



**EVALUATION OF WRITING TASKS IN THE ENGLISH TEXTBOOK  
ENTITLED “WHEN ENGLISH RINGS THE BELL”  
FOR JUNIOR HIGH SCHOOL STUDENTS**

**THESIS**

Presented as One of the Requirements to Obtain the Degree of S1 of the English  
Language Education Study Program, Language and Arts Education Department,  
The Faculty of Teacher Training and Education, Jember University

**By**

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## DEDICATION

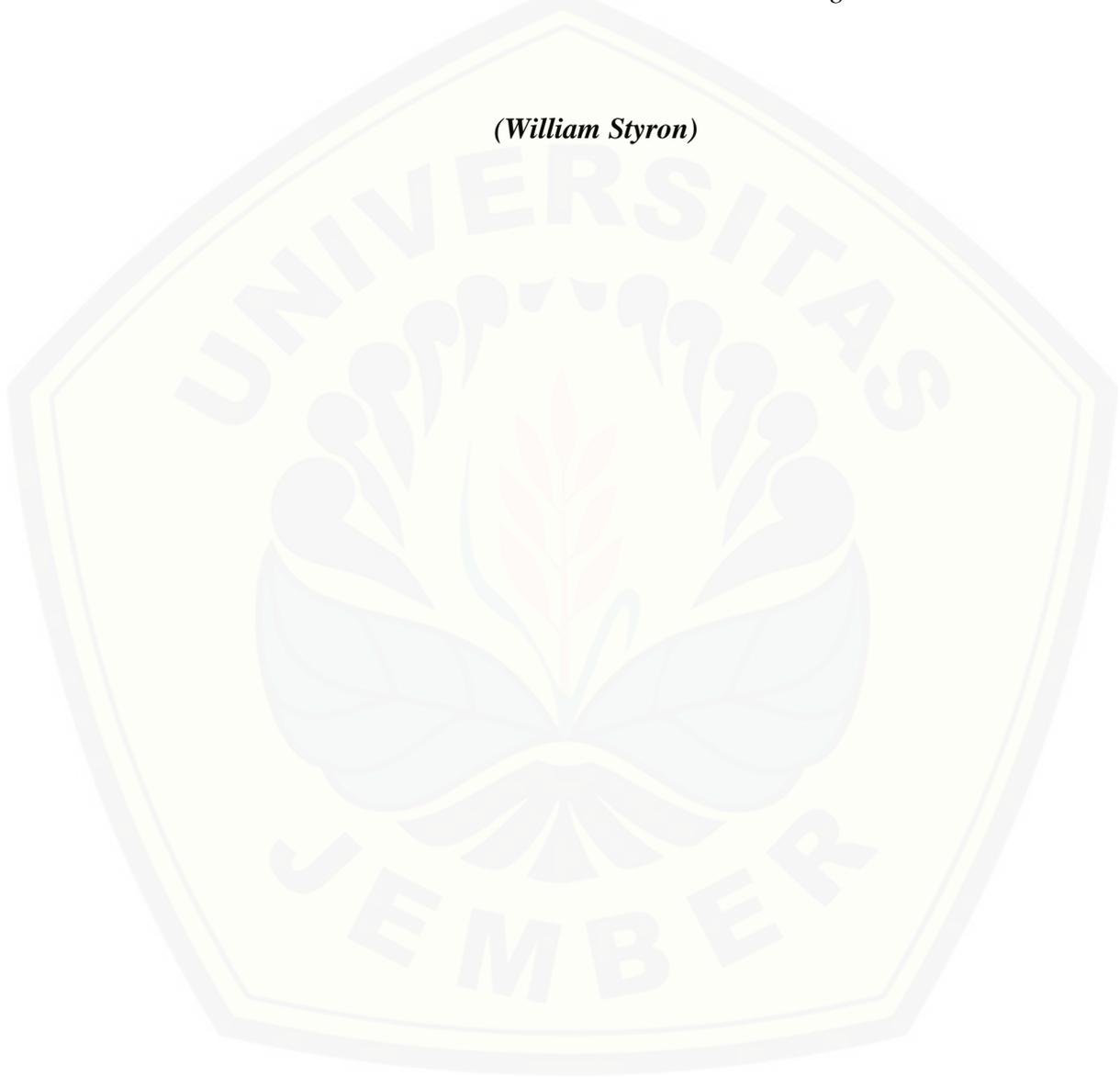
This thesis is dedicated to:

1. *My beloved mother and father, Hj. Mutmainah and H. Moh. Hasin, thanks for your love and support. This thesis is dedicated to you for your never-ending love.*
2. *My beloved husband, Rizki Arief Ramadhan, who always gives me support and motivation to finish my study and this thesis*
3. *My beloved brother, Moh. Nauval Firdhaus S.T., that encourages me anytime to survive and become a better person.*

**MOTTO**

*“A great book should leave you with many experiences, and slightly exhausted at the end. You live several lives while reading.”*

*(William Styron)*



Source: <https://www.goodreads.com/quotes/tag/books>

**APPROVAL SHEET**

**EVALUATION OF WRITING TASKS IN THE ENGLISH TEXTBOOK  
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**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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The Writer

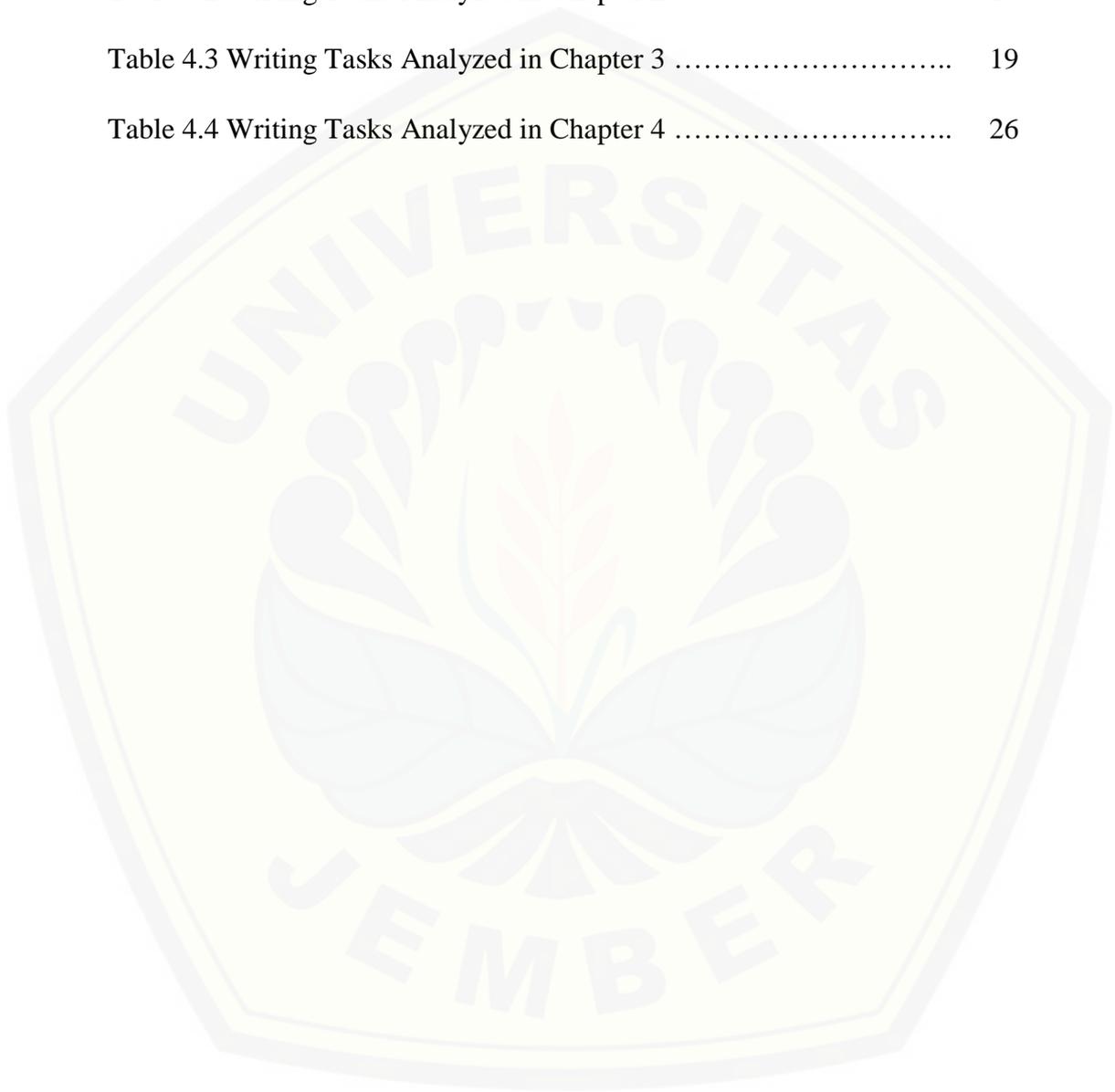
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## SUMMARY

**Evaluation of Writing Tasks in the English Textbook Entitled “When English Rings the Bell” for Junior High School Students;** Adhibah Maya Dhalilah; 130210401036; 2017; English Language Education Study Program, Language and Arts Departments, the Faculty of Teacher Training and Education, Jember University.

This research was conducted to analyze the writing tasks designed in English textbook for Junior High School using Genre-based Approach (GBA). The analyzed textbook entitled “When English Rings the Bell” for grade VII of junior high school students, published by the Ministry of Education and Culture of Indonesia. The writing tasks are analyzed by using the stages in designing writing tasks proposed by Feez (2002) that consists of Building knowledge of the context, Modeling of the text, Joint construction of the text, Independent construction of the text, and Linking to Related Texts. The data were taken from four chapters of English textbook entitled “When English Rings the Bell”, grade VII.

The results of analysis reported that the writing tasks in four chapters of the textbook follow the pattern Building Knowledge of the Context (BKOC) - Modeling of the Text (MOT) – Independent Construction of the Text (ICOT), some writing tasks add Join Construction of the Text (JCOT) stage and a few of them add Linking to Related Text (LRT) stage. In the writing tasks, the students are instructed to relate what they have known or their own experience with the tasks by presenting pictures and tables. Most of the writing tasks activities in the textbook are similar.

Some suggestions are addressed to the book writers, the textbook users, and other researchers. For practical contribution, it is suggested that textbook writers think to add joint construction and linking related text stages. The textbook users are suggested to add additional activities or tasks that are not discussed in the textbook. Empirically, it is suggested that the next researchers analyze the writing tasks of other English textbooks used nationally in Indonesia or analyze other English skills (reading, writing, speaking, and listening) of the same English textbook for different levels.

## CHAPTER I. INTRODUCTION

This introductory chapter gives readers' information about the research topic, the issue being investigated, the importance of investigating the issue, the position of this research in relation to the related previous studies, the research focus, and the research contributions.

### 1.1 Research Background

In the field of teaching English as a foreign language, English textbook analysis has become an interesting research topic. Issues of investigation in this topic are also various beginning from examining the suitability of the textbook contents with the curriculum materials, issue on cultural contents, communicative tasks, discourse markers, and ideology, to name a few. In terms of a tool of analysis, the issues can be approached by using content analysis, discourse analysis, and social semiotic.

The present study analyzed the EFL textbook for the seventh graders of junior high school published by the Indonesian Ministry of Education and Culture focusing on analyzing the writing tasks. This textbook was written by Indonesian authors following the English Curriculum 2013, which is basically organized in the framework of the latest development of GBA or Genre-based Approach. This issue is important to study with the hope to provide the textbook writers and English teachers empirical data about the designs of writing tasks that are suitable with the adopted approach in the curriculum.

Previous studies on textbook analysis were mostly situated in Asia (Korea, China, Japan, Indonesia) and Europe (Hungary, Poland) by using several tools of analysis, such as content analysis (Weninger and Williams (2005), social semiotic analysis (Sugeng and Zaimah (in Mickan and Lopez (2017), and discourse analysis by Kowalski (2008). In addition, some previous studies focused their analysis on the representations of culture in ELT textbooks (Cho and Park, 2014; Chang, et al., 2006; Yamada, 2010; Weninger and Williams, 2005). There is only one study that investigates "texts and tasks" in EFL textbook (Sugeng and Zaimah in Mickan and

Lopez, 2017). With regard to the findings of previous studies, the analysis of tasks more specifically the writing tasks in EFL textbook is an issue that remains under-explored in the Indonesian context. To fill the gap, this present study focused on evaluating the writing tasks in the English textbook entitled “When English Rings the Bell” for junior high school students. In conducting the evaluation of the writing tasks in the English textbook, the theory of GBA (Genre-based Approach) was chosen because this is the main theory of language adopted in English curriculum 2013.

## **1.2 Research Question**

Based on the information in the background of the research, this present study focused on investigating one main research questions: Does the design of writing tasks in the English textbook “When English Rings the Bell” for Junior High School follow the stages in teaching writing proposed in Genre-based Approach (GBA)?

## **1.3 Research Objective**

The present study aims to analyze the writing tasks designed in the English textbook for Junior High School published by the Ministry of Education and Culture using the stages in teaching writing proposed in Genre-based Approach (GBA).

## **1.4 Research Contributions**

Based on the research question and objective, the research result is expected to give the contributions for the following:

### **1. Empirical Contribution**

The result of this study can be used as a reference by other researchers to conduct a research on the English textbook analysis by using the same theory of Genre Based Approach to analyze another English textbook for different levels.

## **2. Practical Contribution**

Hopefully, the result of this study can be used as a tool to help the textbook writers design writing tasks by using Genre-based Writing Approach. Besides, hopefully, the result of this research can give information to the English teachers empirical data about the designs of writing tasks that are suitable with the adopted approach in the curriculum.

### **1.5 Scope of Research**

The present study analyzed the writing tasks available in Chapter 1 up to Chapter 4 in the English textbook entitled “When English Rings the Bell” published by the Ministry of Education and Culture of the Republic of Indonesia. The consideration is that 4 chapters (62 %) from 8 chapters available in the textbook can represent the whole contents of the writing tasks in the textbook. Thus, the pattern of writing tasks in the textbook can be drawn from the samples analyzed.

## CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter reviews three important aspects: 1) the theory of genre-based approach as the main theory that serves as the philosophical framework in designing writing tasks, 2) more operational concepts on how to analyze writing tasks based on GBA (Genre-based Approach), and 3) empirical studies on the issues of English textbook analysis reported in internationally reputable journals.

### 2.1 The Theory of Genre-Based Approach

According to Feez (2002), it is important to stress the importance of knowledge about context and the ability to write about a related new genre after learning a certain genre. Genre theories and genre-based pedagogies are developed in response to process-writing approach which gives attention on how meanings are socially positioned and structured. Hyland (2003) claims that process approach fails to “consider the forces outside the individual which helps guide purposes, establish relationship and ultimately shape writing.” This means that genre-based pedagogies offer students explicit and systematic explanation of the ways language functions in social context.

Genre based approach is also called as Genre Based Instruction (GBI) is a current trend to teach writing which concerns not only with the product and the process of writing but also with the structure/ inherent pattern of the text and the communicative purpose (Wenerstrom, 2003). Osman (2004) claimed some characteristics of Genre Based Instruction that includes the teaching of specific genre commonly required by students in the academic, the teaching of language patterns and social conventions of these genres which gain students’ awareness of the structure of these genres and subsequently enhance students’ writing skill. These ideas help teachers as guidance tools in teaching writing skill to their students.

Martin (1987) examined the range of genres that students need to master to succeed in their school. Based on his research, he proposed an influential genre-based theory of writing and writing pedagogy with a view to displacing the

dominant process-writing approach. Besides, Martin (1987) explains that Genre-based approach believes that in order to master the written genres, students need direct instruction.

As stated by Hyland (2003), “Genre is a socially informed theory of language offering an authoritative pedagogy grounded in the research on texts and contexts, strongly committed to empowering students to participate effectively in target situations and it requires that they be used in transparent, language-rich, and supportive contexts which will most effectively help students”. Christie (1987) observed “Learning the genres of one’s culture is both part of entering into it with understanding, and part of developing the necessary ability to change it”. We can conclude that learning genre theory can give information both on authoritative pedagogy and the use of language culture.

Genre-based approach does not support students within a contextual framework for writing activities. In other words, this genre offers writers an explicit understanding of how texts in target genres are structured and why they are written in the ways they are. Hyland (2003) states that to create a well-performed and effective text, students need to know the lexico-grammatical patterns which typically occur in its different stages, and the teacher’s task is to assist students’ awareness of the target genres and an explicit grammar of linguistic choices. Genre-based pedagogies assume that writing instruction will be more successful if students are aware of what target discourses look like, but it is reproductive element which process adherents have been most critical (Raimes, 1991).

Thus, from the explanation above, Genre Based approach gives teachers empirical data about the designs of writing tasks that are suitable with the adopted approach in the curriculum. The writing tasks explicitly build prior knowledge for students to make them understand about texts, contents, tasks, and grammar.

## 2.2 Conceptual Framework in Analyzing Writing Tasks Based on GBA

Writing involves at least five components as stated by Harris (1969: p.68-69), namely: first, content that consists of the substance of writing and the ideas expressed. The second, the form used in it. It is about the organization of the content. The third, grammar that is the employment of the grammatical form and syntactic pattern. The fourth, the style that is about the choice of the structures and the lexical item to give a particular tone of flavor to writing. The last one is mechanic, which is about the use of graphic convention of the language. All the components must be implemented in writing task of an English textbook.

Kim & Kim (2005) suggest using the instructional curricular approach and genre-based approach in teaching writing. It is believed that complementary use of both approaches helps students develop their skills in using language by experiencing a whole writing process as well as gaining knowledge of the contexts in which writing happens and the purpose of writing. The study of Badger and White (2000) validates that the theory of combining the two approaches in writing is effective in designing the writing task for students. Those statements prove that in designing writing task of an English textbook, an approach or more than one approaches is needed to make writing task suitable for the students.

General writing process in genre-based instruction proceeds from modeling, independent writing, and linking to related texts. Hyland (2004) states that the characteristic described above a cycle consisting of modeling, joint construction, and independent construction of text. In the modeling stage, the teacher and the students discuss the text structure, context, and the language. In the joint construction stage, the teacher and the students compose a text together. In the independent construction stage, the students write their own text and through teacher-learner conferencing.

According to Queeney (2006), in exploring how texts work through the curriculum cycle, there are four stages that must be followed, they are:

1. **Stage 1, Building the field:** this stage gives the students time to gather information about what they will write. This stage goes perfectly with units of inquiry. The students are already familiar with the unit, the concepts, and the

vocabulary. The teacher will introduce the text type to the students and give them the example.

2. **Stage 2, Modeling the text type:** this stage gives the students chance to become familiar with the purpose, overall structure, and linguistic features of the text type that they are going to write. The teacher explicitly teaches the features of the text type which contains the following information: the purpose of the text, the structure of the text, and the language features of the text.
3. **Stage 3, Joint Construction:** the teacher and the students write a text together, considering both the content and the language. Here, there are some activities that can be done, such as the students must re-read the example, the teacher will slip the class into some groups, then ask them to make groups or in pairs, the students will discuss with their group, then come back together as a large group and share writing.
4. **Stage 4, Independent Writing:** in this stage, students write on their own.

In line with Queeny (2006), Feez (2002), p. 65, suggests the procedures of genre-based approach as follows:

1. **Building knowledge of the context.** In this step, the students need to understand how and when a certain text type is used before they start to create a text in particular genre.
2. **Modeling of the text.** In this step, the teacher introduces the students to a model text of the genre they will be writing.
3. **Joint construction of the text.** In this step, the teacher and the students will work together to construct a text similar to the model. They will use the social, contextual, rhetorical, and linguistic knowledge of the genre learned through the previous steps.
4. **Independent construction of the text.** In this step, the students are supposed to have developed understanding of the genre, rhetorical structures, and the language features of the genre. Then they will start their writing independently, integrating all the knowledge they have developed.

**5. Linking to Related Texts.** At this final stage, the students investigate how the genre they have been studying is related to other texts that occur in the same or similar contexts they have learned. Activities in this stage include rewriting the text to achieve a different purpose: an argument for an opinion and the rebuttal of the opinion.

According to Feez's (2002) procedure of genre-based approach, those procedures should be reflected in designing writing task of an English textbook for students. The reason is to make the writing task suitable to be given for the students' level.

In genre-based approach, the students start with building the knowledge of the target genre and move to modeling and deconstructing, joint construction and independent construction, and to the last is relating the target genre to a new text. All these procedures are dedicated to different purposes and to different activities.

### **2.3 Previous Studies on English Textbook Analysis**

Some previous studies reviewed on English textbook evaluation were conducted in the period of 2005 up to 2017. Sugeng and Zaimah (in Mickan and Lopez (2017) did an evaluation of EFL textbook entitled Contextual English for Grade XI of Senior High Schools. The textbook licensed for the use in Indonesian schools was written for senior high school level following school-based curriculum by applying social-semiotic theory. This refers to the relationships between language and social structure as one aspect of the social and meaning. The research findings suggest that the textbook authors need to re-contextualize the textbook texts and tasks with a current topic.

The other previous study done by Cho and Park (2014) analyzed Korean textbook focusing on multicultural contents using Multicultural Content Analysis Frame (MCAF) and Multicultural Description Analysis Frame (MDAF). MCAF analyses the structure and distribution of multicultural contents in textbooks that consists of three categories: identity, diversity and pluralism, and social justice. MDAF shows the perspectives from which the content is described that consists of five categories, i.e. balance materials of distribution, accuracy and scope of

information, distortion and stereotypes, balance in perspectives, and Korean-ethnic centeredness. The results disclose serious cognitive problems to students as they recognize the Korean society and the world around it.

Chang, et al. (2006) did an evaluation of textbooks used in East Asian using meta-theoretical issues to explore how East Asian communication is presented in the textbooks. The analyzed textbooks are *Communication between Cultures* by Samovar, Porter, and McDaniel's (2007, 6<sup>th</sup> edition) and *Intercultural Communication in Context* by Nakayama's (2007, 4<sup>th</sup> edition). The findings reveals that both textbooks represent their own versions of "truth" about Asians according to their chosen paradigms; neither can avoid specific viewpoints. It seems almost impossible to contemplate the idea of a "fairer" representation of Asians, since any writing must respond to inevitable constraints. To claim a text as "fairer" must invoke specific standards, but these standards are themselves chosen by specific people for specific purposes. Each attempt to achieve fairness, therefore, can only appeal to specific readers. Differences observed between these textbooks underscore the politically constructed nature of cultural others.

Yamada (2010) conducted a textbook analysis research of Japan's junior high school English textbooks. It examines how English-speaking communities were constructed and represented in EFL textbooks *New Horizon: English Course* (Tokyo Shoseki Co. Ltd.). It was chosen because it was the most widely used book. The analysis of contexts was conducted by reviewing lessons. The findings revealed that many pictures and drawings used in Japanese junior high schools' EFL textbooks are cartoon-like and even black and white. Besides, the increase representation of Japanese cultural components in the EFL textbooks may be appropriate and make sense to learners or users of the EFL texts.

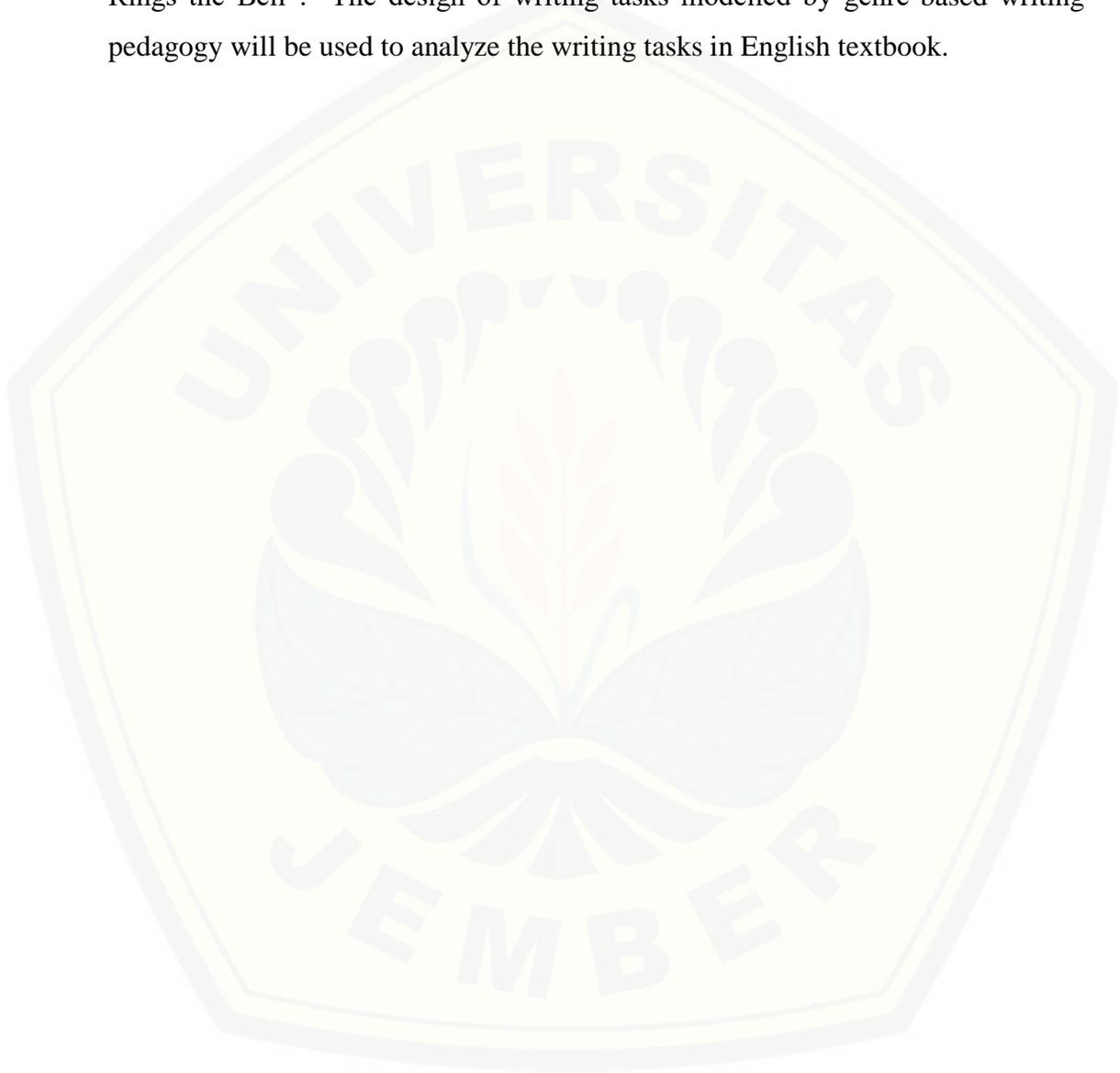
Weninger and Williams (2005) analyzed the cultural representations of minorities in Hungarian elementary school textbooks currently used throughout the country by using content analysis techniques. The research findings demonstrate that minorities receive almost no attention within Hungarian school textbooks, and when they are represented, it occurs in narrowly defined or stereo typical ways. The implications are cultural objects such as school textbooks are important for

understanding hegemonic constructions of the social order. Besides, the National Core Curriculum (NCC) must engage minority education explicitly in order to ensure that all children receive a less biased education.

Kowalski (2008) analyzed the representations of linguistic and ethno-cultural diversity in Poland's education policy, National school curricula and textbooks. The research is based on a qualitative content analysis of Poland's national policy on minority education, the national school curricula and history textbooks to examine how and to what extent these resources represent minority languages/cultures and address issues related to ethno-cultural diversity. The research finds that although these policies are generally in line with European norms and multicultural values, aspects of education practice examined in this research (e.g. second-language provisions, textbook discourse) conform to traditional Polish conceptions of a nation state and interethnic relations. Consequently, minorities do not occupy proportionally representative place in discourses generated by history textbooks, while minority integration continues to be seen by education institutions as a one- rather than two-sided process, in which both the majority and minority groups are active and constructive partners.

Most of the studies, analyzed the whole materials of the textbooks according to the country's cultures and ideologies by using content analysis. These all previous studies discuss about analyzing and evaluating English textbook by applying Social-semiotic theory, focusing on multicultural contents using Multicultural Content Analysis Frame (MCAF) and Multicultural Description Analysis Frame (MDAF), by using meta-theoretical, by using content analysis to generalize all the English textbooks used in Japan through the Japan's culture and ideology, analyzed the cultural representations of minorities in Hungarian elementary school textbooks by using content analysis techniques , and analyzing the representations of linguistic and ethno-cultural diversity in Poland's education policy by using qualitative content analysis.

Considering the previous studies reviewed previously, there is still an area of studies that has not been explored yet. This is the use of theory Genre-Based Pedagogy in designing tasks for English textbook. This research was only focused on analyzing the writing tasks offered in English textbook entitled “When English Rings the Bell”. The design of writing tasks modelled by genre-based writing pedagogy will be used to analyze the writing tasks in English textbook.



## CHAPTER III. THE STUDY

This chapter describes the research data as the object of analysis, data collection procedure, theory used to analyze the data, and step-by-step procedure of data analysis and interpretation.

### 3.1 Data of the Study

The present study analyzes the students' English textbook "When English Rings the Bell" (revised edition 2016) for junior high school students, grade VII. This textbook (comprising 194 pages/ 8 chapters) is published by the Ministry of Education and Culture of the Republic of Indonesia related to the implementation of the revised Curriculum 2013. Each chapter of this book is organized by theme/topic related to neighborhoods (e.g. Good morning How are You?; It's Me) accommodating the four language skills: listening, speaking, reading, and writing.

This study analyzes the writing tasks existing in each chapter of the textbook. They are in the forms of colorful pictures and bubble speech, table and column asking the students to do something. The writing tasks available in Chapter 1 up to Chapter 4 are analyzed because this could represent the entire writing tasks in the textbook.

### 3.2 Data Analysis Framework

Feez's (2002) procedure of Genre-based approach (GBA) theory is used to analyze the designs of writing tasks in this textbook. The reason for using Feez's (2002) procedure of GBA is that Curriculum 2013 adopts GBA at the level of philosophy. Consequently, the designs of language learning tasks in the textbook should have followed the principles of GBA. The writing tasks in the textbook "When English Rings the Bell" were evaluated based on Genre-Based Approach through Feez's (2002) procedure of Genre-based Approach. The instrument of the study is Feez's (2002) theory of Genre-based Approach (GBA), which are represented into: Building Knowledge of the Context (BKOC) stage, Modeling of

the text (MOT) stage, Joint Construction of the text (JCOT) stage, Independent construction of the text (ICOT) stage, and Linking to Related Texts (LRT) stage.

### 3.3 Data Analysis Procedures

There are some stages to be followed in analyzing the writing tasks using GBA in the English textbook, they are:

1. Reading all the contents of the textbook from Chapter 1 up to Chapter 4 that were analyzed.
2. Selecting the types of the writing tasks for Semester 1, that are from Chapter 1 up to Chapter 4.
3. Identifying the writing tasks from Chapter 1 up to Chapter 4 based on Feez's procedures of GBA (Genre-based Approach), they are: Building Knowledge of the Context, Modeling of the Text, Joint Construction of the Text, Independent Construction of the Text, and Linking to Related Texts.
4. Analyzed the writing tasks chosen from Chapter 1 up to Chapter 4 in semester 1 based on Feez's (2002) procedures of GBA.
5. Interpreting the results of the analysis based on Feez's (2002) procedure of GBA (Genre-based Approach).
6. Finding the patterns from the results of the analysis.
7. Making conclusion from the results of the research.
8. Giving recommendations to the book writers, the textbook users, and the other researcher based on the results of the research.

## CHAPTER V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

In Indonesia, English textbook plays an important role as the main resource in teaching English. Most of the English teachers rely on the textbook contents because textbooks are believed to represent the curriculum materials. Due to this it is important that the textbook contents (i.e. the texts and tasks) are designed following the philosophy of language learning and teaching adopted in the curriculum. The present study has analyzed the writing tasks in English textbook of Grade VII using stages of GBA because the English curriculum presently used in Indonesia adopts GBA.

Having analyzed and discussed the writing tasks in English textbook “When English Rings the Bell”, the conclusion can be drawn in the following. First, the writing tasks in four chapters of the textbook follow the pattern BKOC-MOT-JCOT-ICOT, some writing tasks add LRT stage (the details are existing in the discussion in Chapter 4). Second, most of the writing tasks and writing activities in the textbook are similar. In the writing tasks, the students are asked to relate what they have known or their own experience with the tasks by presenting pictures and tables. The students have to name and count the pictures or what they know about the pictures. Besides, there are instruction, background information, and procedures that can help the students to understand about the writing tasks. After analyzing the writing tasks in the textbook, it is indeed suitable enough for the seventh graders of Junior High School because the vocabularies are not too difficult for them and it is easy to follow the instructions in the textbook.

### 1.2 Suggestions

The success in teaching and learning activity does not depend on the ability of the teacher to explain the materials and the ability of the students to understand it in their mind, but also the quality of materials which are taught in the school including the tasks in the English textbook. The materials and the tasks quality depends on the source of the textbook used by the teacher and the students. In the

2013 curriculum, the main source textbook is the student book published by the Ministry of Education and Culture of Indonesia. As the researcher stated in the previous chapter, it is important to do the analysis regarding to the student book because it is a new book and there are still a few analyses of this book. So, the researcher decided to do an analysis of an English student book for seventh graders of Junior High School published by the Ministry of Education and Culture of Indonesia entitled “When English Rings the Bell”.

After doing the analysis, some suggestions are addressed to the book writers, the textbook users, and other researchers. For practical contribution, it is suggested that textbook writers think about adding two stages in GBA, (i.e. joint construction and linking related text stages). Joint construction stage helps students to share one another, whereas linking related stage gives students’ opportunities to create their own text and develop their creativity. In addition, it is highly suggested that the textbook users add additional activities or tasks that are not discussed in the textbook. In this context, English teachers have to add joint construction activities as well as linking to related text activities as suggested in GBA stages. For empirical contribution, it is suggested that the next researchers analyze the writing tasks of other English textbooks used nationally in Indonesia or analyze other English skills (reading, writing, speaking) of the same English textbook for different levels.

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	DATA SOURCES	RESEARCH METHOD
Evaluation of the Writing Tasks in the English Textbook Entitled “When English Rings the Bell” for Junior High School Students	1. Does the design of writing tasks in English textbook “When English Rings the Bell” follow the steps sequenced in genre-based approach (GBA)?	<p><b>- Dependent</b></p> <p>Evaluation of the Writing Tasks in the English Textbook</p> <p><b>-Independent</b></p> <p>Textbook Entitled “When English Rings the Bell” for Junior High School Students</p>	<p><b>Documents</b></p> <p>Collecting data from the English Textbook. entitled “When English Rings the Bell” for seventh graders of Junior High School.</p>	<p><b>1. Research Design:</b></p> <p>Qualitative Design</p> <p><b>2. Type of Data:</b></p> <p>Document Data</p> <p><b>3. Data Collection Method:</b></p> <p>Documentation (Collecting data from the English Textbook).</p> <p><b>4. Data Analysis Method:</b></p> <p>Evaluating the writing tasks in the English Textbook entitled “When English Rings the Bell” by using Feez’s (2002) theory of Genre-based approach (GBA).</p>

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