THE EFFECT OF SIMULTANEOUS ROUND TABLE STRATEGY ON STUDENTS’ ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH AT GRADE SEVEN STUDENTS OF SMP NEGERI 4 SIBORONGBORONG IN ACADEMIC YEAR 2019/2020

Rotua Hutasoit
English Education Department, Sisingamangaraja XII Tapanuli University
email: rotuahutasoit@gmail.com

Abstract
This research deals with the effect of Simultaneous Round Table Strategy on Students’ Achievement in Writing. The problem of this research is “Is there any significant effect of simultaneous round table strategy on the student’s achievement in writing descriptive paragraph?” So, the objective of this research is to find out whether there is or not significant effect of simultaneous round table strategy on students’ achievement in writing descriptive paragraph. The population of the research was the grade seven students of SMP Negeri 4 Siborongborong in academic year 2019/2020 with total number 210 students distributed in 7 classes. Two classes were taken as the sample by using cluster random-sampling. One class as the experimental group and the other one as the control group. Each of the group consisted of 30 students. The experimental group was taught by using simultaneous round table strategy, while the control group was taught without simultaneous round table strategy. The instrument for collecting data was the writing test, divided into two types, pre-test and post-test. The data were analyzed by using t-test formula. The result of the t-test showed that the value of t-test was higher than the value of t-table (3.01 > 2.00) at the level significance 0.05 with the degree of freedom 58. Since the value of t-test exceeded the value of t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that simultaneous round table strategy gave significant effect on students’ achievement in writing descriptive paragraph.

Keywords: Simultaneous Round Table, Writing, Descriptive Paragraph, Experimental Research.

INTRODUCTION
Language is the principle means for human to communicate, to transmit information, or to share idea. Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Braine and Claire May (1996:60), writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation. There are various ways to organize the sentences in a piece of writing. One of them is descriptive paragraph. Descriptive paragraph is the kind of text that the human used to describe things where the reader can image what the writer has written in the paragraph.
The Problem of the Study

Based on the background above, the researcher formulated the problems as follows: “Is there any significant effect of simultaneous round table strategy on the students’ achievement in writing descriptive paragraph?”

The Scope of the Study

This research was conducted to the grade seven students of SMP Negeri 4 Siborongborong. There are many kinds of strategy in teaching writing, but the researcher focused in applying simultaneous round table strategy. Actually there are several types of writing such as narrative, descriptive, report, and procedure. But this study attempted to find out the effect of simultaneous round table strategy on the students’ achievement in writing descriptive paragraph.

The Objective of the Study

Based on the problem formulated above, the objective of this study is to find out whether there is a significant effect of simultaneous round table strategy on the students’ achievement in writing descriptive paragraph.

The Significance of the Study

The significances of the study are as follows:

1. For the researcher, the study is expected to give new experience and information to the researcher about the effect of simultaneous round table strategy on the students’ achievement in writing descriptive paragraph.
2. For the students, the study is expected to motivate and to increase their ability in writing descriptive paragraph by using simultaneous round table strategy.
3. For the English teacher, this study is expected to give an input in order to use the various methods in teaching English writing.

REVIEW OF RELATED LITERATURE

Writing

Writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983:11). Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing is used for communicating one’s idea in written form to the readers. Furthermore, Raimes (1983: 76) says that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.

In addition, Tarigan (1987: 7) says that writing is a language skill that is used for indirect communication. The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. From the explanation above, the researcher infers that by writing, the language learners can express everything such as feeling, emotion, attitudes, ideas, etc. In conclusion, writing is one of language skill and indirect communication that conveys meaningful and expressive information from the writer to the readers in form of written language.
Aspects of Writing

In writing process, the writer can be said successful if their writing contains some aspects of writing. According to Jacob et al (1981: 90) there are five aspects of writing. They are:

1. **Content** refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. **Organization** refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. **Vocabulary** refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. **Language use** refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. **Mechanic** refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

Based on the definition above, the researcher can conclude that writing is important means of indirect communication that refers to the productive and expressive activity. In this case, students are expected to be able to express their ideas, feeling, and thought in written language.

**Descriptive Paragraph**

Descriptive paragraph is paragraph which expresses or describe place, thing, and person in such vivid detail that the readers can easily picture or visualize what is being written about, or they can feel that they involve in the experience.

**The Generic Structure of Descriptive Paragraph**

The generic structure of Descriptive paragraph are:

- **Identification/classification**
  - Contain the name of person, animal, or thing.
- **Descriptions**
  - Contain the description of the character appearance, habitat, behaviors, and the personality.

**The Grammatical Features of Descriptive Paragraph**

Grammatical features of Descriptive text are:

- When describing a person, thing, or phenomenon, simple present tense is dominantly used.
- When classifying and describing appearances/qualities and parts/functions of phenomena, relationals verbs are used
- When describing something, action verb is commonly used.
- To add extra information to provide more detaild descriptions, adverbs are used.

**Simultaneous Round Table Strategy**

Simultaneous round table strategy is one of cooperative learning strategies that allows students to work in small groups or in pairs to actively engage in the learning process and improve their understanding of
the content (Kagan: 2009). Each member of the team is not only responsible for their own learning, but also for helping teammates learn. Simultaneous round table strategy is one of cooperative learning part where each student write a response on their own piece of paper in teams. Students then pass their papers clockwise so each teammate can add to the prior responses.

The Procedure of Applying Simultaneous Round table Strategy
Simultaneous round table strategy is prepared before the students start to write paragraph. Firstly, the teacher divides the students into several groups which consist of 4-5 students. Then the teacher assigns a topic question or give a picture that need to be described by the students using their own words. After that teacher asks students to think and write as many ideas as they can think about the topic within the time limit example 5 minutes, all 4-5 students respond simultaneously by writing. Then, get them to swap their paper with their group members. When the time is up, students continue writing, adding to what was already on the paper. The process continues until time is up. After all teacher asks them to write a whole paragraph based on the information that their friends added.

RESEARCH METHODOLOGY
Research Design
This research was conducted by using experimental method. This experimental method deal with two groups; an experimental group and a control group. The experimental group was the group which got the treatments by applying simultaneous round table strategy and the control group was the group which did not get the treatments by using simultaneous round table strategy.

The design can be presented as follows:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PRE-TEST</th>
<th>TREATMENT</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>+</td>
<td>A</td>
<td>+</td>
</tr>
<tr>
<td>C</td>
<td>+</td>
<td>B</td>
<td>+</td>
</tr>
</tbody>
</table>

Where:
- E: Experimental group
- C: Control group
- +: Giving (pre-test and post-test)
- A: Treatments by using simultaneous round table strategy.
- B: Without using treatment simultaneous round table strategy.

The Population and Sample
Population
Population is any group of individuals that have one or more characteristics in common that are interested to the researcher (JhonW.Best, 1981:8). The population of this research was the grade seven students of SMP Negeri 4 Siborongborong in Academic Year 2019/2020. There were 7 parallel classes from VII₂–VII₈ consisting of 30 students each class. So the total number of the population is 210 students.

Sample
Sample is a small proportion of a population selected for observation and analysis (JhonW.Best, 1981:8). In obtaining the sample, the researcher used cluster random sampling technique considering what Gay (1987:104) says that random sampling is the best single way to obtain a representative sample. No technique, not even random sampling guarantee as a representative sample but the probability is higher for
The researcher used cluster random sampling by applying a lottery technique. The researcher wrote the name of each class in pieces of papers, and then all the papers were put in a glass. The glass was shaken and then put the papers out. The two papers put out first, were the name of the classes to be the sample of the study. The papers put out first were Class VII4 and VII7. Where class VII4 was as the experimental group and the class VII7 was the control group.

The Instrument of Collecting Data
Since the data was in the form of students’ ability in writing descriptive paragraph, the data was collected by using two writing tests; pre-test and post-test. Each student had to write a descriptive paragraph in each test. The students’ scores from pre-test and post-test was analyzed to know the students’ ability before and after having the treatments. The technique of collecting the data was clarified as follows:

Pre-test
This test was given in order to know how the students’ ability in writing descriptive paragraph before gave the treatment. It determined the readiness for instructional program, and to diagnose individual’s specific strengths and weaknesses in writing descriptive paragraph. The students were asked to write a descriptive paragraph based on the topic given.

Post-test
After conducting the teaching through simultaneous round table strategy as the treatment, the researcher administered a post-test to the students. It was done in order to know the students’ development in writing descriptive paragraph after having the treatment. The post test was same as the pre-test.

Research Procedures
Research Procedures were as follows:

Administering the Pre-test
The pre-test was administered to two groups before giving the treatment. It was administrated to see the students’ ability in writing a descriptive paragraph. They were asked to write a descriptive paragraph that consisted of identification and description

Conducting the Treatment
The treatment was conducted after the pre-test administration. The experimental group was treated by using simultaneous round table strategy, while the control group had no treatment.

Administering the Post-test
The post-test was given after the treatment. It was done to know the of using simultaneous round table strategy. The materials were same as those in the pre-test. In the post-test they were asked to write a descriptive paragraph.

Scoring the Test
The students can succeed in writing if their writing includes five aspects of writing. Therefore, the researcher used five aspects of writing to evaluate the students’ ability in writing descriptive paragraph:
1. Content refers to substance of descriptive paragraph (identification, descriptions).
2. Organization refers to the logical organization of the descriptive paragraph content
3. Vocabulary refers to the selection of words those are suitable with the content,
4. Language use refers to the use of the correct grammatical and syntactic pattern, 

The score of the test in writing descriptive paragraph is derived as follows:
1. Content: 30%
2. Organization: 20%
3. Vocabulary: 20%
4. Language use: 25%
5. Mechanics: 5%

The criteria of scoring are also devised from Jacobs et al (1981: 90) as follows:

**Content**
30 – 27 Excellent to very good: knowledgeable substantive, development of thesis/topic, relevant to assign topic.
26 – 22 Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.
21 – 17 Fair to poor: limited knowledge of subject, little substance, inadequate development, of topic.
16 – 13 Very poor: doesn’t show knowledge, not pertinent, or not enough to evaluate.

**Organization**
20 – 18 Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
17 – 14 Good to average: somewhat choppy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing.
13 - 10 Fair to poor: not fluent, ideas confused or disconnect, lacks logical sequencing and development.
9 – 7 Very poor: doesn’t communicate, no organization, or not enough to evaluate.

**Vocabulary**
20 – 18 Excellent to very good: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
17 – 14 Good to average: adequate range, occasional errors of word or idiom, choice, usage, meaning confused or obscured.
13 – 10 Fair to poor: limited range, frequent errors of word or idioms, choice, usage, meaning confused or obscured.
9 – 7 Very poor: essentially translation, little knowledge of vocabulary, idioms, word form, or not enough to evaluate.

**Language used**
25 – 22 Excellent to very good: effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, preposition.
21 – 18 Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/function, articles, pronouns, prepositions, but meaning seldom obscure.
17 – 11 Fair to poor: major problem in complex/simple construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions, meaning confused, or obscured.

10 – 5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanics
5 Excellent to very good: demonstrated mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing.
4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

DATA AND DATA ANALYSIS
The data was the result of the pre-test and post-test of both the experimental and control group.

Table 4.1
The Difference Score between pre-test and post-test of Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ names</th>
<th>Pre-test(T₁)</th>
<th>Post-test(T₂)</th>
<th>T₂−T₁(d)</th>
<th>Squared deviation (d²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aldikson Hutasoit</td>
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### Table 4.2

The Difference Score between pre-test and post-test of Control Group

<table>
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<th>No</th>
<th>Students’ names</th>
<th>Pre-test($T_1$)</th>
<th>Post-test($T_2$)</th>
<th>$T_2 - T_1$ (d)</th>
<th>Squared deviation ($d^2$)</th>
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</thead>
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</table>
Analysis data by using t-test formula

The t-test was applied in analyzing the data. Based on the calculation of t-test of experimental group and control group. The calculation was obtained as follows:

\[
M_y = \frac{\sum d}{N} \\
= \frac{284}{30} \\
= 9.46
\]

The calculation was obtained as follows:

\[
M_x = 14.53, \quad d_x^2 = 1711.44, \quad N_x = 30, \quad M_y = 9.46, \quad d_y^2 = 1041.42, \quad N_y = 30, \quad \text{df} = 58
\]

Furthermore, the data above are applied into t-test formula:

\[
t = \frac{M_x - M_y}{\sqrt{\frac{d_x^2 + d_y^2}{(N_x + N_y) - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}
\]
After adapting the data into \( t \)-test, it is obtained that \( t \)-value is 3.01. In finding out the difference, the distribution of table of it is used as a basis of counting \( t \)-table in degrees freedom (df). In this study the degree of freedom is 58 that obtained from \( N_x+N_y-2: 30+30-2=58 \). From the degree of freedom of 58 at the level of significance 0.05, it is founded that \( t \)-value (3.01) > \( t \)-table (2.00). Based on the above calculation, the Simultaneous Round Table Strategy has significant effect on students' achievement in writing descriptive paragraph.

**CONCLUSION**

After conducting and analyzing the data, it was found that Simultaneous Round Table Strategy has a significant effect on students’ achievement in writing descriptive paragraph. It can be seen from the mean of experimental group (14.53) which is higher than the mean of control group (9.46). The different of students’ mean of experimental and control group is 5.07. Referring to the result of hypothesis testing, it was found that the \( t \)-value = 3.01, \( t \)-table = 2.00. So that, \( t \)-value > \( t \)-table. It means that \( H_a \) is accepted and \( H_0 \) is rejected.

**REFERENCES**


