

THE EFFECT OF USING THINK -TALK -WRITE STRATEGY ON THE ELEVENTH GRADE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMKS 2 TAMAN SISWA PEMATANG SIANTAR

Angelina Sinabutar^{1*}, Selviana Napitulu², Bernieke Anggita Ristia Damanik
HKBP Nommensen University Pematangsiantar
E-mail: Sinabutarangelina@gmail.com

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Abstract

This research was carried out to find out the effect of the Think-Talk-Write Strategy on students' ability in writing generative structure recount text at eleventh grade of SMK 2 Taman Siswa Pematangsiantar. The research methodology used in this research was a quantitative method. The population of this research was eleventh grade at SMKS 2 Taman Siswa Pematangsiantar in the academic year 2025/2026. The researcher took two classes as the sample. The samples were XI TKR-1 as an experimental group consisting of 30 students and XI TKR -2 as a control group consisting of 30 students. The data were obtained by using the pre-test and post-test given to both groups. The experimental class mean score on the pre-test was 62, and the mean score of the control class was 68,2. On the other hand, the mean score of the experimental class on the post-test was 84,5, while the mean score of the control class on the post-test was 79,4. To acquire data, the researcher used a test as an instrument. The result of the t-test was 3,501, which was higher than the t-table at 5% level of significance (1,672). The result of significance value indicates that alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. It meant that there was a significant effect by using the Think-Talk-Write Strategy at eleventh grade of SMKS Taman Siswa Pematangsiantar in writing recount text.

Keywords: Writing Skill, Recount Text, Think-Talk-Write (TTW) Strategy

INTRODUCTION

English is very important to master because of its wide use in communication so that it can provide a tool in all aspects of business, entertainment, and education. English plays a dominant role in facilitating effective communication both spoken and written. It can be seen that English becomes one of the subjects that is specialized in Indonesian as a foreign language starting from elementary school, junior high school, senior high school until university level. English is not just an additional subject, but an integral part of the curriculum to prepare the younger generation to face global challenges. In addition, Himawati (2018:1) English is a tool of communication in the era of globalization becoming the main key to success in achieving a career someone in the future. In the era of globalization, English has become a language that facilitates interaction and participation in global conversation which gives students wider access to international knowledge and information. In learning English there are four skills that must be mastered, namely listening, reading, speaking, and writing.

Writing is one of the four skills in English along with listening, reading and speaking in language learning process. Writing is a skill or activity of connecting words into sentences. Used to communicate information, express feelings or ideas to someone, the public or government. According to Bram (1995 :7-9), writing defines that written messages are produced or reproduced. It is an active process of organizing and formulating ideas on paper. According to Harmer (2001:79), writing is a process of forming letters and words to communicate ideas in a readable form. Furthermore, according to Gebhardt and Rodriguez (1998: 1), writing is one of the most important things that the students do in school. The good skill of writing takes an important role to determine the success of writing, whether it is a report, proposal or assignment in school. From those definitions, the researcher can conclude that writing is someone's ability to communicate his or her information, ideas and feeling to someone else in the written form. Writing is not only an activity of arranging words into form of sentences but also conveying the ideas by organizing them into a good text. Additionally, when people write something they should organize sentence become interesting and coherent.

In general, writing poses several specific challenges for students learning English as a foreign language. One of the most common problems is idea generation, where students struggle to think of what to write or how to begin a composition. This is often followed by poor vocabulary mastery which makes it difficult for them to express their thoughts accurately and effectively. Grammatical error are also prevalent, particularly in tenses, sentence structure, and subject-verb agreement, which affect the clarity of their writing. Another major issue is organization, where students fail to arrange their ideas into a coherent structure, leading to disorganized paragraphs and illogical flow of information. Lack of coherence and cohesion further weakens the message the student is trying to deliver. According to Nurgiantoro (2001:298), students commonly face several problems in writing, including lack of vocabulary, grammatical errors, and difficulty in organizing ideas. Limited vocabulary often leads to uncommunicative and unclear sentences due to inappropriate word choices. Grammatical mistakes are frequent, especially among beginner students who have not yet mastered English grammar, making them uncertain about the correctness of their sentences. Furthermore, many students struggle to organize their ideas logically, resulting in compositions that do not match the given topic. These problems are also supported by findings from Aprilia et al. (2022), who observed that students often showed difficulties in vocabulary, grammar, and coherence when writing recount texts, and by Arningtyas (2019:88-96), who reported that the Think-Talk-Write strategy helped overcome such writing challenges through guided idea development and collaborative discussion. Additionally, many students have low motivation and confidence when writing, especially when they feel unsure about their language ability. According to Nunan (2003:88), writing is not only a physical act of forming letters and words, but a mental effort of discovering ideas, selecting appropriate expressions, and structuring them clearly. These issues highlight the need for effective instructional strategies that guide students step-by-step through the writing process.

Based on writer's observation during the teaching practice (PPL) in SMKS 2 Taman Siswa Pematangsiantar, many students have a problem in writing process especially in writing recount text. The researcher found some problems, firstly, the students difficult to generate and develop their ideas in writing recount text. Secondly, some of students also lack of vocabulary and grammar understanding, it makes them a trouble and mistake in selecting appropriate words to write recount text. Thirdly, the students have not been able to write recount text based on right generic structure. And the other problem is some students were not interest or not motivated in writing Recount Text. It may cause of the strategy that used in learning process. To solve the problem, the researcher argues that teachers must be able to use a strategy in the learning process. Teaching strategies are needed in the teaching and learning process so that students are interested and understand the material provided. Teachers must prepare the material clearly and use appropriate teaching strategies before they enter the classroom to teach. It is expected that students will easily accept and understand the material provided by the teacher. One of the interesting strategies that can overcome students' writing problems is the Think-Talk-Write strategy.

The think-talk-write strategy is classified as cooperative learning. This strategy designed to simplify the teaching and learning process. Students are given the opportunity to connect with their groups and develop active and efficient learning using this method. It should assist pupils in improving their writing abilities, according to expectations. According to Huinker and Laughlin in Zulkarnaini (2011), "The Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, by talking and sharing ideas with one another through writing. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing. In TTW, the students are engaged in language learning with some requirements such as the students should be using the language spontaneously to communicate ideas, feeling, and opinions, should identify informal out-of-class language learning experiences, and should be supervenes to be able to evaluate their progress in terms of increases in their functional proficiency. It means teaching writing by using Think-Talk-Write may facilitate students to be more active learners by sharing problems with their friends. Through this cooperative learning, students are expected to think what they know, share in a group, and finally able to write about a particular topic after the group discussion.

This is research supported by several previous studies. The first research entitled "The Effect of Think-Talk-Write (TTW) Strategy on Students' Writing Skill in Recount Text of the Tenth Grade Students of SMA Swasta Pelita Bulu Cina" by Nova, Ummi Umara, and Sri Ulina Beru Ginting (2022). This study aimed to determine whether the TTW strategy could improve students' writing ability in recount texts. The results showed that TTW was effective in helping students organize their ideas and write recount texts better. This study used a different school context and student population from the current research. The second research entitled "The Influence of Think Talk Write to Improve the Tenth Grade Students' Writing Skill at SMA Negeri 2 Sekampung" by Yusrina

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Angelina Sinabutar et al

Aprilia, Tri Rositasari, Dian Septarini, and Dwi Rara Saraswaty (2022). This study examined the effect of the TTW strategy on students' writing skills and found that the strategy was significantly effective in improving students' ability to write recount texts. This research involved a different grade level and school background compared to the present study. The third research entitled "Improving Students' Writing Ability in Recount Text Using Think-Talk-Write Strategy at the First Year of SMA IT Al-Hidayah Pringsewu" by Siswati Arningtyas (2019). The researcher found that the TTW strategy effectively helped students improve their writing ability in recount texts, particularly in organizing ideas and expressing them more clearly. The subject and setting of this research were different from the current study.

METHOD

This research uses a quantitative research design, specifically a quasi-experimental design, to examine the effect of the Think-Talk-Write (TTW) strategy on students' ability to write recount texts. The participants are divided into an experimental group and a control group, with each group receiving a pre-test and post-test. The experimental group will receive treatment using the TTW strategy, while the control group will follow conventional teaching methods. The research is conducted at SMKS 2 Taman Siswa Pematangsiantar, with a total of 60 students in both groups. Data are collected through pre- and post-tests, focusing on writing recount texts. The analysis involves comparing the pre- and post-test results using statistical techniques, including a t-test to determine the significance of the results. The research aims to provide evidence of whether the TTW strategy effectively improves students' writing abilities in recount texts.

RESULTS AND DISCUSSION

Data Analysis of Experimental class

The writing test results (d) of the students in the experimental class are represented in the table below.

Table 4.3 Standar deviation Data of Experimental Class

No	Students Initial	Pre-Test	Post-Test	Differences (x-X)	Difference Squared (x-X) 2
1	ALS	67	81	14	196
2	AN	67	84	17	289
3	AS	73	85	12	144
4	CS	60	88	28	784
5	DA	60	78	18	324
6	EA	72	82	10	100
7	EF	52	96	44	1936
8	FAM	58	78	20	400
9	GJB	73	94	21	441
10	IM	59	75	16	256
11	IR	59	75	16	256
12	KS	63	90	27	729
13	LF	59	85	26	676
14	LX	68	77	9	81
15	MB	67	80	13	169
16	MFT	62	92	30	900
17	ML	80	85	5	25
18	MR	61	92	31	961
19	MRAG	57	84	27	729
20	MRI	74	77	3	9
21	MS	84	86	2	4

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Angelina Sinabutar et al

No	Students Initial	Pre-Test	Post-Test	Differences (x-X)	Difference Squared (x-X) 2
22	MZZ	67	81	14	196
23	NMH	60	87	27	729
24	NNA	55	85	30	900
25	RA	55	79	24	576
26	RAR	63	78	15	225
27	RF	52	91	39	1521
28	SA	35	91	56	3136
29	SJ	50	90	40	1600
30	WAA	52	89	37	1369
31	TOTAL Σ	1864	2535	Σd 671	Σda² 19661

Note:

Na = Total of students (experimental)

Da = Sum of obtained score (experimental)

Da = Squared sum obtained score (experimental)

a. Calculating variabel`s mean of Experimental:

$$Ma = \frac{\sum xa}{Na}$$

$$Ma = \frac{671}{30}$$

$$Ma = 22,3$$

As a result from standar deviation of the data from the mean experimental class 22,3.

b. Calculating variable`s mean of Experimental:

$$da^2 = \sum d^2 - \left[\frac{(\sum da)^2}{Na} \right]$$

$$da^2 = 19.661 - \left[\frac{(671)^2}{30} \right]$$

$$da^2 = 19.661 - \left[\frac{(450.241)}{30} \right]$$

$$da^2 = 19.661 - 15.008$$

$$da^2 = 4.653$$

From these calculations,result of experimental are:

a. Total Students` (Na) = 30

b. Mean of variable (Ma) = 22,3

c. Standar deviation (da²) = 4.653

From the calculation, the total students in experimental class (Na) is 30 with the mean variabel (Ma) 22,3 and standar deviation (da²) 4.653.

4.1.4 Data Analisis of Control class

The writing test result (d) of the students in control class are represented in the table below.

Table 4.4 Standar deviation Data of Control Class

No	Students initial	Pre-Test	Post-Test	Differences (x-X)	Difference Squared (x-X) 2
1	AF	69	73	4	16
2	ALB	69	80	11	121
3	AN	70	73	3	9
4	AP	60	82	22	484
5	AR	65	80	15	225
6	BP	55	55	0	0
7	D	68	81	13	169
8	DH	74	79	5	25
9	DP	58	73	15	225
10	FD	75	79	4	16
11	HF	67	93	26	676
12	HH	72	82	10	100
13	K	75	85	10	100
14	MAFN	86	89	3	9
15	MFN	69	77	8	64
16	MNM	77	80	3	9
17	MR	35	92	57	3249
18	MRI	66	71	5	25
19	MRR	71	72	4	16
20	MZZ	72	80	8	64
21	RA	68	71	3	9
22	RAS	77	90	13	169
23	RAHF	69	83	14	196
24	RBP	75	88	13	169
25	RFP	74	74	0	0
26	RH	75	78	3	9
27	RK	65	74	37	1369
28	RR	65	70	9	81
29	RTS	60	98	5	25
30	SZ	65	79	14	196
	TOTAL Σ	2046	2384	Σb 338	Σdb² 7900

a. Calculating variable`s mean of control:

$$Mb = \frac{\sum xb}{Nb}$$

$$Mb = \frac{338}{30}$$

$$Mb = 11,2$$

As a result from standar deviation of the data from the mean of experimental class 11,2.

b. Calculating standar deviation score of control is:

$$da^2 = \sum d^2 - \left[\frac{(\sum da)^2}{Na} \right]$$

$$da^2 = 7.900 - \left[\frac{(337)^2}{30} \right]$$

$$da^2 = 7900 - \left[\frac{114.244}{30} \right]$$

$$da^2 = 7900 - 3.808,$$

$$da^2 = 4.092$$

From these calculations, result of control:

a. Total students (Nb) =30

b. Mean of variable (Mb) =11,2

c. Standard deviation (db^2) =4.092

From the calculation, the total students in control class (Nb) is 30 with the mean variable (Mb) 11,2 and standard deviation (db^2) 4.092.

To know the t-table value, the researcher found the degree of freedom (df) as below:

$$df = Na + Nb - 2$$

$$df = 30 + 30 - 2$$

$$df = 58$$

The number two classes (Na and Nb) was same, so it was easy to calculate both classes using the t-test formula. Before carrying out the t-test, the researcher had to use the degree of freedom (df) formula to find out t-table value to compare with the t-test. The result the degree of freedom (df) 58.

Therefore, the t-test formula, calculated as follows:

$$t_{\text{test}} = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2} \right) \left(\frac{1}{Na} + \frac{1}{Nb} \right)}}$$

$$t_{\text{test}} = \frac{22,3 - 11,2}{\sqrt{\left(\frac{4.653 + 4.092}{(30 + 30) - 2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t_{\text{test}} = \frac{22,3 - 11,2}{\sqrt{\left(\frac{8.745}{58} \right) \left(\frac{2}{30} \right)}}$$

$$t_{\text{test}} = \frac{11,1}{\sqrt{(150,77) \left(\frac{2}{30} \right)}}$$

$$t_{\text{test}} = \frac{11,1}{\sqrt{10,051}}$$

$$t_{\text{test}} = \frac{11,1}{3,17}$$

$$t_{\text{test}} = 3,501$$

From the calculating result, the researcher determined that the t-test value was 3,501.

4.2. Hypothesis Testing

Following data analysis, the researcher determined that t-test value was 3,501. The t-test value was then used to determine the distribution table and to calculate the t-test value at different degrees of freedom (df). In this

research, the degrees of freedom (df) are 58 (obtained from $N_a + N_b - 2 = 30 + 30 - 2 = 58$) at a significant level of 0.05 therefore, the result of the t-table is 1,672. From the calculating results, it turns out that $t\text{-test} > t\text{-table}$ at level $t = 0,05$ that was $(3,501 > 1,672)$. therefore, H_a was except and H_o was rejected. It means there is a difference between the experimental and control classes in writing skills on descriptive text after the treatment is given by the researcher. In other words that there was a significant effect of think-talk-write strategy on the students ability in writing recount text at eleventh grade at SMKS 2 Taman Siswa Pematangsiantar.

4.3. Research Findings

The researcher can conclude from the data analysis that think-talk-write strategy has a significance effect on students' writing recount text. In experimental class, the researcher gives the think-talk-write strategy as a treatment with mean score experimental class in pre-test was 62 meanwhile mean score of experimental class in post-test was 84,5. The lowest score of experimental class in pre-test was 35 and the highest score was 84. The lowest score of experimental class was 75 in post-test and the highest score was 94. In control class, mean score of control class in pre-test was 68,2 meanwhile mean score of control class in posttest was 79,4. The lowest score of control class in pre-test was 35 and the highest score was 86. The lowest score of control class in post-test was 55 and the highest score was 98. And the result of testing hypothesis shows that t-test value was (3.501) is higher than the t-table value (1,672) at significance level of 0.05. Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected.

DISCUSSIONS

The objective of this research is to find out whether the use of Think-Talk-Write (TTW) Strategy can improve students' ability in writing recount text at SMK 2 Taman Siswa Pematangsiantar. The researcher used two classes in this research. One class was chosen as the experimental class and one class as the control class. To answer the research objective, the researcher conducted a pre-test in both classes to find out the students' initial ability in writing recount text. The experimental class was taught by using Think-Talk-Write Strategy, while the control class was taught by using a conventional method. After giving the treatment, the researcher administered a post-test to the students in both classes to know the effect of Think-Talk-Write Strategy.

This research and the previous research have both differences and similarities. In the previous research conducted by Ida Nova, Umami Umara, and Sri Ulina Br Ginting (2022), the assessment of students' writing ability focused on several aspects, namely content, organization of ideas, grammar, and vocabulary. The analysis emphasized the improvement of students' scores in terms of their ability to develop relevant content according to the topic, construct grammatically correct sentences, and use more appropriate vocabulary in writing recount texts. Meanwhile, this present research focuses on analyzing students' ability to organize the generic structure of recount texts, which consists of orientation, events, and reorientation.

The similarities between the two studies are that both the research conducted by Ida Nova, Umami Umara, and Sri Ulina Br Ginting (2022) and this study share the same purpose, research method, learning strategy, and type of text analyzed, which is the recount text. Both studies aimed to investigate the effect of the Think-Talk-Write (TTW) strategy on students' ability in writing recount texts, which retell past experiences in a chronological order. They both used a quantitative method with a quasi-experimental design, involving two groups: an experimental class taught using the TTW strategy and a control class taught through conventional methods. Both studies also used writing tests (pre-test and post-test) as the main instruments to measure students' writing ability before and after the treatment. The results of statistical analysis revealed that the TTW strategy had a significant effect on students' writing ability, as the t-test value was higher than the t-table value. Moreover, both studies concluded that the implementation of the TTW strategy helps students organize their ideas, enrich their vocabulary, and write recount texts with a more logical and systematic structure.

The research by Yusrina Aprilia et al. (2022) and this study share the same objective, which is to investigate the effect of the Think-Talk-Write (TTW) strategy on students' ability to write recount text. Both studies applied the TTW strategy, which encourages students to think, discuss, and organize ideas before writing, and used pre-test and post-test writing tests as the main instruments to measure students' improvement in writing skills. The results of both studies showed that TTW significantly improved students' writing ability, including aspects of content, grammar, organization, and fluency of expression. However, the two research also have differences. Yusrina Aprilia et al. used a true experimental design with 44 tenth-grade students randomly assigned to experimental and control groups, and analyzed the data using paired and independent sample t-tests via SPSS 22, whereas this study used a quasi-experimental design with eleventh-grade SMK students and applied a manual

t-test to compare pre-test and post-test results between groups. In addition, Yusrina Aprilia et al. emphasized improvements in content, grammar, organization, and fluency, while this study focused on students' ability to write recount texts based on the generic structure: orientation, events, and reorientation. The research conducted by Widya Sandi & Gusparia (2019) and this research share several similarities and differences. Both studies have similarities in objectives, learning strategies, and research findings. Both aim to determine the effect of the Think-Talk-Write (TTW) strategy on students' writing skills in English. Both the research by Widya Sandi & Gusparia and this study show that the implementation of the TTW strategy significantly improves students' writing skills. This strategy helps students think critically, discuss, and write more systematically. In addition, both studies show that the average student grades after the implementation of TTW increased and exceeded the Minimum Completion Criteria (KKM). Widya Sandi & Gusparia's research focuses on narrative text, which aims to tell imaginative stories or events, while this study focuses on recount text, which tells real experiences chronologically. The research method used by Widya Sandi & Gusparia is Classroom Action Research (CAR) which is conducted in two cycles to see the gradual improvement of students' writing skills, while this study uses a quantitative method with a quasi-experimental design to compare learning outcomes between the experimental class and the control class.

The research conducted by Dewi Kesuma Nasution (2023) and this research share several similarities and differences. In terms of similarities Dewi Kesuma Nasution's (2023) research and this research share the same goal, method, and strategy examining the effect of the Think-Talk-Write (TTW) strategy on students' writing ability using a quantitative quasi-experimental design with pre-test and post-test instruments. Both found that TTW significantly improves students' writing by encouraging critical thinking, active discussion, and better organization. The main difference lies in the type of text and focus. Dewi's research focused on procedure text, emphasizing the use of imperative sentences, logical sequencing, and language accuracy, while this study focused on recount text, analyzing improvement based on its generic structure orientation, events, and reorientation.

The research conducted by Etek Sri Belangi (2019) and this research share several similarities and differences. Both studies share similarities in their objectives, methods, and learning strategies. They both aimed to determine the effect of the Think-Talk-Write (TTW) strategy on students' writing ability. Both the research used a quantitative method with a quasi-experimental design involving two groups: an experimental class taught using the TTW strategy and a control class taught using conventional methods. Both research also used pre-tests and post-tests as instruments to measure students' improvement in writing ability and analyzed the data using a t-test to determine the difference in learning outcomes between the two groups. The results of both studies showed that the TTW strategy had a positive and significant effect on students' writing ability.

The main difference lies in the type of text and the focus of writing improvement. Etek Sri Belangi research focused on descriptive text, emphasizing students' ability to describe people, objects, or places clearly and coherently, while this study focused on recount text, which retells past experiences in chronological order. In terms of assessment aspects, Etek Sri Belangi evaluated students' writing based on content, organization, grammar, and vocabulary, whereas this research assessed students' writing based on the generic structure of recount text, namely orientation, events, and reorientation.

The advantage of applying Think-Talk-Write Strategy is that it encourages students to think critically, communicate ideas through discussion, and then write them down more systematically. This process helps students to organize their thoughts better and makes them more confident in writing recount text. The weakness of applying Think-Talk-Write Strategy is that it requires more time, especially in the "talk" stage, because students need guidance to express their ideas confidently. Therefore, the teacher needs to provide clear instructions and manage the time effectively so that the learning process can run smoothly. Based on the results of data analysis, the researcher concludes that there is an effect of using Think-Talk-Write Strategy on the students' ability in writing recount text at the eleventh grade of SMK 2 Taman Siswa Pematangsiantar.

CONCLUSION

The Think-Talk-Write (TTW) strategy can influence students' ability in writing recount texts. There are several reasons why the TTW strategy affects students' writing ability. Both the experimental group and the control group were given pre-tests and post-tests to see whether there was a significant effect of using the TTW strategy on students' ability in writing recount texts. Based on the data analysis, the mean pre-test score of the experimental group was 62. Students' ability in writing recount texts was still low because the mean pre-test score was below the minimum achievement standard, which was 70. After receiving treatment using the TTW strategy, the mean post-test score of the experimental group increased to 84,5. The test results in the experimental class showed a

significant difference between the t-test and the t-table ($3.501 > 1.672$), where the t-test was higher than the t-table. The weakness of using the TTW strategy is that teachers need time to guide students gradually through the Think, Talk, and Write stages to ensure they understand the writing steps correctly. However, students achieved higher writing performance by using the TTW strategy. In conclusion, the Think-Talk-Write strategy is suitable to be applied in the teaching and learning process of writing recount texts. Therefore, the Alternative Hypothesis (H_a) is accepted, and the Null Hypothesis (H_o) is rejected. As a result, it is possible to conclude that using the Think-Talk-Write Strategy has an effect on students' ability to write recount text at the eleventh grade of SMK 2 Taman Siswa Pematangsiantar.

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THE EFFECT OF USING THINK -TALK -WRITE STRATEGY ON THE ELEVENTH GRADE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMKS 2 TAMAN SISWA PEMATANG SIANTAR

Angelina Sinabutar et al

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