

The Implementation of Learning Station Method in Teaching Report Text to Improve Students' Motivation and Learning Outcomes

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Abstract

Many junior high school students struggle to learn English and are unmotivated, especially when it comes to learn report texts, which are frequently thought of as boring. By using the Learning Station paradigm to improve academic achievement and motivation, this classroom action research sought to solve this problem. The study, which used pre-tests, post-tests, observation and interviews, was carried out in Class 9C at SMP Negeri 1 Karawang Timur over the course of two instructional cycles. The results showed that student outcomes had significantly improved, with average scores increasing from 64.08 to 77.76 and higher levels of desire and motivation. The Learning Station approach to learn report text made the classroom lively and fun by alternating activities between reading, writing, discussion, and interactive stations. Students expressed increased confidence and motivation.

Keywords: Learning Station; Report Text; Learning Outcome; Student's Motivation

INTRODUCTION

In order to develop a competent younger generation, especially in the area of English language proficiency, high-quality education is essential. Academic achievement is significantly influenced by students' participation in the learning process. Prior research has shown that better learning results and student motivation are strongly correlated (Husain & Ibrahim, 2018). That being said, many students show little interest in learning English, particularly when the course material is seen as repetitious. One of the essential resources frequently taught at the junior high school level is the report text. Students can improve their analytical abilities and English competence by mastering this content. However, learning report texts is frequently seen by students as monotonous, which has a negative impact on their academic performance and motivation. Studies reveal that over 60% of students lose enthusiasm when learning English, which in turn affects their academic performance (Dewi & Kustiarini, 2022).

Innovative teaching strategies, like the Learning Station model, have been put forth to solve this problem by increasing student involvement and enhancing learning results. The Learning Station concept encourages active student participation by utilizing a variety of learning stations intended to improve comprehension of the course material. It has been demonstrated that this strategy greatly raises academic achievement and student motivation (Muthmainnah & Suswandari, 2021). Additionally, by encouraging collaborative learning, the Learning Station approach enables students to share their experiences and knowledge. It has been discovered that collaborative learning improves academic achievement and student motivation (Fulbeck et al., 2020). In order to make the learning process more dynamic and interesting, students in this framework collaborate in groups to evaluate and artistically present report texts.

In actual use, educators may split the class up into multiple stations, each of which would concentrate on certain aspects of the report text, like reading, writing, interactive exercises, and

collaborative tasks. With this approach, students participate in practical exercises at each station in addition to receiving instruction from teachers. Rahmah and Sukmara (2022) claim that using the studying Station technique can boost student interest in studying English by as much as 75%. There is still a clear gap in the application of the learning station method when teaching report texts to ninth-grade students, despite the fact that numerous studies have examined creative teaching strategies to improve English language acquisition, particularly in writing skills. Prior studies by Sulastris and Nugrahini (2023) looked at teaching descriptive texts to eleventh graders using station-based learning and found that students were more engaged. However, neither junior high school students nor report texts were the subject of their study. In the same way, Wijayanti (2018) used project-based learning to teach report texts to eighth-grade students through poster projects, and the students responded favorably. However, the study placed more emphasis on student products than on learning outcomes or motivation, and the learning station approach was not used. Furthermore, Rahmawati (2022) looked into how teacher tactics affected English language learners' motivation to learn, but they didn't concentrate on particular structured approaches like learning stations.

As a result, there is currently limited research on how the learning station method influences learning outcomes and student motivation when used with report text materials in an English classroom for ninth graders. By employing a two-cycle action research model with pre- and post-tests and tracking changes in student engagement and achievement, this study seeks to close that gap.

METHOD

To enhance classroom learning processes, this study uses the Classroom Action Research (CAR) methodology, which was put forth by Kemmis and McTaggart (1988). It consists of cyclical phases of planning, action, observation, and reflection. 38 students who showed poor English proficiency and little interest, especially in report text material, participated in the study, which was carried out in Class 9C at SMP N 1 Karawang Timur during the second semester of the 2024–2025 academic year. The action plan comprises the following steps: creating lesson plans (RPP), tests, observation sheets, and questionnaires in the planning stage; putting the Learning Station technique into practice in the action stage; gathering information through tests and questionnaires in the observation stage; and assessing results in the reflection stage to enhance subsequent cycles (Mills, 2003). Research instrument include observation to examine the implementation of learning stations, interviews to examine student viewpoints and motivation, as well as pre- and post-tests to gauge comprehension of report contents. Expert judgment and content validation are used to guarantee the validity of the instrument (Arikunto, 2013). Data analysis encompasses both qualitative and quantitative methods, such as thematic analysis as defined by Braun and Clark (2006), which analyzes interview data to identify themes that reflect student experiences, and quantitative methods, such as paired t-tests, to assess significant differences in learning outcomes. The study aims to experimentally confirm the Learning Station model's efficacy in raising student motivation and accomplishment using this structured CAR method.

RESULTS AND DISCUSSION

Results

Implementation Of Learning Station In Learning Report Text

Cycle I

a. Planning

The action plan to be implemented was prepared by the researcher at this stage and included: (a) the English lesson plan (RPP) for teaching report texts using the Learning Station method; (b) teacher observation sheets; (c) a Google Form for the pre-test; (d) materials and tasks for four learning stations, namely the interactive, reading, writing, and discussion stations; and (e) a questionnaire about the Learning Station method.

b. Implementation

Each cycle's implementation phase included two instructional sessions. According to the 9th-grade timetable at SMP Negeri 1 Karawang Timur, the learning activities took place on Wednesday from 12:40 to 14:00 WIB. The following is how the implementation went:

The instructor greeted everyone and took attendance before starting the lesson. The instructor then presented the subject and the learning goals. Students were given a pre-test to complete.

Students listened carefully as the teacher went over the class content during the core activities. To further solidify comprehension, a Q&A session ensued. To make sure every student understood the instructions, the instructor then presented and described the Learning Station approach. After completing a simulation, the students were split into four groups at random and given different stations to work at (writing, reading, discussion, and interactive).

- 1) Students produced a report text at the writing station.
- 2) Reading Station: Students responded to questions about report text format.
- 3) Discussion Station: Students examined and contrasted two report texts in groups.
- 4) Interactive Station: Students used the Quizizz platform to respond to gamified questions.

Students have ten minutes at each station to do the tasks before moving on to the next one. Since there was not enough time for a full session, only a simulation of the Learning Station was carried out.

c. Observation

The observation's main focus was on student involvement, learning outcomes, and the application of the Learning Station method. Using a prepared observation sheet, a peer observer conducted the observations. Cycle I's results were as follows:

- 1) Teacher's Activities: The observation sheet indicates that the teacher used the Learning Station method in a generally effective manner. Students answered questions, participated fully in class discussions, and shown excitement. Some indicators, however, were not entirely met; some students were perplexed by the assignments, and other chores were left undone because of the brief allotment of 10 minutes.
- 2) Data from the Student Questionnaire: The findings indicated that although the majority of students comprehended the instructions provided by the Learning Station, a considerable proportion of them were still perplexed. During the station rotations, almost every student felt challenged and inspired to learn new topics. Furthermore, 80% of students said that the Learning Station approach increased their motivation. However, there was still need for improvement in areas like the brief rotation time and partial misinterpretation of instructions.
- 3) Student Learning Outcomes: According to the pre-test results, the class average was 64, while the students' scores ranged from 40 to 90. Across four stations, students participated in educational activities. The average score for the Interactive Station was 67.45, and the average score for the Reading Station was 67.5. Students who

worked collaboratively at the Writing Station and Discussion Station received better average scores of 83.34 and 79.26, respectively.

Cycle II

a. Planning

Improvements were made in the planning stage based on Cycle I's reflections. The researcher created the following: (a) an updated teacher observation sheet; (b) a revised English lesson plan for report text learning utilizing the Learning Station technique; and (c) updated resources and assignments for the four learning stations.

b. Implementation

Cycle II's learning exercises took place on Tuesday between 08:20 and 09:40 WIB.

Among the main enhancements from Cycle I were:

- 1) The teacher provided an overview of the topic in Cycle I, but in Cycle II, the Learning Station activities got underway right away.
- 2) Students were divided into groups according to their skill levels as determined by the results of the prior pre-test.
- 3) The duration of the station rotation was increased from ten to fifteen minutes.

Every student had the opportunity to visit and take part in all four stations during Cycle II.

c. Observation Results

A peer observer used the created observation sheets to conduct the observations in Cycle II, which once more focused on student participation. The observations showed that:

- 1) Students showed considerably improved motivation, clearer understanding of instructions, and better task completion at each station.
- 2) The teacher's performance during the learning activities reached a score range of 90–100, characterized as good.
- 3) There was a noticeable improvement in the learning outcomes from the students. From the previous pre-test average of 64, the average post-test score rose to 77.76. Furthermore, the outcomes from the four learning stations showed advancement as well. The Interactive Station scored 72.82 while the Reading Station scored 73.16 on average. Performance was significantly improved by group activities; on average, the Writing Station scored 86.34 and the Discussion Station scored 82.89.

The learning station method proved effective in enhancing students' performance in learning report texts.

The implementation of report text learning using the learning station method in Grade 9 at SMP Negeri 1 Karawang Timur, during both the first and second cycles, demonstrated a notable improvement in students' academic performance. The progress observed in the learning outcomes across these two cycles is presented in two table below.

Table 1. The Result of Pre Test and Post Test

No	Score	Cycle 1		Cycle 2		Improvement %
		Number of Student	%	Number of Student	%	

1	90–100	6	15.8%	11	28.9%	+13.1%
2	80–89	9	23.7%	16	42.1%	+18.4%
3	70–79	10	26.3%	9	23.7%	–2.6%
4	60–69	7	18.4%	2	5.3%	–13.1%
5	50–59	4	10.5%	0	0%	–10.5%
6	<50	2	5.3%	0	0%	–5.3%
Total		38 students	100%	38 students	100%	

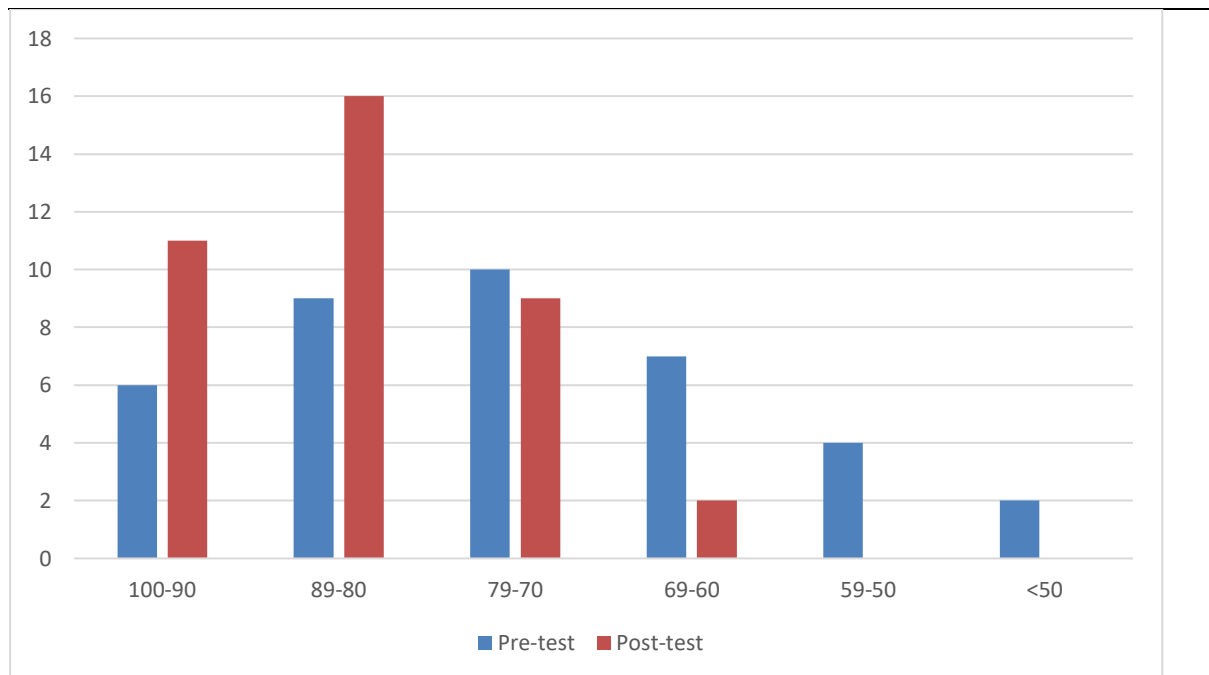


Diagram 1. The Result of Pre Test and Post Test

The number of students in each score category changed, according to the distribution table of pre-test and post-test results. 15.8% of students received scores in the 90–100 range on the pre-test, while 28.9% did so on the post-test. Additionally, the proportion of students in the 80–89 age group increased from 23.7% to 42.1%. In the meantime, the 70–79 group dropped little from 26.3% to 23.7%. The lower score categories saw more notable declines, particularly the 60–69 group, which saw a decline from 18.4% to 5.3%. Furthermore, no student had a post-test score lower than 60. Overall, after the learning process of report text using learning station, the distribution of scores moved from lower to higher categories.

Furthermore, from the paired sample statistics table, it is observed that:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	64.0789	38	16.43395	2.66594
	POST TEST	77.7632	38	12.00773	1.94791

The pre-test results show a significant variation in individual performance, with an average student score of 64.08 and a standard deviation of 16.43. The average score on the post-test rose to 77.76 after the learning station method was applied for two instructional cycles. This noticeable improvement points to a significant improvement in overall learning outcomes from the learning station strategy in learning report text. Additionally, the decrease in standard deviation from 16.43 to 12.01 indicates a higher level of consistency in student performance, suggesting that the approach not only improves academic performance but also reduces differences among students. These results highlight how effective the learning station approach is at creating a more stable and welcoming learning environment, especially when it comes to learning report text.

Paired Samples Correlations					
			Significance		
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	PRE TEST & POST TEST	38	.931	<,001	<,001

A statistically significant and extraordinarily strong positive relationship between pre-test and post-test scores is indicated by a correlation value of 0.931, which shows a consistent relationship between students' initial and later performance levels. The significance level of $p < 0.001$ indicates that this association is a dependable pattern rather than the result of random chance. This result implies that while students with lower initial scores also show significant improvement following the application of the learning station method, students with higher pre-test scores also tend to retain their academic edge. As a result, the strategy shows that it may effectively promote significant academic growth across a range of starting skill levels, underscoring its capacity to facilitate steady educational progress especially in learning report text.

Paired Samples Test

Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
-13.68	6.85	1.11	-12.32	37	< 0.001

Following the application of the learning station approach in learning report text, there was an improvement of 13.68 points, as indicated by the mean difference between the pre-test and post-test scores of -13.68. With a significance level of $p < 0.001$, a paired samples t-test produced a t-value of -12.321, indicating that this difference is highly statistically significant. Given that $p < 0.05$, the alternative hypothesis was accepted and the null hypothesis which holds that there is no difference was rejected, confirming the learning station method's efficacy in raising academic achievement in learning report text. These results imply that the intervention not only

produced better learning outcomes but also offered convincing proof of the learning station approach's dependability and effectiveness in promoting notable academic advancement in learning report text.

Students demonstrated increased motivation during the implementation of the learning station method in learning report texts.

The use of the learning station to learn report text is welcomed by the students. They discovered that the learning station is entertaining and engaging. Students' explanations are given here:

"Saat proses pembelajaran saya bisa bergerak ke beberapa station bikin belajarnya lebih seru." [S1]

"During the learning process I can moving between stations made learning more fun."
[S1]

"Saya senang dan excited karena cara belajarnya beda dari biasanya." [S2]

"I was excited because the learning approach was different from what we usually do."
[S2]

Students stated that during learning process of report text they can switching between stations and doing a variety of tasks increased their excitement for learning by bringing novelty and lowering boredom. This satisfaction is a sign of intrinsic motivation, in which students work on assignments out of curiosity and enjoyment rather than in anticipation of benefits from other sources. Maintaining focus and motivation requires good affect, which is also fostered in a fun learning environment.

Moreover, comparing the learning stations to traditional, whole-class education, students said the environment was more laid-back and less threatening. Collaborating in small groups when learn report text made it feel secure to raise questions or share ideas.

"Suasananya jadi lebih santai dan tidak terlalu formal kayak biasanya." [S1]

"The class felt more relaxed, not as formal as usual." [S1]

"Suasananya lebih nyaman dan tidak menegangkan." [S2]

"It felt comfortable and not stressful." [S2]

According to data above, students were more comfortable when they learn report text when using learning station methods. The psychological safety that a supportive learning environment offers is essential for motivating students to take chances, ask questions, and participate fully—all of which are hallmarks of motivated learners. In small groups, this approach also encourages students to participate actively in each station which contains reading, interactive, discussion and writing stations. Because of the collaborative framework, student feel obligated to contribute. Here was student explanation:

"Saya merasa harus ikut berkontribusi di kelompok biar tugasnya cepat selesai." [S1]

"I felt I had to contribute to the group so we could finish faster." [S1]

"Saya jadi lebih percaya diri buat ngomong dan bantu kelompok saya." [S2]

"I felt more confident to speak up and help my group." [S2]

Students said that during the learning report text using learning stations make them to be more confident because they have their own role in the group. Direct participation tasks encourage motivation through social interaction and accountability. Students are more inclined to take learning seriously when they believe their role matters.

It can be inferred from the study of interviews with two ninth-grade students who took part in report text learning utilizing the learning station method that this method clearly increases students' motivation to learn. During the report text learning, the opportunity to move around between stations and participate in a variety of learning activities made students feel more involved and less bored when they learn about report text. Additionally, their level of activity, confidence, and sense of direct involvement in the learning process increased. Students felt comfortable asking questions and sharing their thoughts in the laid-back environment that the group setting provided.

Discussion

Both student involvement and learning outcomes were greatly enhanced when ninth-grade students at SMP Negeri 1 Karawang Timur were taught English report texts using the Learning Station technique. The comparison of Cycle I and Cycle II demonstrates how methodical changes and improvements to the teaching strategy can improve student learning. Even while students in Cycle I showed initial motivation and excitement, some difficulties were noted, such as a lack of time at each station and a partial misinterpretation of the instructions. Both job completion and comprehension were hampered by these problems. Nonetheless, this cycle was a first step in acquainting students with the Learning Station methodology and offered insightful information for enhancing the way that instruction was delivered in Cycle II.

Students demonstrated notable improvements in understanding and performance of report text in Cycle II once these constraints were addressed, particularly by lengthening the rotation period, assigning students to ability-based groups, and enhancing the clarity of instruction. With a significant decrease in score variability (standard deviation dropped from 16.43 to 12.01), the mean post-test score increased from 64.08 to 77.76. This suggests that all students will have a more equal educational experience in addition to better average performance. The efficacy of the approach is further supported by statistical analysis. A statistically significant improvement was found using a paired samples t-test ($t = -12.32$, $p < 0.001$), confirming that the observed changes in learning outcomes were not the result of coincidence. The strategy helps students with varying starting proficiency levels, allowing both high- and low-performing learners to achieve significant improvement, according to the good correlation ($r = 0.931$) between pre- and post-test results.

These results are consistent with current studies that highlight the advantages of ability categorization and customized education. Differentiated instruction approaches, for example, have a moderately beneficial impact on students' academic attainment, according to a meta-analysis by Safawi and Akay (2022), indicating that learning outcomes can be improved by customizing instruction to meet the needs of each individual student. In a similar vein, Sumadi et al. (2017) discovered that ability grouping in collaborative learning environments greatly enhanced social skills and individual accomplishments, especially for high-achieving students. Additionally, as compared to homogeneous groups, study by An and Zhang (2024) showed that heterogeneous ability grouping in collaborative problem-solving activities resulted in more effective communication patterns and higher learning performance.

The qualitative information gleaned from student response emphasizes the method's motivational advantages beyond academic measurements. Students expressed greater satisfaction, less tension in the classroom, and a greater sense of teamwork and contribution. These factors play a critical role in fostering intrinsic motivation, which is a prerequisite for sustained academic achievement. Because of the Learning Station method's structure, students felt more comfortable participating, asking questions, and offering support to their peers in a laid-back and welcoming learning environment. Xiangze and Abdullah (2023) showed that gamified and station-based learning environments had a favorable impact on students'

participation in online English courses. Furthermore, realistic and engaging teaching resources increase students' intrinsic motivation and engagement, according to Husnawati et al. (2023). These results align with more general educational research that highlights the importance of teamwork and motivation in improving English language competency. According to a meta-analysis by Fitriah et al. (2023), learning motivation and self-efficacy have a significant impact on the outcomes of EFL learners. Additionally, Latauga et al. (2023) discovered a substantial association between students' motivation and their proficiency in English, corroborating the notion that greater engagement directly leads to success.

CONCLUSION

The Learning Station approach has been successfully used to improve academic performance and student motivation in learning report text in ninth-grade at SMP Negeri 1 Karawang Timur. Students' post-test scores significantly increased from a mean of 64.08 to 77.76 over the course of two instructional cycles, and performance variability decreased, indicating a fair learning environment. This success was facilitated by enhancements in instructional design, including longer station time, ability-based grouping, and more understandable directions. Students reported feeling more motivated, enjoying, confident, and eager to participate in learning report text. A collaborative, student-centered atmosphere that reduced anxiety and increased intrinsic motivation was created by the Learning Station method. These results show that in addition to being advantageous academically, the implementation of Learning Station approach in learning report text is also successful in creating a welcoming and inclusive classroom environment. In light of these conclusions, it is advised that the Learning Station concept be used more widely in English language learning settings, particularly in secondary schools. Current educational trends that prioritize differentiated, active, and collaborative learning are in line with it.

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