THE IMPLEMENTATION OF GENRE-BASED APPROACH
FOR THE TEACHING OF ENGLISH
AT MAN 1 SURAKARTA (ETNOGRAPHY)

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POSTGRADUATE PROGRAM OF LANGUAGE STUDY
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Abstract

The present study aims at describing the implementation of Genre-based Approach at MAN 1 Surakarta. The objective of this current study is to know the teaching learning process at MAN 1 Surakarta using Genre-based Approach. In this study, the writer uses an ethnographic research which describes the implantation of Genre-based Approach in teaching English. The methods of collecting data are observation, interview and documentation. The procedures for analyzing data are reducing, display and verifying. The result of this research shows the objective of learning, the model of syllabus, the material of English teaching, the classroom procedure, classroom activities in every stage, and problem faced by the teacher. The writer finds that the classroom procedure uses three procedures namely BKOF-MOT-JCOT-ICOT, BKOF, MOT-ICOT and BKOF-MOT-JCOT. In every stage there are many activities. The activities in BKOF are asking question and giving explanation. In MOT the teacher gives example of text and explains the content of it. In JCOT, the activity is the teacher makes a group, and in ICOT are giving the task in the classroom and giving the task as homework. The research also shows the problems faced by the teacher, namely difficulty in managing the class, the students’ limited vocabulary and students’ difficulty in writing coherence text. Genre-based Approach makes the teacher easier to deliver the material. The implementation of Genre-based Approach which is used by the teacher does not always use the stages of Genre-based approach.

Key words: Teaching English, Genre-based Approach

A. Introduction

Teaching English as a foreign language in senior high school is aimed at providing the competence of the students to achieve communicative competence of English skills such as listening, speaking, reading, and writing. Senior high school curriculum sees English as a means of communication orally and in written form. Mulyono (2008:2) states that “communication is regarded to understand and express information, thought, and feeling and to
develop sciences”. This means that integrated English communication is expected to exhibit students’ competence to discourse which covers the ability to understand and produce particular oral and written text.

In addition, the teaching and learning English at senior high school is expected to achieve informational function stage. This is intended to prepare them for the advance level of education at university. Informational stage within English language competence draws condition in which people have ability to access sciences by devising fully their competence in language they have learn. In teaching learning process the teacher based on the 2006 curriculum that known as Competence Based curriculum or genre-based approach.

The curriculum is known as Competence Based Curriculum or 2006 Curriculum which recommended a new approach that is Genre-based Approach. The teaching of English has adapted to the curriculum which has big proportion of school schedule given to the teaching and learning such this language has been regarded to enable students to have competence in English skills. In teaching and learning English the teachers’ task is to help the students achieve the communicative competence where the teachers are required to have professional competence in order to be able to teach English well. Teaching English puts genre as the main device in language learning.

According to (Hyland: 2004) Genre in classroom practice recognizes that the features of similar group of text depend on the social context in which the text is created and used. In the curriculum 2006, there are thirteen kinds of genre namely: narrative, anecdote, spoof, recount, news item, descriptive, report, procedure, explanation, analytical exposition, hortatory exposition, discussion, and review. Determining the types of genre can helps the students organizing information in paragraph used for communicative purpose. It is expected to develop communicative competence and make students able to make rational English text. The 2006 English curriculum of PP No 19, 2006 formulates the standard competence of education about the development in communicating in oral and written to get informational letter.
B. Research Methodology

The subjects of the research are English teachers and the second year students in first semester at MAN 1 Surakarta. It is located on Jl. Sumpah Pemuda 25, Kadipiro, Banjarsari, Surakarta. There are seven English teachers. The total of the students are 390 students that consist of 144 boys and 246 girls. They divide into 12 classes. Each class consists of 35 students.

The method of this study is descriptive qualitative research. The researcher uses qualitative research in the form of Ethnography approach. “Ethnography is the study of people's behavior, ongoing settings, with a focus on cultural interpretation. (Watson-Gegeo, 1995).

The writer uses Ethnography approach because of some reasons namely: the first, Ethnography method can show teaching-learning process of English in classroom. The second, Ethnography methods offers a documentation technique systematically about interaction of teaching learning of English between teachers and students, so that it becomes reference to develop inductive theory (grounded theory). The third, Ethnography method can expose roles of culture in teaching learning process, especially teachers’ role, students’ role, strengths and weakness, etc. (Watson-Gegeo, 1995).

The aims of this research are describing the teaching learning process, procedures, classifying the problems of English using Genre-based Approach at MAN 1 Surakarta. The data analysis conducted through several stages. The data of this research contains of the information dealing with the English teaching learning process, observation notes, and interview notes as the document formulated in the field. There are three kinds of source of data. They are event, document, and result of observation in MAN 1 Surakarta.

1. Events

Event is the real situation where the writer observes to know and understand the factual condition at the classroom activities. It happens in English teaching learning process. The object observed is related to the Implementation of Genre-based Approach in teaching English. The writer
does the observation directly toward English teaching learning process in the second year of MAN 1 Surakarta, it happens on 23 July until 25 August 2012.

2. Document

Document is written information about something observed. The activity to collect the document purposed to find the data and answer how is the implementation of genre-based approach in teaching English at MAN 1 Surakarta. The documents are student’s worksheet, interview script, field note, picture of photo, and learning materials taken from the compact student’s evaluation (LKS Supplementary book Bahasa Inggris SMA/MA kelas XI Semester ganjil and Look Ahead an English Course for Senior High School Students year XI).

3. Result of Observation

Result of observation is the outcome of observation got by the researcher in teaching learning process. It is better field note, interview script, student’s worksheet, picture of photo, and learning materials that come from the compact student’s evaluation.

C. Method of Collecting Data

There are three kinds of method in collecting the data, namely observation, interview and document analysis. These methods have been taken and based on the source above:

1. Observation

The observation is conducted to understand and describe the instructional process in teaching learning of English. The researcher used the passive participation technique in carrying out the observation. The researcher presents in the classroom, observes the object, but didn’t take part as any role or interaction with participants. In the observation, the researcher also uses the camera to take some photographs during the instructional process.
2. Interview

The interview is delivered to the participants of teaching-learning process of English at English courses. They are English teachers and students. The interviewees are taken as sample from the population by implementing sample technique. The teachers, who are as the interviewees are English teachers. The students who are as the interviewees are taken based on the class rank. There are three students of each class observed. They are the students with highest, the lowest, and medium score in English.

3. Document analysis

The documents analysis is done to select the documents related to teaching-learning process of English. The documents are analyzed are the syllabus material, the daily classroom, attendance list, score list, and the others related to documents.

D. Technique for Analyzing Data

The data in this research are analyzed by using the descriptive qualitative and the writer uses non-statistic to analyze the classroom. The data analysis consists of four steps of activities to make up theory. Lincoln and Guba (1985: 339) state that there are four steps, namely: 1. comparing incidents applicable to each category; 2. integrating categories and their properties; 3. delimiting the theory; and 4. writing the theory.

In this research, the researcher carried out the observation to collect the data. After getting the data, firstly, he compares the incidents to each category. In other words, it can be said that in this step, the researcher labels the findings based on each category. Secondly, the researcher integrates categories and their characteristics. In this step, the categories must be very clear. The next step, the researcher formulates the theory based on the findings on fields. The last step is writing the theory based on the real fact. The writer uses Richard’s concept (2001) to describe the teaching-learning process at English courses, which consists of the objective of teaching, the
material, the kind of syllabus, the methods used (student’s rule, the learner’s rule, teaching procedure, learning activities, and teaching media), evaluation, and strengths and weaknesses.

E. Benefit of the Study

The writer hopes that this research can give some information which is needed to everyone and can be meaningful. There are two major benefits, they are theoretical and practical:

1. Theoretically

This research gives description of the implementation of Genre-based Approach in teaching English. In addition, it is expected to support the ability and to motivate the students to speak, listen, read and write the English texts. Besides, this research can develop the method of teaching English as foreign language.

2. Practically

a. The research result is expected to be able to give some benefits for the teacher who teaches English at MAN 1 Surakarta, because the teacher can get description about how to implement the genre-based Approach in teaching English effectively to Islamic senior high school students in which it should be suited to their 2006 curriculum. It can lead him or her how to create an interesting comforting atmosphere in classroom so that students do not feel boring to join the learning activity.

b. Meanwhile, the benefit for the students, it can serve them the more comforting and interesting situation inside the classroom so that they can be more interested to join the class activity. Dealing with their capability in mastering English, especially listening, speaking reading, and writing, they get easier to master it through genre-based Approach which implement by the teachers. So, the students will be able to increase their English achievement.

c. The benefit for readers probably can be used as the reference for those who want to conduct a research in English teaching process, especially in
implementing genre-based Approach. At least, it can be used as an input or only a large knowledge in English teaching process.

F. Results and Discussion

The result of teaching learning process using Genre-based Approach and the students’ achievement during the observation, which focuses on learning objective, the material, the syllabus, the procedure, classroom activities, media, and the problem by the teacher using Genre-based Approach at MAN 1 Surakarta.

1. The Objective of Learning

Based on the syllabus made by the teachers the learning objective of English language in MAN 1 Surakarta are first, the students ought to understand education of English language in communication of language. Second, the students can improve four language skills. They are listening, speaking, reading, and writing. Third, the students have high confidence to speak up in English language with the other students or their teacher. The objectives formulated by the teachers are good in quality since the formulation match with the standard of competency and basic competency.

2. Material

The material of English for the second year students at MAN 1 Surakarta based on Contextual-based Learning Curriculum (KTSP Curriculum) is genre text. The writer gets the material by observation, interview and document.

Based on the observation in the classroom and the interview with the teacher, the writer found that the material is clear to introducing to the students. The materials of teaching English at the second year students of first semester are report, narrative, and analytical exposition text. The teacher took the material from “Look Ahead 2 and LKS Bahasa Inggris 2”
3. **Syllabus**

Syllabus is a lesson plan in specific subject group that covered competence standard, basic competence, instructional material, indicator, scoring, time allocation, and source of learning that developed in education unity. (Mulyasa, 2006: 190).

The syllabus has an important role in teaching English, because syllabus could be used as a reference for teacher to make a lesson plan. The syllabus to the second year students at MAN 1 Surakarta is National/Functional syllabus or (*contextual-based Learning Curriculum (KTSP curriculum)*).

Based on the syllabus the teacher knew that the material is to deliver in English. The materials of English in the senior high school of first semester are related to text genre namely report, narrative, and analytical exposition text.

4. **The Classroom Procedure**

The writer fond that the teaching learning process in the school well. Every class in this school consists of 35 students each class. The class is very comfort. It is very easy for teacher to control this class.

Based on the writer observation, the writer found the teachers at MAN 1 Surakarta have used the theory of Genre-based approach in teaching English in the classroom. By Genre-based Approach the teacher felt easier in delivering the material to the students. Usually the teacher implements the two or three stages, but sometimes the teacher did not use them all. The teacher said that it depends on the time. If the time is enough, the teacher exactly continues to Independent Construction after Modeling of Text. Because, it need long time to use all stages. Mr. Ahmad Mustopa, SPd said that:

*Dalam mengajar bahasa Inggris tidak selalu menggunakan empat langkah seperti dalam genre-based approach, karena waktunya terbatas. Kadang saya hanya menggunakan 2 langkah yaitu BKOF dan MOT, atau BKOF*
Based on the interview, the writer found that the teacher used the two or three stages of genre, namely Building Knowledge of the Field (BKOF), Modeling of the text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) all of stage are used by the teacher in classroom procedure. However, sometimes the teacher only used three stages like Building Knowledge of the Field (BKOF), Modeling of the text (MOT), and Joint Construction of the Text (JCOT), because the time is not enough to use four stages so the teacher only used three stages. Genre-based Approach gave some benefit like the students easier to understand the material, the teacher easier in delivering material to the students, and the students could build in written text.

In MAN 1 Surakarta the teacher used three procedures in English. The first procedure is BKOF, MOT, JCOT, and ICOT. The second procedure is BKOF, MOT, and ICOT. The third procedure is BKOF, MOT, and JCOT. These procedures consisting of procedure has been done by the teacher at MAN 1 Surakarta based on the writer observation. All of the activities in each stage were suitable and related to theory of Genre-based Approach.

<p>| Table 2 |
|---|---|
| <strong>Classroom Procedure</strong> |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Stage</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>• BKOF, MOT, JCOT, and ICOT</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>• BKOF, MOT, and ICOT</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>• BKOF, MOT, and JCOT</td>
</tr>
</tbody>
</table>
### Table 3

<table>
<thead>
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<th>Materials</th>
</tr>
</thead>
<tbody>
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<td>Topic 1</td>
<td>Report/Elephant</td>
</tr>
<tr>
<td>2</td>
<td>Topic 2</td>
<td>Narrative/ Takuban Prahu</td>
</tr>
<tr>
<td>3</td>
<td>Topic 3</td>
<td>Analytical Exposition/ Being Fat Matters</td>
</tr>
</tbody>
</table>

## 5. Classroom Activities

There were several classroom activities done by the teaching learning process at MAN 1 Surakarta. The activities were described in each stage. Before beginning the lesson, the teacher opened the meeting by saying “assalamu’alaikum” to the students. After that, the teacher checked the students who were absent today. Then, the teacher began the lesson with several activities. The teacher ought to try made the students interesting and enjoying in this classroom. The activities did in each stage as follow.

a. Activities in Building Knowledge of the Text (BKOF)

The activities in BKOF that were done by the teacher at MAN 1 were by asking question making quiz and giving explanation.

1) Asking Question

Before beginning the new lesson, the teacher gave the question related with the material. The material that day was Report text. The topic in this meeting was about the students describing or give inform about the Elephant. The teacher asked the information about the elephant which students know. The teacher instructed the students to describe their experience about the elephant.

By asking question above, the teacher knew the ability of the students, the teacher could check the students whether they still remembered the previous material or not. Besides that, the teacher also asked the homework given by the teacher in the last meeting.
2) Giving explanation

After giving questions to the students, the teacher gave the explanation to the students about generic structure and social function.

Teacher : After discussing about the elephant, What is the tenses use in the report?

Students : It is using present tense.

Teacher : Can you show me the tenses in the text/

Students : Yes I can, in the first sentence etc.

Teacher : ok, do you know, what is the social function of the report/

Students : yes, to describe the way things are such as a man made things, animals, and plants.

b. Activities in Modeling of the Text

In MOT, the activity was done by the teacher is giving model of text. The teacher gave the example of the text appropriate with the material will be discussed. The model of the text could be oral or written. However, the teacher at MAN1 Surakarta only used written text. The teacher used “Look A Head 2 and LKS 2” as the handbooks. The teacher asked the students to open LKS book page 60 as the example of Report text. The title of the text was “Ellephant”

c. Active in Joint Construction of the Text (JCOT)

The activity in JCOT was the students work in pair or a group. They were doing exercise with their friends in group or making power point about Report. The teacher divided the group based on their chair. The teacher divided into 8 groups and a group consisting of 6 students. The activities was making group in doing exercise. The students present the power point about another report text.

d. Activities in Independent Construction of Text (ICOT)
In this stage, ICOT was the last stage, the students made a written text individually. The students made a written text by themselves. The activities that involved in these stages were two activities namely giving the task in the class and giving the task in homework.

1) Giving the Task in Classroom

In this activity, the teacher instructed the students to make a written text individually in the class. The students would make a written text about narrative you have remembered by using their own language.

Teacher : Ok, students, let make a story you have remembered. If you finish, submit in my table.
Students : OK mom..

In this section, the teacher could help the difficulties of the students directly. The teacher could guide in the class. The teacher walked around the class to check the activities of students.

2) Giving the Task as Homework

When the teacher asked the students to make a written text, it needed long time. Because there were many students had limited vocabulary and difficult coherence of the sentence, so they needed long time to develop the paragraph. Sometimes the time is over when the students write the text in the class. Therefore, the teacher asked them to continue the task as homework.

Teacher: “have you finished?”
Students: no yet

The teacher checked it in the next meeting. The teacher hoped that it would be more effective because the students had enough time to do the task.
6. **Media**

Media is the tool used to fluent in giving the material. In teaching learning process, the teachers used media. It is necessary to get interested to the students in getting the material and to fluent in delivering the material effectively. In this case, the teachers have many media in delivering material. For example: Mr Farhan and Mrs. Erlina Setijani give the material about Report, the used power point. So they used LCD, Laptop and hand books. By this media, the students are very enjoying in following the lesson.

7. **Evaluation Model**

This section focuses on ensuring that the students have arrived at their intended destination. Teachers need to gather some evidence that they did. This usually is done by gathering students’ work and assessing this work using some kind of grading rubric that is based on lesson objective. They could also replicate some of the activities practiced as part of the lesson as Evaluation. In the daily, the teacher can evaluate the vocabulary of the students in the previous meeting by asking the last material. It means greeting. Then, the teacher made evaluation after finishing the material. It can be done ones in the months. This evaluation may determine what is working, what is not working, what to change, and what to keep. Evaluation is concerned with gathering data on the dynamics, effectiveness, acceptability and efficiency of a program to facilitate decision making (Popham 1975; Jarvis and Adams 1979 in Ricahrd, 1997:17).

Evaluation is the tool to make score to the students that is good or not. It is necessary to make report to the students and the parents. In this case, the teachers used many evaluation models. (1) oral repetition. This test is asking to the students to listen to a word, phrase, or sentence pattern, and repeat or imitate it. (2) Identifying key words. Students learn to avoid unessential information to identity students and repeat the key words only initially subject-verb-object, and later other elements. (3) Paraphrasing. In this case, the students are asked to restate in different words, often words which are simpler and easier to understand. (4) Answering Question. The students are
asked to answer questions on the content of the passage the students listen to.

(6) **Role play.** One of the methods used for developing speaking skill is role-playing, that is, creating a dramatic situation in a classroom, simply acting out dialogues, (New-Mark 1996). (7) **Games.** A game is one of activities which can help create dynamic, motivating classes. The reason is that real learning takes place when the students, in relaxed atmosphere, participate in activities that require them to use what they have been drilled on. (8) **Problem-Solving.** Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. (9) **Discussion.** Group discussion may be composed of three to five students. If such a group work is used regularly and introduced with a careful explanation of it’s propose, the class will soon accept it as a natural activity. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as naturally communicative context. (10) **Song.** Using songs in EFL classroom, especially speaking one can be both enjoyable and educational. Songs usually provides a peaceful and happy mood for the listeners. Gasser and Waldman (1990: 50) present some suggestion or guide lines for selecting appropriate songs to teach as the follows:

In the end Lesson or material have **Formative evaluation** is evaluation carried out during the development and implementation of a program, in order to modify and revise aspects of the program or the materials and to ensure the effectiveness of the program (Richard, 1997: 19). This model is conducted when the program is still continuing. The objective is to know how well the program designed is effective and to identify the weakness. The benefit of the result scoring is teacher will know how the instructional material mastered by learners. If a teacher knows learners’ progress in an instructional material, he/she can make decision, whether an instructional material must be reviewed or no. If it is needed, what strategy used, whether group, individual, or both them is.
**Summative evaluation** is a evaluation model carried out at the completion of a course or program in order to measure how effective it was in attaining its goals. This model is conducted after the program had finished. The objective is to know the individual students’ position or grade in the class, to give explanation about learner’s aptitude or performance in particular period, and to predict learner’s successful or no in the next higher lesson.

**G. Conclusion**

After describing and analyzing the data, the writer draw some conclusion based on the result of observation and interview of teaching English using Genre-based Approach at MAN 1 Surakarta: an Ethnographic research they were learning objective, material, syllabus, the procedure of teaching English using Genre-based Approach, the classroom activities, media and the problem faced by the teacher during teaching learning process.

In the learning objective explaining that teaching learning English was very important, in order to improve the four skills there were listening, speaking, reading and writing. The students have understood about the education of English in language communication. Teaching English made the students ought to high confidence to speak up in English language with the other students or their teacher.

The syllabus has important role in teaching English, because can be used as reference teacher to make a lesson plan. The syllabus to the second year students at MAN 1 Surakarta is National/Functional syllabus (Contextual-based Learning Curriculum (KTSP Curriculum).

In the material, the teacher took from a two books like Look a Head 2 and LKS Bahasa Inggris 2. In this book also described several types of text such as narrative, recount, descriptive, report, hortatory exposition, etc. The material gave to the students were various including speaking, listening, reading, and writing. The topic in each material was different theme.

The teacher in MAN 1 Surakarta used the four stages at the classroom procedure that are appropriate to theory of Genre-based approach.
If the time was enough the teacher used the four stages in teaching learning process were Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Join Construction of the Text (JCOT), and Independent of the Text (ICOT), Sometimes the teachers ought to efficient the time, the teacher only used the three stages is Building Knowledge of the Field (BKOF), Modeling of Text (MOT), and Independent of the Text (ICOT) to deliver material to the students.

In each stage of genre, there are many activities in the classroom was done by the teachers the activities in Building Knowledge of the Field (BKOF), were asking question (greeting), giving the picture to deliver the material or text, and giving explanation. An activity in Modeling of Text (MOT) was the teacher gave the model of text to students. An activity in Join Construction of Text (JCOT) is the teachers instructed making a group in doing exercise an activity in Independent of the Text (ICOT) the teacher giving the task in the classroom and gave the homework to students. The purpose of the activities is to make the students easily in learning English. The students are easily in making written text and practice speaking or orally. It was enabling to the students in being active when practicing English.

In teaching learning process, the teacher also had some problems faced in the class. The problems faced by the teachers were the difficulty in managing in class, the student limited vocabulary, and the difficulty coherence in grammar of sentence. However the teacher has to some problem the teacher was a creative teacher. The teacher has solution to solve first problem was difficulty in managing the class. The teacher gave interest material and the teachers walked around the class to make not noise. The teacher also ought to be creative in the classroom during teacher learning process. To solve second problem, the teachers guided them and made text or practice orally. When they did not know some English mean, they can ask to the teacher. And the teacher would help them to translate the words. The teachers also instructed them to bring dictionary. Besides that, the teacher gave them task to read the book in the library and make the summary from
the book or magazine that they have read. It was to collect every week. To solve the third problem was students’ difficulty in writing coherence text, the teacher instructed the students to read about tenses in the library to read the English text and to memorize the form of verb. The student always made a sentence according the tense to improve their English skill.

Current study concludes that the teachers at MAN 1 Surakarta have implemented Genre-based Approach in teaching English. The teacher was done the four stages of genre namely Building Knowledge of the field (BKOF), Modeling of Text (MOT), join Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The teacher rare used Joint Construction of the Text (JCOT) to efficient the time. The teacher can evaluate the result of the written text or orally for the students one by one.

Based on the explanation above, the writer concluded that the amount of various methods used by the teacher in teaching English, in the classroom procedure used Genre-based approach made the students more active, motivated and interested in following the lesson and the students can understand well about the material. Genre-based Approach made the teachers easier to deliver the material. The implementation of Genre-based Approach which is used by the teacher is not complete.

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