

THE USE OF ANIMATED SHORT MOVIE IN TEACHING WRITING NARRATIVE TEXT TO FACILITATE STUDENTS CRITICAL THINKING SKILLS FOR EIGHTH GRADERS

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Abstrak

Jurnal Penelitian ini bertujuan untuk mengetahui apakah penerapan film pendek animasi dapat memudahkan siswa dalam menulis teks naratif. Selain itu, tujuan penelitian ini adalah untuk mengetahui kendala-kendala yang dihadapi siswa dalam berpikir kritis dalam menulis teks naratif dengan menggunakan media film pendek animasi. Fokus penelitian ini terletak pada bagaimana siswa sekolah menengah pertama menerapkan berpikir kritis dalam menulis teks naratif, dan kesulitan apa yang mereka hadapi dalam menerapkan berpikir kritis ke dalam tulisan mereka setelah menonton film pendek animasi. Peneliti mengumpulkan data dari observasi. Peneliti akan melakukan observasi minimal dua kali, peneliti akan merekam penerapan film pendek animasi oleh guru di dalam kelas. Semua kegiatan di kelas akan direkam dalam perekam video. Untuk kelompok yang dipilih secara acak oleh peneliti, perilaku verbal dan nonverbal mereka di dalam kelas akan direkam. Data hasil pencatatan dan hasil akhir siswa akan digunakan peneliti sebagai informasi selanjutnya untuk melengkapi data hasil observasi. Berdasarkan analisis dan pembahasan yang disajikan pada bab sebelumnya, maka peneliti dapat menyimpulkan hasil penelitian sebagai berikut: 1. Pembelajaran menulis teks naratif menggunakan film animasi berpengaruh signifikan terhadap kemampuan siswa dalam menulis teks naratif. 2. Pembelajaran menulis menggunakan media film animasi dapat meningkatkan pola berpikir kritis pada siswa SMP.

Kata Kunci: Animated movie, Writing, Narrative text

1. INTRODUCTION

This chapter presents seven sub chapters, the background of the study, statement of the problem, objectives of the study, and specification of the Study, the significance of the study, scope and limitation as well as definition of the key term.

Writing is one of the primary ability in English learning. Writing is essential since it conveys ideas, provides instructions, as well as shares information. Wingersky, et al. (1999:4) states that while people are writing, they have the opportunity to organize thoughts and words before creating the writing product. It means that writing activity involves the process of composing communicative message in the written form.

Commonly, writing is required as a medium in which people share what they express in mind. According to McDonald and McDonald (2002), writing is practically defined as a practice, something presenting progressive change in time and should be educated continuously. Echoing to the statement above, Fylnn and Stainthrop (2006) states that writing is medium of communication representing language through the recording of signs and symbols in action and greatly complex assignment. On other words, it can be defined that writing is a practice that what we write is comprehensively influenced by the restrictions of

varieties, and then these components are presented in learning activities.

Meanwhile, Langan (2005) states that writing is a process of finding involving a series of steps, in which people think it is difficult without practicing. Moreover, Langan (2005), Tangpermpoon (2008) define that writing is known as the most complex skill to master for language learners because they require to have some prior knowledge of L2 about the rhetorical organizations, appropriate language use or particular lexicon with which they want to deliver to the readers. Based on the explanation above, it shows that learning writing is presumed to be difficult and the learners should improve the whole understanding of the writing process. Therefore, they are able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

Teaching writing is not as simple as teaching other language skills as it has conventional procedures. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. In writing class, Indonesian students learning English as a foreign language need more time to think. The Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or

vocabulary. It can influence their language capacity.

Teaching writing for the students in junior high school is not an easy job. The teachers are faced on difficulties related to make their students be able to transfer their ideas. Moreover, another difficulty in teaching writing is about the low interest of students in writing. Therefore, it is very important for the teacher to know how to create writing enjoyable, exciting, and interesting, especially in writing narrative text.

Harmer (2000:257) argues that in teaching writing skill, teachers are able to pay attention both on the writing product and the writing process. Therefore, writing process in the classroom may be developed as a set of instruction providing students the origin of writing at every point. Writing activity is a process in which we combine four basic stages, namely planning, composing, revising and editing. (Seow, in Richards and Renanda, 2002:316). Chronologically, teachers can prepare the four basic writing stages as a systematic step to improve the students' writing skill.

Based on Curriculum 2013, there are five types of text to be taught in teaching writing for students in Junior high school. The text types are descriptive, narrative, recount, report, and procedure. The function and features of each text are dissimilar from the others. Narrative text is a kinds of text whose intention is to console the readers and has different pattern of imagination (Sudarwati and Grace in Merindriasari. et.al (2015). Moreover, narrative text also provides moral values to learn from. Since the other texts consist of different purpose, language feature as well as text structure, they allow teachers to explore the students' competence in writing.

For junior high school students, writing is one of the skills that has a higher level of difficulty compared to other skills. In writing, students are required to plan what to write before they start writing. They need to outline their essays and organize the main ideas before starting to write so that the ideas can flow smoothly from one paragraph to the next. The difficulty of writing is also found at state junior high school in certain area. The students often have difficulty making writing compositions when the teacher gives assignments. It happened as there was not variety from the teacher in giving text models. Teachers mostly let their students write a text-based only on the material already in the textbook.

Relating to the students' writing aptitude, the researcher observed that the students' writing ability in SMPN was not satisfying. Most of the obstacles that are often experienced by students in writing narrative text are how to organize the text, vocabulary, grammar (tense), and mechanics

(spelling, function, and capitalization).The striving effort was shown from their bad marks in English lesson especially in writing. Students repeatedly let their assignments in blank or wrote few words without any elaborations. Their attitude and motivation toward the English lesson also indicated that they were not attentive in involving the writing class.

To overcome this problem, teachers are required to teach students how to think critically because critical thinking is an important element in writing skills. In the field of education, educational tutors and theorists place critical thinking patterns in an outstanding position among many educational problems (Ennis, 1993; Siegel, 2010; Mok, 2009; Thompson, 2011; Hughes, 2014). Facione (2011) argues that instructing to think critically will let people to create worthy decisions as well as allow them to develop their own futures to be contributing society member. In other words, students will not burden their lives with their dependence to others. Furthermore, critical thinking will encourage students to grow and develop into active citizens who have a moral mindset and can appear in public socially (Elder & Paul, 2010).Therefore, the application of critical thinking in the world of education is needed so that organizing students can make a productive contribution in society.

Various kinds of class achievement including writing can be a medium for developing students' critical thinking. Hatcher (1999) shows that the integration of critical thinking instruction and written composition makes a significant contribution to student performance. In addition, it assimilates writing activities in the direction of critical thinking.

Critical thinking is the intelligently ordered process of hypothesizing, applying, examining, creating, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven and Paul, 1987). In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

Krulik and Rudnick (1995) states that critical thinking is systematic thinking and consideration involving challenging activities, questioning, involving and assessing all aspects of condition or problem. Critical thinking skills are very important in English learning since these abilities can develop the quality of English learning in improved and significant circumstance. Therefore, teacher should arrange a systematic way to develop such skills through English learning in school (Cobb et al., 1992).

There are two dissimilar methods in improving thinking skills. Some researchers consider that thinking skills can only be trained distinctly (Lipman, 1985), while some other investigators believe that thinking skills can be directed in school subjects (Swartz, 2001; McGuinness et al., 2003; Rajendran, 2010). Based on the state curriculum in schools today, the proposed method for teaching thinking skills are infusion method (Rajendran, 2010). It is supported by Swartz (2001) and Butera et al. (2014) which stated that effective teaching thinking skills are in the context of the subjects since integrating thinking skills in teaching is a natural way for teachers to teach students how to think. Writing is one of the subjects that is able to develop critical thinking skills (Rajendran, 2010; Aizikovitsh & Amit, 2010).

To teach critical thinking teaching activities to students, we need to incorporate teaching instructions into the curriculum at all grade levels. At the junior high school level is one of the initial important stages where students are asked to familiarize and improve their critical thinking skills. Thomas (2011) according to Thomas (2011) that critical thinking is a basic skill that needs to be developed by students because by writing it is hoped that they can improve and hone their reasoning skills because critical thinking skills are not obtained instantly, they have to practice a lot (Gray, 2012). Therefore, it is very important to introduce critical thinking learning to junior high school students in order to build and improve reasoning patterns in thinking more critically in response to all learning.

Relating to the effort of improving critical thinking, teachers need to think the worthy technique about how to make the students interested in writing. Gagne (see Agustien et al, 2004:12) considers that media are elements in students' atmosphere that can be used to stimulate the students to learn. The teaching media comprises media showing the materials such as books, tape recorders, cassettes, video cameras, film, pictures, and television. Considering the problematic issue in writing faced to face above, the writer intends to apply technique of using animated movies in teaching narrative text as an alternative way to overcome the problem. Animated movie is the fusion of motion picture and audio in which enables the students to have more critical thinking and learn the teaching material more easily. The supporting idea was put forward by Stempleski and Tomalin in Susanti (2011) which stated that in the learning process both children and adults would find it easier to understand if the delivery was packaged attractively through television and films.

Media is one of the means that used in the learning process to convey the message (Azhar,

2014: 3). The instructor plays a very significant role to deliver the pleasant learning since the teacher performs as a respectable organizer in generating and constructing an active class to improve learners' skill in English. For that reason, it is necessary for the teacher to apply media during the teaching and learning process so that teaching and learning activity will be more attention-grabbing as well as enjoyable for learners. Garner (2004) reinforces that educators must be able to select suitable media for the sake of achieving the successful teaching and learning practice.

A medium is something used when people communicate with others indirectly, than in person or by face-to-face communication (Buckingham, 2003:16). Media is necessary to apply in teaching and learning practice as it can transfer the material from teacher to learners.. According to Heinich et al (2005: 9), media is means of communicating and is a source of information. The purpose of the medium is intended to help the process of communication and learning.

Teaching media is everything used to transfer information from sender to receiver. Teacher can generate new circumstance and create the enjoyable class by using the media. The learners are not bored when the teacher implements media. The suitable media can generate the learners' capability, interest as well as attention.

There are 3 characteristics of media (Smaldino et al (in Yulianingrum, 2012:15)):

1. Fixative capability means that it has the capability of catching the object, saving the object and showing it anytime the teacher want.
2. Manipulative capability means that the media is able to show the object in several ways based on the teachers' necessity.
3. Distributive capability can be defined that media that is able to reach several viewers in one application, such as television.

The dynamic or animated movie is beneficial for students to comprehend the language. Moreover, the animated movie is a pleasurable show since the students seem to watch cartoon. The movie does not take long duration. It is for 7 to 10 minutes so that it enables the teacher to manage the time of presenting teaching materials as well as giving exercise for students. With the animated short film media, it is hoped that it can be an effective solution for language teachers because animated short films provides a realistic and diverse verbal. It allows the learners to rise up their imaginative skill in narrative text. Furthermore, this media also brings positive atmosphere in the language class. Therefore, the creativity of the teacher in searching the animated short movie in online and offline teaching source will be the most beneficial aspect in presenting interesting learning circumstance.

Relating to movie, Sexon cited in Yulianingrum (2011) said that movie delivers draw impetuses to strengthen precious notions and impression since information is frequently kept in the visual system. Images and animated short movies are able to assist the learners to encourage their thoughts in the course of learning writing skill. The learners will impress in the diverse situation while they are learning by the animated short movie. In addition, Diah Anggraeny (2015) states that animated videos are a means of writing classes that are very useful in developing students' writing skills. Using these media can help students to create imaginary ideas and ideas into narrative text.

The previous studies on animated movies resulted on various results. According to Sanjaya (2014) in his findings which states that using animated moving images will make it easier for students to enhance the quality of their writing. but the purpose of this study is only focused on students' difficulties in producing writing, especially on the generic structure of narrative text which includes orientation, compilation, and resolution. Aziz and Fathiyaturrizqi (2017) have done the research on the improvement of teaching writing through movies. In the research, it was found that there was a significant difference in the writing ability between the eighth grader students of Junior High School taught by animated movies and those who were not taught by animated movies. On the other hand, the research only focused on the variances in the English writing ability between the students taught using animated movies and those taught without using animated movies, not attentive to the critical thinking aspect.

Considering the previous studies, the researcher assumes that the use of visual media in language learning effectively attract students' attention and engage them to the learning topic and learning material. The previous studies strengthen the researcher to conduct the related media in teaching writing to Junior High School students in order to provide the motivation for the students in improving their writing. The difficulty students experience in writing is in developing their ideas. Therefore, the media provided must be really precise so that it can facilitate the student's mindset in critical thinking to achieve mastery in writing narrative text.

2. RESEARCH METHODS

The purpose of this study was to determine the obstacles that students face in contain critical thinking in writing narrative text using animated short movies as a media and how How does animated short movies can facilitate students to think critically in writing narrative text.

The focus of this study will investigate on how animated short movies can facilitate students'

critical thinking in teaching writing narrative text. In order to response it, the researcher chooses qualitative as the research design. Richard (2003) says that qualitative research is more suitable for learning a phenomenon as it focuses on the issues that occur in natural background; in the research it is in a language classroom. A phenomenon which is happened in this research is that a teacher uses animated short movies in teaching writing for junior high school and this occurred in English classroom.

The researcher chooses qualitative as the research design because of the fact that the data of this research are in the form of words, not numbers it is in line with Dornyei's statement (2007), stating that qualitative study involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods. Cresswell (2002) states that qualitative study is the kind of educational investigation in which the researcher depends on on the interpretations of participants, ask extensive and wide-ranging questions, gathers the data containing mainly of words or texts form participants, defines and examines these words or texts for themes, and conducts the analysis in subjective.

Basically, there are some kinds of qualitative research. The researcher chooses case study for this research. According to Ary, Jacobs, Sorensen, & Razavieh (2010), case study is a study which is more focus on a single unit, as follow an individual, a group, an organization, and a program. Other definition is from Kothari (2004), the statement is that case study is a complete and depth observation of a social unit. The social unit can be single person, single family, one organization, single cultural group, or it similarly can be the whole public. Cohen, Manion, & Morrison (2007) also have similar view about case study. They state that case study is a study investigating specific circumstance, such as a child, a group, or a community. As it is explained above, the researcher chooses a group in a class to be investigated. Therefore, the researcher chooses case study to be used as research design for this research.

The researcher will observe all this activities in the implementation of project based learning in junior high school students to get the data. Then, the researcher will investigate how animated short movies facilitate students' critical thinking skill in teaching writing narrative text.

A. Research Setting

The setting of this study is in one class in one of junior high school in Surabaya. The class is in good condition and quite spacious. There are some big windows for the air ventilation in this class. Thirty eight chairs and nineteen tables were provided for the students and a chair also a table

for the teacher. White board is also provided in the classroom.

Most of the students in the classroom listen to the teacher very well. They have done the assignments. They are very active in the classroom. However, still some students who do not listen to the teacher's explanation. They tend to be noisy in the classroom. However, the teacher can handle this situation very well. Overall, the situation and condition of this classroom is respectable and it shows natural classroom setting in most schools in general.

B. Data and Source of Data

The data in this research will be in the form of utterances or conversations said by the teacher and the students. Other data are from teacher's and students' gestures as well as body movement. The result of the students' project also will be the data of the research.

The sources of the data are from verbal and non-verbal behavior from teacher and the students. The verbal data are from teacher's and students' conversation in the form of utterances or conversations which are expressed by the teacher and the students in the classroom. Furthermore, the product of the students' assignment will be used to support the data as the concrete evidences of their final product. The non-verbal data are from teacher's and students' gestures, facial contact also body movement. All the data will be used to investigate on how animated short movies facilitate students' critical thinking skill in writing narrative text.

3. RESULTS AND DISCUSSION

In this research, pre-test and post-test had been conducted in order to collect the data from the experimental group. The researcher used class 8C as the experimental group based on cluster sampling. The pre-test was conducted before the treatment and post test was conducted after the treatment.

The data from each students were obtained by calculating the students' scores in writing based on the scoring rubric. The data indicated that there was an improvement in students' writing scores after implementing the treatment. Based on the result in pre-test, the mean score was 59.25 with the highest score was 81 and the lowest score was 41.

Based on the result of the data computation, it was obtained that the students' mean score of post-test (78.18) was higher than students' mean score of pretest (59.25). The effect size was 2.21 showed that it was categorized as strong effect. The calculation of t-test was 12.81 and the t-table was 1.697. It was indicated that t-test 12.81 was bigger than t-table 1.697 or $12.81 > 1.697$. Therefore, animated film was effective in increasing students' writing skill in narrative text. So that, the Null

Hypothesis (Ho) which says "There is no significant difference between the students' achievement in narrative text writing using animated film and without using animated film to the eighth grade students of SMP .

The use of animated films to improve students learning process especially in writing narrative text was effective to be applied in eighth grade students in SMP. It was proved from the findings of this research which showed significant improvement between pretest and post-test. However, the research still found that there were strengths and weaknesses in implementing animated film as the media in teaching.

Animated films helped students in solving the problem in writing narrative text by the feature that animated films had. Students' enthusiasm in the classroom was also encouraged by the implementation of animated films. There were some students' activities in the classroom as well as their improvements such as team working, willing to work, classroom participation, and paying attention to the material given. The implementation of animated films were successfully done and made them enthusiast and involved in every activities. The group, teamwork and togetherness atmosphere in the activity were one of the important factor that helped the students improvement to be better. In addition, the activity was more effective and more efficient because of the factor mentioned. The material was delivered easily in sufficient time.

The following explanations describe the aspects in evaluating the students' writing narrative text by the features of animated film: (1) Generic structure/organization, in the pretest students, most of the students could not make a good organization in their writing. Students felt confused how to start their writing and how to write a text sequently because they did not really know the exactly plot or storyline from the story which they wanted to write. In the post test, students were helped with animated film by its feature which is stated by Bordwell and Thompson (2008), a three-act structure. Three-act structure has a similar parts with generic structure in narrative text, students had finally known how to start their writing and write it sequently with the help of this feature in animated film. (2) Grammar, from the result of the pre-test, the researcher found that most of the students could not write the sentences grammatically because students Some problems which were faced by students in writing a narrative text could finally be solved by using animated film. Students did not feel blank anymore when they were asked by the teacher to write a narrative text because of guidance from the teacher which used animated film to teach a narrative text. Animated film made them learn narrative text easily because of the moving picture was easy to comprehend

rather than using a monotonous media. The plot or storyline from animated film could easily be determined by the students in translating it into the written form to make a good narrative text with a chronological order. Grammar and vocabulary were also important aspects in writing, both can be overcome by providing the subtitle or script of animated film which can decrease the unfamiliar words because with the media of animated film students can guess the meaning of the words by seeing the gesture of character made in a film. The students were also helped with the viewing activities which was playing and replaying the entire sequence to make them focus on the factual information from the story.

Teaching and learning process by providing the classroom activity with some interesting activity and material by animated films were effectively done. The students showed their effort in following the learning process due to the improvement of their involvement in learning process. The students were also actively involved during the teaching and learning process to make the atmosphere became more interesting and enjoyable. In a group, the students helped each other to reach group goal. Each individual had contribution to the success of a group so that they paid attention from the beginning till the end of the teaching and learning process. However, there were still some problems that the researcher found in implementing animated films in the classroom. The facility can be seen as the problem since the researcher found that was lack of facility such as a speaker and projector to support the researcher in conducting the research. Another problem was the class management. The researcher still found some student were really passive to follow the instructions and made some noises during teaching and learning process. therefore, the researcher managed to monitor the students activities to overcome the problems.

4. CONCLUSION

Based on the analysis and discussions presented in the previous chapter, The researcher can conclude the result of the research as follows: (1) Teaching writing narrative text using animated film affects the students' ability in writing the narrative text significantly. It is shown by the students' score in post-test which was higher than the students' score in pre-test (59.25 to 78.18). (2) Animated film has a strong effect in teaching students writing narrative text. This media could make the students involve actively in teaching and learning process by finding the information based on the animated film, which were used as the idea to write the text. The animated film helped students in improving their vocabulary and grammar to support their writing production. Therefore, students cannot only improve their writing score

but also enjoy the learning activity which was provided by the teacher in infrequently did writing practice. Therefore, by doing the exercise given in the second treatment which was replacing the underlined word into the correct form of verbs, students could be able to write the sentences grammatically. (3) Vocabulary, in the pre-test,

some students could not choose the appropriate words to describe a character or tell the story because they were lack of writing practice. In the post-test, students could finally be able to overcome this problem by providing a subtitle/script while watching the animated film, with this feature students can guess the meaning of the words by seeing the gesture of character made in an animated film.

5. SUGGESTION

Based on the conclusion that has been explained before, some suggestions will be directed toward the english teacher, the researcher, and the other researchers: (1) The researcher expects to the english teachers, they should consider using animated film in teaching animated film because it can help students to determine the generic structure and to write the story sequently, improve students vocabulary and grammar. Besides, it also can help the teacher deliver the materials easily and keep the students interested. (2) To the students, to improve writing ability, the students have to learn about some process of creating a good writing and develop their knowledge. The researcher suggests to the students for using animated films to improve their writing ability because by using a short film, the students can build and explore their imagination to write an interesting narrative text in a chronological order easily and can improve students' skill in writing a narrative text. (3) To the other researchers, The researcher hopes for the further researchers to conduct a research that is related to the use of animated film in teaching writing ability because by using a short

film, the students can build and explore their imagination to write an interesting narrative text in a chronological order easily and can improve students' skill in writing a narrative text. (3) To the other researchers, The researcher hopes for the further researchers to conduct a research that is related to the use of animated film in teaching other English skills. It is for the proof whether this media can be suitable and effective if it is applied in teaching other English skills. The researcher also suggests to be well prepared and well observed about the school that would be the place to conduct the research, because some schools do not provide enough facilities such as LCD projector and speaker in conducting the research.

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