THE DEVELOPMENT OF NARRATIVE WRITING LEARNING MODEL FOR ELEMENTARY SCHOOLS IN PADANG

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THE DEVELOPMENT OF NARRATIVE WRITIE
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By: Darnis Arief

Abstract

Learning process in narrative writing in class IV of Elementary Shool had not yet run effectively. This could be seen from the planning and the learning process itself wich did not do as it should be. The teacher seemed to dismiss revising and editing activities. She also did not prepare her students with some knowledge on how to write a narrative text. The teacher was likely to concern on the result of the learning rather than the process. These then gave a bad impact on the students ability in writing. The students were not able to write a paragraph wich was coherence and effective. The words used sometime were inappropriate and the spelling was incorrect. Therefore, a learning model in teaching narrative writing needed to be developed. The aim of the research was to develop a learning model and for teaching narrative writing for the fourth grade students of Elementary School.

This was a Research and Developmental research wich used ADDIE model including analysis, model design, model development, implementation and evaluation. The data gathered was in the form of qualitative and quantitative ones. The data was collected through questionnaire , observation and interview. The data then was analyzed by using t-test.

The result of the research revealed that: (1) the teaching plan made by the teacher was not fully referred to the standard form, (2) the learning process in narrative writing had not yet run effectively, (3) the learning materials used were nor able to provide the students with knowledge needed in achieving the writing competence, and (4) learning evaluation only focused on the writing result.

The result of this research was in the form of learning model for teaching narrative writing for the fourth grade students of Elementary School including the Lesson Pland, learning materials, and learning evaluation. The model had been proven effective to be implemented as it had been tested through an experiment.

I INTRODUCTION

A. Background of Study

Law No. 27 of 2003 on the National Education System, Article 4 section 5 explains that "education is held to develop the culture of reading,

writing, and calculating on every citizen". Reading and writing cultures of society will not happen by themselves although they are regulated; it needs habituation, training, and coaching starting from childhood, along with formal education received at schools. In fact, reading and writing at elementary schools are aspects taught in Indonesian Language subject. Ministerial Regulation No. 22 of 2006 states that one of the goals of Indonesian Language subject in elementary schools is "to make students able to communicate effectively and efficiently according to the ethical code, either oral or written". For this purpose, writing instruction is held at elementary schools in many forms.

Writing in Educational Unit Level Curriculum (KTSP) of 2006 consists of several basic competences. One of them is composing a simple topic focusing on the correctness of writing (capital letter, period, and comma). Writing (composing) plays an important role in life, considering that every social human being needs interaction with other human beings either directly or indirectly. Besides, within the academic life, students will always be engaged in writing activities, which makes writing even worth learning.

When the author asked the elementary school teachers who participated in *Education and Training for Teacher Profession (Diklat PLPG)* in 2009, 2010, and 2011: "Which one of all non-exact sciences is the "hardest" for the students?", they answered that it is Indonesian Language, especially writing. They explained that the students do not have the ability yet to develop the title given to them into paragraphs.

The author's investigation on a narrative writing instruction by teachers of SDN 15 Ulu Gadut and SDN 35 Pagambiran showed that after the pre-activity, in which the students prayed together and the teacher checked on the students' attendance, the students were told that they were going to write or compose. After that, the teacher discussed the compositions with the students followed by serial picture discussion. Afterwards, they decided on the title.

Based on the title they had agreed upon, the discussion was held to decide the outline. The teacher then asked the students to write a narrative and complete it. The teacher did not discuss about the definition of narrative nor the elements. He or she also did not discuss the composition components and the text composition before they were asked to write. In the end of the lesson, the teacher asked the students to read their composition in front of the class. The writing were not revised nor edited yet.

Another fact that the writer has found interesting out of the investigation is the works of the students. The students arranged the paragraphs in accordance with the outline or pictures used although the paragraphs varied consisting of one sentence to three sentences per each. Meanwhile, they were not capable yet to create relation among ideas and coherence among sentences. In terms of sentence arrangement, the sentences the students arranged are neither effective nor completed. In terms of word choice, there were a lot of improper word usages. They also had problems with the punctuation, such as capital letter, period, and comma.

From the aspect of composition organization, the students could not introduce the story, create conflicts, and finish the narrative well. All of these problems are due to several factors, one of which is how narrative writing has been taught so far. During the writing lesson, the teacher did not let the students to go through a complete writing process, but only prioritizing the result over the process. An ideal writing process should at least be begin with pre-writing activity, followed by drafting, revising, then publishing at last to make the activities more varied. The teacher also only gave score upon the result, not the process.

Based on the fact in the field, a solution is needed to make the narrative writing learning in the fourth grade of Padang elementary schools, optimal using a learning model on narrative writing. This model demands the fourth graders as well as their teachers to be involved.

B. Problem Identification

Teachers of fourth graders of Padang elementary schools have done a lot of things to teach how to write narrative, starting from the simplest way to the complex one. Referring to the activities, the researcher collected some information on the problem of narrative writing as follows:

1. The learning was done by arranging the sentences in random; the teachers, however, did not pay attention to punctuation usage.
2. The students wrote the narrative by completing the paragraphs, yet the teachers did not pay attention to word choice and sentence form.
3. The teaching of narrative writing was conducted using serial pictures without the discussion of punctuation, word choice, effective sentences, narrative elements, and composition organization.
4. The students read their writing in front of the class but the teacher did not discuss the activity.
5. The teachers graded the result, not the process.

C. Research Problems

Based on the background of the study stated above, the research problem is formulated as follows: There has not been any effective learning model of narrative for fourth graders in Padang elementary schools. Therefore, this research tries to design an effective learning model of narrative writing for fourth graders in Padang elementary schools. This model design refers to writing process and is realized in a form of learning media.

D. The Objective of Development

This research aims to develop learning model of narrative writing for fourth graders in Padang elementary schools.

E. Expected Product Specification

The product was resulted from the development of narrative writing learning model in a form of learning media, consisting of (1) learning syllabus,

(2) lesson plan (3) teaching material, and (4) narrative writing learning assessment.

II DEVELOPMENT METHODS

A. Development Methods

This development method uses ADDIE model, consisting of five steps: analyzing, planning, developing, implementing, and evaluating.

Analysis. In the analysis phase, an analysis is run on the current narrative writing learning. Through the analysis, the researcher will see decide if the narrative writing learning has been conducted properly or not; if it is not, the researcher will find out the obstacles. Things to be analyzed here are lesson plan, learning implementation, learning material, learning media, and learning assessment. The analysis result will be the foundation in designing the learning model of narrative writing. The designed draft will further be developed to be the learning model of narrative writing in elementary schools. This step will be followed by model implementation and model evaluation.

B. Development Procedures

1. Analyzing the learning process beginning from the planning, consisting of syllabus and lesson plan, to the learning implementation.
2. Designing the learning model of narrative writing, estimated to be effective referring to Ministerial Decree of the Republic of Indonesia No. 41 of 2007 and the writing process.
3. Developing the learning model of narrative writing, containing syllabus, lesson plan, learning material, and model assessment.
4. Implementing the learning model of narrative writing to the students of elementary schools who contributed as the research samples. It aims to test the effectiveness and efficiency of the narrative writing learning process
5. Assessing the learning model of narrative writing on each phase of development.

C. Population and Sample

Population of this research is the fourth graders of elementary schools in Padang. The sample was taken from the fourth graders of SDN 35 Pagambiran, SDN15 Ulu Gadut, and SDN 24 West Padang. The sampling technique used here is purposive sampling.

D. Data Collection Instrument

The instruments used in this research are questionnaire, observation protocol, and interview protocol designed referring to the learning model of narrative writing. The data collected through the questionnaire are analyzed statistically using tabulation on the total score, average score, ideal score, and percentage of the respondent achievement level. The respondent achievement level uses the following formula.

$$\text{Achievement level} = \frac{\text{Average score}}{\text{Ideal score}} \times 100$$

The criterion used is in accordance with the one used in State University of Padang.

III DEVELOPMENT RESULTS

A. Data Display

1. The Analysis on the Learning Implementation

a. The Analysis on the Learning Syllabus

The syllabus analysis describes that teachers of fourth grade of elementary schools have arranged syllabus before the learning implementation. The syllabus is arranged referring to Ministerial Regulation No. 41 of 2007; however, there are some components which have insufficient achievement level, such as the learning material, main activity, and learning assessment.

b. The Analysis on the Lesson Plan

Based on the lesson plans made by the teachers, it can be concluded that the teachers have made lesson plans before they conduct the narrative learning activity in their classes.

c. The Analysis on the Teacher Questionnaires

The analysis result on the questionnaires shows that the teachers' achievement for learning preparation or planning is 68.8% (good). The lowest score obtained in pre-activity is 85.28% (very good). The main activity were consisting of exploration (prewriting), elaboration (whilst-writing), and confirmation (post-writing). The achievement level on the introductory activity is 46,66% (fair) while the achievement level on the main writing activity is 41% (poor). The score for revision phase is 55% (fair), editing phase is 60% (fair), publishing phase is 63,35% (average), post-activity is 82,8% (very good), and learning assessment is 65% (fair).

It can be concluded that the learning implementation of narrative writing in the fourth grade of elementary schools according to the questionnaires filled in by the teachers is in 'good' category with achievement level 65%, although there are certain components which are 'fair'. Therefore, certain learning model for narrative writing needs to be developed to be used in fourth grade of elementary schools in Padang.

d. The Analysis on the Learning Implementation of Narrative writing

The observation result shows that the research samples (1) prepared syllabus, lesson plan, and learning media before teaching. The learning implementation of narrative writing contained pre activity, main activity, and post activity. Pre activity were conditioning the class, checking on students' attendance, and guiding them to pray.

The pre activity had not given motivation that writing ability is important; and the main activity had not used writing process. The teachers had not guided their students to decide on the topic of their composition, the goal, definition of narrative, elements of narrative, composition organization, paragraphs, sentences, word choice, spelling, and punctuation. Teachers only

lad the students to arrange the outline, deciding the title, then ask them to write narrative. Afterwards, the teacher asked the two students to read their writing in front of the class. The teachers had not guided the students to revise and edit their writing. The text read are only temporary concept, which means the main learning activity had not used a complete writing process; therefore, it needs to be perfected.

For the post-activity, the teachers asked the students to practice writing at home. They did not reflect the activities being done, and did not asses the learning process.

The researcher then conducted an interview with teachers. Based on the interview, it is revealed that the learning of narrative writing was not conducted optimally which explained why the students were not able to write well yet.

The next observation shows that the lesson plans the teachers made referred to the standard of National Standardization Agency of Indonesia, as it is regulated in Ministerial Regulation No. 41 of 2007.

The pre-activity consisted of checking on the students' preparation, praying together, checking on their attendance, and explaining the learning goals. The main activity consisted of exploration, elaboration, and confirmation. Afterwards, the teacher asked the students to decide on topic, title plan, and writing outline without guidance. As soon as the students finished their writing, the group representative came forward to read their composition; the best was rewarded.

According to this observation result, it can be explained that the learning of narrative writing were not optimal. The pre-activity had not given the students motivation to learn to write. In the main activity, the teachers had not guided the students to made outline and title of their writing. The teachers also had not discussed the elements of narrative, composition organization, paragraph, effective sentences, word choice, spelling, and punctuation. In addition, the teachers also had not guided their students to revise and edit their writing. The assessment given was also only th final assessment on their writing.

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From the interview with the teachers, it can be concluded that the learning to write narrative was not optimal. Consequently, the students are not able to write narrative well. Perfection is necessary, then, through the learning model of narrative writing.

The third observation shows that teachers started the learning activity by checking on the students' preparation and attendance, guiding them to pray, then telling them that the activity for that morning was writing. The teacher then stuck four pictures on the whiteboard and started the discussion on it with the students. The result of the discussion became the outline for their writing.

The last activity was asking the students to read their writing in front of the class. The teacher did not guide the students to revise, edit, and publish them on the wall magazine. The teacher also did not assess the writing process.

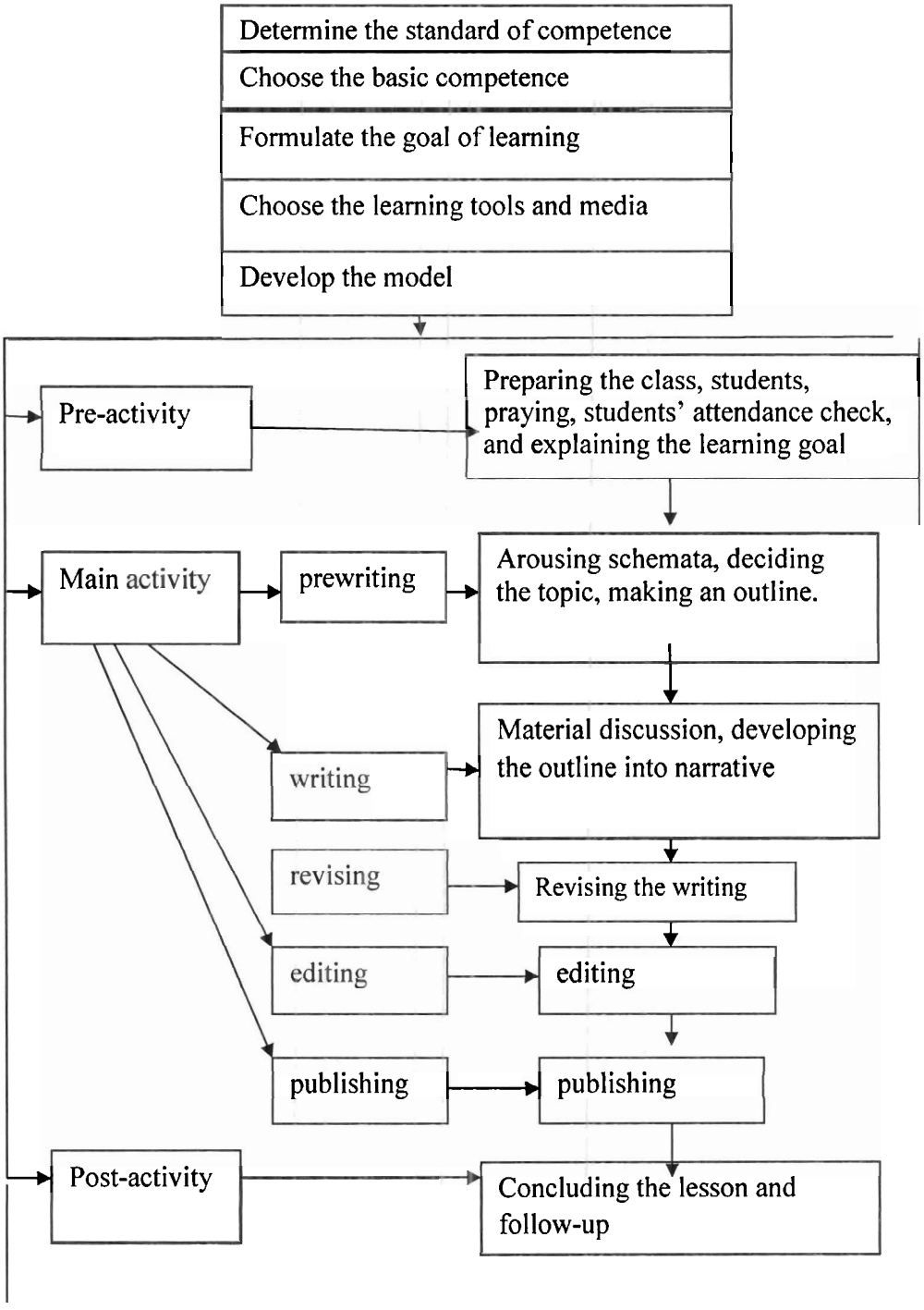
The narrative writing learning activity conducted by teachers of SDN 15 Ulu Gadut, SDN 24 Ujung Gurun, and SDN 35 Pagambiran Padang showed the same pattern, which is a conventional model. Therefore, a model for narrative writing that can be implemented in four graders of elementary school needs to be developed.

e. The Analysis on the Students' Questionnaires

The questionnaires distributed to the 40 students show the following. The score of pre activity according to the students is 84% (very good). The main activity consisted of pre-writing, whilst-writing, revision, editing, and publication. Pre-writing has achievement rate 64 (fair) while post-activity is scored 66% (good).

2. Design of Narrative Writing Learning Model

The model design of narrative writing proposed is exhibited in the figure below.



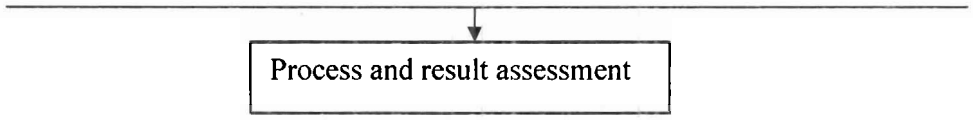


Figure 2: Learning Model Design of Narrative writing

3. Learning Model Development of Narrative writing

The model that was designed is developed to be the model of narrative writing for the fourth graders in Padang elementary schools. The learning model system of narrative writing covers competence standard, basic competence, indicators of competence achievement, learning material, learning activity, and learning assessment. This model was arranged to be the learning material consisting of syllabus, lesson plan, learning material, and learning assessment. The learning material was arranged referring to writing process consisting of prewriting, writing, revision, editing, and publication.

The model developed was then validated by the learning expert, product users, and expert team. The input on the model was used to perfect the model 2. Validation result showed that the consistency test achievement rate was 92.2% (very good). The model was arranged consisting of syllabus, lesson plan, learning material, and learning assessment. The syllabus achievement rate is 85.8% (good). From the seven aspects being validated, four of them achieved "very good" level; they are indicator relevance with basic competence, material relevance with basic competence, and assessment relevance with basic competence. Assessment relevance with the indicator achieved 83.2% (good). There were two aspects which achieved "fair" level; they are time relevance with indicator and time relevance with material.

The achievement score for the syllabus is very good, which is 95.08%. The learning material achieved 90.72%, which is very good too. The aspects of learning material being validated were the material relevance with the standard of competence and material relevance with basic competence; both of them achieved 100%. The material system is categorized as very good with

achievement score 93.6% while attractiveness aspect, language usage achieved 80% (good). The assessment aspect was very good, which is 90%.

Based on the validity result above, we can conclude that generally some experts and teachers gave a very good judgment on the learning model of narrative writing applied in the fourth grade of elementary school with the average score 92.2%. It hints that the narrative writing learning model designed is worth-implementing at classes. Even so, the author should still revise the model based on the assessment on it and suggestions by the teachers and experts.

3. Implementing the Learning Model of Narrative writing through Limited Try-Out

Investigation on the learning of narrative writing showed that teachers had conducted pre and main activity. The main activity consisted of prewriting, writing, and post writing. The writing activity covers the discussion on the material being taught. Things that were not discussed are composition organization, examples of simple sentences, complete sentences, word choice that is relevant with contexts, word choice that is relevant with the meaning, the message of the story, cohesion, and coherence. What was done during writing activity is giving the students the change to develop their outline to be a completed composition in a form of narrative.

The next main activity was post-writing. What teachers should do in this phase were revising, editing, and publishing. The teachers skipped the group revision on the composition. Reading aloud the writing in groups and sticking the writing on the wall magazine were also skipped.

Aside from observing teachers' activities, the researcher also observed students' activity. The observation result showed that students' activeness of the first sample group were good (76,9%); the activeness of the second sample group was 74,3% , and the activeness of the third sample group was 74,2%.

The researcher also assessed the students' writing. Sample 1 achieved a 'good' category with 74%; sample 2 achieved 74,1%, and sample 3 achieved 72%.

5. Evaluation on the Learning Model of Narrative Writing

The try out on the learning model of narrative writing showed that the average of students writing was 3,36 with achievement score 73,36% ('good' category), process assessment was also within 'good' category with achievement score 76,1%. The model was then revised, and went for the second try out.

The result of the second try out for sample I is 79,4%, sample 2 is 76,8% and sample 3 is 77,7%; all of them are in 'good' category. The investigation result on the students' activities showed that sample I rated 78,5%, sample 2 rated 79%, and sample 3 rated 76,57%. All of them are in 'good' category.

Based on the above try out data, the learning model of narrative writing is effective to be used in the fourth grade. It is showed on the students writing result and their writing activity during the learning process. For the reliability, the researcher conducted model try out through experimentation.

The result of experimental group

No	Interval Class	Absolute Frequency	Relative Frequency
	49 – 55	1	3,33
	56 – 62	4	13,3
	63 – 69	10	33,33
	70 – 76	5	16,66
	77 – 83	6	20
	84 – 90	4	13,33
	Total	30	100

The result of the control group

No	Interval Class	Absolute Frequency	Relative Frequency
	35 – 41	5	16,66
	42 – 48	9	39,96
	49 – 55	11	36,67
	56 – 62	2	6,67
	63 – 69	1	3,33
	70 – 76	2	6,67
	Total	30	100

B. The Research Result Discussion

The research result showed that the learning model of narrative writing in the elementary school are realized in a form of learning tools covering syllabus of narrative writing, lesson plan on narrative writing, learning material on narrative writing, and learning assessment on narrative writing

1. Learning Syllabus

The teachers had arranged the syllabus before they conducted the learning. the syllabus was arranged referring to Ministerial Decree of the Republic of Indonesia No 41 of 2007, consisting of identity, standard of competence, basic competence, competence achievement indictor, learning material, learning activity, assessment, time allocation, and learning source.

The indicators formulated by the teachers had not mentioned the basic competence in details. According to Mulyasa (2007:205) "indicators are the detailed information of basic competence that shows signs, activities, and responses of the students. Indicator is formulated in a form of operational verb that can be measured and observed". Based on Mulyana's statement, the ideal indicators should be that students are able to determine the topic of the writing, arrange the text outline, write narrative, revise their writings, edit them, and publish them.

Furthermore, to be able to compose narrative that can be understood by the readers, related competence to composition ability is needed, such as language skill which cover skill to create good sentences, paragraph, word

choice, spelling, and punctuation. These aspects should be understood clearly by the students before they start writing.

The learning material written by the teachers in their syllabus are composition writing, spelling, and punctuation. The learning material is determined from the basic competence and indicators; therefore, indicators should be related to the text components. The learning material, therefore, should contain narrative composition, composition components, and composition organization.

The learning activities written by the teachers in their syllabus consisting of introduction, main activity, and closing activity (post-activity) which are determined based on the indicators. Based on the above indicators, the learning activity should be writing outline, discussion on the learning material, revision, editing, and publishing.

Based on the reference of this model development, writing process, the assessment that should be inserted within the syllabus is process assessment and result assessment.

2. Lesson Plan

The lesson plan arranged by the teachers had inserted identity in accordance with Ministerial Decree of the Republic of Indonesia No. 41 of 2007 on Process Standard. The standard of competence, basic competence, and indicators should refer to the syllabus because "syllabus is a principle source in lesson plan arrangement" (Muslich, 2008:24).

The goal of learning is formulated based on the standard of competence, basic competence, and indicators stated in syllabus (Mulyasa, 2007: 222-223). The foal of learning formulated by the teachers has referred to the basic competence, but it is not complete. As it has been explained above, indicator should refer to the writing process and teaching material. Therefore, the goal of learning should contain determining the topic of writing, outline, writing the narrative, discussion on the teaching material covering narrative composition, composition components, and composition organization. The next goals are revising the texts, editing, and publishing them. The goals should be

written using operational verbs, involving information about the students, competence, and condition planned to achieve the competence, as well as the competence achievement indicators.

The learning materials mentioned by the teachers in their lesson plan are only the main material, particularly the basic competence determined in the curriculum. The teachers had not written the detailed materials needed in narrative writing. The materials are definition of narrative, elements of narrative, composition organization, paragraphs, sentences, word choice, spelling, and punctuation.

The time allocation was also stated within the lesson plan, which is 2 x 35 minutes, but it is not detailed yet. After being analyzed and validated, the time allocation was not enough; therefore, there should be four meetings with 2 x 35 minutes per each. Every meeting should consist of pre activity for 15 minutes, main activity for 45 minutes, and post-activity for 10 minutes.

The learning activity stated in the lesson plan should contain pre activity, main activity, and post-activity. Pre activity includes class conditioning, praying, and checking on the students' attendance. The main activities are exploring, elaborating, and confirming in accordance with Ministerial Regulation No 41 of 2007.

Pre-activity designed by the teachers are very good; nevertheless, they did not state the goal or learning. According to Riyanto (2009:9) "explaining the goal of learning in the beginning meeting is very important because the goal of learning will be the main attention of the students.

Pre-writing activity stated by the teachers in the lesson plan was only writing outline. Suparno dan Yunus (2007:1.16) stated that "prewriting phase has a big influence on the writing activity and writing result. In this phase, there are important activities such as choosing and determining the topic of the writing and writing the outline". Therefore, prewriting activity started with displaying serial pictures. Questions are aroused regarding the serial pictures which will result in the topic of the writing. The students are then led to compose narrative base on the pictures.

Writing activity included in the lesson plan was that the students write narrative based on the outline they have made. Ideally, before beginning to write, they should be a discussion with the students about the material being taught covering how to write narrative, components of writing or composition, and composition organization so that the students' writing can conform to narrative criteria. Post writing activity should be revising and editing, followed by publishing.

The post-activity was giving them home assignments. According to Sanjaya (12010: 43) "post-activity can be interpreted as an activity in which teacher ends the lesson with intention to give a global picture of what the students have learnt that day as well as its relation with the previous meetings' materials. It is also aimed to know the achievement level of teacher and students in the learning process.

The learning assessment should cover proses assessment and the assessment on students' composition. The assessment instruments should be in a form of observation protocol on the students' activities and writing assessment protocol.

3. Teaching Material

Teaching material is a material that has to be learnt, known, and understood by the students to achieve a certain competence. According to Ministerial Decree of the Republic of Indonesia No 41 of 2007, "teaching materials should refer to the indicators. Therefore, learning model of narrative writing determines that the teaching materials are (1) narrative writing, (2) composition components, and (3) composition organization.

a. Narrative Writing

The model developed here is a narrative writing model implemented in Bahasa Indonesia on the writing aspect. The students, then, should understand the details of narrative writing starting from its definition and elements that should exist in a narrative writing.

b. Composition Component

Any kind of writing including narrative writing needs certain basic writing skills. One of them is language skill which involves paragraphs, sentences, word choice, spelling, and punctuation.

c. Composition Organization

According to Keraf (2008: 147), "a narrative structure consists of introduction, development, and resolution. The model developed uses introduction (beginning event), the middle of event, and the end of event.

4. Learning Assessment

According to Iskandarwassid and Suhendar (2008: 250) "the criteria for composition assessment are (1) quality and coverage, (2) organization and presentation (3) composition, (4) cohesion and coherence, (5) style and form of language, (6) mechanism, grammar, spelling, and punctuation (7) tidiness and cleanliness (8) affective response). This model uses process assessment and result assessment that refers to theories of writing process.

CONCLUSIONS AND SUGGESTIONS

A. Conlusions

1. The Learning of Narrative Writing

a. The Learning Plans

The learning plans arranged by the teachers consist of learning syllabus and lesson plan (RPP). The syllabus arranged by the teachers has certain weaknesses, especially in the aspects of indicator, teaching material, time allocation and learning assessment. In addition, the learning objectives in the lesson plan has not referred to process writing.

b. Learning Implementation

The learning activity conducting by the teachers was still conventional; it did not refer to the writing process.

c. The Learning Assessment conducted by the teachers was limited to the result of the students' writing while the process was neglected.

2. Narrative Writing Learning Model

a. Narrative writing learning model takes form of learning tools, consisting of syllabus, lesson plan, teaching material, and learning assessment. The model was arranged referring to Ministerial Decree of the Republic of Indonesia No 41 of 2007.
b. Model development was conducted through four steps (1) designing the model, (2) model evaluation by expert team (3) model revision, (4) model validation, (5) model revision, (6) model try out, (7) model revision, (8) model try out and (9) model experimentation.
c. Model evaluation was done through model evaluation and students' composition evaluation
d. The model was proven effective when it was implemented in the fourth grade.

B. Implication

The narrative writing learning model is proven to be effective. The effectiveness was shown on the students' activities and their writings. The learning model made the students active in each learning phase. The learning phases that should be planned and conducted optimally are prewriting, writing, revising, editing, and publishing. Having been through those steps makes the students realize that a good writing cannot happen at once; it is a on-going process. Besides, the narrative writing learning model requires teachers to give assessment on both process and result.

C. Suggestions

1. It is suggested that teachers of fourth graders use the narrative writing learning model

2. It is suggested that the teachers make learning plans.
3. It is recommended that the implementation of narrative writing learning use the following phases: prewriting, writing, revising, edition, and publishing.
4. It is suggested that teachers gave assessment on the students' process writing, not only on the result.

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