THE ANALYSIS OF STUDENT'S WRITING BEFORE AND AFTER THE IMPLEMENTATION OF READ-TO-WRITE APPROACH

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ABSTRACT

The focus of this article is on the analysis of student's writing before and after the implementation of Read-to-Write Approach. Read-to-write approach is one of strategies of how to write by reading the articles what other writers have written. This study aimed to find out how the students' writing skill can be improved through the implementation of read-to-write approach. This research used the instruments of writing tests including pre-test and post-test. The finding showed that students' writing skill could be improved through the implementation of read-to-write approach during one cycle classroom action research which consisted of four meetings. Actually, this article searched deeply to find out how the differences between the writing results of the student after and before the implementation of read-to-write approach. The analysis was conducted by using analytic scoring rubric. The results of the analysis showed improvement on each aspect of writing.

Key words: read-to-write approach, reading and writing skill, holistic scoring rubric, analytic scoring rubric

ABSTRAK

Fokus penelitian ini adalah untuk menganalisa tulisan siswa sebelum dan setelah penerapan pendekatan 'Read-to-write'. Pendekatan Read-to-erite merupakan salah satu strategi menulis dengan cara membaca artikel-artikel yang dituliskan oleh penulis lain. Tujuan penulisan ini adalah untuk mengetahui bagaimana keterampilan menulis siswa yang dapat diperbaiki melalui penerapan pendekatan Read-to-write . Instrumen penelitian yang digunakan adalah test tertulis yaitu Pre-test dan post-test. Hasil penelitian menunjukkan bahwa keterampilan menulis siswa dapat diperbaiki melalui penerapan penetapan pendekatan Read-to-write dalam satu siklus penelitian tindakan kelas yang terdiri dari emapt pertemuan.

Kata kunci: *pendekatan read-to-write, kemampuan membaca dan menulis, rubrik penilaian holistik, rubrik penilaian analitik*

A. INTRODUCTION

In reality, most students of the eight grade students of SMP Negeri 19 Samarinda get difficulties to master writing skills. The preliminary study done by the researcher on 17 January 2012 finds that the results of students' writing are poor. It is not surprised since writing is not an easy skill to learn. According to Rivers (1981: 291), writing is the most difficult and complicated language skill to learn compared to other language skills. The difficulties lie not only in generating and organizing ideas, but also transferring the ideas into readable and understandable text using appropriate grammar, punctuation, neatness, or mechanical writing.

Actually there are some principles for designing writing techniques stated by Brown (2001) in his book "Teaching by Principles". Among those techniques the researcher is interested to use the technique which connects reading and writing because this technique seems to be beneficial to solve students' problem to generate idea. This opinion is also supported by Smith (cited in Hudson, 2007) who points to the necessity of learning to write from what is read in unconscious, incidental, and collaborative manner. Readers must read like writers in order to write like writers. This might help the students to produce better writing results. The students get the ideas and valuable information from reading materials, and then they can write fruitfully.

The approach which is known as Read-to-Write can be applied by the teachers to teach English for both teaching reading and writing. It describes the relationship between reading and writing. This approach has a view that the reader must learn how to write from what others have written. Squire as cited in Hudson (2007: 266) states that comprehending and composing are basic reflection of the same cognitive process. Comprehending requires the learner to reconstruct the structure and meaning of the writer's ideas and composing engages the writer in constructing meaning and developing, relating, and expressing ideas. Actually, this theory stresses that reading and writing are skills which require cognitive process to understand and to compose particular text. In these skills, learners need to construct the meaning by reading and express the ideas by writing.

In order to deal with the problems stated above and improve the students' ability in writing paragraphs, it is necessary that an effective technique of paragraph writing be applied. From the researcher's point of view, the implementation of Read-to-Write Approach in the teaching of writing can improve the students' ability in generating and organizing the ideas and writing down into paragraphs. Read-to-Write is an approach of exploring and generating ideas to write which starts with reading. As Brown (2000: 347) states that there is

a connection between reading and writing that students learn to write in part by carefully observing what is already written.

In addition, Smith as cited in Hudson (2007: 268) claims that Read-to-Write is the only way to explain how anyone learns to write. The reader must learn how to write from what others have written. The ability does not come through deliberate formal analyses because what is learned is much too intricate and subtle. There is not enough time to learn the complexities of register, genre, spelling, form, appropriateness, etc. through direct and deliberate study. He points to the necessity of learning to write from what is read in an unconscious, incidental, and collaborative manner. In short, readers must read like writers in order to write like writers.

In this research, the researcher will focus to teach writing by implementing Read-to-Write approach to the students of the eighth grade of SMP Negeri 19 Samarinda. It is based on the consideration that the approach is novelty to be applied in the field of study and urgently required to solve students' problems in writing. The researcher also intends to analyze one of the student' writing results which shows much improvement on his/her writing. In brief, the researcher is intended to develop the students' writing skill by improving students' background knowledge or idea through reading and to analyze the improvement on each aspect of writing.

B.   LITERATURE REVIEW

Before coming to the discussion of the problem stated above, it will be beneficial if the writer presents the concepts of writing and teaching of writing, read-to-write approach, Holistic scoring rubric, analytic scoring rubrics

1.   Concept of Writing

The concept of writing describes what writing is in general. It discusses about the definitions of writing and writing skill.

a.   Definition

Writing has many definitions. Here are some definitions which can be found in some dictionaries. William (1984: 1478) states that writing is language symbols or characters written or imprinted on a surface. Watson (1976: 1273) states that writing is the act of someone who writes. According to Nelson (1965: 194) writing is a linguistic message may be communicated from one person to another. Furthermore, Dumais (1988: v) states that writing is to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesian and the ability to express the same things in written form in English.

Thus, based on the statements previously, the researcher concludes that writing is language symbols or a linguistics message that express ideas, feelings, and opinions that may be communicated from one person to another in written form.

b.   Writing Skill

There are four skills of English, listening, speaking, reading, and writing that should be mastered by the learners. Among those skills, Writing is considered the most difficult one to be mastered. As Richard and Renandya (2002: 303) state that there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Moreover they add that the skills involved in writing are highly complex. L2 writers have to pay attention to higher level skill of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

2.   Teaching of Writing

According to Harmer (2007: 112-113), there are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is thinking about the language – whether they are involved in study or activation. Secondly, writing-for-learning is used as practice tool to help students practise and work with language they have been studying. Thirdly, writing-for writing is directed at developing the students' skills as writers. The main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be.

Raimes as cited in Richard and Renandya (2002: 303) outlines a set of guidelines which can make the planning of a writing course a less intimidating task. These guidelines are based on what we have long known to be the key principles of course design, which include considerations of course goals, theories, content, focus, syllabus, materials, methodology, activities, and course evaluation. It is the teacher who is responsible for translating these principles into practice. And for this practice to produce optimal learning benefits, teachers should constantly and systematically record, ponder, and analyze what they have done in the classroom, and use their reflective experience as a basis for improving their instructional practices.

Next, Seow as cited in Richard and Renandya (2002: 304) describes the process approach to teaching writing, which comprises four basic stages – planning, drafting, revising, and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating, and post-writing. For each stage, suggestions are provided as to the kinds of classroom activities that support the learning of specific writing skills. For example, at the planning stage, teachers can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing.

On the other hand, Reppen as cited in Richard and Renandya (2002: 304) discusses the genre-based approach, which in recent years has received a lot of attention from researchers as well as practitioners. A genre-based approach provides students with ample opportunities to become aware of the different purposes of written communication and the different ways information is organized in written texts.

Furthermore, Ferris in as cited Richard and Renandya (2002: 304) begins with an observation that although process skills are important, we have to be aware of the fact that grammatical inaccuracies can have negative effects on the overall quality of students' writing. Because of this writing teachers need to help students develop their editing as well as their composing skills. Editing refers to the process of detecting and correcting grammatical, lexical, and other mechanical errors before publishing a final written product.

3. Types of Scoring

There are three types of rating scales generally used in scoring writing, that is, holistic, primary trait, and analytic scoring (Cohen, 1994; Herman, Aschbacher, and Winters, 1992; Perkins, 1983). Holistic scoring uses a variety of criteria to produce a single score. The specific criteria selected depend on local instructional programs and language arts objectives. The rationale of using a holistic scoring system is that the total quality of written text is more than the sum of its components. Writing is viewed as an integrated whole. Here is the example of holistic scoring rubric developed by ESL teachers that contains the following four dimensions:

(a) Idea development/organization: focuses on central idea with appropriate elaboration and conclusion.
(b) Fluency/structure: appropriate verb tense used with a variety of grammatical and syntactic structure.
(c) Word Choice: uses varied and precise vocabulary appropriate for purpose.
(d) Mechanics: absence of errors in spelling, capitalization, and punctuation.

Table 1. Sample Holistic Scoring Rubric for Writing Samples

Rating	Criteria
6 Proficient	(1) Writes single or multiple paragraphs with clear introduction, fully developed ideas, and a conclusion (2) Uses appropriate verb tense and a variety of grammatical and syntactical structures; uses complex sentences effectively; uses smooth transitions (3) Uses varied, precise vocabulary (4) Has occasional errors in mechanics (spelling, punctuation, and capitalization) which do not detract from meaning
5 Fluent	(1) Writes single or multiple paragraphs with main idea and supporting detail; present idea logically, though some parts may not be fully developed (2) Uses appropriate verb tense and a variety of grammatical and syntactical structures; errors in sentence structure do not detract from meaning; uses transitions (3) Uses varied vocabulary appropriate for the purpose (4) Has few errors in mechanics which do not detract from meaning
4 Expanding	(1) Organizes ideas in logical or sequential order with some supporting detail; begins to write a paragraph (2) Experiments with a variety of verb tenses, but does not use them consistently; subject/verb agreement errors; uses some compound and complex sentences; limited use of transitions (3) Vocabulary is appropriate to purpose but sometimes awkward (4) Uses punctuation, capitalization, and mostly conventional spelling; errors sometimes interfere with meaning
3 Developing	(1) Writes sentences around an idea; some sequencing present, but may lack cohesion (2) Writes in present tense and simple sentences; has difficulty with subject/verb agreement, run-on sentences are common; begin to use compound sentences (3) Uses high frequency words; may have difficulty with word order; omit endings or words (4) Uses some capitalization, punctuation and transitional spelling; errors often interfere with meaning
2 Beginning	(1) Begins to convey meaning through writing (2) Writes predominately phrases and patterned or simple sentences (3) Uses limited or repetitious vocabulary (4) Uses temporary (phonetic) spelling
1 Emerging	(1) No evidence of idea development or organization (2) Uses single word, pictures, and patterned phases (3) Copies from a model (4) Little awareness of spelling, capitalization, or punctuation

Adapted from a rubric drafted by the ESL Teachers Portfolio Assessment Group, Fairfax County Public Schools, Virginia.

Moreover, primary trait of scoring focuses on whether or not each paper shows evidence of the particular trait or feature you wants students to demonstrate

in writing. The trait could be a language-based feature emphasizing any one or more of the criteria for holistic scoring indicated above, such as Idea Development/Organization or Sentence Fluency/Structure. The advantage of this approach is in focusing on specific aspects of instruction that most reflect the objectives being covered when the writing assignment is given. The scoring could be based on a content-based feature, such as accurate content or use of concepts in the subject area.

Analytic scoring, on the other hand, separates the features of a composition into components that are each scored separately and given weights to reflect their importance in instruction. The following table shows an example of an analytic scoring rubric of ESL Composition Profile.

Table 2. Analytic Scale for Rating Composition Tasks

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not college level work
Organization: Introduction, Body, and Conclusion	Appropriate title, effective introduc-tory para-graph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan could be outlined by readers; supporting evidence given for generali-zations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generali-zations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be soon; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed;	Essay addresses the issues but misses some points; ideas could be more fully developed; some	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate	Essay is completely inadequate and does not reflect college-level work; no apparent

	no extraneous material; essay reflects thought	extraneous material is present	exactly right	effort in area of content	effort to consider the topic carefully
Grammar	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragment or run-on sentences	Advanced Proficiency In English grammar problems doesn't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communi-cation; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's idea; grammar review of some areas clearly needed, difficult to read sentences	Severe grammar problems interfere greatly with the message, reader can't understand what the writer was trying to say; unintelligible sentence structure
Punctuation, spelling, and mechanics	Correct use of English writing conven-tions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling: very neat	Some problems with writing conventions or punctuations; occasional spelling errors; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuations errors in interfere with ideas	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to educated readers	Complete disregard for English writing convention; paper illegible; obvious capitals missing no margins, severe spelling problems
Style and quality of expression	Precise vocabulary usage; use of parallel structures concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	In appropriate use of vocabulary; no concept of register or sentence variety

Source: Brown and Balley, 1984

4.   Read-to-Write Approach

Some theories and research related to read-to-write approach are compiled by Hudson (2007: 268-273) as follows: Smith (1983) focuses on the read-to-write relationship by claiming that it is the only way to explain how anyone learns to write. The reader must learn how to write from what others have written. The ability does not come through deliberate formal analyses because what is learned is much too intricate and subtle. There is not enough time to learn the

complexities of register, genre, spelling, form, appropriateness, etc. through direct and deliberate study. He points to the necessity of learning to write from what is read in an unconscious, incidental, and collaborative manner. In short, readers must read like writers in order to write like writers. The reader engages with the author, anticipating what the author will write next.

Spivey and King (1989) adopt a constructivist view of readers who make meaning by integrating content from source text with previously acquired knowledge from both reading to understanding and reading to write. This meaning making on the part of readers is one predictor of the writer's success in composing from text. The readers select from available content, organize as they construct a mental representation of the text, and connect the content to discourse structures.

Spivey and King in their several studies of synthesizing multiple texts on similar topics find proficient readers performed more successfully than less skilled readers. The proficient readers were generally more successful at selecting relevant source text material, better able to organize the compositions, and more successful at producing text that was reader friendly. Comparing between the fluent and less fluent students, Spivey and King found that the fluent and less fluent students differed in their ability to utilize sources. The more fluent readers employed a larger number of strategies and activities in synthesizing the information from the assigned source texts. They were more actively involved in the task, reading and writing with a purpose, using notes, revising, and including important quotations in integrating the content from the articles with their own ideas.

Kennedy (1985) studied three fluent and three less fluent college students as they constructed an objective essay based on three assigned articles. The subjects in the study read three articles on the topics of communication and wrote an essay based on the material contained in the articles. The first finding was that the six subjects did not approach the task of writing from sources in the same way. Second, although all of the subjects reffered to the reading sources as they wrote, they consulted them at different points in the reading-writing process. They differed in how they orchestrated the activities involved in writing the multiple-source essay.

Greene (1992) discusses the reading-to-write process through the metaphor of mining a text: 'reconstructing context, inferring or imposing structure, and seeing choices in language'. He notes that reading has long played an important role in writing instruction through a widely held view that students can learn about writing through examination and imitation of well-written prose models. The assumption here is that students will internalize the style, structure and correctness in such exemplary works. More recently, this view has been

challenged among composition researchers, even though it is strongly held within academic content disciplines. For Greene the metaphor of mining provides a means for understanding how writers read consciously to gain discourse knowledge that can be applied while writing. Reading from a writer's perspective involves imposing or inferring a structure as well as examining possible options and choices in the way language can be deployed. Writers can embellish what they read with examples, thinking critically about what they read given their goals, and structure information in order to construct coherent text representations.

There is a connection between reading and writing as Brown (2000: 347) states that students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights about how they should write and about subject matter that may become the topic of their writing.

In addition, Harmer (2007: 99) says that reading texts also provide good models for writing. At different times we can encourage students to focus on vocabulary, grammar, or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing.

According to Moore and Barker (1996: 1) Read-to-Write aims to (a) teach students the basic conventions of English writing, and (b) give them input of the kind of language that teachers ask them to produce in basic writing classes. Furthermore, they state the basic idea of Read-to-Write which includes: (a) students read about the conventions of writing in the English version of the writing manual, (b) the students patterns and phrases from the models of create their own paragraph on each of the topics, (c) students' paragraph are initially written on loose-leaf paper and submitted to the teacher, (d) the teacher then checks them and gives feedback when the paragraphs are perfect, (e) students write them in their books.

However, Olson and Land (2007: 227) introduce a cognitive strategies approach to reading and writing instruction for English language learners in secondary school which include: (a) planning and goal setting, (b) tapping prior knowledge, (c) asking questions and making predictions, (d) constructing the gist, (e) revising meaning: reconstructing the draft, (f) reflecting and relating, (g) evaluating.

C. DISCUSSION

This article presents how to analyze the student's writing results after the implementation of Read-to Write Approach. There are two kinds of research design presented here, that is, the description of the analysis of student's writing results and the use of Classroom Action Research. Classroom Action Research (CAR) is a research design to improve the quality of practical teaching in the classroom. The steps conducting classroom action research include: identifying the problem, planning, designing a way to overcome the problem, and implementing the plan. Afterward, evaluation is done to see and determine whether or not the intervention is already successful. If it is not successful yet, it will return to where it has started with a richer view of the issues and revise the plans then continue the cycle of exploration. They are relevant to the procedures of model action research stated by Kemmis and Taggart (1988).

The subject of the research was the eighth grade students of SMP Negeri 19 Samarinda who had a problem in producing English composition. This research has an aim to increase students' writing ability. The class chosen was the 8A grade which consists of 30 students. This research only took 28 students who were present at pre-test and post-test. However, the researcher only analyzed one of students writing results which show improvement on different aspects of writing based on the analytic scoring rubric.

The instruments used in this research included: A test of writing (pre-test and post-test) and questionnaires to figure out students' writing problems and the response of the students related to the implementation of the approach, and field note/observation sheet.

The research procedures in conducting classroom action research were started from: (1) the preliminary observation to figure our students' problem, (2) planning the action which includes: designing Read-to-Write Approach, preparing the lesson plan, preparing the criteria of success, (3) implementing, (4) observing and (5) reflecting.

In order to analyze whether the process was success in one cycle, the researcher used criteria of success. The improvement of the students was measured with the criteria that at least 70% of the students should reach the score of 75 (minimum passing grade for English). ?" The finding shows that students' writing skill can be improved through the implementation of read-to-write approach during one cycle classroom action research which consists of four meetings. It has fulfilled the criteria of success decided at the beginning of this research that the students' writing skill is considered improve if at least 70% of the students reach the score of 75 (minimum passing grade for English). Since 71.42% of the students get scores of 75 and more than 75, it means that this

research is success to solve the students' problem in writing which is reflected on the increasing of students' scores.

In conclusion, read-to-write approach can be used in SMPN 19 Samarinda, especially the students of class 8A who have problems in writing in order to solve their problems and to increase their writing skill and scores as the requirement of minimum passing grade that should be reached by the students.

This article also shows how to analyze student's writing results as the improvement of using Read-to-Write Approach. The following is the analysis of student's writing results by comparing the results before and after the treatment. The student's name is Anis Fitriani. Her writings are chosen to be analyzed based on some considerations: first, her handwriting is clear enough, so it is easy to read. Second, the difference between pre-test and post-test is noticeable. And the third, the scores given by the three scorers show improvement on all aspects of writing. The analysis of aspects of writing is limited on organization, content, grammar, mechanic, and style, which is used in ESL Composition Profile.
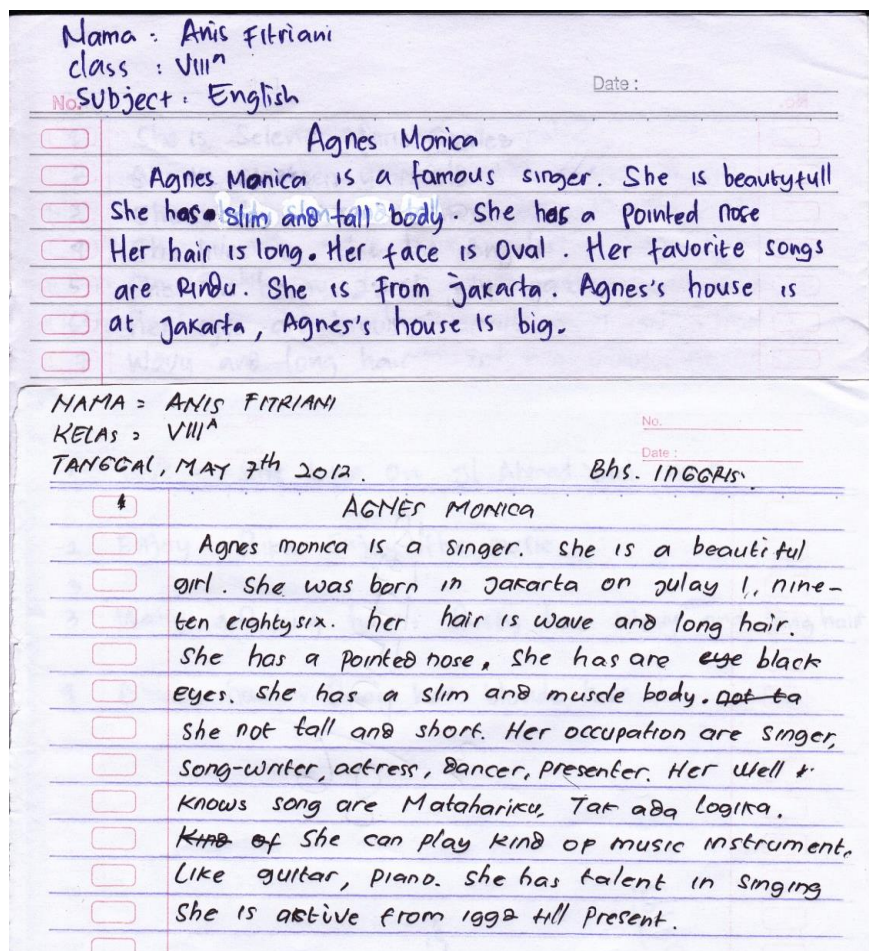
Picture 1. The Example of Student's Writing

Table 3. The Example Pre-Test and Post-Test
of Student's Writing Result (Anis Fitriani)

	Organization	Content	Grammar	Mechanics	Style
Pre-Test					
Scorer 1	15	15	17	15	15
Scorer 2	16	16	16	15	15
Scorer 3	15	14	17	17	16
Mean	15.3	15	16.6	15.6	15.3
Post-Test					
	Organization	Content	Grammar	Mechanics	Style
Scorer 1	18	19	17	15	17
Scorer 2	18	17	16	17	18
Scorer 3	19	19	17	16	17
Mean	18.3	18.3	16.6	16	17.3

Analysis of Student's Writing Result (Anis Fitriani)

(a)   Organization

Based on the mean score of the pre-test, the organization is categorized as good to adequate, but the post-test shows the increasing of the score which is categorized as excellent to good. Actually, in the pre-test, she could use transitional expression like the use of pronoun to make the ideas coherent, but she missed connective expressions which connect the sentences or ideas. The paragraph was not also fully developed since she did not describe in detail about Agnes Monica's songs and her house. However, in the post-test, she could improve the organization of the paragraph by developing it fully. She described Agnes Monica's appearance and talent in arts in details. The paragraph was also logically connected by using pronoun as transitional expression and conjunction, and it was a unity paragraph since there was only one thing discussed, that is Agnes Monica' performance.

(b)   Content

Based on the mean score of the pre-test, the content is categorized as good to adequate, but the post-test shows the increasing of the score which is categorized as excellent to good. In pre-test, she could develop the topic using 7 sentences, but in post-test, she could develop the topic using 13 sentences. It means the increasing of the number of the sentences used to develop the topic. Firstly in pre-test, she described only the appearance of Agnes Monica, but later in post-test, she also described about Agnes' talent in arts including her occupation, songs, and music instruments.

(c) Grammar

Based on the mean score of both the pre-test and post-test, the grammar is categorized as good to adequate. There was no the improvement of the grammar to such an extent. There were still grammar problems but they did not influence communication. The readers could still understand the content.

(d) Mechanics

Based on the mean score of both the pre-test and post-test, the mechanics is categorized as good to adequate. There were still capitalization errors in some parts like Agnes Monica was written as Agnes monica, the use of small letters at the beginning of sentences, and the use of capital letters at the wrong places. There was also the error of spelling. However, the paper was neat and legible.

(e) Style

Based on the mean score of both the pre-test and post-test, the style is categorized as good to adequate. But there was a few increasing of post-test score. Comparing the pre-test and post-test, the vocabulary use was increasing in variety, and she also could use good and precise vocabulary.

D. Conclusion

In conclusion, this study is valuable in implementing read-to-write approach to improve students' writing skill in order to handle students' problems in writing and to increase their scores of English. Students' writing results show improvement in all aspects of writing, it can be noticed on the analysis of the example of student's work. Since there is improvement on students' writing skill using this approach, the English teacher is suggested to use read-to-write approach to help the students to produce good writing results. This approach can also be applied to other classes with the same problems.

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