

# THE METHOD OF TEACHING ENGLISH SPEAKING SKILL USED BY MUHAMMADIYAH JUNIOR HIGH SCHOOL TEACHERS IN PASURUAN

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# The Method of Teaching English Speaking Skill Used by Muhammadiyah Junior High School Teachers in Pasuruan

## [Metode Pengajaran Keterampilan Berbicara Bahasa Inggris yang Digunakan Guru SMP Muhammadiyah di Pasuruan]

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**Abstract.** This study examines what teaching methods are used by teachers to teaching students' speaking skills in English subject. In this research process using qualitative methods, where researchers will conduct interviews and observe with several teachers in three Muhammadiyah Junior High School in Pasuruan Regency, which these schools have good accreditation and have English teachers who have long teaching experience. This study used a qualitative descriptive design, this research is to analyze the data by describing or explaining the information as it has been collected, without trying to draw broad generalizations or conclusions. Based on the results of the study it can be concluded that English teachers in three Muhammadiyah Junior High School in Pasuruan Regency use different teaching methods to teaching students' speaking skills. The teaching methods used include Communicative Language Teaching, Discussion Method and Total Physical Response.

**Keywords** - Speaking skill; Teaching English; Teaching method

**Abstrak.** Penelitian ini mengkaji metode pengajaran apa yang digunakan oleh guru untuk mengajar keterampilan berbicara siswa dalam mata pelajaran bahasa Inggris. Dalam proses penelitian ini menggunakan metode kualitatif, dimana peneliti akan melakukan wawancara dan observasi dengan beberapa guru di tiga SMP Muhammadiyah di Kabupaten Pasuruan yang mana sekolah tersebut memiliki akreditasi yang baik dan memiliki guru Bahasa Inggris yang memiliki pengalaman mengajar yang cukup lama. Penelitian ini menggunakan desain deskriptif kualitatif, penelitian ini menganalisis data dengan mendeskripsikan atau menjelaskan informasi sebagaimana telah dikumpulkan, tanpa berusaha menarik generalisasi atau kesimpulan yang luas. Berdasarkan hasil penelitian dapat disimpulkan bahwa guru bahasa Inggris di tiga SMP Muhammadiyah di Kabupaten Pasuruan menggunakan metode pengajaran yang berbeda untuk mengajarkan keterampilan berbicara siswa. Metode pengajaran yang digunakan meliputi Communicative Language Method, Metode Diskusi dan Total Physical Response..

**Kata kunci** - Keterampilan berbicara; Mengajar bahasa Inggris; Metode mengajar

### I. INTRODUCTION

Speaking is a language or communication skill that is important in all aspects, be it in aspects of daily life, aspects of education or even in the world of work. In the world of education, especially for English lessons. Hughes and Rebecca argue that speaking is the primary modality through which children learn language, it is a daily activity for the majority of individuals, and it is the main driver of linguistic change [1]. It also gives us the key information we need to comprehend bilingualism and language contact. Brown argue that speaking is a crucial component of learning English, with producing, receiving, and processing information all contribute to the interactive process of meaning construction that is spoken language [2]. Thornbury supplied his finest explanations, stating that speaking or oral communication is a two- or more-person activity in which both the listener and the speaker must react quickly to what they hear and contribute [3]. Someone who uses language to communicate with another person undoubtedly wants to get their point across. Student can share and discuss the concepts they learned from a book or other source of information by speaking. They have no trouble verbally communicating to others how they felt, what they had learned, and what they wanted. Burns explained that teaching speaking is important from several teachers' opinions that have been researched by her, they as teachers are indeed responsible for being able to develop students' learning skills, such as speaking skills, among the answers from several teachers regarding teaching speaking important, there are: Students of either teacher can read and write well in English, but they are not good at speaking and listening. Students memorize a lot of English vocabulary words from their dictionaries, but they are less able to speak them. Students do not like to speak English with their classmates because they have difficulty correcting their words. Students speak English in a

standard and informal form. Some students are still unable to speak, so the teacher wants to help improve students' speaking skills. Students lack confidence and tend to be afraid when speaking English in front of the class [4].

Harmer state that students are shy and hesitant to speak in front of others, students frequently hesitate to speak, especially when requested to share facts or their own ideas [5]. There is frequently a concern of speaking poorly and embarrassing oneself in front of their peers. Santoso and Taufiq believe there are times confidence is one of the factors that motivate students to increase communication by using English [6]. Emphasizes the value of creating interactive language learning through a number of models with real-world applications. Therefore, Brown assume that employing a proper method is one technique to enhance students' speaking abilities, and it's crucial to use a different strategy while instructing speaking [7]. The important thing to be a teacher in teaching English, is the way he determines how to teach material so that students can understand and how to determine the method that is suitable for teaching the material. Brown argue teaching is an activity that aids a person in learning a variety of things, including performing something, giving instructions, passing along knowledge, assisting a person in learning something, and instilling knowledge and understanding [8]. Method is defined by Richards and Rodgers, as an overall strategy for the sequential presentation of language material that can be applied to teaching English [9]. The ideal way to teach a foreign language is to make the lesson as relevant to everyday life as you can, regardless of the teaching techniques employed.

Given the significance of English, the majority of Indonesians began studying it proficiently in junior high [10]. It is hoped that students can understand and communicate using international languages properly and correctly in this modern era. However, at in levels of these schools, of course, there are also problems with students' speaking abilities. First, the problem of speaking among students at a Junior High School in Kudus. The students to having limited knowledge of the vocabulary, pronunciation, grammar, and fluency that are necessary for effective speaking, students also struggle with English speaking for a variety of personal reasons, including shyness, anxiety, confusion, lack of confidence, and fear of making mistakes. According to this study, their surroundings (the dorm) did not help them learn and speak English [11]. The traditional teaching-learning practices, such having the students perform a passage they have memorized, also make the learners bored while they are learning English. They are also unable to talk spontaneously since the teacher structures what they wish to say; as a result, they only repeat the words that have been formed. Following those issues, kids tend to become lethargic or lose their capacity to talk [12]. The common students' problem at Muhammadiyah Junior High School in Indonesia that they could not speak English and thought that English was a tough topic were the most frequent issues that the teachers encountered when teaching speaking. Additionally, students who lacked vocabulary felt less self-assured. If they uttered words incorrectly, they would be terrified and ashamed [13]. One of the difficulties students at one of Indonesia's Muhammadiyah High Schools have is speaking English in front of the class. They are unable to communicate in English. But most crucially, the issues developed on their own. It has to do with motivation and assurance. They want to speak English, but they are hesitant to do so because they are worried about making mistakes and facing pressure from a variety of sources [14]. As we know that researchers have found many speaking problems among students at Muhammadiyah School in several regions in Indonesia. Therefore, the researcher will reveal some of the students' speaking problems at Muhammadiyah Junior High School in Pasuruan Regency, based from pre-observation, among them: 1). There are still many students who lack confidence when advancing in front of the class. 2). There are still many students who lack the pronunciation. 3). Not much vocabulary is memorized by students, thus causing a lack of students' speaking development. 4). Low level of confidence. The majority because students feel afraid to say the wrong thing when learning speaking, so they can be ridiculed by their friends.

From the research conducted by Munir, he examined what learning methods and models were used by teachers in teaching English at Junior High School 1 Pasangkayu [15]. The research was conducted using quantitative research methods in an experimental study. Meanwhile, based on research that has been researched by Puspitasari [16], she researched the method to teach English subject at SMA MBS Yogyakarta, and the different methods employed by English teachers in teaching English subject, in which he interviewed several teachers from one school. Based on the several studies that have been mentioned, there is still very little research on English teaching methods taken from several teachers in East Java Province, especially in the Pasuruan Regency area. Therefore, this research will be a theoretical information that can help further research, and will find out what methods are used by some teachers to teaching students' speaking skills in English lessons at several Muhammadiyah Junior High Schools in Pasuruan Regency. It is hoped that with this research, for the readers or prospective teachers can find out about the English teaching methods used by some teachers in junior high schools, also so they can understand what teaching methods are good for teaching students' speaking skills.

## Literature Review

### Speaking

Thornbury state that speaking is a skill, therefore it needs to be developed and practiced, either independently or with a grammar curriculum [3]. Speaking has been taught to learners of all ages and academic levels in Indonesia for

a long time. According to Permendikbud No. 59 from 2014, the goal of studying speaking competence as a productive skill is to prepare students for verbal/oral communication both within and outside of the classroom. Basa and Fadli argue that students are encouraged to use their verbal and spoken communication skills more frequently in all contexts [17]. Speaking is part of an activity in which a person interacts with others. Through speaking, students can express ideas and feelings spontaneously [18]. They can share information, advice and comments with others through communication. Considering the importance of learning speaking skills for students, teachers also have an important role in developing and improving their students' speaking skills. Among the various way teachers convey their knowledge, teachers can apply several learning methods to support and support their learning activities.

### Teaching Method

Harmer state that teaching method is the kind of activity, the roles of the teacher and students, some material design, and the syllabus. An English teacher should be able to oversee all of the classroom operations, including the lesson plan and teaching strategy [5]. Richards and Rodgers claim that method is the specification and interaction between theory and practice are collectively. Almost all approaches of teaching languages operate under the oversimplified premise that what instructors "do" in the classroom can be reduced to a set of universally applicable techniques [9]. So, this method is a way of teaching done by the teacher to help students easily learn what is conveyed. Or the teacher's way of implementing a lesson plan that has been prepared to achieve learning objectives, and is procedural in nature.

### Kinds of Teaching Methods

Harmer state there are several methods for teaching English [5], including: 1) Grammar Translation Method, this method is a combination of grammar and translation, by using students' mother tongue as a starting point to help them learn a foreign language and improve their English [19]. 2) Direct Method, this method also known as the natural approach, this method focuses on developing basic interpersonal communication skills, namely using language in everyday contexts such as conversations, listening to the radio, and similar activities [20]. 3) Audiolingual Method, this method uses a number of strategies to address memory issues, including vocabulary retention. The Audio-Lingual Method is a technique that emphasizes repeatedly hearing a small number of words. And for teaching languages that makes use of practice and practice cycles [21]. 4) Communicative Language Teaching (CLT), this method is based on communicative tasks that emphasize meaning; as a result, language learning "runs itself," and exposure to widely used language and numerous opportunities to use it are crucial for the growth of students' knowledge and skills. In genuine or realistic communication, when the accomplishment of the communicative task is at least as important as the accuracy of the language used, students are typically engaged in this activity. Role playing and simulation so gained enormous popularity in CLT.

The four method are: a). Community Language Learning (CLL), this learning method serves to stimulate students to be able to express an idea in learning. When applying this method, the teacher can act as a counselor when students find it difficult to pronounce words or phrases in English. Teachers can encourage students to speak English until they are proficient. b) Suggestopedia, this method is to help students concentrate more and relax on their learning activities, with suggestions that have been given by the teacher. This method is also intended to supervise students in the classroom as they study. Students are invited to feel comfortable during teaching and learning exercises by listening to music and taking notes depending on what they hear. This method can be successful for maintaining English vocabulary in speaking class. c) Silent Way, the aim of this method is to awaken the learner's capacity for awareness and learning. In which students are required to be more active in responding to teachers who are more actively moved or give pictures or other things without talking. d) Total Physical Response (TPR), a language learning method that integrates teaching and practice. Which involves coordinating commands, speech, and motion to make students more active during learning.

According to pre-observations at several Muhammadiyah Middle Schools in Pasuruan Regency, the condition of the school was already good with pocketing B accreditation, the teachers also made a lot of efforts for students to be more active in participating in several activities such as competitions in the field of English subjects and other subjects to further improve the image of the school is getting better. The researcher also found that the average English teacher had more than 5 years of teaching experience, some even had more than 15 years, and some were already accredited teachers. They have a variety of different methods of teaching English to teaching students' speaking skills. Because according to some of these things, the researcher wants to find out more details about how the teachers' methods are implemented to students in teaching English speaking skills at the Muhammadiyah junior high school in Pasuruan. According to the theory of Harmer [5] which method is used more by teachers at SMP Muhammadiyah in Pasuruan. The objectives of this study are as follows: 1. What are teaching methods used by the teacher to teaching students' English speaking skill? 2. How Muhammadiyah Junior High School teachers implement the teaching method? The

researcher hopes to get answers by conducting research in several Muhammadiyah junior high schools in Pasuruan district.

## II. METHODOLOGY

### Research Design

This study used qualitative research. Woodsong claimed that qualitative research is scientific research that usually requires finding answers to questions, using a series of prearranged procedures to answer several questions, gathering evidence, producing findings that have never been found beforehand, and generate findings that can be immediately applied outside the research context [22]. This study used a qualitative descriptive design, according Sugiyono this study is research that analyzes data by outlining or explaining the information as it has been gathered, without attempting to draw broad generalizations or conclusions [23].

### Research Setting

This research was conducted in 3 Muhammadiyah junior high schools located in Pasuruan regency, there are: SMP Muhammadiyah 2 Bangil, SMP Muhammadiyah 3 Pandaan dan SMP Muhammadiyah 4 Gempol. The researcher chose three schools from Muhammadiyah schools to find out how the teacher's methods in teaching English at each Muhammadiyah school in Pasuruan, which these schools have good accreditation and have English teachers who have long teaching experience This research was conducted for approximately one month in collecting data, in which one week the researchers conducted interviews and observation sessions at one Muhammadiyah Middle School.

### Research Participant/ Subject

Research Participant they are one English teacher from each school, making a total of 3 teachers from 3 Muhammadiyah Junior High School in Pasuruan regency to learn more about the challenges associated with teaching English speaking and what methods they used to teach students' English speaking skills. This was done in 3 teachers because two of the three schools only had one teacher teaching English, so researchers could not collect more data if they only studied in one school and one teacher.

### Data Collection Technique

The researcher conducted an interview with one of the English teachers in each Muhammadiyah school. The interview is related to learning English, especially in Speaking skills with teaching methods that are usually used by teachers when teaching English. The researcher used Semistructure Interview, Sugiyono state that Semistructure Interview kind of interview falls under the genre of in-depth interviews, which can be implemented with greater freedom than organized interviews. By asking the parties invited to the interview for their opinions and ideas, this style of interview aims to identify issues more directly [23]. Interview questions adapted based on Harmer's theory of various teaching methods [5], by using the types of open ended questions. According to Cohen, the open ended question format is intended to elicit a more comprehensive response or to address a query from the subject of the investigation, there are no other restrictions on interviewee's answer [24]. The objectives of this question are as follows: 1. What teaching method do you use to teach students' speaking skills in English lessons? Based on various kinds teaching method by Harmer 2. What is your reason for using this teaching method? 3. What learning materials did you use when applying the method? 4. How do you implement the teaching method?

The researcher observed each teacher from the 3 Muhammadiyah schools mentioned above when they taught English class. Then by using the observation sheet, the learning stages studied are based on the learning steps from the Ministry of Education and Culture which are still based on K13 [25]. With that it will be known whether the teacher can apply learning methods to improve students' speaking skills, and how the reactions and impacts of these methods on students.

### Data Analysis

The researcher used two instruments for collecting data that has been mention above, and the following steps are: 1. Researcher have interviewed every teacher in 3 Muhammadiyah school regarding what teaching methods they usually use when teaching. An approach used to get a clear understanding of the participant's viewpoint on a research issue is conducting interviews. In order to acquire as much as possible about the research issue from the participant, the researcher used an interviewing technique. Sugiyono state that Semistructure Interview kind of interview falls under the genre of in-depth interviews, which can be implemented with greater freedom than organized interviews. By asking the parties invited to the interview for their opinions and ideas, this style of interview aims to identify issues more directly [26]. Researcher interviewing the teachers by ask regarding the experiences and opinions of teachers while implementing teaching methods, so that the teachers can express their experiences without being confined by

the researcher's viewpoints or previous research findings. The researcher gathering the data with by recording and writing on a note. 2. The researcher observed how the teacher's implemented the methods when teaching speaking and students' reactions to the used of these methods in English lessons. Creswell state by seeing individuals and objects at the research site, observation is an open, direct method of acquiring knowledge [27]. As a method of gathering data, observation offers the chance to document events as they happen, to observe actual behavior, and to observe people who have trouble expressing themselves. Researchers will observe each teacher in 3 Muhammadiyah schools when they teach English in class, how teachers will implemented learning methods with step-by-step according to the Ministry of Education and Culture K-13.

### III. FINDING AND DISCUSSION

Based on the results of research on what teaching methods are used by each grade 8<sup>th</sup> English teacher at three Muhammadiyah Junior High Schools in Pasuruan Regency to teaching students' English speaking skills. From the interview sessions with the 3 teachers, the researchers found out that each teacher in the 3 Muhammadiyah Junior High Schools used different teaching methods.

*"I use the role play method to teach students' speaking skills"* (Teacher A)

*"I tend to use Discussion with Grammatical Method to teach English"* (Teacher B)

*"I use the Total Physical Response method to teach students' speaking skills"*(Teacher C)

Teacher A used the Role Play method in teaching students' speaking skill, which Role Play is included in the CLT method category. Harmer state that students engage in real-world or realistic communication as part of CLT activities, and the accomplishment of the communicative task they are doing is at least as important as the accuracy of their language use, role-playing and simulation are now increasingly common in CLT [5]. Teacher A used this method because CLT generally uses communication that relates to everyday life. She asked the students to do Role Play activities with everyday conversations to make it easier for them to learn to communicate. She said that it is one of the more effective methods for teaching students' speaking, which learning material used to apply the method is about *the expression of Hope, Wish and Congratulation*. In applied this method, the teacher divided students into several groups, she also used drilling techniques to simplify and minimize students' mistakes in recognizing intonation and the correct pronunciation of words, then will be applied when playing roles with each group. Drilling gives students the ability to practice the language's pronunciation, grammar, or structure after hearing the teacher or media as the example by repeatedly repeating [22].

Teacher B used the Discussion method with the Grammar method in teaching students' English speaking skills in class. The discussion method is a type of education that involves questions, similar to a test. A teacher might ask questions to assess what students have learned and what remains to be taught. The teacher will provide an assessment of students' understanding of the material taught before to assess whether students understand the material. The teacher applies the discussion method to teach students speaking with learning material about opinions about food and drink. Initially the teacher gives examples of various words and sentences that can be used to express opinions, then the teacher discusses with students about their opinions about certain foods and drinks. Students will give their opinion orally, to hone their speaking skills in English lessons after discussing with the teacher. Thus, the grammatical method is used by teachers as support when discussing with students if there are those who do not know the meaning of sentences that are difficult for them to understand.

Teacher C used the Total Physical Response method when teaching English students' speaking skills. Total physical response is a way of teaching language that is based on verbal coordination and action through physical engagement [23]. The teacher used this method because before he taught speaking to students, the teacher wanted to train students' abilities in terms of vocabulary by relying on the ability of the motor system to train students' activeness during learning. Because some students did not master vocabulary material, and there were a few students who were less responsive to answering English spontaneously. To implement this method, the teacher prepared learning material about *comparison degrees* and several questions that contain vocabulary, then the teacher will discuss and give some questions to students regarding the material orally to hone students' speaking skills.

The results of these interviews were also proven by the author by making observations in class when the teacher was teaching and applying the learning methods used to the students. The teaching stages studied are based on the learning steps from the Ministry of Education and Culture which are still based on K13 [24].

Learning Steps	Example Activity	Teacher A		Teacher B		Teacher C	
		Yes	No	Yes	No	Yes	No
Observing	The teacher asks students to observe (see and hear) the material to be delivered.	√		√		√	
Questioning	The teacher asks questions related to material that students have not understood.	√		√		√	
Experimenting	The teacher asks students to collect information from videos, textbooks or other supporting books, from the internet/related materials	√			√		√
Associating	The teacher asks students to discuss processing the information they get and write it down in a notebook.	√			√		√
Communicating	The teacher asks students to discuss the results of their discussion and work, then concludes the results of their learning activities do.	√		√		√	

Based on observations of 3 teachers who teach in grade 8 junior high school, researchers can see that 3 teachers from each Muhammadiyah Junior High School in Pasuruan Regency still use the 2013 Curriculum. Teacher A used the right teaching method. She carried out the learning stages according to the direction of the Ministry of Education and Culture K13. Starting from the teacher explained the material, the teacher also used drill techniques to simplify and minimize student errors in recognizing intonation and correct pronunciation of words, asked students' understanding of the material being taught, asked students to make several groups and discuss to make conversational texts and asking them to play a role in front of the class. So that students look more active and relaxed when communicating with their respective groups using the Role Play method. San-Valero at Haliwanda argues that the CLT approach often used activities such as role plays, group presentations, and class discussions to maximize opportunities for speaking and sharing language [25]. The CLT method with Role Play activities can make it easier for students to communicate using language in general contexts related to everyday life. The opportunity for students to express their opinions in their English class and during CLT activities was made possible by the encouragement of the teacher [26]. It has been proven that by using the CLT method, English teachers can teach speaking to their students in a way that enables them to speak more fluently, accurately, and clearly.

Teacher B does the same learning stages, according to K-13 directions to apply Discussion Method with grammatical method, the teacher discusses and giving some question about the material and students pay attention and giving some response to it, the teacher read and translate the sentence that cannot understood by students. However, for exercises related to student understanding the teacher does not ask students to make projects, instead the teacher will give questions verbally to students to be answered spontaneously. For student reactions, there were some who were unprepared and embarrassed when answering, and most of the other students were better at answering in English, even if only short answers. Discussion is a valuable teaching tool for language activities that encourages student engagement, particularly in speaking [27]. Grammatical Method is applied to make it easier for students who have difficulty understanding English and speaking English. Sari and Widiati agree that Grammatical Method can help students understand the curriculum better because the majority of them still have limited English skills. Due to the rarity of misunderstandings, speaking both languages help interactions between students and teachers [28]. The fact that students can speak to each other in their native language in class makes them more approachable and increases their learning motivation [28].

Teacher C used the same learning stages as the two previous teachers who were still implemented the K-13. For the application of the learning stages related to the Total Physical Response method used, the teacher explained the material which at that time discussed comparisons. Then the teacher make exercises on the blackboard and appoints several students to come to the front of the class to answer, as well as warm-up exercises to remember vocabulary. Teacher C also did not give projects to students. However, the teacher divided students into several groups based on their seats. Then students will be given questions spontaneously related to the vocabulary they have memorized to practice their speaking skills. Students who stand faster can answered the questions posed by the teacher. Teacher C applied the Total Physical Response method to train students' speaking skills by producing more vocabulary by relying on the ability of the motor system, so that students become active during learning. Other experts seem to suggest that Total Physical Response is a language teaching method that focuses on synchronizing speech and action, with physical motor movements trying to counter each language [29]. And the reactions of most of them also looked enthusiastic when answering even though there were still pronunciation mistakes, but students looked enthusiastic and actively answered, but some looked embarrassed/afraid to say the wrong answer. The TPR approach is very good for helping children learn new words/vocabularies. Students are more involved, quickly remember information, and are confident in using various words [30]. TPR helps students understand language more deeply, which helps them overcome their speaking challenges. Instead, they will not be asked to speak until they are ready to do so; instead, they will be instructed to just listen and follow with their body [31].

From the results of the data above it can be seen that each teacher from the 3 Muhammadiyah Junior High School used a teaching method based on the theory of Harmer [5], to teaching students' speaking skill so that, as can be seen from the statements that have been discussed, it is evident from several studies that support that by using the teaching methods mentioned by 3 teachers at SMP Muhammadiyah in teaching students' speaking skills according to their individual needs. The teachers sometimes apply several teaching methods or techniques that support the learning material they will teach students, it is also considered by the teacher according to the needs and abilities of students as well.

#### IV. CONCLUSION

Based on the research results, it can be concluded that English teachers in 3 Muhammadiyah Middle Schools in Pasuruan Regency use different learning methods to teaching English students' speaking skills. The three teachers applied learning methods by adjusting the problems in teaching and the difficulties students experienced when learning English. According to Harmer, the learning methods used are appropriate, including Communicative Language Teaching, a method that engages students in real-world or realistic communication and the completion of the communicative tasks they perform is at least as important as the accuracy of using their language. Discussion Method to ask questions to assess what students have learned and what still have to teach. Teacher will provide an assessment of students' understanding of the material taught previously for assess whether students understand the material. Grammatical Method, by translating into the mother tongue to make it easier for students to understand the teacher's words and the material presented. Total Physical Response to train students' abilities in terms of vocabulary by relying on the ability of the motor system to train students' activeness during learning in teaching English students' speaking skills.

However, the researcher also wants to give some suggestions and hopes to the teachers. The teacher must be able to create a learning atmosphere and improve students' learning abilities, teachers can at least know more about and apply several varied and more interesting learning methods or strategies. Especially in teaching speaking, it is hoped that teachers will concentrate their attention to assisting pupils in speaking and understanding the language they are learning.



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**Conflict of Interest Statement:**

*The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.*

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GENERAL COMMENTS

**Instructor**

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