CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents three topics related to research findings and discussion that include the description of data, hypothesis testing, and discussion.

A. **The Description of Data**

In this chapter, the researcher presented the data on the students' reading comprehension achievement between students who were taught by using 3-2-1 Strategy and who were taught without using Strategy. The subject of this research consisted of two classes, they were VIII A as control class and VIII B as experimental class. The purpose of this research was to know the effectiveness of using 3-2-1 strategy on students' reading achievement of recount text in the eighth grades at MTs Darul Huda Wonodadi. The data were collected from students' score in pre-test and post-test. The effectiveness can be seen from the significant different score of students' reading comprehension achievement before and after being taught by using 3-2-1 Strategy. The researcher conducted pre-test, giving treatments by using 3-2-1 Strategy and post-test. Here, pre-test and post-test were done to obtain the score of students' reading achievement from both of the classes.

The score are divided into five criterions. They are excellent, very good, good, poor, and failed. First, the students will be categorized into *excellent* score if they got 85-100 score which means that they are able to do the test very well. Second, the students will be categorized into *very*

good score if they got 71-84 score which means that they are have a little hesitancy but they still can do the test well. Third, the students will be categorized into *good* or average score if they got 60-70 score which means that they are able to do the test quiet well. Fourth, the students will be categorized into *poor* or low score if they got 40-59 score which means that they just do the test or sometimes they confused with the question. Last, the students will be categorized into *failed* or very poor score if they got 0-39 score which means that they cannot do the test well or they do not understand English words then they answer perfunctorily.

Table 4.1 The Score's Criteria

No.	Interval Class	Criteria
1.	85-100	Excellent
2.	71-84	Very Good
3.	60-70	Good
4.	40-59	Poor
5.	0-39	Fail

1. **The Data of Experimental Class**

   After conducting pre-test and post-test for experimental class, the researcher obtained the data. The data can be seen from the table 4.2 below:

Table 4.2: Students' Reading Achievement Taught with Using 3-2-1 strategy

No.	Name	Class	Score	
			Pre-test	Post-test
1.	AF	VIII B	60	85
2.	ANF	VIII B	70	85
3.	AEY	VIII B	75	70
4.	BA	VIII B	55	80
5.	DIW	VIII B	65	85
6.	FAL	VIII B	90	90

7.	FAZ	VIII B	85	95
8.	IS	VIII B	70	85
9.	ITR	VIII B	45	65
10.	MFA	VIII B	65	75
11.	MRA	VIII B	60	55
12.	MTH	VIII B	75	95
13.	MT	VIII B	65	85
14.	MZI	VIII B	65	80
15.	MMA	VIII B	75	85
16.	MRS	VIII B	55	65
17.	MNC	VIII B	70	80
18.	MFF	VIII B	65	75
19.	NSS	VIII B	60	60
20.	PM	VIII B	75	95
21.	RF	VIII B	70	80
22.	RA	VIII B	75	75
23.	RDP	VIII B	60	65
24.	SNF	VIII B	65	80
25.	TFN	VIII B	65	60
26.	WN	VIII B	70	80
27.	ZSP	VIII B	70	85
28.	MBU	VIII B	80	90
29.	MZI	VIII B	80	75
30.	MZF	VIII B	55	80

Based on the table above, there were 30 students from VIII B as sample of this research. The descriptive statistic experimental class is as follows:

a. Pre-test of Experimental Class

The pre-test was done on March 22nd, 2019 in experimental class which this class got treatment by using 3-2-1 strategy. The researcher used SPSS 24.0 for windows to know the descriptive statistic and percentage of the students' pre-test score. The percentage divided into five criteria which had shown in table 4.1;

excellent, very good, good, poor and failed. The result of calculation is as follow:

Table 4.3: Descriptive Statistic of Pre-test in Experimental Class

Statistics

Pre-test Experimental		
N	Valid	30
	Missing	0
Mean		67.83
Std. Error of Mean		1.756
Median		67.50
Mode		65
Std. Deviation		9.621
Minimum		45
Maximum		90
Sum		2035

According to the result of pre-test in the table 4.3 above, it showed that the sum of data was 2035. The minimum or lowest score was 45, while the maximum or highest score was 90. The mean of students' score in pre-test was 67.83, the mode was 65 and the median was 67.50.

Table 4.4: The Frequency of Students' Reading Achievement before Taught by Using 3-2-1 Strategy

Pre-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.3	3.3	3.3
	55	3	10.0	10.0	13.3
	60	4	13.3	13.3	26.7
	65	7	23.3	23.3	50.0
	70	6	20.0	20.0	70.0
	75	5	16.7	16.7	86.7

	80	2	6.7	6.7	93.3
	85	1	3.3	3.3	96.7
	90	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above, the frequency of pre-test after being distributed there were not students getting failed score between 0-39 score which meant that on the students' reading achievement was failed. There were 4 students getting poor score between 40-59 score which meant that on the students' reading achievement was poor. There were 17 students getting good score between 60-70 score which meant that on the students' reading achievement was good. There were 7 students getting very good score between 71-84 score which meant that on the students' reading achievement was very good. There were 2 students getting score between 85-100 score which meant that on the students' reading achievement was excellent.

b. Post-test of Experimental Class

The post-test was done on April 10th, 2019 in experimental class. The researcher used SPSS 24.0 for windows to know the descriptive statistic and percentage of the students' post-test score. The percentage divided into five criteria which had shown in table 4.1; excellent, very good, good, poor and failed. The result of calculation is as follow:

Table 4.5: Descriptive Statistic of Post-test in Experimental Class

Statistics

Post-test Experimental		
N	Valid	30
	Missing	0
Mean		78.67
Std. Error of Mean		1.947
Median		80.00
Mode		80
Std. Deviation		10.662
Minimum		55
Maximum		95
Sum		2360

According to the result of post-test in the table 4.5 above, it showed that the sum of data was 2360. The minimum or lowest score was 55, while the maximum or highest score was 95. The mean of students' score in pre-test was 78.67, the mode was 80 and the median was 80.00.

Table 4.6: The Frequency of Students' Reading Achievement after Being Taught by Using 3-2-1 Strategy

Post-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	60	2	6.7	6.7	10.0
	65	3	10.0	10.0	20.0
	70	1	3.3	3.3	23.3
	75	4	13.3	13.3	36.7
	80	7	23.3	23.3	60.0
	85	7	23.3	23.3	83.3
	90	2	6.7	6.7	90.0
	95	3	10.0	10.0	100.0

	Total	30	100.0	100.0	

From the table above, the frequency of post-test after being distributed there were not students getting failed score between 0-39 score which meant that on the students' reading achievement was failed. There was 1 student getting poor score between 40-59 score which meant that on the students' reading achievement was poor. There were 6 students getting good score between 60-70 score which meant that on the students' reading achievement was good. There were 11 students getting very good score between 71-84 score which meant that on the students' reading achievement was very good. There are 12 students getting score between 85-100 score which meant that on the students' reading achievement was excellent.

2. The Data of Control Class

After conducting pre-test and post-test for control class, the researcher obtained the data. The data can be seen from the table 4.7 below:

Table 4.7: Students' Reading Achievement Taught without Using 3-2-1 Strategy

No.	Name	Class	Score	
			Pre-test	**Post-test**
1.	AKM	VIII A	55	65
2.	AS	VIII A	60	55
3.	ACK	VIII A	45	50
4.	ADS	VIII A	55	50
5.	DN	VIII A	60	60
6.	DND	VIII A	65	60

7.	ESY	VIII A	30	45
8.	FKF	VIII A	45	65
9.	IM	VIII A	50	55
10.	ITA	VIII A	60	65
11.	KPW	VIII A	45	70
12.	LSM	VIII A	50	60
13.	LN	VIII A	70	80
14.	LND	VIII A	60	75
15.	MFI	VIII A	35	40
16.	MAB	VIII A	65	70
17.	MAM	VIII A	40	50
18.	MAR	VIII A	55	60
19.	MA	VIII A	35	45
20.	MHA	VIII A	55	80
21.	MMU	VIII A	45	65
22.	MRA	VIII A	40	45
23.	MSR	VIII A	45	65
24.	MIH	VIII A	55	60
25.	MBS	VIII A	70	75
26.	MAI	VIII A	65	70
27.	MFF	VIII A	50	55
28.	MWN	VIII A	65	65
29.	RJS	VIII A	65	75
30.	PANS	VIII A	75	85
31.	SNL	VIII A	65	60
32.	SZK	VIII A	40	65
33.	UNF	VIII A	45	40

Based on the table above, there were 33 students from VIII A as sample of this research. The descriptive statistic experimental class is as follows:

a. Pre-test of Control Class

The pre-test was done on March 19th, 2019 in control class which this class was taught by using conventional method in learning. The researcher used SPSS 24.0 for windows to know the descriptive statistic and percentage of the students' pre-test score.

The percentage divided into five criteria which had shown in table 4.1; excellent, very good, good, poor and failed. The result of calculation is as follow:

Table 4.8: Descriptive Statistic of Pre-test in Control Class
Statistics

Pre-test Control		
N	Valid	33
	Missing	0
Mean		53.33
Std. Error of Mean		2.002
Median		55.00
Mode		45
Std. Deviation		11.502
Minimum		30
Maximum		75
Sum		1760

According to the result of pre-test in the table 4.8 above, it showed that the sum of data was 1760. The minimum or lowest score was 30, while the maximum or highest score was 75. The mean of students' score in pre-test was 53.33, the mode was 45 and the median was 55.00.

Table 4.9: The Frequency of Students' Pre-test in Control Class
Pre-test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.0	3.0	3.0
	35	2	6.1	6.1	9.1
	40	3	9.1	9.1	18.2
	45	6	18.2	18.2	36.4
	50	3	9.1	9.1	45.5

	55	5	15.2	15.2	60.6
	60	4	12.1	12.1	72.7
	65	6	18.2	18.2	90.9
	70	2	6.1	6.1	97.0
	75	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

From the table above, the frequency of pre-test after being distributed there were 3 students getting failed score between 0-39 score which meant that on the students' reading achievement was failed. There were 17 students getting poor score between 40-59 score which meant that on the students' reading achievement was poor. There were 12 students getting good score between 60-70 score which meant that on the students' reading achievement was good. There was 1 student getting very good score between 71-84 score which meant that on the students' reading achievement was very good. However, there were not students getting score between 85-100 score which meant that on the students' reading achievement was excellent.

b. Post-test of Control Class

The post-test was done on April 8th, 2019 in control class. The researcher used SPSS 24.0 for windows to know the descriptive statistic and percentage of the students' pre-test score. The percentage divided into five criteria which had shown in table 4.1; excellent, very good, good, poor and failed. The result of calculation is as follow:

Table 4.10: Descriptive Statistic of Post-test in Control Class

Statistics

Post-test Control		
N	Valid	33
	Missing	0
Mean		61.36
Std. Error of Mean		2.033
Median		60.00
Mode		65
Std. Deviation		11.677
Minimum		40
Maximum		85
Sum		2025

According to the result of post-test in the table 4.10 above, it showed that the sum of data was 2025. The minimum or lowest score was 40, while the maximum or highest score was 85. The mean of students' score in pre-test was 61.36, the mode was 65 and the median was 60.00.

Table 4.11: The Frequency of Students' Post-test in Control Class

Post-test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.1	6.1	6.1
	45	3	9.1	9.1	15.2
	50	3	9.1	9.1	24.2
	55	3	9.1	9.1	33.3
	60	6	18.2	18.2	51.5
	65	7	21.2	21.2	72.7
	70	3	9.1	9.1	81.8
	75	3	9.1	9.1	90.9
	80	2	6.1	6.1	97.0

85	1	3.0	3.0	100.0
Total	33	100.0	100.0	

From the table above, the frequency of post-test after being distributed there were not students getting failed score between 0-39 score which meant that on the students' reading achievement was failed. There are 9 students getting poor score between 40-59 score which meant that on the students' reading achievement was poor. There were 16 students getting good score between 60-70 score which meant that on the students' reading achievement was good. There were 5 students getting very good score between 71-84 score which meant that on the students' reading achievement was very good. There was 1 student getting score between 85-100 score which meant that on the students' reading achievement was excellent.

3. **The Difference of Statistical Data in Post-test of Experimental and Control Class**

Here, the researcher compared the students' score of pre-test from experimental class and control class. The result of statistical calculation will be shown as below:

Table 4.12: Descriptive Statistic of Experimental and Control Class

Statistics

		Post-test Experimental	Post-test Control
N	Valid	30	33
	Missing	33	30
Mean		78.67	61.36
Std. Error of Mean		1.947	2.033
Median		80.00	60.00
Mode		80	65
Std. Deviation		10.662	11.677
Minimum		55	40
Maximum		95	85
Sum		2360	2025

Based on the table above, it can be seen that the differences students score of experimental class and control class. It showed the highest score of post-test in experimental class was 95, the lowest score was 55, the mode was 80, the median was 80.00, and the mean was 78.67. While, the highest score of post-test in control class was 85, the lowest score was 40, the mode was 65, the median was 60.00, and the mean was 61.36.

The result showed that the experimental class which got treatment by using 3-2-1 Strategy was higher than the class without got the treatment. It meant that there was significant difference of the students' score in the test between both the classes who got the treatment and did not get the treatment. In other words, the use of 3-2-

1 strategy is effective on students' reading achievement of recount text in the eighth grade students of MTs Darul Huda Wonodadi.

In this research, the researcher used SPSS version 24.0 to know the effectiveness of using 3-2-1 strategy on students' reading achievement of recount text in the eighth grade at MTs Darul Huda Wonodadi. The result would be shown as below:

Table 4.13: Descriptive Statistic of Post-test in Experimental Class and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Post-test Experimental	30	55	95	78.67	1.947	10.662
Post-test Control	33	40	85	61.36	2.033	11.677
Valid N (listwise)	30					

Based on the table above, it showed students' score from experimental class which the students were taught by using 3-2-1 strategy and students' score from control class which the students were taught without 3-2-1 strategy. The result showed that in line of experimental class, there were 30 students (N), the mean score was 78.67, and standard deviation was 10.662. While, in line of control class showed that there were 33 students (N), the mean score was 61.36, and standard deviation was 11.677.

B. Hypothesis Testing

Hypothesis testing is used to test the hypothesis of the research. In order to know the result of significance difference between experimental class and control class, hypothesis testing is conducted. T-test is intended to test the two means from the two groups. The hypothesis formulation of this research can be seen below:

1. Null Hypothesis (H_0)

   The null hypothesis states that there is no significant difference score on students' reading achievement between who are taught using 3-2-1 Strategy and taught without using 3-2-1 Strategy, or the 3-2-1 Strategy is not effective on students' reading achievement of recount text.

2. Alternative Hypothesis (H_a)

   There is significant difference score on students' reading achievement between who are taught using 3-2-1 Strategy and taught without using 3-2-1 Strategy, or the 3-2-1 Strategy is effective on students' reading achievement of recount text.

   The hypothesis testing of this research as follow:

1. If P-value (Sig. 2-tailed) < α, H_0 is rejected and H_a is accepted

   It means that if P-value (Sig. 2-tailed) smaller than 0.05, the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted.

2. If P-value (Sig. 2-tailed) $\geq$ α, H_0 is not rejected and H_a is rejected

It means that if P-value (Sig 2-tailed) bigger than 0.05, the Null Hypothesis (H_0) is not rejected and Alternative Hypothesis (H_a) is rejected.

To know whether the P-value was bigger or smaller than $\alpha = 0.05$, the researcher computed Independent Sample T-test by using SPSS 24.0 version. The outputs are as follow:

Table 4.14: The Output of Group Statistic
Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
students' post-test score	post-test experimental	30	78.67	10.662	1.947
	post-test control	33	61.36	11.677	2.033

Based on the table 4.14 above, the data presented the performance scores of the members of one group which the students who were taught by using 3-2-1 Strategy and the students who were taught without using 3-2-1 Strategy in reading achievement. The output of Independent Sample Statistic showed that there are mean scores differences between experimental class and control class. The mean of experimental class is 78.67, while the mean score of control class is 61.36. Thus, the mean score of experimental class is higher than the mean score of control class. It can conclude that the students' score who being taught using 3-2-1 Strategy in reading achievement is increase. The number of subjects or each sample (N) in experimental class is 30 students and control class is 33 students. While, Standard Deviation of experimental class is 10.662 and Standard

Deviation of control class is 11.667. The mean Standard Error for experimental class is 1.947, while mean Standard Error for control class is 2.033. Thus, it can conclude that the value increases being taught using 3-2-1 Strategy in reading achievement.

Table 4.15: The Output of Independent Sample T-test
Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
students' post-test score	Equal variances assumed	.303	.584	6.121	61	.000	17.303	2.827	11.650	22.956
	Equal variances not assumed			6.148	60.998	.000	17.303	2.815	11.675	22.931

Based on the table 4.15 above, the result of F-test showed that P-value (Sig.) is 0.584, and it is bigger than significant level 0.05. It showed that 0.584>0.05. It meant that the t-test with equal variance assumed is used. Based on the result of the t-test with equal variances assumed, it can be seen that the $t_{obtained}$ is 6.121, with the df is 61, and the Sig (2-tailed) is 0.000. The way to test whether the null hypothesis could be rejected was

by comparing the result of Sig (2-tailed) and the level of significance 0.05. If the result of Sig (2-tailed) is smaller than the level of significance 0.05, the null hypothesis can be rejected. Conversely, if the result of Sig (2-tailed) is bigger than the level of significance 0.05, the null hypothesis cannot be rejected. Comparing to the level of significance 0.05, the value of Sig (2-tailed) is smaller (0.000 < 0.05). It means that the null hypothesis can be rejected. Because Sig (2-tailed) is smaller than the level of significance 0.05, the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is any significant difference of students' reading achievement of recount text between those who are taught by using 3-2-1 Strategy and those who are taught without using 3-2-1 Strategy. From the explanation above, it can be concluded that 3-2-1 Strategy is effective for increasing students' reading achievement of recount text.

C. Discussion

In this part, the researcher presents the discussion of analyzed data that has been presented in previous sub chapter. Based on the analysis, the mean of post-test from experimental group is 78.67, while the mean of post-test from control group is 61.36. Then, the result of hypothesis testing shows that P-value or Sig is smaller than 0.05 (0.000<0.05). It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be said that there is a significance difference on students'

reading achievement which are taught using 3-2-1 Strategy and taught without using 3-2-1 strategy. It also indicated that after the researcher gave the treatment to the experimental group, their score were really increased than before. In this case, the students who taught reading comprehension of recount text by using 3-2-1 Strategy are better than students who taught reading comprehension without using 3-2-1 Strategy. So, it can be conclude that 3-2-1 Strategy is effective on students' reading achievement of recount text.

Based on the research method in chapter III, the researcher conducted quasi-experimental which the design divided into two groups of pre-test and post-test. The groups consist of control group and experimental group which they are from VIII A and VIII B students of MTs Darul Huda Wonodadi. The first step is the researcher conducted pre-test to the both experimental group and control group. The test form was reading test which consisted of 20 questions of multiple choices and the material about recount text from syllabus. The purpose of the test that used was to know the students' earlier knowledge before they got the treatment and the basic competence.

The next step after pre-test done, the researcher gave treatment to the both of classes with the difference method. In the experimental class the researcher used 3-2-1 Strategy to teach students in reading comprehension of recount text. While the control group, the researcher used conventional method and using white board and students' worksheet

as the media of teaching in reading comprehension of recount text. Although at the first some students confused and did not understand in applying the strategy with the text but slowly they can understand it by the guidance of the researcher. Overall, it was really clear that the students who got the treatment feel more enthusiastic and very enjoying in teaching learning process. However in control class, the students looked not interested and talking each other when the researcher delivered the material.

In this case, the researcher did some steps on the treatment. First, the researcher gave student the 3-2-1 chart and a reading passage of recount text. Next, the researcher guided student through the chart. For the first way, the students were asked to find 3 things as the points of topic in each the paragraph that they have learned from the recount text. They identified the key fact then pour their understanding onto written form and explain their written with their own word. The researcher guided the students to highlighting, underlining, or any other way to help them find the important things of the text easily. Then they continued with 2 of interesting items that they have identified. Here, students chose the most interesting things in each paragraph they found from the text. The teacher encourages students to look for what they mostly interested them in the recount text they read. Last, students give 1 question about the text. The question will help students when they find misunderstood about sequence

of event or unclear explanation from the text or further clarification about the topic.

After the treatment has done, the researcher gave post-test to both of classes. The test was also reading test which consisted of 20 questions of multiple choices and the material about recount text from syllabus. The post-test was conducted to know students' score after they got the treatment.

The finding of this research states that 3-2-1 Strategy is considered as an effective for the students' reading achievement. It also can be seen in the treatment process. For example, previously the students got the treatment they faced difficulty to comprehend the text. However, after the researcher introduced the 3-2-1 Strategy the applied it to guide them in comprehending the text, they can little by little easily to understand the information from the text. Moreover, the students are more interested in reading after the researcher applied this strategy. In addition, they were more confidence to summarize the English reading text because of this strategy. According to Vicky Z-Coe et al (2005:383) stated that one of their goals in reading is to maximize students' interaction with text; the more students get involved with text, the higher the probability of comprehension. Students are motivated because the discussion of 3-2-1 strategy is based on the ideas that they found, addressed, and brought to class.

Regarding on the result of data analysis above, it's also strongly with previous study as stating that 3-2-1 Strategy is considered as an effective for students' reading achievement. The first previous research is done by Almasadani (2011) he conducted the 3-2-1 strategy on EFL learners' reading comprehension for college-level students. The method of this research was quasi-experimental. The finding of this research showed that the 3-2-1 strategy was effective in boosting reading comprehension. The second research is done by Ika Nur Aini (2015) she conducted the 3-2-1 strategy to improve Vocational school students' in reading comprehension skills. The sample of her research is the third grade of Vocational High School students of SMK Saraswati Salatiga. She used Classroom Action Research (CAR) as her research design which it conducted two cycle of action research. She showed the mean of post-test from both of cycle I and cycle II were higher than the pretest. The finding of her research showed that applying 3-2-1 Strategy can improve students' reading comprehension skills. The third research is done by Susi Sesilia, Endang Susilawati, and Syarif Husin (2015) they conducted 3-2-1 Strategy in teaching reading comprehension on narrative text. The sample of this research is the tenth grade students of SMA Santo Fransiskus Asisi Pontianak. The research design is used pre-experimental with one group of pre-test and post-test. The result showed from the data calculation that the degree of the effectiveness was 1.01 and it was categorized as high. The finding of this research showed that 3-2-1 strategy was effective in

teaching reading comprehension on narrative text to the tenth grade students.

The 3-2-1 strategy is not the best one of reading strategy to increase students' reading comprehension, but this strategy is easy for students to master and remember. This strategy is the good way to actively meaningfully engage the students with the text (Vicky Z-Coe, 2005:383). Moreover, Marlini (2014:169) said that 3-2-1 Strategy made students to be active in teaching and learning process, because they worked in group and share their opinions one each other in group discussion. Helping students read for understanding, develop as strategic learners, and become engaged in their reading is at the heart of reading instruction. The students can benefit from having well-developed repertoire of comprehension strategies.

From the explanation above, it can be conclude that 3-2-1 strategy is effective on students' reading comprehension and teaching reading comprehension for any level of English Foreign Learner (EFL) students. Especially in this research the strategy above is accepted by the researcher which 3-2-1 Strategy is effective on reading comprehension achievement to the Junior High School, because it can increase the students' reading achievement of recount text in the eighth grade at MTs Darul Huda Wonodadi.