TEACHING VOCABULARY TO GRADE VIII STUDENTS AT SMP NEGERI 9 PALU BY USING WORD WALL STRATEGY

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah strategi word wall dapat digunakan meningkatkan pengetahuan kosakata bahasa Inggris siswa. Ini mencakup perbaikan kemampuan siswa untuk menggunakan kosakata dalam konteks yang tepat dan pemahaman mereka akan bentuk kosakata seperti kata benda, kata kerja, kata sifat dan kata keterangan. Ini adalah Penelitian Tindakan Kelas. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari empat pertemuan. Hasilnya menunjukkan peningkatan nilai siswa dari tes awal sampai tes ketiga pada siklus kedua. Di tes pertama, 5 atau 16% siswa mencapai KKM (Kriteria Ketuntasan Minimal). Jumlah siswa yang mencapai KKM di siklus pertama adalah 14 orang (45%) dan pada tes di siklus kedua, persentase siswa yang mencapai KKM adalah 81% atau 25 orang. Berdasarkan kuesioner dan lembar observasi, kegiatan belajar dan mengajar berjalan dengan baik. Siswa lebih aktif dan antusias selama proses belajar dan mengajar pada siklus kedua daripada siklus pertama. Jadi, penggunaan strategi word wall meningkatkan kosakata siswa dengan signifikan.

Kata kunci: Pengajaran, Kosakata, dan Strategi Dinding Kata

English is an important subject in school. It plays a vital role for students when they want to continue their education to a higher level. In the process of English learning, the most important components are teacher's performance, learning facilities, and students' attitudes towards English learning. A teacher's performance can be seen in his/her behaviour towards his/her work of teaching. The factors affecting the performance of teachers are attitude, method of teaching, classroom management, and motivation.

Students strongly depend on their teacher's skill to stimulate interest in improving their English language skills. Facilities are also a component that affects the quality of the learning process. They support English teaching activities which involve students in a variety of stimulating activities. The school may provide facilities such as multimedia English teaching, a language laboratory, and a library. Facilities can help students to learn to communicate in English proficiently.

The last component is students' attitude, if students have positive attitudes towards a subject, they can achieve many things in that specific area. Both negative and positive attitudes have a strong impact on the success of language learning. There is an interaction between language learning and the environmental factors described above. All components contribute to the learning process and thereby to better learning achievement. Thus, at best, when graduating, students are fluent in both oral and written English.

As a teacher I found problems in teaching and learning English at school. The English language is completely different from the Indonesian language in syntax, pronunciation and vocabulary. Thus, for example, students tended to forget the meaning of the words which have been taught. The teachers should review the words in every meeting. To create effective and efficient teaching is not easy for teachers. That is why the teacher should arrange good material and teaching learning activities. They have to present materials by using a suitable

teaching technique. A good teaching technique helps the students to understand and master the lesson.

Based on my observations when I carried out a preliminary research during teaching learning activities with the students of grade VIII of SMP Negeri 9 Palu, I found that many students had difficulties in learning English, especially in the mastery of vocabulary. This was shown by the result of students' pre-test in preliminary research. The average score of the students was 53.4 although the KKM (Minimum Criteria of Completeness) is 75. These results indicates that the students' English achievement was low. In addition, the low level of English was demonstrated by the daily scores of students which were also low. They faced many difficulties in differentiating between the form of words, such as parts of speech: nouns, adjectives, verbs and adverbs. The students also were reluctant to participate in class and got easily bored. These problems must be solved because it is difficult for the students to continue to the next level or grade if they cannot master English well.

This research is limited on teaching English vocabulary, particularly nouns, verbs, adjectives, and adverbs from descriptive texts. I focused on two significant aspects of a word, namely, word meaning and the use of words in context. My research question is *How can the Word Wall strategy be used to improve English vocabulary mastery of grade VIII students at SMP Negeri 9 Palu?*

Vocabulary

Vocabulary is a basic requirement that affects students' achievement when learning English. Without vocabulary we are not able to communicate, read, listen, or write. Thus, it is important for us to know exactly what vocabulary is. Willis (2008) describes when students can build their mastery of vocabulary, they can also be more effective in communicating ideas, knowledge and their opinions. According to Nist and Mohr (2002), vocabulary is a basic part of reading comprehension. Simply put, they argue that if students do not know enough English words they will have problems in reading and comprehending a text. Throughout Indonesia, there is always a reading comprehension test on the National Exams for junior high school. I would argue that vocabulary is very important to learn because when students have a limited vocabulary they are not able to express their thoughts accurately and answer questions on their test. If students do not know how to improve their vocabulary, they will most likely lose interest in learning English.

Vocabulary is a total number or list of words that have meaning and are indispensable to express our thoughts. A person is expected to continue to develop their vocabulary in order to continue to communicate effectively, both in oral and written form. A good understanding of vocabulary will also help students be successful in their English test.

Kinds of Vocabulary

There are four different kinds of vocabularies according to Montgomery (2007). One is speaking vocabulary, the words we use in everyday talk at home or at work. Another is writing vocabulary, the words we use in notes, letters, reports or any other kind of writing. It is somewhat larger because you have time to stop and find the right word. Listening vocabulary is still larger. It consists of words that we understand when we hear them. Many of these words we would never use in speaking or writing. Reading vocabulary is the largest. It consists of all the words we recognize when we see them. Our vocabularies continue to grow as we meet new words in our studies, in newspapers, and on radio and TV programs. Thornbury (2002) describes that the categories of words are Word Classes (or Parts of Speech), Word families, Word formation, Multi-word units, Collocations,

Homonyms, Polysemy, Synonyms and Antonyms, and Hyponyms

Word Wall Strategy

A Word Wall is a literacy tool composed of an organized collection of words which are displayed in large visible letters on a wall, bulletin board, or another display surface in a classroom. It helps to facilitate students to improve their vocabulary. It is definitely adaptable to any subject and any grade level and has been proven to be extremely effective learning and teaching tools (Burden, 2011). If teachers have their own classrooms, they can create word walls. Word walls come in many varieties. They are most often arranged alphabetically, but can just as easily be arranged by topic or classes of word. Pictures can also be included next to words. This media can be designed to improve individual or group activities that can involve students in making process. By using word wall method is expected that students could increase understanding of the English vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher. The use of the Word Wall strategy in teaching vocabulary can lead the students to actually use the language. As they improve their knowledge of words and their meanings in different contexts, they build confidence and become more active learners.

Teaching Vocabulary by Using Word Wall Strategy

There are many creative ways to use word wall to engage students in learning English. Cronsberry (2004) explains the activities may be full lessons or brief exercises that encourage students to refer to the word wall and review key terms. Word wall activities encourage students to play with English words. This can be beneficial for strengthening basic skills. The suggested activities can be arranged to include a whole class, small groups, or individuals. The activities are done with all the words posted on the word wall.

Teachers should include the students, while using their abilities and strengthing their weaknesses, in making or creating the word wall. Students can prepare labels and definitions, create illustrations, and suggest ways in the which concepts are related. The teacher must understand that using the word wall strategy is not just about displaying the words on the wall. It is important and necessary to have student involvement in the making a word wall as this helps with the learning process.

METHOD

This research was conducted by applying the classroom action research design developed by Kemmis. The subject of the research was the students of SMP Negeri 9 Palu, particularly grade VIII students. Grade VIII consists of twelve classes. I used purposive sampling method for this research which class VIIIC became the sample where I am the homeroom teacher there. The class consists of 31 students. I conducted two cycles in this research. Each cycle consisted of four meetings. The spiral of cycles involved planning, acting and observing, reflecting, re-planning, acting and observing, reflecting and so on.

Data collection was done as a process of gathering information during I conducted my research. In order to obtain its accurate and realible data, I used some instruments, such as observation sheet, questionnaire, and test. Its qualitative data used were obtained through observation and questionnaire. The observation was a technique for collecting data about students' activities and my activities in teaching and learning process. Questionnaire was a tool for collecting and recording information about students' response in learning English vocabulary using word wall strategy. Its quantitative data used were obtained through tests consisted of

pretest and posttest. I used the tests to measure students' achievement in vocabulay mastery. Several kinds of test prepared were multiple choice, completion, matching and translation. In this research, I collected the entire data which have been gained. In analyzing numerical data, first, I got the students' score which reach KKM (Minimum Criteria of Completeness) it was 75. It used the formula:

$$\text{Final score} = \frac{\text{Achievement score}}{\text{Maximum score}} \times 100\%$$

Second, I got the average of students' score in every action. It used the formula adapted from Purwanto (2012):

$$M = \frac{\sum X}{N}$$

M: Mean
∑X: Total score

N: Number of students
Third, after getting the average of students' score, I got the class percentage which pass the KKM. I used the folowing formula adapted from Purwanto (2012):

$$\text{Successful Percentage} = \frac{\text{Total successful students}}{\text{Total students join the test}} \times 100\%$$

RESEARCH FINDINGS

Observation
 a. Teacher's Performance
     Teacher observation sheet was used in order to see the appropriateness of the implementation of learning in the classroom with a lesson plan that had been prepared. The result of observation on teacher's performance can be seen in table 1.

Table 1 Result of Classroom Observation on Teacher's Performance

No.	Teacher's Activities	Cycle-I								Cycle-II							
		Meeting 1		Meeting 2		Meeting 3		Meeting 4		Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	At the beginning of the class, the teacher reviews the learning objectives that they have for the students.	?		?		?		?		?		?		?		?	
2	The students are informed by the teacher of what information is important for them to focus on.	?		?		?		?		?		?		?		?	
3	During the class, the teacher uses specific words or technique to focus or regain the student's attention.	?		?		?		?		?		?		?		?	
4	The teacher repeats important point several times during the class, each time varying the words or materials used.		?	?		?		?		?		?		?		?	
5	The teacher links information covered in previous classes with the new information being presented.	?		?		?			?	?		?		?		?	
6	The teacher reviews and highlights at the beginning or at the end of the class what the students were expected to learn		?		?	?		?		?		?		?		?	
7	The teacher uses pictures, television, the Internet and other multimedia devices to create visual images to help the students understand the material.	?		?			?		?		?		?	?		?	
8	The teacher "talks out loud" and explains their reasoning processes they use as they work through the material being taught.	?		?		?		?		?		?		?		?	
9	The teacher discusses and demonstrates how the content might be used in real life.	?		?		?		?		?		?		?		?	

No.	Teacher's Activities	Cycle-I								Cycle-II							
		Meeting 1		Meeting 2		Meeting 3		Meeting 4		Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
10	The students are provided with adequate time during the class to process and practice the application of the new information.	√		√		√		√		√		√		√		√	
11	Student work is checked and corrected by the teacher and students are provided with suggestions as to how to address errors that were noted.	√		√		√		√		√		√		√		√	
12	Before the lesson, the teacher summaries prior learning and sets the stage for "continuous unfolding" of content.	√		√		√		√		√		√		√		√	
13	The teacher establishes good rapport with the students.	√		√		√		√		√		√		√		√	
14	The teacher maintains control of the class through active, direct and non-confrontational interaction.		√		√	√		√		√		√		√		√	
15	When possible, the teacher uses "authentic" tools and equipment as part of their instruction.	√		√		√		√		√		√		√		√	
16	The teacher maintains objective statistical data on each student's performance and augments that data with subjective anecdotal notes	√		√		√		√		√		√		√		√	
17	The teacher brings the class to a close in a way that "wraps up" the day's content and sets the stage for the next class.	√		√		√		√		√		√		√		√	

The Table 1 indicates that I have applied the teaching and learning process based on procedure of lesson plan. Unfortunately, in cycle-I, I did not repeat important point several times during the class. In the first and second meeting of cycle-I, I did not manage the time well. The consequence, I did not have enough time to repeat important point. And sometimes I forgot to maintain control of the class through active, direct and non-confrontational interaction. There were some improvements in cycle-II. I have applied all of the procedures of the teaching and learning process based on the lesson plan and the result shown that the students' score was higher than in cycle-I.

b. Students' Attention

The observations of students' attention in learning process were done by filling the observation checklist that has been provided by the collaborator and me. The result of observation on students' attention can be looked at table 1.2 the analysis of the students' attention in teaching and learning process was focused on students' involvement and participation during the implementation of the action in each meeting. The table 2 indicates that 75% of students were enthusiasm, responsive, happy and interested in English learning process. They focused on teacher's explanation. They were also serious and concentrated on their tasks. Most of the students could remember the important parts of materials.

Table 2 Result of Classroom Observation on Students' Attention

No.	Teacher's Activities	Cycle-I								Cycle-II							
		Number of students do the activity								Number of students do the activity							
		Meeting 1		Meeting 2		Meeting 3		Meeting 4		Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		≤25%	>25%	≤25%	>25%	≤25%	>25%	≤25%	>25%	≤25%	>25%	≤25%	>25%	≤25%	>25%	≤25%	>25%
1	The students appear to be generally tired and physically lacking in energy.	√		√		√		√		√		√		√		√	
2	The students do not respond to cues that active behavior is expected of them.	√		√		√		√		√		√		√		√	
3	The students appear sad and depressed, lacking in interest	√		√		√		√		√		√		√		√	
4	The students do not focus on the speaker or respond to a solicitor of their attention.	√		√		√		√		√		√		√		√	
5	The students seem distracted by other visual activity unrelated to the main cue for action.	√		√		√		√		√		√		√		√	
6	The students seems distracted by other auditory activity unrelated to the main cue for action.	√		√		√		√		√		√		√		√	
7	The students appear to dismiss tasks as "boring" and show little interest in attending.	√		√		√		√		√		√		√		√	
8	The students seem unable to sustain concentration on a task or question beyond the initial "surge" of focus.	√		√		√		√		√		√		√		√	
9	The students cannot remember the important parts of a question or direction.	√		√		√		√		√		√		√		√	
10	The students attend to something other than the main task. For example, they listen to music on headphones; fiddle with a toy or trinket, doodle or draw, etc.	√		√		√		√		√		√		√		√	

Questionnaire

a. Pre-questionnaire

The pre-questionnaire was conducted before implementing classroom action research. The result of observation on students' attention can be seen in table 3

Table 3 Result of Questionnaire in the Preliminary Research

No.		Items	Yes		No	
A.		**Students' response about teaching and learning process**				
	1	The students were enjoy in the teaching-learning process	31	100%	0	0%
	2	The students understood the teacher's explanation easily	11	35%	20	65%
B.		**Result of the students' vocabulary learning activity**				
	3	The students felt good with their score in vocabulary	11	35%	20	65%
	4	The students could answer the teacher's questions about the material of vocabulary	3	10%	28	90%
C.		**Solution of the problems in vocabulary**				
	5	The students asked their difficulty in vocabulary to the teacher	27	87%	4	13%
	6	The teacher implemented the suitable technique to solve difficulties in mastering vocabulary	28	90%	3	10%
	7	The technique could help students memorize vocabulary easily and get the new vocabulary	23	74%	8	26%
	8	The teacher gave exercise to develop students' ability in vocabulary	31	100%	0	0%
	9	The students could do the task easily	8	38%	23	62%
	10	The students had rich vocabulary	1	3%	30	97%
		Mean	**57%**		**43%**	

The first category was the students' response about teaching and learning process of English vocabulary. The result showed that all students like English lesson, even though they didn't mastery English vocabulary yet. The second category was the result of students' learning activity. The result could be drawn that most of the students had not reached a good score which passed Minimum Criteria of Completeness. The last category asked about the solution of the problems in English learning. The result implied that the students should get extra efforts to improve their comprehension in English. One of them is improving students' vocabulary mastery because there were many students who still low in vocabulary.

b. Post-questionnaire

The post-questionnaire was conducted after implementing classroom action research. This questionnaire used to know about the students' response after learning vocabulary using word wall strategy. The result of observation on students' attention can be seen in table 4

Table 4 Result of Questionnaire After the Classroom Action Research

No.		Items	Yes		No	
A.		**Students' response about teaching and learning process**				
	1	The students were happy in the teaching and learning process using word wall	30	97%	1	3%
	2	The students were motivated learning English vocabulary using word wall	24	77%	7	23%
	3	The students could learn English vocabulary better using word wall than the usual method	27	87%	4	13%
B.		**Result of the students' vocabulary learning activity**				
	4	The students were helped to enrich their vocabulary through word wall	29	91%	3	8%
	5	The students could do the task easily by using word wall	28	90%	3	10%
	6	The students had learnt many new words and understood the part of speech (noun, verb, adjective and adverb) when teacher used word wall	28	90%	3	10%
C.		**Students' responses about word wall**				
	7	The students felt better in learning English vocabulary using word wall	29	94%	2	6%
	8	The students more understood the vocabulary easily	24	77%	7	23%
	9	The student felt that word wall could facilitate their vocabulary learning	30	97%	1	3%
	10	The students could remember both their previous vocabulary and new words easily	29	94%	2	6%
Mean			**89%**		**11%**	

The first category was the students' response about teaching and learning process. Based on the data, almost all students said yes, it indicated that the students were interested in teaching and learning process using word wall strategy. The second category was the result of the students' vocabulary learning activity. The data indicated that students were helped in enriching their vocabulary and they understood the part of speech when teacher used word wall. The third category was students' responses about word wall strategy.

Students agreed that word wall can help them to improve their vocabulary mastery.

Test

The pre-test was conducted as the preliminary research to identify the students' real competence and problems in English vocabulary while the post-test was given to know the students' improvement in mastering vocabulary after implemented the action in the cycle-I and cycle-II. Students' score in every tests were as follow:

Table 5 Students' Score in Pre-test and Post-test

No	Initial	Pre-test	Post-test (cycle-I)	Post-test (cycle-II)	Category	Qualification
1	AGA	46	84	78	Good	Successful
2	AKB	62	70	80	Excellent	Successful
3	ALI	82	90	85	Excellent	Successful
4	ALM	54	68	83	Excellent	Successful
5	AQI	52	68	63	Fair	Failed
6	ARP	20	46	43	Poor	Failed
7	CHA	50	62	88	Excellent	Successful
8	CIN	90	82	92	Excellent	Successful
9	DAN	26	70	78	Good	Successful
10	DIC	70	80	92	Excellent	Successful
11	DOD	44	78	82	Excellent	Successful
12	EGI	44	72	77	Good	Successful
13	ERN	34	72	82	Excellent	Successful
14	FAD	66	76	67	Fair	Successful
15	FAH	42	54	80	Excellent	Successful
16	FAJ	62	66	73	Good	Successful
17	FAT	52	62	85	Excellent	Successful
18	FEB	30	64	78	Good	Successful
19	FER	58	62	88	Excellent	Successful
20	GAG	56	76	58	Poor	Failed
21	HIL	52	86	82	Excellent	Successful
22	IME	80	84	88	Excellent	Successful
23	IRV	28	82	95	Excellent	Successful
24	LIO	62	86	83	Excellent	Successful
25	MAK	40	72	77	Good	Successful
26	KHA	58	84	82	Excellent	Successful
27	ANN	50	74	85	Excellent	Successful
28	REN	30	60	68	Fair	Failed
29	SIN	42	70	87	Excellent	Successful
30	SYA	86	80	93	Excellent	Successful
31	TRI	88	96	97	Excellent	Successful
Mean		**53,4**	**73,4**	**80,3**		

Based on the result of the pre-test, the data showed that the mean score was 53,4. There were only five students or 16% of them who got the score above the Minimum Criteria of Completeness meanwhile the twenty six students were under the criteria. It could be looked at that most of students' vocabulary mastery was still very low. So, it was needed to find out the solution to overcome this problem. I used word wall strategy in teaching English vocabulary.

The data of post-test (cycle-I) showed that the mean score was 73,4. There were fourteen students or 45% of the students who got the score above the minimum criteria of completeness, meanwhile the other seventeen students were under the criteria. It implied that the first criteria of success had not fulfilled. However, there was an increase of students who achieved the KKM (Minimum Criteria of Completeness). It was from five students increased to fourteen.

The data of post-test (cycle-II) showed that the mean score was 80,3. There were twenty five students or 81% of the students who got the score above the minimum criteria of completeness, meanwhile the other six students were under the criteria. It implied that the first criteria of success has fulfilled. Students who achieved the KKM increase from the cycle-I to the cycle-II. It was from 14 to 25 students.

DISCUSSION

As stated in previous chapter, the aim of this research was to improve the students' vocabulary mastery by using word wall strategy. This research was formulated after conducting the preliminary observation in the teaching and learning process. The result of preliminary research indicated that the students had some problems in mastering vocabulary. First, the students could not use words in the right context. Second, the students did not understand the form and function of words such as noun, adjective, verb and adverb. Third, students were difficult to comprehend the text.

Language learning is about learning words and how to put them together into correct sentences. Gu (2003) argues that learning words in a word list is different from learning the same words in a passage. Remembering a word meaning is different from learning to use the same word in real life situations. This problem had been met by my students. They could not use English words in the right context. It was caused by several factors;

(1) Students' confusion the difference of part of speech.
(2) A word often has various meaning especially when used in a particular field.
(3) Students' dictionaries do not serve more examples of sentences.

Turville (2013) explains that differentiating parts of speech is important in understanding how words can and should be joined together to make sentences that are both grammatically correct and readable. Mastering the part of speech is also one of the strategies for vocabulary development. Maddox (2013) explains that a word is a part of speech when it is used in a sentence. Before that it's just a word. The function of a word in a sentence is the criterion to determine the part of speech of a word.

A text may be difficult to understand because it contains many words that are unknown to the students. Students often believed that they need to understand every word of a text to answer the questions whereas in many cases they can use context clues to help identify the words. According to Diamond and Gutlohn (2006), context clues are used to figure out the meaning of an unfamiliar word that is come across when reading a text. To help students learn to use context clues, I taught them specific strategies. Students should review the different types of context clues, such as examples, synonyms, antonyms and general sense of the sentence as they read through the text. Once the students made a guess, they should re-read the sentence, inserting their definition in place of the vocabulary word to see if it makes sense. Finally, students looked the word up in the dictionary to see how close they were in guessing the meaning of the word.

In this research I used the word wall strategy to help students build their knowledge of words. A word wall isn't simply a classroom decoration or a bulletin board display, however; it is a tool for students to use to improve their vocabulary skills. I asked students to make word wall in my class and I got positive effects on students' understanding of vocabulary. When my students used the word wall they become more conscious of words and definitions. The students became aware of English vocabulary around them. They also looked enjoyable making word wall.

The findings of my research proved that word wall can improve students' vocabulary. It can be seen from the improvement of students score. the students' average score in the pre-test was 53.4. After the implementation of word wall, the average score in the post-test of cycle-I was 73.4. Then, I continued to the cycle-II with the average score of the post-test was 80.3 or 81% of students achieved the KKM as the criteria of success determined. Besides, improving the students' score, the

implementation of word wall got positive responses from the students in learning English vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

By using Word Wall strategy, the student can choose their own words that they fell unfamiliar. They posted it on the wall for their needs (writing or reading). High frequency words in academic text also can be greatly affected to the students by using this strategy, so they can recognize and always remember the words. Meanwhile, this strategy is interesting and the words always can be seen and read on the wall. To help students categorize their vocabularies and understand basic concepts of grammar, I used a word wall organized by part of speech (nouns, verbs, adjectives, adverbs). As students learn or study new words they can add each to the correct part of speech.

Suggestion

a. The students should apply some simple ways in order to improve the English vocabulary mastery. First is reading a lot of English text every single time. Second is trying to memorize vocabulary by using word wall. The last is trying to use the words as often as possible, not only when the students write sentences but also when they speak within classmates.

b. Teachers should select the most appropriate technique and method based on the students' needs and wants. Moreover, the teachers should frequently encourage the students' motivation in every teaching and learning process. In addition, it is recommended for the teachers to provide the word wall in the classroom. It gives students a place to use their creativity and energy in a focused way. Instead of drawing and writing on their desks or walls they can do these things on the word wall, hopefully lessening their bad habit of wrecking school property.

c. Next Researchers have to conduct a similar study in other level of the students to see whether it is applicable and effective for improving the students mastery in vocabulary. It can be limited their study on synonyms, antonyms, or homonyms.

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