researcher began observing the learning activity from the activity was started.

b. Main activities/whilst activity

After the teacher opened the class, he asked the students to manage the class, because the class was dirty after break and there were a lot of rubbishes, and the chairs were messy. The teacher gave a motivation to the students about the importance of a clean class to be a conducive class. Then the teacher invited the students to review the material about hortatory exposition text, because the material about the definition had been explained in the previous meeting while he taught speaking and reading skills in the same text.

1. Teacher's Explanation

The teacher explained that the material was about hortatory exposition text. Moreover, the teacher also explained that learning process of hortatory exposition text was by using stay and stray technique. The teacher introduced the main concept of stay and stray technique in global way. For more detail information, it would be discussed in the next meeting.

2. Students' Discussion

3. to Analyze the Text

Then the teacher divided the students into 7 groups that consisted of heterogeneous members of 3-4 students. The teacher called the name of the group's members. After the students sat based on the group, then the teacher asked one of the students to share the hortatory exposition text that had prepared before to be analyzed in a group.

4. Answering Questions

It refers to the question, the students were asked to analyze the content of the text, the kind of the text and part of the text. The students had the same text to be analyzed. The text which was given by the teacher entitled "Corruption". The teacher gave fifteen minutes to the students to discuss about the text before they discussed with the teacher. The researcher saw that during the discussion, the teacher did not leave the class or do something else. But, he walked around to look at the students' group. This is a good way as the implementation of non-formal assessment because the teacher could help the students if they had any difficulties or the teacher could give any motivation when the students were not interested in the material or not serious in doing the task.

c. Post Activity

In closing activities, the teacher gave some questions to make sure that the materials given were understood by the students. He also gave some motivations to learn English better besides he reminded the students to prepare what the students should do in the next meeting. The teacher did not give any homework to the students' but he gave the students non-formal task; that is analyzing and practicing writing hortatory exposition text, because in the next meeting they would get practice on writing hortatory exposition text.

Result of the Second Observation

The research was held on 22nd May 2014 in 5-6th periods. The time allocation is two periods (2X45 minutes) in the 3-4th periods.

a. Pre-Activity (opening)

It is like in the previous meeting, in the opening class activity; the teacher greeted the students in Islamic way then asked the students' condition, checked the students' attendance list, and asked the students to clean the class. Besides, the teacher also told the students about what they were going to do in the implementation of stay and stray technique in writing hortatory exposition text.

b. Main Activities/Whilst Activity

The main activities of the students learning process on the second meeting include choosing the topic, discussing the topic and the implementing stay and stray technique.

1. Pre-Writing

a. Choosing Topic

The students should choose one of the topics given and develop it into hortatory exposition text. The teacher taught the students to learn autonomously in a group to decide an interesting topic to be developed. It is good to build the students' motivation to write something they like.

2. Whilst-writing

a. Discussing the Topic

Cooperative learning needs the students to work in a group as a team not in individually. So, the students can share information, motivate each other, and support each other by completing the member's group ability. In this case, the students did discussion in a group after they chose the topic. The students divided job task based on the group's members and generic structure of hortatory exposition text. The students began to draft what they want to write, and develop and combine their writing in this stage.

3. Post-writing

a. Stay and Stray

After the students finished developing their paragraphs, they combine their work into one hortatory exposition text. In this stage, the students did reviewing and revising the vocabulary, grammar, and content of the text in the first time because the students could fix it before they present it to the other groups in stay and stray technique.

The students played stay and stray technique, it means that all strayers should visit the neighbor (other) group to give comment, suggestion, and feedback. For all stayers, they presented what they had been discussed in written form. They answer while the stayers asked the question of content, organization, language use, and mechanism of the text.

After 10 minutes, the teacher reminded the students that the time was up. Then the students came to the main group to share the information they get both the information from stayer or strayer. The information could be a consideration to revise their work before it was submitted to the teacher.

C. Post-Activity (closing)

After the implementation of stay and stray technique, and the teacher had the students' writing result, then the teacher gave feedback about the students' learning process including writing hortatory exposition text, discussion, and the implementation of stay and stray technique. The teacher also gave some motivations to learn English better and prepare for the next meeting.

Result of the Third Observation

The third observation was held on Saturday 24th may 2014 in 3-4th periods. In this observation, the learning activities were opening activity, teacher's feedback to students' writing, the students' task two, and students' discussion. Because of the limited time, the teacher continued the implementation of stay and stray in the next meeting in the same day but different period, it was on 5-6th periods.

a. opening

The teacher greeted the students and asked the students' condition. Then he checked the attendance list by calling the students one by one.

b. Teacher's Feedback on the Students' Writing Results

The teacher gave feedback on students writing in the previous meeting. The teacher chose two groups; both are group 5 and group 3. The feedback includes content, structure and organization of the text. The teacher directly gave some comment and suggestion for a better writing text.

c. The student task two

In the students' task two, the task was the same as the previous task. The students should choose the topic that was provided by the teacher. The students discussed in a small group to decide the interesting topic to be developed.

d. The Students' Discussion

In this stage, the students discussed and wrote the topic to become hortatory exposition text.

Result of the Fourth Observation

The fourth observation was held on Saturday 24th may 2014 in 5-6th periods. In this observation, the learning activity was the second implementation of stay and stray technique including revising, submitting the work result, and teacher's feedback to students' writing.

e. The implementation of stay and stray technique

After the students completed their team work in writing hortatory text, the teacher allowed the students to get ready to present their work in Stay and Stray technique. As the students had done in the previous meeting,

f. Revising

After fifteen minutes the students did Stay and Stray technique, the teacher asked the students to come to their main group to share the information they got. The students did revising after they came back to their main group.

g. Submitting

After the students felt that their writing had been revised, they should submit it to the teacher as the second writing task result.

h. Teacher's feedback

In this stage, the teacher gave feedback about the students' writing task result. The teacher gave correction on the students' mistake in writing hortatory exposition text as structure, spelling, organization and content of the text from the students' writing.

Result of the Fifth Observation

In the fifth observation, the researcher asked the students' response about the implementation of stay and stray technique. The observation was held on 28th May 2014 in a break time by giving the students questionnaire as a sign that the students finished implementing Stay and Stray technique in writing hortatory exposition text. The students should submit the questionnaire result before they held 5-6th periods.

2. THE STUDENTS' RESPONSES AFTER THE IMPLEMENTATION OF STAY AND STRAY TECHNIQUE

After the implementation of stay and stray technique, the researcher needs to know students' response about the technique. The students' responses are the students' feeling or opinion about the implementation of stay and stray technique in teaching hortatory exposition text. The researcher gave questionnaire to get data and to know the students' feeling. The questions contains 10 questions which consist of 2 questions about writing activity, 1 question about supporting media, 5 questions about the implementation of stay and stray, 1 question about the teacher' explanation, and 1 question for the task and material given.

There are three main results that could be described from the questionnaire.

Students' opinion about English teaching and learning process. Most of students said that learning English is not really difficult, writing in English needs to be mastered, and they need supporting media.

Students opinion about the implementation of Stay and Stray technique in teaching writing hortatory exposition text. Many students said that work in group is easier than work individually, they got help, benefit, joyful, and they agreed this technique was applied.

The students' opinion about the teacher's role during the implementation of Stay and Stray technique. **Most of students got motivation in writing because the materials were related to hortatory exposition text and real issue, and they could understand the teacher's explanation.**

3. THE STUDENTS' WRITING TASK RESULT

The third research question is about the students' writing result. In this section the researcher provides the students' writing result during the implementation of Stay and Stray technique. The researcher presents the result based on some criteria stated by Jacob, et, al. (1981) that there are four criteria of ESL composition profile in writing such as: excellent to very good, good to average, fair to poor, and very poor. The researcher used those four criteria to score the writing result. Jacob , et al (1981) also stated five components which are used by the researcher in this study, they are content, organization, language used, vocabulary, and mechanics.

There are the students' writing task results in the first task and the second task.

Task one

TASK 1	Content	Organization	Language use	Vocabulary	Mechanism
EVG	12	11	3	9	0
GA	12	13	14	12	11
FP	0	0	7	3	13
VP	0	0	0	0	0

Task two

TASK 2	Content	Organization	Language use	Vocabulary	Mechanism
EVG	8	22	16	11	4
GA	15	2	4	13	17
FP	1	0	4	0	3
VP	0	0	0	0	0

Based on the five meetings' results, the teacher had implemented Stay and Stray technique to teach writing hortatory exposition text in appropriately.

Based on the questionnaire given, the students' responses toward the implementation of Stay and Stray technique to teach writing hortatory exposition text are positive results: they felt happy and motivated.

Based on the students' writing hortatory exposition task results (first and second tasks), it could be seen that the students' writing results were satisfying.

CONCLUSION

The implementation of Stay and Stray technique to teach writing hortatory exposition text ran well.

The students could understand, identify, analyze and write hortatory exposition text in group by using stay and stray technique. This technique was joyful and motivate the students to write.

The implementation of Stay and Stray technique could help the eleventh graders of SMA Unggulan Amanatul Ummah Surabaya in learning writing hortatory exposition text.

SUGGESTIONS

The teachers should and understand the students' character to maximize the students' potential. The teacher could make this technique in their school when they think it is possible to do. The writer also hopes that for the next researchers could find another study by using this technique in different way and skill.

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