

## **STUDENTS' PERCEPTION ON POETRY IN LEARNING ENGLISH LITERATURE (A CASE STUDY AT THE ELEVENTH GRADERS MAJORING SCIENCE OF SMA 1 DORO)**

**Sinta Khoiriyah, Susanto**

**Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Pekalongan  
sintakhoiriyah2@gmail.com**

### **ABSTRAK**

Banyak siswa mengira bahwa sastra Inggris itu mata pelajaran yang sulit dan tidak penting, salah satunya yaitu puisi. Penelitian ini dilaksanakan di kelas 11 MIPA 2 SMA 1 Doro dengan 20 partisipan. Menggunakan teknik wawancara dengan teori unsur-unsur puisi dari Kosasih (2012) dan Walgito (2003), penelitian ini bertujuan untuk memecahkan persepsi siswa terhadap puisi dan untuk menggali faktor yang mempengaruhi persepsi siswa. Hasil penelitian menunjukkan bahwa ada 4 persepsi positif terkait puisi; 1) Para siswa sulit memahami majas, 2) Tema pada puisi sudah sesuai untuk siswa SMA, 3) Belajar puisi menyenangkan, 4) Guru memberikan unsur filosofi dalam puisi. Sementara itu, ada 4 persepsi negatif terkait puisi; 1) Diksi pada puisi sulit dipahami, 2) Para siswa sulit memainkan daya imajinasi pada puisi, 3) Guru tidak memberikan unsur biografi penulis, 4) Guru tidak mengajarkan unsur sosiologis dalam puisi. Faktor internal yang mempengaruhi persepsi positif siswa yaitu sikap dan perhatian, sedangkan persepsi negatif dipengaruhi oleh minat siswa, motivasi dan pengalaman. Untuk faktor eksternal yang mempengaruhi persepsi positif siswa yaitu guru, metode dan materi, sedangkan persepsi negatif dipengaruhi oleh lingkungan. Berdasarkan hasil tersebut, penelitian mendatang diharapkan mengembangkan puisi yang relevan bagi siswa, dengan demikian hal tersebut dapat meningkatkan kesadaran siswa terhadap pentingnya pengajaran sastra.

**Kata kunci:** Sastra Inggris, Puisi, Persepsi siswa.

### **ABSTRACT**

Many students think that English literature as difficult subject and not important, one of it is poetry. This research was conducted in the Eleventh Graders 2 majoring science of SMA 1 Doro with the 20 participants. Used interview technique with the theory elements of poetry by Kosasih (2012) and Walgito (2003) this research aimed to reveal students' perception on poetry and to explore students' factor of perception. The results show there are four positive perceptions of students related poetry; 1) Students were easy to understand figurative language, 2) Themes of poetry were appropriate for senior high school, 3) Learning poetry was fun, 4) The teacher provide philosophical elements of poetry. Meanwhile, there are also four negative perceptions; 1) Diction in poetry was difficult, 2) Students difficult to play imagination side of poetry. 3) Teacher did not provide biographical element. 4) Teacher did not taught sociological element of poetry. The internal factors that influenced positive perceptions are student's attitude and attention, while negative perceptions influenced by student's interest, motivation and experience. The external factors that influenced positive perceptions are teacher, method and material, while negative perceptions influenced by environment. Based on the results the future research can develop a good kind of poetry, therefore it will improve the students' awareness of teaching literature.

**Key Words:** English Literature, Poetry, Students' Perception.

### **INTRODUCTION**

Literature in English teaching is very important. The scope of literature is also wide, not only learning about texts but we also learn the history, culture and language as part of the culture itself. In relation to language, literature will provide knowledge and improve language skills. From that close of the relationship, ordinary people think that literature teaching is the same with language teaching. English is the language studied by all countries in the world also has literature.

There are ideal ways to teach literature. The teacher must create a suitable material or content and design the learning process to make it interesting for students. For instance: in teaching poetry, teacher must choose the appropriate kind of poetry. In this case, poetry can be the way to learning English. Beautiful

words in poetry contain feelings or emotions that we want to express. By using poetry in teaching and learning process, students will acquire a lot of advantages such as students can gain new word forms the poetry and students can practice the pronunciation including tone, rhyme, and stress in every word (Kellem, 2009). In other words, poetry can help student easier to mastery English.

However the importance of teaching literature in English has not fully awakened by students. Several problems emerged and formed a gap between students' background knowledge of English literature and the concept of teaching English literature itself. Hamel (2013) in his research, found there was low motivation among student in the conception of understanding literature. They not full interested in class so it's hard to motivate them. But when teacher taught poetry some student were good in questioning. Then, student difficult to interpret literature which they read and it makes boring, so they didn't enjoy it. Likewise in Indonesia, teachers taught literature still at the basic level which is equal with teaching reading comprehension. Even though teaching literature requires teaching skills so that students can also explore connotative and denotative meanings. Unlike teaching descriptive texts where students can find information in it, but the teacher must lead discussions to train students' critical thinking in understanding literature. This inaccuracy makes the gap wider, especially due to cultural misconceptions, which is English is not our native language so develop the assumption that English literature is not important enough.

Such as happen in SMA 1 Doro where students' learning motivation in the English and literature is still low. Using the 2013 curriculum for grades 11 and 12, many students there are not interested in learning English literature. They suggested that literature rather complicated and difficult than English in general. Furthermore, SMA 1 Doro located in the upper area of Pekalongan Regency, where the highlanders' mindset has not yet placed English as an important language. Students also think they does not need to prioritize learning English because later when they grow up they will work in the environment around their house.

The problem above makes the writer interest to conducting research entitled "Students' Perception on Poetry in Learning English Literature: A Case Study at the Eleventh Grades Majoring Science of SMA 1 Doro". Through this research, the writer will analysis students' perceptions of poetry and factors that influence student on their perception. Therefore, in the final stages of this study it can be a reference to create sustainable content of poetry.

## **RESEARCH METHOD**

The research design that will use in this research is qualitative method with descriptive analysis. The type of approach is a case study, according Polit and Back (2004) states that case study research is a form of qualitative research based on human understanding and behavior based on human opinion. This research aims to reveal students' perception on poetry, it can be positive or negative perception Robbins (2002:14). Besides that, this research also aims to explore students' factor of perception.

The research subject used are the 11 graders students majoring in Science and Mathematics of SMA 1 Doro. According to Arikunto (2006:112) states if the number of subjects is large, it can be taken between 10-15% or 15-25% or more. Based on that theory, the number of subjects in this research will be taken 25% of total participants. The total participants are 72 students, so the number of samples that will use in this study are 18 students. But the researcher will round the participants to be 20 students, in order to avoid bad choices that will causes invalid data.

There are two types of data used in this research, they are: 1) Primary Data, it will be the results of interview in the form of interview transcript. 2) Secondary Data, such as books, journals, and articles related to the research topics. The researcher will collect the data using structured interview.

In this research, the instrument will divided into 2 indicators. First, the indicator is to describe students' perceptions of poetry. The researcher use the theory of Kosasih (2012) that states the intrinsic elements of poetry consists of diction, imagery, concrete words, figurative language, rhyme, typography, theme, feelings, tone and atmosphere, and message. While extrinsic elements used the theory of Wellek and Werren (in Waluyo, 1994) there are biography of the poet, psychological, sociological, and philosophical. However, the researcher exclude the rhyme, tone, atmosphere, typography, and psychological from the indicator because they are not overly emphasized by the teacher in learning poetry, therefore it will reduce misperception among students.

The second is the indicator to describe the factors of students' perception. The researcher use the theory of Walgito (2003) that divided the factors of perception into internal factors are; intelligence, attitude, interest, motivation, attention and experience. And external factors; teachers, learning methods, materials, facilities, and infrastructure, environment and friends. The researcher exclude facilities and infrastructure because in SMA 1 Doro has the complete facilities.

In order to make the research instrument valid, the researcher uses the validity by experts. The researcher choose the experts are English lecturer who had doctoral degree and English teacher at SMA 1 Doro. For analyzing the data the researcher use three steps are: 1) Data reduction by selecting, focusing, and abstracting all the information to be more simple. 2) Data Display by organized and categorized based on indicators related to students' perceptions of poetry, so that the data will clear. 3) Verification, by create conclusion so that it get to answer problem statement and easy to understand by the reader.

## FINDINGS AND DISCUSSION

After conducted the interviews to the 20 participants, the researcher obtained the findings that divided into students' perception on poetry and factors of perception. Each of them are specifically presented with the table below:

*Table 1. Student's Perception on Poetry*

No	Intrinsic Elements	Easy (%)	Middle (%)	Difficult (%)
1	<i>Diction</i>	35	25	40
2	<i>Figurative Languages</i>	50	15	35
3	<i>Imagery</i>	25	0	75
4	<i>Theme</i>	100	0	0
5	<i>Feeling</i>	60	0	40
No	Extrinsic Element	Taught (%)	Rarely (%)	Never (%)
1	<i>Biography</i>	25	20	55
2	<i>Sociology</i>	25	10	65
3	<i>Philosophy</i>	85	0	15

Based on the data above, it can be stated that most of students have difficulty in understanding diction and play imagery of poetry. While most of students easily understand figurative language, theme and feeling. Then, for extrinsic element, it can be stated that teacher did not teach biographical and sociological elements of poetry. While, teacher only taught philosophical element of poetry as the extrinsic aspect. In order to make the table above clear, there will be presented the complete discussion as follows:

### **1. Students difficult to understand diction**

Diction is the choice of words that use in poetry, it is related to the vocabulary that students learn through poetry. The dominant result of interview shows, as many as 40 % of the 20 students stated the diction in poetry by the teacher was difficult to understand. They often find new words, which are rarely used in textbooks. This finding can be seen from the following responses based on the student's interview:

*"Yes, there were a lot of difficult dictions of poetry in the handout. I did not know that meanings, so I did not understand the poetry" [AN].*

From the perception above, it can be said that he didn't know much of the vocabulary in the poetry on the handout. Therefore it made him difficult to understand the contents of poetry. It means, the teacher does not choose common English words, whether in everyday conversation or in student textbooks. Therefore the understanding of diction is basic problem in learning poetry before continue to the next explanation.

### **2. Students easy to understand figurative language**

Figurative language consists of many types in poetry, such as hyperbole, personification, simile and others. This type will bring different understanding among students. The dominant result of interview, as many as 50% of 20 students were easy to understand the figurative languages in poetry. This finding can be seen from the response based on the interview:

*"Yes, I understood the figurative languages and I got to distinguish that. For example, personification means equalize object to the human. If simile means comparing the two objects with the use of words like or as" [MDA].*

From the perception above, it can be said that he already knows the definitions of each figurative languages. Therefore he was able to distinguish each type of figurative languages. He can easily explain the characteristic of each type of figurative languages used his own language. It was a good model for him to get answer the question by the teacher related figurative languages.

### **3. Students difficult to play imagination**

Imagination also can be separated from poetry. Literature looks like real if people play the imagination side in meaning that. The dominant result of interview shows, as many as 75% of 20 students stated they have difficulty to play imagination side in learning poetry. It happened because they don't know the meaning of words. Therefore they cannot imagine the poetry. This finding can be seen from one student interview:

*"It was a little hard to imagine, because the poetry was too long. There were some vocabularies that I did not know the meaning. In that situation, I only listen to the teacher" [BW].*

From the perception above, it can be said that she has difficulty to imagine the poetry that too long. In this situation, she just skip the words and waiting for the teacher explanation. Therefore she cannot fully imagine overall content of poetry.

#### **4. Students' easy to understanding theme**

Theme as the important element of poetry, it gives students description about the content of poetry. The dominant result show, as many as 100% of 20 students stated the themes of poetry by the teacher already appropriate for senior high school students. It means the teacher has selective in choosing poetry themes. This finding can be seen from the following responses based on the student's interview:

*"Theme of poetry was already appropriate. Not all about love story, but there were narrative poetry or cinquain which tell about animals" [JAP].*

From the response above, it can be said that the themes of poetry already relevant for senior high school students. The teacher takes various themes of poetry, not always about romance but also narrative poetry or cinquain that tell about animals. Therefore in every meeting the students always learn a new type of poetry also with new themes, so there was more vocabulary that students learned.

#### **5. Students easy to applied feeling**

Student has different feeling when learning material. Poetry is identically to read by feeling, emotions and psychological. The result of interview show, as many as 60% of 20 students were easy to feels the poetry taught by teacher. They were fun when learning poetry. They were enthusiastic to learn a new type of poetry in every meeting. The activity of imitating the teacher's in reading poetry was fun and interested. Because students were encouraged to able pronounce dictions correctly. This finding can be seen from the one of students' interview:

*"Learning poetry was not boring, it so happy because I know more vocabulary. It was interested" [BW].*

From the response above it can be said that learning poetry was interested for her, because he learned more vocabularies in poetry. The more different type of poetry, also the more new vocabulary students got from the teacher. Therefore student's mastery of words also improve.

#### **6. Teacher never taught biographical element**

Besides the intrinsic element, there are extrinsic element that also important in poetry. First, biography elements it consists of who is the poet, then the background of the poet. Historical stories of poetry also included in the biographical elements. The dominant result of interview show, as many as 55 % of 20 students stated the teacher never taught biographical elements of poetry. The teacher only focus on the main elements of poetry, so that make students did not know historical side of poetry. This finding can be seen from the following responses based on the student's interview :

*"The background of the poet was never taught by teacher. She just explained as usual, there was the example of poetry but we did not know who was creates" [GI].*

From the perception above, it can be said that the teacher never explained biographical elements of poetry. The teacher only presented examples of poetry, then she explained as usual without relating the poetry which being taught to the poet. Therefore students do not have information about the poet. Because usually the person who write poetry has a background of several factors such as what he has experienced.

#### **7. The teacher never taught sociological element**

Sociological element is related to the condition of society at that time, then social relations between communities. The dominant result of interview show, as many as 65% of the 20 students stated the

teacher did not provide sociological element of poetry. This finding can be seen from the following responses based on the student's interview:

*"The teacher did not teach sociological elements of poetry. Most of poetry was not contained it, only the short poetry. If learned social from poetry, I think it cannot" [AZA].*

From the response above, it can be said that poetry by the teacher was mostly short. Therefore there was no element of sociology being taught to the teacher. She also argues that we could not learn social from poetry, because the short poetry was not possible to give social value to the human beings.

### 8. The teacher was taught philosophical element

Philosophy is related to the principle of life. It bring the specific learning for students in understanding poetry. The dominant result of interview show, as many as 85% of 20 students stated the teacher explained the values of philosophy in poetry. This finding can be seen from the following responses based on the student's interview:

*"Yes, the teacher always explained life experiences in poetry. Yes it has impact when learned about philosophy for the reflection" [AN].*

From the response above it can be said that he stated that poetry by the teacher always explained the value of life in poetry. He got to learned life story and experiences. Therefore he can use it as a reflection to be better.

The second finding is students' factor of perception. Based on the interview, it obtain the data as follow:

Table 2. Factor of Perception

No	Internal Factor	Good (%)	Middle (%)	Bad (%)
1	Intelligence	15	85	0
2	Attitude	65	0	35
3	Interest	35	0	65
4	Motivation	45	0	55
5	Attention	65	0	35
5	Experience	30	0	70

  

No	External Factor	Good (%)	Middle (%)	Bad (%)
1	Teacher	80	0	20
2	Method	75	0	25
3	Material	65	0	35
4	Environment			
	a. Family	45	0	55
	b. Friend	30	0	70

Based on the data above, it can stated that students' perception have influence by the external factor with the good teacher, method and material. For internal factor that influence student perception are students' attitude and attention. In order to make the table above clear, there will present the complete discussion as follow:

#### a. Internal Factor

The first factor on students' perception is internal factor which come from students' themselves. Each of them influence the perception, whether it is positive or negative perceptions. First is internal factor that

influence positive perception. Positive means good perception. Based on the table 2, internal factor that influence positive perception are student's attitude and attention. Here is the explanation:

### **1. Attitude**

Attitude is how student habits in the teaching and learning process. The result of interview show, as many as 65% of 20 students stated that they had a good behavior in joined poetry class. This means that they follow the teacher's rules without ever having problems on that. These finding can be seen from one of the students' interview as follow:

*"My attitude try to still good, I never ignore the teacher. If she explain the material, of course I listen it then I tried to understand it" [GI].*

From the response above, it can be said that he always tried to be good in the class and he never ignored the teacher's explanation. It means that a good attitude encourages students to easily understand the material from the teacher.

### **2. Attention**

Students who have good attitude usually also pay attention to the teacher's explanation and read the material on the handout. The result of interview shows, as many as 65% of the 20 students stated that their attention while being taught poetry material was also good. These finding can be seen from one of student interviews as follow:

*"Yes, of course I pay attention to the teacher while read the handout. Because there was writing score" [MS].*

From the response above, it can be said that she has good attention to the teacher when taught poetry material. She also write down important things on her handout because the teacher always take score of student's note. Therefore students who did not pay attention well will not have complete notes.

Besides positive perception, the internal factor also influence negative perception. Negative means bad perception. The internal factor that most influence negative perception based on the table 2 are student's interest, motivation, and experience. Here are the complete discussion:

### **1. Interest**

Interest is when student want to learn and they likes to the material. The result of interview show as many as 65% of the 20 students said they did not interested in learning poetry. The results of low interest as the cause of those who state the perception that learning poetry was boring. These finding can be seen from one of student interviews as follow:

*"Interested of learning poetry, nothing. I think it was enough in the 11th grade only, so I can learn other material of English literature, right" [FF].*

From the response above, it can be said that he doesn't want to get poetry material anymore in grade 12 later. He was not interested in studying poetry because still many other materials of English literature that need to learn for students.

### **2. Motivation**

Almost the same as the interest factor, as many as 55% of 20 students also have low motivation to learn poetry. They stated that they had no desire to be able to understand poetry material, especially to master English through poetry. This finding can be seen from one of student interviews as follow:

*"There was no motivation, it just like usual if the teacher explain I listen that. I rarely ask to the teacher if I did not understand. I study just waiting for the exam" [HAP].*

From the response above it can be said that he has no motivation while studying poetry. He just tried to pay attention to the teacher's explanation, without tried to ask the teacher if he did not understand the material. He usually studies only when he got exam, this is different from students who have high motivation, and of course they will study more at home. Therefore he seems like does not try best to understand poetry material.

### **3. Experiences**

All moment that students have also can influence the learning process. Experience can connected lessons that are already known to the knowledge that will be learned. The results of Interview shows, as many as 70% of 20 students did not have interesting experiences while studying poetry. These finding can be seen from one of student interviews as follow:

*"Nothing the memorable experience, because when in 10th grade there was no poetry material. It just explain in the Indonesian subject" [EDS].*

From the responses above, it can be said that he had no a memorable experience in learning poetry because he had just received poetry material in grade 11. It different with Indonesian subject that maybe always taught poetry. Therefore this could not help him to relate the experience he had to learning poetry at this time.

### **b. External Factor**

External factor is the factor that come from the environment around students and what they have passed. External factor consists of teacher, method, material, family and friend. Each of them influence students' perception, it can be positive or negative perception. First is external factor that influence positive perception, based on the table 2 are teacher, method and material. Here are the complete discussion:

#### **1. Teacher**

The main figure that has function to educate student in school is teacher. Of course teacher has influence students' perception. Based on the results of interview, as many as 80% of 20 students stated the teacher was good, she not authoritarian in teaching poetry. The teacher has placed students as the object also subject in learning poetry. These finding can be seen from one of student interviews as follow:

*"Oh the teacher she is a firm person. Usually the teacher explain first, the she give the opportunity to student or the teacher ask to the student" [ET].*

From the response above, it can be seen that the teacher often give students questions or invite students to refute a statement from the teacher. Otherwise, the teacher also sometimes ask students to measure how far students understanding the poetry material. Therefore the good personality of teacher make students comfortable and not afraid to learning poetry in English literature.

#### **2. Method**

Almost the same as the teacher factor, the method used by teacher bring the impact of learning achievement. The result of interview show as many as 75% of 20 students stated that the method in learning poetry was good, it various method so far. The teacher does not only focus on reading, but often arranges discussion methods so that students interact with each other. These finding can be seen from one of student interviews as follow:

*"The method was various, the teacher often built discussion. There was not always reading, but ever practice listening and speaking skills" [BW].*

From the response above, it can be said that teacher often applied the discussion method in learning poetry. Students can exchange ideas during discussions, this also builds students' critical thinking. Then



the teacher also used the listening method in teaching poetry and assessing students' speaking skills. Therefore there was a good integration method to achieve the learning objectives.

### 3. Material

Not much different from the method factor, as many as 65% of 20 students stated that there were many types of poetry material from the teacher. Therefore students know many types of poetry and don't get bored easily with the same poetry. These finding can be seen from one of student interviews as follow:

*"The poetry was not monotonous. Every meeting usually teacher provide different poetry because poetry has many type" [MDA]*

From the response above, it can be said that the teacher used various poetry. This encourages students to learning the material rather than monotonous poetry. The teacher pays attention to the types of poetry that will be conveyed to students. Therefore the teacher presents different poetry in every meeting.

Besides the positive perception, external factor also have influence the negative perception. Negative perception influenced by students' environment. Here is the complete discussion:

### 1. Environment

The main placed that create students' perception besides school is students' house. Where they live it bring different perception. The result of interview show, as many as 55% of 20 students stated that their families did not support them to be able to mastery English through poetry. Meanwhile, as many as 70% of 20 students stated that their friends also did not provide significant support in learning poetry. This finding can be seen from the following responses based on the student's interview:

*"My family did not support, there are many way to mastery English right. While my friend did not support I think, we just talk as usual and never discuss about the material " [YJA].*

From the responses above, it can be said that his family seemed ignore the importance of English and poetry as the way to mastery English. Therefore he also stated that there was so many way to learn English. Meanwhile, when hang out with his friends, they never discuss material because maybe it's not and formal situation. Therefore he just discuss the material with friends only in the class.

## CONCLUSION

Based on the results, there are four positive perceptions of students on poetry; 1) Students was easy to understand figurative languages. 2) Themes of poetry were appropriate for senior high school students. 3) Learning poetry was fun. 4) The teacher taught philosophical elements of poetry and students got to learn the values of life through poetry. Meanwhile, there are also four negative perceptions; 1) Diction in poetry was difficult to understand. 2) Students difficult to play imagination side of poetry. 3) The teacher did not teacher did not provide biographical element. 4) The teacher did not taught sociological element of poetry.

Then, the factor that most influence students' positive perceptions come from external factors, they are: teachers, teaching methods and materials. For internal factors that most influence are students' attitude and attention. While for negative perception factor influence by students' internal factors, they are: interest, experience and motivation. For external factors are influence by environment. Therefore it is suggested to the next researcher can develop the kind of poetry that contains complete element both intrinsic and extrinsic so that it will be a full reflection for students.

## REFERENCES

- Arikunto, S. (2006). *Prosedur Penelitian Tindakan Kelas*. Bumi Aksara.
- Elting, S., & Firkins, A. (2006, December). *Dramatizing Poetry in the Second Language Classroom*. *English Teaching: Practice and Critique*, 5(3), 127-136. Retrieved at <http://education.waikato.ac.nz/research/files/etpc/2006v5n3art5.pdf>
- Geoff, Hall. (2005). *Literature in Language Education*.
- Hamel, Frederick L. 2003. "Teacher understanding of student understanding: Revising the gap between teacher conceptions and students ways with literature." *Research In The Teaching Of English* 38(1): 49-84.
- Hamel, Frederick L. 2003. "Teacher understanding of student understanding: Revising the gap between teacher conceptions and students ways with literature." *Research In The Teaching Of English* 38(1): 49-84.
- Kosasih, E. 2003. *Kompetensi Ketatabahasaan dan Kesustraan: cermat berbahasa Indonesia*. Bandung: Yrama Widya.
- Kosasih, E. (2012). *Dasar-dasar Keterampilan Bersastra*. Bandung: Yrama Widya.
- Polit, D F., Beck C T. 2004. *Nursing research: Principles and methods*.
- Pradopo, Rachmat Djoko. 2007. *Pengkajian Puisi*. Yogyakarta: Gajah Mada University Press.
- SP Robbins, M Coulter, DA De Cenzo-Management. New York: Prentice Hall, 2002.
- Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Polit, D F., Beck C T. 2004. *Nursing research: Principles and methods*.
- Walgito, Bimo. 2003 *Psikologi Sosial*. Yogyakarta: Andi Offset.
- Waluyo, Herman J. (2002). *Apresiasi Puisi. Panduan untuk Pelajar dan Mahasiswa*. Jakarta: Gramedia
- Wellek Rene and Werren Austin .1949 .*Theory of Literature*. New York: Harcourt, Brace.