

Appendix 1: Semi-structured Interview Design

This interview framework was prepared before I interviewed my respondents. Some basic questions were listed ahead of time. However, semi-structured interview gave me chance to create additional questions during interview which were not listed in the design below.

Pair: Age: Education: Sex:	
questions	note
<ul style="list-style-type: none"> - Live in the same home? - Parental treatment? - Go to the same school? - Belong to the same peer group/social group? - Do the same activity? (Have the same hobby?) - Outsiders' treatment? - Often spend time together both inside and outside home? <p>Additional questions:</p> <ul style="list-style-type: none"> - - - 	

Appendix 2: The Interview Result of the Respondents' Environment Background

This part is reporting the environmental background of my twin's respondents based on the interview with them and their parents and my observation whenever I came to their house. The result of the interview was written in narrative way. The twins with shared environment were initialized WA and WI; the twins with non-shared environment were initialized VA and VI.

WA and WI's environment

To begin with, since WA and WI were children, their parents had treated them alike. They were dressed by the same clothes, the same shoes and other same accessories, just like how parents with twin children usually behave in general. They also showed me some pictures taken on their first, fifth, thirteenth and seventeenth birthday where they stood side by side, wearing the same dress model with the same color and accessories. Yet, since they were teenagers, their parents stopped buying double gifts for them. WA-WI's parents started to buy one item for both of them so they could share. The twins showed me one big cupboard where all dresses were kept so they shared all the clothes.

WA and WI had graduated from college in 2003 and their occupations were private English teacher. They were educated at the same school since kindergarten until university. More than that, they were always in the same classroom from kindergarten up to college life. They were graduate students from a senior high school in Surabaya then they majored in the same faculty of a university in Surabaya. They always registered in the same subjects of the same classes and taught by the same lecturers. I knew this because I was their classmate during college time.

WA and WI lived in the same home and occupied the same bedroom since they were children. They had a habit which was done for years that was talking privately before sleeping at night. At this time, they shared their problems on that day. They said that this intimate moment made them closer

and strengthened their affection to each other. When WA was sleepy and wanted to take a nap, she asked WI to stay in the bed although WI did not want to sleep. In short, WA wanted WI to accompany her while she was sleeping. This habit was still going on when I investigated them.

There were also several activities which they did together. First of all, they spent most of the day together. Since they had the same academic life before they graduated, they did most academic activity together such as studying, exploring books in library, doing assignment, preparing presentation, collecting material for certain subject and so on. Second, since they had the same hobbies, they did non-academic activities together. Both of them liked sport so they joined volley game and swimming. They were also fond of music and able to play keyboard, piano and guitar. The interesting thing they showed when I came to their house was they played the piano together and they shared the bench. WA played the melody while WI played the accompaniment. Third activity they did together was they shared the meal. When they ate in restaurant and ordered two different foods, they always ate half of each food and gave the rest to the other. If they ordered only one food, they still shared. More than that, when one of them wanted to eat, she asked her twin to accompany her in the dining room although her twin did not want to eat. The last activity was they spent spare time together such as going to Mall, watching movie in theater, reading magazine, hanging out with their friends (note: they have friendship with the same people) and playing computer game. Once they demonstrated to me when they played computer game. They played aero plane war and shared keyboard. WA handled the keyboard keypad that controlled the aero plane direction while WI handled the keypad for shooting section.

The twins also shared certain symbols which outsiders could not understand. They had agreement that certain numbers brought hidden meaning between them. Several examples were: they coded 'one' for "yes" and 'two' for "no". Thus, when they were invited by outsider to go out, one of the twins asked her sibling 'one or two?' which one indicates 'yes' to accept the invitation and 'no' to reject it. They also gave symbol to Rupiah

nominal. If a food cost Rp 5000, they said 53 (five three) where three indicated the total of the zero. If a clothe cost Rp 150,000, they said 154 (four is the zero amount). They called 'triangle' for person they distrusted/disliked; they gave also nickname to remember certain people easier. For example, they had a friend whose resident was in Musi street, Surabaya. This person's nickname was 'river' because Musi is the name of a river.

The twins also had code to call each other by whistling. Yet, their whistling system was not by blowing the air out from their lungs through their lips, but by sucking the air into their lungs through their lips. The sound produced was like high hissing. They often showed this whistling in front of me, especially when I went out with them and the three of us were separated in different part of a book store, the twins indicated their location by whistling so each knew where the other was.

The twins also made their own alphabet symbol. For example: A = ▼, B = θ, C = ρ, D = □, E = Θ. They made this private agreement since they were children. Their reason was they did not want others understand while reading their personal note. During school life, when the teacher was explaining the lesson, the twins communicated each other by making notes consist of these alphabet symbols which were understood between them. This was kind of protection to their privacy. Thus, all those symbols and codes have made the twins live in their own world which nobody, even their parents, understood what they were talking about.

The last important environmental condition was they belonged to the same peer groups. Both of them became the member of the same social groups. Thus, they have relationship with the same people. They joined the same Japanese course so they mingled with the same other students; they participated in the same volley ball competition and mingled with the same members of their team, et cetera. When I was in their house, one of their friends came and she was both WA and WI's friend. In addition, outsiders such as relatives and friends also tended to treat them as twins. They got the same gift from their friends. Even their friends often gave them one gift so they could share it. The twins told me that outsiders usually considered them

as one individual. If WA liked pink colour, people would think that WI had to like the same colour. If WA liked banana, people thought that WI liked it too. The twins said this kind of treatment sometimes irritated them.

VA and VI's Environment

Since VA and VI were children, different parental treatment had been given. Unlike general twins, they were dressed differently. Their parents never bought the same style of clothes or of the same colour. They always bought different style of clothes. For example, if they planned to buy skirts, there would be two skirts with different model, motif and colour. They raised the twins as two different persons; they talked to them separately and put them in different bedroom. Every utterance was addressed privately to one of the twins. They never say, "You both put your socks in the drawer" but they always addressed to one twin at one time and then to the other twin at the other time such as, "B1 put your socks in the drawer" then "B2 put your socks too in the drawer". With this way, their parents hoped to build confidence to their twin children that they were two different individuals so they should not always be the same.

My respondents of twin non-shared environment were at the age of 23 years old and had graduated from college. They studied in the same kindergarten and school (elementary-senior high) but always occupied different classroom. Based on my interview with their parents, they had policy to make their twins children independent in a sense that although they are twins, they will not depend on each other. Thus, their parents always asked teachers to put the twins in different classroom and to notice whether they spent too much time together. Their parents wanted the twins to make friend with others as many as possible so they would not live in a twin world.

This kind of parental treatment has affected the twins when they were growing up. As a result, the twins did not spend much time together. They chose to have different friends and went out with friends rather than with her sibling. They had their own activities and did them mostly with

friends. One twin liked art very much so she majored in visual communication design while the other majored in economic management faculty. In short, they had different social group because they mingled with different kind of persons and activities.

When they had leisure time, both chose to fill the time by doing things they liked with their own friends. Since one twin liked art, she used the time to visit art places such as Gallery, House of Sampoerna or reading advertisement magazines. The other twin liked watching movie or haunting song CD in Mall with her friends. When both of them were at home, they were still busy with their own activity. More over, they had different bedroom so they spent time in their own room without much chatting with their twin sibling.

The twins with non-shared environment, VA-VI, were totally different in interaction compared to twins envired together. These twins did not have secret symbols to protect their private life or to prevent outsiders from understanding their conversation. Since both of them did not interact much, they did not consider secret symbols as necessary things.

One interesting thing about them was they rejected to go out together with their sibling. When I asked both of them to go out with me, they said only one of them would join and the other would join me next time. They did not want to hang out together with their sibling because it has been a habit since they were kids. This is another way how their parents prevented them from being too much twin. They would go together only for certain occasion such as family wedding or any birthday invitation addressed for them both. Their friends whom I met also affirm that VA and VI went out together rarely.

Their different parental treatment has been known and familiar among their other relatives so nobody treated them as twins but more as general siblings. No relative considered that both of them had to like same things. They knew the twins had different interests and acted independently.

Appendix 3: HCRC Profile

HCRC (Human Communication Research Center) is an interdisciplinary Research Centre based at the Universities of Edinburgh and Glasgow. It was originally established with funding from the UK Economic and Social Research Council (ESRC) in 1989, and became independent of that core support ten years later. In the report of an international review committee appointed by ESRC in 1997, the Centre was highly praised and ranked alongside the best of its comparator institutes in Europe. Since then, continued development and new staff appointments have ensured that HCRC is among the world's foremost centres for research into cognitive and computational aspects of communication.

HCRC is based on a number of senior staff Associates contributed primarily by: the Division of Informatics in Edinburgh (especially the Institute for Communicating and Collaborative Systems); the Department of Theoretical and Applied Linguistics in Edinburgh (including the Centre for Speech Technology Research); and the departments of Psychology in Edinburgh and Glasgow. HCRC has become a major centre for postgraduate study and actively pursues training and research links with outside users in both the public and private sectors.

Expertise

HCRC involves approximately 60 academic and related staff, covering an extremely wide range of expertise in human communication. This includes virtually all aspects of Computational Linguistics, Cognitive Psychology, Psycholinguistics and many aspects of Artificial Intelligence. Collaboration and consultancy can be offered in any of these areas. HCRC has specific experts in:

- computational linguistics
- cognitive psychology
- human computer interface design and assessment
- computer science

- artificial intelligence
- semantics
- software engineering

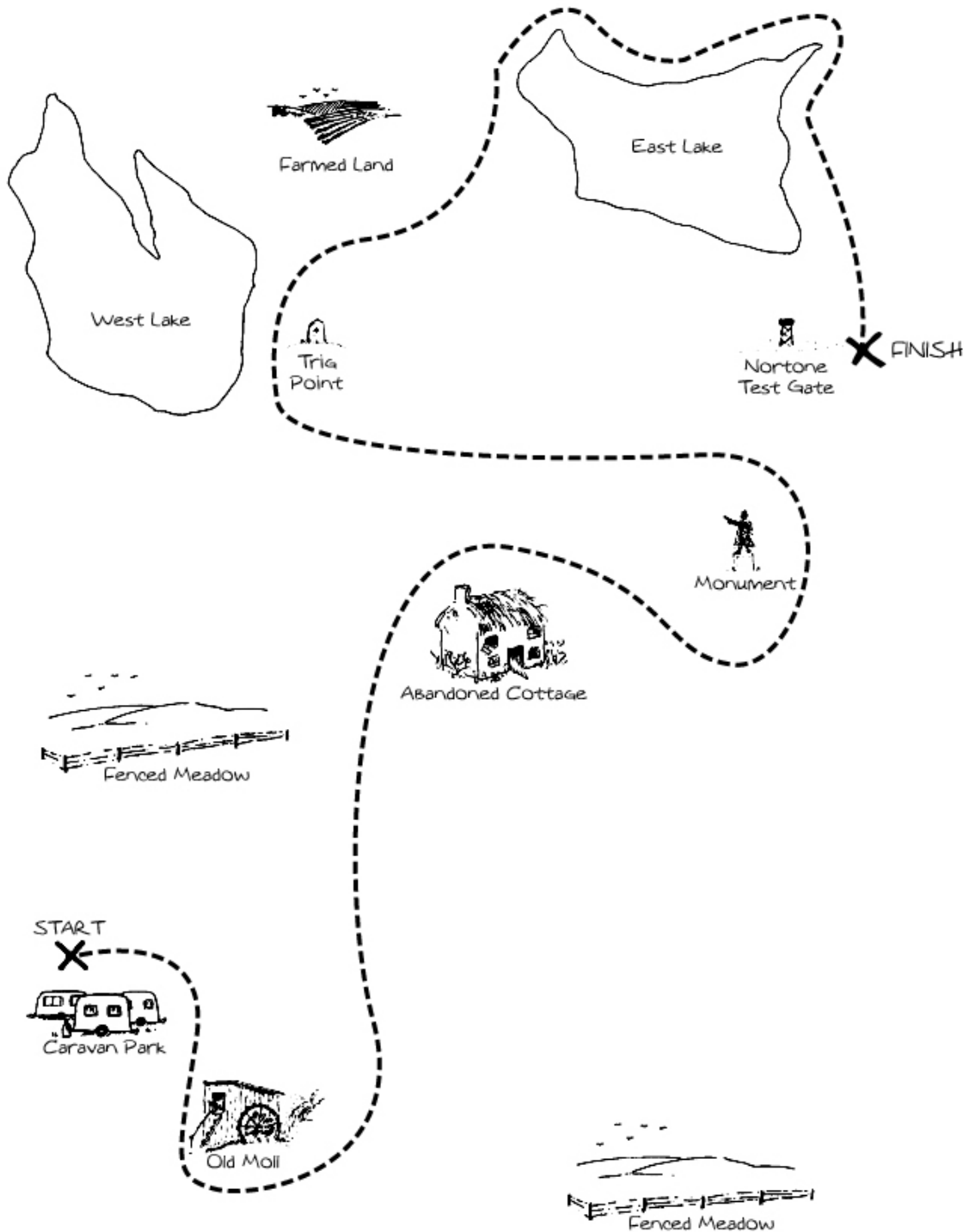
Appendix 3: HCRC Profile (continuation)

- document management

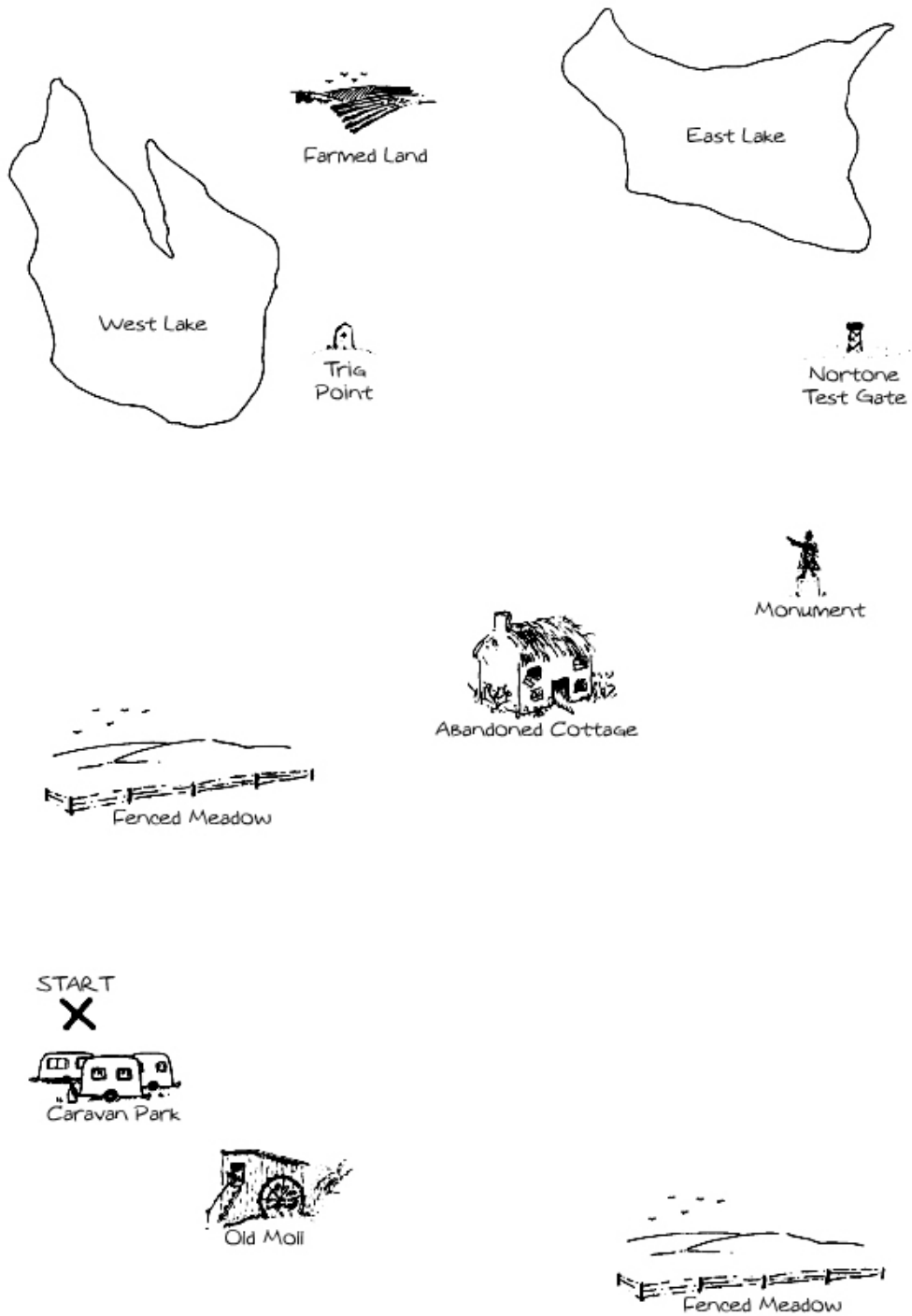
Research Activities

HCRC research is closely integrated with related work in its host institutions, spanning the interests of a number of working groups, which are brought together in a uniquely interdisciplinary framework. In addition, the Language Technology Group (LTG) and the Multimedia Communications Group (MCG) co-ordinate applied projects. All of the groups are available to help outside organizations and companies.

Appendix 4: HCRC Map Task Giver



Appendix 5: HCRC Map Task Follower



Appendix 6: WA and WI's Speech Performance in HCRC Map Task

Speaker: WA	Duration: 4' 20"
<p>dari start tarik garis ke ki -- kanan dua senti pokoe sampek ngelewati karavan park terus turun ke atas -- <i>eh</i> -- ke bawah tapi agak dilengkungno ngelewati old moll -- old moll terus tarik garis dari gambare old moll -- dari gambare old moll seng onok tanggane ke kanan kira-kira lima senti habis gitu dari sana tariken garis ke atas kira-kira sepuluh senti pokoe sampek ke atase abandon cottage -- atase abandon cottage seng ada cerobong itu tariken garis ke atas dikit lagi terus habis dari ab -- atase abandon cottage turuno sak senti belokno ke kanan sampek ngelewati monumen terus dari tulisan monumen tariken garis ke atas sampek dekete norton test gate mari gitu dari norton -- dari norton ini pergikno ke trig point jadi ke kiri terus sampek tulisane trig point -- ndek bawahe tulisan trig point antara barat ambek selatan jadi dari norton terus -- terus pergi ke trig point -- <i>eh</i> -- pergi ke arah barat ambek selatane trig point terus dari situ naik ke atas tapi ndak sampek trig point ya sam -- ndak sampek situ jadi sampek tengah-tengah rodok nganan titik antarae farmer ambek east lake -- <i>eh</i> -- ambek east lake terus ke atas belok kanan ndek atase east lake turun sampek gambare norton itu finish</p>	

Speaker: WI	Duration: 4' 12"
<p>dari start itu ke kanan kira-kira dua sentian terus turun ke bawah sampek old moll masik terus lagi jadi di bawahe old moll barusan belok kanan habis gitu dari old -- bawahe old moll ke kanan mari gitu terus jadi lewate fenced -- fenced meadow sama abandon cottage habis gitu kalo sudah sampek sana belok kanan jadi garisnya ngelewati aba -- <i>apa</i> -- di atasnya abandon cottage habis kanan turun dikit terus mbikin garis lagi ke kanan sam -- jadi ngelewati</p>	

**Appendix 6: WA and WI's Speech Performance in HCRC Map Task
(continuation)**

bawahnya monumen itu habis gitu naik lagi ke atas jadi ke monumen --
sebelahnya monumen habis gitu naik belok kiri sampek bawahnya trig --
trig point di situ agak dibikin melengkung terus bikin garis ke atas antara
west lake sama trig point habis gitu terus tapi agak dimiringno ke kanan --
kanan sampek di tengah-tengahe farmer land sama east lake naik dikit terus
ke kanan -- belok ke kanan jadi belok kanan ini ngelewati east lake -- atase
east lake terus sampek ujung kanan east lake itu turun ke bawah -- turun ke
bawah sampek gambar norton -- sebelah kanannya gambar norton jadi
finishnya di norton test gate itu

Appendix 7: VA and VI's Speech Performance in HCRC Map Task

Speaker: VA	Duration: 3' 04"
<p>dari start menuju ke timur habis gitu melewati tengah-tengahe antara caravan park dan old moll pokoe mari ke timur habis gitu masuk ke tengah-tengahe caravan park dan old moll menuju selatan setelah ngelewati itu ga sampe bawah belok'o ke kanan menuju timur lalu menuju utara melewati fenced meadow dan aba -- abandon cottage naik sampe tengah-tengahe situ setelah melewati fenced meadow -- <i>eh</i> -- fenced meadow habis gitu belok kanan jadi setelah melewati pertengahan itu belok kanan terus turun kira-kira dua sentian kemudian belok kanan melewati monumen -- melewati monumen lalu berbelok ke kiri sampek antarae west lake ambek trig point lewato tengah-tengahe situ terus naik ke antarae farmed land ambek east lake lalu menuju norton test gate finishe ndek situ</p>	

Speaker: VI	Duration: 4' 17"
<p>dari -- <i>apa namae</i> -- dari caravan park melewati -- <i>eh</i> -- melewati di antaranya caravan park dan old moll lalu ke utara ndek utara itu melewati di antaranya fenced meadow sa -- sama abandon cottage setelah melewati itu -- setelah melewati itu lalu -- <i>apa namae</i> -- lalu belok ke timur terus turun ke selatan dua senti -- dua senti lalu vertikal -- vertikal menuju ke sebelah kanane -- <i>apa namae</i> -- sebelah kanane sing ada gambar orang namae monumen dari monumen -- dari gambar monumen di atase itu ke kiri ngelewati di an -- di antarae west lake sama trig point ngelewati -- terus ngelewati antarae farmed land sama east lake terus belok kanan ndek atase east lake -- east lake terus turun ke sing ada gambare kotak itu finishe</p>	

Appendix 8: WA's Speech Disfluency Data

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
1	<i>Dari start tarik garis ke ki-</i> (From start draw a line to the le-)	-	<i>kanan dua senti</i> (right for two centimeters).		V			
2	<i>Terus turun ke atas</i> (then go down upward)	eh	<i>ke bawah tapi agak dilengkungno</i> (downward but bend the line a little).		V			
3	<i>ngelewati Old Moll</i> (passing by Old Moll)	-	<i>Old Moll terus tarik garis ...</i> (Old Moll then draw a line...)	V				
4	<i>terus tarik garis dari gambare Old Moll</i> (then draw a line from Old Moll's picture)	-	<i>dari gambare Old Moll sing onok tanggae ke kanan kira-kira lima senti</i> (from Old Moll's picture which has ladder to the right for about five centimeters)	V				

Appendix 8: WA's Speech Disfluency Data (continuation)

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
5	<i>pokoe sampek ke <u>atase</u> Abandon Cottage</i> (in short up to the above Abandon Cottage)	-	<i><u>atase Abandon Cottage</u> sing ada cerobong itu tariken garis ke atas</i> (above Abandon Cottage which has chimney draw a line upward)	V				
6	<i>terus habis dari <u>Ab-</u></i> (then from Ab-)	-	<i><u>atase Abandon</u> Cottage turuno sak senti</i> (above Abandon Cottage make it down one centimeter)			V		
7	<i>... mari gitu <u>dari Norton</u></i> (... then from Norton)	-	<i><u>dari Norton</u> ini pergikno ke Trig Point</i> (from this Norton go to Trig Point)	V				
8	<i>... jadi ke kiri terus sampek <u>tulisane Trig Point</u></i> (... so keep on going to the left up to the writing of TrigPoint)	-	<i><u>ndek bawahe tulisan Trig Point</u> antara Barat ambek Selatan</i> (below the writing of Trig Point between West and South)			V		

Appendix 8: WA's Speech Disfluency Data (continuation)

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
9	<i>dari Norton <u>terus</u> (from Norton then)</i>	-	<i><u>terus</u> pergi ke Trig Point (then go to Trig Point)</i>	V				
10	<i>dari Norton terus <u>pergi ke Trig Point</u> (from Norton then go to Trig Point)</i>	eh	<i><u>pergi ke arah Barat ambek Selatane Trig Point</u> (go between Westward and Southward of Trig Point)</i>			V		
11	<i>tapi <u>ndak sampek Farmed Land</u> ya <u>sam-</u> (but before Farmed Land ya up-)</i>	-	<i><u>ndak sampek situ jadi sampek...</u> (before it so up to ...)</i>			V		
12	<i>antarae Farmed <u>ambek East Lake</u> (between Farmed and East Lake)</i>	eh	<i><u>ambek East Lake terus ke atas belok kanan</u> (and East Lake then go upward and turn to the right)</i>	V				
Total				6	2	4	-	-
Percentage				50%	16.7%	33.3%	-	-

Appendix 9: WI's Speech Disfluency Data

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
1	<i>habis gitu dari <u>Old</u> (after that from Old)</i>	-	<i><u>bawahe Old Moll ke kanan</u> (below Old Moll go to the right)</i>	V		V		
2	<i>jadi lewate <u>Fenced</u> (so the route is between Fenced)</i>	-	<i><u>Fenced Meadow sama Abandon Cottage</u> (Fence Meadow and Abandon Cottage)</i>					
3	<i>jadi garisnya ngelewati <u>Aba-</u> (so the line is going through Aba-)</i>	<i>apa (what is it)</i>	<i><u>di atasnya Abandon Cottage</u> (the above Abandon Cottage).</i>			V		
4	<i>habis kanan turun dikit terus mbikin garis lagi ke kanan <u>sam-</u> (after turning right go downward a little then make another line to the right up-)</i>	-	<i><u>jadi ngelewati bawahnya monumen itu</u> (so it passes below the monument)</i>					V
5	<i>habis gitu naik lagi ke atas jadi ke <u>monumen</u> (then go upward again to monument)</i>	-	<i><u>sebelahnya monumen</u> (beside the monument)</i>			V		

Appendix 9: WI's Speech Disfluency Data (continuation)

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
6	<i>belok kiri sampek bawahnya</i> <i>Trig</i> (turn to the left up to below Trig)	-	<i>Trig Point di situ agak dibikin melengkung</i> (Trig Point there bend it a little)	V				
7	<i>tapi agak dimiringno ke kanan</i> (but slant it a little to the right)	-	<i>kanan sampek...</i> (to the right up to...)	V				
8	<i>naik dikit terus ke kanan-</i> (go upward a little then right)	-	<i>belok ke kanan</i> (turn to the right)			V		
9	<i>jadi belok kanan ini ngelewati East Lake</i> (so turning to the right is passing by East Lake)	-	<i>atase East Lake terus sampek ...</i> (above East Lake then keep going up to ...)			V		
10	<i>ujung kanan East Lake itu turun ke bawah</i> (the right corner of East Lake you go downward)	-	<i>turun ke bawah sampek gambar Norton</i> (go downward up tp Norton picture)	V				

Appendix 9: WI's Speech Disfluency Data (continuation)

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
11	<i>turun ke bawah sampek gambar Norton</i> (go downward up to Norton picture)	-	<i>sebelah kanannya gambar Norton</i> (the right side of Norton picture)			V		
Total				4	-	6	-	1
Percentage				36.3%		54.5%		9.1%

Appendix 10: VA's Speech Disfluency Data

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
1	<i>melewati Fenced Meadow dan <u>Aba-</u> (passing by the Fenced Meadow and Aba-)</i>	-	<i><u>Abandon</u> Cottage naik sampe tengah-tengahe situ (Abandon Cottage going up to the middle of it)</i>	V				
2	<i>setelah melewati <u>Fenced Meadow</u> (after passing by Fenced Meadow)</i>	eh	<i><u>Fenced Meadow</u> habis gitu belok kanan (Fenced Meadow then you turn right)</i>	V				
3	<i>belok kanan <u>melewati monumen</u> (turn right passing by the monument)</i>	-	<i><u>melewati monumen</u> lalu berbelok ke kiri (passing by the monument then turn to the left)</i>	V				
Total				3	-	-	-	-
Percentage				100%	-	-	-	-

Appendix 11: VI's Speech Disfluency Data

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
1	<i><u>Dari</u></i> (from)	<i>apa namae</i> (what is it called)	<i><u>dari</u> Caravan Park melewati ...</i> (from Caravan Park passing by...)	V				
2	<i>dari Caravan Park <u>melewati</u></i> (from Caravan Park passing by)	eh	<i><u>melewati</u> di antaranya Caravan Park dan Old Moll</i> (passing by between Caravan Park and Old Moll)	V				
3	<i>di antaranya Fenced Meadow <u>sa-</u></i> (between Fenced Meadow a-)	-	<i><u>sama</u> Abandon Cottage</i> (and Abandon Cottage)	V				
4	<i><u>setelah melewati itu</u></i> (after passing that)	-	<i><u>setelah melewati itu lalu</u> ...</i> (after passing that then ...)	V				
5	<i>setelah melewati itu <u>lalu</u></i> (after passing that then)	<i>apa namae</i> (what is it called)	<i><u>lalu</u> belok ke Timur</i> (then turn to the East)	V				

Appendix 11: VI's Speech Disfluency Data (continuation)

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
6	<i>turun ke Selatan <u>dua senti</u></i> (go down to the South for two centimeters)	-	<i><u>dua senti</u> lalu ...</i> (two centimeters then ...)	V				
7	<i>lalu <u>vertikal</u></i> (then vertical)	-	<i><u>vertikal</u> menuju ...</i> (vertical towards...)	V				
8	<i>vertikal menuju <u>ke sebelah kanane</u></i> (vertical towards the right of)	<i>apa namae</i> (what is it called)	<i><u>ke sebelah kanane</u> seng ada gambar orang namae monumen</i> (the right side of man picture called monument)	V				
9	<i><u>Dari monumen</u></i> (from monument)	-	<i><u>dari gambar monumen</u> di atase itu ke kiri</i> (from the above monument picture turn left)		V			
10	<i>ngelewati <u>di an-</u></i> (passing by be-)	-	<i><u>di antarae</u> West Lake sama Trig Point</i> (between West Lake and Trig Point)	V				
11	<i>di antarae West Lake sama Trig Point <u>ngelewati</u></i>	-	<i><u>terus ngelewati</u> antarae East Lake sama Fenced Meadow</i>		V			

Appendix 11: VI's Speech Disfluency Data (continuation)

Basic Structure				Disfluency Types				
No	Original Utterance	Editing term	Continuation	Repetition	False start			
					Word Change	Qualification Change	Pronunciation Change	Syntactic Change
12	(between West Lake and Trig Point passing by <i>belok kanan ndek atase <u>East Lake</u></i> (turn to the right above East Lake)	-	(keep passing by between East Lake and Fenced Meadow) <i><u>East Lake</u> terus turun ke sing ada gambare kotak</i> (East Lake then go down to the picture of box)	V				
Total				10	-	2	-	-
Percentage				83.3%	-	16.7%	-	-