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### AN ANALYSIS OF STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

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#### *Abstrak*

The research aims to analyze students' ability in writing the narrative text by following the generic structure. According to the previous studies conducted by some experts, some of the students did not write the narrative text based on the generic structure. Therefore, in this research, the researcher analyzed whether students in X MIPA I at MAN 2 Aceh Besar wrote the narrative text depending on the generic structure or not. In addition, the number of students from X MIPA I was 18 students. Further, in this study, all of them participated in writing the narrative text. Additionally, the design of this study was a descriptive qualitative research design. Moreover, in collecting the data, the researcher used document analysis that would be used to get some information about students' narrative text. In addition, the research finding showed that from 18 participants only 8 students wrote the narrative following the generic structure. Furthermore, 10 of them did not write the narrative text based on the generic structure.

**Keywords:** *Students' Writing Ability, Narrative Text, Generic Structure*

#### *Abstract*

*Tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa dalam menulis naratif teks berdasarkan struktur generiknya. Berdasarkan beberapa penelitian terdahulu yang telah dilakukan oleh beberapa ahli, menjelaskan bahwa beberapa dari siswa tidak menulis naratif teks berdasarkan struktur generik dari teks tersebut. Oleh karena itu, dalam penelitian ini, peneliti menganalisis apakah siswa-siswi kelas X MIPA I di MAN 2 Besar menulis naratif teks berdasarkan struktur generik dari teks tersebut atau tidak. Selain itu, jumlah siswa kelas X MIPA I adalah 18 siswa. Lebih lanjut, di dalam penelitian ini, semua siswa tersebut berpartisipasi dalam menulis naratif e teks. Selain itu, desain penelitian ini adalah desain penelitian kualitatif deskriptif. Selanjutnya, di dalam pengumpulan data, peneliti menggunakan dokumen analisis yang akan digunakan untuk mendapatkan beberapa informasi tentang narrative teks siswa. Selain itu, hasil penelitian menunjukkan bahwa dari 18 partisipan hanya 8 siswa yang menulis naratif teks dengan mengikuti struktur generik. Sedangkan 10 siswa lainnya tidak menulis naratif teks berdasarkan struktur generik.*

**Kata Kunci:** *Kemampuan Menulis Siswa, Naratif Teks, Struktur Generik*

## *INTRODUCTION*

The narrative text is a type of written text that is used to tell the reader about something that happened in the past. Besides, some people use this text as a medium to give moral value to the readers. Another, this text has the purpose to entertain and inform the reader about the events in the past. Likewise, Purba (2018:9), A narrative text is a sort of writing that tells a story about something that happened in the past, intending to provide moral value and entertain the reader with a story. Another, Mahendra (2014: 79), stated that narrative is a type of text that is used to tell events that occurred in the past, which aims to inform or entertain

In addition, Indonesian senior high schools should have the ability to create certain sorts of text in Curriculum K13. A narrative text is one of them. Furthermore, Curriculum K13 encourages learners to compose a narrative text using the generic structure and language features. So all students should be familiar with both of these concepts and they also need to master this ability. Therefore, it is very important for the students to understand the generic structure.

Moreover, there are some components of the generic structure for example orientation paragraph, complication paragraph, resolution paragraph, and reorientation paragraph. In addition, Lubis (2016:5), states that some components of generic structure that should be included in a narrative text. It can be described as follows:

1. Orientation paragraph

Orientation is usually stated in the first paragraph. This is called an introductory paragraph. Besides, in this section, the author informs the reader about the main characters and maybe some minor characters. Also, where and when the story took place.

2. Complication paragraph

In this section, the author informs the reader about the starting of the problem, which builds to the climax of the problem. Furthermore, the major character of the story is frequently involved in this section.

3. Resolution

The end of the story is described in the resolution paragraph. Furthermore, the story's implications can be finished for better or worse.

4. Reorientation

Reorientation is the end of a story that is not mandatory. This paragraph presents a moral message and advice from the author to the reader.

Based on the explanation above, we can conclude that three important components of the generic structure should be included in a good and complete narrative text. For instance orientation paragraph, complication paragraph, resolution of the paragraph, and reorientation paragraph. Besides, there is one component that is optional which is called the reorientation paragraph. Therefore in writing narrative text, the students have to put all of the important components of the generic structure. If they do not put all of them, it means their narrative text is incomplete and not perfect.

In addition, according to some previous studies, some of the students at Senior High School did not write the narrative text by following the generic structure. On the other hand, some of the previous research findings explained that some of the students could write the narrative text based on the generic structure. Moreover, as stated in a previous study conducted by Koilara and Tambunan (2020:157) most students had problems in writing narrative text with the generic structure because they did not too understand all of the generic structure components. Therefore, most of the students could not compose the narrative text by following the generic structure. In this case, based on their research finding, from 29 students, only 3 students produced good narrative text according to the generic structure. Besides, 26 students wrote the narrative text without following the generic structure.

In the same way, Norahmi (2019:130) affirmed that in their research result, students faced some kind of problems in composing the narrative text. To illustrate some students writing narrative texts only with orientation and complications. Besides, some of them created narrative text by putting complications and resolutions. Another, some of them only drew up narrative texts only with complications and resolutions. Then, some of them only place orientation paragraphs. In addition, students often made mistakes when they organized the ideas into a complete text. According to Qamariah and Wahyuni (2016:354), few students made mistakes in the organization of the paragraph which place in all of the components such as in the topic sentence, supporting sentence, and concluding sentence. Likewise, Rosdiana mentioned that (2019:129) the students faced problems in writing because they had limited vocabulary so which made them difficult to write in English.

Further, each school had students with completely different abilities in writing. In addition, some of the schools had students with good ability in writing. However, some schools had students with low ability in writing. So that, in this research, the researcher wanted to know either all students at MAN 2 Aceh Besar had some problems that related to the previous study above. Therefore, the researcher analyzed whether students wrote the narrative text according to generic structure or not. In addition, this research was presented to help the English teacher and the students in improving their ability in writing narrative text by providing some information about students' narrative text.

## **RESEARCH METHODOLOGY**

The researcher has to choose one of the study designs to conduct systematic research. In this research, the researcher employed a qualitative research design. According to Nasution (2008:5) stated that qualitative research is observing people in their environment, talking with them, and attempting to comprehend their language and perspectives about the world around them. Furthermore, because the researcher intended to study students' narrative text, the researcher employed the document analysis method in this qualitative research.

In addition, document analysis, according to Agrita (2014:15), is a way to collect data through written sources to get data for analysis. It involves reading, recording, and gathering information from written sources. Besides, Bloor and Wood declared that

document analysis has the goal to describe the document content characteristics through a thorough investigation. Additionally, in doing this research, the researcher analyzed student narrative text which focused on the generic structure of the narrative text so that she needed to use the document analysis method. Furthermore, in carrying out this method, there were several steps that the researcher took, which can be explained as follows:

1. The first thing that the researcher did has come to the X MIPA 1 class with the English teacher.
2. Moreover, the English teacher and the researcher explained the material about the narrative text. In this case, the teacher reviewed the material that has been described previously. Especially regarding the meaning of the narrative text, language features, generic structure, and giving examples.
3. Further, the researcher required students to compose and submit their narrative text.
4. Furthermore, the researcher analyzed the text one by one, starting with reading, rereading, separating, and marking the generic structure. Besides, in doing this step, firstly, the researcher read a text. After that, rereading each paragraph and separating the paragraph that had different talking points. Then, the researcher put the marking on it. Additionally, in giving the marking, the researcher used different colors for each aspect of the generic structure. For instance, read for the orientation paragraph, yellow for the complication paragraph, green for the resolution paragraph, and blue for the reorientation paragraph. In this case, the researcher would mark based on the explanation above.
5. In addition, the researcher discusses the document analysis result to determine how many students wrote narrative texts with the generic structure as well as those that did not.

Moreover, this research was already conducted at MAN 2 Aceh Besar located at St. Mesjid Jamik Montasik No. 3, Piyeung, Kec. Montasik, Kab. Aceh Besar, Aceh. Which was conducted from 28 Mei 2021 to 31 Mei 2021. Besides, the participants of this study were all of the students from X MIPA I with the number 18. In this research, all of them participated in writing narrative text. Besides, the researcher used this class based on the English teacher's recommendation.

The research was conducted to answer the phenomenon or problem to be studied by the researcher. Therefore, the researcher used a research instrument that can be used to gain the data from the research subject. Furthermore, Sugiyono (2019:102) stated that research instruments are tools used to measure a social and natural phenomenon that is being observed. Additionally, the researcher used the written documents as the research instrument. In this case, the researcher took data from students' narrative text. Further, 18 narrative texts were written by research participants that were analyzed by the researcher.

## RESULT AND DISCUSSION

### *The Result of Document Analysis*

Table 4.1

The Result of Document Analysis

No.	Name	Aspects of the Generic Structure				Complete or Incomplete
		ORN	COMP	RES	REO	
1.	TJ	✓	✓			Incomplete
2.	BM	✓	✓	✓		complete
3.	MK	✓	✓	✓		complete
4.	ZS	✓	✓	✓		complete
5.	RP	✓	✓	✓		complete
6.	NK	✓	✓			Incomplete
7.	MW	✓	✓			Incomplete
8.	DV	✓	✓			Incomplete
9.	ML	✓	✓	✓		complete
10.	NM	✓				Incomplete
11.	RF	✓	✓			Incomplete
12.	DA	✓	✓	✓		complete
13.	RI	✓	✓			Incomplete
14.	NL	✓	✓			Incomplete
15.	RA	✓	✓			Incomplete
16.	FNA	✓	✓	✓		complete
17.	AR	✓	✓			Incomplete
18.	MF	✓	✓	✓		complete

<b>ORN</b>	= Orientation paragraph
<b>COMP</b>	= Complication Paragraph
<b>RES</b>	= Resolution Paragraph
<b>REO</b>	= Reorientation Paragraph

### 1. TJ

The narrative authored by TJ was Batu Terbelah. Besides, TJ was one of the students who did not write narrative texts well since he did not compose narrative text using generic structures. In addition, a good narrative text should include four or three generic structure elements, such as orientation, complication, resolution, and reorientation. In this case, he composed a two-paragraph narrative text. The first paragraph of this text was an introduction that introduced the major character of the story, the setting, and the main character's characteristics. The second paragraph was a complication that begins by detailing the beginning of the story's events.

Furthermore, based on the previous description, we can deduce that this has two components of the generic structure. TJ did not incorporate all components of the generic structure that should be present in a narrative text. As a result, there was no resolution in this text. TJ did not, in addition, produce a narrative text with a pre-determined structure.

### 2. BM

The Story of Seven Boys was a narrative text that was written by BM. Besides, she generated excellent narrative text because her narrative text discovered three main components of generic structure: orientation, complication, and resolution. Additionally, in composing this narrative text, she began writing with an orientation paragraph that introduced the story's primary characters and environment. The next paragraph was a complication paragraph, which described the main character's conflicts as they arise throughout the narrative. The resolution of the story was in the last paragraph, which summarizes the solution to the problem faced by the main character.

In conclusion, BM composed narrative text by paying attention to generic structure because she put three important aspects of generic structure in his text which were orientation, complication, and resolution.

### 3. MK

MK made the narrative text of Origin Tapak Tuan. He made very good narrative text following a generic structure. Besides, in writing this narrative text, he started by writing an orientation paragraph. Moreover, in that line, he explained the setting of the story, the story's major character, and the strength of the main character. Furthermore, he wrote an introduction to the beginning of the conflict in the story in the third paragraph. He also

wrote an explanation of the conflict's culmination from the fourth to the sixth paragraph. Then, in the final paragraph, he revealed the outcome of the struggle as well as the conclusion of the story.

In short, MK students made narrative texts based on the generic structure. In addition, in his narrative text, the researcher found all important aspects of the generic structure that must be considered in a good and complete narrative text, such as orientation paragraphs, complication paragraphs, and resolution paragraphs.

#### 4. ZS

The title of the narrative text written by ZS was Timun Mas. In addition, he wrote complete narrative text because he created this text with all important components of the generic structure of the narrative text. Further, he began composing this material by authoring the first and second paragraphs, which explained the story's setting as well as the primary characters. Then he composed the third paragraph, which defined the conflict's inception and climax. The complication paragraph was the term given to this section. Then he composed the final paragraph, known as the resolution paragraph, which described the conflict's ending.

In brief, ZS could write narrative text well since he followed a generic structure order when writing narrative text. In this case, the researcher found three important components of a good narrative text, name: orientation complication, and resolution.

#### 5. RP

RP wrote a story on the story of Kisah Tujuh Anak Pria. Furthermore, RP created this text using three key components of the generic structure, indicating that he was qualified to write a good narrative text by following the generic structure. Furthermore, he began composing this text by drafting an orientation paragraph in the first paragraph. This paragraph introduced the reader to the story's primary character, setting, and situation. Then, the second paragraph of this text was a paragraph that described the beginning of the story's conflict and the climax.

Overall, RP followed the generic structure when writing the narrative text. Additionally, he composed this story by adding three key elements that should be present in a great narrative text. To illustrate the orientation, complication, and resolution of the story.

#### 6. NK

NK composed a narrative text with the title Atu Belah. Furthermore, he wrote this story without following the generic structure. Furthermore, in this narrative text, there were only orientation paragraphs and complications. Furthermore, the first and second paragraphs played out the orientation of the story, which began with an introduction to

the setting of the story, the character of the story, and the condition of the character. After that, he wrote the third and fourth paragraphs told that the beginning of the conflict he faced by explaining the causes of the problem, and the climax of the problem, as well as the conditions experienced by the main character of the story. Then, he wrote the fifth and third paragraphs. In this paragraph, he introduces the new character and personality of the character.

As a result, NK did not follow the generic structure of the narrative text when writing. Because the researcher only detected two aspects of the narrative text, such as a story orientation in the first and second paragraphs, a complication of the story in the third and fourth paragraphs, and then a return to orientation in the fifth and last paragraphs.

#### 7. MW

The Legend of Maling Kundang is a narrative text written by MW. He provided two types of generic structure in his narrative texts: orientation paragraphs and complication paragraphs. Furthermore, this narrative text only included two paragraphs. In this situation, he presented the story's orientation in the opening paragraph, which informed the reader about the setting, the main character, and the plot. condition of the main character, and the personality of the main character. Moreover, in the second paragraph, he wrote an explanation of the initial conflict that occurred in the story.

In summary, MW did not write narratives by heeding the generic structure because he only composed narrative texts without laying out all the important aspects that must be included in the narrative text. In this case, he only put two aspects of generic structure, such as story orientation and story complications.

#### 8. DV

DV created a narrative text about Danau Laut Tawar. In addition, she wrote incomplete narrative text because she did not put all of the important components of generic structure. Additionally, in her narrative text, there were only orientations and complications of the story. So that, in her narrative text there was no resolution of the story that told the reader about the ending of the story. In this case, she explained the orientation of the story in the paragraph which introduced the place, main character, the characteristic of the main character. Then in the second until the fourth paragraph, she described the beginning of the conflict and the climax of the conflict

Hence, DV did not create a narrative text based on the generic structure. Because a good narrative text should have all of the three main components of the generic structure: orientation, complication, and resolution. Moreover, she only put two of them, it was orientation and complication.



## 9. ML

ML composed a narrative text about Amat Mude. In addition, he wrote a very well narrative text because composed this story based on the generic structure of the narrative text. Moreover, in writing this narrative text, he started by composing the orientation of the story in the first paragraph which told the reader setting, main character, the personality of the main character of the story. Then, in the second to the fourth paragraph, he described the beginning, the plot to the main problem, and the climax of the problems faced by the main character. Besides, in the last paragraph, he told the reader the ending of the problem.

To summarize, ML created a narrative text by following the generic structure of the narrative text. Additionally, in his narrative text, the researcher found all of the important components of generic structure. To illustrate, orientation paragraph, complication paragraph, and resolution paragraph.

## 10. NM

HN wrote a story about The Legend of Laut Tawar Lake. In addition, in writing this narrative text, this student did not follow all of the main components of the generic structure. In this case, this student only put the orientation of the story that introduced the reader to the setting of the story, the main character, and their personality. So that, it can be concluded, HN did not write the narrative text based on the generic structure. Because when students wrote a narrative text by following the generic structure, they should put all of the important components such as orientation paragraph, complication, and resolution paragraph.

## 11. RF

RF made a narrative with the title Ahmad Rhah Manyang. He wrote this narrative text without putting all of the generic structure components. Moreover, in writing this story, he started by writing the first paragraph, which explained the place, character, and personality of the main character. Further, in the second, he told the reader about the beginning of the conflict experienced by the main character. Moreover, in the third and the fourth paragraph, he described the plot to the climax of the conflict.

Overall, RF did not make a narrative text that follows the generic structure. It happened because in his narrative text, there was no resolution of the story which inform the reader of the ending of the conflict.

## 12. DA

Legend of Princess Green was a narrative text produced by DA. Moreover, she wrote this story text based on the generic structure of the narrative text. Furthermore, in creating this story, she began by writing the orientation of the story which introduced the

reader setting of the story, the character, and their characteristic. Furthermore, in the next paragraph, she wrote the beginning and the climax of the problem faced by the main character. In addition, in the last paragraph, she described the resolution of the problems.

Finally, DA composed a narrative text by following the generic structure. In this case, the researcher found three important components of the generic structure. To illustrate, orientation, complication, and resolution of the story.

### 13. RI

RI created a story with the title *The Legend of Laut Tawar*. In addition, he did not compose a narrative text based on the generic structure. Additionally, to compose this story, this student started with the orientation of the story which explained the main character of the story. Further, in the second paragraph, he told the reader about the problems faced by the main character. Hence, RI did not create this narrative text according to the generic structure. In this case, he only put two components of the generic structure such as orientation and complication. So that his narrative text missed one of the important generic structures.

### 14. NL

NL wrote a story of *Ahmand Rahmanyang*. Further, in composing this narrative text she was not following all of the generic structure components. Moreover, her narrative text only had two components such as orientation and complication paragraph. to compose this story, she began by writing the orientation paragraph which introduced the setting the main character, and the condition of the main character. Then, second and third paragraphs she described the beginning of the conflict and the climax of the conflict.

In brief, NL created a narrative text without following the generic structure. Furthermore, in this narrative text, the researcher could not find three important components of the generic structure. In addition, the researcher only found out two components which were called the orientation paragraph and the complication paragraph.

### 15. RA

*The Legend of Malin Kundang* was the title of the story written by RA. In addition, in creating this narrative text, she did not follow all of the generic structures. In addition, to compose this text, she began by writing a paragraph that explanations about the setting, main character, and personality of the main character. Moreover, in the second and third paragraphs, she drew up the description of the beginning of the conflict and the main conflict.

As a result, RA did not compose the narrative text based on the generic structure. Another, when the writer wrote a narrative text based on the generic structure, they should put all of the three main components of the generic structure. Additionally, in her narrative text, the researcher only found out two components such as orientation and complication of the story.

#### 16. FNA

FNA wrote a narrative text based on the generic structure. Besides, the title of the story that was written by this student was True Friends. In addition, in creating this narrative text, she wrote the orientation of the story in the first paragraph which introduced the reader the main characters and the setting of the story. Moreover, she described the complication of the story in the next paragraph, which explained the conflict faced by the main character. Further, in the last paragraph, she told the reader the ending of the story.

Hence, FNA could write a narrative text by following the generic structure. It can be seen, from a narrative text that was already written by FNA. There were all of the important components of the generic structure. To illustrate, orientation paragraph, complication paragraph, and resolution paragraph.

#### 17. AR

AR composed a story about The Legend of Maling Kundang. In addition, she wrote this text did not according to the generic structure. Besides, this story consisted of three paragraphs that introduced the reader to the orientation and complication paragraph. In addition, in the orientation paragraph, she wrote the setting of the story, the main characters, the main character's personality, and the situation. Additionally, in the complication paragraph, she described the beginning of the problem and the climax of the problem.

In conclusion, AR created narrative text was not based on the generic structure. It happened because her narrative text only had two components of the generic structure such as orientation and complication paragraph.

#### 18. MF

The Story of Lake Toba was the narrative text written by MF. Further, in writing this text, she put all of the important components of the generic structure. Moreover, in producing this narrative text, he started by writing the orientation of the story which described the main character of the story, place, and the daily life of the main character. Then, she explained the beginning of the conflict and the main conflict. After that, she wrote the ending of the conflict. Hence, MF produced a narrative text based on the generic

structure. Because in his story, the researcher could find the orientation paragraph, complication paragraph, and also the resolution paragraph.

### *Discussion*

According to the research result, some students from X MIPA I composed the narrative text follow the generic structure. However, some of them did not produce the narrative text based on the generic structure. In addition, from 18 students, 10 students created the narrative text without following the generic structure. Besides, 8 of them wrote the narrative text according to the generic structure. Further, at the moment students wrote a good and complete narrative text they had to put all of important the generic components. For instance, the orientation paragraph, complication paragraph, and resolution. In addition, the researcher predicted some of the students did not understand the generic structure of the narrative text well so that they could not a story based on it.

Additionally, it was reflected in their narrative text. In this case, most of the students creating narrative text only with two components such as orientation and complication paragraph. So, they did not place one of the main components of narrative that should be included in a narrative text which was called the resolution paragraph. Moreover, one of them composed the narrative text only with one component called orientation paragraph. It means, her narrative text missed two main components. On the other hand, few of the students produced a weel and complete narrative text by putting all of the important components. To illustrate, orientation paragraph, complication paragraph, and resolution paragraph.

### *CONCLUSION*

The researcher determined that most students in class X MIPA I did not create narrative texts based on generic structure based on the research findings and data analysis that was given in chapter IV. Furthermore, the majority of them just generate narrative texts with two main components such as the orientation the complication paragraph. This implies they did not include all of the crucial components. In addition, the participants of this was 18 students but not all of them could create narartive text according to the generic structure. In this case, 10 students did not write narrative text without following the generic structure. However, 8 students composed narrative text based on the generic structure. So that, it was very important for the English teacher, to give extra attention to help students in understanding the generic structure of the narrative text. Moreover, students also had to learn more in order to improve their ability in writing narrative text

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