THE ADVANTAGES AND DISADVANTAGES OF TEACHING RECOUNT TEXT THROUGH FLASHCARD
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Abstract

This study aimed at describing the real condition about the implementation of teaching recount text through flashcard the advantages and disadvantages. This aims were to answer some research questions which were proposed by the writer. The research questions were: 1) How did the teacher apply flashcard in teaching recount text in the classroom? 2) What were the advantages and disadvantages of using flashcard in teaching and learning recount text? In this research, the writer used descriptive qualitative. The findings showed that the implementation of flashcard in teaching recount text were the first the teacher explained material to the students. Then, the teacher was explaining steps of verb from the flashcard into the sentences. After that, he gave the example of recount text. Thus, with the example, the students knew steps of changing and making story well. For the last, the teacher gave the exercises to group students. In addition, it could be stated that in this research, the appliaction of the flashcard in teaching recount text had been applied well. Moreover, there were many advantages and disadvantages of teaching-learning recount text through flashcard that made it easier for the teacher to teach. The flashcard was able to change the negative into a positive mood of the students, it gave motivation for the teachers to be more creative in teaching, it could gave inspiration the teacher in making media other than this flashcard, teaching recount text through flashcard was able to show simply, it could be more active, it made the students not bored with the teacher's explanation, it gave motivation to students, it gave ease to the students to remember vocabulary, and it give new experience in learning. Furthermore, there were some disadvantages of teaching-learning recount text through flashcard. The flashcard was not synchronous with recount text material and the students felt dependent in learning by using the media. Therefore, there were some difficulties faced by the teacher, such as students' miswriting, students' mistranslating and the lack of understanding of the students. Meanwhile, the difficulties faced by the students were the lack of vocabulary, the lack of pronunciation, and getting uncomfortable in the classroom. The teacher's solutions of the problem were

giving caution, showing a good example to the students, and giving motivation or advice to the students.

A. Introduction

According to Rusmajadi (2010: 229), Write is a process that complex, where is the writer explores of ideas, and thought that will be a concrete. Ideas and thought that will be a concrete. Writing is also multi-sensory. To say that all senses sight, hearing, think, olfactory, the bears in ideas can be distributed in writing. Through writing the writer can express ideas, feelings, hopes, and dreams as well as fears, anger, and frustrations.

The curriculum in Indonesia requires students to write different types of text, such as narrative text, descriptive text, and recount text. The study focuses on recount text. Recount text is a text telling the reader about story and experience in the past. Unfortunately, the majority of students difficulties in writing recount text is the reason that recount text contains a story that has been passed.

In addition, the common problem discovered by the student for writing recount text activity is that they had difficulty in developing ideas, can't arrange sentence correctly, the lack of vocabulary, didn't understand about grammar, punctuation, and diction. Furthermore, the writer gives example based on the problem the lack of vocabulary such as the students did not memorize verb. So, the students difficulties in changing the first verb into the second verb while in the changed is requirements the most important thing for recount text, not only that in recount text must be considered also structure simple past tense.

Therefore, teachers have a role important in improving the quality of education and required to always be up to date. Then, to various things that can be useful in teaching and learning activities in the classroom, one of the visual media that is flashcard that would help English teacher to teach recount text, media flashcard is a card that contains pictures or symbols.

Based on the problems that occur in the field, the writer saw lacks of ability in learning text. Consequently, the writer is interested in conducting the study entitled, "The Advantages and Disadvantages of Teaching Recount Text Through Flashcard (A Descriptive Study on the Eighth Grade Students of SMPN 2 Salem in the Academic Year 2016/2017)".

B. Literature Review

The theories reviewed here are related to the teaching, recount text, media, and language features of the text, the flashcard, the advantages and disadvantages of the flashcard.

1. Definition of Teaching

Nasution (2009) in Toto (2013: 6) argues that teaching is organizing and managing the environment as good as possible as well as linking it

with the students. The other definition of teaching is the stimulation, guidance, direction, and encouragement of learning by Burton in Juwanto (2013: 4).

Moreover, the writer will explains definition of teaching English, teaching recount text, and teaching media. According to Derakhshan (2015: 103), teaching English as a foreign language is a general issue and the writer has investigated problems in all aspects of teaching process. In teaching recount text, there are four steps in teaching writing recount text. Based on Rakhmawati (2012) in Pertiwi (2013: 7), teaching recount text is the genre used to teach writing skill to the students was recount genre. The writer used four steps in teaching recount genre namely: (a) the writer only asked the students to make a simple recount text based on a topic, (b) the writer gave some pictures and asked the students to make the recount text based on the pictures, (c) the writer gives also some pictures, certain vocabulary, asked the students to make the recount text based on the pictures, and the vocabulary, (d) the writer gave some pictures, including a certain paragraph in Indonesian language, jumbled sentences in English, and asked the students to compose them into a good paragraph. Furthermore, according to Reiser and Dick (1996: 67), designate instructional media as one of the instructional planning that should be prepared by teachers before coming in the classroom. Meanwhile, based on Roberts (2010: 91), Popular print media offer good opportunities for improving learners reading and writing skills in particular.

2. Recount Text

According to Knapp in Saragih, Silalahi, and Parade (2014: 57), recount text, basically it is written out to make a report about an experience of a series of related event. In another word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader state by Ningsih (2015: 10). According to Gerot and Wignell (1995:194), Generic (Schematic) structure are: (a) Orientation is Provides the setting and introduces participants, (b) Events is tell what happened, in what sequence, (c) Re-orientation is optional closure of events.

3. Media and Language Features of the Text

According to Criticos (1996) in Daryanto (2011: 4), the media is one of the communication components. It means as to give instruction to communicator go in the direction of the communication. Based on the definition above, the point of it namely media is tool to learning process. Whereas, according to Indriana (2011: 68-69), learning media in the form of picture cards that size is the size of a postcard or about 25 X 30 cm. Flashcard has a great power in motivating and stimulating the students. Meanwhile, flashcard is easy media to help students and teacher in the learning process, a teacher can use it at any time and in any situation when he wants to teach.

4. Flashcard

Flashcard is effective learning card has two sides with one side containing images, colour, text, or a sign symbol, and the other side in the form of definitions, image caption, and answers the purpose memorize or redirect students to something related to the picture on the cards", as states by Kasihani in Inayah (2010: 18). Thus, flashcard is one of the best media to use for studying and Flashcard is one of the best media to use for studying and memorizing information. While the flashcard here is a card in which there are pictures and text, picture in this card appropriate the text and the size of this flashcard is 21.0 x 29.7 cm. This flashcard used as the alternative media to teaching recount text in SMPN 2 Salem.

Moreover, the Characteristics of flashcard as has two sides front and back, the front side contains a picture or sign symbols, the back side contains definitions, image captions, answer, or explanation, and simple and easy to make it.

1. The Advantages of Flashcard

Indriana (2011: 69), says that the advantages of flashcard media are obvious, such as flashcard is easy to carry anywhere, Practice to make and to use it, flashcard help in summarizing and memorizing, the media is also very fun to use as a media learning, can be used in the form of the game. Therefore, Based on Komachali and Khodareza (2012: 137), advantages of flashcards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally.

2. The Disadvantages of Flashcard

Beside of the advantages of flashcard, flashcard also have some disadvantages, like Asnawir and Usman in Inayah (2010: 24), are flashcard is expensive and if the teachers want to make it by themselves, they need much time, flashcard is not big enough usually, the students sit in front can see the flashcard perfectly, but the students sit in behind is not clear, some students will misunderstand of the teacher explanation based on their knowledge of the material which is explained by the teacher, so the goal planned can not be achieved. In addition, Suhaimi (2014: 12), states that disadvantages of flashcard are not all material can be conveyed by flashcard, need require thought and preparation in advance.

C. Method of Investigation

The method covers the research design, the source of data, technique of data collection, and technique of data anaysis.

1. Research Design

This kind of the research has used descriptive qualitative, In this research, the writer used descriptive qualitative. It means that the qualitative research applies words, pictures from collecting the data, describing the process of the teaching. The result of this researched to the

description about advantages and disadvantages teaching of recount text through flashcard.

2. The Source of Data

The source of data are the first the teacher, according to Asmani (2011: 17), say that professional teachers are they have good competence and skill in teaching (teaching skill). Therefore, the writer asked the English teacher of SMPN 2 Salem about the data implementation in teaching through flashcard, advantages and disadvantages in using flashcard in recount text from English teacher and the students. Then, the second is the students, it means the object of teaching to get their rights in learning. Thus, the writer observes their learning process in recount text. The writer also conducted the interview with the students to ask the students' about the advantages and disadvantages teaching of recount text through flashcard in SMPN 2 Salem.

3. Technique of Data Collection

In collecting the data are (a) observation is the behavior that looks and objectives to be achieved, the writer used participant observation. So observed the teaching process English teacher, learning process students and the situation at SMP Negeri 2 Salem, (b) interview, the writer used structure-semi interview, the structure-semi interview makes list the question of which means it, the answer to be given by interviewing not restricted. In this step, the writer collected through the list of questions. Then, in the structure-semi interview to get some information about advantages, and disadvantages of teaching recount text through flashcard, (c) documentation, Definition Esterberg in Sarosa (2012: 61), states the document is anything material in written (hard copy and soft copy) any notes made by humans. Furthermore, the writer used some documents to find out the information about the apply teaching process and learning by English teacher and students. Then, the advantages and disadvantages of the teaching process and learning by English teacher and students. (d) questionnaire, the questionnaire for the English teacher, students were to get the data about the advantages and disadvantages in apply flashcard in teaching and learning recount text subject.

4. Component of Data Analysis

Component of data analysis by interactive model of Miles and Huberman (a) data collecting the process of collecting the data in the study did not have separated segments or time, but all the research conducted data collection process can be collected. (b) data reduction for some data collections from observation, interview, documentation, and questionnaire as a mean to the clear explanation and conclusion. (c) data display, the data display in the qualitative research is the next step to made description about the data, these steps the aimed in order to the research make the data clear. (d) conclusion, in this part, the writer concluded some information. From the result of interviewed same with the data result of observation, and questionnaire it means that the data have valid to be taken some conclusions.

D. Discussion

This discussion here contains of two parts: findings and interpretation.

1. Findings

The implementation of flashcard in teaching recount text Based on observation the writer explains the implementation of flashcard in teaching recount text, at the beginning of the lesson, the teacher do: a). Greetings, b). Praying, c). Asking the students attendances, and d). giving motivation. Furthermore, the teacher tells the students what they will learn about and also tell about the purpose of the lesson.

Further, the teacher explains simple past tense. first of all, the teacher gave the concept of the simple past tense in the simple past tense there are four part were the definition of simple past tense, the function of simple past tense, the pattern of simple past tense, and the examples of simple past tense. Then, the teacher gave the students exercises about the simple past tense on the blackboard to be discussed together. From these parts, the teacher has explained well.

Moreover, the writer explains the implementation of teacher used flashcard in teaching recount text as follows: based on the observation in the classroom. First of all the teacher explained material of recount text to students, he gave the material such as the definitions of recount text, the functions recount text, the generic structure recount text, and he also explains the parts of structure recount text. The generic structure of recount text is there are orientation, events, and reorientation. He said orientation is the information of who, when, where or the event in the past, while events are the chronology of story in the past and the last reorientation is the result or the concluded of the experience in the past. Then, the teacher was explaining and giving examples of through student worksheet. In student worksheet, there were many examples and explanation were easy to understand so students become active in the learning process. Subsequent to explain to students about the material the teacher gives an example use flashcard are: The teacher gives the flashcard to group 2, then the group makes a simple story recount text, storyline depending on their flashcard. The students made a story is simple so the important their story there is verb in flashcard it. Therefore, the teacher gave flashcard to some group in the VIII C class.

The total number of students were 32, the teacher divided the students into some groups, based on the observation the teacher divided 6 groups each group there were 5 members, then the teacher gave a flashcard randomly assigned to each group. In the final activity, the teacher collects the results of assignments from all groups then, the teacher asked students for giving questions about the material using flashcard, if students did not understand the teacher would resume the material. Therefore, the students taught it to understand then be able to apply in good writing and the teacher gave assignments or homework. The writer clarified the ability of students understanding. Based on questionaire with the students are it can know that 31,25 (10 students) always understand the teacher's explanations, 62,5 (20 students) often and 6,25 (2 students) did not

understand the teacher's explanation.

a. The Result of the Teacher and the Students Questionnaire

It covers explains the result of the teacher and the students questionnaire.

1) The Result of the Teacher Questionnaire

Based on the questionnaire from the teacher, he makes RPP always before teaching. Almost all the teachers at SMPN 2 Salem refer to the curriculum syllabus 2013. Besides, the teachers feel difficulty when making the RPP in determining the indicator in accordance with SK and KI. As for the evaluation of learning assessment, the teacher made the test items are not together with the team of the teacher in *MGP (Musyawarah Guru Mata Pelajaran)* but he made the test individually. While the evaluation of the assessment of the teacher's used cognitive evaluation (understanding the concept) which raced on "Written", Then the criteria used when the remedial procurement is through the understanding of students who are very less and the last based on observation and questionnaire was the subject matter used by the teacher of the textbook entitled *"When English Rings a bell",* in other than the book he also used worksheet.

2) The Result of Students Questionnaire

Based on the student's questionnaire, the writer found out the results presence and frequency of student likes and dislikes by application of flashcard in learning recount text, the writer will explain the results of students who like the applications of flashcard in the teaching process recount text are 75 % (24 students). Meanwhile, anyone who dislikes it is 25% (8 students). Thus, the writer concludes almost all of the students liked flashcard application in the teaching process recount text. To know the reason, why they like the flashcard in the teaching process recount text the writer saw anyone who likes to learn students recount text using flashcard, which included more active category is 28,12% (9 students), whereas for students be more understand to the teacher's explaining 9,37% (3), then felt do not bored with the teacher's explaining totaled 31,25 (10 students), and also for the students who answered more than one totaled 6,25 (2 students)

Furthermore, the writer had described reason students dislike the learning process recount text using flashcard, the writer can be categorized students dislike to use flashcard in a process of learning recount text, second they were reason the first of in activity using flashcard, the difficulties in understanding about learning it totaled 18,75% (6 students), while a third feel bored with flashcard, the fourth is more than one answer to it totaled 6.25% (2 students). From the reason, students dislike the learning process recount text the writer concludes there are six students feel difficult to understand

and make they were not active in learning activities, the reason they do know basic from recount text.

a. The Advantages of Teaching and Learning Recount Text Through Flashcard

The next, the writer describes the advantages when teaching-learning recount text using flashcard.

1) The Advantages of Teaching Recount Text Through Flashcard

The result of them is there were advantages of teaching recount text through flashcard are (a) teaching recount text through flashcard made it easier for teaching, it means that the teaching process using flashcard give easier for teaching, then based on the teacher's interview (b) it was able to change the negative mood of students into a positive mood (c) it could motivate teachers to be more creative in teaching, (d) it could give inspire teacher in making medium other than this flashcard, depend on teacher's interview he said "the flashcard in English teaching made inspire for me and especially to my students in understand of the material" (e) it was able to show simply, it means that the teacher can show the material creatively, in order that it is not monotonic as usually and the final the students interested in teachers explain.

2) The Advantages of Learning Recount Text Through Flashcard

There were advantages of learning recount text through flashcard as (a) the recount text learning through flashcard can be more active. In order to the learning is active start from the students give questions to the teacher all at one the classroom condition is active (b) it make the students do not bored with the teacher's explaining, flashcard in learning recount text that offers a positive effect to students. Depend on the observation and the writer questionnaire, the students were feeling happy, the effect can not feel bored all at once easier to English teacher to teaching material (c) it's give motivation to students, based on observation during research the writer the process learning recount text through flashcard giving the high feeling know (d) it give easier the students to remember of vocabulary more specific is the verb, the use of the recount text so that way could know about a change of sentences in recount text (e) it's give a new experience in learning, depend on the interview with the teacher, and the headmaster is the media ever to used by English teacher is pictured. The students still remember of learning used picture until now, through picture the writer conclude flashcard will remember also by students because the practice of the recount text used flashcard.

b. The Disadvantages of Teaching and Learning Recount Text Through Flashcard

There were disadvantages of teaching-learning recount text through flashcard such as:

1) The Disadvantages of Teaching Recount Text Through Flashcard

There are many advantages of teaching recount text through flashcard the other way there is disadvantage, based on the teacher's interview flashcard was not synchronous with recount text material the reason of students is they feel difficulty make sentences in recount text because the story must appropriate on flashcard and need many times.Therefore, to start with the steps for teaching, the teacher have not skill enough when explained it, so that way the material is not clear although it so many advantages such as more active and more motivated. But it's not understanding the material, this flashcard gives new media in the teaching process.

2) The Disadvantages of Learning Recount Text Through Flashcard

With those the students felt dependent in learning by using the media. when the teacher it does not use the media they can say anymore about medium the aim is could more enthusiasm in learning process but I can those media is nothing, therefore, the students feel bored and did not spirit because they compare with the last lesson.

c. The Problem Faced in Applying the Flashcard in English Teaching and Learning Process

The writer concluded there were two problems, those are:

1) Some Problems Faced by the English Teacher

There were some problems by experienced teachers are (a) students' miswriting in the teacher point of view, the teacher found some students who made some errors in writing recount text. The students had not understood about the usage of good sentences in simple past tense. For example; "She washes her clothes at the driver last week", the word "wash" should be written that "washed". The right sentence is "She washed her clothes at the driver last week" (b) students' mistranslating in this case, the teacher found some students of VIII C class who got difficulty in translating. Basic of students still poor in mastering vocabularies so the students need to master vocabularies through memorizing (c) the lack of understanding of students the teacher found some students, not understand yet in English learning. Whereas, the interaction of teaching and learning process is the key to success of students understanding.

When the student did not understand about explained him so this is one of the obstacles from the teacher.

2) Some Problems Faced by the Students

It could be concluded that were some difficulties which were faced by the students of VIII C class SMPN 2 Salem were (a) the lack of vocabulary the students had difficulties when they make a sentence of recount text because the students lack increase vocabulary (b) the lack of pronunciation besides lacks vocabulary, students also have difficulty in expressing pronunciation. They did not know how to read because of they did not memorize the vocabulary and also they were not interacting with native speakers. So, they were very difficult in learning English (c) getting uncomfortable in the classroom that the students' could not be cannot learn comfortably especially, when the material of English which they felt difficult, because there were some students who did not attention when the teacher explain the materials such as through their joke. So that way, they disturb their other friends when learning the process.

d. The Solution to Solve the Problem in English Teaching and Learning Process

The writer clarifies about some solutions as follows:

1) The Solutions of the Teacher's Problem

This subsection presents solutions of the teacher's problems, as (a) students' miswriting the english teacher solves the problems, the teacher has to control, and check the students' writing one by one while they were writing the material. The teacher corrected it directly. For example, "Did you feel satisfied with your experience", that sentence is interrogative so should be used the question mark. For making them clearer, he gave them more explain more in front of the class (b) students' mistranslating to solve this problem, the teacher asked the students open the dictionary that they bring, asking their friends to help their difficulty, reading a story at the worksheet and observe it (c) the lack of students understanding these problems made students have not the spirit in learning. The teacher should be more attention for the students of VIII C class, such as greeting and advising for example "Did you studied last night? keep study hard! Don't be noisy? Keep calm!" From some of the attention.

2) The Solutions of the Students' Problem

Based on the obstacles faced by students, the teachers resolve them with various solutions, as well as the type of the obstacles as (a) the lack of vocabulary, for solving this problem,

the teacher gave a solution with reading anymore because of his experience is explained the reading can more effective and attractive to develop vocabulary than reading (b) the lack of pronunciation, this problem can resolve the teacher make students learn through listening songs, watching movies and video. Therefore, pronunciation of the students can be improved. (c) getting Uncomfortable in the Classroom. Usually the students play and crowded, in the classroom. For solving this problem the teacher responds it with giving pieces of advice for them. For example, he said "just for students want to play anymore and making noise in the classroom please outside but if you want to learn and know your parent's job, please learn seriously and the last the students of VIII C class would follow the learning activities.

e. Students' Achievement

Based on the interviewed with the teacher, data the students' of VIII C class achievements were obtained by recording the score list of the eighth grade of SMPN 2 Salem in Academic Year 2016/2017. This table below illustrates the students' achievements in learning english. According to the English teacher' book, the classification was:

Table. 2. The Students' Achievements in Learning English

Classification	Frequently	Percentage
Very good	1	3,12%
Good	1	3,12%
Enough	25	78,12%
Bad	15	46,87%
Sum	32	100%

Based on the data above, it could be seen that 3,12% of students got very good scores, 3,12% of students got good scores, 78,12% of students got enough to score and the last is 46,87% of students got bad score. According to the teacher English for the guide assessment of SMPN 2 Salem for the Minimum Learning Mastery Standard (KKM) that is 72. The result of the data above the students entered the KKM there were 2 and did not enter KKM amounted to 30.

2. **Interpretation**

There were four important things which could be interpreted from the data of the study. The first question of this study, "How does the teacher apply flashcard in teaching recount text in the classroom?", was answered by using descriptive qualitative. Based on observation of teaching process recount text is organized, the example starts with learning well, and giving the lesson clear. Therefore, the teacher explained material to the students, he gave the material such as the definitions of recount text, the functions recount text, the

generic structure recount text and he also explains the parts of structure recount text. Then, the teacher was explaining steps of the verb from the flashcard into the sentences, after that he gave the example of recount text. So, with the example, the students knew steps of changing, and making story well for the last the teacher gave the exercises to group students. with the result that the teacher knows their skill. Therefore, it could be stated that in this study, the applied of the flashcard in teaching recount text was well.

Then, for the teaching-learning process English there are the problem faced in applying the flashcard namely: a). For the teacher: students' miswriting is the teacher found some students who made some errors in writing recount text. Moreover, students' mistranslating the teacher found some students who got difficulty in the change English words or sentences into Indonesia. Therefore, the last the lack of understanding of students it means the teacher still found any students, as yet lack of understanding in learning English. b). For students, the lack of vocabulary that is the students have difficulties when making a sentence of recount text because the students lack of vocabulary, the lack of pronunciation the writer explain oneself is they were very difficult to learn English especially difficulty in expressing pronunciation and getting uncomfortable in the classroom it means there were many difficulties in the learning process that the students' cannot learn comfortably especially when the material of English the big reason that was any students not attention when the teacher explained so disturbs them.

The second question of this study, "What are the advantages and disadvantages of using flashcard in teaching and learning recount text?", was answered by using descriptive qualitative. Based on observation, interview, and questionnaire. Whereas, the writer just interview with the teacher and the students, there were advantages of teaching-learning in recount text through flashcard as follow: the advantages of teaching recount text through flashcard made it easier for teacher to teach, made it easier for teacher to teach, the flashcard was able to change the negative mood of students into a positive mood, could motivation teachers to be more creative in teaching, could gave inspire teacher in making props other than this flashcard and teaching recount text through flashcard able to show simply. Therefore, the recount text learning through flashcard can be more active, the recount text learning through flashcard make the students do not bored with the teacher's explaining, the recount text learning through flashcard give motivation to students, the recount text learning through flashcard give easier the students to remember of vocabulary, the recount text learning through flashcard give new experience in learning. Furthermore, there were the disadvantages of teaching-learning in recount text through flashcard as stated below: The disadvantages of teaching recount text through flashcard is flashcard not synchronous with recount text material and the students felt dependent in learning by using the media.

E. Conclusion

Based on the results of reseach findings and interpretation that were the English teaching and learning process in VIII C class of SMPN 2 Salem applied flashcard the teaching recount text of 2016 was applied in the eighth grade. It was well. Moreover, There were some advantages in teaching and learning process in VIII C class of SMPN 2 Salem. The advantages for teacher, teaching recount text through flashcard made it easier for teacher to teach, the flashcard was able to change the negative mood of students into a positive mood, it could motivation teachers to be more creative in teaching, it could gave inspire teacher in making medium other than this flashcard and it's able to show simply. Whereas, the advantages for students, the recount text learning through flashcard can be more active, it's make the students do not bored with the teacher's explaining, it's give motivation to students, it's give easier the students to remember of vocabulary and the recount text learning through flashcard give a new experience in learning.

There were some disadvantages in teaching and learning such as the disadvantages for teacher, the disadvantages of teaching recount text through flashcard is flashcard not synchronous with recount text material. The disadvantages for the students, the disadvantages of learning recount text through flashcard is the students felt dependent in learning by using the media. In teaching English in VIII C class of SMPN 2 Salem, the problems faced by the teacher in the learning process of language English were: students' miswriting, students' mistranslating, and the lack of understanding of students. Moreover, there were the problems faced by the students in the learning process of language English were the lack of vocabulary, the lack of pronunciation, and getting uncomfortable in the classroom.

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