
LEARNING READING THE BEGINNING IN STUDENTS OF PRIMARY SCHOOL CLASS 1 WITH DIA TAMPAN STRATEGY

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Abstract

This research is motivated by the low ability of students in reading the beginning. This research is focused on improving students' reading ability through dia tampan strategy. The general purpose of this study is to find out how dia tampan strategy in improving students' reading ability and increasing students' reading ability after adopting dia tampan strategy. The method used in this research is Classroom Action Research which adapted Kemmis and Taggart model. This research was conducted in three cycles. The subjects of this study were 23 students. Data collection is done through test, observation sheet of teacher and student activity, and reflective journal. The results of the tests, the observation sheets of teacher and student activities, and the reflective journal of each cycle, show a positive development of learning by applying dia tampan associations and strategies. The average value in cycle I is 62, then cycle II is 77 and cycle III 87. As for learning completeness for the first cycle is 56%, on the second cycle 74% and the third cycle increased by 87%. Based on these results, the implementation of dia tampan strategy can improve the reading ability of primary school students.

Key words : dia tampan strategy, reading the beginning, primary school

INTRODUCTION

The condition of reading interest in Indonesia is very apprehensive. According to statistical data from (UNESCO) in 2017, out of a total of 61 countries, Indonesia is ranked 60th with low literacy rates. Ranked 59 filled by Thailand and last rank filled by Botswana. While Finland was ranked first with a high literacy rate, almost 100%. This data clearly indicates that reading interest in Indonesia lags far behind Singapore and Malaysia. Reading is one of the most important skills for everyday life. Reading will open up the horizons of thinking so as to further encourage a person to succeed in his life. Therefore, learning to read is very important taught from an early age so that children are able to read and understand what activities are done in their daily life.

Besides being useful for life, reading is also very important for acquiring knowledge (Wood, dk., 2010; Lopez, et al., 2011; Wei & Ma, 2016). Reading becomes one of the tools for children to acquire knowledge gained either from school or in the family and even the environment. In slogan it is said that reading is a window of science, meaning that reading can open insight. Children whose insights are wide

will be critical and this is in line with one of the goals of the 2013 curriculum.

Research conducted by Fatra, S., et al (2016) said that the difficulties of students in reading the beginning in class 1 is the difficulty students to connect the initial syllables with the next syllable. The background of students who attend school is almost 95% of students who are not through pre-school or college kindergarten thus affecting students' reading ability.

The research done by Kana et al (2017) showed that the problems in the class faced by students in reading the beginning, among them (1) students difficult to read books, (2) students can not retell what was read before, (3) even if there are students who can retell, the story is not coherent, (4) students are not interested in reading the text presented in the book.

In addition, research conducted by Suriani, et al (2015) that the problems faced by students in reading the beginning of them students can not read syllables, words, even simple sentences, teachers have not been able to optimize the existing learning media in school. Learning is still conventional by using whiteboards and teaching-centered learning.

The success of student learning in following the process of learning activities in school is determined by mastering the ability to read the beginning (Sadule M., 2014). In addition, the ability to read the beginning determines success in the next reading stage. Thus, if the child's early reading ability is low, the read further reading will be low and the child will automatically be left behind. This is in line with what is stated by (Hamid, 1990, p. 821) which states that:

reading skills will not be possessed by a person but after he is able to perform the processes of recognizing and distinguishing phonemes contained in a language, combining phoneme symbols to form words, transferring the symbols it reads to the nervous system for translation - the language represented by phonemes symbols), last understands what is read.

SD Muhammadiyah 1 Tasikmalaya City in Kahuripan Village, Tawang Subdistrict, Tasikmalaya City is one of the private elementary schools under Muhammadiyah. Based on the results of observations and interviews on students and teachers of class 1 there are some things obtained by the author to be a problem in this study. The thing gained after making observations is to refer to a low start reading. Of the 23 students of grade 1 there are 10 students who have not been able to read the beginning. Of the ten students who have not been able to read the beginning of four of them cannot read and recognize even letters even when the teacher was told to read from a book he was still unable to read. While six students again he just can not recognize the letters (b, u, c, d, m, y), the letter n, it is difficult to distinguish letters a and d, and yet can unify the sentence. One of them was named Hudan when his teacher was told to read the letter in the book he was silent. This is a very urgent issue and there needs to be an action for the child to be thorough in reading the beginning.

Besides reading is an efficient effort to improve knowledge. Reading is considered a very important skill in which students must achieve high achievement in school (Luckner & Michele, 2008; Damaianti, V., 2017), basic skills for interdisciplinary understanding (Lei, Rhinehart, Howard & Cho, 2010; Damaianti, V, 2017), and as a tool for achieving good living skills (Saunders, 2007, Inderjit, 2014; Ahmadi, Norgate, & Warhurst, 2012; Ahmadi, Ismail & Abdullah, 2013; Damaianti, V, 2017). Reading activities can also build characters when reading material is well understood. But these two things will not be obtained without going through the initial reading stage.

Reading at the beginning level is a learning activity in terms of written language and students

are required to speak the Inneu and Vina language sounds (2017). The same thing conveyed by Abidin (2015. pp. 147) that simple reading of the beginning can be interpreted as the process of hiding the written language symbol. The sounds of this written language are then referred to as phonemes. In addition, according to (Cocyn, Kame, Simmon, and Harn, 1997) read the beginning by developing phonology and a solid foundation of the alphabet will facilitate the development of more complex reading skills. Reading this beginning is emphasized on the student's mastery of correct pronunciation of words and the process of understanding language symbols.

According Halidjah (2009) explains that early reading emphasizes the introduction and mastery of phoneme symbols, while the cognitive process refers to the use of known phoneme symbols to understand the meaning of a word or phrase. Further, according to Tarigan (2015 p.12) explains that the initial reading is:

Mechanical skills (mechanical skills) that can be considered to be in a lower order. This aspect includes: (1) the introduction of the letters, (2) the introduction of linguistic forms (phonemes/ graphemes, phrases, clause patterns, sentences, etc.); (3) the introduction of spelling and spelling correlations/ written voice material or "to bark at print", (4) reading speed to slow level

In addition, (Travers, smith, Fien & Basaraba, 2016) mention there are several components in the reading of the beginning, namely: phonemic, phonetic, fluency with connected texts, vocabulary, and reading comprehension. According to La Barge and Samuels (Abidin, 2010 p. 115) the initial reading process involves three components, namely (a) visual memory (vm), (b) phonological memory (pm), and (c) semantic memory (sm).

While the result of interview with teacher of class 1, researcher get information about problem in learning process. One of the problems in learning expressed by teachers is in the use of strategies or learning models. Used by the teacher is a conventional strategy or model. In addition, the learning resources used are still many that do not fit the needs of children. There are sources that are too difficult, less interesting, so that students have difficulty in understanding learning.

Therefore, based on the complexity of the above problems, the researcher tries a learning strategy that can overcome the problem of low reading of beginning with the association of dia tampan strategy.

dia tampan start-up reading strategy was introduced at the beginning of the lesson to facilitate reading lessons (Iswara, 2011). dia tampan strategy

puts the letters d, n, t p, m in which the letters will form each of the five words that are, what, that, what and where (Iswara, 2013).

Dia tampan strategy is a strategy to teach reading the beginning. This is in line with the opinion (Jauhari, S.dkk, 2013) that this strategy put forward the introduction of letters, ranging from vowels and consonants which in this case is the first consonant letter consisting of the letters d, n, t, p, m which is then coupled with a vowel consisting of a, i, u, e, o so that the words are meaningful and from the word the students are asked to make their own sentences or creations of teachers.

Based on research conducted by Jauhari, et al. (2013) there is a difference of learning outcomes reading in the beginning of students who follow learning strategy dia tampan with students who follow conventional learning with the result of calculating the average score of students who use dia tampan learning strategy of 28.7200 is higher than the group of students using learning conventional of 27,4000 with difference of result score average is 1,3200 and $F_{hitung} (1,273) > F_{tabel} (0,393)$ at significant level $\alpha = 0.05$

Based on the data previously described, this study focuses on the title "Initial reading learning in grade I elementary school students with dia tampan associations and strategies". This research is important because the characteristics of the initial reading of reading the beginning is the basis for the readability to the next stage (Jain & Patel, 2008; Kuntoro, 2013). When the ability to read these beginnings is not owned by a low grade student of either grade I, II or III it will be difficult for reading at the next level. Reading this beginning is like a foundation or a foothold for children in mastering the ability or other skills. In addition, reading the beginning will help the child to get information from what he read.

RESEARCH METHOD

Sugiyono (2013, p.2) mentions that the research method is basically a scientific feature to obtain data with a specific purpose and usefulness. This can be interpreted also that the research method is a way done by the teacher to deliver the subject matter to students to achieve certain goals.

Research method that will be used in this research is by using Class Action Action method or Classroom Action Research. Action Research This class is one of the teacher's efforts to improve and develop the quality of learning in the classroom.

Wiriaatmadja (2005, p.13) explains that Classroom Action Research is low for teachers to organize the conditions of their learning practices,

and learn from their own experiences. Basically the basic implementation of this research is the improvement, either to the process or from the results. Improvement of the process is done by the act of giving treatment to the students, while the learning result is the impact of the process. In the implementation of PTK something less in the first cycle will be improved in the next cycle.

Meanwhile, according to (Asrori, 2009 pp.6) Classroom Action Research can be defined as a reflective form of research by using certain actions to improve and improve classroom teaching practices in a higher quality so that students can achieve better learning outcomes.

The characteristics of the TOD are marked by the findings of problems in the classroom and their resolution efforts. This is in line with the opinion put forward by Sudukin et al (in Tukiran, 2012 p.19) states that:

the characteristics of the PTK, among others, the problem raised to be solved through the TOD should always depart from the problem of daily learning practices faced by teachers, sometimes can be done collaboratively with other researchers, and the existence of certain actions to improve teaching and learning in the classroom.

The characteristics of classroom action research according to (Baharudin, 2010 pp. 16-19) are as follows: a) Practical and relevant because it can be used directly in real life, b) Flexible and adaptive meaningful can keep up with technological progress or can adjust to the environment.

The purpose of PTK according to (Arikunto, 2012 p.60) is to solve the real problems that occur in the classroom. This activity not only aims to solve the problem, but at the same time looking for a scientific answer why it can be solved by the actions taken. PTK also aims to increase the teacher's real activities in professional development. In essence PTK aims to improve the real and practical problems in improving the quality of classroom learning that is experienced directly in the interaction between teachers and students who are learning.

The design used in this research is in the form of a cycle with several cycles implemented with the intention to achieve the expected goal. Classroom Action Research Design taken is a research model from Kemmis and Mc. Taggart. There are four stages of research on Kemmis and Mc Taggart (1988) model that uses a model known as Self-reflective Spiral system which starts with planning, acting, observing and reflecting.

Thus it can be concluded that the Class Action Research describes a dynamic process including aspects of planning, action, observation, and

reflection which is a sequential step in a cycle or cycle associated with the next cycle.

The research activities were conducted in three cycles. Implementation of cycle I on January 16, 2018, then cycle II February 6, 2018 and cycle III on March 1, 2018. The subjects of this study are the students of class I semester II Elementary School in Tawang District Tasikmalaya with the number of students 23 people consisting of 10 people male students and 13 female students where each student has different character.

The research instruments used are learning instruments and data collection instruments. Learning instrument consists of Learning Plan (RPP), Student Worksheet (LKS) Each learning instrument cycle is not the same according to the material that will be delivered also according to the improvement based on the analysis and reflection result at the end of the learning.

The data collection instrument consists of test and non-test instruments. The test instrument used in the form of evaluation sheet given in each cycle, while the non-test instrument in the form of observation sheet of teacher and student activity, and reflective journal.

The instruments obtained in qualitative data are then processed and then described in the discussion. Data processing techniques in this quantitative research data by calculating the scores of test results, the processing of grade average values, and calculate the percentage of complete learning early reading ability students.

The process of calculating the data using Microsoft Excel 2007 program. Then tested the validity of data, which consists of three stages of data reduction, data presentation and data verification.

RESULT AND DISCUSSION

This discussion contains descriptions of research results based on the formulation of problems that have been made. The formulation of the problem studied in this research is about the implementation process of dia tampan strategy in improving the reading ability of the first grade students of elementary school and improving the reading ability of the first grade students of elementary school using dia tampan strategy. In detail here is the discussion.

1. Implementation of learning by using dia tampan strategy

Based on the results of the observational observations made by the observer, the process of beginning reading learning implementation with dia tampan strategy of class I has been going pretty well in accordance with the stages of his handsome strategy starting from the association of vowels and

consonants and letters (d, n, t, p, m), read syllables, read words, and read sentences. In the first cycle there are still many students who do not pay attention to the teacher when the learning process, so the need for a media to attract students' attention.

At the vocal and consonant letters association stage and the letters (d, n, t, p, m) in cycle one, there are still many students who do not respond to the teacher and when asked silently can not answer, in cycle II many students pay attention to teachers and active when learning and students when told to answer what letters include vowels and consonants. And in the third cycle there is an increase because almost all students can read the letter either consonant letter, vowel or (d, n, t, p, m).

At the stage of reading syllables in cycle I, there are still many students when told to read together even silent. This is because there are some students who have not been able to recognize some letters. In cycle II there are some students who can not read the letter y, or even upside down between the letters d and b. And in the third cycle almost all students are skilled at reading syllables.

The next step is reading the word. At this stage when cycle I is still a lot of students who can not read unite from syllable to word, this is caused because there are still many students who can not read syllables. In the second cycle began many students who can read the word because students enthusiastically follow the learning. Eantusiasan is because researchers use the media that interest students is using Big Book. Furthermore, in cycle III, there is an improvement because almost all students read per word.

At the last stage of the use of dia tampan strategy of reading a sentence. The findings in cycle I are still many students who can not read per sentence and still many students when reading only per word. This is due to the lack of vocabulary possessed by the students and has not been thoroughly read the beginning. In the second cycle begin students can read the beginning even though there is still a long pause from one word to another. And in the third cycle seen a significant increase that occurs in students when reading a sentence given by the teacher almost all students can read it.

The learning of the lesson by using dia tampan strategy as a whole is in line with expectations, as the researcher continually strives to correct any deficiencies in the previous cycle as students are familiar with the application of dia tampan strategies. When the students are able to read from vowels, consonants and (d, n, t, p, m), can read from syllables, words and sentences. This is evidenced by the increase of reading test results of the beginning

of the students, whether viewed from the average value or mastery of students either individually or in classical.

2. Improved Early Reading Abilities by using dia tampan strategy.

After going through the process of learning cycle I, II, and III students' reading ability increases. As a comparison material based on the average value of achievement of indicators in each indicator read the beginning of students each cycle is shown in the table below.

Tabel 4.1 Comparison Achievement Indicator Reading Start of Overall Cycle

Indicator	Percentage of Indicators Achievement		
	Cycle I	Cycle II	Cycle III
Students can read Vowels (a, i, u, e, o)	63%	74%	86%
Students can read sentences with letter d	60%	77%	84%
Students can read sentences with letter n	63%	81%	90%
Students can read sentences with letter t	62%	78%	88%
Students can read sentences with letter p	60%	73%	83%
Students can read sentences with letter m	64%	79%	89%

Based on the table we can see in general the achievement of average score shows an increase in each indicator. This increase is a positive impact of the implementation of dia tampan strategy in the learning process. This is due to structured steps starting from the introduction of association, then the introduction of letters ranging from syllables, words and sentences is seen will facilitate students in reading.

In addition we can see the comparison of the average value in the form of reading tests to students on each cycle in the following table.

Tabel 4.2 Average Value Comparison Overall Cycle

Average value		
Cycle I	Cycle II	Cycle III
62	77	87

The table shows that the average grade of students is remembered in the course of action at each cycle. Where in cycle I get the value of 62% with enough category category, in cycle II get the value 77% with good category, and in cycle III get 87% with very good category.

This increase is influenced by various factors both from students who are always enthusiastic in the learning process, teachers who use instructional media so that students always pay attention to the lessons that the teacher convey or the stages of learning are always ignored in each learning.

In addition, the comparison of graduation criteria from each cycle as follows.

Tabel 4.3 Comparison of Test Value Categories Overall Cycle

Category Value	Percentage of Indicators Achievement		
	Cycle I	Cycle II	Cycle III
Very good	13%	17%	39%
Good	43%	56%	48%
Enough	13%	13%	4%
Less	17%	13%	9%
Very less	13%	0%	0%

The table shows that there is an increase in the number of students in each category, so that in cycle III no students get the score in the category of less or very less. This increase can be influenced by the increase of student development in the learning process so that the reading ability of the students start to increase.

Comparison percentage of learning mastery of each cycle can be seen in the picture below.

Tabel 4.3 Mastery learning Overall Cycle

Category	Percentage of mastery		
	Cycle I	Cycle II	Cycle III
Completed	56%	74%	87%
Unfinished	44%	26%	13%

Based on these data it can be concluded mastery learning students from cycle I to cycle subsequent to increase. Percentage of mastery is not 100% because there are several factors that cause why the child has not finished on reading the beginning. Here there are 13% or three students who still can not read due to student factors that divorced parents, students do not attend kindergarten or early childhood school and there is no guidance from parents when children at home. This factor is obtained from the interview with the students.

If after analyzing at each action, it has experienced a significant increase in each cycle. It proves that the implementation of the dia tampan strategy association can improve the reading ability of the first grade students of elementary school. When we review the classical completeness standard set by MoNE (2006), the classical learning is finally finished because it has reached 85% of the total students. Thus, this study is said to be complete because it has reached 87% or amounted to 20 students from the number 23 students of class I.

CONCLUSION AND SUGGESTION

Based on data analysis of research findings obtained in the field during conducting classroom action research (PTK) by implementing dia tampan strategy that has been implemented in class I Muhammadiyah elementary school Tasikmalaya City, the researchers can conclude the results of his research as follows:

1. The process of implementation of the strategy dia tampan changes in each cycle based on the results of reflection is done. Learning using dia tampan strategy can motivate more vigorous reading.
2. Implementation of the strategy dia tampan in the learning process can improve the ability to read the beginning of first grade students of elementary school. This is evidenced by the improvement of the ability of each aspect of reading the beginning of the students by looking at the average of classes in each cycle. Cycle I average value 62 with a percentage of completeness of 56%, cycle II average value 77 with the percentage of completeness of 74%, and cycle III average value 87 with 87% complete percentage.

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