

Improving Arabic Speaking Ability through Muhadhoroh Activities among Female Students at MA An-Nur Karang Rejo

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ABSTRACT

Arabic speaking ability is a key component of communicative competence in Islamic secondary education. This study aimed to examine the relationship between muhadhoroh activities and Arabic speaking ability among eleventh-grade female students at MA An-Nur Karang Rejo. The study used a quantitative ex post facto design with a sample of 40 students selected through simple random sampling. Data were collected through questionnaires, observation, and documentation, and analyzed using descriptive statistics, Pearson correlation, and simple linear regression. The findings showed that muhadhoroh activities and Arabic speaking ability were both in the good category. The analysis also revealed a positive and statistically significant relationship between the two variables, with muhadhoroh contributing meaningfully to variation in speaking ability. These findings indicate that structured oral activities can support Arabic speaking development by encouraging confidence, repeated practice, and active language use. The study highlights the pedagogical value of muhadhoroh in strengthening Arabic communication skills in Islamic secondary schools.

KATA KUNCI:

kemampuan berbicara bahasa Arab;
muhadhoroh;
maharah al-kalam;
kompetensi komunikatif.

ABSTRAK

Kemampuan berbicara bahasa Arab merupakan komponen kunci dari kompetensi komunikatif dalam pendidikan menengah Islam. Penelitian ini bertujuan untuk mengkaji hubungan antara kegiatan muhadhoroh dan kemampuan berbicara bahasa Arab pada siswi kelas XI di MA An-Nur Karang Rejo. Penelitian ini menggunakan desain kuantitatif *ex post facto* dengan sampel sebanyak 40 siswa yang dipilih melalui *simple random sampling*. Data dikumpulkan melalui angket, observasi, dan dokumentasi, lalu dianalisis menggunakan statistik deskriptif, korelasi Pearson, dan regresi linear sederhana. Hasil penelitian menunjukkan bahwa kegiatan muhadhoroh dan kemampuan berbicara bahasa Arab sama-sama berada pada kategori baik. Analisis juga menunjukkan adanya hubungan positif dan signifikan secara statistik antara kedua variabel, dengan muhadhoroh memberikan kontribusi yang bermakna terhadap variasi kemampuan berbicara. Temuan ini menunjukkan bahwa kegiatan lisan yang terstruktur dapat mendukung perkembangan kemampuan berbicara bahasa Arab melalui peningkatan kepercayaan diri, latihan berulang, dan penggunaan bahasa secara aktif. Penelitian ini menegaskan nilai pedagogis muhadhoroh dalam memperkuat keterampilan komunikasi bahasa Arab di sekolah menengah Islam.

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INTRODUCTION

Education is a fundamental process for developing learners' potential through planned and systematic learning activities (Kapur, 2024). Through education, students acquire not only knowledge but also practical skills needed for social life and future participation in society (Terziev, 2023). One of the most important of these skills is the ability to communicate effectively (Hasan & Ibraheem, 2022). In the context of Islamic education in Indonesia, Arabic occupies a particularly important position because it is the language of the Qur'an, hadith, and classical Islamic scholarship (Baharun, 2022). For this reason, Arabic instruction is an essential component of the madrasah curriculum (Wahyuni et al., 2024), and its goals extend beyond passive comprehension toward the ability to understand and use Arabic in meaningful communicative situations (Huda et al., 2023; Mubaligh et al., 2023).

Arabic learning includes four major skills, namely listening (maharah al-istima'), speaking (maharah al-kalam), reading (maharah al-qira'ah), and writing (maharah al-kitabah) (Garba, 2023). Among these skills, speaking is especially important because it directly reflects oral communication ability and students' capacity to express ideas, thoughts, and feelings in real time (Beyn et al., 2024; Saidah & Pranata, 2025). In Islamic secondary education, speaking proficiency is central to communicative competence because it enables students to participate actively in class interaction, religious discussion, and everyday communication within school or boarding environments (Nuha & Musyafa'ah, 2022). However, students' Arabic speaking ability in madrasah contexts often remains limited. Prior studies indicate that this condition is influenced by insufficient speaking practice, low confidence, limited vocabulary, strong emphasis on grammar or recitation, and the absence of a language rich environment that supports daily oral use of Arabic (Mubaligh et al., 2023; Setiyadi et al., 2023).

The same problem was found among the eleventh grade female students of MA An-Nur Karang Rejo. Based on preliminary observation, many students still experienced difficulty expressing ideas or opinions in Arabic, as reflected in their low willingness to speak in front of the class and their restricted vocabulary repertoire. This problem is significant because oral participation is widely recognized as a key mechanism in second and foreign language development, especially for adolescent learners, since it provides meaningful practice, feedback, and opportunities to negotiate meaning in authentic interaction (Fidayani & Ammar, 2023; Mubarak et al., 2024). In general, the solution proposed in Arabic education is to provide more structured and communicative speaking opportunities that reduce anxiety, build confidence, and promote active language use in both formal and informal learning situations (Syarifah et al., 2023).

One specific strategy that has been discussed in the literature is muhadhoroh, a public speaking or speech practice activity commonly conducted in Arabic (Bahruddin & Mustofa, n.d.). Muhadhoroh is intended to train courage, improve communication skills, and habituate students to using Arabic actively (Aboubakr et al., 2024). This activity is consistent with communicative approaches to language teaching, which emphasize direct use of language in meaningful situations rather than isolated mastery of rules (J. Pendidikan et al., n.d.). Previous studies also suggest that structured oral activities such as khitobah, muhadathah, debate, drama, and role play can improve fluency and communicative competence when they are intentionally designed and supported by an adequate bi'ah lughawiyah (Firdaus et al., 2022; Muhtar, 2021). Nevertheless, earlier studies on muhadhoroh have mostly been qualitative, frequently centered on pesantren implementation, and have given limited attention to school based quantitative evidence, affective factors, and



measurable speaking outcomes at the Madrasah Aliyah level (Asse et al., 2023; Sya'diah et al., 2024).

Accordingly, this study aims to examine the relationship between muhadhoroh activities and Arabic speaking ability among female students in grade XI at MA An-Nur Karang Rejo. The novelty of the study lies in its quantitative analysis of that relationship using statistical procedures in a Madrasah Aliyah setting, thereby extending previous work that has tended to be descriptive or context specific. The study is justified by the hypothesis that more active and better implemented muhadhoroh activities are associated with stronger Arabic speaking ability because repeated oral practice, confidence development, and authentic communication opportunities are known to support maharah al-kalam development (Mubarak et al., 2024; Rizapoor & Zafari, 2023). Its scope is limited to the analysis of the contribution of muhadhoroh to students' speaking ability within one Islamic secondary school context.

LITERATURE REVIEW

Arabic speaking ability is a central component of language mastery in Islamic education because it enables students to use Arabic not only for understanding religious texts but also for active communication in academic and daily contexts (Baharun, 2022). In Arabic pedagogy, speaking is understood as maharah al-kalam, a productive skill that requires pronunciation, fluency, vocabulary control, and the ability to express meaning appropriately (Garba, 2023). Within this framework, muhadhoroh is commonly positioned as a structured oral practice activity that develops speaking proficiency through guided, repeated, and communicative performance. In madrasah and Islamic boarding school contexts, muhadhoroh often takes the form of speech practice, dialogue, and rehearsed oral presentation intended to strengthen courage, fluency, and discourse ability in Arabic (Huda et al., 2023).

The pedagogical value of muhadhoroh can be explained through theories of structured oral practice in second language learning. Repeated language production encourages learners to test linguistic forms and connect form with meaning, while continued practice supports greater automaticity in oral performance (Fidayani & Ammar, 2023; Ubadah & Anandi, 2022). In addition, task based and dialogic perspectives suggest that speaking develops more effectively when learners engage in meaningful oral tasks supported by feedback, negotiation of meaning, and gradual scaffolding (Mubarak et al., 2024). These theoretical perspectives also recognize that confidence and anxiety influence speaking performance, so structured oral tasks are more effective when implemented in a supportive and low pressure learning environment (Ridlo, 2019).

Previous empirical studies indicate that structured speech practice, public speaking, role play, debate, and drama can improve Arabic speaking ability when supported by a language rich environment and deliberate teacher guidance (Hamzah & Alsaleem, 2023; Jumaily, 2023). Speaking outcomes have been measured through oral performances, analytic rubrics, and communicative tasks linked to classroom interventions (Kamal et al., 2023; Shehata, 2024). However, important gaps remain. Research on muhadhoroh is still limited in long term and controlled school based designs, standardized measurement of Arabic speaking proficiency remains underdeveloped, and affective variables such as confidence and anxiety are rarely tested as explanatory factors across diverse madrasah settings (Jin, 2023; Mahdi, 2024). This study addresses that gap by examining the relationship between muhadhoroh activities and Arabic speaking ability in a Madrasah Aliyah context.



RESEARCH METHODS

This study employed a quantitative ex post facto design to examine the relationship between muhadhoroh activities and Arabic speaking ability among eleventh grade female students at MA An-Nur Karang Rejo. This design was appropriate because the study investigated naturally occurring educational practices without manipulating the instructional setting directly. In school based language research, ex post facto and associative designs are useful for identifying statistical relationships when experimental control is impractical, although their findings should be interpreted as correlational rather than strictly causal (Jiang et al., 2022). Thus, the present study focused on the contribution of muhadhoroh activities to speaking ability within an existing madrasah context.

The population consisted of 60 female students in grade XI, from which a sample of 40 students was selected using the Slovin formula and simple random sampling. The study involved two variables, namely muhadhoroh activities as the independent variable and Arabic speaking ability as the dependent variable. Data were collected through questionnaires, observation, and documentation. The questionnaire was used to obtain data on students' participation in muhadhoroh activities, while observation and documentation supported the description of students' Arabic speaking ability and the implementation of the activity program. In educational research, questionnaires should be designed clearly and tested for reliability, while observation benefits from structured criteria and triangulation to strengthen consistency of interpretation (Zulfikar, 2022). Documentation also plays an important role in linking school records and assessment evidence to the observed learning activities (عبدالحافظ, ٢٠٢٤).

Data analysis was conducted using SPSS version 26. Descriptive statistics were first used to summarize the levels of muhadhoroh activities and Arabic speaking ability. Assumption testing was then carried out through a linearity test before inferential analysis. To examine the relationship between variables, the study used Pearson correlation and simple linear regression. These procedures are commonly applied in educational studies to estimate the strength, direction, and contribution of one variable to another, while effect size indicators such as the coefficient of determination help clarify the practical magnitude of the relationship (Hsu & Liu, 2024; Lin, 2022).

RESULTS AND DISCUSSION

Results

This section presents the empirical findings on the relationship between muhadhoroh activities and Arabic speaking ability among eleventh-grade female students at MA An-Nur Karang Rejo. Following common reporting practice in language education research, the results are organized into descriptive statistics, assumption testing, correlation analysis, and regression analysis, with attention to both statistical significance and practical interpretation (Yanza & Rodríguez, 2021).

The data for the muhadhoroh activity variable (X) were collected from 40 respondents through a validated questionnaire. The descriptive statistics show that the scores ranged from 56 to 95, with a mean of 76.93, a median of 77.00, a mode of 73, a standard deviation of 10.154, and a variance of 103.097. In language education studies, reporting the mean and standard deviation is important because these values provide an overview of both central tendency and score dispersion, while category-based interpretation helps situate classroom performance within meaningful benchmarks (Hsu & Liu, 2024).



Table 1. Descriptive Statistics for Muhadhoroh Activities

Statistic	Value
N	40
Minimum	56
Maximum	95
Mean	76.93
Median	77.00
Mode	73
Standard Deviation	10.154
Variance	103.097

The manuscript reports a total score of 3077 for muhadhoroh activities. Using the ideal score formula applied in the original text, the percentage achievement was calculated as 76.9%, which places the implementation of muhadhoroh in the good category according to the study's own benchmark. This use of percentage achievement is consistent with educational reporting conventions in which raw scores are translated into criterion-based categories to facilitate interpretation at the class level (Ng & Cheung, 2024). The original manuscript also presents a frequency distribution and histogram for this variable. These visuals should be retained in the article because they help show the distribution of participation scores and the general clustering of respondents around the mean.

Descriptive Statistics of Arabic Speaking Ability

The dependent variable, Arabic speaking ability (Y), was also measured for the same 40 respondents. The scores ranged from 58 to 107, with a mean of 80.47, a median of 79.50, a mode of 93, a standard deviation of 11.494, and a variance of 132.102. As in the previous variable, the use of descriptive statistics provides a useful summary of central performance and learner variability, which is a standard step in applied linguistics and educational research (Xiao & Chen, 2023).

Table 2. Descriptive Statistics for Arabic Speaking Ability

Statistic	Value
N	40
Minimum	58
Maximum	107
Mean	80.47
Median	79.50
Mode	93
Standard Deviation	11.494
Variance	132.102

The total score for Arabic speaking ability was 3219. Based on the ideal score of 4400, the percentage achievement was 73.1%, which was interpreted in the manuscript as a good category. The original distribution shows that 10 respondents (25.0%) were below the mean group, 7 respondents (17.5%) were around the mean, and 23 respondents (57.5%) were above the mean group. Such frequency and percentage reporting is commonly used in language education studies to show the proportion of students reaching or exceeding



classroom performance thresholds (Wiboolyasarini et al., 2023). The corresponding histogram in the original manuscript should therefore be preserved in the article version as part of the visual presentation of the score distribution.

Linearity Test

Before conducting inferential analysis, a linearity test was performed to determine whether the relationship between muhadhoroh activities and Arabic speaking ability could be appropriately analyzed using Pearson correlation and simple linear regression. The result showed a significance value for deviation from linearity of 0.577, which is greater than 0.05. This indicates that the relationship between the two variables can be treated as linear. In quantitative educational reporting, assumption checks such as linearity are important because they justify the use of parametric correlation and regression procedures and increase the transparency of the analysis.

Correlation Analysis

The significance of the relationship between the two variables was then examined using the Pearson product-moment correlation coefficient.

Table 3. Correlation between Muhadhoroh Activities and Arabic Speaking Ability

Variables	Pearson's r	Sig. (2-tailed)	N
Muhadhoroh Activities and Arabic Speaking Ability	0.564	0.000	40

The correlation table shows that the relationship between muhadhoroh activities and Arabic speaking ability was positive and statistically significant, with $r = 0.564$, $p < 0.001$, $N = 40$. Based on commonly used interpretation guidelines in applied linguistics and education, a coefficient around 0.50 or above may be interpreted as moderate to relatively strong in practical terms, although contextual interpretation remains important (Jendli & Albarakati, 2024). Thus, students who reported higher levels of participation in muhadhoroh activities also tended to show higher Arabic speaking ability.

It is important to note that the original manuscript's narrative appears to conflate the correlation coefficient with the coefficient of determination. The table itself indicates that the Pearson correlation is **0.564**, whereas the value **0.318** corresponds to **R Square**, not to the correlation coefficient. For the purposes of accurate article reporting, the correlation result should therefore be presented as $r = 0.564$. At the same time, the result should still be interpreted as an association rather than proof of causation, because observational educational designs do not eliminate the possibility of reverse influence or third-variable explanations (Korvesi & Michel, 2022).

Descriptive Hypothesis Testing

The Tabel 4 and 5 report one-sample tests for the descriptive hypotheses of both variables.

Table 4. One-Sample Test for Muhadhoroh Activities

t	df	Sig. (2-tailed)	Mean Difference	95% CI Lower	95% CI Upper
47.915	39	0.000	76.925	73.68	80.17

Table 5. One-Sample Test for Arabic Speaking Ability



t	df	Sig. (2-tailed)	Mean Difference	95% CI Lower	95% CI Upper
22.272	39	0.000	40.475	36.80	44.15

In both cases, the significance values were below 0.05, which the manuscript interpreted as support for the descriptive hypotheses. However, the more substantively useful interpretation for the article lies in the benchmark percentages already reported, namely 76.9% for muhadhoroh activities and 73.1% for Arabic speaking ability. In educational terms, these percentages suggest that both the implementation of muhadhoroh and the students' speaking ability were at acceptable to good levels within the institution's own criterion framework.

Regression Analysis

To estimate the contribution of muhadhoroh activities to Arabic speaking ability, the study used simple linear regression.

Table 6. ANOVA for the Regression Model

Source	Sum of Squares	df	Mean square	F	Sig.
Regression	1636.850	1	1636.850	17.695	0.000
Residual	3515.125	38	92.503		
Total	5151.975	39			

The regression ANOVA indicates that the model was statistically significant, **F(1, 38) = 17.695, p < 0.001**. This means that muhadhoroh activities significantly predicted variation in Arabic speaking ability at the sample level.

Table 7. Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Constant	31.394	11.767		2.668	0.011
Muhadhoroh Activities	0.638	0.152	0.564	4.207	0.000

The regression equation derived from the table is: **Y = 31.394 + 0.638X**

This equation indicates that for each one-unit increase in muhadhoroh activity, Arabic speaking ability was expected to increase by 0.638 units. In regression reporting, the unstandardized coefficient B expresses the expected change in the outcome variable for each unit change in the predictor, while the standardized beta reflects the relative strength of the relationship in standard deviation units (Hsu & Liu, 2024).

Table 8. Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.564	0.318	0.300	9.618

The model summary shows **R = 0.564**, **R Square = 0.318**, and **Adjusted R Square = 0.300**. Accordingly, muhadhoroh activities explained 31.8% of the variance in Arabic speaking ability, while the remaining 68.2% was associated with other unobserved factors. In language education research, this level of explained variance may be considered practically meaningful, especially for a single predictor in a natural school setting, although it also indicates that speaking ability is shaped by multiple additional factors beyond



participation in one activity (Mahdi, 2024).

Overall, the findings show that muhadhoroh activities were implemented at a good level, Arabic speaking ability was also in a good category, and the two variables were positively and significantly related. The statistical results support the view that structured speaking activities may play an important role in students' Arabic oral development. At the same time, because the study used an ex post facto design, these findings should be interpreted as evidence of association and contribution rather than definitive causal effect (Jiang et al., 2022).

Discussion

Main Interpretation of the Findings

The findings of this study indicate that muhadhoroh activities were implemented at a good level and that Arabic speaking ability among the eleventh-grade female students of MA An-Nur Karang Rejo was also in a good category. More importantly, the statistical analysis demonstrated a positive and significant relationship between the two variables. This result suggests that students who participated more actively in muhadhoroh tended to demonstrate better Arabic speaking ability. In substantive terms, the findings support the view that structured oral activities can function as an effective medium for strengthening students' productive language skills, especially in contexts where Arabic is taught as a foreign language and opportunities for spontaneous spoken interaction are relatively limited (Bahrudin & Mustofa, n.d.; Baharun, 2022).

Relationship to Theoretical Perspectives on Speaking Development

These findings are consistent with communicative language teaching and sociocultural perspectives, which emphasize that speaking develops through meaningful interaction, repeated output, and scaffolded participation in authentic communicative tasks (Jailani et al., 2023; Khosiyono, 2021). Muhadhoroh provides such a structure by requiring students to prepare, rehearse, and deliver speech in Arabic within a socially meaningful environment. This process is also compatible with output-based perspectives, in which oral production supports learners in testing linguistic knowledge and moving toward more automatic language use. Repeated performance tends to reduce hesitation and improve discourse continuity, which helps explain why students with stronger participation in muhadhoroh also showed better speaking outcomes (Fuadah, 2021; Santos, 2021). At the same time, the findings should not be overstated. Structured oral practice is most effective when it balances meaning-focused communication with sufficient linguistic support, because overly rigid form-oriented activity may reduce communicative benefits (Diyab, 2022; Minatullah et al., 2019).

Contribution of Muhadhoroh to Confidence, Fluency, Vocabulary, and Pronunciation

One plausible explanation for the positive association observed in this study is that regular muhadhoroh participation may reduce affective barriers and increase learners' willingness to speak. Frequent speaking in supportive settings is known to strengthen confidence, self-efficacy, and classroom risk-taking, all of which contribute to stronger oral participation over time (Mahmudah & Triyana, 2022; Sutaman & Febriani, 2021). In addition, repeated oral production can promote fluency by helping learners proceduralize language and speak with fewer pauses in meaningful contexts (Hua, 2020; Minkhatunnakhriyah et al., 2022). Muhadhoroh may also expand vocabulary use because students are required to retrieve and organize lexical items in connected discourse, while iterative speaking with teacher feedback can improve pronunciation and oral accuracy (Liang & WeiBing, 2023; Mulyani, 2019). Although the present study did not isolate each of these dimensions analytically, the overall pattern is compatible with the broader literature on oral performance based language learning.



Comparison with Previous Studies

The present findings are also in line with earlier studies showing that structured oral performance activities, such as debate, role play, speech, drama, and presentations, can improve learners' confidence and communicative competence when implemented consistently and supported by feedback (Budianto, 2023; Widad et al., 2023). Muhadhoroh shares many of these characteristics, but it has a distinctive place in Islamic educational settings because it is often linked with religious themes, institutional discipline, and public audience performance. In this sense, the current study strengthens the argument that muhadhoroh is not merely a ceremonial extracurricular practice but also a meaningful pedagogical mechanism for developing maharah al-kalam. At the same time, previous muhadhoroh research has been largely qualitative and context specific, so the present quantitative findings add empirical support while still remaining bounded by the local educational context (Khobir et al., 2022; Umyun et al., 2023).

Educational Implications, Limitations, and Future Directions

These findings imply that Arabic teachers and Islamic secondary schools should consider integrating regular muhadhoroh-like activities into both curricular and extracurricular language programs. Such activities should be supported by clear rubrics, varied speaking genres, explicit pronunciation and fluency targets, and gradual scaffolding from low-stakes speaking to public performance (Sutarman, 2021). However, several limitations must be acknowledged. First, the study was conducted in a single school with a relatively small sample, which restricts generalizability (Guerrettaz et al., 2022; Leeming et al., 2024). Second, the ex post facto design does not allow firm causal inference, even though the regression results indicate a meaningful statistical contribution. Third, the study relied on limited measurement triangulation and did not directly test mediating affective variables such as anxiety or willingness to communicate (Rosyada, 2020). Future studies should therefore move toward multisite, longitudinal, and quasi-experimental designs, improve implementation reporting, and use mixed methods to examine how confidence, anxiety, and classroom interaction mediate the influence of structured speaking activities on Arabic oral development (Kumarasamy et al., 2020; Moyle, 2025).

CONCLUSION

This study examined the relationship between muhadhoroh activities and Arabic speaking ability among eleventh-grade female students at MA An-Nur Karang Rejo. The findings show that muhadhoroh activities were implemented at a good level, and the students' Arabic speaking ability was also categorized as good. More importantly, the statistical analysis revealed a positive and significant relationship between the two variables. The correlation coefficient indicated a moderate association, while the regression analysis showed that muhadhoroh activities explained a meaningful proportion of variance in Arabic speaking ability. These results suggest that structured oral practice through muhadhoroh is closely associated with stronger speaking performance in the context of Islamic secondary education.

The discussion of the findings indicates that muhadhoroh likely supports Arabic speaking development by providing repeated opportunities for oral production, encouraging confidence, and promoting more active use of vocabulary and pronunciation in meaningful communicative contexts. In this sense, the study reinforces the view that speaking ability is not developed only through theoretical instruction, but also through sustained participation in structured and socially relevant communicative activities. The findings are consistent with broader perspectives in language learning that emphasize output, practice, interaction, and scaffolding as central mechanisms of oral development.

This study contributes to the existing body of knowledge by providing quantitative



evidence on the role of muhadhoroh in supporting maharah al-kalam in a Madrasah Aliyah setting. Previous studies have often discussed muhadhoroh descriptively or qualitatively, especially in boarding school environments. By using statistical analysis in a school-based context, the present study adds empirical support to the pedagogical relevance of muhadhoroh as more than a ceremonial activity. It shows that muhadhoroh can function as an educational practice with measurable relevance to students' Arabic speaking outcomes.

At the same time, the significance of the study should be interpreted within its limits. Because the research used an ex post facto design and was conducted in one school with a limited sample, the findings should be understood as evidence of association rather than definitive causation. Future research is therefore needed to test the effectiveness of muhadhoroh more rigorously through broader samples, comparative designs, longitudinal observation, and richer measures of speaking performance and affective factors such as confidence and anxiety. Overall, this study highlights the importance of integrating structured oral activities into Arabic language learning and supports the continued development of communicative approaches in Islamic secondary education

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this article. The research was conducted independently without any commercial or financial relationships that could be construed as a potential conflict of interest.

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