

Interactive genre-based e-modules with flip pdf professional as a digital solution for teaching descriptive text

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ABSTRACT

This study aims to develop a Genre-based approach E-Module for teaching descriptive text for grade XI senior high school students assisted by Flip PDF Professional application. Research and Development (R&D) design was used. The R&D model used in this study was the 4D model, which is divided into three steps: define, design, and develop. The instruments used were an interview guide, a students' need analysis questionnaire, and a validation sheet of the E-module. The collected data were analyzed by using descriptive qualitative method, a descriptive statistic, and a validation formula. The findings show that the students of grade XI in SMA N 2 Lintau Buo need to learn descriptive text clearly and structurally but struggle with vocabulary, grammar, and writing. The design of the developed Descriptive text E-module based on the Genre-based approach assisted by the Flip PDF Professional application consists of the cover, acknowledgment, table of contents, glossary, and introduction, which include learning objective, learning activities that follow the concept of Genre-based approach learning, evaluation, answer key and scoring guide, and bibliography, which all of this are structurally organized to make the students easy to follow the flow of the E-module. The validity score of the Descriptive text E-module based on the Genre-based approach assisted by the Flip PDF Professional application meets the "very valid" category with average of 89,01%.

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INTRODUCTION

Teaching English in senior high school not only develops students' language proficiency in reading, writing, listening, and speaking while fostering critical thinking and meaningful discussions, but also serves as a purposeful means of communication that functions as both a medium of instruction in higher education and a tool for elevating one's social status (Boy Jon et al., 2021; Latifa et al., 2023). The goal is to prepare students for real-world communication in academic, professional, and social settings, enabling them to engage in global conversations and understand diverse perspectives to meet both national and global demands (Kemendikbud, 2022; Puspitasari, 2024).

The Merdeka Curriculum's Learning Goal (CP) emphasizes using various text types—narration, description, exposition, procedure, argumentation, and discussion—to enhance comprehension, inference, and evaluation skills. Students are encouraged to express ideas, explore texts, and produce structured written and visual content. Mastery of different text genres refines storytelling, analytical writing, logical instruction, critical argumentation, and discussion skills. Exposure to authentic texts further strengthens their ability to use English in real-life contexts, aligning with the curriculum's goal of practical language application.

One of the texts of genres is descriptive text. A descriptive text is a type of writing intended to provide details on a certain object, animal, person, or other entity (Fitriani & Fadhilawati, 2022; Zahroh, 2019). Everyday life involves the usage of descriptive text, such as when describing a place, a person, an object, and so on (Nasution, 2019; Ningsih & Fitrawati, 2014). When learning descriptive text in the context of the Merdeka Curriculum, only two English skills are emphasized. They are reading and writing. Reading is a fundamental aspect of the teaching and learning process because it involves understanding the contexts in which students develop the ability to interpret, analyze, and apply meaning from various texts to real-life situations and academic tasks (Khusniyah & Lustyantje, 2017; Sugaya, 2019). It is when a reader struggles to understand what the text is about. Writing is the product of students once they have been given enough information. The students can write when they have input about what they will write. These two skills are correlated. When students read texts that capture their interest, they encounter a wide range of vocabulary that strengthens their ability to convey ideas more accurately in writing. Thus, reading functions as an essential source of input that contributes to the development of their writing skills (Fadillah, 2025; Maharsi, 2016). Even though these two skills have their own goals to be achieved by the student, they are still indirectly correlated.

The EFL students still find it difficult to learn descriptive text. Many previous researchers have tried to observe why this text is still hard for students. At least, there are several reasons, such as the issues with recognizing generic structures of the text

utilizing proper syntax and spelling were brought on by a lack of production skills, particularly when producing texts, a lack of enthusiasm in learning, and a lack of knowledge about the subject matter that should be written (Fauziah & Ithriyah, 2024; Fitriani & Fadhilawati, 2022). Additionally, when writing descriptive texts, the majority of students struggle to express their ideas clearly and meaningfully (Ningsih & Fitrawati, 2014; Satrio & Susilawati, 2022). They also lack knowledge of grammar and vocabulary, which are important components of language, and teachers fail to produce engaging media for the teaching and learning process. Because of this, the researcher chooses this text to help the students overcome these difficulties.

From the initial observation of the students, it was found that they could not understand the material taught in the class because of several reasons. The first student said that he was not interested in the class and was not motivated at all to the learning. It is because he was bored with the learning, and he thought that English was not important for him. The second student said that she found it hard to understand the material because it was all written in full English, and she did not have enough vocabulary to understand it. Then, the last student said that he did not like the way the teacher taught. He said that the teacher just taught orally in the class without doing some interactive learning strategy or using an interesting book. Because of this, the students are not interested in the class and are not motivated to learn.

Based on theories, the low achievement of the students can be affected by several reasons such as student involvement, positive emotions like enjoyment, negative emotions like boredom, anxiety, autonomy, motivation, obstacles, and language learning tools. One of the reason is language tools, such as textbooks, that are used by teachers to succeed in their teaching (Zein et al., 2020). Zein, a researcher who observed the factors of English instruction, found that the textbooks used by the teachers strictly followed the national standard. As a result, the diversity of Indonesian students in terms of ethnicity, geography, socioeconomic status, gender, interest, drive, aptitude, and other relevant characteristics was not often considered in the curriculum. They stated that the books' degree of complexity was only appropriate for students in large cities with more access to educational resources, suggesting that they were not appropriate for students in Indonesia's numerous remote locations who lacked resources and ability. Therefore, the students cannot follow the instructions because the learning materials are not suitable with them. The use of appropriate language tools shapes how teachers deliver lessons, helping them communicate clearly, engage students effectively, and support better understanding in the classroom (Aisyah & Haryudin, 2020; Astuti et al., 2022). This is because the use of appropriate language tools will help the teacher transfer knowledge to the students more easily.

One of the ways to overcome the weakness above is by creating an e-module as a learning material of the instruction. Creating an E-module can help the students to learn structurally from simple to general material. It also can help students to be engaged in learning because the e-module can be designed to be more interactive and interesting. Compared to the conventional/traditional modules (print modules), they have static or boring pictures and are less engaging (Asrial et al., 2021). It is also hard for the students to bring the printed module (Wijaya & Vidiанти, 2020). These occurrences should be viewed as a challenge by innovative and creative educators who will use them to create better teaching and learning resources, such as e-books and e-modules (Rahman et al., 2019). An electronic module (e-module) is a teaching and learning tool created by educators based on the needs of their students and the curriculum (Fitriani & Fadhilawati, 2022).

E-modules offer many benefits, such as being easily accessible, having audio-visual aids, and allowing students to learn at their own pace and style (Murdianto et al., 2021). Students who use e-modules to learn also have the opportunity to review the portions of the course that they haven't yet mastered. Moreover, E-modules help students become more independent, motivated, literate, successful, and capable of critical thought while offering teachers a practical, cost-effective, and durable alternative for remote learning, as they can be easily transported, integrate multimedia elements, provide engaging, flexible content and enable students to study independently and efficiently at any time or place, even without direct teacher supervision (Fitriani & Fadhilawati, 2022). The probability of learning English is raised by providing more opportunities for exposure to the language outside of the classroom (Saraswati et al., 2021). To assist teachers in implementing the learning, the Teaching Module contained information, assessment, learning objectives, learning steps (including the use of learning media), and other learning guidelines (Kusmaryani & Daud, 2025).

One application that can be used to make E-Module is Flip PDF Professional, or it is also known as Flip PDF Pro. It is a software application that converts PDF publications into digital flipping pages, enabling the creation of interactive learning content (Septiani et al., 2023). This tool offers various features that support the development of interactive e-modules, including multimedia elements such as pictures, videos, hyperlinks, and more (Lestari & Wijayanti, 2021). Teachers can use this application to design engaging and interactive e-modules that enhance the learning experience. E-modules created with Flip PDF Professional are both effective and appealing for students, making them a valuable resource for modern education (Nisa et al., 2020).

Several researchers have conducted research on developing E-modules for specific genres. Many researchers focus on developing E-modules in the context of curriculum 2013 (Nurfajriyah, 2022; Subari, 2022). It focused on how they developed the E-module of English learning by following the curriculum 2013. Then, the others

developed the E-module without using a specific learning approach (Fitriani & Fadhilawati, 2022; Muzammil et al., 2024; Nafiah, 2020; Novia et al., 2022). They just developed the E-module for a specific topic without implementing a specific English learning approach. The others already researched the advantages of the use of e-modules in ELT (Delita et al., 2022; Wijaya & Vidiанти, 2020). They have already researched and found the effect of the use of e-modules on learning outcomes, self-efficacy, students' learning achievement, and motivation. From all of the previous studies, there is no research that focuses on developing an E-module for teaching Descriptive text based on a Genre-Based Approach.

From the explanation above, the researcher aims to develop an e-module for teaching Descriptive text by using Flip PDF Professional that can be utilized to overcome the challenges of English Instruction at the senior high school level of remote areas in Indonesia, especially in SMA N 2 Lintau Buo. This research is formulated as follows:

1. What are the students' needs for developing a Genre-based approach E-module for teaching descriptive text for grade XI of senior high school?
2. What is the design of an E-Module based on the Genre-based approach for teaching descriptive text for grade XI senior high school students assisted by the Flip PDF Professional application?
3. What is the validity of an e-module based on the Genre-based approach for teaching descriptive text for grade XI senior high school students assisted by the Flip PDF Professional application?

This study adds to the academic field by enriching the understanding of technology integration in education, especially in the use of e-modules for teaching English

RESEARCH METHODOLOGY

Research and Development is used as the method of this study. The model used is 4D model which consisted Define, Design, Develop, and Disseminate stages. However, this study only followed the define, design, and develop stages. This model was chosen because it is much simpler than the other models of research and development research. It is one of the systematic learning design models that is appropriately used as a basis for developing instructional materials (Zulkifli, 2021). The procedures are described in the following table.

Table 1. Stages of Methodology used

No.	Stages	Details
1	Define Stage	<p>Front-end Analysis: to identify and determine the basic problems faced in learning so that the development of learning resources is needed</p> <p>Learner Analysis: to collect information about students' needs (necessity, wants, and lacks) for learning English and the learning needs (input, procedures, setting)</p>
2	Design Stage	The researcher used the Canva application to prepare all the necessary materials and supporting components for the module framework and constructed an electronic module prototype. Once the e-module was in PDF format, the researcher sent it to the Flip PDF Professional application.
3	Develop Stage	<p>Validation activities were carried out by filling out module validation sheets and giving comments and suggestions about the module</p> <p>Revision was to revise the e-module based on the experts' validity</p>

The participants of this research were the English teachers and students of grade XI of SMA N 2 Lintau Buo. There are 2 English teachers who were observed to find out the information needed for the research. Then, there are five classes for grade XI students.

The instruments that were used in this research are Interview guide, students need analysis questionnaire, and validation sheet. The interview guide was used to structurally guide the researcher to interview the informant. While, the need analysis questionnaire followed the theory of target needs of Hutchinson & Waters (1987: 56), which included Necessity, lack, and want, and the theory from Nunan (2004) about learning needs, which included Input, procedure, and setting. The questionnaires were constructed in Google Forms to make it easier to spread the questionnaire to the students and analyze the results of this questionnaire. The questionnaire consisted of 15 items with four options of answer and one blank space for expressing their needs that were not expressed in the options given. The students chose the options that most described them. If the options do not express their needs, they can write them in the blank space. The last instrument used is validation sheet was made by collecting all of the components of validation, which are material, language, and graphic validation in a sheet.

The data was analyzed by qualitative and quantitative data analysis techniques. The data obtained from interview was analyzed by using descriptive qualitative method. While the data from students need analysis questionnaire was analyzed by the formula:

$$P = \frac{F}{N} \times 100\%$$

Where the P is for percentage of answers, F is for frequency of the respondent's answer, and N is for Total frequency. However, the data was gotten from google form feature. Then, the data from validity of the e-module was analyzed by using formula:

$$\text{Validity Score} = \frac{\text{The score obtained}}{\text{Maximum score}} \times 100\%$$

Then, the researcher defined them as an appropriate e-module for teaching Descriptive text to Senior high school Students of SMA N 2 Lintau Buo by referring to the following table:

Table 1. Qualification level of eligibility based on average percentage

No	Achievement level (%)	Categories
1	81-100	Very Valid
2	61-80	Valid
3	41-60	Valid Enough
4	21-40	Less Valid
5	1-20	Invalid

Source: Riduwan (2012:15) in (Indriyani, 2017)

RESULTS

This research was focused on developing a descriptive text E-module for grade XI of senior high school. Three research questions will be answered in this section. They are related to 1) students' needs in developing this E-module, 2) the appropriate design of this E-module, and 3) the validity of this E-module. The stages of development are described in detail in the following description, which are divided into define, design, and develop.

Define Stage

This stage focuses on finding the students' need to develop the Descriptive text E-module. In this stage, some analyses were conducted to define any information needed to develop the E-module.

Front-end Analysis

This stage identifies and determines the basic problem of the learning so that new resources are needed. This stage was done by interviewing 2 English teachers of grade XI at SMA N 2 Lintau Buo. From the interview with the teachers, it was found that there were still problems faced by the teachers in teaching descriptive text. The students still had difficulty with vocabulary and grammar, so they had difficulty learning and writing the text. Then, from the teacher, it also can be taken that the available textbook was not appropriate for the student's needs. Because of this, the E-module needs to be created based on these students' needs. It is also important for this technology era because it can help students learn with the technology.

Learner Analysis

There are some students' needs based on their necessity, lack, and want. Their need, based on their necessity, is to learn descriptive text to describe something clearly and structurally in written form. Then, their lacks in learning the descriptive text are about finding the detailed information in the text and writing the text. Based on their wants, the students want a learning resource that is an interactive module with video, picture, and audio features with the topic of everyday life. All of these results were used as the basis for designing the E-Module.

The findings showed that existing learning materials did not meet their needs, as these resources were either too advanced or lacked interactive elements. Interviews with teachers indicated that existing textbooks and modules failed to cater to students' needs due to their complexity and lack of technological integration. This was further corroborated by the need analysis survey, where students expressed a strong preference for interactive learning resources with multimedia features, such as videos, images, and audio. By knowing the results of the students' need analysis, an E-module was compiled, which is expected to help students overcome various problems and needs in learning descriptive text.

Design Stage

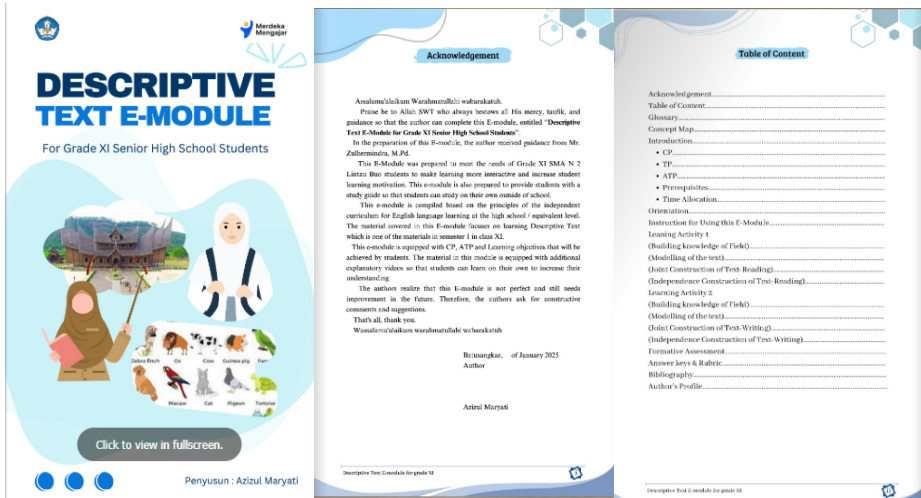
At this stage, the e-modules are designed. The design of this E-module has followed the learning strategy of Genre based approach, which is divided into four stages of learning they are Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). The design was started by making the framework of the E-module. The framework of the E-module follows the components of an E-module from Kemendikbud (2017:7-8). They are:

1. The cover consists of the title, subject name, topic, grade, author, and school logo.
2. Foreword/Acknowledgement contains information about the role of e-modules in the learning process.

3. Table of Contents contains the outline of the e-module
4. A glossary contains the meaning of each term and difficult and foreign words used and is arranged in alphabetical order.
5. Introduction
 - a) Learning Objectives (CP, TP)
 - b) A description, is a brief explanation of the name and scope of the module content, module links with other modules, learning outcomes to be achieved after completing the module, and the benefits of these competencies in the learning process and life in general.
 - c) A time, is the amount of time required to master the competency that is the learning target.
 - d) Prerequisites, are the prerequisite skills required to study the module, either based on evidence of mastery of other modules or by stating the specific skills required.
 - e) Instruction for Use, contains guidelines on how to use the module
6. Learning activity, refers to procedures that should be followed by the students to achieve the learning goal. It consists of a learning objective, Description of the material, summary, and task
7. Evaluation, must be adjusted to the domain being assessed, as well as the indicators of success referred to
8. Answer key & Scoring Guidelines
9. Bibliography
10. Appendix

The E-module was developed using Canva and incorporated all the prepared materials and essential supporting elements into the E-Module framework. The Canva application was used because it has so many interesting elements that can make the E-module more interesting for the students.

After that, the first design of the e-module was downloaded in PDF format and then uploaded to the Flip PDF Professional application. After that, the E-module was designed by adding some videos, audio, pictures, and some learning game links to make the E-module more engaging. The designs can be seen in the following pictures:



(a)

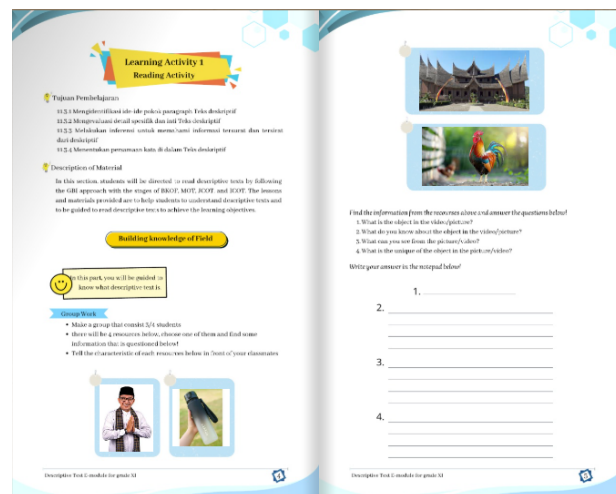
(b)

(c)

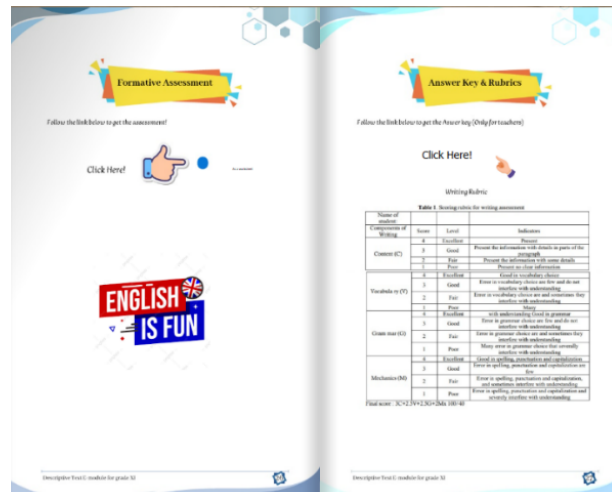


(d)

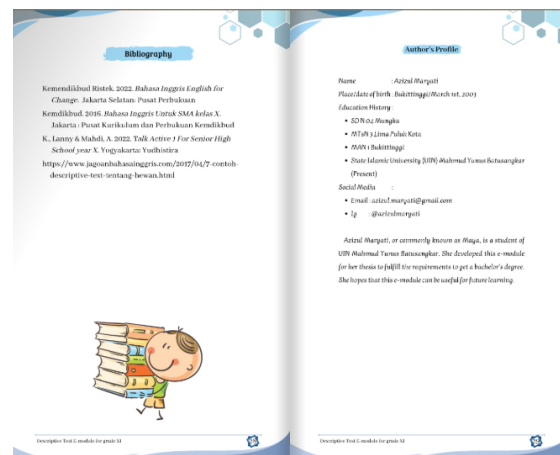
(e)



(f)



(g)



(h)

Figure 1. E-module Design, including its components: (a) cover, (b) acknowledgement, (c) table of contents, (d) glossary, (e) introduction, (f) learning activity, (g) formative assessment and answer key, (h) bibliography and author profile.

During the Design phase, the e-module was developed to align with the curriculum and incorporate the Genre-based approach (GBA). This approach ensures a structured learning process through four stages: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). The selection of the Genre-based approach as the basis for the preparation of this learning module is based on the learning stages of this approach, which allows students to learn the text based on its social function so that they can learn the text for specific use.

Develop Stage

In this stage, there are two sections that are focused on validity results and revision results. This stage is done by collecting the experts' judgment through the validation

sheet. The Validator gave the E-module validity score and then gave some comments and suggestions about the E-module. The result of the data obtained from three validators can be seen in the table below.

Table 2. Validity result

No	Aspects	Validator			Score Obtained	Max Score	Validit y Score	Categor y
		1	2	3				
1	Content validity	77	69	84	230	255	90,19%	Very Valid
2	Language validity	24	21	22	67	75	89,33%	Very Valid
3	Graphical validity	57	47	53	157	180	87%	Very Valid
Overall E-module Validation		158	137	159	454	510	89,01%	Very Valid

Based on the table, it was found that the assessment of the validation got a total score of 454 out of 510 maximum scores. Thus, the percentage score is 89,01%, which is categorized as "very valid". This means that the descriptive text E-module developed by Flip PDF Professional is suitable for use by students at the school. However, there are some suggestions from the validators for revising the E-module so that it can be better. The suggestion can be seen in the table below.

Table 1. Table format

Validator	Suggestions
Validator 1	Pay more attention to the choice of words used Pay attention and correct spelling errors Translate CP/TP into English Turn each section into chapters Add an explanation of GBA steps at the beginning Provide a complete explanation of each type of description text instead of a sample text. Add the source of each element used.
Validator 2	Put the page number in the table of contents. The questions in BKOF should be like this: "What is this?" / "Who is this?", "Can you mention the detailed information / detailed points about the object you see?" so that students' answers will lead to descriptive text. Make commands for group activities or in pairs on JCOT activities In BKOF, in activity 2, you should put a picture of a panda and then below it followed by a series of questions such as: "What animal is this?" where do you usually see it?" etc.

Validator	Suggestions
	Add JCOT activity for activity 2 Improve the Quizzizz for formative assessment Include sources for all texts.
Validator 3	The term Flow of Learning Objectives on page 2 is incorrect and should be replaced with indicators of learning objectives. The term Learning Objectives on page 4 is not appropriate because the points are indicators of learning objectives. The font of the text is not clearly legible. It is better if the font size is enlarged. On page 7, it says "tex". Please correct it. Complete the text with the source. Formative assessment/quiz "run out of time," so it is difficult to validate.

These suggestions were taken to the revision and the final e-module had revised. The final e-module can be seen on the link: <https://online.flipbuilder.com/muerj/eoba/>.

The development phase focused on the validation and improvement of the e-module. Validation by three experts in English education yielded a score of 89.01%, placing the module in the "very valid" category. This demonstrates its feasibility and appropriateness for classroom implementation. Suggestions from the validators, such as revising language clarity, adding detailed explanations of descriptive text types, and improving the evaluation tools, were implemented to ensure the e-module's quality and usability. These revisions further enhanced the module's alignment with the student's learning needs and technological trends in education.

DISCUSSION

The findings revealed that the existing learning materials were not aligned with students' needs. Both the interviews with teachers and the results of the needs analysis survey demonstrated that current textbooks and modules were either too complex or lacked interactive elements. Students expressed a clear preference for multimedia-enriched learning resources that integrate videos, images, and audio features. These findings highlight a consistent pattern indicating that students require more engaging and accessible tools to support effective learning. This supports Hutchinson & Waters (1987) framework, which emphasizes that materials must address learners' necessities, lacks, and wants to ensure meaningful learning outcomes.

The interpretation of these findings suggests that students' learning difficulties primarily stem from the inaccessibility and inflexibility of conventional materials. The development of the e-module was therefore guided by the principles of responsiveness to learner needs, as it aims to bridge the gap between curriculum requirements and learners' digital preferences. This result aligns with Firiani & Fadhilawati (2022), who asserted that digital e-modules can effectively overcome the limitations of government-issued textbooks by offering adaptive and student-centered content.

The design of the e-module incorporated the Genre-Based Approach (GBA) to ensure systematic learning through its four stages: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). This pedagogical choice is consistent with Ummah (2019), who emphasizes that GBA enables learners to explore texts according to their social purposes, promoting deeper comprehension and contextual awareness. Moreover, the integration of multimedia and gamified activities enhanced the module's interactivity and engagement, echoing the findings of Sadiyani et al. (2023), who found that multimedia-based e-modules can create more dynamic and motivating learning environments.

The use of the Flip PDF Professional application proved effective in developing the e-module. This software provides offline accessibility and allows for the integration of various multimedia components, such as videos, audio, and interactive exercises. This finding corroborates Parapat & Sagala (2022), who noted that Flip PDF Professional facilitates the creation of engaging, user-friendly digital modules. Validation results from three experts in English education produced an overall score of 89.01%, placing the e-module in the "very valid" category. The experts' recommendations—such as refining language clarity, expanding descriptions of descriptive text types, and enhancing evaluation instruments—were integrated into the final product, ensuring its pedagogical soundness and alignment with students' learning needs. This outcome supports Zulkifli (2021) assertion that multimedia integration in e-modules can significantly improve learning outcomes and student engagement.

The findings of this study contribute to the growing body of literature on digital learning innovation, particularly in English language education. The developed e-module not only addresses gaps in existing materials but also demonstrates how technology-enhanced learning tools can support curriculum implementation while fostering digital literacy among students. This has practical implications for teachers, who may adopt or adapt the module to create more interactive and inclusive learning experiences. Theoretically, the study reinforces the relevance of learner-centered design in material development and supports the integration of technological pedagogical approaches in the classroom.

However, this study is not without limitations. The validation involved a limited number of experts, and the implementation focused solely on descriptive text, which may constrain the generalizability of the findings. Future research should consider testing the e-module in broader classroom settings, including diverse text genres and larger student populations. Additionally, further studies may explore comparative analyses between different digital tools or investigate the long-term effects of e-module integration on students' language proficiency.

In conclusion, the present study demonstrates that developing an interactive, need-based e-module grounded in the Genre-Based Approach can effectively address the deficiencies of traditional learning resources. By combining pedagogical structure with multimedia innovation, the e-module offers a significant contribution to both theory and practice in English language education. While further validation is recommended, the findings affirm the importance of integrating technology into instructional design to enhance students' engagement, autonomy, and overall learning achievement.

CONCLUSION

This research aimed to develop an instructional English E-Module for teaching descriptive Text for Senior High School Students. This research focused on determining the students' needs to be the base of developing the E-Module, designing the E-module, and then validating and revising the E-module.

Based on the results of the analysis and discussion, this study successfully developed an interactive e-module for teaching descriptive text to Grade XI students using the Flip PDF Professional application integrated with the Genre-Based Approach. The needs analysis indicated that students at SMA N 2 Lintau Buo required structured and engaging materials to learn descriptive text, as they faced difficulties in vocabulary, grammar, and writing while preferring multimedia-supported resources such as videos, images, and audio. Teachers also emphasized that existing textbooks were inadequate, reinforcing the need for an interactive e-module suited to the digital learning environment. The e-module was systematically designed with organized components, including learning objectives, GBA-based activities, evaluations, and multimedia features, to ensure clarity and ease of use. Validation results from experts showed that the e-module achieved an average score of 89.01%, categorized as "very valid" in terms of content, language, and graphics, confirming its feasibility and effectiveness for classroom implementation.

This research contributes to the academic field by enriching the understanding of technology integration in English education, particularly through the use of interactive e-modules. It provides a practical solution for improving students' engagement and

comprehension of descriptive text while promoting digital literacy. However, this study is limited to the development and validation stages without implementation testing in a real classroom setting. Therefore, future research is encouraged to conduct broader trials and evaluate the effectiveness of the E-module in enhancing students' learning outcomes and motivation in various educational contexts.

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