

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA PGRI 1 Purwakarta
 Kelas /Semester : XI/Genap
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : *Analytical Exposition Texts*
 Alokasi Waktu : 2 JP (90 menit)

A. Kompetensi Inti

<p>KI.3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>
<p>KI.4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.</p>

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<p>3.4.1. Menyebutkan fungsi sosial <i>Analytical Exposition Texts</i> 3.4.2 . Menjelaskan struktur teks <i>Analytical Exposition Texts</i> 3.3.3 . Mengklasifikasikan unsur – unsur kebahasaan <i>Analytical Exposition Texts</i></p>
<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan</p>	<p>4.4.1.1. Menunjukkan informasi tertentu dan rinci yang tersurat dari <i>Analytical Exposition Texts</i> 4.4.1.2 Menentukan informasi tersirat dari <i>Analytical Exposition Texts</i> 4.4.2.1 Melengkapi paragraf rumpang <i>Analytical Exposition Texts</i> 4.4.2.2 Menyusun <i>jumble paragraph Analytical Exposition Texts</i></p>

sesuai konteks	
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C. Tujuan Pembelajaran

Setelah mengamati tayangan Power Point beserta contoh teks yang ditampilkan dan mendiskusikanya bersama teman dan guru, siswa mampu:

1. Menyebutkan fungsi sosial *Analytical Exposition Texts* dengan tepat
2. Menjelaskan *generic structure* dari *Analytical Exposition Texts* dengan tepat
3. Mengklasifikasikan unsur kebahasaan *Analytical Exposition Texts* dengan tepat
4. Menunjukkan informasi tertentu dan rinci yang tersurat dari *Analytical Exposition Texts* dengan tepat
5. Menentukan informasi tersirat dari *Analytical Exposition Texts* dengan tepat
6. Melengkapi paragraf rumpang *Analytical Exposition Texts* dengan tepat
7. Menyusun *jumble paragraph Analytical Exposition Texts* dengan tepat

D. Penguatan Pendidikan Karakter (PPK)

1. Kejujuran
2. Kedisiplinan
3. Kerjasama
4. Tanggung Jawab

E. Materi Pembelajaran

a. Analytical Exposition Texts

1. Definition

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

2. Generic structure

1. Thesis

Introducing the topic and indicating the writer's position

2. Arguments

Explaining the arguments to support the writer's position

3. Reiteration

Restating the writer's position

3. Social function

The social function of Analytical Exposition texts is intended by the writer /speaker : to persuade the writer or listener that something is the case, in other words is to convince the audience that his or her idea is an important matter.

4. Language feature

i) Vocabulary A few words/phrases that often appear:

- (Once) again /wʌns ə'geɪn/; /ə'geɪn/
- Consequently /'kɒn.sɪ.kwənt.li/
- Because /br'kəz/; /br'kəz/
- In short /ɪn ʃɔ:t/
- In conclusion /ɪn kən'klu:ʒən/

- Arguments /'ɑ:g.jə.mənts/
- ii) Grammar
 - Grammatical points that are most often used:
 - Use of causal conjunction
 - Use of the Simple Present Tense
 - Use of relational process
 - Use of compound and complex sentences
 - Use of words that link argument

2. Materi pembelajaran remedial
 - Menjelaskan kegunaan materi tentang *Use of the Simple Present Tense* dan *conjunction*
3. Materi pembelajaran pengayaan
 - Menjelaskan *compound and complex sentences*

F. Model, Pendekatan, Metode Pembelajaran

- Model : *Cooperative Learning (STAD)*
 Pendekatan : *Scientific*
 Metode : Tanya Jawab, Diskusi

G. Media dan Bahan

1. Media/alat, Bahan Pembelajaran
 - a. Laptop,
 - b. PPT Materi ajar
 - c. *Worksheet* atau lembar kerja (siswa)
2. Sumber Belajar:
 - a. Primagama *Smart Book* Bahasa Inggris, kelas 11 halaman 194

H. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Siswa diberikan link <i>zoom meeting</i> melalui <i>WhatsApp Group</i> 2. Guru bersama siswa saling memberi serta menyampaikan kabarnya masing-masing 3. Siswa dicek kehadiran dengan melakukan presensi oleh guru di <i>google form</i> 4. Kelas dilanjutkan dengan berdo'a dipimpin oleh siswa yang gabung paling awal 5. Siswa menyimak apersepsi dari guru tentang pelajaran sebelumnya dan mengaitkan denangan pengalamannya sebagai bekal pembelajaran berikutnya. 6. Siswa bertanya jawab dengan guru berkaitan dengan materi 	15 menit

	<p>sebelumnya</p> <p>Fase 1: Menyampaikan tujuan dan motivasi siswa</p> <p>7. Siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar serta motivasi yang disampaikan guru</p>	
Kegiatan Inti	<p>Fase 2: Penyajian Informasi</p> <p>8. Siswa mengamati tayangan PowerPoint sambil menyimak penjelasan guru</p> <p>Fase 3: Mengorganisasikan siswa</p> <p>9. Siswa memperhatikan penjelasan dari guru dan membentuk kelompok belajar sesuai dengan arahan dari guru.</p> <p>Fase 4: Membimbing kegiatan belajar</p> <p>10. Siswa mengidentifikasi <i>generic structure</i> dari sebuah contoh <i>Analytical Exposition Texts</i> dari tayangan PowerPoint</p> <p>11. Siswa bersama - sama dengan guru mendiskusikan tentang <i>social function</i> dari contoh <i>Analytical Exposition Texts</i> dari tayangan PowerPoint</p> <p>12. Siswa menganalisis <i>language feature</i> dari contoh <i>Analytical Exposition Texts</i> dengan bimbingan guru.</p> <p>13. Siswa diberi kesempatan bertanya bagi siswa yang masih merasa bingung dan kurang mengerti terkait materi</p> <p>14. Siswa mendengarkan ulasan kembali materi yang telah disampaikan oleh guru dan menjawab kuis yang diberikan oleh guru</p> <p>Fase 5: Kuis atau Pemberian Evaluasi</p> <p>15. Siswa mengerjakan latihan soal melalui PowerPoint yang di tampilkan oleh guru dan mempresentasikan hasil kerja kelompoknya</p> <p>16. Siswa mengerjakan evaluasi test formatif untuk diambil penilaian melalui <i>goole form</i> (https://forms.gle/J7gTbUvxqVma2Yeo9)</p>	60 menit
Kegiatan Penutup	<p>Fase 6: Pemberian Penghargaan</p> <p>17. Guru memberikan penghargaan dalam berbagai bentuk untuk siswa yang paling baik</p> <p>18. Sebelum pembelajaran ditutup guru meminta siswa melakukan refleksi kesimpulan kegiatan hari ini dengan pertanyaan sebagai berikut:</p> <ul style="list-style-type: none"> - Apa yang telah kamu pelajari hari ini? - Apa yang paling kamu sukai dari pembelajaran hari ini? 	15 menit

	<p>- Apa yang masih belum kamu pahami pada pembelajaran hari ini</p> <p>19. Kegiatan ditutup dengan doa. Dipimpin oleh siswa yang paling aktif dalam kegiatan pembelajaran</p>	
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I. Penilaian

1. Teknik Penilaian

- a. Sikap
 - 1) Observasi (Jurnal)
- b. Pengetahuan
 - 1) Tes Tertulis
 - Pilihan ganda
- c. Keterampilan

2. Instrumen Penilaian

Terlampir

J. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut:

Menjelaskan kegunaan materi tentang *Use of the Simple Present Tense* dan *conjunction*

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
 - Menjelaskan *compound and complex sentences*

Purwakarta, Mei 2021

Mengetahui

Kepala SMA PGRI 1 Purwakarta

Guru Mata Pelajaran

Dra. Elin Herlina, M.Pd

NIP. _

Andi Suhandi

LEMBAR KERJA PESERTA DIDIK (LKPD)

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/Genap
Materi Pokok : *Analytical Exposition Texts*
Penyusun : Andi Suhandi

A. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Tujuan Pembelajaran

Setelah mengamati tayangan Power Point beserta contoh teks yang ditampilkan dan mendiskusikanya bersama teman dan guru, siswa mampu:

1. Menyebutkan fungsi sosial *Analytical Exposition Texts* dengan tepat
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3. Mengklasifikasikan unsur kebahasaan *Analytical Exposition Texts* dengan tepat
4. Menunjukkan informasi tertentu dan rinci yang tersurat dari *Analytical Exposition Texts* dengan tepat
5. Menentukan informasi tersirat dari *Analytical Exposition Texts* dengan tepat
6. Melengkapi paragraf rumpang *Analytical Exposition Texts* dengan tepat
7. Menyusun *jumble paragraph Analytical Exposition Texts* dengan tepat

C. Aktifitas Siswa

Activity 1. find out the meaning of the words below in the box!

The Danger of Sleeping after Fajr

Ramadhan is a **blessed month** for any Muslim around the world. Many **virtues** of Ramadhan will be obtained when we optimize the time for doing some **good deeds**. Unfortunately, there are some people who are not aware of this blessing time. Many people use the time in Ramadan is only for sleeping. Not only for 1 or 2 hours but for all day long. Besides sleeping all day long is an **unproductive activity**, it is also very dangerous for our bodies. These are some of the **negative effects** of sleeping after fajr from the **medical perspective** cited from several studies and doctors:

First, sleeping after Fajr can cause diabetes mellitus. Lack of sleep at night or the habit of sleeping in the morning, or even sleeping too long can damage the **body's metabolic system** because in the morning is the time for the body to get a source of energy.

Second, it can cause **Obesity**. Lack of sleep can increase our **appetite**. Therefore, sleeping after Fajr make the people hard to concentrate.

Third, sleeping after Fajr can Increase the Risk of Cancer. It is based on the Research by doctors at the National Taiwan Hospital found that sleeping too late and waking up too late are the main causes of liver damage.

From the explanation above, it is very clear that sleeping after Fajr is very dangerous because it can damage our bodies.

find out the meaning of the words below in the box!

- a blessed month = ...
- virtues = ...
- good deeds = ...
- unproductive activity = ...
- negative effects = ...
- medical perspective = ...
- body's metabolic system = ...
- Obesity = ...
- Appetite = ...

Napsu makan,
kegemukan,
sistem metabolisme tubuh,
perbuatan baik,
kegiatan tidak produktif,
efek negatif,
perspektif medis,
kebajikan,
bulan penuh berkah

Activity 2

Find out the generic structure of the text!

<p>Ramadhan is a blessed month for any Muslim around the word. Many virtues of Ramadhan will be obtained when we optimize the time for doing some good deeds. Unfortunately, there are some people who are not aware of this blessing time. Many people use the time in Ramadan is only for sleeping. Not only for 1 or 2 hours but for all day long. Besides sleeping all day long is an unproductive activity, it is also very dangerous for our bodies. These are some of the negative effects of sleeping after fajr from the medical perspective cited from several studies and doctors:</p>	<p>.....</p>
<p>First, sleeping after Fajr can cause diabetes mellitus. Lack of sleep at night or the habit of sleeping in the morning, or even sleeping too long can damage the body's metabolic system because in the morning is the time for the body to get a source of energy.</p>	<p>.....</p>
<p>Second, it can cause Obesity. Lack of sleep can increase our appetite. Moreover sleeping after Fajr make the people hard to concentrate.</p>	<p>.....</p>
<p>Third, sleeping after Fajr can Increase the Risk of</p>	

Cancer. It is based on the Research by doctors at the National Taiwan Hospital found that sleeping too late and waking up too late are the main causes of liver damage.
From the explanation above, it is very clear that sleeping after Fajr is very dangerous because it can damage our bodies.

Activity 3

Analyze language features in the paragraph below (tenses, compound and complex sentences) !

Ramadhan **is** a blessed month for any Muslim around the world. Many virtues of Ramadhan will be obtained when we optimize the time for doing some good deeds. Unfortunately, there are some people who are not aware of this blessing time. Many people use the time in Ramadan **is** only for sleeping. They sleep Not only for 1 or 2 hours but for all day long. Besides sleeping all day long is an unproductive activity, it **is** also very dangerous for our bodies. These are some of the negative effects of sleeping after fajr from the medical perspective cited from

Activity 4

Formative test

Link google form (<https://forms.gle/J7gTbUvxqVma2Yeo9>)

Text 1

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have diseases. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. What kind of text is this?

A. Analytical Exposition

- B. Report
 - C. Hortatory Exposition
 - D. Explanation Text
 - E. Descriptive text
2. Who is responsible for defense?
- A. Federal government**
 - B. State Government
 - C. Federal and State Government
 - D. Federal and Local Government
 - E. Local Government
3. The litter management is the responsibility of
- A. all governments
 - B. Australia
 - C. Federal government
 - D. State government
 - E. Local government**

Analytical Text 2

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product. Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

4. Which of the following is not directly affected by pesticides used?
- A. Plants

- B. Ecology
- C. Animals.
- D. Environment.

E. Human Beings

5. What can you say about paragraph two and four?
- A. The fourth paragraph supports the idea stated in paragraph two.
 - B. Both paragraphs tell about the disadvantages of using pesticides.**
 - C. Both paragraphs tell about how pesticides affect the quality of farm products.
 - D. The statement in paragraph is contrary to the statement in paragraph four.
 - E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

A. INSTRUMEN NILAI SIKAP

Nama Siswa :

Kelas :

Materi Pokok :

Tanggal :

NO	Aspek Prilaku yang Dinilai	Diskripsi			
		A	B	C	D
1	Jujur	Sangat jujur	Jujur	Kurang jujur	Tidak jujur
2	Disiplin	Sangat disiplin	Disiplin	Kurang disiplin	Tidak disiplin
3	Tanggung Jawab	Sangat tanggung jawab	Tanggung jawab	Kurang tanggung jawab	Tidak tanggung jawab
4	Kerjasama	Sangat mampu bekerjasama	mampu bekerjasama	Kurang mampu bekerjasama	Tidak mampu bekerjasama

Keterangan :

1. Lingkari deskripsi penilaian sesuai dengan prilaku siswa yang diamati
2. Rata – rata nilai yang di dapatkan siswa jika mendapatkan nilai:

A = Sangat Baik

B = Baik

C = Kurang Baik

D = Tidak Baik

B. DAFTAR NILAI PENGETAHUAN

Kelas :

Mata Pelajaran :

Semester :

Tahun Pelajaran :

No	NIS	Nama Siswa	Nilai	Keterangan

Purwakarta,

Guru Bidang Studi

BAHAN AJAR

Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI/Genap
Materi Pokok	: <i>Analytical Exposition Texts</i>
Penyusun	: Andi Suhandi

A. Analytical Exposition Texts

1. Definition

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

2. Generic structure

a. Thesis

Introducing the topic and indicating the writer's position

c. Arguments

Explaining the arguments to support the writer's position

d. Reiteration

Restating the writer's position

3. Social function

The social function of Analytical Exposition texts is intended by the writer /speaker : to persuade the writer or listener that something is the case, in other words is to convince the audience that his or her idea is an important matter.

4. Language feature

iii) Vocabulary A few words/phrases that often appear:

- (Once) again /wʌns ə'gen/; /ə'gen/
- Consequently /'kɒn.sɪ.kwənt.li/
- Because /br'kəz/; /br'kɒz/
- In short /ɪn ʃɔ:t/
- In conclusion /ɪn kən'klu:ʒən/
- Arguments /'ɑ:g.jə.mənts/
- Reason /'ri:zən/
- Secondly /'sek.əndli/
- In addition /ɪn ə'dɪf.ən/
- Furthermore /,fɜ:.ðə'mɔ:r/

iv) Grammar

Grammatical points that are most often used:

- Use of causal conjunction
- Use of the Simple Present Tense
- Use of relational process
- Use of compound and complex sentences
- Use of words that link argument

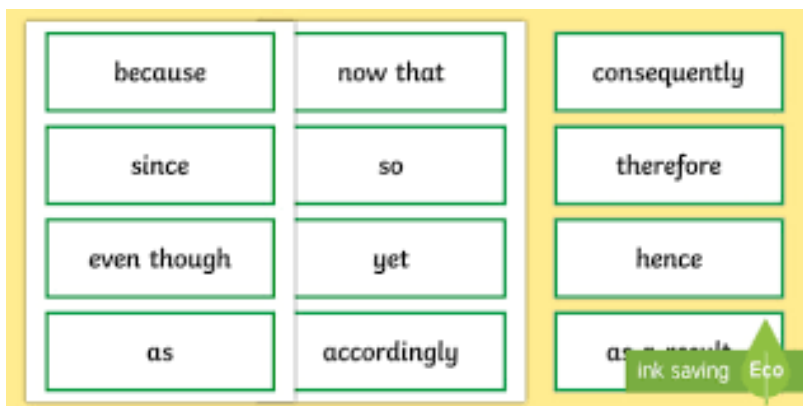
v) Common expression

Expressions with the following style are typical to Analytical Exposition texts:

- The following are the reasons why..... / ðə 'fɒl.əʊ.ɪŋ ər ðə 'riː.zən waɪ/
• Based on the arguments above, /beɪst ɒn ðə 'ɑːgʊmənts ə'blaɪ

B. Causal conjunction

Causal conjunctions are words and phrases which are used to introduce a cause, reason or explanation for a given action within a sentence. For instance 'because of', 'due to' and 'as a consequence of' are all causal conjunctions which link an action to its supposed cause.



<https://www.twinkl.co.uk>

C. Compound and Complex sentences

A sentence may be one of four kinds, depending upon the number and type(s) of clauses it contains.

Review:

An **independent clause** contains a subject, a verb, and a complete thought.

Example:

I wrote my first novel last year.

A **dependent clause** contains a subject and a verb, but **no complete thought**.

Example:

after I wrote my first novel last year

1. A **SIMPLE SENTENCE** has one independent clause.

Examples:

Tom reads novels.

Tom reads newspapers.

Tom reads novels and newspapers. (compound direct object)

Tom reads and enjoys novels. (compound verb)

Tom and Harry read novels. (compound subject)

*Tom and Harry read and enjoy novels and newspapers.
(compound subject, verb, direct object)*

Punctuation note: NO commas separate **two** compound elements (subject, verb, direct object, indirect object, subjective complement, etc.) in a simple sentence.

2. A **COMPOUND SENTENCE** has two independent clauses joined by

A. a coordinating conjunction (*for, and, nor, but, or, yet, so*),

B. a conjunctive adverb (e.g. *however, therefore*), or

C. a semicolon alone.

Examples (to match A, B, and C above):

*A. Tom reads novels, **but** Jack reads comics.*

*B. Tom reads novels; **however,** Jack reads comics.*

C. Tom reads novels; his friend reads comics.

Punctuation patterns (to match A, B, and C above):

A. Independent clause, coordinating conjunction independent clause.

B. Independent clause; conjunctive adverb, independent clause.

C. Independent clause; independent clause.

3. A **COMPLEX SENTENCE** has one dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause.

Examples:

- A. *Although Tom reads novels, Jack reads comics.*
- B. *Jack reads comics although Tom reads novels.*
- C. *Jack Smith, who reads comics, rarely reads novels.*
- D. *People who read comics rarely read novels.*

Punctuation patterns (to match A, B, C and D above):

- A. Dependent clause, independent clause
- B. Independent clause dependent clause
- C. Independent, nonessential dependent clause, clause.
- D. Independent essential dependent clause clause.

4. A **COMPOUND-COMPLEX SENTENCE** has two independent clauses joined to one or more dependent clauses.

Examples:

The diagram shows four sentences with brackets identifying their clauses:

- While Tom reads novels, Jack reads comics, but Sam reads only magazines.**
- "While Tom reads novels" is labeled as a dependent clause.
- "Jack reads comics" is labeled as an independent clause.
- "but Sam reads only magazines" is labeled as an independent clause.
- Tom reads novels, but Jack reads comics because books are too difficult.**
- "Tom reads novels" is labeled as an independent clause.
- "but Jack reads comics" is labeled as an independent clause.
- "because books are too difficult" is labeled as a dependent clause.
- Jack, who reads comics, rarely reads novels; however, Tom enjoys novels.**
- "Jack, who reads comics, rarely reads novels" is labeled as an independent clause.
- "however, Tom enjoys novels" is labeled as an independent clause.
- "who reads comics" is labeled as a dependent clause.
- People who read comics rarely read novels; they often find books difficult.**
- "People who read comics rarely read novels" is labeled as an independent clause.
- "they often find books difficult" is labeled as an independent clause.
- "who read comics" is labeled as a dependent clause.

Punctuation patterns:

Follow the rules given above for compound and complex sentences.
A compound-complex sentence is merely a combination of the two.

