Modifying Think Pair Share (TPS) Based On Cooperative Integrated Reading Composition (CIRC) to Improve Students' Reading Skill and Students' Motivation

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Abstract: *The aims of this study to find out the difference of the students' reading skill after being taught by using modified Think- Pair- Share (TPS) based on Cooperative Integrated Reading and Composition (CIRC) technique and non-modified design in the convention class and also to find out whether there is improvement or not to the students' motivation after being taught by using modified Think- Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC). In this study, the design uses qualitative and quantitative approach. The researcher uses two classes of the first grade of Senior High School, experimental class for modified Think – Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) and control class for non-modified learning model. The results are that students' reading skill and students' motivation improved after being taught by using modified Think-Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC). The score and motivation are higher after getting treatments. It can be concluded that modifying Think-Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) can improve students' reading skill and students' motivation.*

Keywords *= Think-Pair-Share (TPS), Cooperative Integrated Reading and Composition (CIRC), Reading, Motivation.*

I.   Introduction

Students learn four skill of English at school : listening, speaking, reading and writing. Reading is the third skill that should be mastered by the language learners. Reading belongs to one of an important skill in learning English which is compulsory learnt from elementary school until university level.

Reading is a skill which involve the students' prior knowledge of the learned language and the students' understanding on written forms. Reading that has an important part in teaching and learning process which is a process of understanding the written text. The students do not only have to understand the written symbol but they also have to comprehend the context of the text.

According to Anthony, Pearsson and Raphael in Farrel (2002 : 2) reading as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language and the context of the reading situation. It seems that the reader constructs the meaning of the text by trying to correlate the text and what he or she already knows about the words.

Reading is considered to be one of the most important language skills. Through reading, students can develop their other language skills such as writing and speaking in addition to improving their language components such as vocabulary and grammar reading is a basic language ability and a very complicated action that must be master by everyone. This is a process of recognition, interpretation and perception of written or printed material. In fact, people living in the world read where it is difficult to success without it (Hollingsworth, 2007).

Reading comprehension is considered as an influential activity where students can be exposed to language input (Laufer, 2010). Current understanding of reading strategies as one of the important aspects of reading skills, therefore the teacher's awareness to develop reading skill for the students because very important, it should be accompanied by strategies that can make students master well about reading.

Hosenfeld (1977) defines reading comprehension involves decoding the writer's words and then using background knowledge to obtained an approximate understanding of the writer's message. It means that reading comprehension is the process of deriving meaning from the text. The goal of all reading instruction is ultimately aimed at assisting a reader to comprehend a given text.

Based on Klingner in Smahillah (2011) reading comprehension is the process of constructing meaning by coordinating a number ox complex processes that include word reading, word and word knowledge and fluency. Moreover in the learning process, students are expected to do extensive reading for their assignment or

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exam. However, there are many students who are not able to comprehend their lesson and improve their reading achievement. This, the difficulties in comprehending the text have been the main problem that has to be overcome .

In the classroom, during the teaching and learning process the students are usually passive. Passive learners depend on their teachers' help and assistance. They need more pressure as well as teacher's on going instruction passive learners also have weak instruction in study and do not provide certain time to read more to improve understanding on lesson. Active learning atmosphere can be created if students are motivated in the learning process. In fact they are many cases that students are lack of motivation in learning, especially when they learn English as foreign language. The students think that learn new language which is not their first language is very hard. It is the reason of their less of motivation in learning include of learning reading skill.

The less satisfactory learning result are influenced by several factor, such as students' learning motivation, learning models, method and also technique applied by the teacher. The learning model is a way that can be used by the teacher to achieve the desired learning outcomes, including in determining the learning method used. Active learning models and technique can motivate students to be more confident in order to make them active in learning process that will put impact on students learning outcome. Comprehension strategy can be defined to as specific tactics, or techniques, observable or non observable, that a comprehender uses to store, retrieve and use information to make sense of the ideas in the text (Suparman, 2001).

Concerning these real problems in learning process, teacher should find a way to succeed the teaching learning process. A suitable technique is needed to keep the students' motivation to read the whole part of the text and also increase their reading comprehension. Reading needs solution and innovation to improve students' reading comprehension. In teaching reading there are some methods and technique which are good for improving students' reading comprehension.

One of the technique which is good for teaching reading is Think- Pair- Share (TPS). Therefore, Think-Pair -Share (TPS) is one of the techniques that is expected to be a good answer for the teacher to increase the students' reading comprehension. Simon in Sormin (2012) defines that most activities in Think-Pair-Share (TPS) require the learners to solve some problems. This technique gives the opportunity for the students to work alone and also in pair by following some steps. Think Pair Share is one of kinds of cooperative learning. Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learners is held accountable for his/her own learning and is motivated to increase the learning of others.

Think-Pair-Share (TPS) as an effective way to improve student's reading comprehension had been previously studied by Palupi (2013) with the result of her research proved that there is a significant difference of students' achievement in reading comprehension before and after being taught Think-Pair-Share (TPS) technique. In addition, she also explained that there are three main problems that faced by the students during the implementation of Think- Pair- Share (TPS) technique, those are finding the meaning of difficult words that the students faced during the thinking process, getting the idea of the text in the pairing process and find difficulties in focusing in the lesson by being cooperative in every steps.

In addition, Goodman (2010) also proves that using Think- Pair- Share (TPS) technique can increase students score for the Osseo Fairchild Elementary in United States although he also found some weaknesses. He gave four similar styles of Hougthon Mifflin generated comprehension test were used to gather data. In fact, there have been many researchers conducted the research related to use Think-Pair- Share (TPS) technique to improve reading skill such as Riska Anastia Sari (2012), Fatkur Rahman (2014), Fajar Kurniasih(2017) and many more researches on which conducted that how Think- Pair- Share (TPS) technique improve students' reading skill.

However, according to the some previous researchers, Think- Pair-Share (TPS) just implemented in teaching reading for Junior High School and Elementary School, the researcher finds some weaknesses based on own experience and also based on the previous researchers found before. The researcher also feels curiosity to implement and also modify this technique in senior high school level. In the other side, there is also other technique which is suitable for reading skill that is Cooperative Integrated Reading and Composition (CIRC) which tries to integrate the whole reading and make the students understand language wider.

There have been many researchers conducted the research related to use CIRC technique. Zainudin (2015) conducted research to see the significant effect on students reading on descriptive text. The findings of this research showed that significant effect of applying Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Descriptive Text Achievement compared with the classical method (CM) of teaching is good.

Another previous research conducted by Hapsari (2013) with the title Teaching Reading Comprehension by Using Cooperative Integrated Reading Composition (CIRC) Method to the Seventh Grade Students of SMPN 1 Kerambitan. The students' achievement increased from the second meeting to the last. It meant that CIRC technique is effective to improve students reading achievement. There are many more

researches such as by Evi Andiyani (2011), Doddy Hendro Wibowo (2016), Yuniska Murti Ayu (2017) on which conducted that how CIRC improve students' reading skill and engage them to active in the classroom. The researcher modifies Think -Pair -Share (TPS) based on Cooperative Integrated Reading and Composition (CIRC) to the steps of learning activity. The researcher formulates the research questions as follows :

1. Is there any significant difference of students' reading skill after being taught using modified Think-Pair- Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) and non- modified design of TPS technique?

2. Is there any significant improvement to the student's motivation after being taught using modified Think –Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) ?

II. Literature Review

1. Reading

Reading is the essential skill for students since it is the core to nearly all subjects (Davis, 1988: 241). In learning every subject, reading activities are involved. Reading, in general sense, is what happens when people look at a text and assign meaning to the written symbols in that text. There are many definitions of reading proposed by experts, one of which is stated by Grape (in Pan, 2006: 1). It is stated that reading is not only a receptive process of picking up information from the page in a word-by-word manner since it is a selective process and characterized as an active process of understanding. In the same perception, "Reading means reading and understanding" (1996: 138). These theories imply that an activity is called reading if there is understanding from what has been read, if not it cannot be said so.

In addition, Nuttal (1996: 3) says "reading is the transfer of a message from the writer to the reader". Aeborsold (1997: 15) agrees by stating that reading is what happens when people look at a text and assign meaning to the written symbols in the text. According to Derajavan, as cited in Tella (2007: 119), reading has been described as "the art of interpreting printed and written words". Likewise, Goodman (1988: 15) express that in a reading activity, there is a close interaction between language and thought, in which the writer encodes thought as language and the writer decodes language as thought. It can be deduced from the theories that reading is the activity of getting the message and understanding the written symbols that are written by the authors.

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.

Reading comprehension is Phow far we can understand of what we read (United of University,2008). Ashmore (2004: 7) stated that there are three processes in reading comprehension: active, cognitive, and affective process in which the reader actively engages with the text and builds his/her own understanding of the text.

Reading is important for the readers because after reading a book or other materials the readers can get some information and also increase their knowledge. Blachowicz and Ogle (2008) state that reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Nowadays, the technology is growing up, people also need to grow up their knowledge, and one of the ways is by reading. Eskey (2002) suggests that reading is a process of obtaining information from a written text that does not involve converting written language into spoken, this process is a first problem for teachers because reading aloud is a favorite classroom activity in their reading classes.

2. Think-Pair-Share (TPS)

Think-Pair-Share is one of kinds of Cooperative Learning. Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/ her own leaning and is motivated to increase the learning of others.

According to Cruickshank et al (2003) co-operative learning occurs when learners work together in small groups and are rewarded for their collective accomplishment. From cooperative learning we can see this statement according to Slavin (1995) Learning Model Think-Pair-Share a learning model that provides an opportunity for groups to share results and information .

In accordance with Cathy (2013), Think-Pair-Share (TPS) technique gave some advantages that develop positive interdependence as the students are able to learn from each other and also provides individual accountability because students are accountable to each other for sharing ideas.

Kagan in Sugiarto and Sumarsono (2014), there are five steps in Think-Pair-Share (TPS) technique, those are: 1) organizing the students into pairs; 2) posing the topics / questions; 3) giving time for the students to think; 4) asking the students to discuss with their pairs; and 5) calling on some pairs to share their ideas in front of the class. Thus, this technique is beneficial to improve students' comprehension in reading .

3.   Cooperative Integrated Reading and Composition (CIRC)

CIRC (Cooperative Integrated Reading and Composition). Steven and Slavin (2000) state that CIRC is a technique where the students work in their teams on a variety of cooperative activities including partner reading, identification of main story elements, vocabulary and summarization activities, practice of reading comprehension strategies, and creative writing using a process writing approach. To this study this technique is focused on the learning system where the students work together in a working group. In CIRC technique students work within cooperative teams which are coordinate with reading comprehension, vocabulary, decoding, and spelling. And students are motivated to work with one another on this activity.

CIRC is the method which had been developed by Stevans, Madden, Slavin & Farnish (Awalani, Sutarno & Ali, 2010). It is a cooperative learning which tries to integrate the whole reading and also make the composition from the reading to be important parts (Awalani, Sutarno & Ali, 2010). It means that CIRC tries to helps students to understand language wider, not only from reading skill but also their ability in writing for how to try making good composition based on reading that they have known. CIRC also kind of method in cooperative learning which makes the students are gathering between the low students ability and high students ability. CIRC will make the students have more self confidence to maximalize their potential in language and also CIRC practices the students to try solve the problem well which has been given by teachers.

4.   Motivation

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb movere (to move). It means that motivation is something that gets someone moving and keeps someone working. Maehr and Meyer (1997: 372) argued "Motivation is at the heart of teaching and learning". Moreover, Williams and Burden (1997: 120) define that "Motivation is a state of cognitive arousal which provokes a decision to act; as a result of which there is 'sustained intellectual and/ or phsycal effort' so that the person can achieve some 'previous set goal'. They go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he/ she wishes to achieve.

Richards & Schmidt (2002: 343) define motivation as "The driving force in any situation that leads to action." An important motivation theory is the expectancy value theory. This assumes people are motivated to do something they feel is worth doing and expect to succeed in doing. In discussion this theory, Dornyei (2001) says there are two key factors: first, individual expectations of success; and secondly the value individuals put on success (or their negative fear of failure). If individuals have high positive feelings on both factors, they will have a high degree of positive motivation. If one of these factors is missing, they will be less motivated.

III. Method

The researcher uses two classes in this research, they are experimental and control group. The experimental group is the class which uses modified Think- Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) in teaching reading. However, the control group uses non- modified Think- Pair-Share (TPS) technique in teaching learning process. The researcher uses Independent T test. There are pre-test and post-test in the process of collecting data. Pre-test is used to measure students' reading skill and also students' motivation before given the treatment. After given the treatment, students will be tested in post-test to find the difference of students' reading skill by comparing the average result between pre-test and post-test.

The design is as follow

G1   <u>T1 x T2</u>

G2   T1 x T2

Remarks :

G1   =   Experimental group

G2   =   Control group

T1   =   Pre-test

X   =   Treatment

T2   =   Post-test   (Hatch and Farhadi, 1982)

Participants

The participants of this study are the students of class 10 Senior High School SMAN 1 Pringsewu in 2019- 2020 academic year . There are two classes that one as experimental class and the other as control class in which each of them consists about twenty students. The researcher teaches X IPA 4 by using modified Think-Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) and X IPA 5 by using non-modified Think- Pair- Share (TPS) technique of teaching reading.

Instrument
a.   Reading Comprehension Text
This study uses reading comprehension test to collect the data for the students' reading comprehension ability. The test is given as pre-test and post-test with the based competence about Narrative. The questions are meant to test the participants understanding of the main idea, inferences, specific details and their ability to organize or interpret their own idea based on the information from the Narrative text.
b.   Questionnaire about Motivation
Questionnaire is used to see the students' motivation before and after the training. The researcher adopted questionnaire from Samia Mahdi totally questionnaire are 29 questions. The researcher asks the students to answer the twenty nine items on following 5 point like scale:
1)   Strongly Disagree
2)   Disagree
3)   Neutral
4)   Agree
5)   Strongly Agree
The questionnaire consist with four domain as follows:
1)   Interest in reading English
2)   Behavior towards reading English
3)   Feeling towards reading the English language
4)   Opinion about reading English

Research Procedures
1. Pre-test is conducted to both of classes (experimental and control classes)before the treatments of modified Think-Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) .
2. Conducting the treatments of modified the steps of Think- Pair- Share(TPS) but mixed and modified using Cooperative Integrated Reading Composition (CIRC) in learning reading process. First, introducing the topic that will be discussed. Second, make group for students around 4 or 5 students and give the same text for all groups. Third, ask them to think and answer individually first. The fourth, ask member of students in that groups to share their own idea to others and after that make the decision for group' answer. The last, presenting the answers to other groups and discuss together. Teacher as the controller and advisor of the students activity.(Suprijono (2009: 130-131). In other side for non- modified technique, control class is given the steps of Think- Pair- Share (TPS). The structure proceeds as follows : (1.) Teacher poses a question (usually a low consensus question). (2.) Students think of a response. (3.) Students use interview procedure to share the answers (Olsen and Kagan, 1997:19 ; Olsen, 1997:88).

IV. Result and Discussion
The data gained through the administration of tests as well as the data of the questionnaire were analyzed by SPSS program. The raw data obtained from the pre/post tests are   given to SPSS program to process the information and the subsequent computation is made. Hence the following information based on each research questions obtained as follow :
1.   The result of the first question
Q1.   Is there any significant difference of students' reading skill after being taught using modified Think Pair Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) and non- modified design of TPS technique?
In order to test the above question, students' score obtained through reading comprehension test. The following table clarifies both descriptive statistics on pre/post test.

Statistics for Experimental Class
Pre-reading

N	Valid	20
	Missing	0
Mean		63.85
Std.	Deviation	8.763

*Student's score of pre-reading comprehension
Post-reading

N	Valid	20
	Missing	0
Mean		80.60
Std.	Deviation	4.185

*Student's score of post-reading comprehension

Statistics for Control Class

Pre-reading

N	Valid	20
	Missing	0
Mean		63.90
Std.	Deviation	8.160

*Student's score of pre-reading comprehension

Post-reading

N	Valid	20
	Missing	0
Mean		75.60
Std.	Deviation	4.524

*Student's score of post-reading comprehension

The four of tables above show the statistic for pre – test and post – test of reading skill for both experimental class and control class. The tables show that there is the difference in the average score in reading comprehension. From these results, it appears that there is an increase in scores in the post test.

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	pre-reading post-reading	27.938	2.508	795	28.731	26.144	33.969	9	002

*Table 5. Comparing between pre-test and post-test reading comprehension

Based on the " Paired Sample Test " output table above (table 5), the sig value is known. Sig. (2 tailed) is 0.002 < 0.05. It means that Ho is rejected and Ha is accepted. So that, it can be concluded that there is an average difference between pre-test and post test learning outcome. It means that there is influence from modifying TPS technique based on CIRC to improve students' reading skill.

2.	The result of the second question

Q2.	Is there any significant improvement to the student's motivation after being taught using modified Think Pair Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) ?

To test the second question, researcher do it the same way. Firstly, the researcher gave the students questionnaire related to motivation towards reading in English. As function to know their opinion before the treatment. Then, the researcher did the same thing after treatment. A detail description of the results of student questioner answers after calculated by the SPPS program is as follows :

Table 6. Score on pre application and post application of motivation scale

Domains	Test	Mean	Std. Deviation	t value	Sig level
Interest in reading English	Pre-test	25.06	3.87	10.103	Sig at 0.01
	Post-test	33.00	3.35		
Behavior toward reading English	Pre-test	23.57	3.48	7.69	Sig at 0.01
	Post-test	29.91	4.38		
Feelings towards reading English language	Pre-test	27.74	3.87	7.79	Sig at 0.01
	Post-test	33.74	3.82		
Opinion about reading English	Pre-test	27.86	4.15	7.835	Sig at 0.01
	Post-test	35.03	3.40		
Total		104.77	11.62	11.277	Sig at 0.01

Source of domain Samia M. A. *Motivation andattitude Scale towards Reading in English*: (p. 182)

The second research question focuses on the students' motivation towards reading in English . The result shows that there are significant differences in students' motivation towards reading in English (before and after the treatment). The students change their opinion during the treatment phase .

Table 7. Correlation between students' reading skill and students' motivation

			post_english	Allmotiv
Kendall's tau_b	post_english	Correlation Coefficient	1.000	.427
		Sig. (2-tailed)	.	.047
		N	20	14
	Allmotiv	Correlation Coefficient	.427	1.000
		Sig. (2-tailed)	.047	.
		N	14	14

The table shows that students' motivation and the increasing the students' progress in reading skill is significant correlation. According to the result there was a statistically significant correlation in their correlation score at (<0.05). The higher score from the students' result in reading shows that students' reading skill is better than before and it makes the students also have good motivation in learning language . Cathy (2013) also state that Think-Pair-Share (TPS) technique gave some advantages that develop positive interdependence as the students are able to learn from each other although each technique also must be the weaknesses.

The finding that CIRC technique has improved students' reading comprehension achievement was also consistent with the previous research conducted by Hapsari (2013). She proved that CIRC technique was effective to increase students' reading comprehension in seven grade junior high school. It is also can be given to other level of students. In addition, the principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and in the active participation of members (Richard and Renandya,2002:52).

The finding of this research is when the sig value is known. Sig. (2 tailed) is 0.002 < 0.05. It means that Ho is rejected and Ha is accepted. So that, it can be concluded that there is an average difference between pre-test and post test learning outcome. It means that there is influence from modifying TPS technique based on CIRC to improve students' reading skill. The students feel easier for them to find main idea, topic of the text and finish the tasks given. They could share their opinion and ideas with their group mates In addition, the result there was a statistically significant correlation in their correlation score at (<0.05). The higher score from the students' result in reading shows that students' reading skill is better than before and it makes the students also have good motivation in learning language. It shows the students' increase in their score and also in their motivation .

Therefore, modifying Think-Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) is also believed as an effective teaching technique which take the strengths of Think-Pair-Share (TPS) and complete its weaknesses by taking the strengths of Cooperative Integrated Reading Composition (CIRC)

V. Conclusion and Suggestion

Based on the finding, it can be concluded that the students in teaching learning process both modified Think-Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) and non-modified Think-Pair-Share (TPS) technique have different motivation and result in reading score. The researcher gives modified technique of TPS based on CIRC. First one is by practicing reading every time although they do not know the content of text. Next, understanding the text in group and create good cooperation among the members can explore their idea with friends. It can make the students have an opportunity to improve their reading by knowing the content of text and by modified the technique Think-Pair-Share (TPS) based on Cooperative Integrated Reading Composition (CIRC) especially in the steps of learning. It can be concluded that modifying Think Pair Share (TPS) based on Cooperative Integrated Reading and Composition (CIRC) can improve the students reading skill. When the students reading skill is good with their good score, they will have good motivation directly. It suggested for the teacher to implement the technique considering the students need.

Based on the conclusions and the implications above, some suggestions will be directed toward the English teacher and other researchers. The English teacher needs to apply cooperative learning because it can improve students in joining actively in teaching learning process, especially in reading learning process. Moreover, the teacher also needs to make groups for the students and conduct discussion to make the students interested in the reading learning process. Furthermore, the teacher also needs to pay more attention to his students to make them enjoy and feel comfortable during the reading learning process. For other researchers who will conduct similar research should have better preparation before conducting the research. Moreover, they must have much knowledge of their research study.

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STEPS IN TEACHING

The procedure of teaching is as follow:

1) Pre-Activities
a) Teacher open the class by greeting the students, the students answer greeting.
b) Teacher introduces herself to the students, students listen carefully and ask question to their teacher.
c) Teacher check the students attendance list, students listen their name carefully.
d) Attract student's attention through interesting question such as "have you ever read story book or fairly tale?" what kind of fairly tale or legend that you have read?"
e) Students answer teacher's question and share their fairly tale collection.

2) Whilst-Activities
a) Teacher explain the generic structure in narrative text, students listen carefully and pay attention to teacher" explanation.
b) Then, teacher gives reading material and asks students to read it and answer those comprehensive question individually (Think Activities). The students read about reading material individually and get the information from the text (Think Activities).
c) Ask the students into the pair to discuss their answers to their partners (Pair Activity)
The students are divided it some groups and discuss it together (Pair Activities).
d) Asking students to share their idea and discussing the answer with other grups in group. The students share their opinion .
e) Sharing their ideas and answer into the whole of the class randomly (Sharing Activities).
Some students share their opinion randomly in the whole of the class (Sharing Activities).
f) Teacher rechecks student's answer generally, students listen and pay attention to the teacher's explanation.

3) Post-Activities

a) Teacher asks the students "Do you have any questions?, students raise his/her hands and ask a question.

b) Teacher answer student's question, students pay attention to the teacher's explanation and make some notes.

c) Teacher gives a post test to the students, students answer the post test.

d) Teacher ask students to make summary of what they have learned that day, students give a summary to the teacher and note it.

e) Teacher close the class and says good bye, students say good bye too.

It was little difficult to get better scores because the students always stay in conventional met.