

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about the finding and the discussion of this research. This study was conducted to analyze the types of error on complex sentences in students' writing. The question will be discussed into sections below.

4.1 FINDINGS

In this section, the researcher presents the data which is cited from students' writing. The findings of this research were conducted from some steps of data analysis procedure. First, the researcher identified students' writing to find out the error of complex sentences. Then the researcher classified the errors into some types of error. They concern on omission, addition, misformation, and misordering which is based on Dulay's theory.

Next, the researcher gave explanation about the errors which occurred on the complex sentences. It showed the part of error in the complex sentences. The following step, the researcher evaluated the errors of complex sentences. In this way, the researcher gave the correction for the errors of complex sentences. Then, the researcher calculated the errors to know the frequent errors which found in students' writing on constructing complex sentences. Lastly, the researcher drew conclusion for the data of this research into description.

4.1.1 Identification and Classification of Errors

The data of this research was collected from students' writing task which was written by seventh semester students of English education study program at STKIP PGRI Sidoarjo. The researcher found that there are 74 items of errors in students' writing on complex sentences. Next the researcher gave correction for students' errors on writing complex sentences.

The students' errors on writing complex sentences were classified into four types of error based on Dulay's theory. Those are errors of omission, errors of addition, error of misformation, and errors of misordering. The researcher presented those errors into table form. The table form included the types of errors and the correction of the errors.

4.1.1.1 Students' Writing of Mini-Research 1

a. Composition

It can be concluded that more Javanese communication translated into English contain utterance meaning. Therefore, it is interested way to identify speaking in using utterance in communication. The finding from the result types of utterance produce by seventh semester, this research often found force of utterance in communication.

This article just aims at analysing view words that people use to talk about in our daily communication. Communication is about intentions and inferences. Recognition of an intention may lead directly to its fulfillment: speaker's intentions to inform the hearer about something are fulfilled by being recognized by the hearer.

b. Identification and Correction of Errors

| No | Incorrect Complex Sentences | Types of error | Possible Correction |
|----|---|----------------|--|
| 1 | It can be concluded that more Javanese communication translated into English contain utterance meaning | Omission | It can be concluded that more Javanese communication which is translated into English contains utterance meaning |
| 2 | This article just aims at analysing view-words that people use to talk about in our daily communication | Misformation | This article just aims to analyse few words that people use to talk about in their daily communication |

In this students' writing, researcher found six types of errors. Two of them are showed in the table above. It is error of omission. The second error was error of omission. The sentence that was written by the students had unspecific meaning which made it error in its' writing. In the dependent clause of the sentence "*..... that more Javanese communication translated into English contain utterance meaning*" student omitted the necessary thing for the sentence. That is the subordinator of the dependent clause. In the clause "*.... that more Javanese communication translated into English*" should be corrected into "*.....that more Javanese communication **which is translated** into English*" because this clause needed subordinator to connect to the next clause. This error was called as error of omission because it omitted the subordinator of the clauses.

For the second error was called as error of misformation. In the independent clause, student wrote incorrect form of the sentence. The clause “*This article just aims at analysing view words*” has incorrect form of preposition after the word *aims*. The correct preposition after the verb *aims* is *to*, not *at*. Therefore, the correct is *aims to*. For the possible correction of the complex sentence is, “*This article just aims to analyse few words that people use to talk about in their daily communication.*”

(for complete composition and error, see appendix)

4.1.1.2 Students’ Writing of Mini-Research 2

a. Composition

Pragmatics may be said as the study about contextual meaning and there should be of between language and the context. This purpose of this study is to describe about understanding force by seventh semester students of English Department 2015A. This research used descriptive qualitative method because to analyze force. The method of collecting is recording of utterances by seventh semester students of English Department 2015 A. There are two type of Force will be researched 1. Utterance but not force meaning 2. Force but not utterance (Thomas Jenny, 2014, 18). The steps of this research to analyzed data from recording utterance of the students, transcript utterance from jawa-indonesian-english, classify type of force.

b. Identification and Correction of Errors

| No. | Incorrect complex sentences | Types of error | Possible correction |
|-----|--|----------------|---|
| 1 | This research used descriptive qualitative method because to analyze force. | Omission | This research used descriptive qualitative method because it was used to analyze force. <i>Or</i> |

| | | | |
|---|---|--------------|--|
| | | | This research used descriptive qualitative method because researchers wanted to analyze force. |
| 2 | Speech learning means learning one aspect of natural language who need these references to know the hidden words. | Misformation | Speech learning means learning one aspect of natural language which needs these references to know the hidden words. |

In the second students' writing, researcher found seven types of errors. The two of the errors are presented in the table above. For the first error, it was found that students omitted necessary units of the sentence. In the complex sentence "*This research used descriptive qualitative method because to analyze force.*" student didn't write the subject and the verb of the clause in the dependent clause. The error was in the clause "*.... because to analyze force.*" After the word **because** student should add the subject for the clause. The possible correction for this error is "*This research used descriptive qualitative method because it was used to analyze force.*" Therefore, this error was called as error of omission because student didn't write the necessary item for the sentence.

The second error was also error of omission. In this complex sentence "*There are two type of Force will be researched*", it is found that in the independent clause student didn't write the correct form of the clause. In the clause "*There are two type of Force.....*" the phrase '**two type**' was incorrect. The word *type* should be written as *types* because it told the plural form for the number of the type. Another error was found in the dependent clause of the complex sentence above that is error of omission. In this complex sentence "*There are two type of Force will be researched*" student

omitted the necessary item for the sentence. That is the connector or subordinator between the independent clause and the dependent clause. After the independent clause student should give the subordinator to avoid the ambiguity of the sentence. If after the dependent clause “*There are two type of Force*” there was no subordinator, the sentence would have two verbs that made the sentence error. Therefore, after the independent clause student should add the subordinator, at least the word *that*. The possible correction for the second error was “*There are two type of force **that** will be analyzed.*”

(for complete composition and error, see appendix)

4.1.1.3 Students’ Writing of Mini-Research 3

a. Composition

This paper is based on research which tries to explore, explain and develop on the result of a study aiming to describe an analysis of misunderstanding comprehension on the force in students’ whatsapp chat based on second level of speaker meaning. This research was conducted by some English student in STKIP PGRI Sidoarjo who is still learning about pragmatic in the 7th semester. The study used qualitative research design with the data collected from the students’ whatsapp chat.

Communication is a process of delivering information (messages, ideas) from one person to another. In general, communication is carried out verbally that can be understand by both side. If there is no verbal language that can be understand by both, communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders.

b. Identification and Correction of Errors

| No | Incorrect Complex Sentences | Types of error | Possible Correction |
|----|---|----------------|---|
| 1 | This research was conducted by some English student in STKIP PGRI Sidoarjo who is still learning about pragmatic in the 7 th semester. | Misformation | This research was conducted by some English students in STKIP PGRI Sidoarjo who are still learning about pragmatic in the 7 th semester. |
| 2 | If there is no verbal language that can be understand by both, communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders. | Misformation | If there is no verbal language that can be understood by both, communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders. |

In this students' writing, researcher found twenty-one types of errors. One of them is showed in the table above. The sentence above was called as error of omission. In this complex sentence student wrote the wrong form of sentence. The student made error in both independent clause and dependent clause. In the independent clause "*This research was conducted by some English student in STKIP PGRI Sidoarjo....*" Student wrote the wrong form of the word *student*. The word *student* should be written as **students** because it told in the plural form. In the previous, student wrote **some**, means that

the student more than one person. The next error is in the dependent error “.... *who is still learning about pragmatic in the 7th semester.*” this error was also called as misformation error. The student wrote incorrect form of the **to be** after the subordinator. This error might be caused by the previous error that student wrote incorrect form of the word **student**. Therefore, the correct sentence of the complex sentence above is “*This research was conducted by some English **students** in STKIP PGRI Sidoarjo **who are** still learning about pragmatic in the 7th semester.*”

For the second complex sentence, it was found that student wrote incorrect form of the sentence structure. The independent clause of the sentence was “.... *communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders.*” in the independent clause researcher didn’t find any error. The error was found in the dependent clause of the sentence. The clause “*If there is no verbal language that can be understand by both....*” had incorrect form of the verb “*can be understand.*” The phrase ‘*can be understand*’ considered as incorrect because student wrote incorrect word of ‘*understand*’. It should be written into the form of past participle because it told about passive sentence. The word ‘*understand*’ should be written as ‘*understood*’. Therefore, the possible correction for the complex sentence is “*If there is no verbal language that **can be understood** by both, communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders.*”

(for complete composition and error, see appendix)

4.1.1.4 Students' Writing of Mini-Research 4

a. Composition

Linguistically, the spoken words between two pauses may be referred to as an utterance. On the other hand, in either written or spoken form a sentence is a group of words that convey a complete meaning or thought by means of a subject and verb.

Deictic expressions in Pragmatics are a subtype of indexical expression (Birner, 2013: 1406).

Deixis refers to understanding the meaning of word or sentence in an utterance produced by the speakers (Sari Retma, 2015: 41). Deixis is connection between the situation and discourse which is used. Deixis is derived from the Greek word which means to show and indicate which refer the situation.

b. Identification and Correction of Errors

| No. | Incorrect complex sentences | Types of error | Possible correction |
|-----|--|----------------|---|
| 1 | a sentence is a group of words that convey a complete meaning or thought by meaning the subject and verb. | Misformation | a sentence is a group of words that conveys a complete meaning or thought by meaning the subject and verb. |
| 2 | Deixis is derived from the Greek word which means to show and indicate which refer the situation. | Addition | Deixis is derived from the Greek word which means to show and indicate the situation. |

In this students' writing, researcher found eight types of errors. The two errors are the errors of misformation and addition. They are showed in the table above. The first sentence was considered as error of misformation. In the first complex sentence, it was found that the students wrote the wrong form of the sentence structure. The error was in the dependent clause "*.....that convey a complete meaning or thought by means of a subject and verb.*" The word 'convey' was written in the wrong form. It should be written as 'conveys' because the subject of the sentence was in singular form. Therefore, it was called as error of misformation.

For the second error was caused by the wrong of adding unnecessary item in the sentence. In the second complex sentence of this students' writing, the error was found in the dependent clause of the sentence. The dependent clause "*....which means to show and indicate which refer the situation.*" has incorrect structure which was caused by additional words *which refer*. The dependent clause actually didn't need more than one subordinator. Thus, student should omit the words 'which refer' to get the correct structure of complex sentence. The possible correction of the complex sentence was "*Deixis is derived from the Greek word **which means to show and indicate the situation.***"

(for complete composition and error, see appendix)

4.1.1.5 Students' Writing of Mini-Research 5

a. Composition

Utterances is a sequence of written language which contains of a complete unit of speech. In this view, meaningful utterances become implicit as intention communication. What is meant and how it is said can influence the meaning. Therefore, the utterances must be suitable with the context when the utterances are used.

Context is the physical environment that can affect the meaning of utterances which is used by the writer. The context helps the reader to interpret the meaning of utterances from the writer. As such an ambiguous concept, context is difficult to assign. Thus, the reader need to assign sense of context based on the utterances that are produced by the writer to avoid misunderstanding.

b. Identification and Correction of Errors

| No. | Incorrect complex sentences | Types of error | Possible correction |
|-----|--|-------------------------|---|
| 1 | Utterances is a sequence of written language which contains of a complete unit of speech. | Misformation / Addition | Utterances are sequence of written language which contains a complete unit of speech. |
| 2 | The reader need to assign sense of context based on the utterances that are produced by the writer to avoid misunderstanding. | Misformation | The reader needs to assign sense of context based on the utterances that are produced by the writer to avoid misunderstanding. |

In this students' writing, researcher found eleven types of errors. Above are the two types of error from this student's writing. They are the errors of addition and misformation. In the first complex sentence, researcher found two errors. The first error was in the independent clause of the sentence. In the clause "*Utterances is a sequence of written language ...*" student wrote

incorrect form of **to be**. The clause should be written as “*Utterances are*” not “*Utterances is*” because the word ‘**utterances**’ referred to the plural form. That’s the appropriate **to be** for the clause is the word ‘**are**’. For the second error in the first complex sentence was in the dependent clause. In the dependent clause “*...which contains of a complete unit of speech.*” student wrote incorrect structure of the clause and adding unnecessary item in the sentence. The incorrect was in the phrase “*...contains of...*” The word **contain** didn’t need any preposition ‘**of**’. Thus, this complex sentence also had the error of addition. The possible correction of the complex sentence above is “*Utterances are sequence of written language which contains a complete unit of speech.*”

The second sentence was considered as error of misformation. The researcher found that the students wrote the incorrect form of complex sentence structure. The error was found in the independent clause of the sentence. In the clause “*The reader need to assign sense of context based on the utterances...*” student wrote incorrect form of the word ‘**need**’ in the sentence. It should be written as ‘**needs**’ because the subject of sentence referred to the form of singular. Therefore, the possible correction for the complex sentence was “*The reader needs to assign sense of context based on the utterances that are produced by the writer to avoid misunderstanding.*”

(for complete composition and error, see appendix)

4.1.1.6 Students' Writing of Mini-Research 6

a. Composition

Understanding the deixis is very important in studying pragmatics. As for college students who are majoring English, the term deixis is common when they study pragmatics. Studying deixis means learning one aspect of natural language requires such reference know at least who the deictic terms are used. In this analysis we found utterance of deictic expression used by advertisement of jawa pos. There are 9 person deixis, 3 temporal deixis, and 2 spatial deixis. It could be conclude that most of utterances in the advertisement contains deixis person.

b. Identification and Correction of Errors

| No. | Incorrect complex sentences | Types of error | Possible correction |
|-----|---|----------------|--|
| 1 | the term deixis is common when they study pragmatics. | Misformation | the term deixis is common when they study pragmatics. |
| 2 | Studying deixis means learning one aspect of natural language requires such reference know at least who the deictic terms are used. | Omission | Studying deixis means learning one aspect of natural language which requires such reference known at least who the deictic terms are used. |

In this students' writing, researcher found seven types of errors. The table above showed the two types of error in this students' writing. The first sentence was considered as error of misformation. The error was found in

the dependent clause of the sentence. The clause “...*when they study pragmatics.*” has incorrect form of the word **‘thay’**. The word **‘thay’** should be written as **‘they’**. The student meant to write **‘they’** but student was wrong in writing it. Thus, the possible correction for the complex sentence above was “*As for college students who are majoring English, the term deixis is common when **they** study pragmatics.*”

In the second complex sentence, it was found that student did not write the necessary item for the sentence. The error was found in the dependent clause of the sentence. The clause “...*requires such reference know at least who the deictic terms are used.*” was incorrect because it missed the subordinator. Before the word **‘requires’**, student should add the subordinator to avoid misunderstanding. If the clause did not connect with the subordinator, it would be misunderstanding because it would have more than one verb. The possible correction for the complex sentence above was “*Studying deixis means learning one aspect of natural language **which** **requires** such reference known at least who the deictic terms are used.*”

(for complete composition and error, see appendix)

4.1.1.7 Students' Writing of Mini-Research 7

a. Composition

The Java people use Javanese to daily communication. The communication can be spoken or written which both of them related with utterances, especially in writing utterance.

WhatsApps message is one of the way to daily communicate. However, in writing messages sometimes readers find message that are difficult to understand. In this research, the researcher want to know what types of utterance meaning and how often type of utterance to use. Therefore, the researcher is interested in analyzing the types of utterance meanings produced by javanese writer in sending messages trough whatsapps.

b. Identification and Correction of Errors

| No. | Incorrect Complex Sentences | Types of error | Possible Correction |
|-----|---|----------------|--|
| 1 | The communication can be spoken or written which both of them related with utterances, especially in writing utterance. | Omission | The communication can be spoken or written which both of them are related to utterances, especially in writing utterance. |
| 2 | However, in writing messages sometimes readers find messages that are difficult to understand. | Misformation | However, in writing messages sometimes readers find messages that are difficult to be understood. |

In this students' writing, researcher found only five types of errors. The two types of the errors are presented in the table above. The first complex sentence was considered as error of omission, because the researcher found

that the sentence missed the necessary item in the sentence. The error was found in the dependent clause of the sentence, it was the clause of “...*which both of them related with utterances, especially in writing utterance.*” This clause actually needed *to be* after the subject of the clause, but student did not write it. Thus, the sentence became error. *To be* should be written after the phrases ‘*both of them...*’ The appropriate *to be* for the clause is ‘*are*’. Therefore, the possible correction for the complex sentence above was “*The communication can be spoken or written which both of them are related to utterances, especially in writing utterance.*”

The second complex sentence was considered as error because it had incorrect form of sentence structure. Researcher found that the student wrote the wrong form of the verb. It was found in the dependent clause of the sentence. The clause “.....*that are difficult to understand.*” actually brought passive meaning. When the sentence brings passive meaning, the verb should be in the past participle form. The verb of the clause above was not written in the past participle form. It was written as ‘*understand*’ which it was the base form of the verb. It should be written as ‘*understood*’. The possible correction for the complex sentence above was “*However, in writing messages sometimes readers find messages that are difficult to be understood.*” Based on the error occurred in the sentence, this complex sentence was called as error of misformation.

(for complete composition and error, see appendix)

4.1.1.8 Students' Writing of Mini-Research 8

a. Composition

This research is conducted by using a qualitative method which the source of data is from the utterances produced by young learner in interaction.

According to Burns (2010, p.10) qualitative method is a method which uses words, phrases or sentences to represent and analyze the data of the research. The researchers would like to analyze the young learners' understanding on the force in their interaction. The last step is drawing conclusion. Drawing conclusion will be based on the data which have been analyzed to analyze the young learners' understanding on the force in their interaction.

b. Identification and Correction of Errors

| No. | Incorrect Complex Sentences | Types of error | Possible Correction |
|-----|---|----------------|---|
| 1 | The classroom interaction was done by two young learners which their names are Wulan and Anis | Misformation | The classroom interaction was done by two young learners which their names were Wulan and Anis |
| 2 | This force was taken based on context referred to what has been said already in the conversation | Misformation | This force was taken based on context referred to what had been said already in the conversation |

For this students' writing, researcher found that there are four types of errors. The two of them are showed in the table above. The researcher found in the first complex sentence that there was error of misformation in the sentence. The error was found in the dependent clause of the sentence. In

the clause “.....*which their names are Wulan and Anis.*” there was error of using the correct form of *to be*. The sentence told about past event, so the structure of the sentence should be written in the past tense. The use of *to be* ‘*are*’ in the clause above was incorrect because it used to tell about present time. Thus, the correct form of *to be* for the clause above should be ‘*were*’. In this case, the complex sentence had misformation error in its structure. The possible correction for the complex sentence was “*The classroom interaction was done by two young learners which **their names were** Wulan and Anis.*”

The researcher also found in the second complex sentence, that there was error of misformation too. The students wrote the wrong item of language in the sentence. The error was in dependent clause of the sentence. In the clause “.....*to what has been said already in the conversation.*” student wrote incorrect form of sentence structure. Based on the previous statement, the complex sentence above told about past event. Thus, the clauses should be written into past tense structure. However, student wrote it into present tense structure, which made the sentence, became incorrect. Therefore, phrase ‘...*what has been said..*’ should be written as ‘...*what had been said..*’ the possible correction for the complex sentence above was “*This force was taken based on context referred to **what had been said** already in the conversation*”

(for complete composition and error, see appendix)

4.1.1 Calculation of the Errors

In this section, the researcher calculated the types of error written by students. It was to know the frequent types of error in students' writing on complex sentences. In calculating the frequent errors from the data, the researcher used the formula by (Aminuddin, 2000). By calculating the frequent errors, the researcher could identify the most frequent errors in students' written task.

$$P = \frac{E}{N} \times 100\%$$

In which:

P : symbol of percentage

F : number type of errors

N : total number type of errors

There were 74 types of errors found by the researcher in students' writing on complex sentences. The 74 types of errors are classified into 52 errors of misformation, 17 errors of omission, 3 errors of addition, and 2 errors of misordering. The numbers of error will be showed into percentage form as follow:

a. Errors of misformation

| | |
|----------------------------------|---|
| Students' errors of misformation | $P = \frac{52}{74} \times 100\% = 70\%$ |
|----------------------------------|---|

b. Errors of omission

| | |
|------------------------------|---|
| Students' errors of omission | $P = \frac{17}{74} \times 100\% = 23\%$ |
|------------------------------|---|

c. Errors of addition

Students' errors of addition

$$P = \frac{3}{74} \times 100\% = 4\%$$

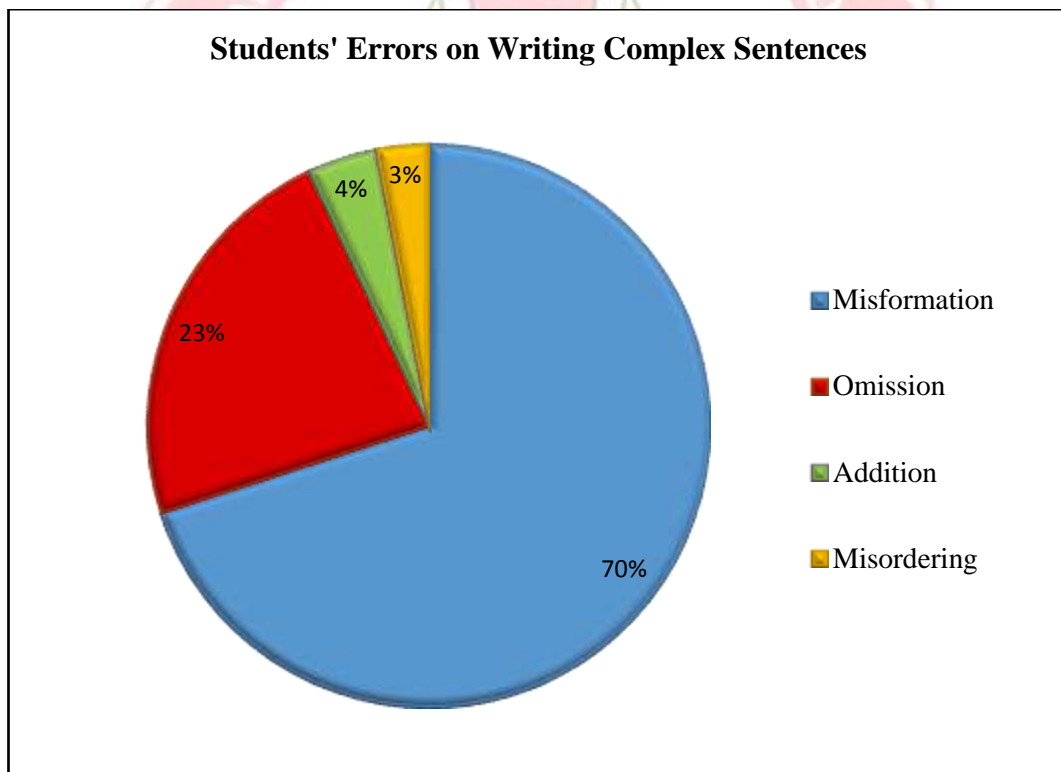
d. Errors of misordering

Students' errors of misordering

$$P = \frac{2}{74} \times 100\% = 3\%$$

The percentage of students' errors is presented into the following pie chart:

Figure 4.1 Frequency Chart of Errors



4.2 DISCUSSIONS

In this part, the researcher discussed the result of this result based on the chart of frequency errors made by students. The researcher explained the types of error found in students' writing on complex sentences. The researcher presented the data from the frequent errors into the lowest errors made by students'.

4.2.1 Error of Misformation

Based on the research data, the highest error made by students in writing complex sentences is the error of misformation. There were 52 or 70% misformation errors from 74 errors in students' writing. The misformation error is characterized by the using wrong form of morpheme or structure (Subekti, 2018:190). The errors which made by students' in their writing were mostly about the wrong form of verb and inflection.

For example, the sentence *“While the researcher doing observation, firstly the researcher recording some student communication on difference places, it means that the record doing in another place”* was wrong on the verb form. The sentence should be written as follow; *“While the researcher doing observation, firstly the researcher records some students communication on difference places, it means that the record is done in another place.”* The word ‘recording’ had wrong form and the word ‘doing’ in the last clause should be in passive form. Based on this result, it can be stated that students are still lack in writing correct complex sentences. It perhaps caused by students' carelessness. Most of the students didn't pay attention to the correct use of *tense, to-be, preposition,*

subordinator, pronoun, singular- plural verb, plural- singular noun, or passive construction.

4.2.2 Error of Omission

The second highest error was the error of omission. From the research data, it was found there were 17 errors of omission (or 23%) from 74 errors in students' writing on complex sentences. According to Subekti (2018:190) the error of omission is indicated by the absence of the necessary items in the sentence. The errors of omission which made by students' in their writing were about the omission of verb, to-be, also connectors.

For example, when student wrote the sentence "*There 2 types of context that is often used by the seventh semester students*", the researcher found the *to-be* of the sentence was absence. The correct form of the sentence is "*There are 2 types of context that is often used by the seventh semester students.*" After the word 'there', it should be added the to-be 'are'. This result showed that some students are influenced by their first language (Bahasa Indonesia) in writing English complex sentences. Thus, this students' error was caused by the first language interference. The errors of omission made by students were about omission of *verb, to-be, preposition, subordinator, and clause.*

4.2.3 Error of Addition

Error of addition was the third type of error among the three types of error. From the data, it was found 3 (or 4%) errors of addition from 74 errors on complex sentences in students' writing. Based on Dulay (2008:74) the error of

addition comes from the use of unnecessary items in the sentence. The items must not appear in correct form sentence. The addition errors which found were about addition of preposition and connectors.

For example, the sentence *“The second is selecting the message that contains of ambiguity utterances.”* had unnecessary preposition. The correct sentence should be *“The second is selecting the message that contains ambiguity utterances.”* The example above showed that the preposition ‘of’ after the word ‘contains’ was not needed. This case might be caused by carelessness of the students. Students often added unimportant item to the sentence, such as preposition and subordinators. Perhaps, students had lack motivation in learning the target language. Therefore, they had low attention in writing correct sentence through correct grammar.

4.2.4 Error of Misordering

The lowest error made by students was error of misordering. It found that there were only 2 (or 3%) error of misordering from 74 errors. The incorrect order or placement of the words or group of words in sentence is called error of mis-ordering (Dulay, 2008: 74). The error of misordering in this study was found in the wrong order of sentence. Students wrote their complex sentences complicatedly.

For example, in the sentence *“The study uses descriptive qualitative because the data has been analyzed from the descriptions of utterance by the college students and the presentation the result which would be supported by data”* student wrote the sentence in wrong order. The correct sentence should be

“The study uses descriptive qualitative because the data has been analyzed from the descriptions of utterance by the college students and the presentation which the result would be supported by data.” This sentence showed that there was wrong order between the words ‘which’ and ‘the result’. It seemed that students still confused to place the words into correct order on writing complex sentences. In addition, the students were complicated in presented their ideas into writing.

