

The Implementation of Speaking and English Dormitory

Program: A Case Study

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Abstract

This research was aimed to investigate: (1) the objective of speaking and dormitory program, (2) the strategies used in both programs, and (3) the management of the programs in Smart International Language College. The research design used was descriptive case study with interview, observation, and documentation as the instruments. The data was analyzed by qualitative data analysis by Miles and Huberman (1994); data reduction, data display, and drawing conclusion. The researcher stayed in dormitory and joined the programs for two weeks. The finding showed that speaking and dormitory programs were done twice in a day. In preparation, the tutor must join "asistansi" by joining and observing the class for a month to feel the real class atmosphere. Then, it is a must to join "micro teaching" by teaching the Smart team including the director who being the students to get some evaluations. Both programs were evaluated as internal and external evaluation. Smart ILC had some uniqueness. Smart had its own standard time called WIS (Waktu Indonesia Smart). Also, Smart had test schedule called "Placement Test". In the class, the different color was used in different function. There were black, red, blue, and green.

Keywords: descriptive case study, speaking, dormitory program

INTRODUCTION

English has been an international language around the world. It makes English being very important (Sayuri, 2016:48). Although, Indonesia language has been promoted as international language especially in Asia, English still plays important role by increasing the number of learners and courses in Pare as English Village of Indonesia. Wicaksono (2016) mentioned that there were 20 courses in 2000, 72 courses in 2005, 110 courses in 2010, and 145 courses in 2015. It means, there are enthusiasms in learning English.

The course in Pare means non-formal education in learning language, especially English. It is called Kampung Inggris (English Village) because of the high number of courses there. Also, it is known as "educative destination" because the high number of courses and the uniqueness of phenomena which the learners can practice their English with the society including owner of café, siomay and batagor seller, ojek driver, etc. (Yulianingsih, Supriyono, Rasyad, and Dayati, 2018:369). In supporting learning English, especially speaking, some courses in Pare offer the dormitories or camps. The dormitories are differentiated between the dormitory for boys and girls. Commonly, there are two daily programs at dormitory in Pare. Ahsanu, Februansyah, and Handoyo (2014:386) mentioned that the two times of dormitory as daily programs are in the early morning (after subuh) and evening (after magrib). Also, there are many strategies used in dormitories such as lecturing, question and answer, grouping, presentation, debate, and role play.

Unfortunately, the fact that the researcher found from questionnaires was surprised. As the result, there are 47 respondents. There are 37 respondents or 79% who stay at dormitory while studying English in Pare. It means, almost the respondents know about the dormitory in Pare. The respondents have high number of agreement that not all dormitories in Pare can control the

requirement of full English in communication. There are 40 respondents or 85% who agree. 18 respondents or 38% had ever stayed in dormitories which failed in controlling the English area. Then, 34 respondents or 72% had ever heard that their friends beef about their dormitories which failed. In general, it can be concluded that some courses fail in controlling the dormitories to require to aware the students in using English for communication.

Based on the background issue, the researcher plans to conduct a research in Pare as Indonesia English village to investigate the strategies used by the teachers or tutor in speaking and dormitory program. Also, it investigates the management of program including preparation, implementation, and evaluation some programs' activities. Pare has uniqueness since the members of a dormitory are learners with different level, age, and background.

METHODS

Design

Based on the aim of this research, to investigate the strategies used in speaking class and dormitory in Smart International Language College, the researcher used qualitative case study. It was suitable to describe the unique fact of teaching and learning process in Speaking and dormitory program of Smart ILC. The objective of this study was to describe the objective of speaking and dormitory program, strategies used in both programs, and management of the programs' activities including preparation, implementation, and evaluation. Zainal (2007:3) mentioned "Descriptive case studies set to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader use them." It means descriptive qualitative case study is in line with the aim of this research; to describe facts naturally.

Setting

This study was conducted at Smart International Language College (ILC) which is located in Cempaka street No. 9A, Tegalsari, Pare, Kediri. This study observed the speaking class and the first story (dormitory for boy). Both speaking class and first story were in the same place at Smart ILC.

Participants

There were three participants of this study; (1) the director, (2) the tutor of speaking class, and (3) the tutor of dormitory. The director of Smart ILC was graduated from a private university in Malang as master of education. She had joined some courses in Pare and established her own course since 2002. It means that he has been director for 17 years. The tutor of speaking program was graduated from a private university in Kediri as bachelor of education. She had joined some courses in Pare and teaching speaking class for 5 years. Then, the tutor of dormitory was graduated from a private university in Makassar as bachelor of English literature. He had joined some courses and ever been tutor of dormitory in 2008 for some years. Then, he had been tutor again since 2018 until now.

Instruments

Interview

The research instruments of this study were interview, observation, and documentation. It is also called as triangulation. The researcher used structured and unstructured interview to get information from the subjects of sources data; the director and the tutors of Smart ILC. The structured interview was used to get the data to answer three research questions. The unstructured interview was used to have free question and answer about what needs to be clarifications.

The questions that were delivered to the director of Smart International Language College were 15 items, for speaking tutor were 15 items, and for dormitory tutor were 20 items. The interview questions were validated to the experts. The first expert is an experienced lecture. She is a lecture in University of Mayjen Sungkono Mojokerto. Also, she is a head of Islamic boarding school Al Khadijah Mojokerto. It means she understands about implementation or management a program well. The second expert is an ex tutor of Smart International Language College Pare. He had ever been tutor of dormitory for five years. It means he is experienced tutor especially in the dormitory.

Observation

Observation was used to observe the strategies and activities conducted in Smart ILC. The researcher observed learning and teaching process in speaking and dormitory program. The researcher had stayed at dormitory for two weeks. The researcher joined the programs in order to get data as natural as possible. In the dormitory, the researcher joined two daily programs. There were two free time in a week. It means that the researcher had joined 24 meetings in the dormitory programs. It can be seen in the appendix of observation data.

Documentation

The documentation was used to enrich the data from interview and observation by analyzing the document such as brochure of Smart ILC. It was important to get the other data about programs, fee, and schedule of placement test. Also, the documentation used to take some pictures related to the activities based on the scope of this study. It needed to ask permission because in the programs, the participants were not allowed to use smartphone.

Data Collection

The research was conducted in Smart International Language College started from 4th April 2019 until 18th April 2019. The researcher registered as a member of dormitory and stay for two weeks to observe the strategy and implementation of speaking and dormitory program. Then, the researcher started to transcript and analyze the data from 19th April 2019 until 26th April 2019. During the period of conducting the research, the researcher did the interview with the director and the tutors. The interview with the director was done in 11th April 2019. The interview with the tutor of speaking program was done in 12th April 2019. Then, the interview with the tutor of dormitory program was done in 13th April 2019. During observing learning and teaching process of Speaking and dormitory program, the documentation was also conducted.

Data Analysis

The data was analyzed with three common steps in qualitative research by Miles and Huberman (1994). It was data reduction, data display, and conclusion. After having data collection in 18th April 2019, the data was analyzed as data reduction from 19th to 26th April 2019. It was done by listening the interview recording and transcript the data into words based on the interview guidance lists. Then, in data display, the data was grouped into three groups based on the research questions. The observation data was displayed as table based on the schedule of weekly activities. The last step was drawing conclusion. The researcher concluded the data analysis as conclusion of this research as descriptive as possible.

FINDINGS

Speaking program at Smart ILC was established in 2002. Three years later, S'tory or Smart dormitory was established. It was caused some learners went to Pare in order to mastery only speaking skill. For this reason, the dormitory was

needed to help students in building habit formation to use English in daily communication. Speaking program in Smart ILC has three levels. There are Primary Speaking, Secondary Speaking, and Tertiary Speaking. It is supported by two dormitories; The First S'tory and Second S'tory. The first S'tory is the dormitory used for boys and the Second S'tory is dormitory used for girls. The director mentioned that the target of both programs; speaking and dormitory, the students can use English as language not only speaking but the students can express or get the meaning, understand how to communicate and how to pronounce well. The dormitory is used to help the students in order to use the language, not only speak up in foreign language.

The various strategy used in Speaking Class is divided into two categories. They are monologue and dialogue. Monologue includes Topic Table Session (TTS) and Presentation. Then, dialogue includes game, debate, and conversation. Then, in dormitory, the strategies used are presentation, speech, discussion, debate, and telling story. These strategies are scheduled well for daily morning and evening programs.

In the Speaking class, and the other programs, the tutor needs to have called "Assistansi". He or she is being assistor and join the class for a month. It is one of the requirements to be tutor in each program and level. It is used to feel the atmosphere of class because different level has different character. Then, the tutor needs to have micro teaching. It is conducted for one hour in front of the director and team who are being the students. After that, the tutor is evaluated for all aspect; how the style, intonation, character, material, and other which is general and personal. Then, the tutor of dormitory was taken from ex member of the dormitory who knew the programs and tradition of Story (Smart Dormitory) well. He or she must finish the third level of speaking as a highest level in Smart ILC. As a tutor in speaking class, he or she must join the micro

teaching which was conducted in a day for one candidate. The candidate of dormitory tutor could choose one program whether morning or evening program to be done in the micro teaching.

Speaking class is conducted twice in a day. There are Study Class (SC) and Main Class (MC). SC is started at 07.00–08.30 WIS. It is used to study grammar because speaking model used in Smart ILC is academic speaking, so it needs to learn grammar for speaking. It is handled by Ms. Fildzah. WIS is an abbreviation for Waktu Indonesia Smart (Smart Indonesia Time). This is also one of the uniqueness of Smart ILC. The time is made equal for all learners and tutors in Smart ILC. It is important to support the disciplines since learners and tutors are from different part of Indonesia times. Also, different smartphone has different time for some seconds or minutes.

Then, MC is started at 08.30-10.00 WIS. It is used to have speaking activities. It can be said that in this class, the students practice their speaking. It can be done by monologue or dialogue activities. It was handled by Mr. Ami. Besides SC and MC, the students have Study Club Mandiri (SCM). This is used to help students in improving their understanding of material or their speaking skills. It is handled by the senior level. In this study SCM was handled by Ms. Neni who is student of Tertiary Speaking. Then, dormitory programs was also twice in a day. There are morning and evening program which were started after praying subuh and magrib. The activities in dormitory were scheduled well. It is written as a table in the white board and patched on the wall.

Speaking program is evaluated by internal and external evaluated. Internal means the evaluation is done by the tutor to know how the material is running and how the students' skills are. It is including daily oral, midterm test, and final exam. Daily oral is used to know whether the students understand the material that has been given or not. It is used in the first ten minutes for Study

Class in the morning. Then, midterm and final exam test is to know the students improvement and final score which determines them to move to the next level freely or they need to join the placement test. The students' scores are shown in front of the office. In dormitory, internal evaluation is used in daily and weekly. The daily evaluation is conducting in every after praying magrib. It is a kind of short evaluation to discuss about picket schedule in dormitory such as cleaning the floor, cleaning bathroom, etc. Then, in every week, there is sharing time. It is scheduled in every Thursday night. It is used to discuss the problems whether social or personal of each member. Sharing time is started at 20.00 WIS until 23.00 WIS and sometimes 00.30 WIS conditionally based on the situation and condition of discussion. The external evaluation is Rapat Pengajaran (RP). It is used for twice in every two weeks. It is an evaluation with the director and Smart ILC team. This evaluation is used to discuss the class and dormitory, the students' abilities and levels, and problems that occur and the solutions done to solve them. Also, the material is evaluation whether it is run well and still appropriate or not. Then, the director and team give some suggestions and critics.

DISCUSSION

The background reason that speaking and dormitory program were established were some students had gone to Pare only for mastering the speaking skill. They want to have good ability in communication using spoken language. The dormitories were used to help students in building habit formation to use English in daily life. The interesting to mastery only speaking skill than others was caused the role of speaking in language learning. Speaking is known as a superior skill (Sobhi and Peece, 2018:1). It plays important role in learning and teaching language (Bozkirli and Er, 2018:66). Also, in

communication used, speaking is the most importance skill (Dewi, 2018:127). For this reason, in Pare, most of the courses offer speaking class. Speaking skill needs habit formation because it needs more practice as often as possible (Ikramuddin, 2017& Zyoud, 2016). It means an English dormitory which is used to help students in building their habit to use English in daily life is very importance.

In the speaking class, the strategies used were divided into two; monologue and dialogue. In monologue, there were Topic Table Session (TTS) and presentation. In dialogue, there were game, debate, and conversation. Topic Table Session means asking students to interview their friend based the statement in the table. They did face to face and move to have another face to face interaction. Askia, Manurung, and Wahyudin (2016) Mentioned that communication in the spoken language commonly happen in face to face interaction and the use of gesture can help the listener to understand what the speaker means. Also, the teacher should use suitable activity for the students such as game to make them interest and enjoyable. It means that by using face to face interaction as in topic table session, the students can use their vocabulary and gesture to have negotiation of meaning to express their ideas or avoid misunderstanding. Similar with them, Oradee (2012:533) mentioned that speaking skill can be developed by communicative activities such as puzzle jigsaw, game, problem solving, and role-play. It means that speaking as the productive skill can be developed by activities which ask students to speak up. Commonly, game can be used to engage students' motivation and interest. It can make the students enjoy the learning activities. For this reason, game is used whether in speaking class and dormitory programs. Besides game, in the dormitory, the strategies used were presentation, speech, discussion, debate, and telling story. The strategies used were scheduled well as weekly activities.

In speaking class, the tutor needed to join "asistansi" program. It was used to know the real situation in a class level and also feel the atmosphere. The candidate of tutor must join the program in full time which was one month. She or he must take note how to teach the materials, how to make the class active, how to have solution for occurred problems, and everything that was needed to write. Then, the candidate of tutor must join micro teaching program. It was conducted for one hour and joined by Smart team and the directors in the micro class as students. Smart team including the director would evaluate the tutor candidate about some aspects such as the teaching style, the language used, the way in explaining the materials, answering questions, having occurred problems, gesture, intonation, etc. It would discuss many aspect and done in the evening. Darwish and Sadeqi (2016) mentioned that micro teaching play important role for the teacher candidate to achieve teaching skill and experiences in the classroom environment naturally. Also, it was used to help the teacher candidate to organize the teaching practice in the class. Similar with them, Reddy (2019:65) stated that micro teaching helps teacher to understand the process teaching and learning and how to teach well. It means that micro teaching is very useful for teacher candidate before being teacher. Tutor of dormitory also had to join micro teaching. He or she presented a material whether as morning or evening program. Then, he or she was evaluated by Smart Team and the director. Micro teaching was done in a day for one micro teaching because it discussed many aspects. The tutor must be ex member of Smart dormitory. It was important to make sure that the dormitory tutors know about dormitory and its tradition. Also, he or she must finish the highest level of speaking class in Smart ILC. The dormitory tutor prepared the material and activities based on students level and interest.

Speaking class had two activities as daily. There were Study Class (SC) and Main Class (MC). SC was used to have material about basic grammar for speaking. It was caused in Smart ILC, the speaking model was academic speaking. For this reason, grammar was also taught. Leong & Ahmadi (2017) stated that the speaker should master some component of speaking skill such as grammar, pronunciation, vocabulary, fluency, and comprehension. For this reason, to be a good speaker is not easy. The components including grammar are very important to avoid misunderstanding in a communication. This statement is supported by Praise & Meenakshi (2015:101) who said that grammar can help the language user to control of expression and communication and avoid misunderstanding in a communication. Then, MC was used to have speaking activities. It could be practicing class because in this class, students were given activities to speak up. It could be done by dialogue such as game, debate, and conversation or monologue activities such as presentation, speech, and telling story. In this class, the students were trained to practice their speaking and it was important because in learning speaking, the students need a lot of practicing activities. It is in line with Leong & Ahmadi (2017:35) who stated that learners need to practice in learning speaking as often as possible. Also, there was additional class which was called as Study Club Mandiri (SCM). It was said Mandiri or independent because this class was conducted without the tutor in the speaking class. This class was handled by the senior student who was in the secondary or tertiary speaking. It was done twice in a week. It could be done by discussing the grammar material for speaking or doing activities to practice the students' speaking.

Speaking program had two evaluations. There were internal and external evaluations. In the internal evaluation, there were daily oral, midterm test, and final examination. It was done by the tutor. In the external evaluation, there was

called Rapat Pengajaran. It was done twice in two weeks. It was done by the tutor with Smart Team and the director to discuss the class, the students' abilities and levels, and problems that occur and the solutions done to solve them. It can be said that Smart ILC used the concept of Team Teaching for the programs. In Preliminary Speaking, there were Mrs. Fildzah and Mr. Ami as the tutors. Also, the director would evaluate them in teaching meeting and it was important to know the progress of learning and teaching process. It is supported by Yudhi and Mazizah (2016:180) that team teaching is useful to develop the teachers' teaching quality by discussing the strength and weakness of teaching implementation to be improved in future teaching process. The dormitory evaluations were same. There were internal and external. The external was same with speaking class, it was Rapat Pengajaran. Then, internal evaluation was in daily and weekly. In daily was done after praying Magrib. Weekly evaluation was done in Thursday night. It was called "sharing time" and students were allowed to share many topic to be discussed whether social or personal problems. It was important to know the students' progress based on their opinion and also the problems that faced them in the weekly evaluation. It means, while period of learning in a level which was a month, the students had four meetings as sharing time to discuss their private or social problems faced in the class or dormitory. Then, daily evaluation was useful to build students' responsibility character about their schedule of cleaning. Ugiljon, Anakhon, and Gulnoza (2018:27) mentioned that in the speaking test, some aspect will be assessed such as grammar, pronunciation, fluency, content, organization, content, and vocabulary or diction. Also, the teacher should make the students enjoy and feel comfortable in taking test by choosing material based on students' interest, age, and level. Similar with them, Amri (2010:116) stated that

in the direct speech test, the content being assessed must be familiar with students experience, knowledge, and skill level.

CONCLUSION AND SUGGESTION

Smart ILC had some uniqueness. In controlling the discipline of time, Smart had its own standard time called WIS (Waktu Indonesia Smart). The learners in Smart were explained about its time and allowed to check off their time based on Smart's time. In receiving the learners, Smart had test schedule for the learners who want to take any program out of basic level. It was called "Placement Test". For this reason, Smart ILC was also famous said that class chooses student not student chooses class. Then, the students were free in wearing dress since it was polite. In fact, some students wore sarongs, shorts, and t-shirt. In monitoring the programs, the director was very discipline by evaluating the progress of each program. There was Rapat Pengajaran as meeting for Smart ILC team which was conducted twice in two weeks.

In specific, speaking class and dormitory had their own uniqueness. First, in speaking class, the learners also taught basic grammar because the speaking model used in Smart ILC was academic speaking. The learners who wanted to take Secondary Speaking (level 2 of speaking), they were tested spoken in order to determine speaking skill and written in order to determine the grammar skill. Second, speaking class had very detail information as activities schedule for a month which is called "Contract Forum". It was about when we learn what, references used, scoring, time used (WIS), parking area, and cultures in Smart ILC. Also, the agreement for smoker was discussed. The different colors were used for different meaning. There were black, red, blue, and green. Also, the students are invited to use different color in their written. The different color used in different function. The black was used to write materials, the red for

function or pattern, the blue for word class or name of combination, and green for the others. Last, it was very discipline for absence. Some students could not join final examination if they were absence more than three times whether with permission or not.

Then, dormitory also had its own uniqueness. First, each member must take speaking and pronunciation program out of dormitory programs. It means, the students who had taken speaking program in other course and wanted to join Smart's dormitory, they needed to take basic speaking class or join placement test to take higher level of speaking. Second, it was very discipline to control English area. It was controlled not only by the tutor of dormitory but also the senior member of dormitory. The punishment was based on agreement whether he was jumped into a river or speech in a place such as beside a street or in front of dormitory for girl. Third, dormitory had guidance culture. The senior member would guide the new member to eat together and study together in free time. Forth, the members were given a new name based on agreement to make them more familiar. Last, there was "Sharing Time". It was used to evaluate and discuss anything whether social or private problem of each member as weekly evaluation.

This research limits to investigate the dormitory for boy and preliminary speaking as basic level of speaking in Smart ILC. So, further researcher can do research in different level of speaking class, group of dormitory, and also different institution as English course in Pare. Also, the "asistansi", micro teaching, and Placement Test are interested to be research in detail.

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