CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
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Penyunting menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang-dalam jurnal ini. Naskah yang masuk ditelaah oleh Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Penyunting melakukan penyuntingan atau perubahan pada tulisan yang dimuat tanpa mengubah maksud isinya.

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2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.

3. Semua karangan ditulis dalam bentuk *esai,* disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut :

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak (50-75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/ pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, b) nama-nama peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik), (f) pendahuluan berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.

5. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

   Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problems and Prospects for the Decades Ahead: Competency Based Teacher Education.* Barkeley: McCutchan Publishing Co.

   Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal.* Makalah disajikan dalam Loka Karya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

   Prawoto. 1998. *Pengaruh Penginformasian Tujuan Pembelajaran dalam Modul terhadap Hasil Belajar Siswa SD PAMONG Kelas Jauh.* Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

   Russel,T. 1993. An Alternative Conception: representing Representation. Dalam P.J. Nlack & A. Lucas (Eds.). *Children's Informal Ideas in Science* (hlm. 62-84). London: Routledge.

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   Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan.* 1(1):45-52.

6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

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Daftar Isi

THE STRENGHT OF TIME TOKEN METHOD WITH TRENDY FLASH INTRO BUILDER 1.0 IN THE TEACHING OF SPEAKING

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Abstrak : Penelitian ini bertujuan untuk mengetahui kekuatan metode time token dengan media trendy flash intro builder 1.0 diterapkan dalam pembelajaran speaking. Penelitian ini menggunakan metode eksperimental dengan menerapkan eksperimental semu dengan menggunakan desain *non-randomized control group pre-test post-test.* Subjek penelitian ini adalah mahasiswa dari Universitas Narotama Surabaya. Rumus yang digunakan untuk membantu menarik kesimpulan adalah Ancova. Hasil penelitiannya menunjukkan bahwa Time token and Trendy Flash Intro Builder 1.0 dapat diterapkan untuk mengajar *Speaking* secara lebih efektif. Sehingga prestasi speaking mahasiswa menjadi lebih baik, ini ditunjukkan dengan nilai rata-rata kelas experimental 74.524 lebih baik dibanding rata rata kelas kontrol dengan skor 68.942. Kesimpulannya *adalah Time token with Trendy Flash Intro Builder 1.0* dapat memberikan pengaruh yang sangat positif bila diterapkan dalam pembelajaran *speaking*.

Kata Kunci : *the srenght, time token method, trendy flash intro builder 1.0, teaching peaking*

Abstract : This study is aimed at observing the strenght of time token method with Trendy Flash Intro Builder 1.0 in teaching speaking. The method used was experimental research by applying quasi-experimental using non-randomized control group pre-test post-test design. The subject were the students of Narotama University Surabaya, the researcher applied ANCOVA formula to prove the hypothesis. The study has yielded that Time token and Trendy Flash Intro Builder 1.0 gives better achievement on speaking and effective used for teaching speaking at University level. Experimental class shows that the mean score is 74.524 while control class shows that the mean score is 68.942. It could be concluded that Time token with Trendy Flash Intro Builder 1.0 could give possitive significant effect if used in teaching speaking skill.

Key Words : *the srenght, time token method, trendy flash intro builder 1.0, teaching speaking*

INTRODUCTION

The existence of English cannot be obeyed by human because it has changed human's life in many aspects such as culture, technology, education, and life style. It is proved that in UK (United Kingdom) English has contributed many things. Robson (2013) states: *"For the UK, the English language is a critical component of trust building and, in turn, trade and prosperity. To maintain the 'English Effect' we must continue to nurture and invest in English for the benefits, opportunities and value it brings to our trade, our creative industries, our culture and our people. If we do not, we risk losing the economic, social and cultural value derived from one of the UK's greatest assets."*

Out of the four language skills, speaking should be counted to be the most important ones, however, speaking using a foriegn language, they often face some problems, such as lack of: 1) grammar because English grammar could not only link between subject and object or adverbs but it could also lead to different meaning with what the speaker expects. Greenbaum and Nelson (2006:1) state *"Grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other."* ; 2) vocabulary, it is almost impossible that for the langage learner to speak using the target language without having vocabulary, that is why vocabulary is vital important to learn. Erkaya (2012) states that **v**ocabulary then becomes essential to the study of any language, whether it is a first, second, third, or fourth language.and 3) for students learning ESL or EFL, the ability of speaking generally is influenced by the teaching materials, methods and media. Gultic (2010:24) states "*We should use a wider variety of resources to activate learner interest, and to deepen their knowledge of abstract and difficult concepts. But we must realize that resources only become educational through the thoughtful intervention of a teacher.*". Further, Harmer (2001) states that getting students to speak, use language what they are learning are vital part of teacher's job.; 4) other case of speaking is pronunciation. There are many students cannot pronounce words well. They often say words like their spelling. It makes what they pronounce sound strange and cannot be understood. In teaching pronunciation, teacher seldom teach pronunciation with inovative media-but very often without or if any, they apply conventional media, and this situation makes the students can not pronouce the English words well.

Rifai (2017) has pointed out: *"In order that the learners can achieve native-like pronunciation or proficiency, the teaching practice should use the story texts with natural reader as a teaching medium"*

Identification the problems, the problems faced by the learners on speaking skill are grammar, vocabulary, and pronunciation mastery. The problems from the teacher aspect are teaching method and media. The alternative that can be implemented by teacher relating to the problem is by changing method of teaching and media. Teacher can use Time token as a method of teaching because this method can help in managing the time and it can make students active and it could avoid a certain number of the students dominate the participation in the class so that every students can be involved actively. Teacher also can use one of computer program such as *Trendy Flash Intro Builder 1.0.* It can help students guide and show the source of information about the material. Gultic (2010:212) states: *"Computers function as a source of information, and can be used to expose learners to topics and experiences beyond the classroom walls. Many people have argued that computers will replace teachers in classrooms because they can provide access to so much more information than any ordinary teacher can ever know."*

Based on the identification of the problem and the reason mentioned above, the researcher intends to observe the effectiveness of time token method with Trendy Flash Intro Builder 1.0 in teaching speaking and the reseach problem has been formulated as follows: Can time token with Trendy Flash Intro Builder 1.0 give better achievement on the students' speaking skill ?

Theoretical Bases

1. Speaking Ability

Speaking is oral communication. This ability is to make speech. It needs

correct grammatical rules and pronunciation so that what speaker has communicates can be accepted by other listener by correct meaning. This ability involves all language components such as grammar, vocabulary, and pronunciation.

Oral language involves all language components to make listener understand what information being transferred. Too much vocabulary variation in speaking is less important in speaking yet accurate grammar and pronunciation can make good speech. Grammar is used to make what speaker speak easy to understand. Pronunciation is used to make listener understand the sound without error. In speaking there are micro-skills and macro-skills that must be mastered by students. According Brown (2002), there are about sixteen micro-skills, those are as follows :

a. Produce chunk of language of different length .

b. Orally produce differences among the English phonemes and allophonic variants.

c. Produce English stress pattern, words in stressed and unstressed positions, dynamic structure, and international contours.

d. Produce reduced forms of words and phrases.

e. Use and adequate number of lexical units (words) in order to accomplish pragmatic purposes.

f. Produce fluent speech at different rates of delivery.

g. Monitor your own oral production and use various strategic device-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

h. Use grammatical word classes (nouns, verb, etc.), system, word order, patterns, rule, and elliptical form.

i. Produce speech in natural constituents-in appropriate phrase, pause groups breath groups and sentence.

j. Express a particular meaning in different grammatical form.

k. Use cohessive devices in spoken discourse.

According to Brown (2002) macro skills of speaking as follows.

a. Accomplish appropriately communicative functions according to situation, participants, and goal.

b. Use appropriate registers, implicature, pragmatic convention and other sociolinguistic feature in face to face conversation.

c. Convey links and connections between events and communication such relation as main idea, supporting idea, new information given information, generalization, and complication.

d. Use facial features, kinesics body language, and other nonverbal language to covey meaning.

e. Develop and use a battery of speaking strategy.

2. Time Token

Time token is a method or strategy that involving time in speaking or explaining something. This is part of cooperative learning. Here all students can be a participation. Slavin in the Wang (2009:1) states cooperative learning as "Students work together in four member teams to master material initially presented by the teacher." Slavin's Student Team Learning methods emphasized team goals and success and he suggested if all members of the team learn the goals being taught, the success of a team can be achieved.

Time token is a method that gives students chance for tell something by giving time so that students can express what idea

they have about material. Arends (2012: 384) states that time token is cooperative learning model where the students do cooperatives activities and help each other in understanding particular topic. The teacher can give students chance based on time they learn. It can avoid waste time in learning. Time token can be implemented by following steps :

a. Teacher prepares the time token coupon to be spread to the students

b. Teacher arranges the students' seating in to a discussion form,

c. Teacher gives every student a coupon to talk around time seconds,

d. When the student has finished speaking, the coupon must be given to the teacher. One coupon once speaking chance,

e. The students who have run out their coupon cannot speak any more yet the chance is only for those who still hand their coupon.

There are many advantages of time token as the cooperative learning model. Kagan (2009) states: *"Cooperative learning has perhaps the strongest empirical research base of any educational innovation. Over 1,000 studies demonstrate the positive effects of cooperative learning on academic achievement, social or emotional development, cognitive development, liking for school and class, as well as a host of other positive outcomes."*

It can be concludes that time token has some advantages as follows: 1) Time token can give students chance to demonstrate their idea, 2) Time token can train students in developing idea, 3) Time token gives students much chance in using time for learning, 4) Time token can manage the time of learning, 5) Students to be active in learning.

The disadvantages of time token

are as follows: 1) Students who has low knowledge about the topic will get difficulties to share their idea, 2) Teacher must be able to predict the time that is needed in learning so that students do not lost the chance in sharing their idea because the students must talk one by one.

3. Trendy Flash Intro Builder 1.0

Trendy Flash Intro Builder 1.0 is media of teaching. Gultic (2009:19) states media as resources that are deliberately used to communicate with us. The purpose of the communication may be to entertain, inform, educate or persuade. When relating media and teaching it means that people talk about educational media. It refers to how a tool is used to support learning process. Gultic (2009:19) states :

> Educational media refer to media developed specifically for the purposes of educating. The most common example would be textbooks. 'Structured learning packages' – print-based, on the Internet, or in the form of CD – are becoming more Widely used. All educational media are chosen by a selection of content which is then logically ordered so as to develop learning.

More explanation about Trendy Flash Intro Builder 1.0 is explained as follows.

Trendy Flash Intro Builder 1.0 is a software to design flash video. This software is to make a presentation. This software presents interesting layout. It is also completing by music, image or animation, letter. The user can set timing for every layout.

> *"TrendyFlash Intro Builder is a feature rich tool for creation of professional quality flash intros. No knowledge of Flash Designing or programming is needed for creating the intros. The builder supports creation*

of flash intros of upto 100 screens with the ability to add own JPEG images, MP3 music, editable image size, image position and transparency, editable text size and positioning, redirection link and play types: loop, play once, and auto redirect." (retrieved from: http://trendyflash-intro-builder.soft112.com, April 2017 16th)

a. Creating Project with Trendy Flash Intro Builder 1.0

This software provides many features. The user can use "Help" to get guide of the software yet it must be connected to internet. To begin the program the user can click "Click here to start Intro Builder" in the screen.

The next screen will display "Create New Intro" button. It has function to make new project. "Edit Existing Intro" button enables the user to continue or to edit the design that has been saved previously. "Back" tool box in every layout generally enables user to open before layout of the software at the time. In the next layout "Create New Intro" menu in the software has function to begin new project while "Edit Existing Software" menu has function to continue editing the existing file before that have been saved in memory source.

Next screen will ask what directory the user wants to save the project. User can choose internal and external memory to save the program. "Browse" button in the screen will lead the user to some option of directory or memory. After choosing directory, user can click "Create Project" menu.

The fourth screen will lead the user to choose the theme of presentation by clicking "Select Theme" button.

There are about ten cathegories of theme in this software. This feature is to make opening session in presentation. In this screen also provides "Select Design" menu. The user can choose many designs of presentation. The third menu is " Tittle & Welcome Etc" menu. Is for make title, slogan, and welcome message of presentation.

The next screen, this software provides "Edit content" menu. The user can determine the number of screen that appears in the presentation through "Total screen" menu. Then the user can edit content. Finishing edit content the user can click "Save" button to save the project.

b. Converting Project in to Video

Before the user converts all video, the user can choose whether they has made their project correctly or not. It can be play by clicking "Replay Intro" button. By doing this action, the user can check one by one every session. After all are correct, the user can click "Publish" button. It is to convert video in a CD form or in website. The video is ready to use.

c. Presenting Project

After the user convert the project, the user can use the project. The user must ensure that their computer has been installed with flash player. Presenting project is so easy. It is just by clicing the project that has been converted. The project will be played automatically.

4. Speaking Assessment

Speaking assessment is to measure how far the students can do oral communication. Assessment for speaking can be done by two kinds of scoring procedure. The technique can be chosen by teacher

are objective scoring or holistic scoring. Objective scoring evaluates speaking test by analysing correct or not the respond that is given by students. Holistic scoring uses rubric as technique which evaluates students' speaking ability based on aspects to be evaluated. Speaking assessment usually involves fluency, accuracy, fluency, comprehensibility. Madsen (1983) explains that to understand how the several components. Teacher can use some criteria to assess speaking ability. Those are comprehension, pronunciation, fluency, vocabulary, and grammatical structure. Some techniques used in speaking test are described as follows.

1) Direct Response

Direct respond is implemented by giving instruction to the students and they must tell like what the teacher has asked. This is like when teacher says "How are you today?", then directly students must tell "I am fine" or "I am not fine".

2) Picture Guess

The teacher also can give some pictures to the students. Students can tell the activity or topic in picture. The teacher can use some stories like comic, photo, or map.

3) Reading Aloud

Reading aloud is speaking test using a text. This assessment is very easy. Teacher just evaluates whether the students can use correct pronunciation and intonation or not.

4) Oral Interview

Oral interview usually is used for intermediate level. Oral interview can be implemented by asking students some questions. This type is individual assessment. The teacher can use holistic scoring.

5) Paraphrase

In using paraphrase model, the teacher often uses some stories through a text, video, and other. Here students must listen some dialogue or reading a text then they make a paraphrase.

6) Role Play

Role play is speaking test involving some participants. A group are made to do some dialogue. Teacher can use scoring rubric and consider grammar, intonation, and expression to evaluate the students. Students usually make a story or take the story from a novel and make it to be drama.

7) Explanation

Explanation is test telling a topic by explaining it as detailed as possible. The teacher can use group or individual presentation here. Here, scoring rubric has big role to evaluate whole presentation.

5. Previous Study

Previous studies on experimental researches have been done in order to observe the effectiveness of cooperative learning in teaching speaking :

Rifai (2017) Abstract: This article discusses the teaching English to young learners (TEYL). comprising the advantages of early language learning; young learners characteristics; the principles for teaching English to young learners and the strategies for teaching English to young learners discussing the supplement activities with visuals, realia, and movement; moving from activity to activity; using stories and contexts familiar to students and establishing classroom routines in English. In order that the learners can achieve native-like pronunciation or proficiency, the teaching practice should use the story

texts with natural reader as a teaching medium.

The study about time token was conducted by Parlian, et. al. (2016:22), his study has revieled that time token technique gave significance effect towards students' speaking skill. Safitri (2016) in her study, *Time Token* technique has proved its strenght, Faizah (2012) in her study state that *Time Token technique can improve the students' speaking skill.*

The study about Trendy Flash Intro Builder 1.0 was done by Yulianto (2015:45) in teaching grammar and te result is as follows: Trendy Flash Intro Builder 1.0 as the media for teaching grammar in first year students of Senior High School has different significance toward grammar book. It is shown by the level of significance 0.000 that is lower than 0.05. Those condition means that treatment is significant to affect posttest score in grammar. By considering the difference of mean between control group and experimental group in posttest that shows 71.3 for control group and 86.4 for experimental group, it means that experimental group is better than control group. The mentioned reason proves that Trendy Flash Intro Builder 1.0 gives better improvement in teaching grammar. It means that hypothesis is accepted.

The previuos studies on effect of time token and Trendy Flash Intro Builder

1.0 are effective in teaching language on different language element, and that is why, all the previuos studies mentioned have become great consideration support this current research.

METHOD

The method used was quasi experimental research applying Non randomized Control Group Pretest-Posttest Design with two groups: Experimental Group (EG) and Control Group (CG). The design was used to find out the effect of time token method withTrendy Flash Intro Builder 1.0 in the teaching of speaking skill of Narotama University students, thus time token method withTrendy Flash Intro Builder 1.0 was the independent variable while the scores of Speaking skill was the dependent variable. Since non-randomized control group pretest-posttest design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis. In order to gain accurate and correct data, the researchers had calculated the data by using SPSS for window.

Finding

Before conducting an ANCOVA, the researcher had done 2 assumption testing those were: a) testing the homogeneity of regression slopes and b) testing of equality of variance.

Tests of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1352.283[a]	3	450.761	16.569	.000
Intercept	1513.280	1	1513.280	55.626	.000
X	3.783	1	3.783	.139	.711
Pretest	1054.553	1	1054.553	38.764	.000
X * Pretest	.680	1	.680	.25	.875
Error	1523.451	56	27.204		
Total	311616.000	60			
Corrected Total	2875.733	59			

a. R Squared = .470 (Adjusted R Squared = .442)

Testing the homogeneity of regression slopes was used to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. Pallant (2000) has stated that if the interaction is significant, the result of ANCOVA are not meaningful and ANCOVA should not be conducted and if the significant level for the interaction is less than or equal to 0.05, it means that the interaction is statistically significant, indicating that the assumption is violated. In accordance with the above data taken from "**X * Pretest**" the significant value was 0.25 which was greater than 0.05. it was proved that the assumption of homogeneity of regression slope was not violated. Based on this finding ANCOVA analysis could be proceeded.

Dependent Variable: Post-test

F	df1	df2	Sig.
.272	1	58	.604

Levene's Test of Equality of Error Variances is used to check whether or not the assumption of equality of variance is violated. If the Significance value is greater than 0.05 the variances are homogenous, however if this value is smaller than 0.05 this means that the variances are not homogenous or in other words, the variances are different and that the assumption of equality of variances is violated, (pallant 2000). In this case the variances were homogenous, or the assumption of equality of variances was not violated, because the Sig. value was 0604 which was greater than 0.05.

One way Analysis of Covariance

Dependent Variable: Post-test

Source	Type III Sum of Squares	df	F	Sig.	Partial Eta Squared
Corrected Model	1351.6	2	25.3	.000	.470
Intercept	1536.3	1	57.5	.000	.502
Pretest	1078.5	1	40.3	.000	.414
X(Method and Media)	456.39	1	17.1	.000	.230
Error	1524.1	57			
Total	311616.	60			
Corrected Total	2875.7	59			

Pallant (2000) states: If the Sig. value is less than 0.05, than the groups (time token method withTrendy Flash Intro Builder 1.0) differ significantly. Based on the above table (labeled X-method and Media on the SPSS output),) evaluates the null hypothesis that the population adjusted means were equal. The results of the analysis indicated that the null hypothesis were rejected, F(1, 57) = F_o=17.068, p = 0.000 < 0.05. The test assessed the differences among the adjusted means for the two groups, which were reported in the Estimated Marginal Means box as 68.942 without of time token method withTrendy Flash Intro Builder 1.0 (control Group) which was less than 74.524 for of time token method withTrendy Flash Intro Builder 1.0 (Experimental Group).

Estimated Marginal Means

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	**Upper Bound**
EXP.	74.524[a]	.950	72.622	76.426
Control	68.942[a]	.950	67.041	70.844

Based on the Estimated Marginal Means, the alternative hypothesis saying that the students who were taught using of time token method withTrendy Flash Intro Builder 1.0 achieved better Pronunciation than those who were taught without using of time token method withTrendy Flash Intro Builder 1.0 was accepted, because the mean score of time token method withTrendy Flash Intro Builder 1.0 was74.524. which was much greater than 68.942 for without time token method withTrendy Flash Intro Builder 1.0.

CONCLUSION

There is significant difference between teaching of speaking using time token with Trendy Flash Intro Builder 1.0 and story telling with Microsoft Power Point. The result shows that the probability (P) = 0.000. It indicates that treatment has significant influence for post-test because the probability is lower than 0.05. Partial eta squared of treatment shows 0.206. It means that 20.6 % of post-test is explained by treatment. Time token and Trendy Flash Intro Builder 1.0 gives better achievement on speaking and effective used for teaching speaking at University level than story telling method with Microsoft Power Point. Experimental class shows that the mean score is 74.524 while control class shows that the mean score is 68.942. It could be concluded that Time token with Trendy Flash Intro Builder 1.0 could give possitive significant effect if used in teaching speaking skill.

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