TEACHER-STUDENT VERBAL INTERACTION PATTERN IN READING CLASSROOM SMP PARULIAN 2 MEDAN

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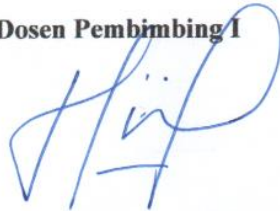
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ABSTRACT

Nurcahaya Sinaga. Registration Number: 2153321022. Teacher-Student Verbal Interaction Pattern in Reading Classroom at SMP Parulian 2 Medan. A Thesis. English and Literature Department. Faculty of Languages and Arts. State University of Medan, 2020.

This research was intended to examine the verbal interaction features used by two teachers in teaching reading comprehension through virtual classroom with zoom application. This virtual class was chosen since the offline classroom was changed into online classroom during the covid 19 pandemic. This research was conducted to answer the research problems; 1. How are the teachers and the students verbal interaction patterns used in reading classroom of SMP Parulian 2 Medan. 2 Why do the teachers interact in the way they do? It covers the analysis on the transcripts of teachers-student verbal interaction and the interview. The analysis covers the steps of data condensation. In the process of data condensing, all recorded utterances were selected to focus on the utterances used by the teachers and students during the virtual classroom. Then, the utterances were simplified in order to be easier to understand. The abstracting process was done to focus on the intention of answering the research problems. The final step was transforming the utterances and interview into transcription. The design of this research is a case qualitative study. The subjects were two English teachers and twenty students of Parulian Junior High School. The data to answer the problems were transcripts of verbal interaction used by the teachers and students and interview to find the reasons of the teachers to use certain patterns students during the virtual classroom. The data were collected by using recording tools; smart phone recording and observational notes. The findings show that the teachers' verbal classroom interaction did not cover all types of interactional features by Walsh. The verbal interactions through zoom virtual classroom by the first teacher consist of seven types of interactional features. They are Display questions (0,53%), Seeking clarification (0,21%), Extended wait-time (0,125%), Scaffolding (0,003%), Direct repair (0,003%), Confirmation checks (0,003%), Teacher echo (0,003%). While. The verbal interactions through zoom virtual classroom by the second teacher consist of seven types of interactional features. They are Display

questions (0,29%), Scaffolding (0,023%), Extended wait-time (0,23%), Seeking clarification(0,12%), Confirmation checks (0,032%), Teacher interruptions (0,032%), Direct repair (0,016%), Content feedback (0,016%), Extended learner turn (0,016%), Teacher echo (0,016 %). The most frequently used of interactional feature is display questions. The reason to use display questions is material focus. The teachers wanted the students to focus on the material.

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I. INTRODUCTION
A. The Background of the Study

English is an international language and the most popular language used by almost all the people in the world to communicate with others in so many fields, including in education. So, English becomes one of the essential languages to be studied to broader mind and knowledge about anything. In Indonesia English has been taught and taken a role as a foreign languages.

In education, English is used as medium of verbal interaction between teachers and the students. It is used in the hold activities of teaching; showing, guiding dan facilitating of the students, enabling the students to do something and providing new knowledge (Brown,2000). In classroom teaching and learning process, the teacher as a source of knowledge usually get involved with the students by having a purposeful interaction between the teacher and students. In English teaching activities, there are so many interactions happened in the classroom. All of those activities are happened trough verbal and non-verbal.

Interaction, verbal or non-verbal is considered as an indispensable part of human life. People need to interact to others to fulfill their needs as the consequence of being a social product that has no capacity to live without others and provide their needs by themselves. Saragih (2004: 9) states that to fulfill their needs people need to communicate. In other words interaction is the main goal of communication. It shows a mutual relationship among a speaker and the hearer in a certain purpose of communication. Brown (2001, 165) simply argued that interaction and communication are interchangeable. When two or more people are engaging in a communication it means that they are interacting one another and when they are interacting actually they are communicating vice versa. Trough interaction people exchange information, express feeling, communicate idea, and persuade others.

Interaction occurs when there is understanding between two or more people, then giving responds. Interactions has a great value in the educational context, particularly the teacher-student interaction in the classroom. Walsh (2011) argues that interaction is the most important thing on the curriculum. It is vital because it supports teaching-learning, managing students, and organizing activities in the classrooms. In this view, the success of a learning process is determined by on the interaction both verbal and non-verbal, done by teacher and the students in the classroom mostly. Relating to the title of this proposal verbal interaction between teacher and the students in the classroom will be the focus since classroom talk as stated by Gorongna (2013) in the journal entitled "The Nature and Quality of Teaching and Learning Process" is one of determinants for effective learning.

In the classrooms, the quality of interaction is determined by teachers. According to Walsh (2011) the teacher talk features pedagogic goals and interaction and they cannot be separated. This view illustrates how teacher talk influences the interaction pattern in the classroom and determined the students' achievement. In other words, what pattern of verbal interaction the teacher delivered is based on the teaching goals. This view was supported by researches conducted by Gorongna and Weddel (2008) that revealed how the nature of the lecturer talks had created the nature of classroom talk and the classroom activities. Specifically, the researches conducted the classroom interaction study in academic level proved that the language the lecturers used in class mostly contributed on the success of interaction with their students.

Reading is one of English skills should be taught through the interaction between teachers and the students in classroom activities. The reading classroom interactions in English are intended to enable the students to achieve reading skills. In specific the 2013 Curriculum of Junior High School demands the students to have higher order thinking skills through every teaching and learning activities including reading teaching and learning classroom interactions. Thus, reading skills becomes a subject of national assessment. Weddel (2008) and Walsh (2011) argued the quality of students reading abilities in English are determined by the interaction used by the teachers and the students while the quality of classroom interaction is determined by the verbal interaction used by the teachers. In other words the quality of Reading classroom interaction is determined by the verbal interaction between the English teachers and the students. It is related with Krashen's theories of comprehensible input of language learning (2003) that stated that language teaching and learning process consisting of two elements; input, language used by teacher and output element, the language produced by the students is potential to reach the goal of language learning; the use of a language in written and spoken communication. Thus, the successful and the failure of learning process in language classroom depend on how teacher and the students interact verbally.

Preliminary data in English reading classroom at SMP Parulian 2 Medan showed that the students' abilities in reading comprehension are in crucial. The students' scores of National assessment in English are very low (4,5 in average). Besides, preliminary observation showed that the students were very difficult to answer the reading comprehension questions. Even, they found difficulties to answer literal questions. Francis (2014) stated inside the classroom of big numbers of students the verbal interaction between teachers and students is limited in the number of students' conversations. The teacher talks were dominated by a kind of orientation checks understanding rather than training students to think. Moreover, the teacher dominated the interaction verbally. According to Biddle (1974) the ways teachers interact verbally or the language used by teachers in the classroom is affected by certain factors such as presage, content, process and product.

Since verbal interaction is regarded to be essential to language learning the certain patterns should be used by teachers to help students in mastering reading skills and achieving the goals of learning reading in English. Despite of that importance of verbal interaction, it stills a problem in the classroom. These conditions are attractive factors to be researched. Then, it is important to research the verbal interaction used by the English teachers and the students dealing with those conditions.

Due to this research was conducted at covid-19, in accordance with the advice of the government that for the time being the teaching and learning process in the from of "Online" (in network). So this research was carried out onlie too, that is zoom or virtual classroom. Virtual classroom is a learning that is held without face to face directly between teachers and students. Where the teachers provide teaching materials in digital content that can be accessed anytime and anywhere. Due to the fact that not all students of SMP Parulian 2 Medan not all have android mobile phone, accordingly this research can only followed by ten students.

II. REVIEW OF LITERATURE
A. Theoretical of framework

The basic concept of this research must be clarified from start in the beginning. The following terms are explained with the aim of explaining all terms related to the theory.

2.1 Reading

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material

of a subject. Furthermore, the teacher asks the students to read the texts to give information in order that they could understand the material.

2.1.1 Reading Skill

Definitional component of reading skill is an individuals' standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them. The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

2.1.2 Reading Technique

Anthony in Brown (2001: 14) defines technique as specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. These activities can be doing tasks or exercises to realize lesson objectives. The activities can help teacher and students in many subjects in the classroom such as English. In the English subject, the teacher is also able to use the activities in teaching and learning process to improve four skills in English subject; listening, writing, speaking, and reading.

In the reading activity, the teacher has to understand that reading is not a simple activity because students have to a new knowledge in a passage by using their eyes, brain, and emotion. The reading activity sometime becomes a huge problem for the students, even though they have to do it because it is their need in the process of learning especially language in the classroom. The teacher need to understand about it that she or he has need of solving those problem to make the students can improve their skill of reading written text in any types.

2.1.3 Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

2.1.4 Reading Comprehension Classroom

Reading Comprehension in the classroom is The activity builds understanding of a text which can then be translated by you and through your own language. Reading comprehension in the classroom is so important because it helps students to not just become good imitators in the future. But they become someone who is able to take knowledge and apply it using their creations. There are 2 difficulties in reading comprehension, namely:

1. First, in an English text, there are many vocabularies that the student does not understand, which hinders the understanding of the text itself. How is this possible, students want to get an idea but do not understand the meaning of the word. The introduction of new vocabulary must continue to be done so that they do not stutter when encountering varied vocabulary.

2. Second, reading comprehension requires a process. This is not an ability that we can get instantly. To get good comprehending skills, students must continue to be trained to be able to actively participate in the learning process so that later they can think critically. Critical thinking first presents to what they receive and changes their mentality not just accepting something raw.

   When you are able to present the mentality, then students can be more intelligent in capturing an idea from the text. Therefore, use a variety of methods when you want to teach reading. Not appropriate if you are constantly using reading aloud or reading aloud as a learning technique in reading classes. Classroom learning is expected to be done by students and teachers more effectively, creatively, and innovatively, so that students are more sincere in understanding, and enjoy the process of language learning in class as a learning activity.

2.2 Classroom Interaction

Interaction has a great value in the educational context particularly, teacher-student interaction in the classroom. According to Walsh (2011, p.3) interaction is the most important thing on the curriculum. It is vital because it supports teaching, learning, managing students, and organizing activities in the classroom.

According to Brown (2001, 165) interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

The nature of interaction is explained in the angles of process, participants, the context, and the channel. According to Brown (2001) states that being interacting means communicating. The terms; interaction and communication are interchangeable.

According to Walsh (2006) The quality of interaction is determined by teachers in their face to face communication with learners. An awareness of the interactional process can help teachers and learners have a comprehensive understanding of how language is acquires in a formal context.

2.2.1 Types of Interaction :
  Based on Michael G. Moore, there are three types of Interaction:
  1). Learner-Content
  2). Learner-Instructor Interaction
  3). Learner-Learner Interaction

2.2.2 Aspect of Interaction
  1) Teacher Talk
  2) Student's Talk

2.2.3 Verbal Interaction

Verbal interaction refers to the language use of communication that includes the use of language both in written and spoken forms. In contrast, non-verbal interaction refers non-language use of communication that involves the use of non-language use. In classroom context non-verbal interaction is related to behavioral responses in class. It means students and the teacher interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas, thoughts. It means they interact with others through written words, documents and so forth. By contrast, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making

comments, and taking part in discussions. The term of verbal interaction used in the current study means the language used in spoken communication

2.2.4 Classroom Verbal Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas Between two or more people, resulting in a reciprocal effect on each other (Brown, 2001 : 165). Interaction occurs when there is understanding between two or more people, then giving responds. This is the most important aspect that must be achieved by the learners when studying a language, because interaction is considered as the way to get information. Verbal Interaction is the most important thing for the learners to get and to learn language in order to communicate in the target language.

It can be concluded that the classroom verbal interaction is an interaction among the teacher and students in the classroom. Brown (2001 : 165) defines interaction is as the collaborative exchange of throughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

2.2.5 The Importance of Classroom Interaction in Language Learning

According to Walsh (2006), The Importance of Classroom Interaction in Language Learning. Classroom interaction is crucial to teaching and learning situation. Classroom interaction is achieved through verbal interaction and participants' valuing their role along the interactional process. In any classroom Verbal interaction as well as non-verbal interaction generated by learning makers shapes the nature and quality of the learning process. Gorongna (2013) investigated the nature and quality of verbal interaction in primary school revealed that teacher's talk impacts on students' talk thus, shape the quality of the learning process in the classroom. From this study it is noted that class talk is convinced to be beneficial for teacher in creating a more interactive, student-centered classroom.

Additionally, the talk in classroom is convinced to be beneficial for involving students in active learning and also for enhancing the whole communication in the classroom, and enabling the environment to be conducive for the students' intellectual, social, and emotional growth.

In a language classroom verbal interaction is absolutely necessary for reaching the primary purpose of language learning, using the language in communication both spoken and written forms. To sum up verbal interaction in a language classroom is significant for a number of certain conditions.
Tuan and Nyu (2010) elaborated the significance of verbal interaction in classroom for second or foreign language acquisition under the terms; the input hypothesis, interactional hypothesis, and output hypothesis.

2.2.6 Method of Verbal Interaction Analysis

This study will investigates verbal interaction under interaction features of Walsh (2006). In this theory the verbal interaction analysis discovers two important things in classroom contexts, namely interactional features and classroom modes. Interactional features discovers the patterns of verbal interaction used in reading comprehension classrooms while the classroom modes discovers the pedagogical goals of the learning process. The explanation of the theory is illustrated in the following tables.

a. Interactional Features

Interactional Features	Description
Scaffolding	1. Reformulation (rephrasing a learner's contribution) 2. Extension (extending a learner's contribution) 3. Modelling (correcting a learner's contribution)
Direct repair	Correcting an error quickly and directly
Content feedback	Giving feedback to the message rather than the words used
Extended wait-time	Allowing sufficient time (several seconds) for students to responds or formulate a response
Referential question	Genuine question to which the teacher dos not know the answer.
Seeking clarification	Teacher asks a student to clarify something the student has said student ask teacher to clarify something the teacher has said.
Confirmation checks	Making sure that the teacher has correctly understood the learner's contribution.
Extended learner turn	Learner turn of more than one clause
Teacher echo	Teacher repeats a previous utterance Teacher repeats a learner's contribution

Teacher interruptions	Interrupting a learner's contribution
Extended teacher turn	Teacher turn of more than one clause
Turn complementation	Completing a learner's contribution for the learner
Display questions	Asking questions to which the teacher knows the answer
Form-focused feedback	Giving feedback on the words used, not the message

b. **Classsoom Modes**

Mode	Pedagogic goals	Interactional features
Managerial	To transmit information To organize the physical learning environment To refer learners to materials To introduce or conclude an activity To change from one mode of learning to another	A single, extended teacher turn which uses explanation and/pr instruction The use of transitional markers The use of confirmation checks An absence of learner contributions
Materials	To provide language practice around a piece of material To elicit responses in relation to the material To check and display answers To clarify when necessary To evaluate contributions	Predominance of IRF pattern Extensive use of display questions Form-focused feedback Corrective repair The use of scaffolding
Skills and systems	To enable learners to produce correct forms To enable learners to manipulate the target language To provide corrective feedback To provide learners with practice in sub-skills To display correct answers	The use of direct repair The use of scaffolding Extended teacher turns Display questions Teacher echo Clarification requests Form-focused feedback

Classroom context	To enable learners to express themselves clearly To establish a context To promote oral fluency	Extended learner turns Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

2.2.7   Verbal Interaction in Reading Comprehension Classroom

The purpose of reading is to search for and obtain information from a written source of text or book. And the purpose of teaching reading is to be able to read and understand texts in a smooth and spoken way. According to the 2013 curriculum in junior high school requires students to have high-level thinking skills through every learning activity including reading and interacting in class. Thus, reading skills are the subject of national assessments that teachers must do in class so that students are able to achieve that goal by improving their teaching in class interactions in reading comprehension. Based on the Walsh theory, the teacher talk features pedagogical goals and interactions and they are inseparable. This view illustrates how the teacher talks in the reading class. based on teaching objectives namely how the nature of class talks and class activities in order to prove that language and the terms of language use and teaching purposes.

III. RESEARCH METHODOLOGY

This study is conducted in qualitative research design. Qualitative research concerns on the effort to understand in depth the characteristics of particular situation, the meaning made by the participants, and the actual nature occurs. Specifically, this research use descriptive qualitative design since the aim of this study is to describe the interaction pattern in a classroom situation. The descriptive qualitative design used in this study is a case study since it was intended to investigate a phenomenon of a social unit, verbal interactions in English classrooms of Secondary school of SMP Parulian 2 Medan. This research will explains the features of verbal interaction patterns in English classroom occurs at the elementary schools in term of classroom modes and the reasons fostering certain interaction, the teachers and the students interact verbally in such ways. According to Walsh (2011) state that qualitative research is a method that the recoding, transcribed the audio recording, then identified the teacher's talk and classified which mode appeared-based on the pedagogic goals and interactional features.

This method is used since this study is not search for something or makes prediction. It only describes a complicated phenomenon which central to classroom activities. In this design, how the verbal interaction is conducted and what kinds of verbal interactions which occurs in the classroom will be described. The frequency percentage as mean may be used to support the description. This study investigates two teachers and their students' verbal interaction patterns during reading teaching and learning process occurs of English. In the subject of the study is 2 English teachers and 80 students of grade nine. Both the teachers will be investigated how they conduct their reading comprehension classroom in term of verbal interaction in different classrooms. The data of this study need to be collected in this study are the verbal interaction pattern and the reasons of using the certain or dominant patterns. The verbal interaction patterns will be recorded by mobile phone recorded and observation notes. While the reasons of using certain patterns will be collected by through interview by using interview list and recorded by the mobile phone. The interview will be done soon after the researcher get the certain patterns.

IV. RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The dominant category it is found that the teachers verbal classroom interaction did not cover all types of interactional features by Walsh. The verbal interactions through zoom virtual classroom by the first teacher consist of seven types of interactional features. They are Display questions (0,53%), Seeking clarification (0,21%), Extended wait-time (0,125%), Scaffolding (0,003%), Direct repair (0,003%), Confirmation checks (0,003%), Teacher echo (0,003%). While. The verbal interactions through zoom virtual classroom by the second teacher consist of seven types of interactional features. They are Display questions (0,29%), Scaffolding (0,023%), Extended wait-time (0,23%), Seeking clarification(0,12%), Confirmation checks (0,032%), Teacher interruptions (0,032%), Direct repair (0,016%), Content feedback (0,016%), Extended learner turn (0,016%), Teacher echo (0,016 %).

B. Discussion

After analyzing the data, there were some salient points to be discussed in this research. The findings were contradict with the theories adopted in the previous chapters of this research. Firstly, the findings are not in line with previous theories and research on verbal interaction of effective teaching reading comprehension for 21st century and the interactional features and modes by Walsh. there were contradict implementation between the patterns of verbal interaction used by the teachers in teaching reading comprehension through

virtual classroom and the theory of instructional features and modes by Walsh. In this theory, the effective teaching and learning covers the factors influencing the verbal interaction. Kinds of interactional features, they are Scaffolding such as Reformulation (rephrasing a learner's contribution), Extension (extending a learner's contribution), Modelling (correcting a learner's contribution), Direct repair (Correcting an error quickly and directly), Content feedback (Giving feedback to the message rather than the words used), Extended wait-time (Allowing sufficient time (several seconds) for students to responds or formulate a response), Referential question (Genuine question to which the teacher the teacher dos not know the answer), Seeking clarification (Teacher asks a student to clarify something the student has said student ask teacher to clarify something the teacher has said), Confirmation checks (Making sure that the teacher has correctly understood the learner's contribution), Extended learner turn (Learner turn of more than one clause), Teacher echo(Teacher repeats a previous utterance, Teacher repeats a learner's contribution), Teacher interruptions (Interrupting a learner's contribution), Extended teacher turn (Teacher turn of more than one clause), Turn complementation (Completing a learner's contribution for the learner), Display questions(Asking questions to which the teacher knows the answer), Form-focused feedback(Giving feedback on the words used, not the message). While the findings in this research showed that the teachers only practiced their target language, skill either when they are in the classroom and also get useful and meaning full feedback from the teachers patterns of verbal interaction in the classroom. Thus, the teachers based on this theory did not facilities the students with effective teaching and learning for reading classroom. The findings are not in line with the theory of teaching and learning for 21st century since the teachers' verbal interactions were dominated with display questions. In the perspective of effective teaching and learning, students should be practiced with higher order questions. Display questions asked by the teachers in this research only practiced them with low and middle order questions. Such questions are impossible to practice the students with critical thinking.

Secondly, in Walsh theory of classroom modes, every kind of interactional feature used by teacher has pedagogical goal. It means that teachers' use of verbal interactional patterns are intended to gain certain goal of their teaching and learning so verbal interactions they used are systematic processes to be practiced in the classroom. When one or two kinds of interactional features are absent it means that the teaching and learning process lost one or two classroom modes so that one or two pedagogical goals of learning will not gained. So the only reason for teachers use certain interactional features is the pedagogical goals. The pedagogical goals the teachers intended to be gained directs them to use certain kinds of interactional features.

Based on the result of interview it is found that teachers did not have awareness of the classroom modes and interactional features by Walsh. They used certain kinds of interactional features without considering the pedagogical goal but classroom modes they are Managerial (To transmit information, to organize the physical learning environment, to refer learners to materials, to introduce or conclude an activity, to change from one mode of learning to another), Materials (To provide language practice around a piece of material, to elicit responses in relation to the material, to check and display answers, to clarify when necessary, to evaluate contributions), Skills and systems (To enable learners to produce correct forms, to enable learners to manipulate the target language, to provide corrective feedback, to provide learners with practice in sub-skills, To display correct answers), Classroom context (To enable learners to express themselves clearly, to establish a context, to promote oral fluency). In the discussion it was also stated that the teacher's reason for expressing display questions was because the teacher wanted students to focus on the material they wanted to teach. This is in accordance with Walsh's theory of teacher pedagogical goals using display questions. It's just that Walsh also suggests teachers to use other interactional types so that reading is more effective and able to train students' critical thinking skills.

C. CONCLUSIONS AND SUGGESTIONS
A. The conclusions

Based on the data analysis the conclusions are drawn as the following:

1. The interactional features used in the virtual classroom are varied into seven, namely display questions (0,53%), Seeking clarification (0,21%), Extended wait-time (0,125%), Scaffolding (0,003%), Direct repair (0,003%), Confirmation checks (0,003%), Teacher echo (0,003%).
2. The most frequently used of interactional feature is display questions.
3. The reason to use display questions is material focus. The teachers wanted the students to focus on the material.

B. Suggestions

In accordance to the result of the study, it is suggested for further study to:

1. Add he number of participants in order to be more valid in data,
2. Observe the interaction of more meetings to get the validity of the data,
3. Improve the teachers' awareness and knowledge about instructional goals of using certain interactional features in teaching process to conduct effective reading comprehension teaching and learning.

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