

THE SPEECH ACTS USED AMONG THE ELEVENTH GRADE STUDENTS OF “USAHA PERJALANAN WISATA” (UPW) AT SMK NEGERI 5 DENPASAR

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Abstrak

Penelitian ini bertujuan untuk mengetahui 1) tindak tutur yang digunakan siswa, 2) gaya kesantunan yang digunakan siswa, dan 3) kesalahan berbicara yang dibuat oleh siswa. Penelitian ini merupakan penelitian kualitatif, dan subyek penelitian adalah siswa kelas XIUPW di SMKN 5 ditahun akademik 2013/2014. Data peneliti dikumpulkan melalui simulasi berbicara. Hasil menunjukkan bahwa tindak tutur yang digunakan paling banyak oleh siswa adalah tindak tutur ekspresif 37%, diikuti oleh tindak tutur asertif 34%, tindak tutur direktif 18%, dan tindak tutur kommisive 11%. Gaya kesantunan menunjukkan bahwa 91% tindak tutur dikategorikan santun dan ada 9% tindak tutur dikategorikan kurang/tidak santun. Maksim yang digunakan para siswa ialah kebijaksanaan, kemurahan hati, persetujuan, dan kerendahan hati. Para siswa membuat beberapa kesalahan dalam berbicara, kesalahan tata bahasa 25%, isi 21%, pengucapan 20% dan diksi 6%.

Kata kunci: kesalahan berbicara, kesantunan, tindak tutur

Abstract

This study was focused at finding out 1) the speech acts used, 2) the styles of politeness used, and 3) the speaking errors made by the students in handling ticket reservation. It was a qualitative research, and the subjects of the study were the eleventh grade students of UPW in SMKN 5 in academic year 2013/2014. The research data were collected through simulated speech. The result showed that the speech acts that were used the most by the students were expressive speech acts 37%, followed by assertive 34%, directive 18%, and commissive 11%. The politeness styles showed that 91% speech acts were categorized as polite and there were 9% speech acts were categorized as less polite/impolite. The maxims that the students used were tact, generosity, approbation, and modesty. The errors in speaking that the students made were in grammar 25%, content 21%, pronunciation 20% and diction 6%.

Keywords: politeness, speaking errors, speech acts

INTRODUCTION

In Indonesia, English has become an important subject to be taught since we are now facing the global era. Even though it is a foreign language, but still, it starts to be taught from elementary school and continued to junior and high school even until university. The government always tries to improve the ability of the students in English. This can be seen from the changes and the developments of the curriculum over time. The curriculum that is used by the schools in Indonesia now is school based curriculum or in Indonesia it is called

KTSP. It means schools can create their own curriculum based on their needs, continued by creating the syllabus based on the curriculum that they have created. KTSP is a competency based curriculum. It means that the students are expected to achieve the competencies in the curriculum. Those competencies are named standard competency and basic competency.

There are many schools in Indonesia, and every school has their own purposes for their students to be achieved. Nowadays, many students consider continuing their education in vocational high

school with some purposes. Vocational high school itself has two major purposes, general purpose and specific purpose. The general purposes are to prepare the students to become independent and responsible citizens, to increase the students' faith and devotion, to prepare the students to understand and appreciate the cultural diversity of Indonesia, to prepare the students to be able to live a decent life, and to prepare the students to be able to maintain a healthy lifestyle, environment, science and art. And, the specific purposes are to prepare the students to be able to work independently or to fill vacancies in the industrial world as middle-level manpower, based on their interest, to make the students to be able to choose a career and persistent in the competition, also able to develop a professional attitude in the field that they are interested in, and to equip the students with science and technology to be able to develop themselves through higher education (Hidayat, 2014)

In vocational high school, there are three learning programs given, such as normative program, adaptive program and productive program. Normative program is a program filled by lessons with the competencies of norm, attitude, and behavior that have to be taught and trained to the students. Adaptive program is a program filled by lessons that function to make the abilities of the students developed and adapted over the development of knowledge, technology, art, and also the other skills that they learn. Productive program is a program filled by lessons that function to give the students the standard competency or productive ability on a particular field that is relevant with the real situation in the field itself (Hidayat, 2014).

There are some majors that can be chosen by the students if they join a vocational high school, such as hotel accommodation, art, accounting, tourism service, etc. The last major mentioned, tourism service (UPW), is a major that purposes the students to learn to be competent doing some competencies, such as handling reservation, handling the domestic and international flight ticket, producing the domestic and international flight ticket manually and using computer,

taking care of documents, being a guide, and doing the transfer service.

SMK Negeri 5 Denpasar is one of vocational high schools in Bali that has UPW classes. According to their syllabus, there are some basic competencies that should be achieved by the students, and one of them is handling reservation. In handling reservation, there are some skills that have to be achieved by the students, they have to be able to: (1) Open the conversation, (2) Identify the customers' needs correctly, (3) Offer the product properly, (4) Handle the sale problem properly, and (5) Close the conversation.

Those skills above are very important for the students to be achieved because the students are prepared to be ready to work in the tourism fields and interact with customer after they graduate from the school. The skills will be achieved well by the students if they really know how to communicate the ideas they have in their minds so that the customers will also behave or react according to what they want.

To be able to communicate well, a good speaking skill is needed. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips (EnglishClub, 2014). The other opinion comes from Tarigan in Sholihin (2013), he said that speaking is the way of communication that influences our daily life. Wilson in Sholihin (2013) defines speaking as development of the relationship between speaker and listener. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate.

The students who are not native English speakers often face concerns and apprehension when they are trying to speak in English, even if they are fluent in writing and reading the language. The most common concern that most non-native English speakers have is that they might not be understood by the people they are talking to. Speaking in English has several factors that non-native speakers can learn in order to overcome their apprehensions;

however, these factors take some practice and confidence to execute (Johnson, 2014). Brown (2004) in his book says that speaking is divided into two, micro-skills and macro-skills. Those skills should be comprehended by the students in order to be able to communicate well.

Whenever people communicate they perform actions in their utterances, and they are called speech acts (Yule, 1996). There are forces in the utterances they make, such as for stating, thanking, apologizing, ordering, etc. On the other hand, the way people utter the actions that they want the hearer to recognize is not the same. These distinctions sometimes make miscommunication between them. As it was explained before, the purposes of people communicate each other besides for expressing and sharing thought, feeling, knowledge and interpretation is also for creating and maintaining relationship between them. There are some ways to keep harmonious relationship between people, and one of them is by applying politeness.

According to Watts, Ide, and Ehlich in Karsberg (2012), politeness is a set of strategies to achieve social goals with a minimum of social friction. We use many kinds of politeness strategies in order to maintain hearers' faces. Face is the public self-image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize (Yule, 1996: 60). Saving one's face would create harmonious relationships among participants. On contrary, threatening one's face would create conflict. Consequently, speech acts and politeness are really important things to be considered by the students in communicating with the customers in handling ticket reservation in order to achieve the goals successfully.

In preliminary observation, the researcher interviewed some students to get some information about the skills that they have in handling ticket reservation. When the researcher asked some students to ask the customer's name, one of the students said:

Student 1 : Your name?

The expression made by the student is considered to be impolite, as Leech in

Wijana (1996) says that the longer an utterance the more polite it is, and he also says that the more indirect an utterance the more polite it is. The utterance made by the student was very short, moreover; it was directly uttered.

The other task given to the students was to ask the customer how he/she will do the payment.

Student 2 : When will you pay?

The purpose of the utterance should be asking the customer about the way he/she would do the payment, and it was hoped that the students got the answer, for example, by cash or by credit from the customer. However, the student's question incorrectly asked about the time when the customer will do the payment.

Student 3 : You want pay with credit card or cash?

In the utterance, the student made declarative sentence, where actually he had to make an interrogative sentence to ask the customer how he will do the payment. In the next interview to the student, it was revealed that the student did want to make the interrogative sentence, but because he had problem in grammar, so he could not make the right sentence to express it. This can lead to other problem of communication like the hearer cannot recognize what the speaker intends to deliver in his utterance.

Moreover, in the role-play of handling ticket reservation that was done by the students, it was found that most of the students produced the same expressions from the conversation text that was given by their teacher. After investigating why they produced such the same expressions when they were doing role-play, it was revealed that most of the students imitate the conversation text given by their teacher without understanding the exact meaning of the expressions and words.

The explanations before are some considerations for conducting a study about speech acts and politeness at the eleventh grade students of UPW of SMK Negeri 5 Denpasar. By this study, it was hoped that the teachers realize the ability of the students in speaking and also communication with the customer in handling ticket reservation. The result of this study, further, was expected to give

reflection toward the teachers and students in order to improve the communication skills of the students and also make the students aware to the importance of politeness in communication, so there will not be communication breakdown and impoliteness used by them.

Based on the background and the problems identified before, the research questions of this study were (1) What speech acts are used by the eleventh grade students of UPW in SMKN 5 Denpasar in handling ticket reservation? (2) What styles of politeness are used by the eleventh grade students of UPW in SMKN 5 Denpasar in handling ticket reservation? (3) What kinds of errors are made by the eleventh grade students of UPW in SMKN 5 Denpasar in speaking in handling ticket reservation?

Therefore, the objectives of this study were to find out (1) the speech acts used by the eleventh grade students of UPW in SMKN 5 Denpasar in handling ticket reservation, (2) the styles of politeness used by the eleventh grade students of UPW in SMKN 5 Denpasar in handling ticket reservation, and (3) the speaking errors made by the eleventh grade students of UPW in SMKN 5 Denpasar in handling ticket reservation. There were some theories used in this study. Those were as follows:

Speech Acts

Speech acts is actions that are performed via utterances (Yule, 1996). On any occasion, the action performed by producing an utterance will consist of three related acts. They are locutionary acts, illocutionary acts, and perlocutionary acts (Yule, 1996). Searle in Wijana (1996) states that locutionary acts is called "the act of saying something", illocutionary acts is called "the act of doing something, and perlocutionary acts is called "the act of affecting someone".

According to Yule (1996:49-51), from these three speech acts mentioned before, locutionary act, illocutionary act, and perlocutionary act, the most discussed is illocutionary force. The illocutionary act is performed via communicative force of an utterance. When we produce an utterance,

it might be to make a statement, an offer or for some other communicative purpose, and this is known as the illocutionary force of the utterance. The term speech act is usually interpreted as only the illocutionary force of an utterance.

As it was mentioned before, in an utterance, there might be a particular communicative force that is sometimes difficult to be recognized. There are two things that we have to consider to help us recognizing the illocutionary force of an utterance, they are illocutionary force indicating device (IFID) and felicity conditions.

Searle's Categories of Illocutionary Acts

According to Searle in Leech (1983), there are five categories/types of illocutionary acts based on the functions, they are assertive, directive, commissive, expressive, and declaration. Assertives commit the speaker to the truth of the expressed proposition (Searle in Levinson, 1983). Directives are intended to produce some effect through action by the hearer (Searle in Leech, 1983). Commissive is that the speaker commits to some future actions. Expressive is that the speaker expresses a psychological state. Declaration effects immediate changes in the institutional state of affairs and tend to rely on elaborate extra linguistics institutions (Searle in Levinson, 1983).

Politeness

There are some definitions about politeness theory that has been defined. According to Richard et al. (1992), Politeness is how languages express the social distance between speakers and their different role relationships. Yule (1996) stated that politeness in an interaction can be defined as the means employed to show awareness of another person's face. Being polite therefore consists of attempting to save face for another.

Brown and Levinson's Politeness Strategies

There are four politeness strategies proposed by Brown and Levinson, they are bald on record, positive politeness, negative politeness, and off-record. Yule (1996:63) says that we can directly address the other

as a means of expressing our needs. These direct address forms are technically called as being on record. According to Brown and Levinson (1987), positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants should be thought of as desirable. According to Brown and Levinson (1987), Negative politeness is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. The last politeness strategy is off record strategy, we do this by uttering a statement, but not directly addressed to the other. This strategy is also known as 'hints' (Yule, 1996).

Leech's Politeness Principle

According to Leech's politeness principle, there are six maxims dealing with polite behavior, they are tact maxim, approbation maxim, generosity maxim, modesty maxim, agreement maxim, and sympathy maxim (Leech, 1983).

Speaking

Speaking is one of the skills in English, besides; listening, reading, and writing. Wilson in Sholihin (2013) defines speaking as development of the relationship between speaker and listener. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate.

To assess someone's speaking skill, there are some categories that we can

notice, such as grammar, vocabulary, comprehension, fluency, pronunciation, and task (Brown, 2004). Sometimes, people make errors when they speak. According to Brown (2000), there are two sources of errors, interlingual transfer and intralingual transfer. Interlingual transfer is a significant source of error for all learners. It happens because of the use of one language (L1) while speaking another language (L2). Meanwhile, intralingual transfer is a source of error from the target language (L2).

RESEARCH METHOD

This research was a qualitative research. This research used ethnography approach. The subjects of the study were the eleventh grade students of UPW in SMK Negeri 5 Denpasar in academic year 2013-2014. Because of the limited time that the researcher had in conducting this research and also the activities that occurred in the school, only a class that was chosen to be the subjects in this research which was 2 UPW 1. In this research, the method that was used to collect the data was simulated speech. It was an activity that was done by simulating the real situations in producing speech acts. There were two research instruments used in this research, namely observation sheet and audio recorder. To improve the trustworthiness of this research, peer debriefers were used to help analyzing the data. The method used for the data analysis was (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

FINDINGS AND DISCUSSION

Master Table of the Speech Acts Used by the Eleventh Grade Students of UPW at SMK Negeri 5 Denpasar in Handling Ticket Reservation

No	Speech Acts Categories	Frequency	Percentage
1	Assertive	295	34%
2	Directive	161	18%
3	Commissive	100	11%
4	Expressive	321	37%
5	Declaration	0	0%
	Total	877	100%

Based on the table above, it can be seen that the speech acts that were used the most by the subject for handling ticket reservation were expressive speech acts, 321 (37%). This kind of speech acts were used when they made illocutionary forces, such as welcoming, apologizing, and

thanking. Those kinds of forces were important for the subjects to be uttered to the customer to show their pleasures, regrets, and respects. This was followed by assertive 295 (34%), directive 161 (18%), and commissive 100 (11%). There was no any declaration speech act used by the students.

Master Table of the of Politeness Styles Used by the Eleventh Grade Students of UPW at SMK Negeri 5 Denpasar in Handling Ticket Reservation

No	Maxims	Frequency	Percentage
1	Tact maxim	381	43.44%
2	Generosity maxim	104	11.86%
3	Approbation maxim	210	23.95%
4	Modesty maxim	100	11.40%
5	Agreement maxim	0	0%
6	Sympathy maxim	0	0%
Total		795	91%

The table above showed that when the tasks were given to the subjects when they were handling ticket reservation, most of the subjects had been able to make

polite speech acts. From 877 speech acts, 795 speech acts (91%) were categorized as polite speech acts and there were 82 speech acts (9%) categorized as impolite.

Master Table of the of Speaking Errors Made by the Eleventh Grade Students of UPW at SMK Negeri 5 Denpasar in Handling Ticket Reservation

	Speaking Errors			
	Diction	Grammar	Pronunciation	Content
Frequency	57	224	179	183
Percentage	6%	25%	20%	21%

The table above showed that the students made some errors in speaking. The error that was made the most was the error in grammar 25%, and then followed by error in content 21%, error in pronunciation 20% and error in diction 6%. The errors made by the subjects occurred variously. For instance, there was speech act that had only a kind of error, but there was also speech act that had two or even more one kind of errors.

were used the most by the students when they were handling ticket reservation were expressive. There were 321 (34%) expressive, followed by assertive 295 (34%), directive 161 (18%), and commissive 100 (11%). There was no declaration speech act used by the students.

Based on the findings above, it showed that the speech acts that

Expressive speech acts were used by the students when they answered task 1, task 6, and task 8. The illocutionary forces in those tasks were welcoming, apologizing, and thanking. Task 1 was a task that asked the subjects to greet the

customer when he/she just came in their offices. It is a standard speech act that should be uttered by a staff of ticket reservation to show his/her hospitality. Task 6 was a task that asked the subjects to apologize to the customer for giving/informing wrong time flight. This speech act is usually uttered by the staff of ticket reservation if he/she makes mistakes to the customer or sometimes it is just uttered to show respect to the customer. The function of apologizing is to avoid conflict with the customer and make a good relationship. And task 8 was a task that asked the subjects to thank the customer for having a reservation. In this speech act, the subjects expressed their gratitude to the customer because he/she had made a reservation in their place. This is also a way to show hospitality to the customer.

Assertive speech acts were used by the students when they answered task 4, task 5, and task 7. The illocutionary forces in those tasks were suggesting, stating, and asking. Task 4 was a task that asked the subjects to give suggestion to the customer. These kinds of speech acts used when the subjects want to help the customer when he/she is not sure about something or even has no idea about things that he/she wants. Task 5 was a task that asked the subjects to inform the customer about facilities of an airline (when they informed something, it was done by stating). This speech act is crucial in handling ticket reservation because the success of the subjects in selling the product is often based on how good they inform about their product, so that the customer can be interested. And task 7 was a task that asked the subjects to ask the customer how she/he would do the payment. It is important to ask the customer how she/he will do the payment because nowadays there

are some ways that can be used to do a payment.

Directive speech acts were used by the students when they answered task 3. The illocutionary force in in this task was asking. Task 3 was a task that asked the students to ask any information from the customer. This task is important in handling ticket reservation in order to complete any detail that is needed from the customer.

Commissive speech acts were used by the students when they answered task 2. The illocutionary force in this task was offering. Task 2 was a task that asked the students to offer a help to the customer. Offering a help to the customer is a way to show hospitality.

There should be 912 speech acts produced by the students in total, but the total data of the speech acts gathered were 877 because there were some students could not produce them. Moreover, from all 877 speech acts, there were 127 incorrect speech acts that were produced by the students.

Based on the interview to the students who could not produce speech acts and produced incorrect speech acts, it was found that the reason was because of the students' absence of knowledge in English. Many of the incorrect speech acts produced by the students could lead to communication breakdowns.

Besides the speech acts used by the students, the findings above also showed the politeness styles used by the students in handling ticket reservation. The politeness styles were analyzed using maxim theory and also analyzed by the peer debriefers. After that, the results showed that from the total 877 speech acts made by the students, 795 speech acts (91%) were categorized as polite speech acts and there were 82

speech acts (9%) were categorized as impolite.

There were many students who had been able to make polite speech acts. But there were different levels of politeness used by the students, and a lot of the polite speech acts used by the students should better be made more polite. The same opinion was also given by the peer debriefers. They said that many of the speech acts used by the students were acceptable to be used, but they thought that it could be made to be more polite.

In assertive, there were 259 polite speech acts and 36 impolite speech acts made by the subject. These mostly appear in task 4, task 5, and task 7. Task 4 was a task that asked the subjects to give suggestion/recommendation to the customer because he/she was confused which airline he/she wanted to use, task 5 was a task that asked the subjects to inform the customer about facilities that were offered by an airline, and task 7 was a task that asked the subjects to ask the customer how he/she would do the payment. The politeness style used the most in these tasks was tact maxim.

In directive, there were 127 polite speech acts and 34 impolite speech acts made by the subject. These mostly appeared in task 3. Task 3 was a task that asked the subjects to ask any information about the customer. The politeness style used the most in this task was also tact maxim.

In commissive, there were 97 polite speech acts and 3 impolite speech acts made by the subject. These mostly appeared in task 2. Task 2 was a task that asked the subjects to offer a help to the customer. The politeness style used the most in this task was generosity maxim.

In expressive, there were 312 polite speech acts and 9 impolite

speech acts made by the subject. These mostly appeared in task 1, task 6, and task 8. Task 1 was a task that asked the subjects to greet the customer when he/she just came in to their office, task 6 was a task that asked the subjects to apologize to the customer because they had given/informed a wrong time flight, and task 8 was a task that asked the subjects to thank the customer for having a reservation. The politeness style used the most in task 1 was approbation maxim, the politeness style used the most in task 6 was modesty maxim, and the politeness style used the most in task 8 was approbation maxim.

Based on the interview to the students who made less polite/impolite speech acts, the main reasons of the impoliteness made by some students were because their absence of knowledge. It included their lack of ability in English, in grammar and also in making various expressions, and their ignorance of politeness as well. The lack of grammar for example, it makes them could not differentiate declarative sentence, interrogative sentence, and imperative sentence. Those different kinds of sentences often give distinctions in politeness. Impoliteness was a form of face threatening act to the customer that could lead to serious problems.

The findings also showed that the students made some errors in speaking. The most error appeared was the error in grammar 25%, and then followed by error in content 21%, error in pronunciation 20% and error in diction 6%. The errors made by the subjects happened variously. For instance, there was speech act that had only a kind of error, but there was also a speech act that had two or even more than one kind of errors.

Those errors made by the students were caused by interlingual error and intralingual error. The

interlingual error, for example, occurred in the pronunciation errors made by the students. Most of the students were Balinese, in Balinese, they do not have the alphabet 'f' and 'v', and that was why they made errors in pronouncing words in English that consisted those alphabet. The intralingual errors mostly occurred because of the incomplete rule application. Those errors made by the students, especially in diction and content could surely lead to communication breakdowns.

The data analysis of the speech acts used by the students, the politeness styles used by the students and also the speaking errors made by the students told a fact there were connections between them. The students who made a lot of errors in speaking English were mostly also made incorrect and impolite speech acts.

When the students communicated in English, the difficulties occurred because of their lack of competencies in English and also their lack of comprehension of the norms that existed in the other culture. Those difficulties caused some problems in communication, such as impoliteness and also communication breakdown.

CONCLUSION AND SUGGESTION

The conclusion of this study was obtained from the result of analysis in the previous chapters. Based on the previous chapter, the speech acts that were used the most by the subject for handling ticket reservation were expressive speech acts. This kind of speech acts were used when they made illocutionary forces, such as welcoming, apologizing, and thanking. Those kinds of forces were important for the subjects to be uttered to the customer to show their pleasures, regrets, and respects. This was

followed by assertive speech acts that were used for suggesting, informing and also asking. Directive was used for recommending and asking. And commissive was used for offering a help. There was no any declaration speech act used by the students. Asking can be both, assertive or directive. It depends on the pragmatic meaning of the speech act. Asking in task 3 for example, it was categorized as directive because the students did not really ask any information of the customer, they ordered the customer to give it instead. However, to show hospitality or politeness, they minimized cost to the customer by asking. On the other hand, asking in task 7 was categorized as assertive because the proposition committed the students to ask the truth to the customer.

The styles of politeness used by the students were various in the tasks given. Tact maxim was used when the students asked any information about the customer, when the students gave suggestion to the customer, when the students informed the facilities of an airline, and when the students asked the customer how he/she would do the payment. Generosity maxim was used when the students offer a help to the customer. By offering a help, they maximized cost to themselves. Approbation maxim was used when the students greeted the customer in their offices, and when the students thanked the customer for having a reservation. Greeting and thanking were forms of praises that were given to the customer. Modesty maxim was used when the students apologized to the customer for giving/informing a wrong flight time. By apologizing, the students maximized dispraise to themselves because they admitted that they made mistakes.

The speaking errors made by the students in diction included the

choice of words. The error in grammar included the usage of articles, pronouns, modals, to infinitive, degree of comparison, tenses, singular and plural nouns, and the word order. The error in pronunciation often occurred when the students pronounced words that had the alphabet of 'f' and 'v'. And the error in content mostly occurred because the students' absence of knowledge.

The facts showed that the speech acts used by the students, the politeness styles used by the students and also the speaking errors made by the students had connections.

The suggestions, therefore, can be stated speaking skills, speech acts, and politeness have relationships each other. Good speaking skills will make the students to be able to communicate

well in their daily life. When they are communicating, they perform actions in their utterances, called speech acts. The distinctions of the way they perform their actions sometimes can be misunderstood by the listener, and it might lead to inharmonious relationship between them. Besides the ability to perform speech acts and apply politeness are also ways to avoid conflict and create harmonious relationship.

To be able to handle ticket reservation well, the students not only have to get more time to practice speaking at school, they also have to be taught how to express actions variously so that they can communicate well with the customer. Moreover, teaching politeness to the students would be very useful to make them able to avoid conflict and create harmonious relationship.

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