

THE STUDY OF FOREIGN LANGUAGE SPEAKING ANXIETY FOR ENGLISH EDUCATION IN FOURTH SEMESTER OF UNISMA

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Abstract: This study was carried out to identify the factors of students' anxiety and the strategies used to reduce speaking English anxiety based on their experience in the fourth semester of English Education at the University of Islam Malang. The researcher then conducted this research to give a detailed description of what were the factors and how were the strategies to reduce speaking anxiety.

In this study, the researcher used a qualitative approach with a descriptive qualitative design. The participants of this research for the fourth semester of English education were 41 students from classes A and C who answered the questionnaire then two people who were interviewed from the results of the questionnaire who had low anxiety to provide strategies that had been used to reduce it. The data was collected through an online-based questionnaire and an online-based interview. The Instruments used in this research were questionnaires and open-ended interviews.

The result of the study showed that there were three kinds of students' anxiety in speaking English in the fourth semester of English education at the university of Islam Malang and the researcher took the highest anxiety resulting from questionnaire and interview based on Horwitz and Cope (1986) theory, such as communication apprehension where students felt anxious when could not pronounce the word correctly, being worried about grammar mistake and worried about limited of vocabularies. Secondly, test anxiety, where students were still worried about making mistakes, feeling anxious when they were called to speak, and so on. The last was fear of negative evaluation, where the students were afraid of being criticized badly by people who speak better than them. The next is strategies from students' fourth semester based on Kondo and ling (2004) theory, there were three kinds of strategies that had been used such as preparation, in which students could practice more, watching a movie that shows many vocabularies, and learn structure more in grammar. Secondly was relaxation, where the teacher could create group work to reduce student anxiety, giving time to think for students and feel less nervous if they knew each other better and last was positive thinking where strategies of being confident were used by students to reduce anxiety in speaking English.

Keywords: Foreign Language, Speaking Anxiety

INTRODUCTION

At present, English is a crucial language in our life. In the learning process, English often replaced other languages (Crystal, 2003). Indeed, Indonesian also prioritize English become a local and extracurricular subject and as a subject to be taught in elementary school, junior high school, senior secondary school, and the subject of the advanced education organization or college.

Nowadays, English is also a very vital language to be mastered because English is used in almost all aspects of life, for example in academics, business, and technology

internationally from this hopefully, Indonesian students can master the English language through their education.

In learning English, five language skills need to be mastered by students, such as grammar, listening, reading, writing, and speaking. According to Paramasivam and Zhiping (2013), one of the most crucial skills to master is speaking. It means speaking is often used in everyday life because speaking is one of the easier tools to communicate. In speaking, students can communicate directly and others can give and grab responses in a fast time. According to Rajitha and Alamelu (2020), speaking is considered a form of human communication that is easy to be done and it is very practical. It means speaking is a crucial element because often one's opinion about students usually depends on their ability to speak fluently and easily understood. By learning speaking English, it is easier for students to exchange opinions directly, have opinions and get information. Moreover, people must master speaking because it is one of the most crucial elements in learning English, as well-known speaking is not easy, but students must try to develop it as long as it is a way to express opinions and ideas.

However, many problems often arise from students in mastering speaking. Probably the most serious issue that students frequently face in speaking is anxiety. Anxiety can harm a student's ability to interact in a regular classroom and it is most seen during presentations or performances when speaking. If students have low anxiety, students can find it easier to practice speaking well and fluently. According to Rajitha and Alamelu (2020), speaking uneasiness can be from a slight sensation of "anxiety" to a significant degree of dread, handshaking, shivering, perspiration, scared, forgetfulness, blankness, stomach discomfort, dry mouth and throat, fast heartbeat, and high-pitched voice are the most common symptoms of speaking anxiety. It means that these signs often appear in students who feel anxious during presentations in class.

Anxiety could make an impact on student learning. Rajita and Alamelu (2020) stated that many factors can cause students to feel anxious such as aspects of language, grammar, and pronunciation, as well as peer pressure, stage fright, lack of confidence, and shyness. It means that some of these reasons often occur that can make students feel anxious when speaking and presenting in class. Therefore, lack of practice in speaking can cause students to have lack confidence, feel shy, and not be fluent in speaking English. Haryudin et al. (2018) add that speaking English is a foreign language that

must be implemented often with a lot of practice in order they can master it. Furthermore, language success is often measured in terms of the ability to speak the target language, and speaking fluently is very important for student learning to be able to communicate well inside and outside the classroom.

Mostly, students are afraid or unsure of communicating in English because of being afraid of making mistakes. Usually, students think being wrong in speaking can be scolded by the teacher, ridiculed, or laughed at by their friends so students prefer to be silent and sit passively. While others believe that English is very difficult so it can make students much more anxious to speak in class.

Ardhi (2016) stated that the most problems faced by students to feel anxiety in learning speaking skills were limited of vocabulary, inability to pronounce words clearly and lack of speaking confidence, and fear of making mistakes when speaking. In addition, students feel not confident and shy to express opinions and ideas because they were afraid of making mistakes in pronouncing the words and have a lack of vocabulary. The reason for conducting this research at the University of Islam Malang is because the researcher is interested to investigate the factors that cause students to feel anxiety and the strategies to overcome speaking English for the fourth semester of English education. After all, they had more experience in learning speaking.

Based on the reason above, the researcher analyzed this Thesis entitle “The study of foreign language speaking anxiety for English education in the Fourth semester of Unisma”.

METHOD

Research Design

A research design was an arrangement that was utilized to carry out the answer to the research questions. A qualitative case study was used in this research. Descriptive research, according to Seliger et al. (1989), was a study that explained, specified, described, and explored a topic without the use of experimental manipulation. Furthermore, Palmer and Bolderston (2006) stated that through the subjective experience of the participants, qualitative research seeks to gain insight into the meanings and specifically experienced in certain social phenomena. In this case, the

researcher could obtain more in-depth information about speaking anxiety. This study focused on students' anxiety in speaking English, and the strategies used in learning English encountered by the Fourth semester of UNISMA.

Participants

The participants deliberated in this study were UNISMA students in semester 4 of English Education. The reason why the researcher chose students in semester 4 as the participants were because students in semester 4 already had more experience in learning English directly or face to face than beginners. The research focused on students' experiences on the factors and strategies that were faced by students when speaking in class. There were 4 classes in semester 4 and only 2 classes filled out the questionnaire and 2 students for the interview, students who had low anxiety had been interviewed from the results of the answers questionnaire given by the researcher.

Instruments

The instrument served as a tool for collecting research data that needed to be studied. In this qualitative research study, the researcher used two research instruments, namely questionnaires and open-ended interviews. The main aim of this study was to collect information through interviews and questionnaires, using Zoom and google forms by four-semester students of the English Department to make a deep investigation what their anxiety factors, and strategies used to overcome anxiety in learning speaking.

Data Collection

A questionnaire was used as the first data collection. There were 4 classes in semester 4 and the researcher took 2 classes to be examined about their speaking anxiety in English. Next, the researcher asked permission from the fourth-semester lecturer to give the researcher time to share the questionnaire that was filled out by classes 4A and 4C. The questionnaire used English so the researcher got answers in English directly from them. They were given 30 minutes to complete the Google form questionnaire.

The second technique of collecting the data was open-ended Interviews. This interview session was done right after the participants fulfilled the questionnaire. There were only 2 participants were interviewed to represent 41 responses to the questionnaire. The purpose of holding this interview was to obtain the necessary data related to the student's experience with the factors of anxiety also strategies used to reduce speaking anxiety.

Data Analysis

The first data that need to be analyzed was the questionnaire. The questionnaire was analyzed using a formula from Sugiyono (2013). The second data was interviewed. Firstly, the researcher carefully listened to the recorded interview about their anxiety, the factors that contributed to their anxiety, and the strategies they used toward learning speaking English. After analyzing the recorded interviews, the researcher copied all student responses to the transcript. After that, the transcript was analyzed and organized.

FINDINGS

The researcher used Google Forms and Zoom applications as tools to collect the data. The finding aimed to answer the research problem of this research. The researcher used two instruments to collect the data. The first was a questionnaire. There were 15 questions 11 questions ask about the student's factors that made them anxious and 4 questions about the students' strategies to reduce speaking anxiety and 2 questions for the interview about students' factors and strategies in speaking anxiety. After collecting the answers to the questionnaire and interview, the researcher analyzed them in-depth in the form of percentages and transcripts. The result of the questionnaire and interview about the factors that make students feel anxiety could be seen in table and transcript 1.

Table 1. The Result of the Questionnaire Factors Speaking Anxiety

Statement	SA%	A%	N%	D%	SD%
I start to panic when I have spoken without preparation in language class.	14.6%	29.3%	31.7%	22%	2.4%
In language class, I get so nervous when I forget things I know.	9.8%	31.7%	36.6%	12.2%	9.8%
I can feel my heart pounding when I'm going to be	12.2%	36.6%	24.4%	19.5%	7.3%

called in language class.

I am shy that the other students will laugh at me when I speak the foreign language.	7.3%	29.3%	24.4%	31.7%	7.3%
I don't worry about making mistakes in language class.	12.2%	29.3%	19.5%	31.7%	7.3%
I am afraid of being criticized badly by people who speak the language better than me.	7.3%	19.5%	41.5%	24.4%	7.3%
I feel anxious when I cannot pronounce the word correctly.	4.9%	31.7%	31.7%	22%	9.8%
I feel worried because I am not confident in my accent.	7.3%	26.8%	22%	31.7%	12.2%
I'm worried that my grammar is wrong when I speak in class.	9.8%	41.5%	17.1%	22%	9.8%
I feel uneasy when my friends are asked to correct my speaking mistake in class.	7.3%	19.5%	41.5%	17.1%	14.6%
I get nervous when I don't understand every word the language teacher says.	7.3%	41.5%	17.1%	24.4%	9.8%

From table 1, it could be concluded that many students still felt anxiety when speaking English. As seen from the highest percentage were some factors that could make students feel anxious when speaking English such as they were panic when speaking without preparation, feeling pounding when going to be called, worried about making mistakes, students could not pronounce the word correctly, being worried about grammar mistakes, getting nervous when did not understand every word the teacher says and afraid of being criticized badly by people who speak better than them.

Several factors could be supported by the statements of the two interviewers. The first respondent stated that *"I think if I am less in communicating with each other like I say strange people so I feel anxiety in that time"*. The second respondent also stated the same statement *"my certain problem in speaking anxiety is "when I use my accent, I feel worried about some accent that I use and then the vocabulary usage, I have very lack of vocabulary usage because it's still minimum, it's not as a native speaker so I want really like to speak as them so that's my worry and anxiety to speak in my class, about the grammatical usage also absolutely when the teacher gives test directly, I feel anxiety and panic"*.

Table 2. The Strategies Result of the Questionnaire in Speaking Anxiety

Statement	SA%	A%	N%	D%	SD%
I would feel more confident about speaking in class if we practiced speaking more.	29.3%	14.6%	19.5%	22%	14.6%
I enjoy speaking in class when I can work together	14.6%	26.8%	29.3%	14.6%	14.6%
I feel confident when I speak in a foreign language	12.2%	14.6%	46.3%	24.2%	2.4%
I would feel less nervous about speaking in class in front of others if I knew them better.	14.6%	26.8%	31.7%	19.5%	7.3%

From table 2 and the transcript of the interview, it could be concluded that there were several strategies that students could do to reduce their anxiety. This could be supported by the statements of the two interviewers. The first respondent stated that *"I think I ever solve that problem by exercising what will I speak before I face strange people so from that I can lose my anxiety."* As supported by the second interview that she said *"I need to prepare more to have a good presentation even if in front of strange people. So my own tips or trick to solve those problems, in my speaking anxiety so for the first one is about accent, so I watch like movie that shows many vocabularies and then about the accent I learn from the native speakers so I can cheat and I can follow their accent as well that my first solution for solving the problem and about the grammatical usage, the strategies are learning more about language structure because it's so important to learn about them even though we have so many vocabularies but we don't have a good structure in speaking it's such less of speaking for me so I need to prepare more about the structure also my strategies to overcome that problem in the situation teacher directly order us to do something that we don't have any preparation, of course, ask time to prepare maybe just in five minutes to think before we do the assignment and try to be confident may be that my kind of solution."*

From the result of the questionnaire and interview, the strategies used to overcome students speaking anxiety in the fourth semester of English Education in Unisma were feeling more confident about speaking in class if they practiced speaking more, students could watch English movie that shows many vocabularies so it could increase there vocabularies, students could learn structure more in grammar to have correct sentence in speaking, students could be more enjoy speaking in class when they

could work together, giving time to students to answer the questions so students could be confident to answer the questions and also if students know each other better it could reduce their anxiety when talking to friends or presenting in the classroom and the last is positive thinking.

DISCUSSION

Based on the research findings above, the researcher found that students still felt anxiety and some students who had low anxiety had some strategies to reduce anxiety in speaking English. The researchers took the highest anxiety results from the results of questionnaires and interviews to be discussed.

There were three kinds of students' anxiety in speaking English in the fourth semester of English education at Unisma based on Horwitz and Cope (1986) theory, there are communication apprehension, test anxiety, and fear of negative evaluation.

a) Test anxiety

First was starting panic where panic when speaking was often caused by students' lack of readiness, for example, students rarely practiced speaking English, such as rarely adjusting pronunciation and grammar in English and also not practicing a lot of vocabulary as supported by Liu (2007) that a lack of preparation was one of the issues contributing to students' anxiousness in speaking class.

Secondly was feeling pounding when going to be called by the teachers which usually often appears when students were called by their teachers to answer questions or make presentations in front of the class, usually, their heart feels pounding because they felt they were in a state of threat situation as supported Horwitz and Dolly (2011), state anxiety often arose when students felt in a threatening situation.

Thirdly was worried about making mistakes where this anxiety was often experienced by students learning English which could make students unable to develop their English speaking, usually, students felt afraid of being made fun of, laughed at, or commented negatively by their friends when they were not fluent in speaking or lack in grammar and the pronunciation used was not following the target language supported by Aftat (2008), fear of making mistakes is related to the issue of corrections and negative judgment.

b) Communication apprehension

First was feeling anxiety when students could not pronounce the word correctly where usually students felt anxious because the pronunciation or the sound they pronounced did not match with the native speaker or did not reach the sound of the target language as supported by Horwitz and Cope (1986) Foreign language learners mention that pronunciation could make students felt anxious when speaking English.

Secondly was being worried about grammar mistakes where many students still felt worried when the grammar, they used was not correct but of course, grammar was very important for students to learn so as not to cause misunderstandings when speaking as supported by Swan (2017), grammatical errors could create incorrect language combinations and could show different meanings.

Thirdly was being worried about limited vocabulary where this factor was very common in students which could make students anxious with a lack of vocabulary because it could make students difficult to express opinions or exchange opinions with friends or teachers as supported by Tanveer (2017) limited of vocabulary which might make the learning process of the language more difficult.

The last was getting nervous when did not understand every word the teacher says where this anxiety arose when the teacher explained the material or talked to students in full English, where not all students understood all the meanings that were spoken. More often than not, the teacher used full English without realizing that some students still did not understand all the meanings of English as supported by Horwitz, and Cope (1991), educators should help students cope with the situation understand the existing anxiety, and try to create a learning context less stress.

c) Negative evaluation

The factor was afraid of being criticized badly by people who speak better than them which this factor could often make students anxious when they wanted to speak because usually this factor was not only caused by the teacher but also by the classmates such as being laughed at, made jokes, giving negative comments so that students were afraid to speak English in class as supported by Shams (2006) that the factor causes anxiety in students was not only because of the teachers but also the responses of other students in the class.

The next is strategies from students in speaking English in the fourth semester of English education based on Kondo and ling (2004) theory, there were three kinds of strategies that had been used such as preparation, relaxation, and positive thinking.

a) Preparation

Firstly, practicing speaking more often practice speaking could make students feel less anxious when presenting or talking to their friends in class and from these students could prepare anything that could make them feel less anxious such as used to train to increase vocabulary so students could easily express opinions or express ideas, learned more pronunciation and grammar which was following English so that the speaking could be better and far from feeling anxious as supported by Hashemi and Abbashi (2013) teachers were encouraged to use the communicative approach to let the students who have minimum English exposure to practice their skill more.

Secondly was watching a movie that shows many vocabularies in which students could make small notes related to the vocabulary they got from watching English movies after that students could practice it so it could be easier for students to string words or express the ideas that could reduce speaking anxiety as supported by Ismaili (2013) watching movies is very helpful to increase their vocabulary because it is repeated and recycled several times.

Thirdly was learning structure more in grammar which if students could understand grammar, it could reduce their anxiety such as practicing tenses when speaking because learning tenses was the basic grammar that could make students not confused when speaking English as supported by Long and Richards (1987), understandable input is not enough to make people fluent in English. Grammar teaching needs to be given because it makes it easier for students to master and understand English.

b) Relaxation

Firstly, working together where many students felt relaxed when they could work together in learning speaking such as discussing and presenting together which could make it easier for students to interact with each other actively as supported by Pattanapichet and Changpueng (2014), cooperative learning could help students to create a supportive environment, students could reduce their anxiety and students were not much stress in a speaking class.

Secondly was giving time to think to students where students almost felt nervous if asked to answer questions directly by the teacher, usually strategies that teachers could apply such as giving time for students to answer their questions such as 15 seconds to be sure of the right answer because not all students' thoughts catch on quickly as supported by Mak (2011) suggests that wait-time use can be an effective way in lowering students' anxiety and gaining their confidence.

Thirdly was feeling less nervous if students know each other better where this strategy often occurs when learning in class, usually the strategy that students often did to reduce their anxiety was by interacting with their classmates often, exchanging opinions, getting to know more that could know each other's character, culture better from there if students' presentation or speaking could feel less nervous as supported by Howard (2004) revealed that friends have great impacts on students' learning.

c) Positive Thinking

For positive thinking that was used by students to reduce anxiety, namely self-confidence, where confidence was a mental attitude that involves a process that combines thoughts and words, the usual mental decline was caused by anxiety. Positive thinking was the key to doing something if the mind was good then something could produce good and vice versa, therefore students use self-confidence strategies to reduce their anxiety in speaking such for example thinking that they were doing their best, trying hard, practicing speaking in order could be fluent, thinking optimistic, always motivate themselves to stay passionate about learning English so from applying those strategies it could reduce students' anxiety in speaking English as supported by El Ansari and Oskrochi (2004), self-confidence is related to selection, motivation, perseverance, vulnerability, patterns of subjective expectations, ambition, and ambitious influence of one's self.

CONCLUSION AND SUGGESTION

Based on the finding and the discussions from the previous chapter, the researcher can conclude that most of the fourth-semester English education students at Unisma are still feeling anxious when speaking English. According to the results of the study, there are three factors found in this study, namely 1) communication

apprehension, (2) text anxiety (3) Fear of negative evaluation from others. The source of these factors is not only the teacher but also the student. These factors are discussed in this research that can make it easier for students to understand more about speaking anxiety.

In hance, several strategies can reduce speaking anxiety. According to the results of the study, there were three strategies found to reduce anxiety in this study, namely (1) practicing, (2) relaxation, and (3) positive thinking. Sources for implementing this strategy must start from the students themselves, friends' support, and the attention of the teacher during learning to make the strategy successful. These strategies are discussed in this study and can be used by students to reduce speaking English anxiety.

The suggestion for the lecturer that lecturer is suggested to understand every anxiety that occurs in students so that it is easy to get the right solution. Lecturers can also build good relationships with students such as building friendly classes with their students, full attention without comparing their abilities and forbidding their students to make fun of when they are wrong in speaking, and often training students to actively speak in class between individuals and groups, such as often holding presentations, discussions, and conversations in English to practice reducing their anxiety.

As for students, students should build good relationships with their classmates such as often speaking English together, supporting each other and not cursing each other when speaking in class, exercising every day to speak English either in class or outside the classroom such as imitating the way native speakers speak, applying more vocabulary, learning more about grammatical, practice speaking in the mirror or with the friends because speaking is an active skill rather than a passive skill that must always be developed all the time to make it more fluent and to reduce speaking anxiety. Furthermore, students must also realize that speaking mistakes are normal which can make future learning better and the last is preparation, understanding of the material given before the presentation, and using hand gestures during presentations to help us convey ideas clearly are very influential in reducing speaking anxiety.

The purpose of this study was to identify the factors of students' anxiety in speaking and strategies that were successfully used to reduce speaking anxiety in English. Therefore, it is suggested for further researchers to conduct research related to the factors of anxiety when teaching speaking English and strategies that have been

successfully used to reduce anxiety, so that information about speaking English anxiety and strategies that can be used in academic learning becomes more complete. The research related to anxiety can be done using qualitative or quantitative research methods.

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