

ANALYSIS OF SOUND ERRORS IN READING THE QUR'AN TPA AL-HAMZAH MAKASSAR STUDENTS (PHONOLOGY LEARNING)

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Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan bunyi yang dilakukan oleh siswa TPA Al-Hamzah Makassar saat melakukan kegiatan membaca. Penelitian ini menggunakan metode analisis deskriptif kualitatif. Untuk mengumpulkan data penelitian, metode yang digunakan adalah metode observasi, wawancara, dokumentasi dan pencatatan. Hasil penelitian ini menunjukkan bahwa bentuk-bentuk kesalahan bunyi dalam membaca Al-Qur'an adalah: 1. Perubahan fonem yang menggunakan bunyi tipis (ringan) bukan tebal (berat) atau sebaliknya. Yaitu: Menggunakan fonem /د/ untuk mengganti fonem /ض/, menggunakan fonem /أ/ untuk mengganti fonem /ع/, menggunakan fonem /ه/ untuk mengganti fonem /ح/, menggunakan fonem /ك/ untuk mengganti fonem /ق/, gunakan fonem /س/ untuk mengganti fonem /ش/, gunakan fonem /ز/ untuk ganti fonem /ذ/ dan gunakan fonem /س/ untuk ganti fonem /ذ/. 2. Pertukaran fonem yang memiliki artikulasi dekat. Yakni: Gunakan fonem /س/ untuk menggantikan fonem /ص/ dan gunakan fonem /س/ untuk menggantikan fonem /ث/. Kata-kata yang sering terdengar namun salah pengucapannya adalah: pengucapan /أنعمت/ yang berbunyi /4. أمعمت/. Penghilangan fonem yang berfungsi sebagai bacaan Gila. Yaitu: huruf /أ/.

Kata kunci: Analisis Kesalahan Bunyi, Fonologi, Keterampilan Membaca

Abstract

This research aims to analyze the sound errors made by TPA Al-Hamzah Makassar students when they carry out reading activities. This research uses descriptive qualitative analysis method. To collect research data, the method used is the method of observation, interviews, documentation and recording. The results of this study indicate that the forms of sound errors in reading the Qur'an: 1. Changes in phonemes using thin (light) sounds instead of thick (heavy) sounds or vice versa. Namely: the use of the phoneme /d/ to replace the phoneme /z/, the use of the phoneme /a/ to replace the phoneme /e/, the use of the phoneme /h/ to replace the phoneme /h/, the use of the phoneme /k/ to replace the phoneme /q/, the use of the phoneme /s/ to replace the phoneme /sh/. 2. The exchange of phonemes that have close articulations. Namely: The use of the phoneme /s/ to replace the phoneme /v/ and the use of the phoneme /s/ to replace the phoneme /th/. 3. Words

that are often heard but are wrong in pronunciation, namely: pronunciation /أنعمت/ which is read /أنعمت/. 4. The omission of phonemes that function as Mad readings. Namely: the letter /آ/.

Keywords: *Analysis of Sound Errors, Phonology, Reading Skill*

INTRODUCTION

Language is a medium for conveying meaning because language provides very broad possibilities when compared to other ways, for example gestures, signs with flags or banners, smoke, and so on. Therefore, language is a communication tool in the form of a sign system or symbol system produced by the human speech organ in the form of sounds that are spoken and contain meaning. Therefore, language is very important to learn, so that we can communicate fluently with other people (Harimurti Kridalaksana, 1983). The expressions of humans are called language. And it can be understood from this statement that language material is in the form of speech sounds. An in-depth study of the sounds of these words is investigated by a branch of linguistics called phonology (Masnur Muslich, 2009). Phonology is also called the field of linguistics which studies, analyzes, and discusses sequences of language sounds. In language, phonology is formed from the word font, which is sound, and logic, which is science. It can be concluded that phonology is the study of speech sounds. In terms of the hierarchy of sound units that are the object of his study, phonology is divided into phonetics and phonemic (Chaer, 2007).

Phonetics is the study of phonology which views the sounds of words as mere language media, just like objects or substances (Sulaiman, Rizkariani., Muhajir., 2019). Meanwhile, phonemic is the study of phonology which views that speech sounds are part of the language system. Phonological error is a form of error that is included in the linguistic taxonomy. These errors occur at the sound level, whether at the level of words, phrases, clauses or sentences. Errors in the phonological aspect occur in the use of spoken language, both productively (speaking) and receptively (listening) (Setyawati, 2013). Problems related to errors in reading the Qur'an often occur due to phoneme differences between Arabic and Indonesian. This problem also often occurs at the Al-Hamzah TPA. This problem is often ignored by teachers because they think that pronunciation problems in reading Arabic texts are not too important. In fact, often the teacher only pays attention to students' memorization of a vocabulary in Arabic by paying attention to the pronunciation of the vocabulary properly and correctly. As a result, the student feels that his Arabic pronunciation is correct, so the student does not try to improve because of the lack of attention from the teacher.

Arabic Phonology

Phonology is a field in linguistics that investigates the sounds of language according to their functions (Kridalaksana, 1995). Phonology in Arabic can also be called the Makhorijul letters. Makhoriij is the plural of makhraj which means exit. Meanwhile, letters are the plural form of harf, which means sounds that affect makhraj. So makharij al-hurf are the places or locations where the hijaiyah letters come out when sounding them (Wadud, 1997). Makhraj Letters also mean the place where the letter sounds come out (the place where the letter sounds come out), so that one letter can be distinguished from the other letters (Nasrulloh, 2012). Phonology is a field in linguistics that investigates the sounds of language according to their functions (Kridalaksana, 1995). According to Abdul Chaer, phonology is a field of linguistics that studies, analyzes, and discusses

sequences of language sounds, which are etymologically formed from the words font, namely sound, and logic, namely science (Chaer, 1994). It can be concluded that phonology is the study of speech sounds that examines related to how the process of occurrence of a sound of language to how the response of the sound of the spoken language can be identified whether there are errors in each pronunciation process. This is the realm of analysis at the phonological level.

Reading the Text of the Qur'an

Tarigan explained that reading is a process used by the reader to get the message that the writer wants to convey through language. It can be stated that reading is an active activity carried out by readers, namely by matching reading symbols to obtain information from the expressions of a writer (Tarigan, 1979). Reading has different types depending on the purpose of the reader reading the text. The types of reading are reading aloud and reading silently. Reading aloud is a reading activity that is carried out simultaneously between readers and listeners to capture the information and expressions of an author. Reading silently is reading silently, which aims to understand the contents of the reading or just to read at a glance (Tarigan, 1979). Reading (al-qirā'ah) is a process that is carried out and used by the reader to obtain the message to be conveyed by the writer through the medium of words/oral language (Tarigan, 1979).

Reading Arabic texts is related to two aspects; mechanical (ميكانيكيا) and cognitive (عقليا) (Kamil Al-Naqah, 1985). The mechanical aspect relates to philology, written symbols, understanding of words and pronouncing them. The cognitive aspect is concerned with understanding meaning and interpreting it, guessing the author's thoughts and criticizing them. Both of these aspects become a benchmark as a good reading criterion if there are no mistakes in the process of both. Based on the results of observations made, the problems encountered in this study are how the forms of sound errors in reading the Qur'an for TPA Al-Hamzah students, what are the factors that cause sound errors in reading the Al-Qur'an for TPA students Al-Hamzah and what is the solution that the teacher does in overcoming sound errors in reading the Al-Qur'an at TPA Al-Hamzah. For this reason, this study aims to determine the forms of sound errors, the factors that cause sound errors and to find out the solutions made by the teacher in overcoming sound errors in reading the Qur'an for TPA Al-Hamzah students. Farida Rahim said that in the process of reading there are three basic components, namely recording, decoding and meaning. Recording refers to words and sentences, then associates them with their sounds according to the writing system used, while the decoding process refers to the process of translating graphic sequences into words. It is this recording and decoding process that is learned in beginning reading in the early grades. Meanwhile, the process of understanding meaning is learned in advanced reading in high grades (Rahim, 2005).

METHOD

This study uses a qualitative descriptive research method, because the researcher wants to describe a situation, describe and describe the form of sound errors in reading the Qur'an. In addition, it is also to explain what causes these problems to occur, and what efforts have been made by the teacher. The method used by researchers is the method of observation, interviews, documentation and recording. In the observation stage the researcher made observations on two subjects, namely students of TPA Al-Hamzah Makassar, the data taken was in the form of sound errors in reading and student behavior. The second subject is an educational institution teacher, the

data collected is in the form of teacher preparation in teaching, teaching methods and class mastery. Interview techniques are also used to interview teachers and students to collect data in conducting this research. Recording techniques are also used in collecting data because the observed data is in the form of verbal utterances. Participants in this study were five students at TPA Al-Hamzah Makassar. This sample collection technique uses purposive sampling where the researcher determines the sample with certain considerations and criteria in accordance with the research objectives. The purpose of this study is to reveal students' sound mistakes in reading the Qur'an.

FINDINGS

1. Forms of sound errors in reading the Koran for TPA Al-Hamzah Makassar students

Linguistic errors are included in the phonological level and are part of language errors in the language category. Linguistic errors at the phonetic level are divided into two categories, namely pronunciation errors and spelling errors. In this case the author examines sound errors when the informant reads the Qur'an, namely surah Al-Fatihah, surah Al-Kausar to sura An-Nas. So the category used by the author is the category of pronunciation errors, which include phoneme changes, phoneme omissions and phoneme additions (Setyawati, 2010:32). Here is the presentation:

Table 1. Title Error Classification

Error Classification	Say	Pronunciation error
Phoneme Change	الشَّيْطَانِ	السَّيْطَانِ
	الْحَمْدُ	الْهَمْدُ
	الْعَلَمِينَ	النَّالِمِينَ
	تَعْبُدُ	تَبْدُدُ
	نَسْتَعِينُ	نَسْتَنِينُ
	الصِّرَاطِ	السِّرَاطِ
	الرَّحِيمِ	الرَّهِيمِ
	أَنْعَمْتَ	أَمَعَمْتَ
	أَنْعَمْتَ	أَنْمَمْتَ
	الَّذِينَ	الزَّيْنِ
	الْمَغْضُوبِ	الْمَغْدُوبِ
	الْكَوْثَرِ	الْكَوْسَرِ
	وَالْحَزِّ	وَالهَزِّ
	شَانِئَكَ	سَانِئَكَ
	تَعْبُدُونَ	تَبْدُدُونَ
	أَنْتُمْ	أَمَنْمُ
	أَنْتُمْ	عَنْمُ
	إِذَا جَاءَ	إِسَا جَاءَ
	نَصْرُ	نَسْرُ
	سَيِّئِ	سَيِّئِ
يَكُنْ	يَفِنْ	
أَعُوذُ	أَعُوْرُ	
النَّفْسِ	النَّفْسِ	

	أنا	عنا
	ذات	سات
	حَمَّالَةٌ	هَمَّالَةٌ
	الصَّمَدُ	السَّمَدُ
	غَاسِقٍ	غَاسِكٍ
	أَبِي	هَبِي
	ذات	زات
	الْحَطْبِ	الْهَطْبِ
	حَبْلٌ	هَبْلٌ
	أَحَدٌ	أَهْدٌ
	يَكُنْ	يُفِنْ
	قُلْ	كُلْ
	إِذَا	إِزَا
Phoneme Reduction	الضَّالِّينَ	الضَّالِّينَ
	إِنَّا	إِنَّا
	يَايَهَا	يَايَهَا
	لَا	لَا
	جَاءَ	جَاءَ
	يَدَا	يَدَا
Phoneme Addition	-	-

Based on the table above, it can be seen that there are errors in reading the Al-Qur'an for TPA Al-Hamzah students if presented from the number of errors, pronunciation errors are in the form of phoneme changes by 84% or 36 out of 43 errors, pronunciation errors are in the form of phoneme reduction by 16% or 7 out of 43 errors and pronunciation errors are in the form of adding phonemes by 0% or no errors are found from the total errors. found. While the explanation of the error above will be described as follows:

- a. Changes in phonemes using thin (light) sounds instead of thick (heavy) voiced letters or vice versa.

Namely the pronunciation مَعْضُوبٍ becomes مَعْدُوبٍ. Phoneme /ض/ turns into a phoneme /د/. Phoneme /ض/ and /د/ has a slight difference because the places where the letters come out are almost close together. Phoneme /ض/ is included in the letters that come out from the side (right and left) of the tongue which is attached to the gums of the molars whose pronunciation is more emphasized and thicker, while the phoneme /د/ including the letters that come out of the tip of the tongue that hit the incisors and gums, which have a lighter pronunciation. Error in pronunciation أَنَا أَنْتُمْ تَعْبُدُونَ، أَنْعَمْتَ نَسْتَعِينُ، نَعْبُدُ الْعَلَمِينَ and أَنَا. Phoneme /ع/ turns into a phoneme /أ/ and vice versa. Phoneme /ع/ and /أ/ has a slight difference because the places where the letters come out are almost close together. Phoneme /ع/ is included in the letters that come out of the middle throat which are pronounced with emphasis, while the phoneme /أ/ including letters that come out of the base of the throat whose pronunciation is lighter. Error in pronunciation أَحَدٌ، حَبْلٌ، الْحَطْبِ، حَمَّالَةٌ، وَأَنْحَرُ، الرَّجِيمِ، الْحَمْدُ. Phoneme /ح/ turns into a phoneme /ه/ and vice versa. Phoneme /ح/ and /ه/ has a slight difference because the places where the letters come out are

almost close together. Phoneme /ح/ is included in the letters that come out of the middle of the throat which are pronounced with a little emphasis, while the phoneme /ه/ including letters that come out of the base of the throat whose pronunciation is lighter.

Error in pronunciation *يَكُنْ، قُلْ* and *غَاسِقِ*. Phoneme /ك/ turns into a phoneme /ق/ and vice versa. Phoneme /ك/ and /ق/ has a slight difference because the exit points are almost close together. Phoneme /ك/ is included in the letters that come out of the base of the tongue regarding the roof of the mouth above it and the pronunciation is emphasized, while the phoneme /ق/ including letters that come out of the base of the tongue a little tight against the roof of the mouth that is above it where the pronunciation is lighter. Error in pronunciation *شَانِيكَ*. Phoneme /ش/ turns into a phoneme /س/. Phoneme /ش/ and /س/ has a slight difference because the places where the letters come out are almost close together. Phoneme /ش/ is included in the letters that come out of the middle of the tongue, while the phoneme /س/ including letters that come out of the tip of the tongue that are closer between the upper and lower incisors and the pronunciation is lighter. Error in pronunciation *إِذَا، ذَاتِ، الَّذِينَ*. Phoneme /ذ/ turns into a phoneme /ز/. Phoneme /ذ/ and /ز/ has a slight difference because the letters are almost close together. Phoneme /ذ/ is included in the letters that come out of the tip of the tongue and coincide with the tips of the two upper incisors, while the phoneme /ز/ including the letters that come out of the tip of the tongue and fill the tips of the two lower incisors.

Error in pronunciation *إِذَا جَاءَ* and *ذَاتِ*. Phoneme /ذ/ turns into a phoneme /س/. Phoneme /ذ/ and /س/ has a slight difference because the letters are almost close together. Phoneme /ذ/ belongs to the letters that come out of the tip of the tongue and occupies the tips of the two upper incisors, while the phoneme /س/ including the letters that come out of the tip of the tongue and occupy the ends of the two lower incisors. Elementary school-age students tend to be less proficient in differentiating the pronunciation of letters whose makhraj are close together and are often exchanged. So there will often be errors in pronunciation. This can be minimized by habituation to children.

b. Exchange of phonemes that have close articulations

Namely the pronunciation *الصَّمْدُ* and *سَيَصْلِي، تَصْرُ، الصِّرَاطِ*. Phoneme /ص/ turns into a phoneme /س/. Phoneme /ص/ and /س/ has a slight difference because the place where the letters come out is the same, namely from the tip of the tongue that approaches between the upper and lower incisors, it's just that the phoneme /ص/ is pronounced by pursing the lips, while the phoneme /س/ the pronunciation by widening the lips or smiling slightly. Another example on pronunciation *النَّقِيَّتِ* and *الكَوْتَرِ*. Phoneme /ث/ turns into a phoneme /س/. Phoneme /ث/ and /س/ has a slight difference because the place where the letters come out is the same, namely from the tip of the tongue, it's just that the phoneme /س/ is pronounced by bringing the tip of the tongue closer between the upper and lower incisors, while the phoneme /ث/ pronunciation by attaching the tip of the tongue with the two upper front incisors.

c. Words that are often heard but mispronounced

For example, in errors in pronunciation *أَنْتُمْ*, which is read *أَمْتُمْ*. In terms of writing, the letters are clearly different, but most reading children still mispronounce words *أَنْتُمْ* in Surah Al-Fatihah.

d. The removal of the phoneme that functions as the letter Mad.

For example in phonological errors in pronunciation **الضَّالِّينَ، إِنَّا يَا أَيُّهَا لَآ جَاءَ بِدَأْ** and **مَاَ**, which is read by shortening sounds that should be read long. Readings that should be read 6 harokat but read 2 harokat. These errors can cause readings not in accordance with the rules.

DISCUSSION

1. Factors that influence the occurrence of sound errors in reading the Qur'an for TPA Al-Hamzah Makassar students

According to Dalyono, the factors that cause difficulties in learning are divided into 2 namely internal and external factors.

a. Internal factors

Internal factors are factors from within the student, namely those that are physical in nature, for example: due to illness, namely whether during learning the student is in a healthy condition or is ill, physical disability means that the student does not experience physical abnormalities that cause difficulties in pronouncing Arabic phonology. And spiritual factors, for example: mental health and not experiencing mental disorders that can hinder the learning process, intelligence, which is related to student IQ, talent, namely a person's initial ability to learn Arabic, interest, namely the emergence of students' interest in learning something in terms of this is learning to read Arabic, motivation is the purpose of learning Arabic which can trigger the learning process.

b. External Factors

External factors are factors that come from outside the student, namely: family factors related to support for learning Arabic. School factors are related to teachers, methods, learning materials, environment, facilities and infrastructure, and friends who support the process of learning Arabic. Media factors such as TV, internet, comics and readings around students that support learning Arabic. The last is the factor of the social environment where students live, whether it supports learning Arabic or not. Based on the results of interviews and observations with TPA Al-Hamzah Makassar teachers, researchers found factors that influenced students' errors in reading the Qur'an. Among them are:

Students find it difficult to concentrate during the teaching and learning process

Concentration greatly affects student learning outcomes. When studying concentration is needed, because reading the Qur'an is something new for children. So it takes concentration in studying it so that there are no mistakes when studying it. Some students who were identified as making mistakes in reading tended to concentrate less in the teaching and learning process and preferred to play alone when they did not understand the reading. And when this happens, sometimes the teacher admonishes students to pay more attention to reading.

Inadequate facilities and infrastructure

Facilities and infrastructure are very supportive in the teaching and learning process. The more complete the learning facilities and infrastructure, the more optimal the results of learning. In studying the Qur'an itself, advice and infrastructure are needed in the form of books on reading the Qur'an, study tables and a sound system to sound pronunciation accents in correct reading.

Parents' support in reading the Qur'an

Family is the main supporting factor for children's success in all things, especially parents who are children's first teachers. In the case of sound errors in reading the Al-Qur'an, Al-Hamzah

TPA students are many parents who do not pay maximum attention to their children because many parents are busy working, surrendering full responsibility to the institution and also the education of parents who are still low. So that the learning that children get at home is less than optimal.

Mother tongue and environmental factors

Mother tongue and environment greatly affect learning outcomes in children. However, this is thought to be very difficult because the environment where the child lives is classified as lacking in Islamic education which of course contains learning about the Qur'an. So that the role of parents is needed to pay more attention to religious education for children.

Lack of interest in learning

Growing interest in student learning is a scourge in itself in the teaching and learning process. This is also found in the learning process of TPA students. However, these problems have been minimized by the teacher's efforts to create a fun teaching and learning process. So that more or less students' interest in learning is getting better.

The solution that the teacher has done is to minimize sound errors in reading the Qur'an for TPA Al-Hamzah Makassar students

From the results of observations and interviews at TPA Al-Hamzah Makassar regarding the solutions made by the teacher in minimizing student errors in reading the Al-Qur'an are as follows:

Give special attention to students who are less able to read the Qur'an

The teacher pays special attention to giving opportunities to students who experience errors in reading to interact more with the Al-Quran by providing opportunities to read more than students who do not experience errors in reading. Another way the teacher always repeats the pronunciation of phonemes that are similar to the phoneme /س/ and /ث/, phoneme /ق/ and /ك/, and so forth. And also pay attention to the long and short readings, so that students can get used to the correct pronunciation.

Creating fun learning

In learning a foreign language, namely Arabic, it requires fun delivery, namely with various methods, media, and Ice Breaking. So that the teaching and learning process is not boring for students. The teacher implements fun learning using a variety of methods. The teacher also always uses media in every lesson and when not using media he always prepares Ice Breaking. Sometimes the teacher also gives gifts to students. So that students continue to be enthusiastic in learning.

Prepare your own facilities and infrastructure that are not yet available at the TPA

In studying the Qur'an requires special advice and infrastructure. Because learning to read the Qur'an requires an understanding of how to pronounce hijaiyah letters correctly, this can be conveyed to students by showing videos or listening to audio about murattal Al-Qur'an or recitations of the Qur'an.

CONCLUSION

Based on the results of research conducted by researchers regarding sound errors in reading the Qur'an for TPA Al-Hamzah Makassar students, conclusions can be drawn with the following results:

a. Forms of sound errors in reading the Qur'an:

1. Changes in phonemes using thin (light) sounds instead of thick (heavy) sounds or vice versa. Namely: the use of phonemes /ذ/ to change phonemes /ض/, use of phonemes /أ/ to change phonemes /ع/, use of phonemes /و/ to change phonemes /ح/, use of phonemes /ك/ to change

- phonemes /ق/, use of phonemes /س/ to change phonemes /ش/, use of phonemes /ز/ to change phonemes /ذ/ and use of phonemes /س/ to change phonemes /ذ/.
2. Exchange of phonemes that have close articulations. Namely: the use of phonemes /س/ to change phonemes /ص/ and use of phonemes /س/ to change phonemes /ث/.
 3. Words that are often heard but mispronounced, namely: pronunciation /أنعمت/ read /أمعمت/.
 4. The omission of a phoneme that functions as a Mad reading. Namely: the letter /آ/.
- b. The factors that influence the occurrence of sound errors in reading the Qur'an for TPA Al-Hamzah Makassar students are:
1. Students find it difficult to concentrate during the teaching and learning process.
 2. Inadequate facilities and infrastructure.
 3. Mother tongue and environmental factors.
 4. Lack of interest in student learning.
- c. Solutions that have been made by the teacher to overcome sound errors in reading the Qur'an for TPA Al-Hamzah Makassar students are:
1. Give special attention to students who are less able to read the Qur'an.
 2. Creating fun learning.
 3. Prepare your own facilities and infrastructure that are not yet available.

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