



Developing Bilingual Narrative Writing Materials Based on Local Wisdom “Antara Lepet dan Sura” to Enhance Students’ Writing Proficiency and Bilingualism

Abstract

Received:

Revised:

Accepted:

This research aimed to develop bilingual narrative writing teaching materials based on local wisdom through the short story *Antara Lepet dan Sura* for students of SMK Pancasila 1 Kutoarjo in the academic year 2025/2026. The study employed the Research and Development (R&D) method following the Dick and Carey instructional design model, which systematically includes stages of goal identification, learner analysis, material design, expert validation, field testing, and revision. The product was designed to integrate Central Javanese cultural values into bilingual (Indonesian–English) narrative writing instruction to enhance students’ writing proficiency and cultural awareness. Data were collected through interviews, questionnaires, expert validation, and tryouts involving 20 students, two English teachers, and one lecturer. Quantitative analysis was conducted to test validity and reliability using Pearson Product-Moment and Cronbach’s Alpha with SPSS 26. The results showed that the developed material achieved a validity score of 87.75% (very valid) and a reliability coefficient of 0.905 (excellent reliability). These results indicate that the materials are pedagogically appropriate, culturally relevant, and linguistically sound. The findings revealed that the bilingual short story module effectively improved students’ narrative writing ability, motivation, and appreciation of local wisdom. Students became more confident and creative in expressing ideas through writing while strengthening their bilingual competence. The integration of local culture also fostered character education values such as cooperation, gratitude, and respect for tradition.

Keywords:

Bilingual Teaching Material, Narrative Writing, Local Wisdom, Instructional Design, Dick and Carey Model

(*) Corresponding Author:

How to Cite: XXXXXX. (2022). XXXX. *Jurnal Teknologi Pendidikan*, XX (x): x-xx.

INTRODUCTION

Indonesia is a country with remarkable cultural diversity, encompassing more than 1,300 recognized ethnic groups and over 700 regional languages (Statistics Indonesia, 2024). This diversity not only enriches the nation’s cultural heritage but also presents challenges in education, particularly in helping students connect with both foreign and indigenous cultural narratives. In urban areas, students are often more familiar with global media than with local traditions, which limits their understanding of their own cultural identity.

Each region in Indonesia preserves unique traditions shaped by its historical background, environment, and belief systems. Central Java is one of the regions where traditional values remain deeply embedded in the lives of its people.

The Javanese community is well known for its values of politeness, harmony, and respect for art, as reflected in cultural expressions such as *wayang kulit*, *batik*, and *gamelan*. According to Koentjaraningrat (2009), Javanese culture emphasizes social harmony, mutual respect, and balance in daily life. Similarly, Geertz (1976) explains that Javanese symbolic systems are influenced by a synthesis of Hindu-Buddhist, Islamic, and local spiritual beliefs, reflecting a long history of cultural integration. Royal traditions in Yogyakarta and Surakarta also continue to preserve these values, maintaining cultural identity as a bridge between the past and present.

However, modernization and globalization have caused younger generations to lose touch with traditional values. Students who spend more time in digital environments may find it difficult to recognize their community's folklore, customs, or local wisdom. This condition has led to a growing disconnect between students and their cultural roots. Integrating local culture into the learning process can help restore this connection by creating meaningful and contextualized learning experiences. Using short stories inspired by local wisdom as learning materials allows students to rediscover their heritage while improving their writing ability.

In English language learning, particularly in English as a Foreign Language (EFL) contexts, integrating local culture into instruction is essential. Kramsch (1993) states that language learning cannot be separated from its cultural context, while McKay (2000) argues that traditional EFL approaches, which emphasize grammar and vocabulary, often neglect students' cultural backgrounds. Incorporating local folklore and cultural narratives into writing activities enables students to develop linguistic skills alongside cultural awareness. According to James Danandjaja (2016), folklore reflects the collective values and perspectives of a community, transmitted orally across generations. Similarly, Cameron (2001) notes that analyzing traditional stories helps learners explore idiomatic expressions and symbolic meanings, enriching their lexical mastery and creative writing ability.

A short story entitled *Antara Lepet dan Sura* serves as an example of a literary work based on *local wisdom* that can be developed as instructional material. Through this story, teachers can integrate cultural values into narrative writing activities in both Indonesian and English. This bilingual approach not only enhances students' writing proficiency but also fosters a sense of pride and cultural identity. In a globalized era, developing bilingual competence while preserving local values is crucial for forming globally minded yet culturally grounded learners. As Sibarani (2018) points out, local wisdom plays a central role in shaping character and preserving community identity. Similarly, Supriyanto and Wahyuni (2020) emphasize that incorporating cultural content in teaching fosters students' appreciation of heritage and prevents cultural degradation caused by globalization.

To design effective teaching materials, this study applies the Dick and Carey (2009) instructional design model, which provides a systematic framework consisting of goal identification, learner analysis, instructional design, and evaluation. The model ensures that the resulting product is pedagogically appropriate, culturally relevant, and linguistically valid.

Based on the background of the study, several problems have been identified. Students show low motivation and confidence in writing English due to the lack of meaningful and relatable materials. Teaching materials used in schools tend to be generic and culturally detached from students' real-life contexts. Moreover, the national curriculum provides limited guidance on integrating local wisdom into classroom instruction. Students' writing skills also remain underdeveloped, particularly in expressing ideas creatively and fluently. Additionally, there is little emphasis on integrating bilingual competence within writing instruction.

This study aims to explore and develop teaching materials that address these issues. It seeks to identify the forms of local wisdom relevant to students of SMK Pancasila Purworejo, determine the appropriate bilingual materials to be introduced, and analyze students' characteristics to ensure the effectiveness of implementation. The research also intends to identify the most suitable narrative text that combines local wisdom and bilingual content to enhance students' writing skills. Ultimately, this study focuses on developing bilingual narrative writing materials based on *local wisdom* to improve students' writing ability, motivation, and cultural awareness.

The scope of this research is limited to the development of bilingual teaching materials that integrate *local wisdom* into narrative writing activities for vocational high school students. It concentrates on describing the impact of using integrated teaching materials on improving students' narrative writing skills in bilingual classroom settings.

METHODS

This research employs a Research and Development (R&D) approach following the Dick and Carey (2005) instructional design model. The R&D method is chosen because it systematically guides the process of designing, testing, and refining instructional materials that meet learners' needs. The objective is to create bilingual narrative writing materials based on local wisdom through the short story *Antara Lepet dan Sura*, aimed at enhancing students' writing proficiency and cultural awareness. The Dick and Carey model provides a structured framework that ensures coherence between instructional goals, learner characteristics, assessment tools, and instructional strategies.

The development process consists of ten sequential stages: (1) determining instructional goals, (2) conducting instructional analysis, (3) analyzing learners and learning environment, (4) formulating learning objectives, (5) designing evaluation tools, (6) planning instructional strategies, (7) developing instructional resources, (8) conducting formative evaluation, (9) revising materials based on feedback, and (10) conducting summative evaluation. Each stage is interconnected to ensure that the final product is effective and learner-centered. The research was conducted at SMK Pancasila 1 Kutoarjo during the 2025/2026 academic year, involving eleventh-grade students as participants and three experts specializing in language education, curriculum design, and cultural studies for material validation.

Data were collected using questionnaires and structured interviews administered to students and experts. The data collection instruments were used in three key phases as summarized below:

Table 1. Research Instrument Phase

No	Phases	Research Instrument
1	Planning	Need analysis questionnaire and interview guide
2	Validating	Product validation sheet and evaluation checklist
3	Revising	Focus group discussion and interview

Qualitative data, including student feedback and expert evaluations, were analyzed using Miles and Huberman's interactive model, which involves data reduction, data display, and conclusion drawing. Quantitative data from pre-tests and post-tests were used to assess the improvement in students' writing performance. Triangulation of data sources (questionnaires, interviews, and documentation) was applied to ensure the credibility and consistency of findings.

To ensure the accuracy of the developed materials, both validity and reliability tests were conducted. Data validity was confirmed through expert validation and statistical testing using the Pearson Product-Moment correlation. The validation process involved three experts who assessed the materials across four key aspects: content feasibility, language appropriateness, presentation, and practicality. Each indicator was rated on a 5-point Likert scale, where 5 = Strongly Agree and 1 = Strongly Disagree. The validity interpretation criteria are shown below:

Table 2. Validity Interpretation

Percentage	Interpretation
85%–100%	Very Valid
70%–84%	Valid
55%–69%	Quite Valid
50%–54%	Less Valid
< 50%	Invalid

For reliability, the Cronbach's Alpha method was used through SPSS version 26 to measure internal consistency. A Cronbach's Alpha (α) value of ≥ 0.70 indicated acceptable reliability. The interpretation of reliability coefficients follows George and Mallery's (2018) classification, as shown below:

Table 3. Cronbach's Alpha Interpretatio

Cronbach's Alpha (α)	Interpretation
≥ 0.90	Excellent reliability
0.80–0.89	Good reliability
0.70–0.79	Acceptable reliability
0.60–0.69	Questionable
< 0.60	Poor reliability

The combined results of validity and reliability tests confirmed that the developed bilingual short story module based on local wisdom was both pedagogically sound and statistically reliable. These outcomes demonstrate that the materials are appropriate for classroom implementation to enhance students' writing competence, creativity, and cultural understanding.

RESULTS & DISCUSSION

Quantitative Analysis

All 15 questionnaire items used for evaluating the module were valid, with correlation coefficients (r-count) exceeding the critical value (r-table = 0.433). The average reliability score ($\alpha = 0.905$) demonstrated strong internal consistency, meaning the instrument and materials consistently measured students' responses to bilingual narrative writing.

The validity test was conducted to determine whether each item in the questionnaire could accurately measure the constructs being studied — namely, the feasibility and effectiveness of the bilingual short story teaching material *Antara Lepet dan Sura*.

Table 4. Results of Validity Test for Student Questionnaire

No	Item	r-count	r-table	Decision	Interpretation
1	Material aligns with bilingual narrative objectives	0.785	0.433	Valid	Strong correlation
2	Material reflects Central Javanese local wisdom	0.812	0.433	Valid	Strong correlation
3	Supports understanding of narrative structure	0.768	0.433	Valid	Strong correlation
4	Activities suitable for vocational students	0.754	0.433	Valid	Strong correlation
5	Integration of cultural and linguistic elements	0.843	0.433	Valid	Very strong correlation
6	Clarity and appropriateness of bilingual language	0.721	0.433	Valid	Moderate correlation
7	Instructions and vocabulary are clear	0.801	0.433	Valid	Strong correlation
8	Grammar and meaning consistency	0.752	0.433	Valid	Strong correlation
9	Layout and presentation are attractive	0.776	0.433	Valid	Strong correlation

10	Sequence of topics is logical	0.811	0.433	Valid	Strong correlation
11	Exercises encourage creativity	0.789	0.433	Valid	Strong correlation
12	Materials easy to implement in class	0.833	0.433	Valid	Very strong correlation
13	Relevance to students' cultural background	0.817	0.433	Valid	Strong correlation
14	Enhances narrative writing proficiency	0.806	0.433	Valid	Strong correlation
15	Supports character education	0.821	0.433	Valid	Strong correlation

Table 5. Reliability Test Results

No	Respondent Group	N	Cronbach's Alpha (α)	Interpretation
1	Students	20	0.912	Excellent reliability
2	Teachers	2	0.884	Good reliability
3	Lecturer	1	-	Expert validation only
Overall	All Respondents	23	0.905	Excellent reliability

Reliability testing aimed to measure the consistency of responses across the student and expert questionnaires. Using Cronbach's Alpha in SPSS version 26, both instruments demonstrated high internal consistency. According to George and Mallery (2018), an α value of ≥ 0.90 indicates excellent reliability, meaning the questionnaire items consistently measure what they are intended to measure. Based on the results of both expert validation and empirical testing, it can be concluded that the questionnaire and developed teaching material "Antara Lepet dan Sura" are valid and reliable.

Qualitative Analysis

This research was conducted at SMK Pancasila 1 Kutoarjo, a vocational high school located in Purworejo Regency, Central Java, during the 2025/2026 academic year. The school was selected as the research site because it implements a curriculum that emphasizes both practical and communicative skills, making it suitable for the integration of bilingual and culturally based learning materials. The participants in this study consisted of 20 eleventh-grade students, two English teachers, and one lecturer who served as experts in validating and evaluating the developed teaching materials. The combination of these respondents provided comprehensive perspectives from both practitioners and learners.

Three experts, namely Dr. Semi Sukarni, M.Pd., Lilis Setiyorini, S.Pd., M.Pd., and Lucy Alfianti, S.Pd., evaluated the *Antara Lepet dan Sura* bilingual narrative writing module based on content accuracy, language clarity, presentation quality, and cultural relevance. The results indicated a high level of agreement that the material was pedagogically sound, culturally rich, and well aligned with the Dick and Carey instructional design model. Dr. Semi Sukarni emphasized that the bilingual presentation effectively supported comprehension in both Indonesian and English while maintaining academic rigor. She also suggested enhancing the module with assessment rubrics, infographics, and a digital version to meet modern learning needs.

Meanwhile, both Lilis Setiyorini and Lucy Alfianti confirmed that the module met the learning characteristics of vocational students and increased their motivation through culturally grounded writing activities. They highlighted that *Antara Lepet dan Sura* successfully incorporated Central Javanese values such as cooperation, gratitude, and environmental awareness, making it beneficial for both language learning and character education. Overall, the experts concluded that the module effectively integrates linguistic, cultural, and moral aspects, making it a relevant and practical bilingual teaching resource.

The responses from 20 students, two English teachers, and one lecturer at SMK Pancasila 1 Kutoarjo revealed a positive attitude toward the bilingual short story materials. Students reported that the combination of Indonesian and English texts improved their understanding of vocabulary and structure, while the local story context made the learning process more engaging and meaningful. Teachers observed that the materials encouraged students to express their ideas more confidently and to connect language learning with cultural identity.

Quantitative data were analyzed using the Pearson Product-Moment correlation in SPSS version 26 with a significance level of $\alpha = 0.05$ and $df = 21$, yielding an r -table value of 0.433 to confirm the validity of the instrument. Qualitative data obtained from interviews and observations were analyzed using the Miles and Huberman (2014) interactive model, which included data reduction, data display, and conclusion drawing. Both students and teachers agreed that the *Antara Lepet dan Sura* module was easy to implement, contextually relevant, and effective in enhancing writing competence as well as cultural awareness.

DISCUSSION

The results of this study demonstrate that the development of bilingual narrative writing materials based on the short story *Antara Lepet dan Sura* is effective in improving students' writing proficiency, cultural awareness, and bilingual competence. Quantitative findings show that all questionnaire items achieved high validity, with r -count values exceeding the r -table (0.433), indicating that each indicator accurately measured students' perceptions of the developed materials. The high Cronbach's Alpha coefficient ($\alpha = 0.905$) further confirms excellent reliability, meaning that the teaching materials are internally consistent and stable as an instructional resource. These statistical results support the conclusion that the module is pedagogically sound, contextually relevant, and linguistically appropriate for vocational students.

The qualitative findings reinforce the quantitative results. Students reported increased motivation and confidence when writing narratives in both Indonesian and English. They expressed that the bilingual format helped them understand vocabulary and sentence patterns more easily while the cultural content made learning more engaging. Teachers also noted significant improvement in students' ability to organize narrative elements—such as orientation, complication, and resolution—after using the developed module. This aligns with previous research stating that culturally contextualized learning materials support meaningful language learning by providing familiar references that facilitate comprehension (Kramsch, 1993; McKay, 2000).

Expert validators emphasized that the integration of Central Javanese cultural values—such as cooperation, gratitude, and moral responsibility—was a significant strength of the module. This relevance to students' lived experiences enhanced not only language mastery but also encouraged character development, echoing Sibarani's (2018) view that local wisdom strengthens identity formation and moral values. Experts also confirmed that the material aligns with the Dick and Carey instructional design model, particularly in terms of goal clarity, content sequencing, and suitability for student characteristics.

Moreover, the bilingual approach was found to support the development of students' language transfer strategies. Students learned how narrative structures and expressions shift between Indonesian and English, which enriched their metalinguistic awareness. This finding is consistent with Cameron (2001), who highlights that analyzing bilingual texts helps learners observe similarities and differences in linguistic patterns—thus supporting deeper language processing. The integration of local wisdom, specifically Central Javanese cultural elements embedded in *Antara Lepet dan Sura*, was one of the strongest aspects of the module. Both students and teachers highlighted that cultural familiarity significantly increased their interest and engagement during writing activities. Students found the story relatable because it reflected traditions, values, and social norms they were accustomed to. This supports Sibarani's (2018) argument that local wisdom in education fosters identity formation, cultural pride, and moral reflection. The values embedded in the story—cooperation, gratitude, respect for tradition, and community responsibility—also contributed to character education. Expert validators emphasized that these cultural components make the module relevant not only linguistically but also morally and socially.

The use of folklore and local narratives in English learning is consistent with Kramsch's (1993) notion that language and culture are inseparable. By presenting Javanese cultural values through bilingual narratives, the module helps students build bridges between global language skills and local identity. This balance is increasingly important in 21st-century education, where global competence must coexist with cultural rootedness. The results of this study also show that the combination of local culture and bilingual instruction creates a meaningful learning experience. Students felt more connected to the content because the story *Antara Lepet dan Sura* reflects traditions they recognize. This supports Danandjaja's

(2016) argument that folklore embodies a community's values and serves as an effective medium for cultural preservation in education. The cultural dimension provided familiarity, while the bilingual format introduced productive challenges that enhanced creativity, critical thinking, and linguistic flexibility.

One of the major findings is the positive effect of the module on students' bilingual competence. The presence of parallel texts and bilingual vocabulary sections encourages students to analyze how ideas are expressed differently across languages. This reflective process supports metalinguistic development, which is crucial for strengthening bilingual proficiency. Students reported increased confidence in writing short narratives in English, partly because the module offered culturally familiar content, reducing cognitive load. When content is familiar, learners can focus more on linguistic expression rather than deciphering unfamiliar contexts. This finding reinforces Danandjaja's (2016) view that culturally based materials reduce comprehension barriers and enhance linguistic engagement. Furthermore, teachers observed that students were more willing to experiment with descriptive vocabulary, figurative expressions, and varied sentence structures in English. This suggests that bilingual narrative materials not only support comprehension but also stimulate expressive creativity—one of the core goals of narrative writing.

Overall, the developed bilingual teaching materials fulfill the intended purpose of the study: to enhance students' narrative writing skills, strengthen bilingual proficiency, and foster appreciation for local wisdom. The combination of strong quantitative evidence and rich qualitative support indicates that the module can be effectively used in vocational high school contexts and potentially adapted for broader language learning environments.

CONCLUSION

Based on data analysis from various tables, it can be concluded that the use of Bilingual teaching material method has a significant positive impact on students' motivation and various aspects of social character. The results of the quantitative and qualitative analyses, it can be concluded that the development of bilingual narrative writing materials based on the short story *Antara Lepet dan Sura* successfully meets the objectives of this study. The validity test shows that all questionnaire items exceed the required r-table value, indicating that the instruments and material components accurately measure aspects of content feasibility, language appropriateness, cultural relevance, and practicality. The reliability coefficient of 0.905 further demonstrates excellent internal consistency, confirming that the developed module is statistically dependable and ready for classroom use. The qualitative findings derived from expert validation, teacher input, and student feedback also support the effectiveness of the module. Students reported increased motivation, clearer understanding of narrative structure, and greater confidence in producing bilingual texts. Teachers observed noticeable

improvement in students' creativity, vocabulary mastery, and ability to connect narrative writing with cultural values. Experts emphasized that the integration of Central Javanese local wisdom strengthened the contextual and moral dimensions of the material, making it relevant to both linguistic learning and character development. Overall, this study concludes that the *Antara Lepet dan Sura* bilingual teaching material is pedagogically appropriate, culturally meaningful, and effective in enhancing students' narrative writing proficiency, bilingual competence, and appreciation for local wisdom. Therefore, this material can be recommended as an innovative and culturally grounded resource for use in vocational high school English classes, with strong potential for further development in digital or expanded instructional formats.

ACKNOWLEDGEMENT

I express my highest praise and gratitude to Allah SWT for His blessings, guidance, and mercy that enabled this research to be completed successfully. This study would not have been possible without the support, cooperation, and contributions of many individuals and institutions. I extend my sincere appreciation to the supervisors and lecturers who provided invaluable guidance, constructive feedback, and encouragement throughout the research and development process. My deepest gratitude is also directed to the Principal, English teachers, and students of SMK Pancasila 1 Kutoarjo, who graciously permitted, supported, and actively participated in the implementation of this study. Their involvement in interviews, questionnaires, validation processes, and try-outs greatly enriched the development of the bilingual narrative writing materials based on the local wisdom story *Antara Lepet dan Sura*. I also thank the expert validators who carefully reviewed the content, language, presentation, and cultural integration of the materials, offering insightful suggestions that significantly improved the final product. Lastly, I extend heartfelt appreciation to my colleagues, friends, and family, whose continuous encouragement, motivation, and assistance helped sustain my spirit throughout the completion of this research. May all the support and kindness extended during this process be rewarded abundantly by Allah SWT.

REFERENCES

Journal article

Emelfa, & Ramadhan, S. (2024). Development of Teaching Materials for writing Fantasy Story Texts Integrated with Character and Local Wisdom. *JOLLT Journal of Languages and Language Teaching*, Vol.12, No.3.

Journal article with missing information

Missing volume number

Ratri, D. P., Rachmajanti, S., Anugerahwati, M., & Laksmi, E. D. (2024). Fostering Cultural Competence: Developing an English Syllabus for Young Learners in

the Indonesian EFL Context with Emphasis on Local Culture to Maintain Students' Identity. *Cogent Education*, VOL. 12, NO. 1.

Missing issue number

Sanchiz, M., Chevalier, A., & Amadieu, F. (2017). How do older and young adults start searching for information? Impact of age, domain knowledge and problem complexity on the different steps of information searching. *Computers in Human Behavior*, 72, 67–78. <https://doi.org/10.1016/j.chb.2017.02.038>

Missing page or article number

Santosa, A. B., Basuki, Y., & Puspita, A. M. (2019). The Effectiveness of Local Wisdom Based Teaching Materials in Enhancing Creative Writing Skills of Elementary School Students". *JELTL (Journal of English Language Teaching and Linguistics)*, Vol. 4(3).

Solina, I., Elmustian, & Sinaga, M. (2024). Development of Teaching Materials for Writing Short Stories Based on Local Wisdom of Riau "Batimang" Class XI High School Students. *Diksa : Jurnal Pendidikan Bahasa dan Sastra Indonesia*, Vol. 10 No. 2.

Book References

Cameron, L. (2001). *Teaching Languages to Young Learners*.

Danandjaja, J. (2002). *Folklor Indonesia: Ilmu Gosip, Dongeng, dan Lain-lain*. Pustaka Utama Grafiti.

Danandjaja, J. (2016). *Folklor Indonesia: Ilmu Gosip, Dongeng, dan Lain-lain*. Pustaka Utama Grafiti.

Dick, W., Carey, L., & Carey, J. O. (2005). *The Systematic Design of Instruction (6th ed.)*. Pearson.

Dick, W., & Carey, O. J. (2009). *The systematic design of instruction (7th ed.)*. Pearson Education.

Geertz, C. (1976). *The religion of Java*. University of Chicago Press.

Geertz, C. (1983). *Local Knowledge: Further Essays in Interpretive Anthropology*. Basic Books.

George, D., & Mallery, P. (2018). *IBM SPSS statistics 25 step by step: A simple guide and reference*. Routledge.

Harmer, J. (2007). *The Practice of English Language Teaching (4th ed)*. Pearson Longman.

Statistic Indonesia. (2024). *Profile of Ethnic Groups and Regional Language Diversity: Results of the 2020 Population Census Long Form*. Retrieved from.

Johnson, E. B. (2002). *Contextual Teaching and Learning: What It Is and Why It's Here to Stay*. Corwin Press.

Keraf, S. (2010). *Etika Lingkungan*. Kompas.

Koentjaraningrat. (2009). *Pengantar Ilmu Antropologi (Revised ed.)*. Rineka Cipta.

Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.

McKay, L. S. (2001). *Teaching English as an International Language*.

- Rose, D., & Martin, J. R. (2008). *Genre Relations: Mapping Culture*. Equinox Publishing.
- Miles, B. M., Huberman, M. A., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook, 3rd ed.* Sage.
- Tilaar, H. R. (2004). *Multikulturalisme: Tantangan-Tantangan Global Masa Depan dalam Transformasi Pendidikan Nasional*. Grasindo.
- Tomlinson, B. (2011). *Materials Development in Language Teaching (2nd ed.)*. Cambridge University Press.