COMMUNICATING PHRASAL VERBS WITH ADVERBIAL PARTICLE

Anggraeni, Diana1, Sobarna, Cece[2], Maulia, Lia[3], and Tuckyta Sari Sujatna, Eva[4]

[1.] Department of English Literature, Faculty of Sociolgy and Politic, Bangka Belitung University. Phone: 081322850892. E-mail: aura_abel@yahoo.com
[2.] Department of Linguistics, Faculty of Arts, Padjadjaran University. Phone: 08122350250. E-mail: cecesobarna@yahoo.com
[3.] Department of Linguistics, Faculty of Arts, Padjadjaran University. Phone: 08122016436. E-mail: lia.maulia.i@gmail.com
[4.] Department of Linguistics, Faculty of Arts, Padjadjaran University. Phone: 087722298661. E-mail: evatuckytasari@gmail.com

ABSTRACT

This paper aims to provide an overview of communicating phrasal verbs with adverbial particles using a corpus of data to present the theoretical and methodological, as well as the findings of research studies on communicating phrasal verbs with adverbial particles no one has addressed thoroughly and comprehensively. Through this study the authors will formulate and to explain and interpret the phrasal verbs are based on syntactic and semantic. Additionally, communicating phrasal verbs very dynamic for creating and delivering new meaning in conversation slang used young people today, Based on the idea that states the importance of the position held by verbs in English

systems and their relationship to the ability of these verbs to be expanded to remain on the same syntactic function, the authors noticed that the discussion of communicating phrasal verbs potentially have a problem that deserves to be studied. Given the breadth of the study area phrasal verbs, in this study the authors limit the discussion only on the phrasal verbs using adverbial particles through.

INTRODUCTION

Verbs can be extended by adding certain elements, but the result of this expansion remained at the same syntactic level. Verb forms of expansion that still remain at the same level syntactic called phrasal verbs. Quirk (1999: 407) reveals that phrasal verb is a verb followed by adverbial particles. The same opinion is described by Wyatt (2006: 3) and McCarthy and O'Dell (2007: 6) phrasal verb is a verb which contains a verb and particle.

(1) If you *cut through* the school playing - fields you will get there five minutes earlier.

Communicating phrasal verbs with adverbial particle very dynamic for creating and delivering new meaning in conversation slang used young people today, like he's into meditation, = deeply interested in; it turns me on, = excites me; he keeps plugging away at the same old arguments, = repeating and insisting.

phrasal verbs in daily use are generally frequently used nouns and adjectives. Based on the idea that states the importance of the position held by the verb in the English language system and its relationship to the ability of these verbs to be extended to remain at a similar syntactic function, the authors noticed that the discussion of communicating phrasal verbs with adverbial particle potentially have a problem that deserves to be studied. Given the breadth of the study area phrasal verbs, in this study the authors limit the discussion communicating phrasal verbs by using the adverbial particles through. In other words, verbs that how are some which can be pair-forming phrasal verbs, considering each verbs behave morphologically treated morphological forms of verbs with adverbial particles, the behavior of the syntactic is analysis in terms of the syntactic about phrasal verbs in sentences will function as a verb, and semantic behaviors that form new meanings.

MATERIAL AND METHODS

Previous research on phrasal verbs with particle, another part of phrasal verbs with particles in general. One of the study was to research conducted by Machonis (2009) examined a corpus of 300 compositions phrasal verbs in English using particles up. According Machonis (2009), phrasal verbs frozen obviously do not have the same meaning without particles and should be listed in the lexicon grammar idiomatic expressions. For example, break up the audience 'cause of laugh'. Research Machonis about phrasal verbs only add an element composition simple verbs, and use of the particles is analyzed as a property of simple verbs. Although the meaning is difficult to characterize, generally indicate the direction like (ride up the elevator), completion (open up the store), intensity (hype up the book), or a combination (polish up the

silverware, completion and intensity). Machonis research regarding phrasal verb is a combination of verbs and particles as these two elements have different meanings with the lexical meaning.

Soemantri (2010) analyzes the prepositional verb to, which is a specific prepositional verb has the structure [V + to] be in various dynamic verbs, stative and stansial. Dynamic verbs are verbs that most types contained in the verb prepositional to. Dynamic verbs include verbs animate activity undertaken by the subcategory of communication verbs, process verbs, and verb momentan transional. The discovery in research Somantri, stative verbs are verbs intellectual and emotional and there is only one data stansial verbs. Like the example below:

      (2) *We stood up to see what had happened.*

Other previous research is Rodriguez (2012), Rodriguez analyze the semantic component of English phrasal verbs, ie the combination of lexical phrasal verbs and particles, semantic and syntactic function as a single entity, but to varying degrees. According to Rodriguez phrasal verb meaning has developed a non-transparent, including some form of metaphor, the addition of particles, reduction, creation, new combinations and changes in the real world.

Akram (2013) aims to determine the effect of teaching phrasal verbs as EFL classroom activities on Iranian student knowledge on grammar patterns. The main question of this study tries to answer whether knowledge of phrasal verbs increase higher knowledge of the pattern of grammar in the English language Iranian student. To answer that question, 40 participants native speaker

participated in Arkam's research. 40 participants were selected randomly from the population, among others OPT exam training through at least one standard deviation below the average value. The 40 participants were divided into two groups each of 20 participants per group and were randomly assigned to an experimental and control groups.

A pretest English grammatical patterns (the word order sentence) was given to both groups, then they are taught the grammatical pattern for 8 sessions but with a different methodology using the experimental group phrasal verbs real and placebo or control group is not about phrasal verbs. A posttest uses English grammatical patterns (the word order sentence) is then given to both groups.

Data were analyzed using independent sample t-test to indicate posttest group differences. The results showed that Iranian EFL learners are grouped on the experimental results receive a higher score. Although not significant in the pattern grammar using phrasal verbs.

Riguel (2014) uses case studies regarding the type of construction phrasal verbs used by children and adults. According Riguel, phrasal verb in his research is the hallmark of the English language expression shaped phrases and verbs. Riguel saw phrasal verb usaged by children tend to be avoided because of the use of the sense that often can not be predicted. Riguel argued that children should use and master the phrasal verbs at an early age, so that children will learn to acquire verb-particle construction. Data used in the study is data longtidunal Riguel of spontaneous speech Naima, an English-speaking girl from Providence Corpus Childes. The findings produced Riguel is input and interaction plays an important role in the acquisition of language by analyzing the rise of the use of the phrasal verb by Naima. Riguel comparing ten verb-

particle used by children and adults finally showed correlation used of phrasal verbs in the speech of adults and the initial construction was acquired Naima.

The study will analyze and assess the phrasal verbs with adverbial particles through which will formulate and explain the types of verbs semantically, knowing facilitator adverbial prepositional particles through, and to formulate and interpret morphologically phrasal verbs with adverbial particles through. The plan position this study, the authors show the position of previous studies, after the writer knows there is still empty gaps in previous research.

Data containing phrasal verbs with adverbial particles author uses only limit adverbial particles through, collected and then classified into categories of phrasal verbs said that verbs with adverbial particles through can be used as an adverbial particles, changing the meaning of the verb particle is attached. Syntactically, communicating phrasal verbs with adverbial particle through explaining the pattern of particles through the left in units of oral and shapes. Although, there are phrasal verbs the same particles separated work patterns, objects and particles. The method used in this research is descriptive method. Linguists in the 1940s and 1950s, Brown (2007: 9) describes the descriptive method is the idea that language can be disassembled into pieces or small units can be described scientifically, contrasted, and compiled again into shape intact. This method outlines that research conducted by the facts. This study uses distributional studies. This method is based on the consideration that every language elements relate to one another to form a unitary coherent Djajasudarma (1993: 60).

Distributional method is done by looking at the characteristics of communicating phrasal verbs with adverbial particles through. According Djajasudarma (1993: 62) there are seven distributional analysis techniques are a deletion, substitution, intrusion, expansion, permutation, repetition and

paraphrase. Substitution technique is most suitable for this topic because the main way to find meaning communicating phrasal verbs with adverbial particles through is by looking for synonyms. Synonymous here can be replaced from the phrase. Example:

(3) *I   smiled   at   her, but   she looked right **through** me.*

The sentence can be changed into

(3a) *I   smiled   at   her, but   she **ignored**   me.*

Communicating phrasal verbs with adverbial particle in this example is an adverbial particle *through* as seen from the viewpoint of syntactic and semantic. phrasal verbs with adverbial particles *through*, semantically in this sentence to change the meaning of the verb *looked*. In addition, the particle adverbial *right through,* syntactically attached to verb *looked*. So it can be interpreted "I smiled at him, but he ignored me." Verb *looked through* can be changed into the verb "ignored".

Based on what has been outlined above, and real actions in the following research is data collection that begins with gathering as much data as possible, i.e communicating phrasal verbs with adverbial particles *through* once collected and then separated by a verb different and are classified in accordance with the necessary data and a register , After collecting the data, then the data were analyzed by matching the meaning of a sentence that contains a different meaning from its original meaning and can find synonyms.

Data were investigated in this study is derived from the English variety of stationery. Selection of data write is done by following the consideration by

Alwi in Sobarna (1992: 25) that (1) a data write display properties more consistent than the spoken language, both in the use of sentence structure or word, (2) the level of interference from Indonesian or foreign language the write data is much lower than the data verbally, and (3) write the language data variance more closely than the standard level of data spoken language. English is selected neutral language diversity.

For the purposes of this research, selected varieties of written language as a primary data source. Excellence variety of stationery in this case looked at a number of papers that have to go through the assessment, appraisal, and editing before publication. Data taken from corpus linguistics American and British. These data are taken as a source of data, because it is an authentic collection of data written and read by the public at this time.

RESULTS AND DISCUSSION

In this section communicating phrasal verbs with adverbial particle through, a lot of sentences that can be used to communicate using phrasal verbs with adverbial particles through and the sentence can be replaced with synonyms, the research of data are Described first before presenting the analyzes.

Data 1

Your luggage will be *checked through* to Paris

Adverbial particle *through* in this data is attached to the verb *checked* and it has to seen as a phrasal verb. *Through* in data 1 is an adverbial particle because it changes the verb *checked*. The verb *checked* is an activity verb . Therefore,

checked through has to be considered one unit. The meaning of *checked through* here is send luggage through (to a destination). The sentence can be changed into: *Your luggage will be **send** to Paris*.

Data 2

When I arrived, a customs officer *checked through* all my bags.

Adverbial particle *through* in this data is attached to the verb *checked* and it has to seen as a phrasal verb. Through in data 2 is an adverbial particle because it changes the verb *checked*. The verb *checked* is an activity verb . Therefore, checked through has to be considered one unit. The meanings of *checked through* here are to examine something carefully to make sure nothing is wrong, or to look for something.The sentence can be changed into *When I arrived, a customs officer **looked for something** all my bags.*

Data 1 and 2 use the same verbs *checked* and adverbial particles *through* but with different words that have a different meaning of data 1 which means that the suitcase would arrive in Paris while the data of 2 means attention bag.

Data 3

We need a stronger drill to *get through* this wall.

Adverbial particle *through* in this data is attached to the verb get and it has to seen as a phrasal verb. Through in data 3 is an adverbial particle because it changes the verb *get*. The verb *get* is a dinamic verb . Therefore, *get through*

has to be considered one unit. The meaning of *get through* here is penetrate. The sentence can be changed into *We need a stronger drill to* **penetrate** *this wall.*

Data 4

The door was jammed, so we couldn't *get through*.

Adverbial particle *through* in this data is attached to the verb *get* and it has to seen as a phrasal verb. Through in data 3 is an adverbial particle because it changes the verb *get*. The verb *get* is an activity verb . Therefore, *get through* has to be considered one unit. The meaning of *get through* here is penetrate. The sentence can be changed into: *The door was jammed, so we couldn't* **penetrate**.

Data 3 and 4 have the same meaning, although different sentences.

Data 5

Have you *gotten through with* your homework yet?

In data 5 is an adverbial particle and preposition because it changes the verb *get*. The verb *get* is an activity verb. Therefore, *get through* with has to be considered one unit. The meaning of *get through with* here is finish. Adverbial particle *through* in this data is attached to the verb *get* and it has to seen as a phrasal verb. The sentence can be changed into *Have you* **finished** *with your homework yet*?

Data 6

She has *gone through* so much in her life.

Adverbial particle *through* in this data is attached to the verb *gone* and it has to seen as a phrasal verb. Through in data 6 is an adverbial particle because it changes the verb *gone*. The verb *gone* is an activity verb . Therefore, *gone through* has to be considered one unit. The meanings of *gone through* here are Endure; experience challenges, difficulties or traumas. The sentence can be changed into *She has **experienced** so much in her life*.

Data 7
I have decided to *go through* with the operation

Adverbial particle *through* in this data is attached to the verb *go* and it has to seen as a phrasal verb. Through in data 7 is an adverbial particle because it changes the verb *go*. The verb *go* is an activity verbs . Therefore, *go* through has to be considered one unit. The meanings of *go through* here are Continue or proceed despite difficulties or fears. The verb continue is aspectual verbs. The sentence can be changed into *I have decided to **continue** with the operation.*

Data 6 and 7 use the same verbs *go* and adverbial particles *through* but with different words that have a different meaning of data which means that the experience while the data of 7 means continue.

Data 8

I didn't think she was going to make it, but she *pulled through* in the end.

In data 8 is an adverbial particle and preposition because it changes the verb *pulled*. The verb *pulled* is an activity verbs. Therefore, *pulled through* with has to be considered one unit. The meaning of *pulled through* here is Barely survive. Adverbial particle *through* in this data is attached to the verb *pulled* and it has to seen as a phrasal verb. The sentence can be changed into *I didn't think she was going to make it, but she **barely survived** in the end*.

Data 9

Unfortunately, my trip to Indonesia *fell through* because I couldn't save enough money.

Through in data 9 is an adverbial particle because it changes the verb *fell*. Therefore, *fell through* has to be considered one unit. The meaning of *fell through* here is fail to happen. Adverbial particle *through* in this data is attached to the verb *fell* and it has to seen as a phrasal verb. The sentence can be changed into *Unfortunately, my trip to Indonesia **fails to happen** because I couldn't save enough money.*

Data 10

She was *flicking through* a magazine when she spotted a picture of herself.

Adverbial particle *through* in this data is attached to the verb *flick* and it has to seen as a phrasal verb. Through in data 10 is an adverbial particle because it changes the verb *flick*. Therefore, *flicking through* has to be considered one unit. The meanings of flicking through here is you have a quick look at a few of the pages. The sentence can be changed into *She was a quick **looking** a magazine when she spotted a picture of herself.*

Data 11

Why is rape victims *put through* this sort of questioning at a trial?

In data 11 is an adverbial particle because it changes the verb *put*. Therefore, *put through* with has to be considered one unit. The meaning of *put through* here is to make someone suffer a difficult or painful experience = *subject to*. Adverbial particle *through* in this data is attached to the verb *put* and it has to seen as a phrasal verb. The sentence can be changed into *Why is rape victims painful **experience** this sort of questioning at a trial?*

Data 12

After I've written the speech, would you mind *running through* it with me and letting me know if you spot any problems.

Adverbial particle *through* in this data is attached to the verb *run* and it has to seen as a phrasal verb. Through in data 12 is an adverbial particle because it changes the verb *run*. Therefore, *running through* has to be considered one unit. The meanings of *running through* here is to quickly read something like a list or a speech in order to check the details or look for mistakes= *run over, go*

over, go through, rehearse. The sentence can be changed into *After I've written the speech, would you mind **going over** it with me and letting me know if you spot any problems.*

Data 13

Police investigators found some evidence when they *went through* garbage from the suspects's home.

In data 13 is an adverbial particle because it changes the verb *went*. Therefore, *went through* with has to be considered one unit. The meaning of *went through* here is to look through a collection of things like documents, books, clothes, etc. To find something or to sort them out = search through. Adverbial particle *through* in this data is attached to the verb *went* and it has to seen as a phrasal verb. The sentence can be changed into *Police investigators found some evidence when they **search** through garbage from the suspects's home*.

In data 1 until 13, the theories were taken from Chalker and Quirk.
Based on Quirk (1999:360) although many verbs have more than one meaning, we have found it useful to classify verbs into seven major semantic domains: activity verbs, communication verbs, mental verbs, causative verbs, verbs of simple occurance, verbs of existence or relationship, and aspectual verbs.
Major semantic domains of single-word verbs:
A. Activity verbs
Activity verbs primarily denote actions and events that could be associated with choice, and so take a subject with the semantic role of agent. Example are *bring, buy, carry, come, give, go leave, move, open, run, take, work*:

- *Then you should **move** any obstacles before*.

B. Communication verbs

Communication verbs can be considered a special subcategory of activity verbs that involve communication activities (speaking and writing). Common communication verbs include *ask, announce, call, discuss, explain, say, shout, speak, state, suggest, talk, tell, write:*

- *The old man, however, never **spoke** directly to him.*

C. Mental verbs

Mental verbs denote a wide range of activities and states experienced by humans; they do not involve physical action and do not necessarily entail volition. Their subject often has the semnatic role of recipient. They include both cognitive meanings (e.g. *think or know*) and emotional meanings expressing various attitudes or desires (e.g. *love, want*), together with perception (e.g. *see, taste*) and receipt of communication (e.g. *read, hear*);

- *I **think** it was Freddie Kruger.*

D. Verbs of facilitation or causation

Verbs of facilitation or causation, such as allow, cause, enable, force, help, let, require, and permit indicate that some person or inanimate entity brings about a new state of affairs. For simplicity, we will simply refer to these verbs as causative verbs:

- Causative verbs with normalized direct objects

  *Still other rules **cause** the deletion of elements from the structure.*

- Causative verbs with following complement clauses

  *What **caused** you to be ill?*

E. Verbs of simple occurence

Verbs of simple occurence primarily report events (typically physical events) that apart from any volitional activity. Often their subject has the semantic

affected role. For simplicity, we will refer to these verbs as **occurance** verbs. They include *become, change, happen, develop, grow, increase, and occur*:

- *The light **changed**.*

F. Verbs of existence or relationship

Verbs of existence or relationship report a state that exists between entities. Some of the most common verbs of existence or relationship are copular verbs such as *be, seem, and appear*.

- *All these uses **seem** natural and serviceable.*

G. Aspectual verbs

Aspectual verbs, such as begin, continue, finish, keep, start, and stop characterize the stage of progress of some other event or activity, typically reported in a complement clause following the verb phrase (compare the meanings of progressive and perfective aspect):

- *She **kept** running out of the room.*

According to Quirk (1999:78) adverbial particles are a small group of short invariable forms with a core meaning of motion and result. The most important are: *about, across, along, around, aside, away, back, by, down, forth, in, off, on, out, over, past, round, through, under, up.*

There is a group of words of frequently used, mainly short words (eg up/down), that can be both prepositions and adverbs. Some grammarians label these words, however, they are functioning, as particles, (Chalker, 1984:214). Or the term 'adverbial particle' (or prepositional adverb) is used when the words are functioning as adverbs. Other grammarians use the term 'particles' to cover a bigger range of short words stretching from conjunctions (eg *and)* to interjections (eg *oh*). Here we mainly stick to the traditional labels of adverbs and prepositions, but also use the term particle to indicate both words.

Chalker (1984: 232) argues phrasal verbs are divided into two (2) categories:

1. Phrasal verbs with object

Phrasal verb is a phrasal verb with objects that can put an object in both places. Example of sentences in the table below:

Verbs	Particle	Object	Particle	
a. I looked	Up	'egregious'		in the dictionary
b. *I looked	*up	* it	[not possible]	in the dictionary
c. I looked	-	'egregious'	Up	in the dictionary
d. I looked	-	it	Up	in the dictionary

Tabel 1.1 The patterns of phrasal verbs with object

(Source: Chalker, 1984)

The sentence above patterns is the particle can be followed object to the sentence (c) and (d), but for (b) the object can not precede the pronoun (it). Just as adverbs can not be separated with verbs and particles.

2. Transitive and Intransitive Phrasal Verbs

Transitive	Intransitive
get up, ring off, taken off, turn off, ect.	Fall off, fall out, fall through, ect.

Tabel 2.2 Transitive and Intransitive Phrasal Verbs

(Source: Chalker, 1984)

Phrasal verbs transitive is a phrase that can be followed by a direct object is a noun and pronoun. Most phrasal verbs separable by the direct object of the verb with the particle, if the object in the form of nouns, phrases can be

separated or not. But if the object in the form of pronouns (me, you, her, him, it, us, them) must be separated phrases such as::

    (4) *You have to **give away** your cat.*
    (5) *You have to **give** your cat **away***

In sentence (4) *give away* here provide free cat without coercion (something for free) but on the sentence (5) *give away* here is no necessity cat should be given at others, the use of objects in the sentence (4) and (5) is a phrase that can be separated or not. Most phrasal verbs can be defined for each constituent word verbs and verb particles or of course where the particles are used to emphasize the meaning and not too difficult for learners to understand the phrase. Phrasal verbs intransitive is a phrasal verb most others can not be separated (Inseparable) between verbs and particles. The reason is because the particle is needed to establish the meaning of the idiom. So that if separated would change the meaning. But some phrasal verbs another unpredictable means of its constituent components, or in other words the idiom.

CONCLUSIONS

Communication, although a specialized type of activity, is an important semantic domain in its own right. Speaker of English also Indonesian distinguish among many types of communicative activities, and commonly report what someone he said or written using phrasal verbs with adverbial particle. In addition to activities, speaker of English also Indonesian frequently report on their opinions, wants, and feelings, and those other people. Communicating phrasal verbs with adverbial particle is a process or activity

delivering a message from one person to another to achieve specific goals with simple language. Communication is a prerequisite of human life. Human life will seem hollow if there is no communication. Because without communication, interaction between people, either as individuals, groups, or organizations may not be able to occur. Two people were said to interact if each action and reaction. Human actions and reactions carried out either individually, group, or organization.

REFRENCES

Brown, Douglas. H. (2007). Prinsip Pembelajaran dan Pengajaran Bahasa. Jakarta: Pearson Education, Inc.

Chalker, Sylvia. (1984). Current English Grammar. London and Basingstoke: Macmillan Publisher Ltd.

Djajasudarma, T. Fatimah.(1993). Metode Linguistik. Ancangan Metode Penelitian dan Kajian. Bandung: PT. ERESCO IKAPI Member.

Djajasudarma, T. Fatimah. (2012). Semantik 1 Makna Leksikal dan Gramatikal. Bandung: PT Refika Aditama.

Klammer, Thomas P.et.al. (2000). Analyzing English Grammar Third Edition. London: Allyn & Bacon. A Pearson Education.

Kridalaksana, Harimurti. (2002). Struktur, Kategori, dan Fungsi dalam Teori Sintaksis. Jakarta: Universitas Katolik Indonesia Atma Jaya.

Leech, Geoffrey, and Jan Svartvik. (2013). A Communicative Grammar of English. Inggris: Taylor & Francis Group, UK.

McCarthy, Michael and Felicity O'Dell. (2007). English Phrasal Verbs in Use. USA: Cambridge University Press.

McManis, Carolyn.et.al. (1987) . Language Files Material for An Introduction to Language. USA: Slate Ridge Boulevard Reynoldsburg.

Machonis. Peter A. (2009). Compositional phrasal verbs with up: direction, aspect, intensity. *in Lingvisticae Investigationes*. June 2009, Vol. 32 Issue 2, p253-264. 12p. 2 Charts.

Quirk, Randolph.et.al. (1985). A Comprehensive Grammar of The English Language. London and New York: Longman.

Rodríguez-Puente, Paula. (2012). The Development of Non-compositional Meanings in Phrasal Verbs: A Corpus-based Study. *in English Studies*. Feb2012, Vol. 93 Issue 1, p71-90. 20p. 3 Graphs.

Riguel, Emilie. (2014). Phrasal Verbs:Usage and Acquisition. *Program of PhD Student, University of Sorbonne Nouvelle-Paris 3*, France. June 2014, Vol 1, No. 2 (Athens Journal of Philology)

Sobarna, Cece.(2012). Preposisi Bahasa Sunda. Bandung: Syabas Books.

Sudaryanto. (2015). Metode dan Aneka Teknik Analisis Bahasa Pengantar Penelitian Wahana Kebudayaan Secara Linguistis. Yogyakarta: Sanata Dharma University Press.

Soemantri, Ypsi Soeria. (2010). Verba berpreposisi to bahasa Inggris: Kajian Sintaktis dan semantis. (*Disertasi*) Bandung: Universitas Padjadjaran.

Sadeqkouhestani, Akram and Rahimy, Ramin. 2013. An Investigation into the Effect of Teaching Phrasal Verbs on the Learners Knowledge of Grammatical Patterns. *Modern Journal of Language Teaching Methods*. June 2013. Vol. 3, No. 2.

Wyatt, Rawdon. 2006. Check Your English Vocabulary for Verba phrasal and Idioms. London: A & C Black.