



# Audio-Based Podcast Media to Improve Listening Skills on Transitive and Intransitive Sentences

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## ABSTRAK

Kurangnya inovasi guru dalam memberikan media pembelajaran menjadikan kegiatan pembelajaran menjadi monoton dan membosankan. Penelitian ini bertujuan untuk mengembangkan media pembelajaran podcast berbasis audio untuk pembelajaran bahasa Indonesia kelas IV sekolah dasar. Jenis penelitian yang digunakan adalah penelitian dan pengembangan yang mengacu pada model Borg and Gall. Penentuan validitas media dilakukan dengan melakukan validasi kepada ahli media dan materi. Subjek uji coba penelitian ini adalah guru dan siswa (uji coba skala kecil 6 siswa dan uji coba skala besar terhadap 24 siswa). Metode yang digunakan untuk mengumpulkan data yaitu observasi, wawancara, angket, dokumentasi, dan tes. Instrumen yang digunakan dalam mengumpulkan data yaitu lembar kuesioner dan soal tes. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Hasil penelitian menunjukkan penilaian yang diberikan oleh ahli media pembelajaran sebesar 91,7% sehingga menghasilkan kualifikasi sangat layak. Hasil penilaian dari ahli materi yaitu 94% sehingga menghasilkan kualifikasi sangat layak. Hasil uji-t menunjukkan terdapat peningkatan nilai rata-rata pre-test dan post-test. Hasil uji N-gain menunjukkan nilai 0,73 pada skala kecil dengan kategori tinggi dan nilai 0.61 pada skala besar dengan kategori sedang. Disimpulkan bahwa media pembelajaran podcast berbasis audio bermanfaat dan efektif digunakan untuk meningkatkan hasil belajar siswa kelas IV pada materi kalimat transitif dan intransitif.

## ABSTRACT

The lack of teacher innovation in providing learning media makes learning activities monotonous and boring. This research aims to develop audio-based podcast learning media for Indonesian language learning in grade IV elementary schools. The type of research used is research and development, which refers to the Borg and Gall model. Determination of media validity is carried out by validating media and material experts. The subjects of this research trial were teachers and students (small-scale trial with 6 students and large-scale trial with 24 students). The methods used to collect data were observation, interviews, questionnaires, documentation, and tests. The instruments used in collecting data were questionnaire sheets and test questions. The techniques used to analyse the data are qualitative descriptive analysis and quantitative and inferential statistics. The results of the research show that the assessment given by learning media experts is 91.7%, resulting in very decent qualifications 94%, resulting in a very decent qualification. The t-test results show that there is an increase in the average pre-test and post-test scores. The N-gain test results show a value of 0.73 on the small scale in the high category and a value of 0.61 on the large scale. medium category. It was concluded that audio-based podcast learning media was useful and effective in improving the learning outcomes of class IV students in transitive and intransitive sentence material.

## 1. INTRODUCTION

Education is an important part that is always involved in human life because it is a central indicator that determines the progress of a nation. Education is something that is done to create learning activities or teaching processes in order to develop skills or expertise in students and can shape character, so that they will have spiritual or religious attitudes, noble morals, self-control, good personality, life science and knowledge (Febiyanti et al., 2021; Rizkianti et al., 2024; Sit & Assingily, 2020). Thus, education is very important to shape every individual into a better person. Efforts to improve the quality of education require quality learning (Anggraeni et al., 2021; Toliwongi, 2021). Currently, learning activities use a new curriculum, namely the independent curriculum. The independent curriculum provides a new meaning for students to study calmly, comfortably, pleasantly, and places greater emphasis on their talents or fields (Jufriadi et al., 2022; Syaiful Mujab et al., 2022). One of the programs outlined by the Ministry of Education and Culture in the independent curriculum is the driving school program. This driving school program will later be able to create a generation of lifelong learners who have the personality of Pancasila students

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(Fauzi, 2022; Rachmawati et al., 2022; Satriawan et al., 2021; Yamin & Syahrir, 2020). In this independent curriculum, a restructuring of the national education system in Indonesia was carried out as a step to make changes and progress in the country in changing times (Satriawan et al., 2021; Yamin & Syahrir, 2020).

In the independent curriculum there are content standards regarding mandatory content. One of the mandatory content that elementary school students receive is Indonesian. Indonesian is a tool for conveying and transmitting knowledge from various circles and in the world of education (Indra et al., 2020; Rachmawati et al., 2022). The delivery of educational knowledge certainly uses Indonesian at all levels. Indonesian is very important as the language of science and technology in the spread of education in Indonesia (Indra et al., 2020; Putera & Shofiah, 2021). Most learning processes in the field of study cannot be separated from listening, speaking, reading and writing activities. Therefore, efforts need to be made to improve the quality of Indonesian language learning in elementary schools by developing students' language skills (Budiastuti, 2013; Heriwan & Taufina, 2020). Language skills include listening skills, speaking skills, reading skills and writing skills. These four skills are interrelated and closely related to each other in studying other fields of study (Afifah et al., 2022; Perayani & Rasna, 2022). One of the most important aspects of studying other fields of study is starting with listening skills. By listening, you can obtain information, understand and capture the content of the message conveyed by the speaker through an utterance (Krisanti et al., 2020; Rina Pratiwi & Zulfadewina, 2022). It requires full concentration and focus in listening skills so that the message or information conveyed can be useful for the listener.

However, the current problem is that there are still many students who lack good Indonesian language skills. This is reinforced by previous findings which revealed that some students had low results in learning Indonesian (Fatma Dewi et al., 2019; Susilo, 2020). Other research reveals that students' low Indonesian language skills are caused by a lack of learning models or media used by teachers during the learning process (Kurniawan et al., 2020; EY Lestari et al., 2022; Oktadiana, 2019). The results of interviews conducted at SD Negeri Klitih 01 with class IV teachers revealed several problems in Indonesian language subjects, especially listening skills in transitive and intransitive sentences. This is caused by several factors in the learning process, namely, teachers still use the lecture method with teaching materials in the form of textbooks and worksheets, the lack of use of learning media which makes it difficult for children to listen to the material provided. Apart from that, during the ongoing learning process, students feel bored with the monotonous learning and lack of interest in the teacher using the lecture method, then students also appear less focused in class, so that each individual disturbs each other when the teacher gives material in front of the class. This creates a lack of motivation for students to learn Indonesian, which makes them less likely to understand the material presented by the teacher.

The solution to overcome this problem is to utilize digital-based technology that can support Indonesian language learning. Teachers can use various forms of learning media that can build a pleasant and conducive classroom atmosphere (Afifah et al., 2022; Faqih, 2021; Indra et al., 2020). With learning media, students can more easily capture material, material concepts from abstract to concrete, arouse students' enthusiasm for learning, so that they can create a fun and interactive learning atmosphere (Afifah et al., 2022; Alyusfitri et al., 2020). Learning media can generally be divided into visual media, audio media and audiovisual media. Visual media for example pictures, posters, tables, graphs, etc. Audio media, for example sound recordings. Audiovisual media for example videos, films, educational soap operas, etc (Anjarsari et al., 2020; Indrawan et al., 2019; Rahmi & Samsudi, 2020). Audio media is media that can only be used by hearing (Arief, 2021). Podcasts is an audio or video file uploaded via the web that can be accessed by everyone, whether subscribed or not, and can be listened to or watched via a computer or portable digital media (Saeedakhtar et al., 2021; Zellatifanny, 2020). One thing that can attract students' attention so that they can understand the difference between transitive and intransitive sentences in listening skills is through audio-based podcast learning media for students. The learning media that students need for listening skills in transitive and intransitive sentence material is learning media in the form of audio, namely podcasts. Listening to this audio-based podcast students can improve their listening skills.

Podcast media was chosen as a learning media because it is effective and efficient, in line with research which shows that podcasts are said to be effective because the devices used are simple, easy to find, can be played anytime and anywhere so they can be used as a varied learning media (Al Qasim & Al Fadda, 2013; Johnston et al., 2021; Sudarmoyo, 2020). It is said to be efficient because it can be taken practically anywhere and only requires a small storage space, and using the internet does not use up a lot of capital (Matulewicz et al., 2020; Shiang et al., 2021). This audio-based podcast learning media will be packaged with two episodes, where each episode has different content. The first episode contains material about understanding, how to determine, and examples of transitive and intransitive sentences, then the second episode contains short stories and questions that students work on in groups. This is supported by research which posits that a podcast is an episodic series of spoken word digital audio files that users can download to personal devices for easy listening (Matulewicz et al., 2020; Sudarmoyo, 2020).

Previous findings reveal that audio-visual learning media can attract students' attention in learning so that it has an impact on improving learning outcomes (Indrawan et al., 2019; Legendari et al., 2016; Suryani & Seto, 2020). Other research also reveals that Podcast media can help students learn (NamazianDost et al., 2017; Şendağ et al., 2018). With audio-based podcast media, it is hoped that students will be able to increase their interest in learning, motivate them in the learning process, improve their listening skills and be active, so that they can create fun and interactive learning activities. However, there has been no study regarding audio-based podcast media to improve listening skills for transitive and intransitive sentence material. Based on this, the aim of this research is to develop audio-based podcast media in an effort to improve listening skills for transitive and intransitive sentence material. It is hoped that the use of audio-based Podcast media in learning activities will really help the effectiveness of the learning process and be able to improve student learning outcomes.

## 2. METHODS

This type of research is research and development (R&D). Research and development methods are used to validate and develop a product which will ultimately produce a certain product and test the effectiveness of the product so that it can be used by the community, especially teachers (Sugiyono, 2019). The model used in this research is Borg and Gall. The Borg and Gall model has several stages, namely: (1) potential problems; (2) data collection; (3) product design; (4) product validation; (5) design revision; (6) product testing; (7) product revision, (8) use trials; (9) product revision; and (10) mass production. However, this step is limited to step 8, namely trial use. First, the potential problem stage. The implementation of this research was adjusted to the stage of potential problems. Second, data collection. At this stage, we analyze the media needs questionnaire that has been distributed to teachers and students, namely regarding the design of audio-based podcast media.

The third stage is design, starting to design the media being developed, starting from creating content and designing concepts such as designing learning objectives, designing tests for evaluation, designing student worksheets for students to carry out discussions, and designing learning activities that will be carried out. The fourth stage is product validation, after developing the product, before implementing it for students, the product is assessed whether it is appropriate or not in a study by validation experts. The fifth stage is design revision, design improvements are carried out based on expert advice. The sixth stage is product testing. Product testing is used to determine the weaknesses of the media so that it can be used as a reference for revising the media until finally a media is obtained that is ready and suitable for testing its use. The seventh stage is product revision, product revision is carried out to identify product deficiencies when tested on a small scale. The final stage is trial use to test the effectiveness of audio-based podcast media in the form of an assessment of listening skills on the difference between transitive and intransitive sentences.

The test subjects for this research were teachers and students of class IV at SD Negeri Klitih 1. Implementation of product trials was carried out in two stages, namely small-scale trials on 6 class IV students using purposive sampling techniques, and large-scale trials on 24 students. The independent variable in this research is audio-based podcast media, while the dependent variable is listening skills for class IV transitive and intransitive sentence material at SDN Klitih 01. The methods used to collect data are observation, interviews, questionnaires, documentation and tests. Observation and interview methods are used to find out problems that occur in learning. Interviews in this research were conducted with fourth grade teachers at SD N Klitih 01, Demak Regency. In this research, the documentation method uses document data in the form of photos and other documents that can support research. The test method is used to determine the condition before and after a new product is treated, so data collection can be done by testing. The instruments used to collect data were questionnaire sheets and test questions. The instrument grid is presented in Table 1.

**Table 1. The Instrument Grid of Material Experts and Media Experts**

No.	Assessment Aspects	Assessment Indicators
1	Aspects of Suitability of Media Content or Material	Conformity with learning outcomes and indicators
2	Media Convenience Aspect	Effectiveness, Relevance, Usability, Efficiency, Contextual
3	Media Display Aspects	Cover image, Background, Sound, Time, Color
4	Aspects of Language Feasibility	Grammatical accuracy, using effective and simple sentences, the language used is appropriate to the student's level of development

No.	Assessment Aspects	Assessment Indicators
5	Media Effects on Learning Strategies	The ability of media to increase student learning motivation, the ability of media to increase knowledge

The techniques used to analyse data are qualitative descriptive analysis, quantitative and inferential statistics. The technique used for data analysis is qualitative descriptive analysis to analyse input or comments provided by experts. Initial data analysis was carried out descriptively, regarding the level of needs of teachers and students for Audio-Based Podcast Media, which is audio media and is classified as a creativity medium. Descriptive is carried out based on a need's questionnaire given to teachers and students. Quantitative descriptive analysis to analyse the scores given by experts. Inferential statistics are used to analyse the effectiveness of audio-based podcast media on transitive and intransitive sentence material. The normality test is calculated using the Shapiro-Wilk test formula assisted by the SPSS software application. In this study, the paired sample t-test or paired sample test was used. The N-Gain test is used to calculate the average increase in student learning outcomes before and after using audio-based podcast listening material to understand the difference between transitive and intransitive sentences.

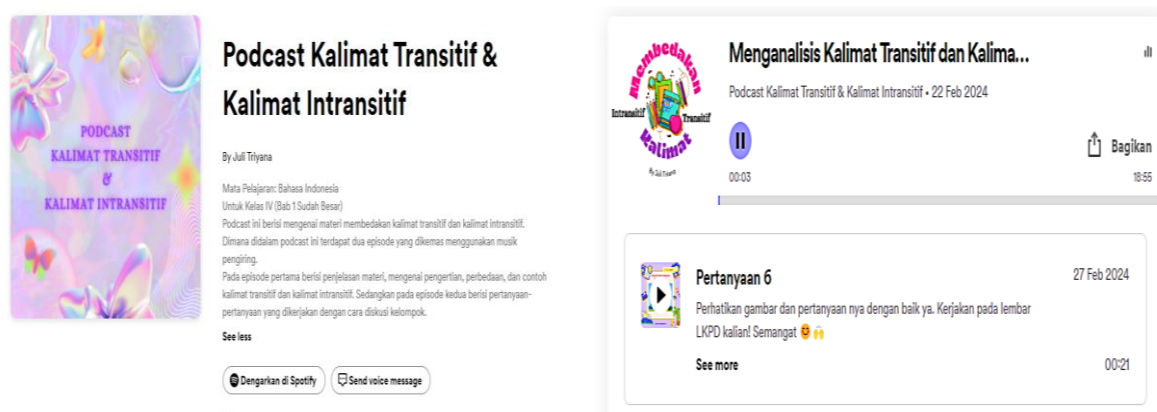
### 3. RESULT AND DISCUSSION

#### Results

Podcasts audio-based as an Indonesian language learning medium for grade IV elementary schools was developed using the R&D method and the Borg and Gall model which consists of eight stages, as follows: First, the potential and problem stage. At this stage, we analyse the problems that occur in schools, especially class IV. Problem analysis was carried out by direct observation and interviews with class IV teachers. The results of the analysis show that teachers lack innovation and are monotonous in providing learning media that only uses textbooks and lecture methods on listening skills. This gives rise to complaints from students because learning seems monotonous, boring and less interactive so they are less interested and do not understand the material being presented. Second, data collection. Next, data collection and material analysis are carried out in accordance with learning outcomes based on the curriculum and creating an interesting learning media product by utilizing technology.

The third stage is product design. At this stage, researchers design the content and concept of audio-based podcast media which will later be developed. Concept design begins with setting learning objectives, followed by compiling test questions that will be used for evaluation and student worksheets for group discussions. Next, prepare a teaching module that is used as a guide for the design of learning activities that will be implemented. In the teaching module there is learning content, teaching materials, and learning flow or storyboards that will be used during the learning process. Apart from that, the researchers also designed the appearance of the product starting from the image, colour and cover as the background. The development of audio-based podcast media was made using the Spotify for podcasters application, which was previously known as Anchor, which can be accessed using electronic devices (devices) in the form of smartphones, laptops or computers.

The audio-based podcast media that was developed contains class IV Indonesian language lesson material, transitive and intransitive sentences. The podcast is divided into two episodes which are a series that must be listened to sequentially. The first episode contains an introduction made by the podcaster. Apart from that, the first episode also contains an explanation of the material explained by the podcaster. The material that is listened to is transitive and intransitive sentence material which is explained in a coherent manner starting from the meaning, how to determine it to the examples. The second episode contains a text containing transitive and intransitive sentences in the form of a short story which will later be presented sentence by sentence, and contains questions about transitive and intransitive sentences which are worked on in groups. So that in this case students can listen well with full concentration so they can answer questions with what they have listened to. Apart from that, the first episode also contains songs that are suitable for transitive and intransitive sentence material. Then appreciation and closing greetings are said to the students after listening to a series of podcast media episodes. Audio-based podcast media is also equipped with background sound to accompany the talent in delivering the material in each episode so that it is not monotonous and boring. The audio-based podcast media specification is designed in the form of an audio recording whose narration is written in Microsoft Word first which will later be uploaded to the Spotify for podcasters application. The results of product development are presented in [Figure 1](#).



**Figure 1.** The Results of Development of Audio-Based Podcast Learning Media

The fourth stage is product validation. At this stage the researcher carried out a validity test with a team of media and material experts on the product that had been developed. The assessment results given by learning media experts were 91.7%, resulting in very decent qualifications, then the assessment results given by learning material experts were 94%, resulting in very decent qualifications. Based on this, it can be concluded that audio-based podcast learning media is suitable for use in the learning process. The fifth stage is design revision. At this stage, product improvements are made based on the results of comments and suggestions from the expert team. Based on the validation results from media experts, it was declared very valid for use as media in learning activities. Meanwhile, the validation results from material experts are also very valid to use even though there are also several revisions in them. Material improvements related to writing on teaching modules and audio-based podcast scripts. After receiving suggestions and input, product improvements are made so that the media to be developed is better.

The sixth stage is product testing. This product trial was carried out on a small scale, namely on 6 students using a purposive sampling technique which was used to determine the weaknesses of the media so that it could be used as a reference for revising the media until finally a media was obtained that was ready and suitable for testing its use. The seventh stage is product revision, product revision is carried out after the researcher knows the product's shortcomings when it is tested on a small scale. Next, the results of the revised small-scale trial product are used for large-scale trials. The final stage is trial use. A large-scale trial was carried out on 30 students to test the effectiveness of audio-based podcast media in the form of an assessment of listening skills on the difference between transitive and intransitive sentences. Usage trials are carried out in accordance with the teaching module. In use trials and limited trials, both post-test and pre-test scores are taken to determine whether there is an increase in the average number of pre-test and post-test scores. Carrying out evaluations is useful for obtaining more accurate comparison results of students' conditions before and after being given treatment. Data processing uses a prerequisite test using a normality test whose aim is to find out and check whether the variable data is normally distributed or not. The results of the normality test are presented in [Table 2](#).

**Table 2.** The Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pre-test-Small Scale	0.317	6	0.059	0.880	6	0.270
Post-test-Small Scale	0.301	6	0.096	0.838	6	0.126
Pre-test-Large Scale	0.136	24	0.200	0.952	24	0.301
Post-test-Large Scale	0.202	24	0.012	0.931	24	0.100

Based on the data from the normality test results from [Table 2](#) in the form of pre-test and post-test, it is known that both groups, both small scale and large scale groups, have a normal distribution. This can be seen from the significant gain in the Shapiro-Wilk column which has a value  $> 0.05$  so the data is said to be normal. Next, a t test was carried out whose aim was to find out whether there was a difference in the average between the two. The t test results are presented in [Table 3](#).

**Table 3. T Test Results**

	Mean	Std.	t	df	Sig. (2-) berekor)
Small Scale	-36.500	7.007	-12.759	5	0.000
Large scale	-32.000	-26.905	-12.994	23	0.000

The t-test results show a significance of 0.000 on a small scale and 0.000 on a large scale. Thus, It can be concluded that both the small scale group and the large scale group experienced an increase in learning outcomes from the pre-test and post-test data. This can be seen in the significance value for both groups  $< 0.05$ . Then data analysis was carried out using the N-Gain test which aims to measure the increase in learning outcomes before and after using audio-based podcast media. The N-Gain results are presented in Table 4.

**Table 4. N-Gain Test Results**

Class	Average Pre-Test	Average Post-Test	N-Gain	Criteria
Small Scale	49.33	85.8	0.7308	Tinggi
Large Scale	48.125	80.125	0.6133	Sedang

Based on the results of the N-Gain test, it was found that on a small scale the N-Gain result was 0.7308, namely  $> 0.7$ , so it can be concluded that the increase in learning outcomes for small scale groups was in the high category. Meanwhile, on the large scale, the N-Gain result was 0.6133, namely  $> 0.7$ , so it can be concluded that the large scale group experienced quite an increase in learning outcomes in the medium category in the post-test results.

## Discussion

The results of data analysis show that audio-based podcast learning media has good qualifications so that it is suitable and effective for use in learning. Apart from that, there are several factors that make this audio-based podcast learning media suitable for use in learning, namely as follows. First, audio-based podcast learning media is suitable for use because it makes it easier for students to learn, especially in improving listening skills. The results of data analysis show that there are significant differences in the learning outcomes of small-scale groups before using audio-based podcast media and after using the media. Likewise in the large-scale test group. Previous research also revealed that podcasts are a medium that really helps students' learning activities (Husein et al., 2024; Rofi'atul Adawiyah & Damayanti, 2022). Other research also reveals that by using audio-based podcast media in learning Indonesian, students can concentrate more and improve their critical thinking skills because they will listen and pay close attention to each material presented (Fikri et al., 2023; Purusa & Suni, 2022). In the learning context, audio-based podcasts can improve students' listening abilities and listening skills to become more sensitive to the messages conveyed (Purusa & Suni, 2022).

Both media podcasts Audio-based can be well received by students, because apart from being easy to use, it can also be downloaded and listened to for free (Husein et al., 2024). Podcasts are an effective and efficient learning medium (Fikri et al., 2023; Kencana, 2020). Podcasts are said to be effective because podcasts can be used as a varied teaching and learning medium, the player is simple, easy to find, and can be listened to anywhere and at any time so the use of this media is very practical (Husein et al., 2024; Rofi'atul Adawiyah & Damayanti, 2022). This is what causes it media podcasts audio-based can develop listening skills. In line with this opinion, audio-based podcast media is an effective and efficient learning media. Apart from being free to download, audio-based podcasts can also be taken anywhere and can be played repeatedly or can be called an on demand sound broadcast platform (Kencana, 2020; Wahyuni & Arsana, 2023). By using podcast media you can also save money (Wahyuni & Arsana, 2023).

The three audio-based podcast media can provide insight, information and knowledge for students regarding learning material. When making podcast media, pay attention to the cover, because it can attract students' attention. This is in accordance with the opinion which states that color has a very important role in strengthening the sensitivity of the sense of sight and has a psychological impact in the form of emotions and impressions (Sari et al., 2021; Ummah et al., 2020). Therefore, when using or making learning media you need to pay attention to color selection. The development of audio-based podcast media can be used by teachers and students in learning to understand the differences between transitive and intransitive sentences in order to achieve the desired goals. Audio-based podcast media is packaged with voices that contain intonation and is equipped with interesting short stories to make it easier for students to understand the differences between transitive and intransitive sentences with an enjoyable experience.

With audio-based podcast media, students can attract students' attention and increase students' motivation to listen seriously to understand the material (Husein et al., 2024; Rofi'atul Adawiyah & Damayanti, 2022).

Fourth, in addition to audio-based podcast media can provide knowledge through the material presented on transitive and intransitive sentence material. The selection of learning media must be very concerned, because teachers must be able to choose learning media that are in accordance with the subject matter to be delivered (Arisantiani et al., 2017; Virgiana & Wasitohadi, 2016). Learning media is an intermediary to convey messages in an appropriate and planned manner from a source to the recipient so as to create a conducive, effective and efficient learning environment (Isnaini et al., 2021; Novita & Novianty, 2020). Learning media is very important for students to understand the material, because the learning media will make it easier for students to capture the content of the material easily and clearly. In addition, learning media can increase student motivation in learning, to stay focused and enthusiastic (KP Lestari et al., 2018; Sulfemi, 2019; Wahyuni & Arsana, 2023). In audio-based podcasts there are also short stories that contain mandates or messages in everyday life, so that audio-based podcasts become a means to get closer to the school environment, where students can hear inspirational stories that make students motivated in participating in learning and developing their abilities (Pairikaes et al., 2023).

Previous findings state that media can be used in learning because it can support the meaning of lessons which are generalized concepts, facts and principles (Karisma et al., 2019; Rasyid & Islamia, 2021; Rina Pratiwi & Zulfadewina, 2022). Other research also reveals that the media Learning media podcasts are interesting for students and can increase students' enthusiasm to focus on listening to the material, so that learning objectives can be achieved (NamazianDost et al., 2017; Sibuea, 2018). It can be concluded that the media *podcasts* Audio-based can help students learn and be used as a solution to help students improve their listening skills in the material on distinguishing between transitive and intransitive sentences at SD Negeri Klitih 1. The limitations of this research are the development *instructional Media podcasts* Audio-based is only intended for learning Indonesian. The implications of this research are *instructional Media podcasts* The developed audio-based material can be used in learning. This makes it easier for students to learn so it is very effective in improving student learning outcomes. This audio-based podcast media can be used as an innovation for teachers in learning media, besides that it can make it easier for teachers to explain the material being taught.

#### 4. CONCLUSION

The research results showed that audio-based podcast learning media for learning Indonesian language material on transitive and intransitive sentences received very good qualifications from experts and students. The results of the effectiveness test also show that audio-based podcast media is effective in improving the learning outcomes of fourth grade students at SD Negeri Klitih 1. This can be proven by the results of a significant increase in learning outcomes between before using the media and after using the media. It is concluded that this learning media with Indonesian learning content can be used as a support for learning in the classroom or used independently by students.

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