

CHAPTER II

LITERARY REVIEW

A. Previous Study

First research is conducted by Saputri et al. (2017). The research aimed to identification the critical thinking skills of students that shown in biology subject using window shopping models. The research design used is descriptive research, with subjects from State Highschool 3 Surakarta that conducted in 2017. Data on critical thinking skills was obtained based on the results of observation and analysis of arguments written and expressed by students in the learning that was carried out. Data that found was analysed using qualitative research method. The result of the research is about the Window-Shopping learning model that help student critical thinking skill in only basic conclusion of the material learned. Students not be able to dig up deeper conclusion of what seen and analysed in the biology learning process by using window shopping learning model.

The second research was conducted by Apriana, (2020), their study aims to determine the increase in student learning outcomes with the cooperative learning model of the window-shopping type in the social studies subject on Creative Economy and the National Centre for Economic Excellence. This research used the research design of case study or classroom action research (*PTK*) with research subjects of class IX-B students for the 2019/2020 academic year with a total of 32 students consisting of 14 male students and 18 female students with an average age of 15 years at a state junior high school 1 Wanasaba. This research used both qualitative and quantitative data analysis methods. Data from this research was collected using observation, analysis, and reflection. The result shows improvement in student outcomes.

The researcher conducted this research several times. In the first research, students did improve their skills to reconstruct the knowledge from the learning source book and the result from the discussion. Then in the second research, the student involved in the active learning process, finding and reconstructing the knowledge the time they visited other group stands and followed by delivering it to the other groups.

The third research was conducted by Istianingsih & Mir'anina (2018). They inspected the effect of Two stay two stray model as window shopping activities on the interest and learning outcome of students in the system of linear equations of two variables material in mathematics subject. Two stay two stray (TS-TS) is a learning model explained by putting four students in one group and making two of them stay in their stand and the other would (stray) to the other group. The subjects of the study where population in this study were class VIII-C students of MTs Al Muttaqin Plemahan Kediri in the 2017/2018 academic year, which totaled 112 students. The sample taken in this study was VIII-C class with 34 students. The research design of this study was a case study using *The One Short Case Study*. The methods of collecting data were observation, documentation, questionnaire, and exam. The exam result and questionnaires done by students were analyzed using the MANOVA test, which also meant the research used a quantitative analysis method. The result shows that different cases can makes the results distinct between one and another. The result shows that there is some improvement in the learning outcome of students. There is also a chance of improvements in student communication skills when they explain the material, they learn from one group to others. But the result also shows that there is no significant change in the result of student outcomes due to some problems they faced in the research.

Fourth, was study conducted by Qomariyah et al. (2019), their study aims to makes project-based learning scenarios with window shopping as the research format in order to comprehend the effectiveness of project-based learning (PBL), Learning scenarios were validated by learning design experts,

material experts and 10 students of SMK Krian 2 Sidoarjo Class X, Multimedia Department as respondents to test the feasibility of learning scenarios that were tested through a questionnaire given. This research used the Dick and Carey as research model. The data collection techniques of this research are questionnaires with qualitative and quantitative analysis. The results of this study have very valid qualifications, which means they are suitable for use in learning. The results of this study can be interpreted that project-based learning scenarios can be applied to class X learning in the Multimedia graphic design subject. The application of project-based learning is carried out in an integrated manner between the theoretical subject matter given first and then followed by practical assignments in the form of simple projects on LKS as a whole, the results of validation by learning design experts, material experts and the audience. Overall, the results of the validation by learning design experts, content experts and audiences are included in the very valid qualifications. Very valid means that it has provided accurate information about project-based learning scenarios with the window-shopping format that developed.

The fifth reference conducted by Negara (2020) titled *Peningkatan Minat Belajar Mahasiswa Dengan Menggunakan Metode Pembelajaran Kooperatif Window Shopping Pada Mata Kuliah Ekonomi Pembangunan*. The approach used in this research is qualitative with descriptive method design. The subject of this research is the application of the window-shopping cooperative learning method in increasing student interest in learning in the Economics of Development course. This research was conducted on Hindu Economics study program in fourth semester students. The focus of this research was to see students' learning interest in understanding the material in the Economics of Development course after using the window-shopping cooperative learning method. Sample of data collected using observation, interview, and test. The result of this study is positive, student responses that window-shopping learning model made them more preferably reading materials that match the material they got than before. This method also increases their interest in studying the material and present it in narrative form on cardboard that makes

it easier for them to understand the material in the Economics of Development course.

Sixth reference is conducted by Mustopa (2020). This study aims to find out the increase in student learning achievement through a scientific approach to the Window-Shopping learning model on the Material of the Human Digestive System. The research was conducted in class VIII.8 in the first semester of Praya I Public Middle School in the 2019-2020 academic year. There were 32 students consisting of 16 female and 16 male students. The design used by this research was case study using Classroom action research (*PTK*) and mixed data analysis. Data collection technique used in this research was through observation, questioning, experimentation, processing information or data, then communicating. There were two cycles in this research, and the result shows an increase in the number of students who managed to achieve completeness between first and second cycle. They are more optimal in absorbing information and mastering the material in the implementation of second cycle because they have learned from experience in the first one. Based on the learning achievement assessment criteria, the learning completeness of students in cycle II has exceeded the success criteria, namely more than 85% of students have succeeded in achieving mastery. So, it can be concluded that the gallery visit model is proven to be able to increase student learning achievement.

Gloria (2022), aimed to improve the liveliness and learning outcomes of students of class IX SMPN 3 South Hamlet in Christian Education through window shopping model, using class action research as type of research. The subjects of class IX SMPN 3 South Hamlets consisted of 25 people, consisting of 12 men and 13 women. The implementation of research in the 1st semester of the 2021/2022 school year, namely in September to November 2021. This research was qualitative research and the data was collected in this research by using observation and test. The results of this research showed a significant improvement by both in the activeness of students and in the value of learning

outcomes. The increase in students' activity is indicated by an increase in the number of students who are active in the learning process in each cycle.

Suprpto (2017), made research about implementation of Two Stray Two Stay (TSTS) using window shopping as it's activity, he aims to improve mathematics learning incomes of students. The subjects of this research were 34 students of VIII.4 Class from State 3 Junior Highschool Pringsewu 2014/2015 school year. This research used descriptive and class action research as type of research. This research used observation and test technique as data collection technique, and using qualitative as data analysis technique. The result of this research for three cycles done was proven that there is improvement of student learning incomes of two dimensional and geometry figures in mathematics.

The ninth reference is Novianty (2019) titled, *Penerapan Model Pembelajaran Two Stay Two Strays (TS-TS) Dengan Aktivitas Window Shopping untuk Meningkatkan Motivasi Belajar Mahasiswa Iain Bone*. This research conducted with 29 students from *Institut Agama Islam Negeri (IAIN) Bone Sharia Banking Study Program, Second Semester Academic Year 2017/2018*. The research design used in this research was descriptive and used quantitative as data analysis technique. Data in this research was collected using questionnaire and documentation. This research result after two cycles was, there is improvement in the percentage of students learning motivation in second cycles compared to first one.

The tenth reference is Pratiwi et al. (2022) in their research they focused on the differential learning. Differentiated learning is learning that facilitates students by paying attention to their characteristics. This research used case study and classroom action research as the design and type of study. The subject of this research was students of class VII-1 UPT SMPN 1 north Pagelaran for the academic year 2022/2023 with a total of 24 students consisting of 12 male students and 12 female students who are located in Pekon Giritunggal, north Pagelaran District, Pringsewu Regency, Lampung. Data in this research was

collected used three techniques, which were questionnaires, observation, and tests. The research analysed the data using qualitative technique, and the result of this study is that the Windows Shopping cooperative learning model leads students to hide the characteristics of cooperation, courage, communication, curiosity, the interaction between friends, and responsibility.

Eleventh, research entitled *The Use of Two Stay Two Stray Model in English Teaching to Increase Student's Learning Outcome* by Yusri et.al (2018). This study used Classroom Action Research as the design of the study, which consists of four phases namely planning, implementation, observation and reflection. The data analysis technique used in this study is the percentage technique using either categorization of learning outcomes. The subject of this study are 15 students from English class XI MAN 1 Watampone. Data collection techniques used in this study consists of observation, tests and questionnaires. This study was conducted in two cycles, two meetings conducted in each cycle. The results of the research shows that there is improvement in second cycle compared to first one which can be concluded that the use of cooperative learning model two stay two stray can increase student's learning outcome in English learning.

Twelfth, study conducted by Mandasari & Wahyudin (2021) entitled, *Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class*. This study used descriptive qualitative as research design. This study was conducted at *Universitas Teknokrat Indonesia*, and the subject of this research is 48 students of English Education study program who enrol Intermediate Class. Data collection technique used are observation, questionnaire, and interview. The results of questionnaire were analyzed by using mean score and standard deviation (SD). This study result confirmed that flipped classroom learning model overcome the physical limitation between students and teachers. Students also explained the satisfaction of learning process carried out using flipped classroom. This

study also found that flipped classroom easy to implement in learning and improve grammar knowledge.

Thirteenth, research conducted by Syatriana & Sakkir (2020). With *Implementing Learning Model Based on Interactive Learning Community* for EFL Students of Muhammadiyah University as title. The research design of this study takes the form of the quantitative research approach. This research applied total sampling to determine the population samples. 35 students of third semester students in Muhammadiyah University had been randomly selected as the samples of the study. This research used mixed analysis of qualitative and quantitative research. The data collected using observation, test, and interview. The finding of this study can improve the speaking ability from learning community stages futhermore it has been answering the research question in terms of the application of Learning Community can attract studets participation in oral skill.

Fourteenth study was conducted by Mahalli et. al (2019) entitled, *The Implementation of Station Rotation and Flipped Classroom Models of Blended Learning in EFL Learning*. This study uses a single-case design. The case is the implementation of blended learning in teaching and learning within a broader context of English lectures at an institution of higher education. Classroom observation and interview is the technique of collection data about the implementation of blended learning model in teaching and learning academic writing. Subject of this study is students from academic writing course in English Education Study Program of UNISNU Jepara. This research analysis is was carefully chosen to reflect purposeful sampling used in qualitative research because intentionally sample a group of people that can best inform the researcher about the research problems under examination.

Fifteenth, study conducted by Öztürk & Çakiroglu (2021) with *Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills*. This research used quasi-experimental as the design. Participants enrolled from English course as foreign language at a

state university accounting department in Turkey. The students taken was 24 control group and 25 experimental group with age ranges from 18 to 20, were randomly classified into experimental and control groups. They were pre-tested at the beginning of the intervention and found to have a beginner level of English. data in this study was collected with the items and result of an instructor developed test. To integrate the self-regulated learning into the flipped classroom model, researcher used Zimmerman model as the basis. This research result explained that Flipped Classroom Model positively influenced the writing, listening, and reading skills. In this study, in out-of class case, students able to repeatedly study on the course content with videos through Course module. Videos including listening, reading, writing and speaking activities with the guidance of grammatical principles also well contributed to the development of EFL skills in both groups.

Sixteenth references taken from, Basith (2017). This study aims to aims to examine the effect of Problem Based Learning (PBL) model to students' critical thinking skill and learning outcome. Research method used in this study was quantitative quasi experiment with non-equivalent control group design. The data of this study which was taken using data obtained from the pre-test and Post-test scores. The calculation results are from the reduction of the scores of Post-test and pre-test in the form of gain score used to test the hypothesis. This study was analysis used t-test technique. This study resulted in by using PBL as model students become more active in the classroom while learning, and thus have higher critical thinking skill improvements. Students actively build knowledge through discussion and questions based on real-world problems. It can best promote critical thinking skills. PBL is designed to develop curiosity and the ability to think objectively, independently, critically and analytically, both individually and in groups.

Seventeenth, Implementation of a Blended Learning Model in Content Based EFL Curriculum by Yu & Du (2019). This study used experimental research design, and adopted a mixed methodology (quantitative and

qualitative) to do the collection and analysis of data, which allow the researchers “to capture and synthesize data from multiple sources in order to gain more in-depth and comprehensive understanding. The participants were non-English major freshmen in a university. Sixty students majored in pharmacy in the academic year 2015/2016s were randomly assigned to either experimental or control group. The control group, consisted of 30 participants followed the traditional teaching method in their content-based EFL listening and speaking course, while the 30 students in experimental group were instructed by the proposed blended learning design. The results of the evaluation confirm that the proposed model is effective and learners satisfied with it.

Eighteenth study reference is Learning approaches of Indonesian EFL Gen Z students in a Flipped Learning context by Hery S. M., (2017). This study using experimental and control research design and using mixed-method approach to achieve the research aims. Mixed-methods is a research studies which use both quantitative and qualitative data collection and analysis and this can be a means of compensating for the weaknesses inherent in each other. Participants in this study were 151 students which divided into two groups. Both studied intriguing topics in an inquiry-based learning framework. Only one group was aided by Schoology as a flipped learning delivery. Instruments collected in this study by using survey, test, and interview. As the result, it was found that learning activities that support higher-order thinking processes can direct students’ learning approaches towards deeper learning and which can minimise the gap between lower and higher cognitive ability. Effective use of different learning spaces, such as face-to-face and online learning, can provide improved interaction, collaboration and continuous feedback opportunities for students, helping them to reflect on their learning.

Nineteenth, the study entitled Learning from home during pandemic: A blended learning for reading to write activity in EFL setting by Setyowati et al., (2021). This study uses a qualitative approach focusing on case study design. Researcher considered this design as appropriate because the goal of this

research is to describe and explore the phenomenon of subject in relation to literary skills during the pandemic. The subjects of the study were the fourth-semester students of English Education Study Program. The result of the study shows that there are three main steps of teaching scenarios. They are the pre-activity, whilst activity, and post-activity, with some specifications depending on the skills. The reading section employs the silent reading activity, skimming, and scanning technique through telegram application. The writing section implements the process approach, namely planning, drafting, revising, and publishing. The technologies used were Telegram, WhatsApp, Google Meet, YouTube, Grammarly, and Plagiarism Checker online application. The result shows that, although the students feel reluctant and uneasy at the beginning with the blended learning, they get used to it and confess that they have a lot to learn, not only in terms of the course materials but also the digital technology skills improvement. Despite the credit quota and signal problems, they feel positive with the way of new learning.

Last, study conducted by Karni (2022), entitled Implementation of Window Shopping TSTS Learning Model (Two Stay Two Stray) To Improve Results Student Learning on Materials Explore Text Content Scientific Explanation Heard and Read for Students of Class VI Semester I SDN 2 Mojoreno Sidoharjo District for Academic Year 2019/2020 2013 Curriculum. This research used class action as research method develop by Kenmis and Taggard. The subject of this research was 21 students from class VI of SD Negeri 2 Mojoreno. This research used mixed research analysis of qualitative and quantitative. The object of research is the process and learning outcomes knowledge and skills to explore the contents of the scientific explanation text that is heard and read. The object of this research was chosen because it was based on the students' initial conditions and learning outcomes students in these materials are still considered low. The data collection method used by this research were, test items, observation sheets, guidelines interviews, relevant documents, field notes. Research result shows that through the application of the Window learning model Shopping TSTS can improve student learning

processes and outcomes from poor initial conditions to good final conditions. There is increased learning quality by 53%, increased results learning knowledge of 19.05 points with a percentage of completeness up 43%.

B. Underlying Theory

1. Learning

According to Ambrose et al., (2010) “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”. With that explanation, the learning process that happen in this research are based on the learning on the language or can be said as Language Learning.

a. Learning Strategy

Rokani (2018) explained in his study, learning strategy is a strategy that enables learners to properly absorb (rewrite) input and use that information to make learning fast, easy, and effective, and to transition to new situations. Learners want to learn English in order to communicate fluently and accurately in English. Using different learning strategies in a reasonable amount of time helps learners become proficient in the language. Linguists call this a "strategy chain", a set of interrelated and supporting strategies. Language autonomy can be acquired with the help of learning strategies. Controlling your own learning process is essential for autonomy. Self-efficacy can also be improved through learning strategies. Curriculum success can be measured by the extent to which students can master the subject matter contained in the curriculum. No matter how good the design or curriculum design is, its success is highly dependent on the teacher. Even a simple curriculum, if the teacher has the ability, enthusiasm and high dedication, the results would be better than a great curriculum design, but the ability, enthusiasm and dedication of the teacher is low (Nisa, 2019).

Learning Strategy as term has different meaning and some researcher defined it in divergent explanation. Brown (1980) talked that learning strategies is process that contribute directly to learning. Wenden (1987 a:7-8) said “Learning strategies are various operations that learners use to aims to make their learning process make sense”, William & Burden (1997) also explained that when student involved with learning task activities, they have several sources that they use in different ways to solve or finish the task, this can be assumed as process of learning strategy.

b. Learning Model

The learning model is a conceptual framework that is used as a guide in carrying out learning that is arranged systematically to achieve learning objectives related to syntax, social systems, reaction principles and support systems (Joice & Wells). Meanwhile, according to Arends in Trianto, says "a learning model is a plan or a pattern that is used as a guide in planning learning in class." Joyce (1994:4) explained that learning model is a preparation and pattern that used as guidelines to designing classroom learning process and also as tutorial to deciding learning device.

b.1. Window Shopping Learning Model

According to Gloria (2022), the concept of window shopping in learning is different from the concept of window shopping in general. In general, window shopping explained as shopping activity without buying and only observing items that sold. However, window Shopping model in learning activity, involved all of the students in class with the form of group. The group would have interaction with other group in order to gather some information and material that provide by other group. Window Shopping done by separating class with several group, and give each group different material to prepare. In a week, student should have prepared their material and ready to present it.

Each group contains around 4-5 student, half of them stay in their point/stan and try to explain the material they made to another group member, so does the other. Every single of the member has their own job either as the seller that explain the material to other group member or as buyer that noted the material given by other groups buyer. Machmudah, stated in Muslimah (2013) Window Shopping is one of the ways to remember and evaluate what student learn. This model could improve the emotional skill of student in finding new knowledge and also improving their memory. After finishing the class, teacher's evaluate what student need and lack in their material and explain all the material that been learned so that student could provide the correct information related to the material. In window shopping, students are divided by groups, each of them learned the material from other groups. Because of that, student not only learn from their chair but also have to wandered around to discuss with other groups. This method provides students to become more active and kinaesthetic. (Wardi, 2022).

c. Learning Device

Learning device are things that must be monitored so that the implementation of learning is more focused on achieving the expected competencies (Rusman, 2012: 126). In Indonesia, government decided a standard of learning process in *Peraturan Menteri Pendidikan dan Kebudayaan, (Permendikbud)* no. 22 in 2016 about the need of learning device in elementary and high school as the part of learning plan. Learning device considered as important because its containment, the learning device contain the learning plan that needed as a guidance for teacher and students in order to carry out learning process, (Rasinus, et al. 2021). There are several kinds of learning device exist that need to be understood by teacher in Indonesia, which are:

C.1. Syllabus

The syllabus is a reference for preparing a learning framework or lesson plan for each subject study material. The syllabus is used as a reference in developing learning implementation plans, this can be interpreted that the syllabus became a guide in preparing other learning as well. Syllabus is the main reference in developing creating learning device (Markhamah, etc., 2020). Silabus, according to Siregar (2022) containing several components which are:

- C.1.1. Learning Major Identity;
- C.1.2. School Identity such as class and educational unit name;
- C.1.3. CP (*Capaian Pembelajaran*) or learning achievement, and ATP (*Alur Tujuan Pembelajaran*) or flow of objective learning;
- C.1.4. Main Material and Learning Activities, several activities that conducted by student and teacher in order to fulfil the needed competency;
- C.1.5. Assessment;
- C.1.6. Time Allocation;
- C.1.7. Learning Source.

All of those components arranged refer to the syllabus development principles. The principles of development should be relevant, systematic, and scientific.

C.2. Learning Module or Lesson Plan

Learning Module previously, *Rencana Pelaksanaan Pembelajaran (RPP)* or Lesson Plan is the plan of activities used in learning process for one or more meetings. Lesson Plan developed from syllabus to direct the learning process of

students in order to accomplish the Learning Achievement.

Lesson Plan has some component such as:

- C.2.1 School Identity;
- C.2.2 Subject Identity;
- C.2.3 Class and Semester;
- C.2.4 Main Material;
- C.2.5 Time Allocation;
- C.2.6 Learning Purpose;
- C.2.7 Learning Material;
- C.2.8 Learning Method;
- C.2.9 Learning Media;
- C.2.10 Learning Source;
- C.2.11 Learning Steps;
- C.2.12 Learning Assessment.

2. Curriculum

Rahmah (2017) said that etymologically, curriculum comes from the Greek words *curir* and *currere* which are terms for a place to race, to run, from a competition that has been formed as a kind of race route that must be passed by competitors in a race. In other words, the route must be obeyed and passed by competitors in a race. The consequence is that anyone who takes part in the competition must comply with the *currere* route.

In the world of education, the term curriculum has been interpreted in different ways by experts. The curriculum in the world of education, as Bestor (1956) explained that curriculum must consist essentially of disciplined study in five great areas: 1) command of mother tongue and the systematic study of grammar, literature, and writing. 2) mathematics, 3) sciences, 4) history, 5) foreign language. In the perspective of national education policy as can be seen in the *Undang-Undang Sistem Pendidikan* or National Education System Law No. 20 of 2003 states that: "The curriculum is a set of plans and arrangements

regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning to achieve certain educational goals."

2.1. Merdeka Curriculum

Implementation of the curriculum by educational units aimed to achieve competency of students in educational units under special circumstances. The Covid-19 pandemic is one of the special conditions that cause different learning losses on the achievement of student competence. To overcome learning loss, new policy is needed to recover learning within a certain period is related to the implementation of the curriculum by the education unit. Implementation of the curriculum by educational units can use a curriculum that fits your needs learner learning and must pay attention to the achievement of student competencies in educational units in the context of learning recovery. Then the educational unit is given the option of implementing the appropriate curriculum learning needs for students. Three curriculum options namely the 2013 Curriculum, Emergency Curriculum (ie Simplified 2013 Curriculum by the Ministry of Education and Culture), and *Merdeka Curriculum* (Kemendikbud, n.d.)

According to Nugroho & Narawaty (2022), *Merdeka Curriculum* (which was previously referred to as the prototype curriculum) is a part of the learning recovery effort that was developed as a more flexible curriculum framework, while also focusing on essential material and developing the character and competence of students. *Merdeka Curriculum* is a curriculum with various intra-curricular learning where the content are optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs

and interests of students. (Kemendikbud, n.d.) The main characteristics of *merdeka curriculum* in learning activity are:

1. Project-based learning for the development of soft skills and character according to the Pancasila student profile.
2. Focus on essential material so that there is sufficient time for in-depth learning of basic competencies such as literacy and numeracy.
3. Flexibility for teachers to carry out appropriate differentiated learning.

3. EFL (English for Foreign Language)

Gebhard (2006), stated that EFL is a form of English study by people that live in country or places that not using English as their main or first language. Unlike in its neighbouring countries—such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language—English in Indonesia is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. Gebhard also explained that in those setting student has little chance to learn and exposed by English language especially for communication except from the classroom. Camenson (2007) stated that EFL student may live in state where English is not their primarily spoken language for daily interaction and communication. These students may need to understand English due to academic necessity, travelling activities, or for business activities. EFL student only exposed by English for few hours each week and only receive little chance to practice English outside the classroom. (Camenson, 2007).

Highschool

High school is the main target for conducting this research. Highschool in Indonesia's called *Sekolah Menengah Atas (SMA)*, that

has meaning of High Middle School. *SMA* is a secondary education level that prioritizes to preparation of students to continue with higher education specialization such as college. (Depdiknas, 2004: 112). There are many forms of Highschool in Indonesia such as, madrasa, *Sekolah Menengah Kejuruan (SMK)* or vocational high school, military academy, and boarding school. *SMK* as the target of this research is similar to *SMA* but quoted from Yanto (2005), Smith Sughes Act explain that Vocational High School is specific education that programmed to those who are interesting to prepare school that specificized for work purpose. In *SMK* student choose their major before get into the school, for example as the target for this research, class that chosen is DPIB or Modeling Design and Building Information is department that specialized into people that interested into Architecture program.