



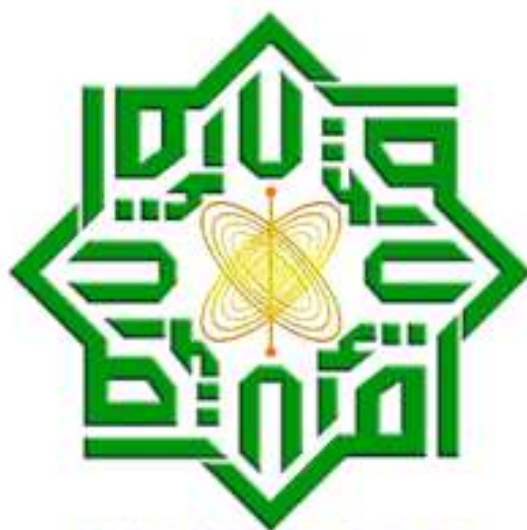
# AN ANALYSIS OF SPEAKING PERFORMANCE BETWEEN HIGHER AND NON-HIGHER ACHIEVERS: A CASE STUDY AT DEPARTMENT OF ENGLISH EDUCATION OF UIN SUSKA RIAU

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1445 H/2023 M

State Islamic University of Sultan Syarif Kasim Riau



# AN ANALYSIS OF SPEAKING PERFORMANCE BETWEEN HIGHER AND NON-HIGHER ACHIEVERS: A CASE STUDY AT DEPARTMENT OF ENGLISH EDUCATION OF UIN SUSKA RIAU

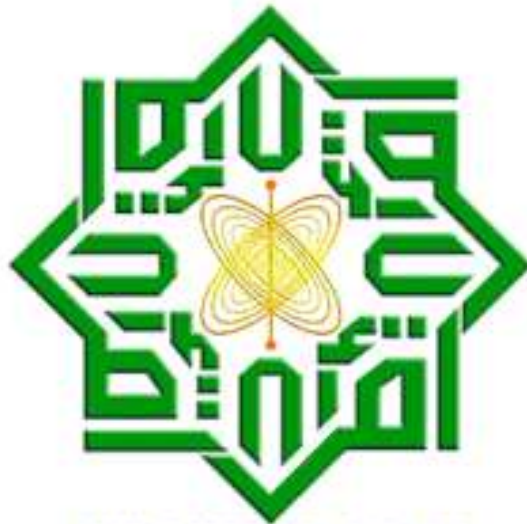
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Submitted as partial fulfillment of the Requirements  
for Bachelor's Degree of English Education  
(S. Pd)

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**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

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Certify that this skripsi entitled “An Analysis of Speaking Performance Between Higher and Non-Higher Achievers: A Case Study at Department of English Education of Uin Suska Riau” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this skripsi. Others’ opinion findings included in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, September 25<sup>th</sup>, 2023



Aninda Khairani

SIN. 11910421229





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17 My PPL friends in MA Muhammadiyah for 3 months togetherness sharing complaints, supporting each other, thank you for giving color.

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Pekanbaru, July 27th, 2023

The Reseacher,

Aninda Khairani

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## ABSTRACT

**Aminda Khairani (2023): Analysis of Speaking Performance Between Students with High and Non-High GPA: Case Study in the Department of English Education at UIN Suska Riau.**

Based on initial research, researchers found that there were students who did not have a high GPA, but had good English speaking skills. Then, there are also students who have a high GPA but their English speaking skills are not perfect. The researcher aims to investigate the differences and similarities in speaking performance between students with different GPAs, namely between those with high and non-high GPAs. This study used descriptive qualitative method. Participants in this research were fourth semester English Language Education students at UIN Sultan Syarif Kasim Riau, totaling twelve informants. They consisted of seven students who had a GPA above 3.5 (high) and five students below 3.5 (non-high), who were recruited using a voluntary sampling method (convenience sampling). Data collection on student speaking performance was carried out using a speaking assignment. The findings of this research show that there are differences and similarities in speaking abilities between high and non-high GPA students. Differences in speaking performance between high and non-high GPAs were found in two aspects, namely grammar and pronunciation. Meanwhile, two similarities were also found between high and non-high GPA students. These two similarities are in the aspects of vocabulary and fluency.



## ABSTRAK

### **Aminda Khairani (2023): Analisis Performa Berbicara Antara Mahasiswa dengan IPK Tinggi dan Non-Tinggi: Studi Kasus di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.**

Berdasarkan penelitian awal, peneliti menemukan bahwa ada mahasiswa yang memiliki nilai IPK tidak tinggi, tetapi memiliki kemampuan berbicara bahasa Inggris yang baik. Kemudian, ada juga siswa yang memiliki IPK tinggi namun kemampuan berbicara bahasa Inggrisnya belum sempurna. Peneliti bertujuan untuk menyelidiki perbedaan dan kesamaan performa berbicara antara mahasiswa yang berbeda IPK yaitu antara yang memiliki IPK tinggi dan non-tinggi. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan dalam penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris semester empat di UIN Sultan Syarif Kasim Riau yang berjumlah dua belas informan. Mereka terdiri dari tujuh mahasiswa yang memiliki IPK diatas 3,5 (tinggi) dan lima mahasiswa dibawah 3,5 (non-tinggi), yang direkrut dengan metode sampling sukarela (convenience sampling). Pengumpulan data performa berbicara mahasiswa dilakukan dengan menggunakan sebuah penugasan berbicara. Temuan penelitian ini menunjukkan ada perbedaan dan persamaan dalam kemampuan berbicara antara mahasiswa IPK tinggi dan non-tinggi. Perbedaan performa berbicara antara IPK tinggi dan non-tinggi dijumpai dalam dua aspek, yaitu tata bahasa dan pelafalan. Sementara itu, dijumpai pula dua persamaan antara mahasiswa IPK tinggi dan non-tinggi. Kedua persamaan tersebut pada aspek kosakata dan kelancaran.

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## ملخص

أنيندا خيران، (٢٠٢٣): تحليل أداء التحدث بين الطلاب ذوي المعدل التراكمي المرتفع وغير المرتفع: دراسة الحالة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

بناء على البحث الأولي، وجدت الباحثة أن هناك طلابا لم يكن لديهم تراكمي مرتفع، ولكن لديهم مهارات جيدة في التحدث باللغة الإنجليزية. هناك طلاب لديهم معدل تراكمي مرتفع ولكن مهاراتهم في التحدث باللغة الإنجليزية منخفضة. وهذا البحث يهدف إلى التعرف على أوجه الاختلاف والتشابه في أداء التحدث بين الطلاب ذوي المعدل التراكمي المختلف، أي بين ذوي المعدل التراكمي المرتفع والمنخفض. وهذا البحث يستخدم طريقة البحث الوصفي الكيفي. ومخبرو البحث الفصل الدراسي الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف الإسلامية الحكومية رياو، وعددهم ١٢ طالبا. وهم يتألفون من سبعة طلاب معدل تراكمي أعلى من ٣,٥ (مرتفع) وخمسة طلاب أقل من ٣,٥ (غير مرتفع) للحصول عليهم من خلال طريقة أخذ العينات الطوعية. تم جمع البيانات حول التحدث للطلاب باستخدام مهمة التحدث. أظهرت نتائج هذا البحث أن اختلافات وتشابهات في قدرات التحدث بين الطلاب ذوي المعدل التراكمي المرتفع وغير المرتفع. تم العثور على اختلافات في أداء التحدث بين المعدل التراكمي المرتفع وغير المرتفع في جانبين هما القواعد والنطق. وفي الوقت نفسه، تم العثور أيضا على وجوه تشابه بين الطلاب ذوي المعدل التراكمي المرتفع وغير المرتفع. وهذان التشابهان موجودان في جوانب المفردات والطلاقة.

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**LIST OF CONTENTS**

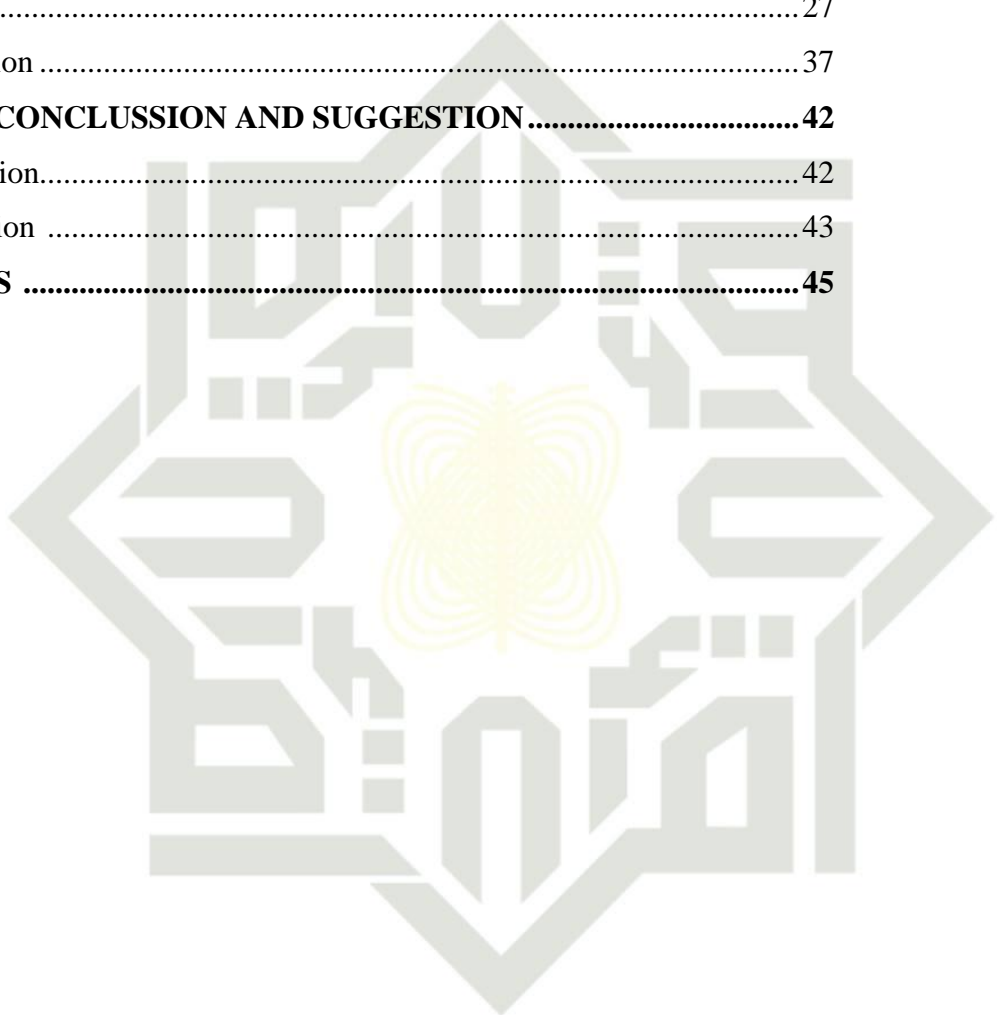
<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ABSTRAK</b> .....	<b>viii</b>
خلاصة.....	<b>ix</b>
<b>LIST OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABELS</b> .....	<b>xii</b>
<b>LIST OF FIGURES</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem .....	1
B. Problems.....	6
1. Identification of the Problem .....	6
2. Limitation of the Problem .....	6
3. Formulation of the Problem .....	6
C. Objectives and Significances of the Research .....	6
D. Definition of the Terms .....	7
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>10</b>
A. Theoretical Framework .....	10
1. Speaking Performance .....	10
2. Higher Achievers .....	14
3. Non Higher Achievers.....	15
B. Relevant Research.....	16
C. Conceptual Framework.....	18
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>20</b>
A. Research Design.....	20
B. Setting .....	21



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C. Subject and Object of the Research .....	21
D. Research Informant .....	22
E. Technique of Collecting Data .....	23
F. Technique of Data Analysis .....	26
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>27</b>
A. Finding .....	27
B. Discussion .....	37
<b>CHAPTER V CONCLUSSION AND SUGGESTION .....</b>	<b>42</b>
A. Conclusion.....	42
B. Suggestion .....	43
<b>REFERENCES .....</b>	<b>45</b>





## LIST OF TABLES

Table III.1 Research Informants .....	22
Table III.2 Rubric of Speaking Performance .....	24



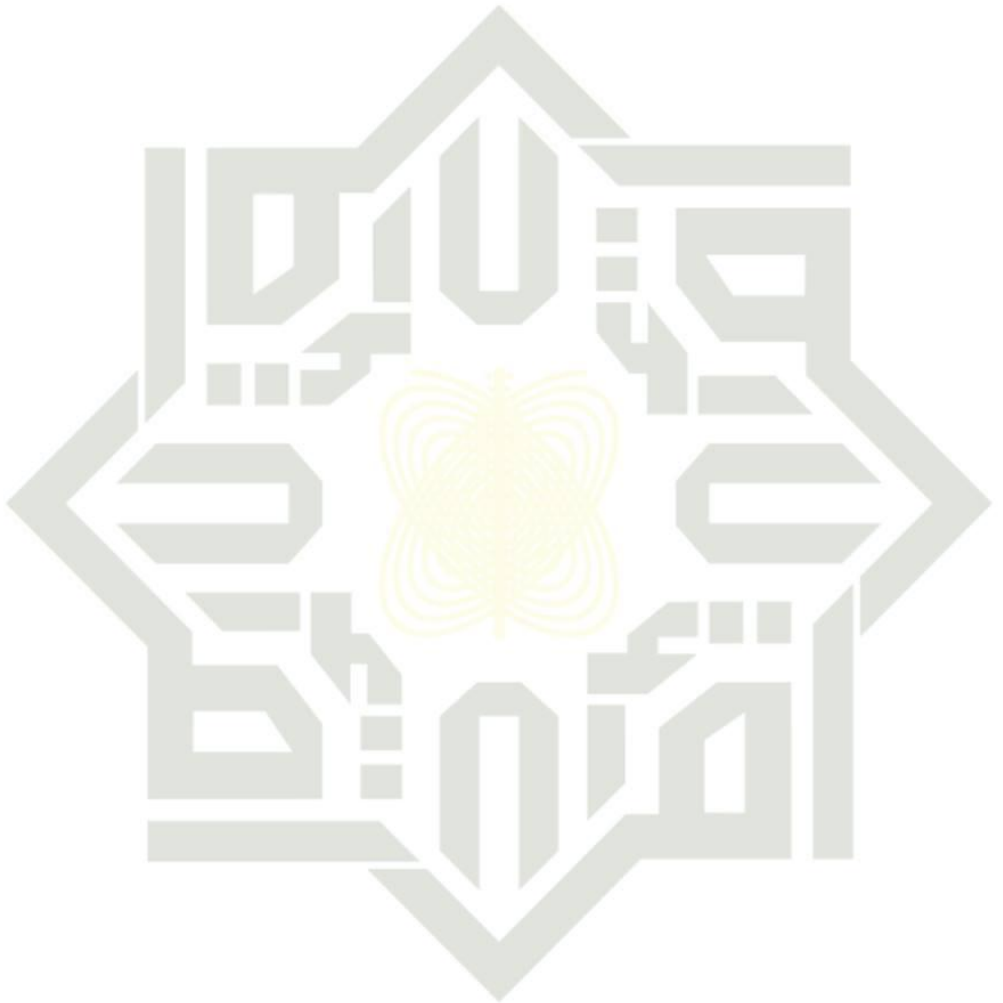
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## LIST OF FIGURES

Figures II.1 Conceptual Framework .....	19
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## LIST OF APPENDICES

<b>Appendix I</b>	<b>Research Instrument</b>
<b>Appendix II</b>	<b>Transcription of Interview</b>
<b>Appendix III</b>	<b>Thesis Guidance Letters</b>
<b>Appendix IV</b>	<b>Research Letters</b>
<b>Appendix V</b>	<b>Documentation</b>



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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Speaking is one of four skills and may not deserve in all contexts to be elevated to the sole criterion for proficiency (Brown, 1985). Speaking is the most important skill among the four language skills to be able to communicate well in a global world (Rao, 2019). In today's globalized world, communication plays an important role in getting success in any field. Language is used as a tool to communicate. Perfect communication is impossible for people without using language.

In the context of learning English, speaking is a complex skill that involves interaction between speakers and listeners in an active process. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2004).

On the other hand, speaking involves conveying the speaker's intended message to the listener, receiving information from the speaker, comprehending the spoken content at a natural speed, and being capable of responding to questions that demand a quick or long answer (Karim, 2022).



Speaking a second or foreign language is often seen as the four most demanding skills. Thus, the demand for fluency in speaking is higher than other language skills, although the others cannot be underestimated. Bailey and Savage in Apriliaswati et al. (2015) said English speaking skills require speakers to use authentic language which means that students need to use the language on every occasion or when communicating with other students in an academic context.

Performance represents the evident demonstration or practical application of competence. It encompasses the actual execution of activities such as walking, singing, dancing, and speaking (Brown, 1985). Speaking performance is the act of communicating ideas from the speaker to the listener through words, utterances, and phrases. A person's speaking performance will naturally reveal whether they are competent or not (Arniatika, 2021).

Additionally, characteristics including motivation, learning style, attitude toward language learning, personality type, and learning methodologies can influence how well or poorly a person performs when learning a language. Strategies for learning have made it easier to distinguish between successful and failed students (Samperio, 2019). A student who appears capable of succeeding in school but is nonetheless struggling is often referred to as an underachiever (McCoach & Siegle, 2001).

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Each teacher is aware of at least one student who is capable of doing better. These are the students who don't have any books or assignments when they arrive at school, who don't appear to be studying for examinations, and who don't seem to care what their parents or teachers say when they warn them that their grades now will have an impact on the rest of their professional careers. These students are often referred to as "underachievers" (McCoach & Siegle, 2001).

Gifted underachievers share more similarities with low achievers in general than with gifted high achievers, in most aspects. Among gifted underachievers, the most perplexing subgroup consists of students who achieve high scores on standardized achievement tests but demonstrate poor performance in the classroom (Colangelo et al., 1993).

Underachievers are rarely compared to other low achievers, making it unclear whether their characteristics are actually specific to achieving lower than expected (Dings & Spinath, 2021). Most of the literature on underachievement suggest underachievers have more negative attitudes toward school, lower academic self-perceptions, lower self motivation and self regulation, and less goal-directed conduct than high achievers.

Understanding how high and poor achievers execute strategically during a speaking examination can help language teachers identify each set of students' strengths and areas for improvement, meet to their strategic requirements, and better prepare them for high-stakes exams (Sajedifard & Abedi, 2022).





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Furthermore, in the learning process on campus, one of the students learns about speaking. Based on previous observations of several fourth semester students, the researcher found that some students got a cumulative grade point average of 3.5 and above and could also be called higher achievers. Then there are also students who get a cumulative grade point average of 3.5 and below or can be said to be non-higher achievers.

A high achiever learner is a person who understands what it takes to succeed in education and is prepared to invest the time and effort required. They are known for being proficient language learners (Salikin & Zulfiqar, 2017). A student who performs well in school is probably one who achieves the standard set by the school or receives a good score.

Non-classified students who are having academic difficulty or performing below proficiency are included in the definition of a "non-higher achieving student". Whether students do badly on examinations or during classwork, their teachers have identified these low achievers as needing academic support. Below-level grades and making little to no academic progress are two more characteristics of low-achievers (Carman, 2015).

Furthermore, problems related to the comparison between higher and lower achievers have been investigated by previous studies, such as research by Samperio (2019), Anggini & Arjulayana (2021), Jusuf et al. (2008), Apriliaswati et al. (2015). The fourth previous studies discuss about learning strategies and students' speaking performance. However,



the focus of the topic in this research is different. Samperio (2019) identify the possible differences in the types of strategies and their frequency of use in low and high achievers of English in a language center. Anggini & Arjulayana (2021) investigates student's speaking performance while they have academic speaking practice. Jusuf et al. (2008) examines the factors that affect the students' poor performance in speaking English as well as the solution to overcome the factors. Apriliawati et al. (2015) identify the most dominant problem in speaking performance faced by the third semester students.

The difference between this research and previous research is that this study examines the differences and similarities of speaking performance between higher and non-higher achievers of the fourth semester students in English Education at UIN Suska Riau. Previous studies discussed the learning strategies and students' speaking performance. Furthermore, no other researchers have examined the higher and non-higher achievers at UIN Suska Riau.

Based on previous interviews with several English education students, the researcher found that there were students who had not high grade point average, but had good English skills. Then, there are also students who have a high grade point average but their English skills are not perfect.

Considering the identified research gaps and the explanation above, this study aims to find out the differences and similarities of speaking

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performance between higher and non-higher achievers in the fourth semester students. Researcher conducted a study entitled “**An Analysis of Speaking performance Between Higher and Non-Higher Achievers: A Case study at Department of English Education of UIN Suska Riau**”.

### **B. Identification of The Problem**

Based on the background of the study, it was identified that there are several English students at UIN Suska Riau who have a high grade point average but their ability to speak English is not good. On the other hand, some students who have a cumulative grade point average are not high, but have good English speaking skills.

Based on these findings, the writers are interested in seeing a differences and similarities of speaking performance between higher and non-higher achievers.

### **C. Limitation of the problem**

Due to the researcher’s limited resources, researcher focuses the problems in this research into particular problem. Limited researcher ability and limited time so that the researcher conducted this research and researcher focuses on analyzing the differences and similarities of speaking performance between higher and non-higher achievers in the fourth semester at department of English Education of UIN Suska Riau.

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#### **D. Formulations of the Research problem**

The problem of this research can be formulated as follows:

- a. What are the differences of speaking performance between higher and non-higher achievers in the fourth semester students at Department of English Education of UIN Suska Riau?
- b. What are the similarities of speaking performance between higher and non-higher achievers in the fourth semester students at Department of English Education of UIN Suska Riau?

#### **E. Objectives of the Research**

In line with the research problems above, the objectives of this study are as follows:

- a. To find out the differences of speaking performance between higher and non-higher achievers in the fourth semester students at Department of English Education of UIN Suska Riau.
- b. To find out the similarities of speaking performance between higher and non-higher achievers in the fourth semester students at Department of English Education of UIN Suska Riau.

#### **F. Significances of the Research**

This research has theoretically and practically significance. Theoretically, the results of this study are expected to provide understanding and knowledge about the differences and similarities between higher and non-higher achievers, especially in the students' speaking English performance. Practically, this research will help students



to increase understanding in knowing their abilities. Then, they can find the differences and similarities between higher and non-higher achievers in speaking performance. So they can improve their speaking performance. The researcher hopes that the results of this study will provide information to English teachers to improve students' speaking performance. This research can be a reference for other researchers related to the same field with this research.

#### G. Definition of the Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to the writer to define the following terms :

##### 1. Speaking performance

Speaking performance is the act of communicating ideas from the speaker to the listener through words, utterances, and phrases. A students speaking performance will naturally reveal whether they are competent or not (Arniatika, 2021).

Speaking performance in this study is a person's action to be able to communicate existing ideas and thoughts by using the speaker's words to the intended person.

##### 2. Higher Achievers

A high achiever learner is a student who understands what it takes to succeed in education and is prepared to invest the time and effort required. They are known for being proficient language learners (Salikin & Zulfiqar, 2017).

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Higher achievers in this study are students of fourth semester who have a cumulative grade point average of above 3.5 are considered as higher achievers in this study.

### 3. Non-Higher Achievers

Non-high achieving students are unaware of their own learning processes and are thus unable to understand the notions of learning in the now and of developing strategies for future learning, essential components of self-assessment (Orsmond & Merry, 2013).

Non higher achiever in this study are those students of semester four who have a cumulative grade point average of 3.5 and below are included as non-higher achievers in this study.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Speaking performance

Performance is a manifestation or realization of competence that is clearly visible and real (Brown, 2000). This term refers to the fact that performance can be measured by actually doing something. A person's actual performance can indicate whether they are competent or not (Arniatika, 2021).

Speaking is an interactive activity that involves non-verbal language to communicate and facilitate efficient communication. Speaking performance is the act of communicating ideas from the speaker to the listener through words, utterances, and phrases. A person's speaking performance will naturally reveal whether they are competent or not (Arniatika, 2021).

In fact, a lot of students think that while having conversation with people, language skills are more crucial than reading and writing skills. They argue that speaking is the most important language skill to control and assess learning success based on acquisition of speaking skill (Burkart, 1998).

From the explanation above, speaking performance is a person's action to be able to communicate about existing ideas and thoughts using the words of the speaker to the intended person.



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## Speaking Problems

There are several speaking problems faced by students namely lack of speaking teachers in teaching speaking , lack of fluency and naturalness in speaking , students feel embarrassed when speaking English, lack of pronunciation, fear of students making mistakes, and lack of grammar knowledge (Susanti et al., 2020).

There are several problems with speaking skill that teachers may encounter when helping students speak in the classroom (Tuan & Mai, 2015). The first problem students often encounter is inhibition. Students frequently experience self-consciousness when speaking in another language in class. They fear making errors, receiving criticism, or looking foolish. They try to avoid bringing attention with their speech. Second, students frequently complain that they lack ideas and the will to express themselves.

Furthermore, problems in speaking includes inaccurate vocabulary, lack of mastery in grammar, lack of correct pronunciation, lack of English input outside the calssroom, lack of self confidence, and lastly, the lack of language development in curriculum (Wahyuningsih & Afandi, 2020).

## Types of Speaking performance

There are five types of speaking performance (Brown, 2004). The first is imitative. The ability to just repeat back (imitate) a word, phrase, or sometimes a sentence is at one end of a continuum of sorts

of speaking performance. Despite the fact that this is primarily a phonetic level of oral output, the criterion performance may incorporate certain prosodic, lexical, and grammatical aspects of language.

The second is intensive. The production of short oral language segments that show proficiency in a specific range of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements like intonation, stress, rhythm, or juncture) is a second type of speaking that is frequently used in assessment contexts.

The third is responsive. Although interaction and comprehension are included in the responsive assessment tasks, they are rather limited to very brief chats, polite small talk, straightforward requests and comments, and the like.

The fourth is intensive. The duration and complexity of the contact, which occasionally involves many exchanges and/or multiple participants, is what distinguishes responsive speaking from interactive speaking.

The fifth is extensive. Speeches, oral presentations, and storytelling are examples of extensive oral production activities where the opportunity for oral participation from listeners is either severely constrained (perhaps to nonverbal answers) or completely eliminated.

### **Aspects of Speaking performance**

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Aspects of speaking performance namely fluency, accuracy, pronunciation, and vocabulary (Brown, 2004). The first is fluency, which means ability to speak fluently and accurately while communicating. The teacher can let students express opinions and without interruption during the teaching and learning process. Students should be able to communicate naturally and fluently (Widari, 2020). Then, it is designed to help all students in speaking clearly and smoothly. Considering that too much correction interrupts the flow of speech, the teacher does not correct right away.

Secondly, accuracy focuses on grammatical elements. Teachers can give students communication tasks such as talks, roleplays, and debates. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process (Leong & Ahmadi, 2017). Accuracy in speaking instruction is created by providing learners with opportunities to engage in everyday life contexts. Those kinds of activities can be engage the learners in the natural interaction process whenever possible (Widari, 2020).

Thirdly, Students can use pronunciation to improve their ability to talk clearly. With the correct pronunciation and intonation, students may communicate well even when their vocabulary and grammar are limited. When a student has clear pronunciation and intonation, even with minimal vocabulary and grammar, they are able to communicate successfully.

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The use of words in a conventional or customary way is referred to as pronunciation. Learners should be familiar with the different sounds and their pronunciations as well as phonological rules in order to speak English correctly. Moreover, students should be aware of tone, intonation, and stress. All of these elements help learners speak the English language easily and effectively (Leong & Ahmadi, 2017).

Lastly, the most crucial component of learning a foreign language is vocabulary. If a person has a limited vocabulary, their speaking, listening, writing, and reading abilities will be limited. Vocabulary refers to the proper pronunciation or the most crucial aspect of a language, particularly in speaking. Also, having a wide vocabulary will make it simpler for us to express our thoughts, feelings, and ideas verbally and in writing. Without their vocabulary, a person cannot communicate or express their views. So, it can be said that the ability to use words effectively is one of the keys to effective communication.

## 2. Higher and Non Higher Achiever

Although higher and non-higher achievers differ in many ways, both must adapt to their current learning environment and manage their learning effectively. There may be other similarities between higher and non-higher achievers, such as the utilization of learning strategies.

Both sorts of learners use mechanisms to aid them in the process of learning a language, whether they are techniques from their repertoire

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or strategies that they can apply at the precise moment they are faced with a new task (Samperio, 2019).

### **Higher Achiever**

A high achiever learner is a person who understands what it takes to succeed in education and is prepared to invest the time and effort required. They are known for being proficient language learners (Salikin & Zulfiqar, 2017).

Bainbridge in Muthalib (2021) defined that “high achieving students are those who achieve a goal. In school, a high achieving student would be a student who gets high marks, good grades”. The learning materials that high-achieving students provide are on time, neat, well-developed, and accurate (Kingore, 2003).

High achievers are more proactive and metacognitive, and they can employ methods like self-monitoring, planning, goal setting, seeking practice, and overviewing in reading more frequently. They can also pay attention, evaluate themselves, and find information (Samperio, 2019).

### **Non Higher Achievers**

Underachievers (non-higher achievers) are rarely compared to other low achievers, making it unclear whether their characteristics are actually specific to achieving lower than expected (Dings & Spinath, 2021).

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Non-high achieving students are poorly self-assessing and are thus unable to address the feedback demands made by the tutor. It is not solely cognitive abilities that non-high achieving students lack. Self-assessment is not solely a cognitive process but relies on social learning in which questioning becomes a key aspect in the appropriation and challenging of concepts and ideas (Orsmond & Merry, 2013).

The question remains uncertain whether the distinctions between high-achieving and underachieving intelligent students can be solely attributed to underachievement or are, in fact, a result of overall low achievement. For instance, a low academic self-concept may be commonly found among students who consistently receive poor grades, and they might merely express this lack of success when asked about their academic self-perception.

#### B. Relevant Research

There are some previous research which relevant for this research. First, research by Samperio (2019) with title “Learning Strategies Used by High and Low Achievers in the First Level of English” found that students in both categories use similar strategies, the difference lies in the frequency of use and how they use the strategies. Finally, from the qualitative data emerges a list of strategies used by high achievers.

The second, Anggini & Arjulayana (2021) with the title “Analysis Student’s Speaking performance as an Academic Speaker’s Practice”

concluded that students speaking performance is need to be treating well, especially in their self-confident and vocabulary master, because it will be impossible for them to be a good speaker if they have lots of anxiety.

The third, research by Jusuf et al. (2008) with the title “Students’ Performance In Speaking English (A Case Study on Students’ Poor Performance in Speaking English)” found that the factors arise from two aspects which called internal and external factors. First, the internal factors consist of language competence and psychological aspect. In language competence aspect, the major factors are lack of vocabulary, grammar, and pronunciation aspect.

In psychological aspect, the students are influenced by lacking confidence to speak English, fear of making mistake, and lack of motivation. Second, the external factors include the deficiency of using various teaching method, shortage of having English spoken in class environment and large scale of students’ amount in the class.

Besides, this study reveals one new finding as the affecting factor of the students’ speaking performance, which is lack of exposure to English language. Another last, the study uncovers several solutions to overcome the students’ poor speaking performance. They are building the students’ motivation, creating classroom rules, using various teaching method, and reforming attitude of students, teacher, and school.

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The fourth by Apriliawati et al. (2015) with the title “A study on student’s english speaking problems in speaking performance” concluded that students have problems in their speaking performance, as evidenced by the percentage of grammar is 22.16%, followed by vocabulary which obtained a total percentage of 20.19%. Next, with the total percentage of 16.25%, pronunciation has also become a problem affecting students' speaking performance. The mean percentage of the linguistic problems is 19.53%.

Based on the previous research mentioned above, researchers previously examined learning strategies and students’ speaking performance. Meanwhile, researcher examined the differences and similarities in speaking performance between higher and non-higher achievers. Then, the researcher used a case study method and in collecting data used a speaking tasks.

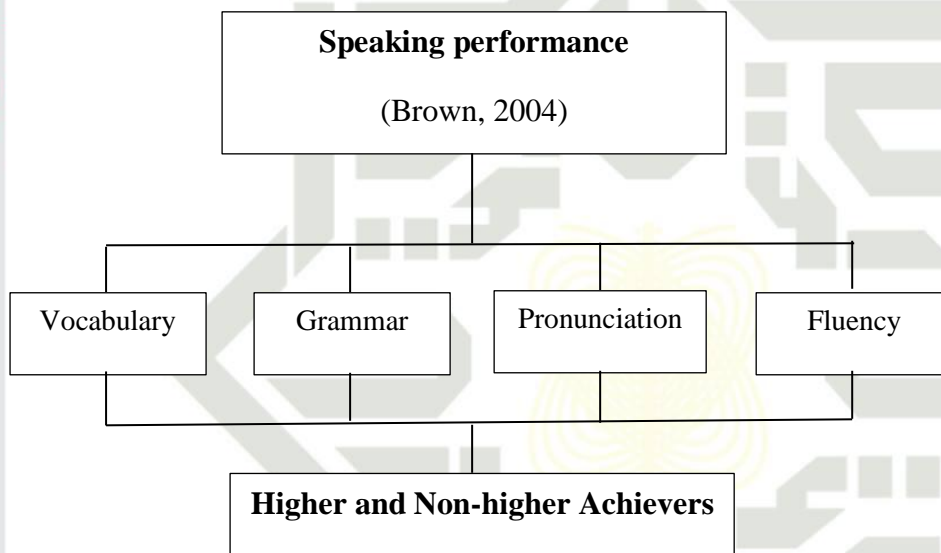
### C. Conceptual Framework

A conceptual framework usually consists of a body of generic theories and rules which altogether constitute a reference point for investigations and research in specific knowledge areas (Abanikannda, 2020). This study refers to six aspects of speaking performance, such as: Vocabulary, Grammar, Pronunciation, and Fluency. For this study, researchers focused on the differences and similarities in speaking performance between higher and non-higher achievers.



Thus, this study is intended to analyze speaking performance between higher and non-higher achievers in the fourth semester students at Department of English Education of UIN Sultan Syarif Kasim Riau. In this research, the researcher uses five aspects of speaking based on Brown (2004). The concept of this research is illustrated in the following figure:

**Figure: II.1 Conceptual Framework**



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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this study, the researcher used a qualitative research with a case study. Qualitative research is an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied (Aspers & Corte, 2021).

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes (Creswell, 2012). A qualitative design with a case study aimed to describe a phenomenon accurately based on the characteristic of research.

Case study are one of the most widely used strategies in qualitative social research (Priya, 2021). According to Yin (in Henderson, 1994) case study as a research design is especially suitable when there are large numbers of variables in a small number of applied units of analysis and when the context plays an important role. In this study, there were twelve students in the Department of English Education who were willing to be research participants.

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This study used a qualitative approach to describe the differences and similarities of speaking performance between higher and non-higher achievers in the fourth semester students at Department of English Education of UIN Suska Riau. The method used in this study was to collect and analyze data in accordance with the objectives of this study to obtain information about the differences and similarities between higher and non-higher achievers in their speaking performance.

So researcher argue that case study is a qualitative research method to obtain as complete and deep knowledge when the number of participants is small.

From the explanation above, the writer can conclude that qualitative research is research used to collect non-numeric data that involves respondents as the source of data.

**B. Setting**

This research was conducted in June 2023 at State Islamic University of Sultan Syarif Kasim Riau which is located at Jl. H.R Soebrantas, no. 155 km 15, Simpang Baru, Tampan, Pekanbaru.

**C. Research Informant**

The informants of this study were fourth semester students who had a cumulative grade point average of <3.5 and >3.5 at Department of English Education of UIN Suska Riau. Informants are research topics that can provide information about the phenomena/problems raised in an investigation (Sukmawati et al., 2023).



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The researcher used convenience sampling as the technique of selecting the participants. Convenience sampling for qualitative research depends on the motivation of those who participate in the research (Stratton, 2021). Then, the participants in this study were twelve students with 7 higher achievers and 5 non-higher achievers, because according to the intent of convenience sampling, informants based on their convenience and availability. Therefore, researchers are interested in studying higher and non-higher achievers with speaking tasks.

**Table III.1 Research Informant**

No	Informant	Information	Amount
1	Fourth semester student at Department of English Education of UIN Suska Riau	Speaking tasks	12
	<b>Total</b>		<b>12 people</b>

**D. Technique of Collecting the Data**

In collecting data, the researcher gave the tasks to higher and non-higher achievers to see the differences and similarities between higher and non-higher achievers in speaking. Collect the students speaking performance through asking them to perform some tasks. The researcher used recorded spoken tasks to collect the data.

**1. Speaking tasks**

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In the tasks, the students were asked to create a spontaneous monolog based on a given topic to measure how they can describe and given 5 minutes to think about what they are going to say.

The steps of the test below:

- 1) Each participant was given the same topic of conversation.
- 2) Participants was given time to prepare for a few minutes before the start of the speaking tasks.
- 3) Participants were asked to speak for 3-5 minutes on a given topic.
- 4) During speaking, participants are expected to use appropriate vocabulary, grammar, and sentence structure.
- 5) Participants are also expected to speak fluently, express ideas clearly, and demonstrate a good understanding of the topics discussed.
- 6) The speaking tasks was recorded.

**E. Technique of Data Analysis**

To analyze the speaking tasks, the researcher uses a student assessment rubric with six components that must be assessed in the speaking tasks.

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Table III. 2

## Oral Proficiency Scoring Categories

(Brown, 2004)

Aspects	Students Actions
Vocabulary	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	Speaking vocabulary inadequate to express anything but the most elementary needs.
Grammar	Equivalent to that of an educated native speaker.
	Can use language appropriately at all levels which are usually related to professional needs. Very rare mistakes in grammar
	Control of grammar is good. can speak in a language that is accurate and structural enough to participate effectively in most formal and informal conversations on practical, social and professional topics
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Pronunciation	Equivalent to and fully accepted by educated native speaker.
	Errors in pronunciation are quite rare.
	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	Accent is intelligible though often quite faulty.
	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	Able to be handled with confidence but not with introductions and casual conversations about current events, most social, family and autobiographical situations, as well as job information.





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(No specific fluency description. Refer to other four language areas for implied level of fluency).
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Qualitative data analysis is a process of description, classification and interconnection of phenomenon with the concept of researchers (Graue, 2015). The data will be analyzed by using descriptive analysis that will be analyzed based on theory by Miles and Huberman (1994) model which consists of three steps that are; data reduction, data display, and conclusion drawing or verification.

#### 1) Data Reduction

Reducing a data means summarizing, selecting, focusing on what is important and reducing what is unnecessary. Data reduction aims to obtain clear data and will make it easier for researchers to analyze data. So, this analysis is focused on observing data that is in accordance with the research and interviewing students whose questions have been formulated until the data is complete.

#### 2) Data Display

Displaying data is showing data in narrative form. It is designed to be semantic and easy to understand. This is because in this study the present of data is a description, descriptive means giving or showing about the description of the situation.

#### 3) Conclusion/Verification

Getting conclusions is the last step of qualitative research, the writer has a conclusion after getting agreement with the research subject. Therefore, in this study after transcribing the data into written transcripts, the researcher identifies, selects, and classifies them based



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on the needs of analysis related to the research topic. Then the researcher matches the data with the research questions to answer question and then the researcher concludes them.

#### F. Triangulation

Triangulation means that the researcher uses data from a variety of sources applying a variety of methods stated (Bryman & Bell in Henderson, 1994). The validity of the data is needed to obtain a level of confidence related to how far the research results are true. The purpose of triangulation is to obtain a more objective and comprehensive assessment of the test takers' speaking performance.

In this study, to ensure the validity and reliability of the research, the researcher conducted following steps of triangulation. First, corroborating evidence from different individuals (e.g., other higher and non-higher students). Second, researchers applied multiple investigator that is the researcher and the supervisor together involved in discussing and analysis the data. By combining the two data sources, then researcher aim to obtain valid and reliable results. This comparison helps find agreement or convergence between supervisor and researcher, which ultimately results in more robust and reliable findings. By using triangulation, researchers can improve the quality of research and confidence in the results found.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study investigates the analysis of the differences and similarities of speaking performance between higher and non-higher achievers on fourth semester students of English Education at UIN Suska Riau. This research elicited data from some speaking performance though different levels of difficulty of speaking tasks by the fourth semester students. Furthermore, the study seek to answer the differences and similarities which were seen from the collected data between higher and non-higher achievers.

The differences in speaking performance between higher and non-higher were identified in two aspects, namely grammar and pronunciation. The first difference is in the aspect of grammar. Higher achievers showed better accuracy in using grammar when speaking. In other words, the non-higher achievers, they showed more grammatical errors. However, those errors were still tolerable.

The second aspect is pronunciation. For this aspect, higher and non-higher achievers showed some differences. Higher achievers could used better pronunciation when they speak and they were more fluent. On the other hand, non-higher achievers showed that they have less clear in pronunciation. They made some imprecise pronunciation.





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Meanwhile, there were two similarities identified in speaking performance between higher and non-higher achievers. The two similarities are in the aspects of vocabulary and fluency. In the first aspect, namely vocabulary, higher and non-higher achievers show similarities of vocabulary range. There are some higher achievers who show that they can use many various words, but there are also those who used basic words. In line, some non-higher achievers also showed a variety of vocabulary range in speaking and some are unable to provide a variety of words and only focus on basic words.

In the second aspect there is fluency. Higher and non-higher achievers show similarities, that they were lacking of fluency. When talking about familiar topics, they have better fluency. However, when speaking on less familiar and unfamiliar topics, they pause more for a moment to think about the next sentence. Often when speaking, they pause to think about the word they were going to say. Then, higher and non-higher will say the word *aaaa* when they were thinking about saying the next word when speaking.

#### B. Suggestion

This research focuses on fourth semester students of English Education at UIN Suska Riau. Based on these findings, researchers offer some recommendations for English students, lecturers, and future researchers.

First, for English Education students, students are recommended to create a friendly and cooperative environment that support in their speaking performance.

Second, lecturers could give their students motivation to speak English through the use of several speaking tasks that help them speak and encourage them to take part in speaking activities.

Lastly, future researchers it is also recommended to continue this research with further studies, i.e to explore other areas that may not be included in the scope of this research. This follow-up research will provide a more comprehensive picture insight into students' speaking performance, and provide a stronger basis for the development of effective learning strategies and approaches.

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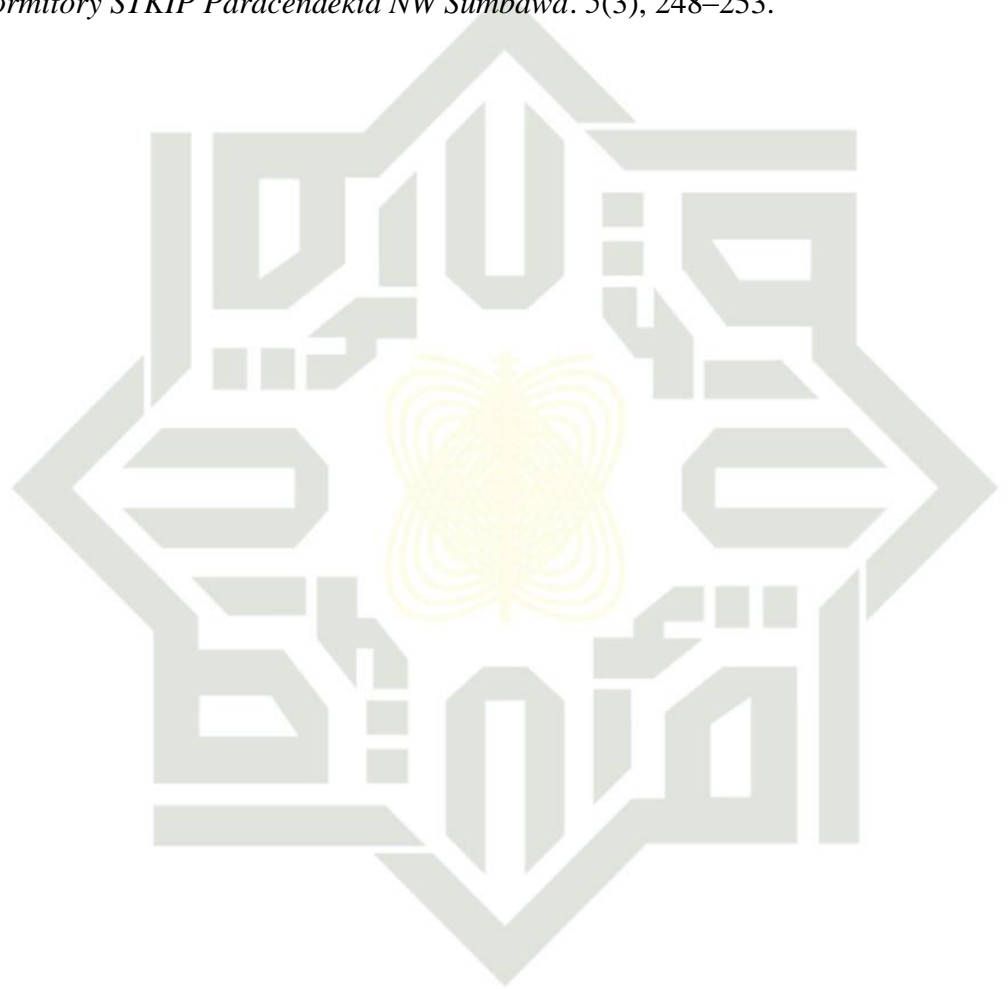
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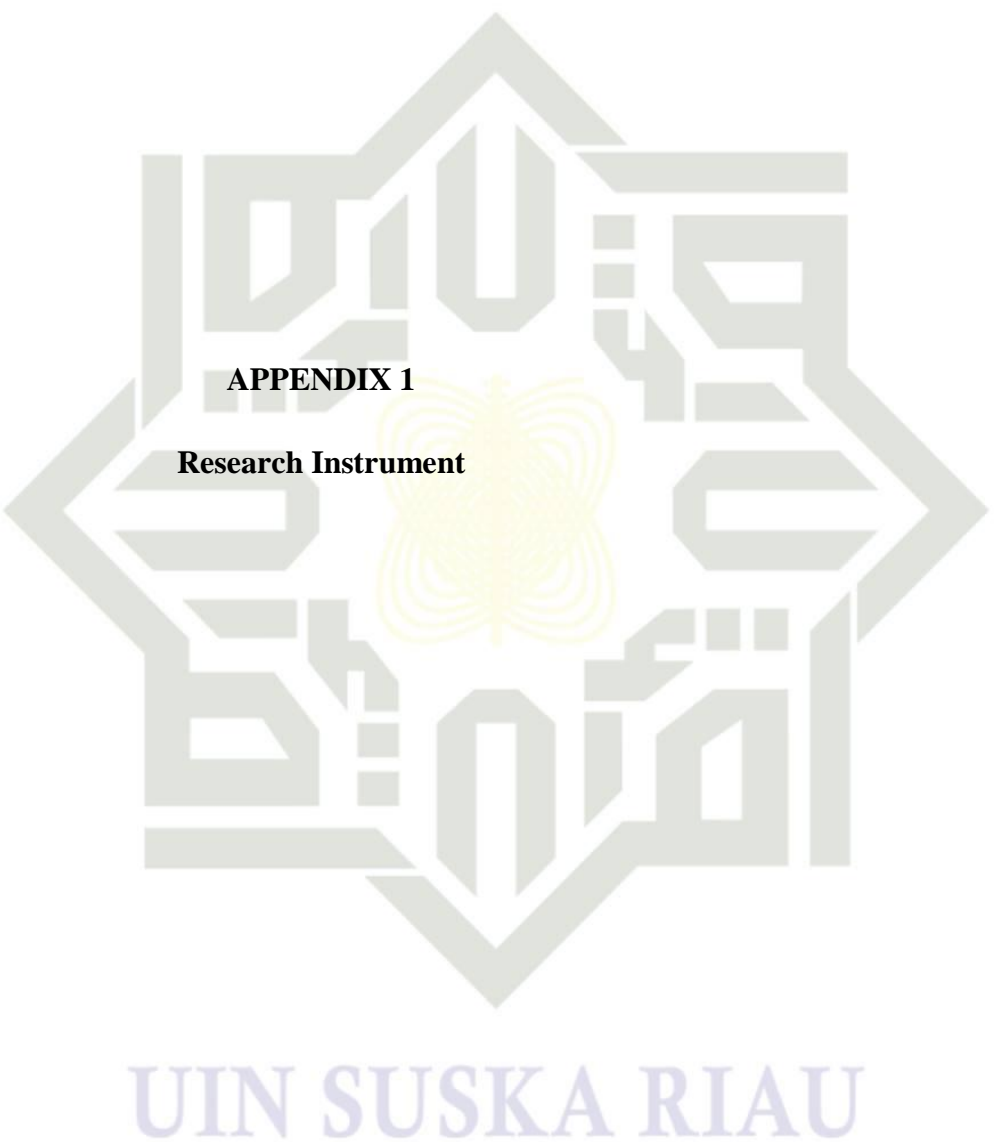
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## APPENDIX 1

### Research Instrument

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**1. Familiar Topic**

In this topic required to one of the familiar topics. For this occasion, self-talk was chosen.

The description should include at least :

- Self
- Hobbies
- Favorite place you always visit
- Favorite food and drink

**2. Less Familiar Topic**

In this topic required to one of the less familiar topics. For this occasion, describe about someone who inspires the chosen one.

The description should include at least :

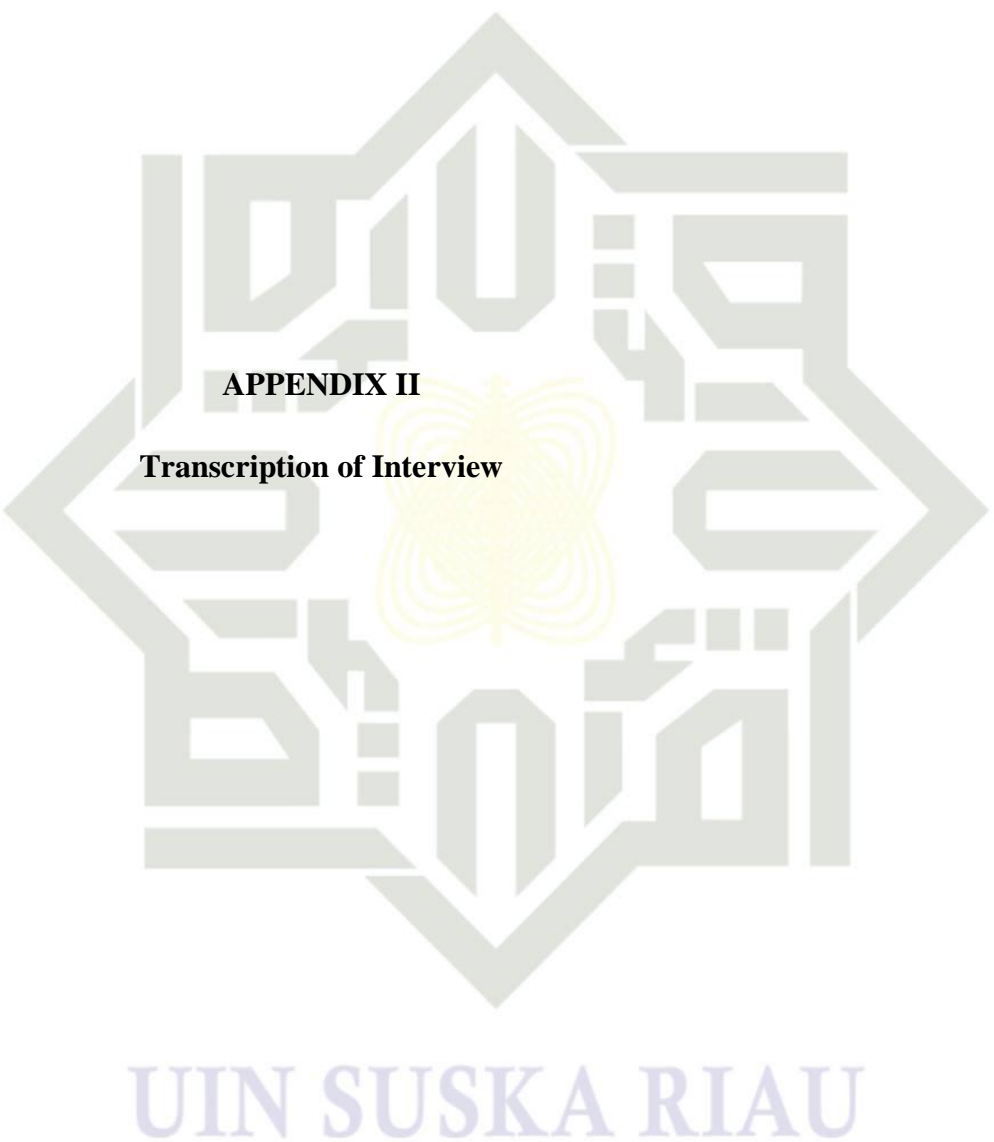
- Who is this person? Do you know him/her in person?
- Why is that person inspiring?
- What kind of inspiring thing has this person done?
- How has this person affected your self personally?

**3. Unfamiliar Topic**

In this topic required to one of the unfamiliar topics. For this occasion, describe about one of the viral issues in the country at the moment.

The description should include at least :

- What is the issue about?
- What is being controversial/popular?
- How do people/netizen respond to it?
- What is your opinion about it?



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## Transcription of Interview

### Student 1

Name : Thalia Adinda

Date : June 22, 2023

No	Topics	Students
1.	Familiar	Hello, let me introduce myself. My name is Thalia. I'm from class 4E. I'm 20 years of female. My hobbies are reading comics, watching anime or American series like 911. And then I guess my favorite food is chicken skewer. I never talk about it before and my favorite drink is Ice Lemon tea. And then I don't have any favorite place except my hometown.
2.	Less Familiar	I have someone who's inspired me a lot. His name is Bangchan from Stray Kids. He is a K pop singer but also a producer. He is type of person that is always kind to others and he is smart. Of course, he is the leader of his group, so his members always rely on him. And it makes him a really a reliable person. That's what inspire me. I wanna be like him. Someone who can. Someone who cares about others. Someone who Someone who can you trust it. Someone who makes you feel safe around like that.
	Unfamiliar	That the Rafi Ahmad's sister people are getting angry with her because she's having an affair with someone. Even so, she's already have a kind and rich husband and her lover. The person she's cheating with. It turns out to be someone else's husband. This has become a hot topic lately.

### Student 2

Name : Hesrian Tera

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Date : June 22, 2023

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Topics	Students
Familiar	My name is Hesrian Tera. I am from 4E class and now I am 20 years old. My hobbies are watching movie, listening to music and reading some novel. Novel. Aaa I don't have any favorite place, my favorite food is maybe fried chicken and I love watermelon juice.
Less Familiar	Then aaa the person who inspires me is Maudi Ayunda. Maudi Ayunda is a public figure who should be aaa be used a role model especially. For young people, because of her seriousness in studying and her concern for educational issues, she can speak several languages, become a public speaker and more.
3. Unfamiliar	Then aaa the current viral issue that I know is infidelity a lot of news about the affair at this time, especially among the celebrities and it infights a lot of negative comments from netizens, I think enough for me

**Student 3**

Name : Amanda Luviana

Date : June 22, 2023

Topics	Students
Familiar	Hello, I'm Amanda and I'm 19 years old. I like listening to music and the beach is my favorite place. When I come back to my hometown, I really like kebabs and drinks with matcha.
Less Familiar	I have a mother who is my inspiration because she's a very good mother who does anything so that her child doesn't have any difficulties in anything and tries to



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Unfamiliar

take care of her child's mentality and she taught me to keep doing good to people, whoever it is.

Lately there have been many cases of extra marital affairs and the netizens were very surprised because most of the cheaters were unexpected people. Mmmm I think it's better with just one partner to reduce divorce cases that arrive. If there are household problems, it would be nice of them properly, Okey think Enough from me. Thank you.

**Student 4**

Name : Salsabila Azzahra

Date : June 22, 2023

No	Topics	Students
1.	Familiar	Hello my name is Salsabila Azzahra and you can call me salsa. I'm from class 4E. My hobbies are listening to music, uh watching movie and singing. And you know my favorite food is, um, fried chicken and then fried rice. And for drinks, I like juice, like orange juice and mango juice. And I have a place I want to go, China. I didn't know why, but I just. I just want to go there. It would be weird, right?
2.	Less Familiar	And then I have a favorite person. He is a Korean idol from the NCT Dream Group. His name is Na jaemin. I like him because yeah, he is definitely handsome and also talented.
3.	Unfamiliar	

**Student 5**

Name : Azizah Putri Riyani





Date : June 22, 2023

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Topics	Students
Familiar	Hello, my name is Azizah Putri Riyani and I'm 20 years old. I'm a English education student at UIN Suska. My hobbies are listening to music and also reading novels and about favorite place that I always visit. I don't have a favorite place that I always visit and my favorite food and drink is fried rice and orange juice.
Less Familiar	And next about someone who inspires me. I have someone who inspires me, mmm and she is a writer. She becomes someone who inspires me because she is a creative person and she can put everything she thinks into a book.
3. Unfamiliar	and next about current issues, one of the current issues is LGBT and of course many netizens criticize this behavior. And in my opinion, this behavior behavior is also very defiant and very far from our religious religious norms and legal norms.

**Student 6**

Name : Indah Fadillah

Date : June 22, 2023

Topics	Students
Familiar	My name is Indah Fadillah. My nickname is Indah. I'm from Pekanbaru and now I'm in semester empat UIN Suska Riau. My hobby is swimming reading novel or reading alternative universe on Twitter. My favorite place I always visit a place I always go. I think not always, but I if I find a new a nice place for



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healing like beach, park and mountains or a quite places and cool lots of trees, I will go there. My favorite food and drink my favorite food fried rice by my mom kalau minuman teh, kopi chocolate dan lain-lain.

Less Familiar

The someone who inspires me BTS is my inspiration. Why? Because their song have a good meaning and give encouragement to love yourself. They are so inspiration in every way. The way they tell me that life is valuable and many other thing that excite me and especially my inspiration is my parents.

Unfamiliar

One of the viral issue, the current issue maybe a lot of infidelity among Indonesia artist, and I saw a lot of surprising response. But also another issue is LGBT. Okey, Assalamu'alaikum Warahmatullahi Wabarakatuh, thank you.

**Student 7**

Name : Nurhafizah

Date : June 23, 2023

Topics	Students
Familiar	Well, I'm an 19 years old girl. I like watching and playing games. My favorite place is my room and the beach. I like meatball and mango juice.
Less Familiar	My inspiration is my mother. I know her first hands is some kind people and passionately with other people. It is making me positive vibes.
Unfamiliar	The covering issue is about BEM UI. He is one Jokowi to step down or bleeding and respond from netizen as disagree or Contra and in my opinion he is



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so cool but to offer done because it's use bleeding sentence I think enough. Thank you.

**Student 8**

Name : Viona Darma

Date : June 23, 2023

No	Topics	Students
1.	Familiar	I am the student of English Education department and now I am in the 4th semester for my hobby, usually in the weekend or holiday me and my friend or me and my family, we go to some places for travel. Uh for example we go to the camping or we just go to visit some places and traveling is my is one of my hobby. So for food, I think I almost like all of food in this world, as long as it's halal. And for a drink, I just don't drink coffee and coke. And of course I don't drink alcohol.
2.	Less Familiar	For a favorite person, I don't think that I have a certain favorite person because I almost like all of people that I met in my life. For example, when I watch a Korean drama, I like the actress and the actor in that drama so much. And when I watch another drama, I also like that actress and that actor so much.
3.	Unfamiliar	So for the current issue, I think nowadays the most viral common current issue is about the issue of celebrity entertainment, but I don't think it's come a benefit to me. So I don't want to think about it because it's not my business. Maybe that's all. Thanks.

**Student 9**

Name : Lisnani





Date : June 22, 2023

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3.

**Student 10**

Name : Khairunnisa

Date : June 22, 2023

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Topics	Students
Familiar	Hello, my name is Lisnani. You can call me Lilis. I am class of 4 E uh I am a female and my hobby is, uh, watching a film, listen music, cooking and shopping. And uh, my favorite food is, uh, fried chicken. I Meatball and aaa about a drink I love a chocolate and a place, I think I don't have a favorite place to visit.
Less Familiar	I have someone to make me interest to him. The name is Paul Taylor. He is a England people and aaaaa entrepreneur and comeden comedian. I don't know. I aaa interested with him beca because what But I think I interest with him because he is a very kind and funny and handsome and smart I think like that.
Unfamiliar	And about isu, I don't know what isu viral currently. I just know a little bit about LGBT, about gay and lesbian. Gay and lesbian right now is very much, right, in our country.

Topics	Students
Familiar	I'm Khairunnisa and I'm from class 4E English Education Department. My hobby is watching K drama and singing. My favorite place is bedroom and my favorite food is meatball and for for a drink is teajus apple.
Less Familiar	My favorite person is my mom's and why her inspiring? Because my mother always gives give all what I need and my mother is amazing person and

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Unfamiliar

strong woman. And directly seeing my mother fighting for his child met me determined to be a pride for her. Yes, like that.

Issue in popular today is maybe about the winner of Indonesian idols. Why is the popular? Because the winners of idol? Especially Rony and Salma are always the shipper by netizen and like this. Mmm how the people response, a netizen response is a very positive and happy and respond to him. I think my opinion is about is a very influential. Because my mood get better when I watch dance. OK, thank you.

**Student 11**

Name : Ananda Rasyida Fikri

Date : June 22, 2023

No	Topics	Students
1	Familiar	Hello, my name is Ananda Rasyida Fikri. You can call me Nanda. I'm 20 years old. My hobby is travelling, swimming and listening music. What is favorite place? Favorite place is coffee and universe. Why universe? Because I like the atmosphere of tranquility. What is favorite food and drink? Kebab and coffee.
	Less Familiar	Aaa Who is someone inspire? I choose Iqbaal Ramadhan, why? Just because he has very good speaking and can study abroad.
	Unfamiliar	What is the issue about. The issue that I'm seeing right now And the most trending one is about



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infinitely from netizen stories, they say an artist, is having an A fire with a movie player. I also don't know for sure, but that's all I heard. Okey I think enough for me.

## Student 12

Name : Febryanda Julyanto

Date : June 22, 2023

Topics	Students
Familiar	I want to introduce about myself. My name is Febryanda Julyanto. I'm live in Siak district and now I'm 19 years old and in 25 of July 2023 I'm in 20 years old. OK, my hobbies is playing mobile games and maybe a sport. My favorite place at that I always visit is maybe cafeteria, campus and each other and next my favorite food and drink. My favorite food is fried rice or chicken crispy. And my favorite drink is milk tea.
2. Less Familiar	I will describe about someone who inspires me. Aaaa this someone names is M. Genta Wicaksana and know him in person okey. I know him I person. Okey aaa something that he inspire to me is his hardwork aa his critical thinking and his public speaking. Aaa his good attitude. Okey, what kind of inspiring thing has this person done. I think aaa all of that I say before he always do that until now. Okey how has this person effected yourself personally. I think he aaa he aa banyaklah. Memang kayak aa memberikan inspirasi tu mungkin sekitar until maybe 90% to me until know. So I aaaa I improve aaa to I improve to sangat jauh, lebih tinggi, ebih banyak improve disbanding



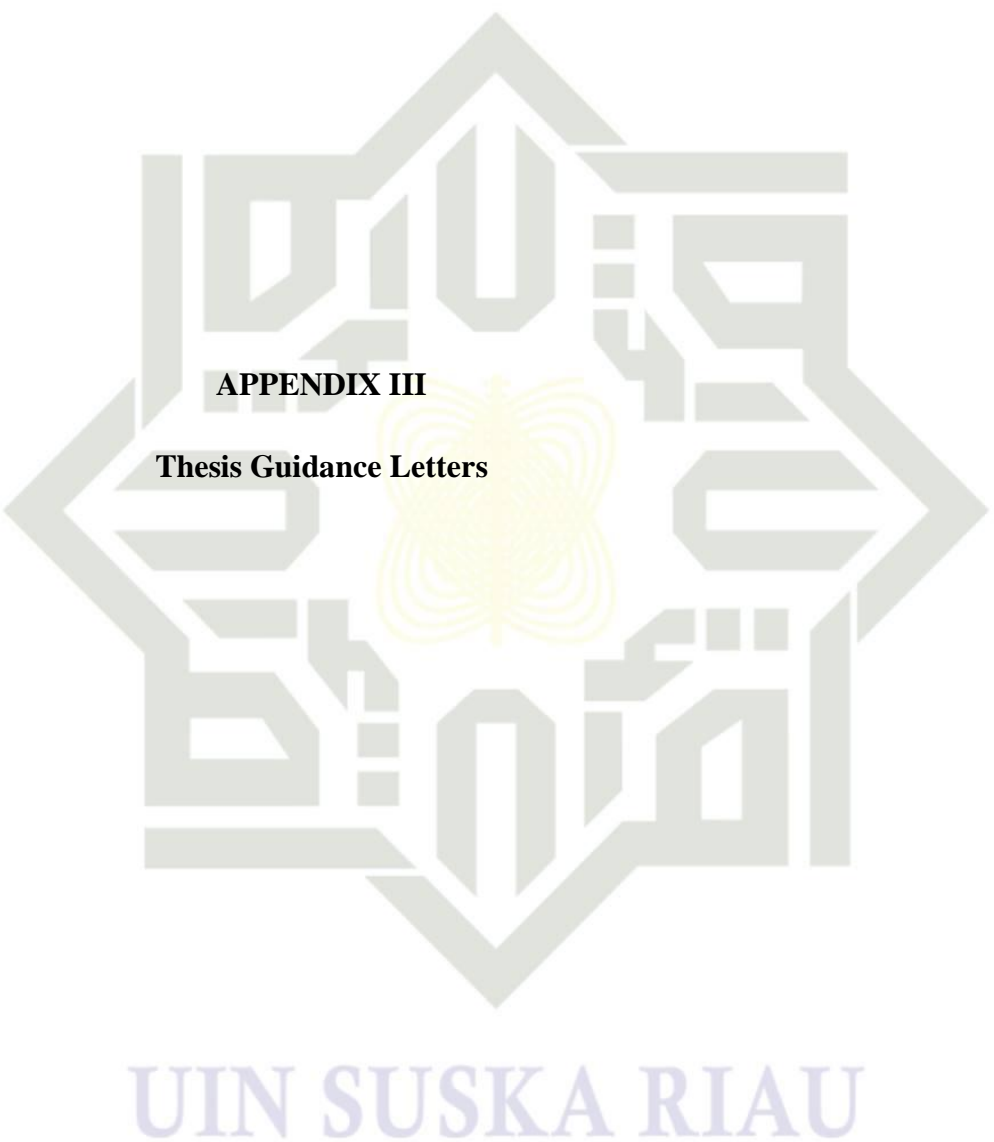
Unfamiliar

ketika saya maba dulu.

I will describe about one of the viral issues in that moment. Aaa what is the issue about? Aaaa the issue about aaa the concert of one musical band in Europe there is coldplay. And what is being controversial now popular. I think that that make be controversial popular is the vocalist of coldplay is support LGBT. So how do people response to it. Maybe aaa 30% of Indonesian people aa rejected that coldplay held concert in Indonesia. But 70% I think 70% aa people in Indonesia support that coldplay held the held the concert in Indonesia. And what is my opinion about it. My opinion is I, aku ga terlalu aaa aku ga terlalu suka juga dengan coldplay. Tapi if they want to make the concert in Indonesia, I think is yaudah ya laksanakan aja ga masalah sih, karena aku gaada kontra atas hal itu. Okey thank you.

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### **APPENDIX III**

#### **Thesis Guidance Letters**

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Pekanbaru, 20 Maret 2023

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Lampiran 4 lembar

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Fakultas Tarbiyah dan Keguruan  
UTN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	Aninda Khairani
NIM / HP	11910421229 / 082272830983
Tempat / tanggal lahir	Jakarta, 29 Oktober 2000
Semester / Tahun	VIII / 2023
Jurusan	Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"THE COMPARISON OF STUDENTS SPEAKING SKILL BETWEEN ENGLISH SPEAKING CLUB PARTICIPANT AND NON PARTICIPANT OF DEPARTMENT OF ENGLISH EDUCATION AT UIN SUSKA RIAU"**  
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Riza Amelia, M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :


1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI  
Ketua Jurusan

  
Dr. Faurina Anastasia, S.P., M.Hum.  
NIP. 198106112008012017

Hormat Saya,

  
Aninda Khairani  
NIM. 11910421229



Pekanbaru, 19 Juni 2023

Hal : Pergantian Judul

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamu'alaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :


Nama	Aninda Khairani
NIM / HP	11910421229 / 082272830983
Tempat / tanggal lahir	Jakarta / 29 Oktober 2000
Semester / Tahun	VIII / 2023
Jurusan	Pendidikan Bahasa Inggris
Dosen Pembimbing	Dr. Riza Amelia, S. S., M. Pd

Berdasarkan rekomendasi dosen pembimbing, dengan ini saya mengajukan kepada bapak/ ibu permohonan pergantian judul dari "COMPARISON OF SPEAKING SKILL BETWEEN ENGLISH SPEAKING CLUB'S MEMBERS AND NON MEMBERS AT DEPARTMENT OF ENGLISH EDUCATION OF UIN SUSKA RIAU" menjadi "COMPARISON OF STUDENTS SPEAKING PERFORMANCE BETWEEN HIGHER AND LOWER ACHIEVERS IN THE FOURTH SEMESTER AT DEPARTMENT OF ENGLISH EDUCATION OF UIN SUSKA RIAU".  
Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI  
Ketua Jurusan

  
Dr. Faurina Anasjia, S.S., M.Hum.  
NIP. 198106112008012017

Hormat Saya,

  
Aninda Khairani  
NIM.11910421229

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Pekanbaru, 25 Juli 2023

Hal : Pergantian Judul

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,


Saya yang bertanda tangan dibawah ini :

Nama	Aninda Khairani
NIM / HP	11910421229 / 082272830983
Tempat / tanggal lahir	Jakarta / 29 Oktober 2000
Semester / Tahun	VIII / 2023
Jurusan	Pendidikan Bahasa Inggris
Dosen Pembimbing	Dr. Riza Amelia, S. S., M. Pd

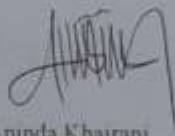
Berdasarkan rekomendasi dosen pembimbing, dengan ini saya mengajukan kepada bapak/ ibu permohonan pergantian judul dari **"COMPARISON OF STUDENTS SPEAKING PERFORMANCE BETWEEN HIGHER AND LOWER ACHIEVERS IN THE FOURTH SEMESTER AT DEPARTMENT OF ENGLISH EDUCATION OF UIN SUSKA RIAU"** menjadi **"AN ANALYSIS OF SPEAKING PERFORMANCE BETWEEN HIGHER AND NON-HIGHER ACHIEVERS: A CASE STUDY AT DEPARTMENT OF ENGLISH EDUCATION OF UIN SUSKA"**.

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI  
Ketua Jurusan

  
Dr. Faurian Anastasia, S.S., M.Hum.  
NIP. 198106112008012042

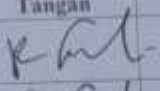
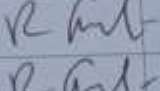
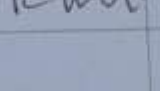
Hormat Saya,

  
Aninda Khairani  
NIM.11910421229



KEGIATAN BIMBINGAN MAHASISWA  
 SKRIPSI MAHASISWA

1. Jenis yang Dibimbing :
  - a. Seminar Usul Penelitian
  - b. Penulisan Laporan Penelitian
2. Nama Pembimbing : Dr. Riza Amelia, S. S., M. Pd  
 a. Nomor Induk Pegawai (NIP) : 198204152008012017
3. Nama Mahasiswa : Aninda Khairani
4. Nomor Induk Mahasiswa : 11910421229
5. Kegiatan :

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	28 Maret 2023			
2.	31 Maret 2023			
3.	1 April 2023			

Pekanbaru, 1 April 2023  
 Pembimbing,



Dr. Riza Amelia, S. S., M. Pd  
 NIP. 198204152008012017

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**FAKULTAS TARBİYAH DAN KEGURUAN**

كلية التربية والتعاليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat: Jl. H. R. Soebrantas Km. 15 Tandan, Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21128

**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

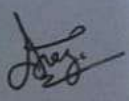
Nama : ARUMDA KHAIRATI  
 Nomor Induk Mahasiswa : 11910421229  
 Hari/ Tanggal : Kamis, 6 April 2023  
 Judul Proposal Penelitian : Comparison of Speaking Skill Between English Speaking Clubs members and Non Members at Department of English Education of UIN Suska Riau


NO	URAIAN PERBAIKAN
1.	Make your writing coherence and cohesion
2.	Format
3.	Identification of the problem → paragraph
4.	Significant $\left\{ \begin{array}{l} \text{Theoretically} \\ \text{Practically} \end{array} \right\}$ Paragraph
5.	Definition of the term $\left\{ \begin{array}{l} \text{expert first} \\ \text{Writer's conclude} \end{array} \right.$
6.	operational concept $\left\{ \begin{array}{l} \text{curriculum} \\ \text{use source} \end{array} \right.$
7.	Chapter III $\left\{ \begin{array}{l} \text{Why} \\ \text{How} \end{array} \right.$
8.	finding ditulis 1 kalimat

Penguji I

Pekanbaru, 6 April 2023

Penguji II

  
 Dr. Nur Aisyah Zukriyati, M.Pd

  
 Pobi Kurniawan, S.Pd, MA


Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

**Hak Cipta Dilindungi Undang-Undang**

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    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Kampus 2, Jl. R. Soekarno Km. 15 Tanjung Pekanbaru Riau 28293 PO BOX 3034 1034 Telp. (0761) 7577507 Fax. (0761) 211128

---


**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : ARTILIDA KHAIIRANI  
 Nomor Induk Mahasiswa : 11910421229  
 Hari/Tanggal Ujian : Kamis, 6 April 2023  
 Judul Proposal Ujian : Comparison of Speaking Skill Between English Speaking Club's Members and Non Members of Department of English Education of UIN Sultan Riau

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Aisyah Zukri, M.Pd	PENGUJI I		
2.	Rabi Karninwan, M.A	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I



Dr. Arkasih, M.A.  
NIP. 19721017 199703 1 004

Pekanbaru, 19 Mei 2023  
Peserta Ujian Proposal



ARTILIDA KHAIIRANI  
NIM. 11910421229

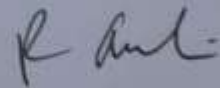


**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing
  - a. Seminar usul Penelitian
  - b. Penulisan Laporan Penelitian
2. Nama Pembimbing : Dr. Riza Amelia, S. S., M. Pd
  - a. Nomor Induk Pegawai (NIP) : 198204152008012017
3. Nama Mahasiswa : Aninda Khairani
4. Nomor Induk Mahasiswa : 11910421229
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	6 Juni 2023	Bimbingan Revisi Cempres	R Amelia	
2	14 Juni 2023	Bimbingan Instrumen	R Amelia	
3	17 Juni 2023	Bimbingan Instrumen Revisi	K Amelia	
4	13 Juli 2023	Bimbingan Bab 4	K Amelia	
5	19 Juli 2023	Bimbingan Revisi Bab 4 & 5	R Amelia	
6	19 Juli 2023	Bimbingan Bab 5, ACC Mumpung	R Amelia	

Pekanbaru, 26 Juli 2023  
Pembimbing,



Dr. Riza Amelia, S. S., M. Pd  
NIP. 198204152008012017

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**APPENDIX IV**  
**Research Letters**

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State Islamic University of Sultan Syarif Kasim Riau

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FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. S. Suryabrata No. 150 Km. 18 Tangpin Pekanbaru Riau 28285 P.O. BOX 1104 Telp. (0757) 881647  
Fax. (0757) 881647 Web: www.uin-suska.ac.id E-mail: info\_uin\_suska@yahooin.com

UIN SUSKA RIAU

Nomor Un.04/F.11.3/PP.00.9/8180/2023  
Sifat Biasa  
Lamp. -  
Hal -

Pekanbaru, 19 Mei 2023

**Mohon Izin Melakukan Prariset**

Kepada  
Yth. Kajar Pendidikan Bahasa Inggris  
Fakultas Tarbiyah dan Keguruan  
UIN Suska Riau  
di  
Tempat

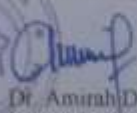
*Assalamu'alaikum warahmatullahi wabarukatus*  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa:


Nama	Aninda Khairani
NIM	11910421229
Semester/Tahun	VIII (Delapan) 2023
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.w. Dekan  
Wakil Dekan III  
  
Dr. Amirah Dimaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001





**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SURAT KETERANGAN

Pekanbaru, 25 Mei 2023.

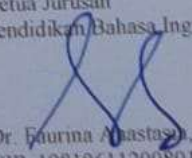
*Assalamu 'alaikum Warahmanulilahi Wabarakanah*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Aninda Khairani
NIM	: 11910421229
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: Comparison of Speaking skill Between English Speaking Club's Members and Non Members at Department of English Education of UIN Suska Riau

Nama yang bersangkutan di atas di izinkan melakukan Pra Riset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.  
Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan  
Pendidikan Bahasa Inggris

  
Dr. Eaurina Abastya, M.Hum  
NIP. 198106112008012017



- Hak Cipta Dilindungi Undang-Undang**
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**كلية التربية والتعليم**  
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Jl. H. H. Sumartono No. 100 Km. 18 Tempai Pekanbaru Riau 28282 P.O. BOX 1004 Telp. (0771) 961647  
Fax. (0771) 961647 Email: uin@uin-suska.ac.id E-mail: office\_uin@uin-suska.ac.id

UIN SUSKA RIAU

Nomor : Un.04/F.II/PP.00.9/10243/2023  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 22 Juni 2023 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	Aninda Khairani
NIM	11910421229
Semester/Tahun	VIII (Delapan) 2023
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Tarbiyah dan Keguruan UIN Suska Riau.

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Comparison of Students Speaking Performance between Higher and Lower Achievers in the Fourth Semester at Department of English Education of UIN Suska Riau  
Lokasi Penelitian : Pendidikan bahasa Inggris UIN Suska Riau  
Waktu Penelitian : 3 Bulan (22 Juni 2023 s.d 22 September 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

  
Dr. H. Kadar, M.Ag.  
NIP.19650521 199402 1 001

Tembusan :  
Rektor UIN Suska Riau



**Hak Cipta Dilindungi Undang-Undang**

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Telepon (0761) 562051; Faksimili (0761) 562052  
Web: www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

Nomor B-259/Un.04/WR./I/TL.00/08/2023  
Sifat Biasa  
Lamp -  
Hal Izin Riset

Agustus 2023

Yth. 1. Dekan Fakultas \_\_\_\_\_  
2. Kepala PTIPD \_\_\_\_\_  
3. Kepala Bagian \_\_\_\_\_  
UIN Suska Riau  
Pekanbaru

Assalamualaikum Wr. Wb.  
Dengan hormat, menindaklanjuti surat Dekan Fakultas Tarbiyah dan Keguruan Nomor: B-11239/Un.04/F.II/PP.00.9/07/2023 tanggal 14 Juli 2023 hal Mohon izin Riset Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini

Nama : Aninda Khairani  
NIM : 11910421229  
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Riset dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "An Analysis Of Speaking Performance Between Higher And Non-Higher Achievers: A Case Study At Department Of English Education Of UIN Suska Riau" pada unit kerja saudara.

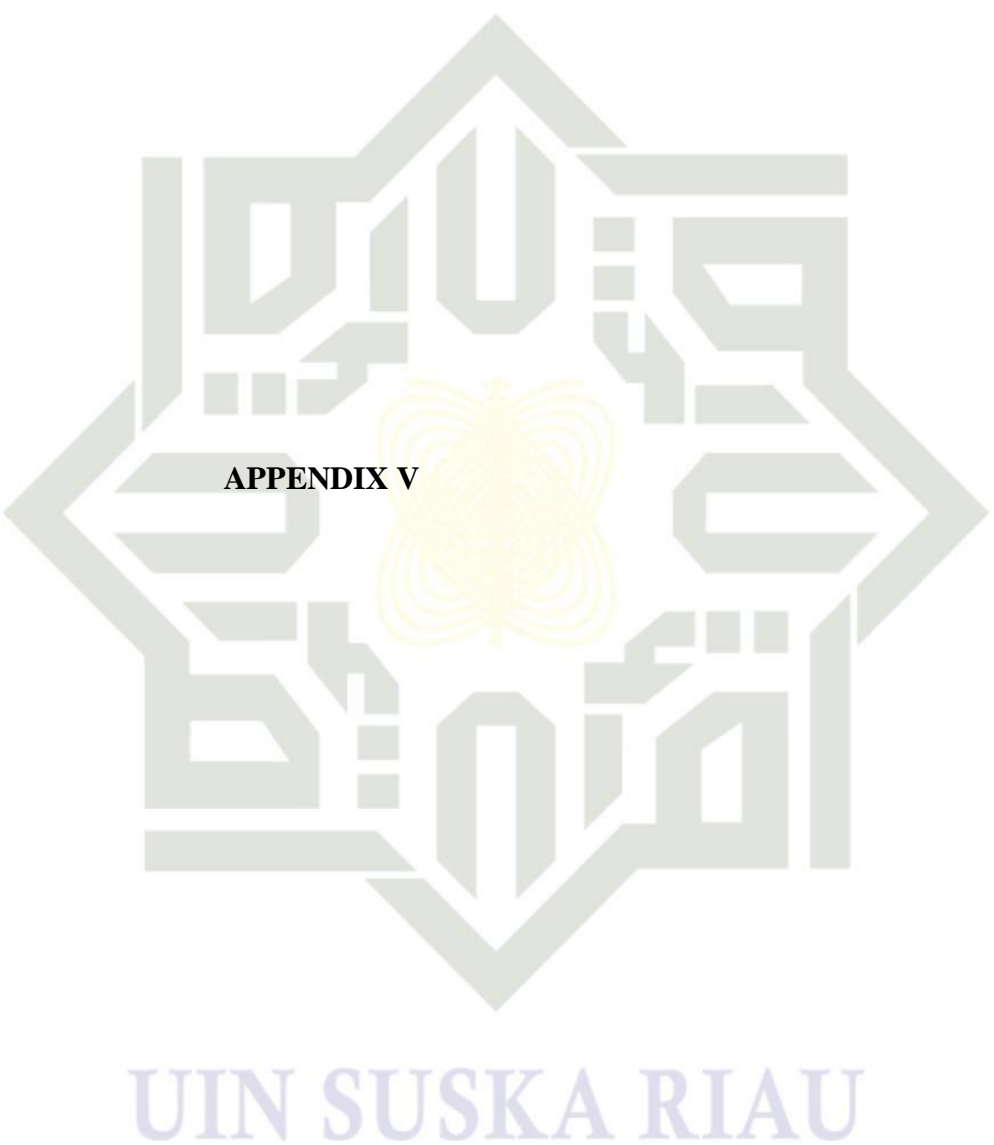
Demikian kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam  
a.n. Rektor  
Wakil Rektor Bidang Akademik  
dan Pengembangan Lembaga



Prof. Dr. Hj. Helmiati, M.Ag.  
NIP. 19700222 199703 2 001

Tembusan  
Rektor UIN Suska Riau (sebagai laporan)



## APPENDIX V

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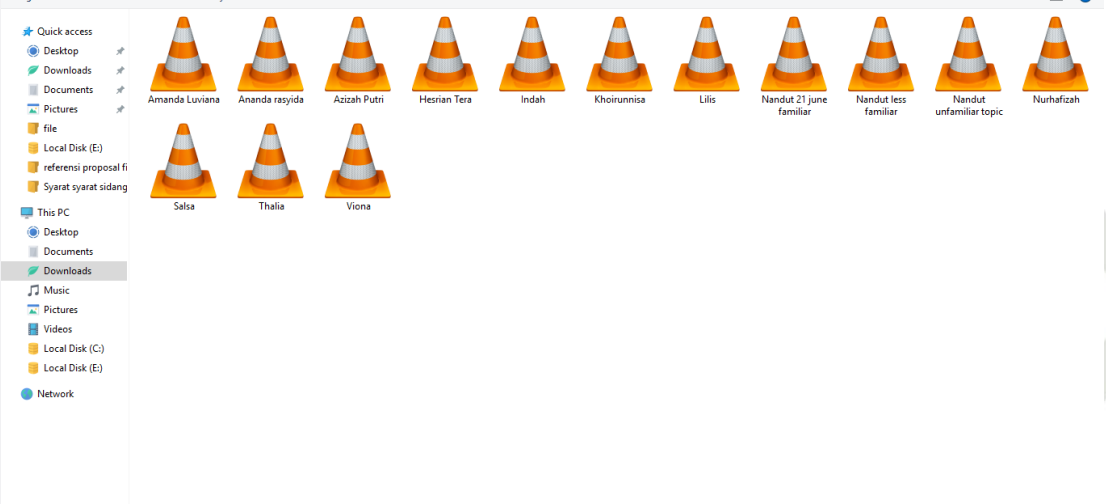
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14 Items



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## CURRICULUM VITAE

Aninda Khairani is the first child of three siblings of Mr. Husni and Mrs. Non Helena. She was born on Jakarta, October 29<sup>th</sup>, 2000. In 2013, she graduated from SDN 01 Talang Maua. She also finished her study at MTsN 3 Kab. Lima Puluh Kota in 2016 and MAN 2 Payakumbuh in 2019.

In 2019, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2022, she was doing *KKN (Kuliah Kerja Nyata)* program at Pulau Kopung Village in Kuantan Tengah District, Kuansing. Then, on September until December 2022, she was doing Pre-Service Teacher Practice (*PPL*) program at MAM (*Madrasah Aliyah Muhammadiyah*) Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on June 2023 by the thesis entitled “An Analysis of Speaking Performance Between Higher and Non-Higher Achievers: A Case Study at Department of English Education of Uin Suska Riau”.

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