



A CORRELATION BETWEEN LINGUISTIC COMPETENCE AND SPEAKING PERFORMANCE OF THE INTERMEDIATE STUDENTS'

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Accepted :
10 April 2023
Published :
10 July 2023
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ABSTRACT

This study aims to determine the effect of linguistic competence on the speaking performance of secondary students in learning English. the research method used a qualitative descriptive. data collection techniques used Observation , Questionnaires, Interview based on the results of the analysis it can be said that students have problems in speaking analyzed there are 24 students who know or know about linguistic competence, 10 students didn't did not know about linguistic competence and 2 students did not fill out the questionnaire because they take the test.

Keywords: *Correlation, Speaking Performance, Linguistic Competence.*

1. INTRODUCTION

Students will gain a variety of concepts and understanding through speaking activities that they can use to build speeches or communication writings on uplifting subjects. For instance, a teacher who will provide the course materials for college students must prepare themselves by reading from a variety of suitable sources, including textbooks, related publications, print media, and electronic media, including the internet. The information in the speech or conversation will be more meaningful if it is gathered from these many resources (Kuncoro, 2017, p. 303).

According to Noam Chomsky and other linguists, the terms "linguistic competence" and "speaking competence" aren't always used in an evaluation context.

As an alternative, it alludes to linguistic expertise that aids in understanding sounds and meanings. Components of the syntactic notion (2011) Chomsky writes, "We for this reason make a fundamental difference among competence (speaker-hearer knowledge of the language) and overall performance (real use of language in concrete situations). below this idea, linguistic competence best works "efficiently" beneath ideal situations, which would theoretically put off memory barriers, distractions, feelings, and different elements that could motive fluent native speakers to make or overlook errors grammar. it's miles carefully related to the concept of generative grammar, which holds that each one native audio system of a language have an subconscious know-how of the "rules" that govern that language.

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Within the current generation, English is a widespread issue this is taught in every school in every united states inside the international, consisting of Indonesia itself. In Indonesia, English is taught as a obligatory issue from Junior High College to Senior High School. The procedure of teaching and gaining knowledge of English includes 4 skills; Reading, writing, speaking, and listening. analyzing refers back to the potential to understand written language. Writing refers back to the capability to explicit oneself in written language in order that others can recognize it. speaking refers to the capability to speak, communicate, explicit one's feelings verbally to percentage data with others. Listening refers back to the potential to apprehend spoken language. Reading.

Based on The Researcher's observations during PPL at State Junior High School 35 of Palembang that there is a relationship between linguistic competence and speaking performance, researchers need to examine this relationship. Students have difficulty speaking when they haven't learned the word language or linguistic competence. The purpose of this study is to determine the effect of linguistic competence on the speaking performance of secondary students in learning English.

2. METHOD

In this study, the qualitative research of the study. stated via (Ahmad, 2019) Qualitative studies is one which offers insights and expertise of the trouble placing. The researcher interest is series the information

which can be completed if there are positive strategies and gear or contraptions of the statistics. To accumulate the records, the Researcher want the units. contraptions of the records on this qualitative research which includes remark, interview and documentation. in this take a look at, the researcher used interviews and commentary. There were the twelve grade students, English teachers of SMA PGRI 2 Palembang.

1. Population

Based on Handayani (2020). Population is the totality of each element that will be studied that have the same characteristics, can be individuals from a group, event, or something to be studied. The population of this research is the XI.IPA/XI IPS students of Senior High School PGRI 2 of Palembang in the 2022/2023 academic year.

Table 1. Number of Population

| No | Class | The Number Of Student |
|----|----------|-----------------------|
| 1 | XI.IPA.1 | 36 |
| 2 | XI.IPA.2 | 36 |
| 3 | XI.IPA.3 | 36 |
| 4 | XI.IPS.1 | 33 |
| 5 | XI.IPS.2 | 33 |
| 6 | XI.IPS.3 | 36 |
| 7 | XI.IPS.4 | 32 |

(Source: SMA PGRI 2 Palembang in academic year of 2022/2023)

2. Participant**Table 2.** Number of Participant

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| No | Class | The Number Of Student |
|----|----------|-----------------------|
| 1 | XI.IPA.1 | 36 |

(Source: SMA PGRI 2 Palembang in academic year of 2022/2023)

3. Data

Based on Creswell (Creswell, 2012) data refers to what the Researcher wants to use in this study in this study the Researcher uses

1. Observation by joining the English class
2. Questionnaire students fill in the questions that have been given as data
3. Interview interviewing students with prepared questions
4. Documentation by taking picture with students and teacher.

4. Data Source

According to Ajayi, V.O (Ajayi, 2017) definition of statistics source is the actual data was created, there are kinds of information sources which is primary statistics, or first and or authentic document including surveys, interview, and so on. And secondary statistics this type of books based on rationalization above, the author of the take a look at pick commentary, interview and documentation as the primary information. And record reference, fabric and books as the secondary information in this take a look at.

3. TECHNIQUE OF COLLECTING DATA

The data will collect during the research at SMA PGRI 2 Palembang. The researcher will be observe, interview and documenting by taking photos.

1. Observation

According to Sugiyono (Sugiyono, 2014) observation is a complex process, a process composed of various biological and psychological processes. Based on (Riyanto, 2010, p.96) observation is a data collection method that uses direct or indirect observations.

2. Interview

Stated by McMilan (McMilan, 2017), Interview is the interest orally when the responses of the interview may be recorded both verbatim or summarized. according to Ary (2010:438), there are three varieties of interview:

1. Unstructured interview (Unsystematically, the author simply get up the question based totally on the situations in the discipline)
2. based interview (Systematically, the writer already put together the questions for the object of the observe) three.
3. Semi based interview (Get an facts from the writer extra flexible, the place is selected

Based at the based totally on explanation above, the author pick out semi dependent interview inside the observe explanation under about the technique of the interview.

3. Questionnaire

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According to Sugiyono (2014: 230) Questionnaire is a method of gathering data by means of researchers offering a list of questions or written statements to be replied by means of respondents. In this observe, researchers disbursed questionnaires at once. In the questionnaire the researcher wanted to see if there was a significant relationship between students' linguistic competence and speaking performance. and the researcher also used speaking assessment sheets to see students' speaking performance Suparman (2016).

4. Documentation

Based on Sugiyono (2016, p. 240) document can be in the form of text or picture that have passed. By the picture of documentation, we can look condition of the researcher places. Interview and questionnaire are incomplete without documentation, therefore, the researcher used documentation for collect the data. The Researcher gave some materials for students to practice in conversation after that the researcher be asked the to practice it and while the students did the researcher recorded it with video/voice note.

5. Validity of Data

Validity comes from the phrase validity because of this the quantity to which the accuracy of a test or scale is in sporting out its size feature. A measurement is said to have high validity if it produces information that appropriately gives a top level view of the variables being measured in accordance with the desired size objectives.

4. FINDING AND DISCUSSIONS

From the results of the questionnaire that the researchers distributed to 36 students, 24 students understood or knew about linguistics, 10 students did not understand or knew about linguistic competence, and 2 students did not fill out the questionnaire because they took the test.

This section describes the results of student questionnaires stuffed out by students in class XI.IPA.1 This questionnaire ambitions to benefit students' understanding of linguistic competence in speaking performance. the results of the data needed in direct research through students and teachers related to the title of the thesis, in this interview the researcher gave 20 questions related to the title of the thesis to all students of class XI.IPA.1.

1. *I know how to use social media sites to learn English (Saya tahu cara menggunakan situs media social untuk belajar Bahasa Inggris)*

The explanation of the results of the analysis on the question of questionnaire no. 1 answers from 36 students were 30 students chose to answer yes, 4 students chose to answer no, 2 students did not choose to answer the questionnaire

2. *I practice English pronunciation (Saya berlatih pengucapan Bahasa Inggris)*

The explanation of the results of the analysis on the question of questionnaire no. 2 answers from 36 students were 25 students chose to answer yes, and 9 students chose

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answer no, 2 students did not choose to answer the questionnaire

3. *I usually start a conversation in English (Saya biasa memulai percakapan dalam Bahasa Inggris)*

The explanation of the results of the analysis on question number 3, the answers from 36 students were 15 students chose to answer yes, and 19 students chose the answer no, 2 students did not choose to answer the questionnaire.

4. *I watch tv shows or movies that use English (Saya menonton acara tv atau film yang menggunakan Bahasa Inggris)*

The explanation of the results of the analysis on question number 4, the answers from 36 students were 20 students chose to answer yes, and 14 students chose answer no, 2 students did not choose to answer the questionnaire

5. *In conversation, when I can't find the right words I use body gestures (Di dalam percakapan, ketika saya tidak bias menemukan kata-kata yang pas saya menggunakan gesture tubuh)*

The explanation of the results of the analysis on question number 5 answers from 36 students there were 27 students chose to answer yes, and 7 students chose to answer no, 2 students chose not to answer the questionnaire.

6. *I pay attention when someone is speaking in English (Saya*

memperhatikan ketika seseorang berbicara dalam Bahasa Inggris)

The explanation of the results of the analysis on question number 6 answers from 36 students there were 33 students chose to answer yes, and 1

student chose to answer no, 2 students chose not to answer the questionnaire.

7. *I plan my schedule so that I can optimize my English study time (Saya merencanakan jadwal saya supaya bias mengoptimalkan waktu belajar Bahasa Inggris)*

The explanation of the results of the analysis on question number 7 answers from 36 students there were 13 students chose to answer yes, and 21

students chose to answer no, 2 students chose not to answer the questionnaire.

8. *When I use English, I like to be nervous or tense (Saya ketika menggunakan bahasa inggris suka gugup atau tegang)*

The explanation of the results of the analysis on question number 8 answers from 36 students there were 29 students chose to answer yes, and 5 students chose to answer no, 2 students chose not to answer the questionnaire.

9. *When I speak there is a pronunciation in English I ask the other person to repeat the pronunciation (Ketika sayaber bicara ada pengucapan dalam bahasa inggris saya meminta lawan*

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bicara saya untuk mengulangi pengucapannya)

The explanation of the results of the analysis on question number 9 answers from 36 students there are 20 students chose to answer yes, and 14 students choose to answer no, 2 students choose not to answer the questionnaire.

10. I practice English with friends or other teachers (Saya melatih bahasa inggris dengan teman atau guru yang lain)

The explanation of the results of the analysis on question number 10 answers from 36 students there were 22 students chose to answer yes, and 12 students chose to answer no, 2 students chose not to answer the questionnaire.

11. Studying English will be useful for me my work experience (Mempelajari bahasa inggris akan berguna untuk saya pengalaman kerjasaya)

The explanation of the results of the analysis on question number 11 answers from 36 students there were 34 students chose to answer yes, and 0 students chose to answer no, 2 students chose not to answer the questionnaire.

12. My difficulty in English is difficult to follow English pronunciation (Kesulitan saya dalam bahasa inggris kesulitan mengikuti pengucapan Bahasa Inggris)

The explanation of the results of the analysis on question number 12 answers from

36 students there were 30 students chose to answer yes, and 4 students chose to answer no, 2 students chose not to answer the questionnaire.

13. I can follow English pronunciation (Saya bias mengikuti pengucapan Bahasa Inggris)

The explanation of the results of the analysis on question number 13 answers from 36 students there were 25 students chose to answer yes, and 9 students chose to answer no, 2 students chose not to answer the questionnaire.

14. I have a hard time memorizing too many English vocabularies (Saya kesulitan menghafalkan terlalu banyak kosa kata Bahasa Inggris)

The explanation of the results of the analysis on question number 14 answers from 36 students there were 26 students chose to answer yes, and 8 students chose to answer no, 2 students chose not to answer the questionnaire.

15. Studying English in my opinion is useless (Mempelajari Bahasa Inggris menurut saya tidak ada manfaatnya)

The explanation of the results of the analysis on question number 15 answers from 36 students there are 0 students chose to answer yes, and 34 students choose to answer no, 2 students choose not to answer the questionnaire.

16. I'm looking for a friend or partner who I can invite to practice my speaking

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skills (Saya mencari teman atau partner yang bias saya ajak untuk melatih skill berbicara saya)

The explanation of the results of the analysis on question number 16 answers from 36 students there were 29 students chose to answer yes, and 5 students chose to answer no, 2 students chose not to answer the questionnaire.

17. I often repeat English lessons (Saya sering mengulang kembali pelajaran Bahasa Inggris)

The explanation of the results of the analysis on question number 17 answers from 36 students there were 21 students chose to answer yes, and 13 students chose to answer no, 2 students chose not to answer the questionnaire.

18. I use English vocabulary that I just know in sentence form so I can remember it (Saya menggunakan kosa kata Bahasa Inggris yang baru saya ketahui dalam bentuk kalimat supaya saya bias mengingatnya)

The explanation of the results of the analysis on question number 18 answers from 36 students there are 29 students choose to answer yes, and 5 students choose to answer no, 2 students choose not to answer the questionnaire.

19. I try to talk to my friends so that the new vocabulary I know is easy to understand (Saya berusaha berbicara

dengan teman saya agar kosa kata yang baru saya ketahui agar mudah dipahami)

The explanation of the results of the analysis on question number 19 answers from 36 students there are 27 students choose to answer yes, and 7 students choose to answer no, 2 students choose not to answer the questionnaire.

20. I use stress to remember new vocabulary (Saya menggunakan stress untuk mengingat kosa kata baru)

The explanation of the results of the analysis on question number 20 answers from 36 students there were 13 students chose to answer yes, and 21 students chose to answer no, 2 students chose not to answer the questionnaire.

The Result of Learners Interview

According to the results of the 36 interviews with students, 24 of the students know or understand linguistic competence, 10 of the students do not, and there are two students who are unable to participate in the interview because they are taking an exam.

From the results of interviews that were asked to 36 students, 24 students stated that they understood when communicating with the interlocutor in English. Then there were 10 students who stated that they did not understand when communicating with the interlocutor in English.

Speaking Assessment Sheet

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There are 20 students who receive a B score on the speaking assessment sheet, and there are 14 students who receive a C grade. The evaluation is viewed from the perspectives of pronunciation, accuracy, and fluency. The English teacher evaluated the pupils' tone during the spoken interaction and assessment. The class XI pupils' speaking abilities are evident from this exchange. Fluency, correctness, and pronunciation are used to evaluate pupils' speaking performance in accordance with IPA.1. The students' intonation on the English teacher's speaking assessment form resulted in a score of 50,60, and it was clear from this that there were issues with the kids' speaking activities. Many of them struggle to acquire English, which disrupts the learning process. To determine which pupils have issues with speaking performance. Twenty-one students had overall speaking performance issues when interviewed by students after questionnaires had been distributed and analyzed based on speaking performance factors; their biggest issues were a lack of vocabulary, a lack of confidence, and a lack of interest in learning. These factors make students learn to come out of various vocabulary in student speaking activities so that English teachers understand themselves better and pay more attention to student learning.

5. CONCLUSIONS

The researcher supplied the English teacher a speaking evaluation form to use in a dialogue with the hobby theme to gauge how well the remainder of class XI.IPA.1 spoke.

After that, the English teacher would grade the students' oral presentations before grading them. When students speak in front of the class, the teacher will grade their pronunciation, intonation, accuracy, and fluency.

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