

THE VIOLATION OF COOPERATIVE PRINCIPLE IN SPOKEN TEST OF MEDICAL LABORATORY TECHNICIAN STUDENTS

Siti Dwi Rukmana¹, Annur, Raidah Zahra², and Zohra Amalia³

¹Jakarta State University

²Jakarta State University

³Jakarta State University

Email: sdwirukmana@gmail.com

Abstract

The paper is aimed to find out the violation of maxims occurred in spoken test of Medical Laboratory Technician. Grice cited in Yule (2006) proposed cooperative principle to control the conversation between speaker and hearer that exchange information in their talk. Grice also stated that that a participant in a talk exchange may fail to fulfil a maxim in various ways, such as violation. To gain the data, spoken test of Medical Laboratory Technician Students will be recorded. The respondent will be five students who were having spoken test. The videos were transcribed and identified which focus on the utterances that violated the maxim. Qualitative approach will be used in analyzing the data. The steps of analyzing were classifying the violation of maxims proposed by Grice found in the data, counting the violation of maxims, and analyzing the meaning of each violation. The results show that the violation of the maxim of quantity, found 6 times, is the most frequent occurrence than the other maxims. It is shown by the production of uninformative talks towards the context of the talk.

Keywords: *Cooperative Principle, Violation Of Maxims, Medical Laboratory Technician Students, Spoken Test*

INTRODUCTION

Human are the social creature which always depending on others and cannot live with their own self. Depending on one to another means that people should live together peacefully. Human also requires communication to interact in societal environment. The American Heritage dictionary of the English Language defines communication as the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior (Communication, 2011, p. 373). With any break in that chain, human would lose the ability to communicate and therefore the functionality as a society.

Also through communication, people can share or express their ideas and feelings to the others. In communication, the people use conversation to interact with

the others. In conversation, the interaction must be between speaker and hearer. In order to achieve the objectives and understanding among both parties, the speaker and hearer supposed to respond and share their ideas of conversation, and it is called as cooperation in conversation (Crowley and Mitchell, 1994:40). By using cooperation, they can understand each other's utterance and their conversation becomes smooth and successful.

The concept of the Cooperative Principle was introduced by philosopher H. Paul Grice (1975) in his article "Logic and Conversation" in Harvard University. Grice (1975) proposes that participants in a conversation obey a general Cooperative Principle (CP), which is expected to be in force whenever a conversation unfolds: "Make your conversational contribution

such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. Grice (1975) stated that cooperative means that the speaker knows that each utterance is a potential interference in the personal rights, autonomy and wishes (a potential face-threatening act) of the other.

That is why we have to shape our utterances in a certain way. The Cooperative Principle is also not only about being positive and socially 'smooth,' or agreeable. It is a presumption that when people speak, they intend and expect that they will communicate by doing so, and that the hearer will help at making this happen. When two people quarrel or have a disagreement, the Cooperative Principle still holds, even though the speakers may not be doing anything positive or cooperative. Even if individuals are aggressive, self-serving, egotistic, and so on, and not quite focusing on the other participants of the interaction, they can't have spoken at all to someone else without expecting that something would come out of it, that there would be some result, and that the other person/s was/were engaged with them.

That is what the Cooperative Principle is all about, and it certainly does have to continue to be considered as the main driving force in communication (Istvan, Kecskes. 2014). Grice thinks that in all language communications, there is a sense of privacy between speaker and hearer that the two parties should obey. In order to guarantee the dialogue can be carried out smoothly and ensure that the task can be completed effectively, both sides of speakers ought to observe this principle. Grice views pragmatic interpretation as heavily relying on

inferential processes: the hearer is able to hypothesize about the Speaker's meaning, based on the meaning of the sentence uttered, on background or contextual assumptions and, last but not least, on general communicative principles which speakers are expected to observe.

In addition, "Cooperative Principle includes four maxims "the maxim of quantity, the maxim of quality, the maxim of relation, the maxim of manner" (Liu Runqing, 2014, p.154).

I. Quantity: Give the right amount of information.

The maxim of quantity refers to "try to make your contribution as information as is required for the current purpose of the exchange, do not make your contribution more informative than is required" (Liu, 2014, p.154). It asks teachers to put forward the problems that must be closely related with the text. In addition, to maintain a proper amount of teacher talk and let the students fully participate in the classroom quiz. The teachers not only need to consider the form of a question, the language of a question and the type of an organization. Teachers should make a certain expectation to this question that students give the answers. What is more, it is necessary to emphasize the point of the application is the purpose. This kind of question can help students to deepen understanding of the text. At the same time, it can improve students' language output.

II. Quality: Try to make your contribution one that is true.

The maxim of quality refers to "make your contribution one that is true, do not say what you believe to be false, do not say that for which you lack adequate evidence" (Liu, 2014, p.154). It is a fundamental of a teacher is occupied in

teaching. Consequently, the question that teacher asks in classroom should be well-founded, do not present what you believe to be false or present which you lack adequate evidence. In addition, positive feedback is the motivation for students to keep on working hard, but negative feedback enables students daunted at the sight of questions and no longer participated in the classroom questions, which can't let students achieve the purpose of communication. Teachers should provide good quality feedback accurately for the students' answer.

III. Relation: Be relevant.

The maxim of relation refers to the conversation between the speaker and the hearer is closely related to the topic in a specific context. Only by doing so, can make dialogue smoothly and achieve its coherence. Hence from the teacher perspective, teachers' question is very much about knowledge appeared in the lesson or including teaching content. If teachers say something beyond the classroom or say many unrelated words, it will not only violate the maxim of relation but also violate the maxim of quantity indirectly. Whether teachers' questions or students' answers, it must be relevant, not a powerful and unconstrained style for fear that reduce the quality of classroom teaching.

IV. Manner: Be perspicuous.

The maxim of manner refers to "avoid obscurity of expression, avoid ambiguity, Be brief, be orderly" (Liu, 2014, p.154). In people's daily conversation, communication between the two sides or one side can express some extended meanings with vague, ambiguous or lengthy discourse to realize interpersonal communication. But in class, when teachers asking a question should be strictly follow

the principles in order to ensure that the students understand the meaning. In classroom questioning teachers should notice the way that the question was framed, that's to guide students' thinking and joining activities actively by using accurate or clear questions.

That will avoid the use of obscure and ambiguous expression or words. In fact, people who go into conversation with each other follow the maxims of Cooperative Principle, that is, both the speaker and listener assume the conversation work well. They assumed that the conversation will be generally true, has the right amount of information, be relevant and understandable. Its maxims specify what participants have to do in order to talk in a rational, efficient, and cooperative way and that they should speak sincerely, relevantly and clearly while providing sufficient information (Levinson, 1987, p72 cited Zhou, 2009). However, people sometimes cannot fulfill the principle or these maxims, which make the conversation partially successful or simply a failure or generate conversational implication (Zhou: 2009). And then, with some purposes people tend to talk about the lie to satisfying the other parties to resolve the failure conversation. According to Grice (1975: 49) violation is the condition where someone or the speaker fails to fulfill the maxim. They consciously or unconsciously violated the rule of maxims to reach certain goals in communication such as try to hide the information, to give the information more obvious, or to entertain the listener.

The violation of maxim also happened in educational field, for instance in classroom activities. English teachers' language is used in the specific context of English classroom. The teachers' question

not only can meet the interchange between teachers and students but reflect the teachers' teaching skills and teaching ideas (Liu, 2017). On the other hand the teachers' questions provide an important source of language input for students to learn language and this is a good opportunity for students to output language. Thus, question-answer from teachers and students is good for classroom atmosphere and communication between teachers and students.

What is more, question-answer process in classroom is of great significant and urgency on urging learners to use language. In order to realize this purpose, the amount of teachers' questions must be abundant but superfluous; the teachers' questions should be interrelated with the text; the key points should be given by teachers; teachers' questioning language should be concise, vivid but obscure translation. Only by doing so can teachers guide the students participate in classroom thinking actively, answering questions energetically in class and exercise their ability of understanding language comprehensively. Students' learning status can be reflected and pragmatic competence to be exercised and cultivated

There were several rationales of violation of why it often happened among teachers and students in formal institution such as the school and college, referring to the trending phenomenon of maxim in education field, students of medical technicians also did some violation while they were having spoken test with native speaker. From this phenomenon, the research is intended to analyze the violation of medical laboratory technician students and to investigate its meaning of each violation which generated conversational implication.

There are plenty of researchs which focus on the violation of maxims in conversation. The first done by Anneke H. Taupan and Helen Natalia (2008) which entitled *The Multiple Violations of Conversational Maxims in Lying Done by the Characters in Some Episodes of Desperate Housewives*. The research found that *Desperate Housewives* film shows that in violating the maxims, each person has his own reason specifically in lying. Using Grice's Cooperative Principle and Christoffersen's criteria of lying, the findings revealed that violating all maxims was meant to eliminate the interlocutor's chance to respond, violating three maxims was to cover the truth and violating two maxims was to create another lie in the future.

Meanwhile another study of situation comedy was conducted in 2013 by Fitri Hidayati and Yulia Indarti which analyzed the violation of maxims in *Malam Minggu Miko*. The results showed that the violation of the maxim of relation, found 13 times, is the most frequent occurrence than the other maxims. It is shown by the production of the irrelevant talks towards the context of the talk.

In another study of psychological research was conducted by Arezou Sobhani, Ali Saghebi (2014) entitled "*The Violation of Cooperative Principles and Four Maxims in Iranian Psychological Consultation*". It is aimed to investigate new ways of understanding non-cooperative attitudes of the speakers and the violation of Cooperative Principle maxims in real Iranian psychological consulting session. The finding of the study is that in order to gain accurate comprehension of the non-cooperative attitudes of interlocutors in a psychological consulting context, it is necessary to have

prior knowledge of interweave relationship between conversational implicature and the violation of CP. This is because understanding the nature of conversational implicature and its potential hidden meanings sheds a new light on the violation of one or more CP maxims.

Considering the previous researches, it can be seen that the violation of maxim is not a new topic in research world, yet it is a new and still growing phenomenon in Indonesia. The violations of maxims also happen in education field especially for student's and teacher's utterances. Based on those researches above, there were no specific researches which focus to find out the violation of maxims occurred in spoken test of Medical Laboratory Technician. Therefore, this research will focus to find out the violation of maxims occurred in spoken test of students of Medical Laboratory Technician, Jakarta.

METHOD

Research Design

This research is a qualitative study in which the data were the utterances taken from spoken test of Medical Laboratory Technician students with native speaker. Burns and Grove (2003:19) describe a qualitative approach as "a systematic subjective approach used to describe life experiences and situations to give them meaning". And then, Creswell (2009:173) argued that qualitative research studied things in their natural setting, attempting to make sense or interpret the phenomena in term of the meanings people bring to them and describe the process in detail.

Moreover, Moleyong (2010) stated that qualitative method is also used for the research procedure that obtain the descriptive data both in spoken and written

form based on people behaviour. Based on those theories above, qualitative method design is appropriate method to be used in this study to describe the occurrence of violation of maxims during spoken test in detail.

Data and Data Source

The data is a set of value in qualitative research. This research use audio visual material as the types of data. According to Creswell (2012) audiovisual materials consist of images or sound that researcher collect to help them understand the central phenomena which being study.

The data of this study is a video and it was taken from five students of Medical Laboratory Technician. It was taken while they doing speaking test with native speaker. The students are from Medical Faculty of MH Thamrin University, Jakarta. The duration of the video is around five minutes. The students are in basic level or second semester. The native speaker comes from Australia. He asked the students to mention the name of laboratory equipment and its function.

Data Collecting Procedure

The data collection procedure is the list of procedures uses to makes the research run well (Creswell, 2012). The data was taken from recorded video between five students of Medical Laboratory Technician and native speaker. Then the video was carefully transcribed.

Data Analysis Procedure

Analyzing the data in qualitative research requires the deep understanding about how to make sense of the spoken text and images in order to answer the research question (Creswell, 2012). Therefore in analyzing the data in this study, the researcher had done some steps, namely;

1. The conversation between five students of Medical Laboratory Technician and native speaker is carefully transcribed.
2. Identifying the data that contained violation of maxims based on theory by Grice (1975).
The criteria of violation of maxims used as distinguished guidelines

Maxim	Violating the maxims
Quantity	<ul style="list-style-type: none"> • If the speaker does circumlocution or not to the point • If the speaker is uninformative • If the speaker talks too short • If the speaker talks too much • If the speaker repeats certain words
Quality	<ul style="list-style-type: none"> • If the speaker lies or says something that is believed to be false • If the speaker does irony or makes ironic and sarcastic statement • If the speaker denies something • If the speaker distorts information
Relevant	<ul style="list-style-type: none"> • If the speaker makes the conversation unmatched with the topic • If the speaker changes conversation topic abruptly • If the speaker avoids talking about something • If the speaker hides something or hides a fact • If the speaker does the wrong causality
Manner	<ul style="list-style-type: none"> • If the speaker uses ambiguous

f violation of each maxim is presented in the table below.

No	Types of violation of maxim	Quotation	Total
1	Maxim of quantity	<p>Native: you should tell me what is it? What is it for? You can make it long. So, longer is better. So I can see it's like <i>how well you speak English</i> ya.. It's not about the score. It's not about 80 90. It's about the way you are. <i>How well you speak English.</i></p> <p>Native: Be yourself. Do your best and good luck. <i>You can do it, you can do it!</i></p> <p>Native: Alright, who wants to go first? Anyone? You are in the same class Who wants to go first? Anyone? How's about volunteer?</p> <p>Student: <i>Gambreng</i> Native: No.. No.. Alright, start with you, say something. Start with you and moving. Alright go ahead</p>	6

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- language
- If the speaker exaggerates thing
 - If the speaker uses slang in front of people who do not understand it
 - If the speaker's voice is not loud enough
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3. Classifying the violation of maxims into each type of maxims.
4. Counting the violation of maxims.
5. Analyzing the meaning of each violation.

RESULT AND DISCUSSION

RESULT

The finding showed that there were a number of violations of maxims which was occurred in spoken test between five students of Medical Laboratory Technician and examiner which is native speaker. The total number of violation of maxims during spoken test is 11. The highest number of violation was occurred in maxim of quantity with the total of violation is 6. Meanwhile, the total number of each maxim of quality and maxim of manner is 2. And the total number of violation of maxim of relevance is 2. The data o

		Native: What is that? Student: it's alcohol swap Native: what? Student: It's alcohol swap Native: Ok	
		Native: anyone? (ask other students, then the next student holds the laboratory equipment) Ok (let the student to explain the laboratory equipment) Student: it's micro pipet. It is used to take liquid in small quantities Native: <i>that's all?</i> (waiting students to add the answer (0:02) <i>Just to take it?</i>)	
2	Maxim of quality	Student: this is beaker glass. The function of beaker glass is to mix, heat, measuring liquids. Done (smile) Native: <i>Ok not bad, very good. Good Linda.</i> Student: thank you mr. Native: Alright, who wants to go first? Anyone? You are in the same class Who wants to go first? Anyone? How's about volunteer? Student: <i>Gambreng</i> Native: No.. No.. Alright, start with you, say something. Start with you and moving. Alright go ahead Native: Amelia Student: this is syringe. It is used to take the blood, to give injection to the patient. It also provides with size Native: alright. so, <i>just for blood?</i> Student: it also to give injection to the patient.	2
3	Maxim of relevance	Native: Alright, who wants to go first? Anyone? You are in the same class Who wants to go first? Anyone? How's about volunteer? Student: <i>Gambreng</i> Native: No.. No.. Alright, start with you, say something. Start with you and moving. Alright go ahead	1
4	Maxim of manner	Native: Alright, who wants to go first? Anyone? You are in the same class Who wants to go first? Anyone? How's about volunteer? Student: <i>Gambreng</i> Native: No.. No.. Alright, start with you, say something. Start with you and moving. Alright go ahead	2
		Student: this is beaker glass. The function of beaker glass is to mix, heat, measuring liquids. Done (smile) Native: Ok not bad, very good. Good Linda. Student: thank you Mr.	
Total			11

DISCUSSION

This part, the writer would discuss and explain the violation of maxim which was occurred based on data finding.

1. Opening

Native: you should tell me what is it? What is it for? You can make it long. So, longer is better. So I can see it's like *how well you speak English* ya.. It's not about the score. It's not about 80 90. It's about the

way you are. *How well you speak English.* Be yourself. Do your best and good luck. *You can do it, you can do it!*

In the beginning native speaker explained the guidelines to the students in order to fulfill spoken test. The native speaker asked the students to mention the name of laboratory equipment and its function. Then he asked them to explain the function of laboratory equipment longer. The longer explanation would give them guarantee that their performance is better so that the native speaker can measure their speaking skill easily. In the last part, he gave them support to do the best in their spoken test.

In this situation, the native speaker violated maxim of quantity by giving more information in which he repeated the same sentence. Based on the criteria which was proposed by Grice (1975) one of the criteria of violating maxim of quantity is the speaker repeats certain words. The repeated sentence is “how well you speak English” and “you can do it”.

The intention of repeating his utterance “how well you speak English” is to emphasize that he obviously wanted to know and see how well they speak English. In other words, he wanted the students to speak more so that he can see their real capability in speaking. Moreover, the native speaker continued to repeat the same sentence in the beginning “you can do it” twice.

By repeating this sentence, he was expecting that through this sentence the students can increase their motivation to speak well and he believed that they can pass spoken test well. Thus, by violating maxim of quantity in which the speaker gave more information to the hearer, the speaker wants to give the information as

clear as possible to hearer. In this case, the native speaker emphasized that he wanted the students to show how well they speak English. Then, the native speaker gave more information by emphasizing the words to encourage students’ motivation in spoken test.

2. Opening

Native: Alright, who wants to go first? Anyone? You are in the same class Who wants to go first? Anyone? How’s about volunteer?

Student: *Gambreng*

Native: No.. No.. Alright, start with you, say something. Start with you and moving. Alright go ahead

The native speaker offered the students to go first, but no one student wanted to be a volunteer. Then, one of the student said “gambreng”. By saying this word, according to cooperative principle, the student violated all of the maxims, maxim of quantity, maxim of quality, maxim of relevance and maxim of manner.

Based on cooperative principle by Grice (1975) the student violated all of the maxims as follows:

1. Maxim of quality: the answer was uninformative.
2. Maxim of quantity: the answer also was false.
3. Maxim of relevance: the answer was unmatched with the question.
4. Maxim of manner: the answer generated obscurity due to use Bahasa.

Gambreng means the way how to decide the turn randomly. It obviously stated that through this word the students did not want to be the first turn. They prefer to be chosen randomly by pointed one by one. Identified, the students are lack of confidence. They do not have boldness to be the first model in the class. They are terrified to do mistakes in the first part.

Beside that, the psychological factor also influenced them to talk with native speaker directly, such as nervous, afraid and ashamed. The students are probably dealing with native speaker for the first time. The students were feeling nervous and afraid to be the first turn. Another factor is they were not ready to deal with spoken test. Therefore, no one student who proposed to be the first.

3. Student 1

Native: What is that?

Student: it's alcohol swab

Native: *what?*

Student: It's alcohol swab

Native: Ok

Student: the function is to disinfection the area of skin before injection

Native: ok, not bad

In this term, the native speaker violated the maxim of quantity by asking the same question twice. According to cooperative principle by Grice (1975) the repetition of the certain words was categorized as violation of maxim of quantity. The speaker's intention to repeat the question twice in this case is to ensure whether the student's answer from the first and the last is clear and correct. Thus, the native speaker violated the maxim of quantity because he wanted to emphasize that the student's answer should be clear and correct.

4. Student 2

Native: anyone?

Ok (let the student to explain the laboratory equipment)

Student: it's micro pipet. It is used to take liquid in small quantities

Native: *that's all?* (waiting students to add the answer) *Just to take it? What's for?* (point to the equipment)

Student: this is...

Native: no help (not allow other student to help)

Student: (silent 0:05) it's number of volume

Native: Ok, alright thank you Dewi.

The native speaker asked the students who had not got a turn to mention one of the name of laboratory equipments and its function. Then, one of the students mentions the name of laboratory equipment and its function. But then, the native speaker's respond was not satisfied. Therefore, he asked the function of micro pipet once more. He waited the student's respond about two second, but the student was still silent. Then he asked the student one more by repeating student's answer, yet the student did not add her answer.

Based on the case of native speaker's respond by convincing student's answer, it was categorized as the violation of maxim of quantity. The native speaker's respond was occurred because the student gave less informative answer. Actually, there are other function of micro pipet beside to take the liquid, it also can transport and measure the liquid in small quantities. Therefore, to ensure whether the student can speak more, the native speaker asked different question to be answered.

5. Student 3

Native: Amelia

Student: this is syringe. It is used to take the blood, to give injection to the patient. It also provides with size

Native: alright. so, *just for blood?*

Student: it also to give injection to the patient.

Native: so, what is for?

Student: this is scale volume

Native: for what?

Student: like to take the blood

Native: good, thank you Amelia.

Based on this situation, the native speaker violated maxim of quality. He was

not appropriate to convince student's answer by repeating her answer. Actually, the student had given smooth explanation by saying the syringe function's is not only to take the blood but also to give injection to the patient. The problem is he repeated to ask through repeating student's answer. Then the student replied back that the syringe function is to give injection to the patient.

Therefore, this case is categorized as violation of maxim of quality due to the Speaker's answer was confusing. He stated that the student answer was "not bad, very good and good". Actually, those three words of grading satisfaction are different each other, but the native speaker used those words altogether. He did not explain why he used three different satisfaction to respond student's answer. That is why the answer generated obscurity. Based on this case, the native speaker violated maxim of manner by saying obscurity to the students.

On the other hand, the native speaker was uninformative not to explain what level of satisfaction referred to, whether it referred to student's fluency, pronunciation, confidence or and so on. Thus, the native speaker violated maxim of quantity by saying uninformatively to the student.

CONCLUSION

From the data analysis, in studying the conversation of Medical Laboratory Technician students by focusing on the Grice's maxim violation, it can be seen that the number of violation of maxims is 11. The violation of maxim quantity is the highest with the total is 6. The violation of the maxim of quantity, found 6 times, is the most frequent occurrence than the other maxims. It is shown by the production of

speaker's respond is not appropriate to be said or false.

6. Student 5

Student: this is beaker glass. The function of beaker glass is to mix, heat, measuring liquids. Done

Native: *Ok not bad, very good. Good Linda.*

Student: thank you Mr.

After student 5 finished answering the question, the native speaker turned to respond it. However, the native uninformative talks towards the context of the talk. Meanwhile, the violation of maxim quality is 2. It happened when the speaker repeatedly asking by repeating student's answer. Violation of maxim relevance is 1 and it happened when the hearers said irrelevant answer when the speaker asking them to be a volunteer. The last one is violation of maxim manner is 2. This is happened because the speaker said obscurity to the hearers.

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