



The Importance of the Competence of Language Teachers in Providing Rewards and Punishments in Improving Student Learning Outcomes

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Abstract

The purpose of this paper was to describe the competence of language teachers in providing rewards and punishments in improving student learning outcomes. The method used is the literature review method. Data collection techniques use documentation techniques that are sourced from several reference data, such as books and the internet. Meanwhile, the data analysis technique consists of several steps, including: data reduction, data selection, synthesis, interpretation, and conclusion. The results of writing papers, namely the provision of rewards and punishments by language teachers can increase student motivation to learn so as to improve student learning outcomes. The language that is given when giving rewards and punishments is concrete, literal, and direct language.

Keywords: language teacher competence, reward, punishment, student learning outcomes

Introduction

Language is a communication tool that is very important for humans to interact. With language we are able to convey the information we expect to someone (Noermanzah, 2019: 307; Syafryadin, 2020). In a sense, the better and polite a person's language is, the easier it will be for him to get the goals he wants through his language (Syafryadin et al., 2020; Kusmiarti et al., 2020; Gusmuliana, et al. 2020). Likewise a teacher, who mostly relies on language in delivering material.

Professional teachers should have good and correct language competence (Martina, et al. 2020; Syafryadin, 2020). In this case the language used by the teacher is Indonesian, which is the second language studied by students (Noermanzah, 2015). The second language that is mastered by this teacher is shown by the use of standard Indonesian, communicative, and has good manners in language. The language ability of a teacher shows the level of success of students in understanding each material they learn. This is because the material delivered uses language, both oral and written, if the information in the form of material is conveyed in good language, students will also receive the material well.

One of the uses of teacher language that is important to apply in the learning process is the language of reward and the language of punishment. The language of appreciation is various forms of appreciation or appreciation for an achievement that has been achieved by a group of children in



certain activities (Wijanarko, 2010: 124). Awards can encourage and motivate children to achieve more, but until now there are still many parents or teachers who think that awards such as gifts are not important, on the grounds that children should behave in this way and achieve according to their abilities. Then, gifts will also weaken children's motivation to do something they are supposed to do.

Meanwhile, punishment according to Purwanto (2007: 186) as an educational tool in the form of sanctions that are given or inflicted on purpose by someone (parents, teachers, etc.) after an offense, crime or wrongful punishment can serve as negative reinforcement, but if given precise and wise can be a motivational tool. However, it is very sad to see the condition of our education today, giving punishment is sometimes given excessively on the grounds of a deterrent effect so that students no longer repeat their mistakes, instead of producing good results, which results in acts of violence in schools.

Rewards and punishments are used as tools to arouse students' enthusiasm or motivation to be more active in learning so that educational goals can be achieved (Sulistiyani, 2019). However, educators should consider how the reward and punishment is given wisely which is expressed in the spoken language of a teacher. That is the importance of giving rewards and punishments in the learning process at the school and college level because it is able to provide strong learning motivation to students so that student learning outcomes will be achieved well.

In writing this paper, the problem to be answered is "How is the competence of language teachers in providing rewards and punishments in improving student learning outcomes? Meanwhile, the purpose of writing a paper is to describe the competence of language teachers in providing rewards and punishments in improving student learning outcomes.

Some of the benefits of writing this paper include: (1) increasing the knowledge of knowledge in the field of teaching, especially the techniques of giving motivation through language in the form of rewards and punishments; (2) a reference for readers, especially for teachers to appreciate language through rewards and punishments in improving learning outcomes.

Research Method

The method used in this paper is the literature review method. Data collection techniques use documentation techniques that are sourced from several reference data, such as books and the internet. The main instrument in writing this paper is the writer. Then, data analysis techniques with several steps, including: data reduction, data selection, synthesis, interpretation, and conclusions.



Discussion

The language spoken by teachers in Indonesian territory is Indonesian. Indonesian is the second language for most students so that the teachers have quite a heavy duty in explaining every utterance delivered to students. In addition, the teacher's language differs from the language of a teacher when communicating with peers at home or outside the classroom. Teacher language is a form of language specifically used by teachers in class so that students can quickly progress in learning. In language in the classroom, teachers must have the competence to choose words that are suitable for student development, adjust intonation, manage language strength, and vary the form of language in the classroom (Suyatno, 2011). Management of the language leads to successful learning.

The fact proves that many students find it difficult to understand, difficult to master concepts and give up when presented with problems, not because these students are brainless, but these students do not understand the language used by the teacher. The teacher's sentences are swirling, speech cannot be understood, and the teacher's language cannot be taken. Therefore, innovative teachers must be aware of the need for the ability to use language in the classroom. The language of a good teacher is always straightforward, not circling, the words are in accordance with the students' language development, and have tones. Students quickly catch on after listening to the teacher's description. In fact, the teacher's words deepened in the students' memories. In the end, thanks to the teacher's language, students are inspired to do something when they enter the world of society.

Variety of language, especially spoken language is closely related to the ability to communicate aided by body language cues such as facial expressions, thumbs up, applause, and others. Teachers must know that children's communication abilities are in line with the rapid development of children's congenitivity starting from the sensorimotor stage, the pre-operational stage, the concrete operational stage, and the formal operation stage (Piaget in Shaffer and Kipp, 2010: 253). Each stage of development has its own characteristics and each stage of development is interrelated. In cognitive development, the sensorimotor phase occurs when the age of 0-2 years, the concrete pre-operational phase around the age of 2-7 years, the concrete operational phase at the age of 7-11 years, and the formal operational phase at the age of 11 years (Piaget in Santrock, 2007: 246).

In this case, it needs to be emphasized that children are not miniature adults, they think and understand the world in different ways that adults do (Noermanzah, 2017). Especially for elementary school children, oral communication must be accompanied by something concrete in nature with the help of body signals, for example the word horse must be shown with a picture of a horse, in this case the teacher orders by showing a picture of a horse. In addition, the language



spoken must be literal or direct. Literal language is speech which means the same meaning as the words that compose it (Wijaya and Rohmadi, 2011: 30). Meanwhile, direct language is speech that is in accordance with the function of the speech, for example, interrogative sentences to ask questions, command sentences to rule, and others ((Wijaya and Rohmadi, 2011: 28). By using concrete, literal, and direct language it is hoped that students will quickly understand the concept of words being learned To achieve student learning outcomes at the concrete operational stage, it is necessary to give rewards and appropriate punishments.

Prize according to Purwanto (2007: 182) is a tool to educate children in the form of appreciation for their actions and work so that they feel happy. Purwanto further stated that with an appreciation the child would be even more active in his efforts to improve or enhance the achievements he had obtained, but as an educational tool it was not certain that the smartest or best child for his job at school would receive an award in the form of a gift from the teacher. A child who is really smart, and always shows good work results, does not always need to be rewarded. Because, if this is the case, the gift has changed its character to become a "reward".

Then, according to Wijanarko (2010: 124), an award is an appreciation given to someone for the success they get. With regard to awards. Yamin (2011: 238) also argues that giving awards will have a positive impact on the learning process, namely: (1) increasing the likelihood and intensity of behavioral actions that lead to these objects, (2) producing consummatory approaches and behaviors and are the result of decision making economics, and (3) encouraging subjective feelings of pleasure and hedonia.

In giving awards, according to Purwanto (2007: 184), there are several requirements for good appreciation to educate children, including: (1) to give pedagogical rewards, it is very necessary for teachers to really know their students and to know the proper form of appreciation. False and improper rewards can have undesirable consequences. (2) An appreciation given to a child should not cause jealousy or envy for another child who feels that his job is also better but does not receive appreciation. (3) Giving rewards should be economical. Too often or continuously giving awards will lose its meaning as an educational tool. (4) Do not give awards by promising before the children show their work performance, let alone the awards given to the whole class. The reward that was promised earlier, only makes the children rush into work and will bring difficulties for some children who are less intelligent. (5) Educators must be careful about giving awards, lest they receive awards given to children as a reward for their efforts.

Furthermore, Pasya (2010: 117-118) reveals the things that need to be considered in giving appreciation to children, are: (1) reward good behavior immediately and continuously; (2) among the most memorable awards are smile, pat on the shoulder, flattery and attention; and (3) give rewards for good behavior which is a result and change from the results of bad behavior.



According to Indrakusuma (1973: 159-161), the awards given to students take various forms, in broad terms the awards can be divided into four types, namely:

1. Praise

Praise is one form of appreciation that is easiest to do. Praise can be in the form of words such as: good, good, very good and so on, but it can also be words that are suggestions. For example: "Well, next time it will be even better." "I hope you are now more diligent in studying" and so on. Besides those in the form of words, praise can also be in the form of signs or signs. For example, by showing the thumb, by tapping the child's shoulder, with clapping, and so on.

2. Respect

This honor can take two forms. The first is in the form of a kind of coronation. That is, the child who gets respect is announced and displayed in front of his friends. It can also be in front of classmates, school friends, or maybe in front of friends and parents of students. For example, at a report card distribution event, at children's achievement week, or at a farewell event. In this event, the child who gets the honor is announced in front of his friends, or may be asked to show his abilities or achievements.

Second, respect in the form of giving the power to do something. For example, a child who has successfully completed a difficult job has the results of his work posted on the child's achievement board for other friends to see, or a child who has succeeded is given the power to lead his friends when praying, or the child may choose the appropriate job. with her wish.

3. Gift

The essence of the gift here is an award in the form of giving in the form of goods. An award in the form of giving this item is also called a material award, which is an award in the form of this item which can consist of school supplies, such as pencils, rulers, books, and others.

4. Sign of Appreciation

If the prize is an award in the form of a thing, then the token of appreciation is the opposite. The mark of appreciation is not valued in terms of price and usefulness of the items, as is the case with gifts. Rather, a token of appreciation is judged in terms of its "impression" or "memory value". Therefore, this token of appreciation is also called a symbolic award. This symbolic award can be in the form of certificates and certificates.

Of the four kinds of awards mentioned above, in its application a teacher can choose the form or kinds of awards that are suitable for students and adapted to the situation and conditions, both the situation and condition of the student or financial situation and conditions, if it involves financial problems.

In giving an award a teacher should be able to know who is entitled to an award, a teacher must always remember the purpose of the award from the award. A student who at one point or



another performs better than usual, may very well be rewarded. In this case, a teacher should be wise, do not let appreciation create envy in students.

Then, in addition to the teachers having to give appreciation in learning in the classroom, they also need to be given appropriate punishment. Punishment is described by Purwanto (2007: 186) as an educational tool in the form of sanctions that are given or inflicted on purpose by someone (parents, teachers, etc.) after an offense, crime or mistake has occurred. In addition, according to Purwanto (2007: 186), he argues that as an educational tool, the punishment given should pay attention to several things as follows: (1) always an answer to an offense; (2) always unpleasant at best; and (3) always aiming for improvement; the punishment should be given for the child's own benefit.

Then, Purwanto (2007: 191-192) explains that a punishment that is pedagogical must meet the following requirements: (a) each sentence must be accounted for. This means that the punishment should not be carried out arbitrarily. Although in this case a teacher or parent is somewhat free to determine which punishment will be given to his students, but in this case we are bound by affection for children by the rules of law and by the limits set by public opinion. (b) The punishment was as corrective as possible. Which means that he must have educational (normative) value for the inmate: to improve the behavior and morals of the children. (c) Punishment must not be of a threat or retaliation of an individual nature. Such punishment does not allow a good relationship between the educator and the educated. (d) Do not punish when the teacher is angry. Because, if so, it is likely that the punishment was unfair or too severe. (e) Each punishment must be given consciously and have been calculated or considered in advance. (f) For the convicted person (child), the punishment should be felt as true grief or suffering. Because of the punishment, the child feels sorry and feels that for a time he has lost the love of his educator. (g) Do not carry out corporal punishment because in essence, corporal punishment is prohibited by the state, is not humane, and constitutes persecution of fellow beings. After all, corporal punishment does not convince us of any improvement in the condemned person, but on the contrary it only creates a grudge or resistance. (h) Punishment must not damage the good relationship between the educator and his students. For that, it is necessary that the punishment given is understandable and understood by children. The child in his heart accepts the punishment and feels the justice of the punishment. The child should understand that punishment is a natural result of the offense he has committed. The child understands that the punishment depends on the will of the educator, but is worth the gravity of the mistake.

In connection with some of the above, it is necessary to have the ability to forgive the educator, after imposing a sentence and after the child has realized his mistake. In other words,



educators should be able to seek to restore good relations with their students. Thus, it can avoid feelings and hurt that may arise in children.

In this section the author will discuss the types of punishments given, here are some opinions about the types of punishments as follows:

1. Preventive Punishment

Preventive punishments are punishments carried out with the intention of preventing or avoiding violations. This punishment is intended to prevent violations from occurring so that it is done before the violation is committed (Purwanto, 2006: 189). There is another opinion regarding the meaning of punishment prevention is a punishment that is preventive in nature. The purpose of this preventive punishment is to prevent things that can hinder or hinder the smooth running of the educational process.

Included in the punishment prevention are as follows: (a). discipline, is a series of rules that must be obeyed in a situation or in an order of life, for example, rules in the classroom, school examination rules, family life rules, and so on. (b). Prompts and orders, suggestion is a suggestion or invitation to do or do something useful. For example, the recommendation to study every day, the advice to always be on time, the recommendation to save money, and so on. (c). Prohibition is actually the same as an order. If an order is a necessity to do something useful, then prohibition is a must not to do something harmful. For example, the prohibition against chatting in class, the prohibition on making friends with lazy children. (d). Coercion is an order by force against students to do something. Coercion is carried out with the aim, so that the course of the educational process is not disturbed and obstructed. (e). Discipline, means a willingness to obey rules and restrictions. Compliance here is not only obedient because of external pressures, but compliance based on an awareness of the value and importance of these regulations and prohibitions (Indrakusuma, 1973: 140-142).

2. Repressive Punishment

Repressive punishments are punishments carried out because of a violation, by the sins that have been committed. So, this punishment is carried out after an offense or mistake (Purwanto, 2007: 189). Another opinion regarding repressive punishment is to make children aware, to return to the right things, the good and the orderly. Repressive punishments are held when there is an act deemed contrary to the rules, or an act that is deemed to violate the rules.

Then, what is included in repressive punishment according to Indrakusuma (1973: 144-146) is as follows: (a). Notification is a notification to students who have done something that can disrupt or hinder the education process. For example, students who converse in class during class. It is possible that these students do not know that in the classroom when there is a lesson it is prohibited to converse with other students. Therefore, we have to inform the students in advance



that it is not allowed. (b). Warning, if the notification is given to students who may not know something about something, then the warning applies to students who already know. (c). Warning, given to students who have committed violations several times, and have been given a warning for their violations. (d). Punishment, is the last one taken if reprimands and warnings are not able to prevent students from committing violations. (e). Rewards are a very fun educational tool. Rewards are given to students who show good results in their education.

Another opinion regarding the types of punishment is that of Stern (2010) that distinguishes three types of punishment which are adjusted to the level of development of children who receive punishment, as follows. (a). Associative punishments, in general, people associate punishment with crimes or violations, between the suffering caused by the punishment with the offense that was committed. To get rid of that bad feeling (law), usually people or children stay away from actions that are bad or prohibited. (b). Logical Punishment, this Punishment is used against children who are rather older. With this punishment, children understand that the punishment is a logical result of their bad work or actions. (c). Normative punishments are punishments that are meant to improve children's morale. This punishment is carried out for violations of ethical norms, such as lying, cheating, and stealing. So, normative punishment is closely related to the formation of children's character. With this relationship, educators try to influence the conscience of children, convict children of wrong actions, and strengthen their will to always do good and avoid evil.

Apart from the distribution as mentioned above, the punishment can be distinguished as follows (Purwanto, 2007): (a). natural punishment, type punishment advocated by J.J. Rousseau. According to Rousseau (in Purwanto, 2007: 189-191), children when they are born are pure, clean from all stains and evil. As for the cause of the destruction of the child is human society itself. Therefore, Rousseau recommended that children be educated according to their nature. Likewise regarding punishment, Rousseau advocated "natural law". Let nature punish the child. However, from a pedagogical perspective, natural punishment is not educational. With natural punishment alone, children cannot know which ethical norms are good and which are bad, which are allowed and must be done and which are not. Children cannot develop on their own in the direction of the true ideals and goals of education. After all, natural punishment is very dangerous to the child, sometimes even destroying him. (b). Intentional punishment, this punishment as opposed to natural punishment. This kind of punishment is carried out deliberately and with purpose. An example is the punishment carried out by the educator against his students, the sentence imposed by a judge on the accused or offender (Purwanto, 2007: 189-191).

According to Ahmadi and Uhbiyati (1991: 73) when viewed in terms of how to give punishment, punishment can be divided into four types, namely: (a) punishment with a signal, this kind of punishment is imposed on others or students by gesturing through mimics and



pantomimics. , for example by eye, facial expression and even limb reward. This signal penalty is usually used for minor offenses that are preventive in nature against the actions or behavior of students or students, but with this signal is a manifestation that the action is desired and does not please others, or in other words, the behavior is wrong. (b) verbal punishment, is intended as a punishment imposed on students by means of words, for example: (1) giving advice and words that have a constructive character. In this case, students who commit violations are notified, in addition to being given a warning or pouring seeds of awareness so that students do not repeat their wrong actions; (2) Reprimand and warning, this is given to students who have only committed mistakes or violations once or twice. For students who have only committed the violation once or twice, they should only be given a warning. However, if the other time the student violates again and again, the student is given a warning. (3) Threat, means punishment in the form of an ultimatum that raises the possibilities that occur with the intention of making students feel afraid and stop their wrong actions. This threat is a punishment that is preventive or preventive before the student makes a mistake.

(c) Punishment with deeds, this punishment is given to students by giving assignments to students who are guilty. For example, by giving a large amount of homework, including moving seats, or even being expelled from class. But this also means that the teacher must consider if what is being issued is a stubborn student, then for him this makes him feel good. (d) Corporal punishment is a punishment imposed by hurting a student's body either with a tool or not, for example hitting, pinching, and so on.

Of the kinds of punishments that have been mentioned above, they are intended to correct the wrong actions of students into good ones. According to Al-Abrasyi (1993: 153), the purpose of giving punishment in education is punishment as guidance and improvement, not as rebuke or revenge. Corporal punishment that is harmful to students should not be given in the world of education, because this kind of punishment does not encourage students to act according to their awareness so that students are traumatized, students will not want to learn and will even ask to quit school. In giving corporal punishment, several conditions must be fulfilled, namely: (1) children should not be beaten before the age of 10; (2) strokes may not be more than three times. What is meant by hitting here is a stick or small stick, not a large stick; and (3) given the opportunity for children to repent of what he has done and correct mistakes without using beatings or damaging his reputation (embarrassing him).

If we want to be successful in learning in school, we must think about each student and give him the appropriate punishment after we have weighed his mistakes and after knowing his background. When a child is guilty, admit his mistakes and feel how affectionate the teacher is for him. So, he himself will come to the teacher asking to be sentenced because he feels there will be



justice, hopes to be pitied, and has a resolution to repent and will no longer return to the same mistakes. In this way, we will come to the main purpose of punishment, namely correction.

Conclusion and Suggestion

From the results of writing this paper it can be concluded that the language competence of teachers in providing rewards and punishments can motivate students to learn so as to improve student learning outcomes. Awards that can be given can be in the form of praise, respect, gift, appreciation sign. Whereas the punishments that can be given can be in the form of preventive punishments (order, advice, orders, prohibitions, coercion, and discipline), repressive punishments (notifications, warnings, warnings, punishments, and rewards), associative punishments, logical punishments, normative punishments, punishment nature, deliberate punishment, verbal punishment, deed punishment, and corporal punishment. In addition, the teacher's language competence in applying rewards and punishments by choosing words that are appropriate to student development, adjusting intonation, managing language strength, and using literal and direct language, and varying the form of language in the classroom.

The results of this paper are only limited to a theoretical study of the challenges of reward and punishment, especially in schools, so that further authors can explain at lower or higher levels of education. Educators are expected to be able to provide rewards and punishments in accordance with children's cognitive and emotional development and use concrete, literal, and direct language.

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