

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the four essential skills in learning the English language that should be mastered as it is very crucial. It is main requirement in academic as essential foundation for future learning. Its mean that if students are not able to read or they are not able to comprehend about what they read, it will be vain and as a result they will get trouble to catch information especially in English written form. Here the readers have to comprehend the text. Reading is very helped in growth of human's memory for the future. In learning foreign language students need time and practice for reading. The aim is that the readers are accustomed to many new words in order to understand the reading comprehensively. Moreover, reading from time to ime, it influnces in improving reading competence and fluency. Reading fluency is also an essential aspect in achieving language learners' goal. Thus, reading a lot is suggested to improve the reading ability.

Comprehending a text is important as what the actually purpose of reading. Reading comprehension is defined is a process in which the reader finds the meaning and interacts with the through combination of prior knowledge and previous experience, readers use their way whether read by more than one, fluency, commonly scanning the text is involved in getting information in the text, increase insight which is related on it ; what the main idea, plot, and many important things. Regarding reading comprehension, the book of Graham and Steve (2007:8), which say "reading comprehension is a multi-component, highly complex process that

involves many interactions between the reader and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself”.

The extent of meaning, two experts who stated with their ideas of reading are Wolf and Carroll which have been written in Hedgcock’s book. According to Wolf in Hedgcock (2009:15), reading is neuronal and intellectually circuitous and thoughts, as by the direct message to the eye from the text. Moreover, Carroll in Hedgcock (2009:15) states that reading means reconstructing a reasonable spoken message from a printed text, and making meaning reasons to the reconstructed

message to the spoken message. In addition, comprehension is the understanding and the interpretation of what is read. Thus, simply statement, reading comprehension is act or the way of understanding what are going to read.

Alderson (2004:14) states when students are reading, they are clearly engaged in a great deal of mental activity, some of automatic, some of it conscious. For example, the students may consciously decide to skip a page or two in a rather boring text, students may decide just to focus on headlines or pictures in a newspaper, or they must read the end part of the detective story before reading the introduction. Recent account of fluent reading process tend to emphasize that it is rapid, purposeful, motivated, interaction, interactive (in term of component skill as well as in the relation between knowledge and the printed out), it is comprehension (readers expect to understand), it is flexible, and it develops gradually (it is the product of long term effort and gradual improvement).

Bernhardt (2011:7) states that reading comprehensions as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Assessing fluency, accuracy, and

comprehension will often provide insight as to whether a text is too easy or difficult. As the student recognize the difficulty of answering comprehension question, it shows the text might be difficult too for the students, and they will not memorize the information from the text that being read. Conducting reading instructions is the best way to lead their understanding of the text that they read.

Reading comprehension is an intentional, active, interactive process that occur before, during and after a person reads a particular piece of writing. Therefore, it is complex skill that should be owned and mastered by students; moreover, it should be rehearsed and examine continuously in order to improve the ability in comprehending the information they have got. Each of students has different ability in mastering a language skill such as reading skill. Teacher should know how the extent of their students' ability improve in every time in order to know what the most effective strategy that is appropriate in teaching learning process. The teachers have very important role in assisting and giving the students such of the guidelines of a good reading. The best way to encourage students to become practiced readers is to have them read more frequently and experience the phases of the reading processes.

Based on the interview in preliminary observation with the English teacher in SMPN 3 Sukawati, the eight-grade students face difficulties in reading. Finding the main idea while read the text is one of the difficulties that they face. Furthermore, they do not know to spelling the word that they read. Incorrect pronunciation are also the problem that the students in reading. In addition, the students still face difficulties when comprehending the text that they read. And,

also they has problem in paraphrasing about the text they read. Therefore, the students have less interested in reading because of the difficulties that they face.

Many factors can affect the improvement of students skill, one fo them is the teacher teaching technique. Based on the researcher interview with one of the English teacher in SMPN 3 Sukawati, the teacher use traditional technique in teacing. The teacher usually used a traditional technique that was reading and answering activities. This technique was not appropriate with the material that the teacher taught on comprehending a text or a paragraph. Furthermore, the teacher asked the students to discuss the material only based on their textbook and at the same time, the teacher asked them to read the text individually without any guidance and vivid explanation about how to read and comprehend a text well. This situation made the students confused in answering questions or comprehending a paragraph or a text they read. Based on that problem, that problem can be affect the students' reading comprehension and make them fail in answering the question especially about identifying general information, specific information, textual meaning of the text.

The teacher's technique used in the teaching learning process was not effective, and it did not improve the students in reading comprehension the text. The students seemed not to be interesterd in reading a text by only asking and answering activities. It made the students cannot build their ideas to comprehend a text well. The students seemed to be difficultin answering questions from a text being taught by using the teacher's technique. The teacher could not stimulate the students to answer the text by using the technique. Furthermore, this situation made the students failed to understand the text or understand it in wrong way. Then, the result of the

students' reading comprehension was not as expected as the aim of the basic competency which states finding information related to historical events according general information, specific information, textual meaning, and textual reference in the text. Many interactive techniques can be used in order to improve students reading comprehension, one of those many technique are Numbered Head Together technique.

To solve the problem above there are many strategies in teaching reading that can be applied in classroom teaching technic and there is strategy that can be used by the teacher to teach an improve students reading skill especially their reading comprehension called Numbered Head Together. Researcher tried to improve reading comprehension skills using Numbered Head Together in SMPN 3 Sukawati in academic year 2022/2023. This strategy requires students to work together in the team or group to read a text that given by teacher and rearrange the text, find the information, main idea, specific detail, in their own word. This strategy helps studnets to improve their motivation to find the answer in the group and also improve their confidents to read their work to other people.

By implementing Numbered Head Together, reading comprehension can be more easily. With the students work in the group the students can be more easily to find and remember the main idea of the text they have read. In this strategy the students can easily to share their own opinion about the text that given by the teacher to find the right answer. This technique requires the students to be more confidents to answer the question because all member in group must be called to be spokeperson in their group. The strength of this technique is that it not only guides the students participation in reading, but also can help teacher to manage their class

more controlled learning situation. Based on the problem faced by the students, the researcher is very interested in implementing the Numbered Head Together technique. Students can improve their reading comprehension and learn faster if the step of this technique are well implemented. It important that the researcher understand the Numbered Head Together technique very well. This researcher believes this strategy can be well implemented in school.

By considering the benefits of NHT technique to stimulate and engage students in the reading comprehension, the researcher chose NHT technique to be apply in this study as a mean to prove how the strategy works to overcome students' problems in the eight-grade students of SMPN 3 Sukawati. The finding shows that the use of NHT technique can solve the students' difficulties as well as build their responsibility by working in a group and enhance their reading comprehension ability. Therefore, it is necessary to conduct research on the application of the Numbered Head Together to help improving reading comprehension of the eight-grade students in SMPN 3 Sukawati.

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1.2 Research Problem

Research problem is a term which is used state the struggle that triggers the study to be conducted. Before conducting the research, the research problem should be formulated and specified in order to make the research problem the present study more specific. Based on the background, the eight-grade students of the SMPN 3 Sukawati in academic year 2022/2023 still faced difficulties in learning reading comprehending activities. After the students read a text, most of

the students were difficulty in finding the main idea of the text they were reading and confused to analyze the systematic of the text and the students also were difficulty when they want to share their opinion about the text that they read before. Based on that problem, the research problem of this study can be formulated as follows: “Can reading comprehension of the eight-grade students in academic year 2022/2023 be improved through Numbered Head Together technique?”

1.3. Objective of the Study

The research problem that has been previously formulated is answered by conducting a scientific investigation. Objective of the study is needed to be arranged by the researcher. Thus, the research will run properly and reach the goal of the researcher. Based on the research problem above, the reading comprehension of the tenth grade students of SMPN 3 Sukawati still need to be improved. Therefore, this study conducted to find the solution for the problem above. The objective of this study is to find out whether or not the reading comprehension of the eight-grade students of SMPN 3 Sukawati in academic year 2022/2023 can be improved through Numbered Head Together technique.

1.4 Limitation of the Study

The term, “reading” actually has a broad and wide scope of coverage, so the limitation of the study was necessary. There are many issues or content that can be adopted as the subject matters to be observed by researchers who want to

participate in research in this field. This study focus on improving the students' reading comprehension using Numbered Head Together (NHT) technique. The present study is focused on the basic competency of the eight-grade students based on 2013 curriculum. The researcher focuses on the third main competency and third basic competency of the eight-grade students' syllabus. The third basic competency 3.11 requires the students comparing social functions, text structures, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context. In the present study, the reading comprehension was focused on finding general information, specific information, textual meaning, and textual reference in recount text.

1.5 Significance of the Study

This research is focused on investigating improving reading comprehension through Numbered Head Together techniques of the eight-grade students of SMPN 3 Sukawati in academic year 2022/2023. It will be concerned with teaching reading skill by applyinag Numbered Head Together techniqueas to improve students' reading comprehension especially on finding information related to personal experiences in the past, short and simple, according general information, specific information, textual meaning, and textual reference in recount text. In addition, the findings of this study are expected to give theoretical as well as practical significance. Moreover, the finding of the study are expected to give both theoretical as well as practical significance.

Theoretically, the findings can be beneficial as theoretical evidence about the implementation of theory based on the problem that faced above. Then, the result of this study were expected to enrich theoris and can be used a reference for future studies related to Numbered Head Together. It is also expected to be references or guidance for future study related to classroom action research, reading comprehension and Numbered Head Together Technique. Beside, it can be contribute new research findings about the implementation of Numbered Head Together in teaching reading comprehension. Additionally, the findings of this study are also expected to be useful in choosing appropriate technique in teaching reading.

Practically, the results of the present study are also expected to provide educational feedback for the teachers, students and other researchers. For the teachers, the results of this study are expected to be used as a reference in using Numbered Head Together Technique in teaching reading than they can apply to solve the students problem in the class and enrich their knowledge about numbered head together techniqe. For the students, the results of the study are expected to increase their motivation, interest in learning reading, make the students know benefit of numbered head together, and take the students participation during the teaching learning process. For the other researchers, it is expected to be references and empirical review to make better study for future research in the same field. Furthermore, it also provides an alternate source and guidance for the next future study to get better and more accurate result.

1.6 Definition of Key Term

The title of the present study is The Use of Numbered Head Together technique to Improve Reading Comprehension of the eighth-grade students of SMPN 3 Sukawatiin academic year 2022/2023. It is necessary to define the key terms used in the present study. In order to avoid misunderstanding about this study and to provide a clear insight about what this study was concerned. It is expected to be meaningful for the readers when they read this present study. Furthermore, the key term which would be used in the present study are Reading Comprehension and NHT technique. So, this researcher needs to give clear information and operational definitions concerning the key terms used in the present study. There are some operational definition of key term used in this study, such as the following:

1.6.1 Reading Comprehension

In this study, reading comprehension is defined as the process of reading and understanding the information contained in the reading texts of the eight-grade students of SMPN 3 Sukawatiin academic year 2022/2023, especially in finding out the general information, specific information, textual meaning, and textual reference.

1.6.2 Numbered Head Together (NHT)

Numbered Head Together is technique that the researcher used in teaching reading text especially reading recount text of the eight-grade students of SMPN 3 Sukawati in academic year 2022/2023 which is started by Numbering the students in groups and in the group the students read the text, record the synonyms for

familiar word to use when paraphrasing and discuss with the member of group. And next Questioning, the teacher poses a question related to the material and the students find the main idea and supporting details in the paragraph. Thus, in Head Together the students write their answer or their summarize text with their own word. And in the last Answering, the teacher calls a specific number to answer the question based on their work before.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

Theoretical review scientifically expected to contribute some practical significance and should be conducted on the basis of some relevant theoretical construct and empirical evidence. This chapter is mainly aimed at providing some theoretical review relevant to scope of the present study based on the experts' point of view. The theoretical review strengthened. Theoretical review is related to the theories, which are used in this study. It is used to support and build this study to be more firm and based on the fact. The related theoretical review is the study by supported theories from the experts. The theoretical frameworks that discuss in this present study are; Reading Comprehension, The Importance of Reading Comprehension in Teaching English, and Numbered Head Together (NHT) technique. Those are explaining as follows:

2.1.1 Reading Comprehension

Reading is one of four language skills: reading, writing, listening, and speaking which involve responding to the text, rather than producing it. It is receptive skill that involve making sense of texts and to do this the reader should understand the language of the text at word level, sentences level, and whole-text level. According to Riddle (2005:30), reading is an interaction between the writer and the reader by using texts which explain the reader's knowledge to make sense of print. The reader construct information transferred from the writer through written symbols which bear meaning inferred by the writer of the text. This interaction

may be contribute world information or schemata to understand the text which is new and my useful for the readers who may live far from the writer. This includes particular information for the learners.

According to Alderson (2000:3) say that reading can be defined as a process and product. The process of reading is the interaction between a reader and the text. During the process, many things are happening. Not only the reader looking at print, deciphering in some sense the marks on the page, deciding the meaning of the word and how they relate each other but also the reader resumably thinking about what she/he is reading, what is mean to her/him, how useful is the text, etc. Reading as product means the ability of the reader to comprehend the text that they read. It is also complex process to respond what the writer has written in texts by using knowledge and information owned bt the reader.

In reading, the purpose of every reader is different. The purpose are to make sure, to entertain, get information, and to know more knowledge. Brown (2004:185) states that in foreign language learning, reading is likewise a skill for success in all education contexts, remain skill of paramount importance as the readers create assessment of general language ability. From reading, they can get information. In other hand, reading hel them to exercise their reading skills, spelling, intonation, etc. Therefore, reaing can make the readers success in all educational contexts because having reading skill means that the readers the general language ability especially in foreign language learning.

Nunan (2003:68) states that reading is a fluent process of readers combining information from the text that their own background knowledge to build a meaning. It is means that in reading activities, the readers should be able to concentrate while

their eyes moved to the text that is read in order to get the information based on their background knowledge. It is important to focus on reading, it can help them to add information that they memorize in their mind with the information that they get from the text that they have read just now. Thus, the readers can combine the information to build the meaning. Unconsciously, the knowledge that the readers memorize in their mind is really helpful for the readers to easily build a perception concerning the information of the text.

Reading is a simple activity which has multiple function for the reader. It bestows some profits for the readers and it happens unrealized. Reading is an activity of bringing meaning to and getting meaning from printed or written material (Finochiaro and Bonomo in LLE:2016). The other statement is in Fuaidah (2015:7) that reading is not passive activity since we are transferring the symbol we read into our mind in order to get input from what we read. Whereas comprehension is an ability to understand something well and completely (Cambridge dictionary:2008). Comprehension has a main role in any ability. In reading, comprehension gives many beneficial and profit for the reader. Brumitt (2012) defines reading comprehension is an ability to comprehend the text by finding the information and fact in a text to describe what the intention of the text is. It means that reader must understand the meaning of the sentences and the information of the text completely in order to give a description from the text.

Reading comprehension is one out of four important skills which is needed to be mastered by students. It is the main action of reading itself. Without reading comprehension, the reader could not understand the information of the text. It is not only to read a text with good pronunciation, but it is how to

understand the context and the meaning of the information presented in printed text. Reading comprehension is resource of knowledge that is important because we can find many new vocabularies and new knowledge from the text then we can use it in many areas in this life. In addition, it needs practices to comprehend a text. The present study is supported by some different theory of reading from the expert. According to Brassell and Rasinski (2008:15), reading is multidimensional process that involves the eyes, the ears, the mouth, and most importantly the brain to read something and process it. Reading is a process of taking coded, written language, and transforming into decoded and spoken language.

Reading comprehension is the ability to construct meaning from a given written text. Lems et al. (2010:170) state that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta cognitive. When the rate of processing meaning from text can't "catch up" with the rate of our decoding, the result may be the strange phenomenon of decoding but not comprehending. Good readers are able to orchestrate a repertoire of strategies that serve them as they read different kinds of texts for a variety of purposes. It is important to remember that these strategies are performed in combination while reading.

Reading comprehension means is an ability when we are reading, in a same time we have to thinking and understand the meaning of the text completely.

Reading comprehension for students is a key to pervade knowledge or information in a written text so that students can understand the text correctly and completely. By maximizing reading comprehension for the students, teacher will be able to teach reading easier and the students will understand the material in a easy way too. In learning English, reading is very important in the development of others skills of the language learners. According to Patel and Jain (2008:113), reading is more important and useful skill for people than speaking and writing. Reading is able to support literacy; students need to practice to read as often as possible so they will be able to read correctly and fluently. The students must have a good reading comprehension if they want to pass the examination.

Four basic skills in language are the main point to make communication to others people. One of which is reading is an important keys to help skilled in the field of reading. That was why reading comprehension are key to the success of children's learning in the future. Skilled to read the meaning of the child is able to read, understand the contents of the reading they reads, and is able to develop the contents of the reading in his own language. Reading will help them to open and train their mind with something new and expand their knowledge. Besides, the main purpose of reading is to understanding ideas, the ability to comprehend meaning in reading in full, whether in the form of narration, free text, or poetry that can be concluded in a written or unwritten. Those are reason of why reading comprehension becomes an important thing in educational field and daily activity. Reading only can be develop by practice, student can develop their skill in reading comprehension with practice.

In conclusion, based on definition above, it could be stated that reading comprehension is important skills that the students should be mastery in learning English. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Besides, reading has many purposes. However, the purposes will be used according to what reader need from the reading text. Briefly, understanding comprehension requires the reader, the text, the activity or the purpose of the reading.

2.1.2 Numbered Head Together (NHT) Technique

Nowadays, student-centered teaching model, method and technique have been used in over the world. One of the models in contemporary teaching is cooperative learning method. Jolliff (2007) informs that Cooperative Learning methods requires pupil to work together in small groups to support each other to improve their own learning and that of others. These statement indicates that all the members in group of cooperative learning have same responsibility to help their partner to improve their achievement in learning process. Cooperative learning method treat the students well as human being who need to do interaction instead of self-understanding. Learning cooperatively will help students to communicate about what they do not know as well as to share what they already known. Numbered Head Together is a teaching technique of the cooperative learning strategy.

According to Kagan (2009 : 4) state that Numbered Head Together is one of interactive learning for the entire class. This technique urges students to solve

the given problems or questions in a group and sharing what they already know with others. According to Arends (2007:355) Numbered Head Together (NHT) is a strategy to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. NHT is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given number in this case from one to the maximum number in each group. The teacher poses a question and students put their heads together to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, so all team numbers must be prepared. This cooperative learning strategy promotes discussion on both individual and group accountability.

Moreover, Moreillon (2007:156) states that Numbered Head Together is in which the students sit in groups of equal number. Each students is assigned a number. For example, if there are six group of four, six students have the number one, one students in each group, a question is posed an all group have a set time to caucus on the answer. When the time is up, each group is called on in a set rotation. A number is called at random, and the person in that group with that number answers for the group. If the answer is incorrect, the person with the same number in the next group is asked to provide her or his groups answer.

Based on Kagan and Kagan (2009: 7), there are four basic elements of successful cooperative learning, those are positive interdependence, individual

accountability, equal participation, and simultaneous interaction. Positive interdependence creates mutual support among students, creates peer norms favoring achievement, and increases the frequency and quality of peer tutoring. The success of the group will depend on the performance of each group member. Individual accountability dramatically increases the students participation and motivation to achieve. Equal participation emphasizes the importance of each students interaction with the content and his or her peers. And simultaneous interaction involves high level of students engagement for all students at the same time.

Cooperative learning with Numbered Head Together technique is one of type of cooperative learning that influences students interaction patterns to increase mastery in the academic field. Numbered Head Together is a variance from group discussion. The implementation technique is almost same as group discussion. Based on Arends (2012: 371) states that instead of directing question to whole class, teacher use the following four-step structure in implementing Numbered Head Together technique, there are: (1) Numbering, (2) Questioning, (3) Head Together, and (4) Answering.

1. Numbering

The teacher divided students into three-to five members teams and have them number of so each students on the team has different number between 1 and 5.

2. Questioning

The teacher ask studnets a question. Question can vary. They can be very specific and in question form.

3. Students Put Head Together

The students put their heads together to answer the question, and make sure that everyone in the group has the answer, understand and can explain the answer. In here, the students work together in order to solve the problem and also ensure that everyone in the group can answer the question.

4. Answering

The teacher call a number from 1-5. All the students with that number stand. One of the standing students is called upon to give their group answer. Standing students with different answer can be called upon to explain their groups thinking.

In addition, there are have possible variation to numbered head together include : (a) ask all students with the called number to go to the board to simultaneously record their groups answer, (b) use a spinner, dice, or some other random way to call the number, and (c) if the question has multiple answer, allow each standing students to report just one of their answer. Use the rule, Be additive, not repetitive.

From the all definition above, it can conclude that 'Numbered Head Together' strategy is a flexible strategy that can be used at a variety of levels because it provides an opportunity for all students to share their thinking with other students, in turn, increases their sense of involvement in classroom learning. Numbered Head together technique also make the students to learn and share their knowledge to other people to solve the problem that the teacher given. The teacher can manage the class with use this technique, because the students need to answer the question based on the time. In addition, this present study, the

researcher believe that the Numbered Head Together technique can solve the students problem in learning especially in their reading comprehension.

2.2 Empirical Review

Empirical review is the reviews of previous research which is relevant to the present research. The relevant studies deal with improving students reading comprehension through Numbered Head Together which has been conducted by the other researcher in the past. This is the way to get information and theories about the previous research that are still available. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result, and place the researcher in a better position for their study result. The point of empirical review is to elaborate a deep understanding of the theories previously. It means that empirical review is to review the result of studies which have been done earlier by the other researchers. There are two similar researches with the researcher choose. This part is focused on discussing the reviews of two researches of two researches which have been done by the researchers.

The first research was conducted by Widani (2019) entitled “Improving Reading Comprehension of The Tenth Grade Students of SMK PGRI 4 Denpasar In Academic Year 2018/2019 Through Numbered Head Together”. The objectives of this study was to improve teaching reading comprehension through Numbered Head Together technique of the Tenth Grade Students of SMK PGRI 4 Denpasar. The result of this study could seen from the progressive mean score of pre-test and post-test. It meant the low students, achievement could be

improved by Numbered Head Together. In Addition, Numbered Head Together was able to decrease the students errors in doing reading comprehension and should encourage the students motivation and their feelings into the class. In this present study there was significant improvement after using Numbered Head Together in the classroom. The result of her study was found that the use of Numbered Heads Together technique can improve students' comprehension in reading comprehension

The second research was conducted by Virgiana Hapsari (2019) entitled “Improving Reading Comprehension of the Eleventh Grade Students of SMKN 4 Denpasar in Academic Year 2018/2019 Through Numbered Head Together”. The objectives of this study was to improve the reading comprehension achievement of the tenth grade students through Numbered Head Together Technique. The result of this study could seen from the progressive mean score of pre-test and post-test. It meant the low students achievement could be improved by Numbered Head Together and the students can be improved their reading comprehension through Numbered Head Together. This study also shows that the Numbered Head Together can help the students improve their reading comprehension.

Referring to the research result of those researcher that are mentioned above, there was not only strength but also some weaknesses. The strength of those study were the both of the researcher already stated several expert theories to support the study. In addition, the lesson plan arranged clearly. However, those of the researcher did not mention whose theory is used to carry out the steps of implementing Numbered Head Together technique in teaching reading. Whereas, its very important to explain expert theory in implementing the steps of the

technique to avoid confusion and mistakes. Concerning of the weakness above, in this present study, the researcher will state the steps of to Numbered Head Together technique based on Arends (2012) the teory clear as possible in teaching for helping class VIII I students of SMPN 3 Sukawati in improving their reading comprehension. And the researcher want to explained cleary about the technique and it was complemented with the procedural step of Numbered Head Together Technique.

