TEACHING TECHNIQUE APPLIED BY ENGLISH TEACHER TO IMPROVE STUDENTS’ VOCABULARY AT THE FIRST YEAR OF SMP MUHAMMADIYAH 7 EROMOKO WONOGIRI IN 2012/2013 ACADEMIC YEAR

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by

SIWI ARDILLA SARI
A.320 090 116

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Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan di bawah ini pembimbing skripsi/tugas akhir:

Nama : Drs. Djoko Srijono, M.Hum.
NIK : 19590601 198503 1003
Nama : Siti Fatimah, S.Pd, M.Hum.
NIK : 850

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Nama : Siwi Ardilla Sari
NIM : A320 090 116
Program Study : Pendidikan Bahasa Inggris
Judul Skripsi : TEACHING TECHNIQUE APPLIED BY ENGLISH TEACHER TO IMPROVE STUDENTS’ VOCABULARY AT THE FIRST YEAR OF SMP MUHAMMADIYAH 7 EROMOKO WONOGIRI IN 2012/2013 ACADEMIC YEAR

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Pembimbing I

Drs. Djoko Srijono, M.Hum.
NIK. 19590601 198503 1003

Pembimbing II

Siti Fatimah, S.Pd, M.Hum.
NIK. 850
APPROVAL

TEACHING TECHNIQUE APPLIED BY ENGLISH TEACHER TO IMPROVE STUDENTS’ VOCABULARY AT THE FIRST YEAR OF SMP MUHAMMADIYAH 7 EROMOKO WONOGIRI IN 2012/2013 ACADEMIC YEAR

PUBLICATION ARTICLE

by

SIWI ARDILLA SARI
A 320 090 116

Consultant I
(Drs. Djoko Srijono, M.Hum.
NIP. 19590601 195803 1 003

Consultant II
Siti Fatimah, S.Pd, M.Hum.
NIK. 850
SURAT PERNYATAAN
PUBLIKASI KARYA ILMIAH

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Yang bertanda tangan dibawah ini, saya:

Nama : Siwi Ardilla Sari
NIM/NIK/NIP : A 320 090 116
Fakultas/Jurusan : KIP/ BAHASA INGGRIS
Jenis : RESEARCH PAPER
Judul : TEACHING TECHNIQUE APPLIED BY ENGLISH TEACHER TO IMPROVE STUDENTS’ VOCABULARY AT THE FIRST YEAR OF SMP MUHAMMADIYAH 7 EROMOKO WONOGIRI IN 2012/2013 ACADEMIC YEAR

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TEACHING TECHNIQUE APPLIED BY ENGLISH TEACHER TO IMPROVE STUDENTS’ VOCABULARY AT THE FIRST YEAR OF SMP MUHAMMADIYAH 7 EROMOKO WONOGIRI IN 2012/2013 ACADEMIC YEAR

Siwi Ardilla Sari
A 320 090 116
Email: Ciwi_ardilla@yahoo.com

Department of English Education, School of Teacher Training and Education Muhammadiyah University of Surakarta
Jl. A. Yani Pabelan Kartasura Tromol Pos 1 Surakarta 57102
Telp. (0271) 7177417 Fax. (0271) 715448

ABSTRACT

This research paper aims at (1) describing the teacher’s technique in improving students’ vocabulary at the first year, (2) identifying the problem faced by teacher in the process of teaching-learning vocabulary at the first year, (3) describing the problem solving used by teacher in teaching-learning vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year.

This is a descriptive research. The object of the study is focussed on the technique of English teacher applied in improving vocabulary in the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year. The methods of collecting data are observation, interview and analyzing document. The data are taken from the result of event, informant, and document.

The result of this research shows that the technique of teaching-learning vocabulary consists of memory and storage systems and contextual guesswork has a good result for the development in the students’ vocabulary. They are not bored, but more enthusiastic to follow the teaching-learning process. The process of teaching-learning vocabulary consists of opening the class, explanation, consultation, practice, presentation, evaluation, and closing. The problem faced by the teacher in teaching vocabulary at the first grade students is the classroom management, different motivation of the students, and the different ability of each student in acquiring vocabulary. The problem solving applied by teacher in teaching vocabulary is by using group work to manage the number of the students that is overload, arranging the position of the student’s seats in the class, giving
advices, motivation, and using interesting media like picture and game to attract the student’s attention in English teaching-learning process.

Key words: descriptive study, teaching vocabulary, teaching technique.

INTRODUCTION

To master vocabulary, the students should have ability in understanding and using vocabulary. Fauziati (2010:61) states that vocabulary is central to language and of critical important to typical language learner. Teaching vocabulary to the students is not easy. Many teachers and students neglect the importance of vocabulary mastery. In Indonesia, many teachers used traditional techniques in teaching vocabulary to the students, for example, students are supposed to write the vocabulary on the whiteboard. After that, the students have to pronounce it together and the last the students must remember it. And the next day when the students find the new word or the last word, they have to open the dictionary to look or to remember for the meaning. It becomes serious problem in English teaching-learning activity.

The writer observed SMP Muhammadiyah 7 Eromoko Wonogiri. The subject of the study is English teacher and the students in the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year. There are some reasons of the writer took SMP Muhammadiyah 7 Eromoko Wonogiri as a object of this research, they are:

1. The Location and Situation

The location of SMP Muhammadiyah 7 Eromoko Wonogiri is far from the city and it has students from lower class. This school is free of administration expense.

2. Enthusiasm of the Students

Enthusiasm of the students to know about English language is not high. It is showed when the students had minimum result in pronounciation subject because they also had difficulty in memorizing the vocabulary and the meaning of the words. They thought that English is not important to
study and it is difficult to understand because the pronounciation and writing are different.

3. Enthusiasm of the Teacher

   The enthusiasm of the English teachers are so high in teaching the students about English lesson. It is due to the fact that most students did not get English lesson or they had minimum knowledge about vocabulary in Elementary School. Learning English from Elementary School is very important for students Junior High School. The students should be able to comprehend the content and they can answer the questions which are appropriate with the text. So the teacher should introduce English to their students and teach them based on their need.

RESEARCH METHOD

   The type of research used in this research is a descriptive research. By using descriptive research the writer describes the process of teaching-learning activity in the classroom. Teaching vocabulary includes the objective of teaching vocabulary, the method in teaching vocabulary, technique for teaching vocabulary, improving students’ vocabulary, the material given to the students in teaching vocabulary, classroom activities, problems faced by the teacher in teaching vocabulary, the problem solving applied by the teacher.

   Descriptive method is used to present a broad spectrum of research activities having a common purpose of describing situation events or phenomena (Mason and Bramble, 1997: 37). Ary (1985: 415) argues that a descriptive research is directed toward determining the nature of situation, as it exists at the time of the study. From those definitions, this research focused on the technique of English teacher applied in improving vocabulary in the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year.
RESEARCH FINDING AND DISCUSSION

Research Finding

In order to make the description of the research finding clearer and easier to understand, the writer classifies this section into seven parts, namely the process of teaching-learning vocabulary, the goal of teaching vocabulary, material of teaching vocabulary, technique of teaching vocabulary, method of teaching vocabulary, classroom activities, problems faced by the teacher, and problem solving used by the teacher.

1. The Process of Teaching Learning Vocabulary

The process of teaching learning vocabulary at the first grade students can be divided into 7 steps. Each meeting of teaching English at the first grade consists of 2x40 minutes. The teacher uses all steps in the process of teaching-learning vocabulary to reach the goal of teaching learning. She also can manage the time in every step.

a. The Goal of Teaching Vocabulary

From the interview and observation, the goal of language teaching is to develop the communicative competence of the students in four language skills. Vocabulary is one of important elements of language skills.

In relation to the objective of teaching vocabulary, the teacher states the objective of teaching vocabulary at Junior High School, especially in first grade is “Tujuan pembelajaran vocabulary di tingkat SMP kelas satu yaitu untuk meningkatkan dan mengembangkan kosa kata bahasa inggris murit murit sehingga mereka bisa berkomunikasi dengan baik. Jika kosa kata dapat dikuasai dengan baik, ini dapat di terapkan untuk mendukung semua language skill, seperti reading, writing, speaking, dan listening”. (the objectives of teaching vocabulary at first grade are to improve and develop the students’ vocabulary mastery so they can communicate with another well. If vocabulary has been mastered well, it can be applied to support all language skills, like reading, writing, speaking, and listening).
Based on the interview and observation, the writer knows that the objectives of teaching vocabulary in Junior High School especially in first grade are to improve and develop students’ vocabulary mastery. If the vocabulary cannot be mastered well, the teacher believes that they will be easily to do their test or final exam.

b. Material for Teaching Vocabulary

The materials should help the students understand the lesson easily. The role of material is so dominant because it supports the teaching-learning process in the classroom. The teacher cannot teach without the material. If the material is already well arranged, the teacher will be easier to teach in the class.

Based on the writer’s observation in the first grade of SMP Muhammadiyah 7 Eromoko, the material for teaching vocabulary is based on the topic in the textbook. Those topics are organized as material according to the syllabus. The textbook that is used by teacher is Let’s Talk, as well as LKS, which is based on the Kurikulum Tingkat Satuan Pendidikan or KTSP. It is the newest curriculum that is used by all Junior High School. This book does not only consist of the material but it is also completed with exercises.

c. Method of Teaching Vocabulary

Based on the observation, the writer concludes that the teacher uses two methods, as follows:

1) Grammar Translation Method (GTM)

In Grammar Translation Method, the teacher teaches the material with long elaborated explanation, the teacher is the authority in the classroom, and the students are taught in mother tongue with little activities use of the target language. The mother tongue that was used by the teacher in teaching vocabulary was Indonesia language.
2) Direct Method (DM)

In direct method, the teacher introduces new target language words or phrases by demonstrating their meaning through the use of realia, pictures, or pantomime. The role of the teacher is facilitating the process of learning. Direct method makes the students more active because of more practise in the classroom. There are some principles of direct method applied by the teacher when she taught vocabulary, for example only everyday vocabulary and sentences were taught, concrete vocabulary was taught through demonstration of objects and pictures, both speech and listening comprehension were taught, and correct pronunciation and grammar were emphasized.

d. Technique for Teaching Vocabulary

Based on the observation, the writer concludes that the teacher uses two techniques, as follows:

1) Memory and Storage Systems

The teacher uses this strategy to facilitate the learning process, by grouping items of vocabulary in semantic fields, such as topic (e.g. types of hobby). Full classroom makes the teacher group the class into some groups. It makes the teacher easy to control the classroom. The technique of grouping in the classroom is an effective technique to handle the class. It also helps the teacher easy in teaching vocabulary in classroom.

2) Contextual Guesswork

The teacher uses contextual guesswork and using dictionaries to teach the students. The teacher can help the students with specific techniques and practice in contextual guesswork, for example, the teacher explains about the function of each part of body, the students guess the answers. Besides, dictionary is an invaluable tool for learners, it gives them independence from the teacher. The students can use the dictionary when they find difficult words. For example, the students can open dictionary when the teacher gives a task.
e. Classroom Activities

The observation was done four times, they are in March 14, 21, 28 and April 4, 2013. The writer describes some activities that had been done by the teacher and the students during the observation. Based on the observation, the writer concludes that the teacher always uses similar steps in teaching vocabulary. There are opening the class, explanation, consultation, practice, presentation, evaluation, and closing. The following descriptions explain the result of four times observation.

2. Problem Faced by the Teacher in Teaching-learning Process

Based on the observation in the classroom, the problems faced by the teacher in teaching vocabulary are divided into two main points, based on the teaching-learning process and students’ vocabulary accomplishment.

a. The Problems in Teaching-learning Process

1) Classroom Management

Classroom management becomes a common problem in teaching-learning process. In SMP Muhammadiyah 7 Eromoko, every class consists of more than 30 students. For example in the first grade, it consists of 35 students. It can be concluded that the numbers of the students are too crowded. It causes the teacher get difficulties in controlling the class. Based on the interview with the teacher, the writer gets information as follows:

“Mengatur ketenangan kelas merupakan salah satu masalah yang sering guru hadapi dalam proses belajar mengajar. Kelas yang ideal harusnya terdiri dari 20 siswa, tetapi kenyataanya kelas satu saat ini muritnya berjumlah 35 siswa. Jadi akan mulai ramai ketika murid murid mulai merasa bosan. (Classroom management becomes one of serious problems faced by the teacher in teaching-learning process. the ideal class actually consists of 20 students, but in fact the total of the students in the first grade consists of 35 students. So it will be noisy if the students have been felt bored,)”.
2) The Motivation of the Students

As the young learners, the students in first grade have different motivation in following the teaching learning process. Based on the interview with the teacher, the writer gets information as follows:

“Perbedaan motivasi atau semangat murid-murid juga menjadi masalah yang sering timbul dalam proses belajar mengajar. Misal saja murid merasa senang bila mendapat pelajaran yang mudah. Tetapi mereka juga kehilangan semangat atau merasa bosan juka mendapat pelajaran yang sulit. (The difference of the motivation of the students also becomes a problem in teaching-learning process. for example, the students feel happy if they get an easy material, but sometimes they loss their spirit or they feel bored if they get a difficult material.).”

Based on the interview above, the writer concludes that the students sometimes feel enthusiastic to study, but they also feel bored in the teaching learning process.

b. Vocabulary Accomplishment Problems

Every student has different ability in receiving and mastering the materials that are given by the teacher. In teaching vocabulary, the teacher not only gives knowledge about word, but the meaning, spelling, pronunciation, and grammar. But in Junior High School, the teacher still focuses on meaning, spelling, and pronunciation. Based on the observation, the students still get difficulties in memorizing the meaning, spelling the new word, and pronouncing the word correctly.

The first problem is about the meaning. The teacher gets difficulty when asked the students to memorize the meaning of new word. The students always forget easily new words after they get the meaning from dictionary. They also make some mistakes in mentioning the meaning of the new words. The second problem is about spelling. This problem is commonly faced by the teacher when she asked the students to write their answer on the whiteboard after finishing their work. The last problem is about pronunciation. Almost the students in junior high school still get
difficulties in pronouncing the word correctly. Almost of them pronounce the word like its spelling.

3. The Problem Solving Applied by the Teacher

   Based on the some problems above, there are some ways done by the teacher to solve the problems:

   a. Problem Solving in Teaching-learning Process

      1) When the teacher gets problem in managing the class, she always used a group work to manage the number of students that overload. It means to make the teacher easier to control the class. If the students are noisy, the teacher will call the students who are noisy and give question or ask them to do the task in front of the class. So, it will make the students afraid to make noise.

      2) To solve the problem about the difference motivation of the students, the teacher gives advices and motivation about the importance of their activity in vocabulary class and creates good relationship between the teacher and the students. Besides, the teacher always collaborates the teaching-learning process with game or picture when the students feel bored and loss spirit. The teacher also has other method that is the teacher will give additional score to the active students. The students can consult the difficult materials with the teacher out of the formal time.

   b. Problem Solving in Vocabulary Accomplishment

      Based on the observation, the teacher solves the problem in the students' vocabulary accomplishment with many ways. The first, the teacher uses picture dictionary to solve the problem that deals with meaning of vocabulary. She also uses game, for example guess the part of the body by mentioning its name in English and the meaning. She also asks the students to memorize the meaning based on the dictionary. The second, the teacher teaches the students how to write a word correctly through jumbled letter. The teacher helps the students by marking the first letter with capital or bold letter in arrangement. She just asks the
students to remember the correct spelling based on her explanation. And to solve the last problem about pronunciation, the teacher always uses repetition to make the students fluency in pronouncing the word correctly. The teacher always asks the students to repeat her utterance for many times until correct.

Based on the explanation above, the writer concludes that techniques used by the teacher in solving the problem have the strength and the weakness. The strength is the technique using interesting media like picture or game can make the students feel enthusiastic in joining teaching-learning process. It also makes the students easy to memorize the word and its meaning. But, the weakness is the students feel bored when the teacher just uses traditional dictionary in the teaching-learning process. The students in junior high school still get difficulties find the meaning of word through dictionary. So, they will feel bored with the activity like that. The writer argues that the teacher should use the interesting media to attract the students’ attention.

Discussion

In this section, the writer discusses the research finding found during the observation and interview with the teacher. The research findings are divided into three points, the first is about the process of teaching learning vocabulary, the problem faced in teaching vocabulary, and the problem solving applied by the teacher.

1. Teaching-learning Process of Vocabulary

   English teaching-learning process in the first grade is focused on the students’ ability in communication, but if they have not good vocabulary, they can not communicate well, so the teacher also focuses on students’ vocabulary mastery. In teaching learning process the teacher uses 7 steps in teaching English. They are opening, explanation, consultation, practise, presentation, evaluation, and closing.
Based on the interview and the observation, the goals of teaching learning vocabulary at the first grade are to improve and develop students’ vocabulary mastery. The students’ vocabulary mastery is improved by emphasizing their acquisition in using vocabulary, memorization, used words in sentences, and write the vocabulary correctly. The writer conducted the observation four times in the classroom. From the observation, there were three times used to explain the materials and one time used to conduct a daily test.

Based on the research finding above, the methods are used by the teacher in teaching vocabulary are Grammar Translation Method and Direct Method. The writer concludes that in the first and fourth observation, the teacher used Grammar Translation Method in teaching vocabulary, and the second observation the teacher used Direct Method. The classroom activities show that the teacher applies two methods above.

Based on the observation, the writer concludes the technique for teaching vocabulary consists of memory and storage system and contextual guesswork. Oxford (1990: 187) suggests memory and storage systems aid learning, which is creating mental linkages: grouping, associating, placing new words into a context. In memory and storage system, technique of grouping in the classroom is an effective technique to handle the class. Besides, the technique of contextual guesswork makes the students enthusiastic to join the material and it more fun. On the other hand using dictionaries make the students easier to understand and make independent and confident. It shows when the students did not know the meaning of the word, they directly open the dictionary.

Based on research finding above, the writer concludes that the step used by the teacher in teaching vocabulary in the first grade of SMP Muhammadiyah 7 Eromoko is very complete, from opening until closing have a good correlation. It means that the teacher not only has full authority in the class, but she also tries to make the students take part actively in the classroom. She also gives opportunity to the students to explore their ability
in practice and presentation step, for example in the second meeting where the students must practice in front of the class by mentioning words in target language. The writer concludes that Direct Method is more appropriate to be applied in teaching vocabulary at the first grade when it is applied fifty-fifty of both language. It means that the teacher should not always use mother tongue when explain the material. She must collaborate it with target language to make the student’s language skill more improve.

2. The Problem in Teaching Vocabulary

The problems in teaching vocabulary faced by the teacher can be divided into two, problem in teaching-learning process and vocabulary accomplishment. The first problem in teaching learning process is classroom management. The member of the students can make the teacher get difficulties in controlling the classroom. The second problem is the motivation of the students. The students in the first grade have different motivation in following the teaching-learning process. The students sometimes feel enthusiastic to study, but they also feel bored in the teaching-learning process. It was caused by many factors. Sometimes they feel bored with the monotonous teaching-learning process, or they do not feel enthusiastic when get difficult material.

From the result of the research finding above, the writer concludes that the students do not yet master vocabulary well. They still find many problems above. The writer argues that it can be caused by some factors like technique used by the teacher is very traditional. She just asks the students to use their vocabulary if they found difficult word. Then, the students must memorize the new word and its meaning related to the dictionary. So, it can make the students feel bored in teaching-learning process. The problem above is also caused by the background of the teacher that does not come from English education. The English teacher just takes an English course for a year. It can be said that the teacher of English subject is not professional. The English subject must be handled by English bachelor. The writer believes that the students’ achievement in English subject will improve if
they are taught by a professional English teacher who has mastered English well. It also can be supported with the appropriate techniques chosen by the teacher to attract the student’s attention in English subject.

3. Problem Solving Applied by the Teacher

In solving the problem related to the teaching-learning process, the teacher uses the group work, interesting media like picture, and giving motivation and advice to the students. The teacher used a group work to manage the number of students that overload. It means to make the teacher easier to control the class. To solve the problem about the different motivation of the students, the teacher gives advices and motivation about the importance of their activity in vocabulary class. And the teacher always collaborates the teaching-learning process with game or picture when the students feel bored and loss spirit.

In solving the problems that related to the vocabulary accomplishment, the teacher uses picture dictionary to solve the problem related with meaning of vocabulary. She always asks the students to memorize the meaning based on the dictionary completed with picture. So, it will help the students to memorize easily. In addition, to solve the last problem about pronunciation, the teacher always uses repetition to make the students fluent in pronouncing the word correctly. The teacher always asks the students to repeat her utterance for many times until correct.

Based on the explanation above, the writer concludes that the techniques that used by the teacher in solving the problem have the strength and the weakness. The strength is the technique by using the interesting media like picture or game can make the students feel enthusiastic in joining teaching-learning process. It also makes the students easy to memorize the word and its meaning. But, the weakness is the students feel bored with the activity. The writer argues that the teacher should use the interesting media to attract the student’s attention, for example by using song because the students in Junior High School like studying and doing something that can make them feel fun.
CONCLUSION

After describing and analyzing the data, the writer draws conclusion based on the monitoring of the process of teaching-learning vocabulary at SMP Muhammadiyah 7 Eromoko, Wonogiri.

1. The technique of teaching-learning vocabulary consists of memory and storage systems and contextual guesswork. Memory and storage systems consist of grouping the class that is an effective technique to handle the class and made teaching vocabulary easy. Dealing with meaning consist of contextual guesswork that makes the students enthusiastic joining the material and more fun And using dictionaries makes the students easier to understand and make independent and confident.

2. The process of teaching-learning vocabulary consists of opening the class, explanation, consultation, practice, presentation, evaluation, and closing. The goal of teaching vocabulary at the first grade is to improve and develop student’s vocabulary mastery in English subject. The methods applied by the teacher in teaching vocabulary at the first grade students of SMP Muhammadiyah 7 Eromoko, Wonogiri are Grammar Translation Method (GTM) and Direct Method (DM).

3. The problem faced by the teacher in teaching vocabulary at the first grade students of SMP Muhammadiyah 7 Eromoko, Wonogiri is the classroom management, different motivation of the students, and the different ability of each student in acquiring vocabulary.

4. The problem solving applied by teacher in teaching vocabulary is by using group work to manage the number of the students that is overload, arranging the position of the student’s seats in the class, giving advices, motivation, and using interesting media like picture and game to attract the student’s attention in English teaching-learning process.
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VIRTUAL REFERENCES