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IMPROVING SHORT STORY WRITING ABILITIES THROUGH THE *COOPERATIVE LEARNING METHOD* USING EDUCATIONAL VIDEOS FOR GRADE IX STUDENTS OF BUDHI MULIA INTEGRATED JUNIOR HIGH SCHOOL

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ABSTRACT

The ability to write short stories is one of the important competencies in learning Indonesian, but in reality, many students still experience difficulties in developing intrinsic elements of short stories such as plot, characters, conflict, and effective use of language. Based on the results of initial observations in grade IX of Budhi Mulia Integrated Junior High School, it was found that students' short story writing skills were in the poor category, with an average score of 59.8, and only 28% of students achieved the Minimum Completion Criteria (KKM). This condition indicates the need for learning strategies that can significantly improve students' creativity, motivation, and writing skills. Therefore, this study aims to improve short story writing skills through the application of the *Cooperative Learning method* assisted by educational videos. This study used the Classroom Action Research (CAR) method with the Kemmis and McTaggart model which was implemented in two cycles. The research instruments included short story writing tests, student and teacher activity observation sheets, interview guidelines, and documentation. Data were analyzed using quantitative analysis techniques in the form of calculating the average test results and the percentage of learning completion. The results showed a significant increase in short story writing skills. The average student score increased from 59.8 (pretest) to 72.4 in cycle I, and increased again to 80.2 in cycle II. The percentage of learning completion also increased from 28% to 76%, and finally reached 92% in cycle II. Educational videos were proven to help students understand character values and explore ideas, while the *Cooperative Learning model* increased group interaction, discussion, and creativity. Based on these findings, it can be concluded that the *Cooperative Learning method* assisted by educational videos is effective in improving the short story writing skills of grade IX students.

Keywords: *Writing Short Stories, Cooperative Learning, Educational Videos, PTK, Writing Skills*

INTRODUCTION

Writing skills are one of the language skills that play a crucial role in the Indonesian language learning process at the junior high school level. Among various forms of creative writing, short stories are one of the literary works that demand imagination, creativity, and the ability to organize intrinsic elements into an engaging storyline. Tarigan (2008) states that writing is the activity of expressing ideas, opinions, or information in an organized manner in written language. Meanwhile, Nurgiyantoro (2013) emphasizes that writing short stories requires the ability to effectively manage intrinsic elements such as characters, conflict, setting, point of view, plot, and theme. Thus, writing short stories is not simply a matter of arranging words, but a process of constructing meaning creatively and structurally.

However, the results of initial observations conducted in grade IX of Budhi Mulia Integrated Junior High School showed that students' short story writing abilities were still far from expectations. Of the total of 25 students, approximately 70% were still in the poor category, while only 30% of students achieved scores according to the Minimum Completion Criteria (KKM). The average score obtained in the initial stage was only 59.8, far from the set completion standard of 75. Students' difficulties were evident from their lack of ability to generate ideas, disorganized storylines, underdeveloped conflicts, and ineffective use of language. Many students showed confusion when asked to write short stories from scratch, and most of the works produced lacked creativity, tended to be monotonous, and did not yet display strong literary elements.

After conducting reflection with Indonesian language teachers, it was revealed that the problem was influenced by various factors. First, the previously used learning methods tended to be *teacher-centered*, so that students were less actively involved in the learning process. Second, creative learning media such as videos or images were rarely used, even though according to Mayer (2009), *multimedia learning* can improve understanding and creativity through the integration of visual and verbal information. Third, students' motivation and creative thinking skills were relatively low, reflected in the minimal student activity during learning and their lack of enthusiasm in participating in writing assignments. These factors indicate the need for updated learning strategies to make the process of learning to write short stories more interesting, interactive, and able to stimulate students' creativity.

In the context of the curriculum, both the 2013 Curriculum and the Independent Curriculum view short story writing as an important part of developing literacy, critical thinking skills, and students' creative competencies. Therefore, learning to write short stories must be designed to be fun, creative, and relevant to current developments. One strategy considered relevant to improving students' short story writing skills is the *Cooperative Learning method*, namely learning that emphasizes cooperation among

students in small groups to achieve common goals. Slavin (2010) emphasized that cooperative learning can improve student learning activities, motivation, and learning outcomes through role sharing and social interaction between students. Johnson and Johnson (2014) also emphasized that cooperative learning encourages individual and group responsibility, as well as improves communication and collaboration skills.

The Cooperative Learning method in teaching short story writing becomes even more effective when combined with engaging learning media such as educational videos. These videos present positive character values such as responsibility, creativity, emotional intelligence, and cooperation. These values can be a powerful stimulus for students in developing story ideas. Mayer (2009) stated that the use of videos can improve understanding and accelerate cognitive processes through the presentation of visual information that can stimulate students' attention and imagination. Thus, the combination of *the Cooperative Learning model* and educational video media is believed to be able to improve students' short story writing skills through an active, collaborative, and enjoyable learning experience.

Research has been conducted on the application of the *Cooperative Learning Method*. There has been no research specifically combining this method with character-based educational videos to improve junior high school students' short story writing skills. This is the novelty of this study. This research not only focuses on improving short story writing skills but also emphasizes character development through video media and building positive social interactions through group learning models. Therefore, this research has relevance and an important contribution to the development of Indonesian language learning strategies, particularly short story writing materials.

Based on this background, this study focuses on how the process of implementing the *Cooperative Learning method* in learning to write short stories, how educational videos can provide stimulus ideas to students, and to what extent the application of these two components can improve the short story writing skills of grade IX students of Budhi Mulia Integrated Middle School. This study aims to improve students' short story writing skills, increase their motivation in writing activities, and determine the effectiveness of the *Cooperative Learning method* and educational videos as learning media.

This research is also expected to provide significant benefits to various parties. For Indonesian language teachers, this research can serve as a reference in developing creative, innovative, and student-specific learning strategies. For students, this research provides a more engaging and collaborative learning experience in short story writing, thereby enhancing their creativity and motivation. For schools, this research serves as a form of learning innovation that can be used to improve the quality of education. Furthermore, this research will be useful for other researchers as a reference for further research related to writing instruction and the use of audiovisual media.

RESEARCH METHODS

This research was designed using Classroom Action Research (CAR), *which* functions as a systematic effort to improve classroom learning practices through planned, structured, and cyclical actions. This method was chosen because the main problem faced by students is their low ability to write short stories. Kemmis and McTaggart (1990) stated that CAR is a form of collaborative reflective research in which teachers and researchers work together to design corrective actions, implement them, conduct observations during learning, and reflect to ensure improvements occur. The cyclical nature of CAR allows researchers to correct weaknesses that emerged in the previous cycle so that the quality of learning can be continuously improved.

In addition to using a CAR design, this study employed a quantitative approach, as the primary data analyzed were short story writing test scores. This approach allows researchers to objectively measure student improvement through numerical scores. Creswell (2012) emphasized that a quantitative approach is suitable for research that seeks to examine changes or the influence of actions on learning outcomes. Sugiyono (2018) added that a quantitative approach can help researchers draw conclusions based on patterns of grade improvement, average comparisons, and levels of learning completion. Thus, the combination of CAR and a quantitative approach provides a strong methodological foundation for comprehensively examining learning effectiveness.

Research Subject and Locations

This research was conducted at Budhi Mulia Integrated Junior High School in the even semester of the current academic year. The subjects were 25 ninth-grade students, consisting of 13 boys and 12 girls. Characteristically, this class exhibits diverse academic abilities. Some students have good literacy skills, evident in their ability to construct effective sentences, but still experience difficulties developing elements of conflict in short stories. Some other students tend to be passive, lack confidence, and require visual stimuli to explore story ideas. Furthermore, most students admitted to rarely reading short stories or storybooks, so their reference materials are very limited. This condition reinforces the need for cooperative learning methods and visual media to help overcome barriers to creativity and imagination in short story writing.

Research Procedures (Per Cycle)

The research procedure was conducted through two action cycles, each consisting of planning, action, observation, and reflection. In the planning stage, researchers and teachers developed learning materials, including lesson plans integrating *cooperative learning methods* and educational videos, student activity observation sheets, short story writing assessment rubrics, interview guidelines, and documentation instruments.

Planning also included the formation of small, heterogeneous student groups based on initial abilities to ensure effective cooperative learning.

In the action stage, the teacher begins the lesson with an apperception activity, then plays an educational video with a duration of about 10 minutes. This video serves as a stimulus to stimulate students' creativity and instill character values that can be used as inspiration for the story. After watching the video, students discuss in groups using the *Cooperative Learning Approach*. The model used is the *Think-Pair-Share* and *Group Investigation type*, where students are asked to think individually, discuss in pairs, and then work together to create a story plan. The teacher provides directions on the steps of writing a short story, such as determining the theme, characters, setting, conflict, and plot. At the end of the activity, students are asked to write a short story individually based on the results of the discussion.

The observation phase was conducted during the learning process using student and teacher activity observation sheets. Observations included indicators such as student activity, ability to work collaboratively, ability to develop story ideas, participation in discussions, and student responses to video stimuli. These observations were crucial for understanding the direct impact of the interventions and identifying any obstacles that arose during the learning process.

The reflection phase is carried out after the learning process is completed. The teacher and researcher discuss student learning outcomes, any challenges that arise, and the effectiveness of the actions taken. In Cycle I, it was found that some students still had difficulty constructing conflict and developing a coherent storyline. Therefore, in Cycle II, the teacher increased discussion time, provided visual examples of the storyline, and provided more intensive guidance to students in developing the story outline. The reflection results are used as a basis for improvements in the next cycle, ensuring that the research becomes a continuous process aimed at achieving maximum improvement in the quality of learning.

Data Collection Technique

The data collection techniques in this study used several methods, namely tests, observation, interviews, and documentation. A short story writing test was used to determine students' initial abilities (pretest) and abilities after the actions in each cycle (posttest). Arikunto (2010) stated that tests are the most appropriate technique for measuring learning outcomes objectively. The test instrument was a short story writing assignment with a free theme but still followed the correct short story writing structure.

Observation techniques were used to see how the learning process took place, especially regarding student activities during *Cooperative Learning*. Observation was also used to determine changes in student motivation and participation. Sudjana (2011) stated that observation allows researchers to understand learning phenomena directly.

Interviews were conducted with several students to determine their opinions on

learning, the challenges they faced, and the benefits of using educational videos. These interviews were semi-structured, allowing students to respond more freely. Documentation techniques were used to collect physical evidence such as photographs of learning activities, student work, video recordings, and learning materials.

Research Instruments

The research instruments consisted of a short story writing assessment rubric, observation sheets, interview guidelines, and documentation instruments. The assessment rubric was compiled based on the literary assessment standards of Nurgiyantoro (2013), covering aspects of theme and idea, plot, characters and characterization, conflict and climax, setting, point of view, style, and creativity. Each aspect was scored from 1–4, resulting in a maximum total score of 32. The use of the rubric helped researchers provide objective and consistent assessments.

Data Analysis Techniques

Data analysis was conducted using quantitative techniques through the calculation of averages, percentage of learning completion, and N-Gain analysis to see the level of improvement in students' abilities from the pretest to cycles I and II. Arikunto (2010) provides provisions for learning completion categories, namely very good, good, sufficient, and less. Observational analysis is presented in the form of percentage of indicator achievement, while interview data is analyzed descriptively to strengthen the research findings. Thus, all of these analytical techniques are used in an integrated manner to obtain a complete picture of the effectiveness of the *Cooperative Learning method* assisted by educational videos in improving students' short story writing skills.

RESULTS AND DISCUSSION

Pre-Test Results

Before the learning activities were carried out, the researcher and the Indonesian language teacher conducted a pretest to determine the students' initial abilities in writing short stories. The pretest was conducted by giving instructions to all ninth-grade students of Budhi Mulia Integrated Middle School to write a short story with a free theme, but still following the elements of short story writing, such as theme, plot, characters, setting, conflict, and language use. The pretest assessment refers to the short story writing assessment rubric that has been prepared previously.

The pretest results showed that students' abilities were still relatively low. Of the 25 students, only 7 (28%) achieved the Minimum Completion Criteria (KKM), which was 75. Meanwhile, 18 students (72%) were in the less than satisfactory category and had not yet achieved the KKM. The overall class average score was 59.8, indicating that the majority of students were not yet able to compose short stories coherently,

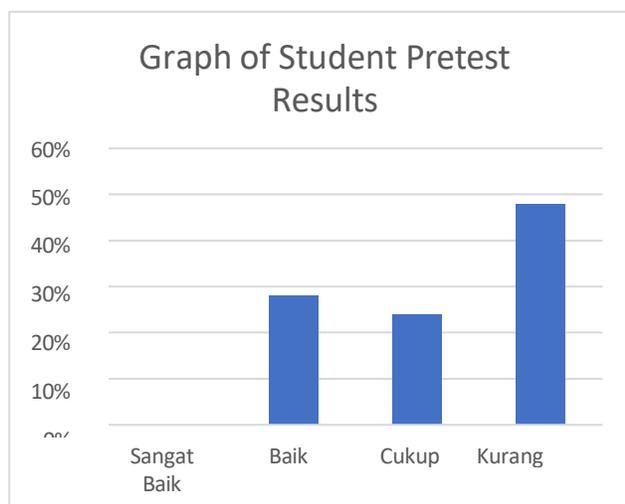
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creatively, and in accordance with linguistic rules.

Table 1. Summary of Student Pre-Test Results

Category	Value Range	Number of Students	Percentage
Very good	85–100	0	0%
Good	75–84	7	28%
Enough	60–74	6	24%
Not enough	0–59	12	48%
Average	59.8	-	-

If depicted in graphical form, the distribution of pretest scores shows a dominance of the “Poor” category, marked by the number of students who obtained scores below standard.



Graph 1. Summary of Student Pretest Results

The initial analysis showed that the majority of students were in the low short

story writing ability category. This was evident in the high percentage of students in the "Poor" category, reaching 48%, making it the most dominant category. Below that was the "Sufficient" category, at 24%, indicating that nearly a quarter of students were at a writing ability level that still needed significant improvement. Meanwhile, the "Good" category was only occupied by 28% of students, making this group still a minority in the class. The "Very Good" category was completely unoccupied, indicating that no students were able to write short stories that met the ideal criteria comprehensively at this early stage. These findings provide an important basis for the need for more creative and effective learning interventions.

This analysis shows that students still struggle with several key aspects, particularly the elements of conflict and plot. Many students simply write about personal experiences briefly without developing the conflict or climax. This aligns with Tarigan's (2008) opinion, which states that writing is the most difficult skill because it demands the ability to organize ideas, creativity, and language accuracy. The findings from the pretest phase confirm the need for innovative learning strategies to improve students' short story writing skills.

Implementation of Cycle 1

After the pretest, the lesson entered Cycle I. The teacher began with an apperception session and explained the learning objectives of short story writing. Next, the teacher showed an educational video containing positive character messages. This video was expected to serve as an initial stimulus for students to generate story ideas.

During the video, some students appeared enthusiastic, although others passively watched. After the video ended, the teacher divided the students into small groups based on *cooperative learning principles*. Each group discussed ideas for a short story based on the character values depicted in the video.

At this stage, students began to show participation, but not all were actively involved. Some simply waited for their groupmates to work. Some students remained confused about how to structure the story, especially when asked to develop the conflict. This was evident in the short stories submitted at the end of Cycle I.

The results of the first cycle assessment showed improvement, although not yet significant. The average student score increased from 59.8 to 72.4. However, many students still did not reach the Minimum Competency (KKM).

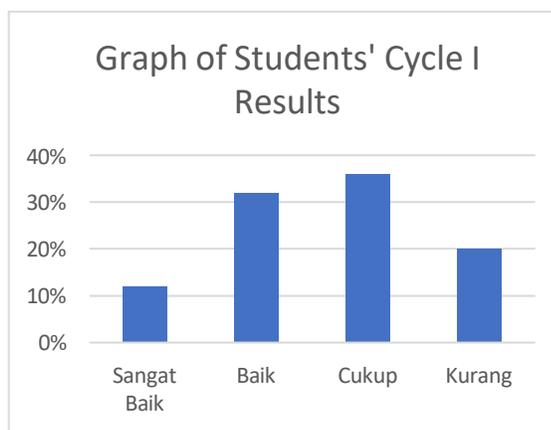
Table 2. Results of the Short Story Writing Test, Cycle I

Category	Value Range	Number of Students	Percentage
Very good	85–100	3	12%

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Good	75–84	8	32%
Enough	60–74	9	36%
Not enough	0–59	5	20%
Average	72.4	-	-

The table above shows that the "Poor" category decreased from 48% to 20%. This indicates that the learning strategy is starting to have a positive impact. However, weaknesses remain in the conflict and plot aspects. Many students are able to generate ideas but lack the skill to develop story conflict. Furthermore, some students remain passive in group discussions. For more details, see the graph below:



Graph 2. Summary of Students' Cycle I Results

Following the implementation of the actions in Cycle I, positive changes occurred in the distribution of students' short story writing abilities. The percentage of students achieving the "Very Good" category began to emerge, although still relatively small at 12%, indicating significant progress compared to the pre-action phase, when there were no students in that category at all. The "Good" category also increased to 32%, indicating that more students were able to write short stories with a more complete structure and elements.

Meanwhile, the "Sufficient" category dominated this cycle at 36%, indicating that some students were beginning to show improvement but still needed intensive guidance. The "Poor" category decreased to 20%, indicating a significant reduction in the number of students with low writing skills after the implementation of the *Cooperative Learning method* with educational videos. These findings demonstrate

that the intervention in the first cycle had a positive impact, although improvements are still needed in subsequent cycles.

Weaknesses of cycle I learning include:

1. Students do not yet understand how to create interesting conflicts and climaxes.
2. Group discussion time is not optimal.
3. Some students are not yet accustomed to the cooperative work system.

Teachers and researchers use the results of this reflection to improve learning in cycle II.

Implementation of Cycle II

In cycle II, the teacher made improvements based on the results of the reflections from cycle I. The teacher provided a simple story line example using a visual chart to help students understand how to develop conflict. In addition, the teacher provided more discussion time and provided guidance to less active groups.

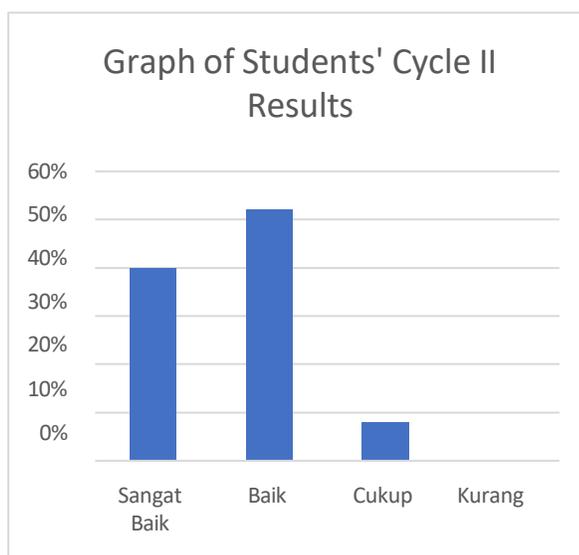
Educational videos were still used as a stimulus, but this time the teacher encouraged students to identify character values that could be used as conflict in the story. Students appeared more enthusiastic and engaged in discussions. Student engagement increased, and communication between students appeared more effective.

The results of the second cycle test showed significant improvement. The average score rose to 80.2, and the number of students achieving the Minimum Competency (KKM) increased to 92% (23 students).

Table 3. Results of the Cycle II Short Story Writing Test

Category	Value Range	Number of Students	Percentage
Very good	85–100	10	40%
Good	75–84	13	52%
Enough	60–74	2	8%
Not enough	0–59	0	0%
Average	80.2	-	-

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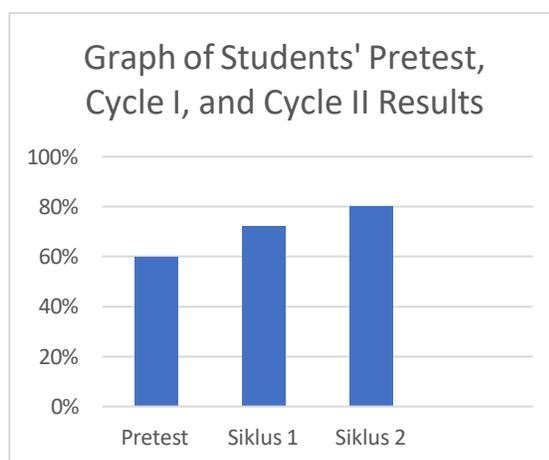
Graph 3. Summary of Students' Cycle II Results

In Cycle II, students' short story writing skills improved significantly compared to the previous cycle. The percentage of students in the "Very Good" category jumped dramatically to 40%, indicating that nearly half of all students were able to write short stories with excellent structure, plot, style, and intrinsic elements. The "Good" category also saw a significant increase, reaching 52%, making it the category with the largest number of students in this cycle.

In contrast, the "Sufficient" category dropped sharply to just 8%, indicating that only a small proportion of students still needed improvement in certain aspects. Even more encouraging, the "Poor" category no longer appeared in cycle II, or 0%, indicating that all students had surpassed the low-ability category. These results demonstrate that the implementation of the *Cooperative Learning method* with the aid of educational

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videos has a highly effective impact on improving the overall quality of students' short story writing.



Graph 4. Summary of Students' Pretest, Cycle I, and Cycle II Results

If the results of this study are visualized in the form of a line graph, a consistent pattern of improvement is seen from the initial stage to the final stage of the action. The first line, namely the pretest, is at 59.8, indicating that students' initial ability in writing short stories is still in the low category. In the next line, namely Cycle I, there is a fairly clear increase to 72.4, which indicates an increase in ability after the application of the *Cooperative Learning method* assisted by educational videos in the initial stage. Furthermore, the line in Cycle II again experiences a sharper increase to 80.2, which shows a much more significant increase. This graph pattern confirms that each action given has a positive impact on students' short story writing abilities, with continuous improvement from the pre-action to the final cycle.

Observations also showed an increase in student motivation. Students appeared more confident when writing short stories. They were able to develop conflicts more

clearly and construct a more coherent plot. Students' creativity scores also improved, something that had previously been a challenge during the pretest and cycle I.

Discussion of Overall Results

The results of this study demonstrate that the use of *Cooperative Learning methods* assisted by educational videos can significantly improve students' short story writing skills. This aligns with Tarigan's (2008) theory, which states that writing is a productive skill that requires practice and appropriate stimulation. Educational videos act as visual stimuli that help students discover story ideas. Mayer (2009) explains that multimedia-based learning improves students' attention, memory, and creativity because it combines visual and verbal elements.

In addition, cooperative learning provides a collaborative learning experience, as emphasized by Slavin (2010), who stated that *cooperative learning* improves social interaction, a sense of responsibility, and the quality of students' understanding due to mutual assistance within the group. This is evident from the increase in student activity in cycle II compared to cycle I.

Group work also encourages students to be more creative. Creativity emerges not only from individual abilities but also from group interactions. Students' discussions help them develop story ideas, as Johnson & Johnson (2014) found that collaboration improves creative thinking and communication skills.

The increase in scores from pretest to cycle I and cycle II shows the effectiveness of the action:

1. Pretest: 59.8
2. Cycle I: 72.4
3. Cycle II: 80.2

This significant increase in scores shows that the combination of the *Cooperative Learning method* and educational videos is able to overcome students' obstacles in writing short stories, both in terms of ideas, plot, conflict, and language.

Thus, it can be concluded that the actions given were successful in improving the overall quality of learning to write short stories.

CONCLUSION

Based on the results of classroom action research conducted through two cycles, it can be concluded that the implementation of the *Cooperative Learning method* assisted by educational videos has proven effective in improving the short story writing skills of ninth-grade students at Budhi Mulia Integrated Middle School. This research shows that the learning model that combines group work with visual stimuli can have a positive impact on both the process and outcomes of student learning.

Overall, this study found that students' short story writing skills experienced a significant increase from the pre-cycle stage, cycle I, to cycle II. In the pretest stage, the

average score of students' writing skills was 59.8, with only 28% of students achieving the Minimum Completion Criteria (KKM). After the actions in cycle I, the average score increased to 72.4, and the percentage of students achieving the KKM rose to 44%. A more significant increase was seen in cycle II, where the average student score reached 80.2, and the number of students achieving the KKM jumped to 92% (23 out of 25 students). These data indicate that the use of appropriate learning methods and media can effectively improve students' short story writing skills.

The results of this study also show that the *cooperative learning method* helps students work together, exchange ideas, and improve each other's writing. This aligns with Slavin's (2010) theory, which asserts that cooperative learning can improve student motivation and comprehension through group collaboration. Through group discussions, students who initially struggled began to develop story ideas, structure plots, and create conflict more clearly.

Meanwhile, the use of educational videos has been proven to help students find inspiration, understand character values, and develop imagination in writing. Mayer (2009) stated that visualization through multimedia improves students' creative thinking skills and comprehension. Educational videos provide concrete images that can serve as stimuli, making it easier for students to create original and meaningful stories. In cycle II, students appeared more enthusiastic, more active, and more creative when writing short stories after being stimulated through videos.

Based on these overall findings, it can be concluded that the integration of *Cooperative Learning methods* and educational videos significantly improves the quality of short story writing instruction. These two components not only improve learning outcomes quantitatively but also increase student motivation, engagement, and confidence in producing literary works.

SUGGESTION

In line with the findings of this study, several suggestions can be made for future learning development. Indonesian language teachers are advised to continue utilizing cooperative learning models and audiovisual media in teaching writing skills, as both can create a more engaging, interactive, and effective learning environment. Teachers also need to provide intensive guidance regarding conflict and storyline, as these aspects have proven to be the main obstacles for students.

Students are expected to continue developing their creativity by reading extensively and practicing writing regularly. They also need to be more active in group work, as interaction and discussion can enrich the ideas they use in writing short stories.

For future researchers, this study can serve as a foundation for developing other learning models that combine collaborative and visual aspects. Further research could explore other media such as animation, short films, or digital *storytelling applications* to develop literary writing skills. Furthermore, the research could be expanded to

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different levels or literary *genres, such as poetry, drama, or short novels.*

Thus, this study provides concrete evidence that the *Cooperative Learning method* assisted by educational videos is very effective in improving short story writing skills and can be an innovative learning alternative in the Indonesian Language curriculum in schools.

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