

Communicative Competence and the Speaking Performance among Senior High School Students

Cathrina P. Bituin

Padre Garcia Integrated National High School

ABSTRACT: This study was conducted to determine the relationship between communicative competence and speaking performance among senior high school students. Using a descriptive-correlational research design, thirty (30) Grade 11 STEM students from Padre Garcia Integrated National High School during the academic year 2023-2024 were selected as respondents of the study. Five expert teachers validated the instrument. The test questionnaires were used as the primary instruments to evaluate communicative competence among participants. The questionnaire consisted of a test aimed at gathering data regarding participants' communicative competence and a rubric to test speaking performance. Statistical tools such as frequency, percentage, and Pearson R were utilized to test the relationship of the independent and dependent variables. Hypotheses were tested and the findings revealed the following information: the hypothesis that there is no significant relationship between communicative competence and the speaking performance of senior high school learners is accepted. Having all those findings, this study recommends diversifying instructional strategies in enhancing sociolinguistic and strategic competence; conducting Focus Group Discussion (FGD); integrating speaking skills development across the curriculum and implementing cross-domain training. Future researchers may conduct a study on communicative competence and speaking performance of senior high school on a large scale such as regional or national level.

KEYWORDS – communicative competence, discourse, instructional strategies, instructional strategies, speaking performance

INTRODUCTION

Effective oral communication is fundamental to academic success, personal development, and future career prospects (Cohen et al., 2017; Scott, 2018). Among students in the senior high school phase, the ability to communicate fluently, confidently, and coherently assumes particular significance as it fosters academic growth and social engagement (Lee & Choi, 2020; Kim & Kim, 2021). This thesis explored the relationship between communicative competence and speaking performance among senior high school students, focusing on a specific educational context – Padre Garcia Integrated National High School in Padre Garcia, Batangas.

In an increasingly interconnected and multicultural world, practical communication skills have emerged as a vital asset for global citizenship (Mansilla & Jackson, 2022). As countries continue to promote international cooperation and collaboration, proficiency in oral communication facilitates effective intercultural dialogue, encouraging empathy and understanding across diverse backgrounds (United Nations, 2022). Furthermore, the rapid advancement of digital communication technologies has expanded the boundaries of communication, necessitating a comprehensive examination of how such advances impact the communicative and speaking performance of senior high school students at a local level (ITU, 2021).

At the national level, the educational landscape in the Philippines has undergone significant transformations, particularly with the K-12 curriculum implementation (Department of Education, 2017; Republic Act No. 10533). This comprehensive education reform aims to equip students with 21st-century competencies, and communication is critical to these skills (CHED, 2018). The Philippine government recognizes the importance of enhancing students' oral communication abilities to actively participate in democratic processes, articulate informed opinions, and contribute to the nation's socio-economic development (Presidential Communications Operations Office, 2019; Philippine Senate, 2022). Thus, understanding the relationship between communicative competence and speaking performance among senior high school students holds national implications for educational policy and pedagogical practices (Department of Education, 2021).

Located in the municipality of Padre Garcia, Batangas, Padre Garcia Integrated National High School represented a microcosm of the opportunities faced by educational institutions at the local level. In this context, students encountered diverse linguistic, cultural, and

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socioeconomic backgrounds influencing their communicative and speaking performance. As such, a focused investigation at Padre Garcia Integrated National High School provided valuable insights within a localized educational setting and offered relevant and context-specific implications for educational stakeholders, teachers, and students.

With a thorough exploration of the communicative competence and speaking performance among senior high school students at Padre Garcia Integrated National High School, this research aimed to contribute to the broader understanding of how these critical language skills are shaped and nurtured in the educational journey (Garcia et al., 2021; Hernandez & Reyes, 2023). Ultimately, the findings of this study may guide task-based interventions and educational initiatives to enhance students' communicative abilities, empowering them to navigate a dynamic and interconnected world (Pascual & Santos, 2022; Reyes, 2023).

OBJECTIVES OF THE STUDY

The study explored the relationship between communicative competence and the speaking performance of senior high school learners during the school year 2023 – 2024 in Padre Garcia Integrated National High School, Padre Garcia Sub-office, Division of Batangas. Specifically, it sought to answer the following questions:

1. What is the score of the respondents in communicative competence in terms of:
 - 1.1 grammatical;
 - 1.2 sociolinguistic;
 - 1.3 strategic, and
 - 1.4 discourse?
2. What is the level of the speaking performance of senior high school learners in terms of:
 - 2.1 Pronunciation;
 - 2.2 Fluency;
 - 2.3 Vocabulary, and
 - 2.4 Grammar?
3. Is there a significant relationship between the communicative competence and speaking performance of senior high school learners?

METHODOLOGY

RESEARCH DESIGN

The research design for this study was purely quantitative, utilizing test instruments to assess communicative competence and speaking performance among senior high school students. This study focused on Grade 11 students from Padre Garcia Integrated National High School, specifically those enrolled in the STEM strand, totaling thirty (30) students. A correlational study design, according to Bhandari (2021), examines relationships between variables without the researcher manipulating or controlling any of them.

SAMPLING TECHNIQUE

In this research, the chosen sampling technique for participant selection was cluster sampling. This method was selected to align with the research's overarching objectives, which aimed to explore the multifaceted aspects of communication and their influence on speaking comprehension in the specified population of senior high school students. Cluster sampling involves dividing the population into distinct clusters based on certain characteristics. In this study, clusters were formed based on classes within the senior high school. Each cluster represented a group of students who share similar educational environments and experiences.

RESEARCH PROCEDURE

The research began with the administration of a test design based on relevant literature and validated instruments measuring communicative and speaking performance. The questionnaire included items aimed at assessing various dimensions of students' communication skills and speaking abilities.

Participants underwent a test, which was administered to assess participants' communicative competence and speaking performance. The conduct of the data gathering was done through an online platform due to the new DepEd calendar and the implementation of distance learning in all public schools across the country due to the extremely hot weather brought by the El Niño phenomenon. Data analysis commenced with the scores to determine the effectiveness of the intervention in improving communicative competence and speaking performance among participants. By utilizing a purely quantitative approach, this research aimed to provide a comprehensive understanding of the communicative competence and speaking performance among senior high school students.

To better understand the data-gathering procedures, the researcher divided it into three phases such as pre-implementation, implementation, and post-implementation.

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Pre-implementation. Before data collection, ethical guidelines and rigorous research practices were strictly followed. Carefully designed research instruments, validated by internal and external validators for measuring Communicative Competence and Speaking Performance were employed. Research approvals were obtained through a signed letter from the Dean (GSAR), Public Schools Division Superintendent, District Supervisor, and School Principal. Additionally, informed consent was secured from participants and their parents. Cluster sampling techniques were utilized to ensure representativeness and pilot testing was conducted to refine the instruments. Data collection sessions were held in confidential settings, with secure data management. Initial data analysis involved descriptive statistics to provide an overview of the quantitative data.

Implementation. During the implementation, a comprehensive approach was adopted to collect quantitative data on participants' communicative competence and speaking performance. A letter explaining the purpose of the study was read to the student-participants. The data collection process involved two methods: Google Forms for communicative competence, where students answered a 40-item test questionnaire, and Google Meet for speaking performance, where participants performed an extemporaneous speech evaluated using rubrics. The study was conducted in a structured manner, ensuring all ethical guidelines were followed.

Post-implementation. Following data collection, participants received a cover letter explaining the study's objectives and assuring strict confidentiality of their responses. The collected data were organized into a data matrix, including scores for both Communicative Competence and Speaking Performance. This data matrix was then submitted to the statistical center, and results were awaited. Once the results were received, consultations were conducted to interpret the findings, and subsequently, detailed data analysis was performed using appropriate statistical techniques to identify trends and patterns.

STATISTICAL TREATMENT OF DATA

In the pursuit of a thorough analysis within the framework of the thesis, the researcher utilized frequency and percentage computations, along with the Pearson correlation coefficient (Pearson r), to explore and derive meaningful insights from the collected data.

Descriptive statistical analyses were pivotal in elucidating various aspects of the dataset. Frequency and percentage calculations were employed to determine the participants' scores concerning communicative competence and speaking performance. This approach provided a comprehensive understanding of participants' communicative competence and speaking performance essential for the research's objectives.

To delve into the relationships between the participants' score of communicative competence and speaking performance, the study employed the Pearson correlation coefficient (Pearson r). This statistical tool facilitated an examination of both the strength and direction of these relationships, affording a nuanced understanding of the interplay between these crucial factors.

By amalgamating these statistical methods, the researcher aspired to comprehensively grasp the intricacies of the dataset and reveal substantive patterns and associations. The incorporation of frequency and percentage computations, along with the Pearson correlation coefficient, established a robust and academically rigorous framework for analyzing the data. Ultimately, this analytical approach facilitated the elucidation of the relationships between communicative competence and speaking performance, contributing significantly to the scholarly discourse on this subject.

RESULTS AND DISCUSSION

Table 1. The Test Score of the Respondents in Communicative Competence in terms of Grammatical

Scores	Frequency	Percentage	Interpretation
9-10	18	60.0	Excellent
7-8	9	30.0	Very Good
5-6	2	6.7	Good
3-4	1	3.3	Fair
0-2	-	-	Poor
Total	30	100.0	

Legend: 9-10 -Excellent, 7-8 -Very Good, 5-6 -Good, 3-4 -Fair, 0-2 -Poor

The tabulated data showcases the varied levels of communicative competence in grammatical proficiency among respondents. Notably, a significant proportion of participants, comprising 60.0%, attained scores ranging from 9-10, indicating an excellent grasp of grammatical principles. Furthermore, 30.0% of respondents achieved scores between 7-8, signifying a very good level of proficiency. This cohort likely demonstrates a solid command of grammar, albeit with minor room for improvement in using the correct tenses of the verb and the use of prepositions. Additionally, a marginal proportion of respondents, comprising 3.3%, scored between 3-4, indicating a fair level of proficiency. These individuals may possess some grasp of grammatical concepts but display noticeable

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deficiencies which are identifying the subject in the sentence, warranting targeted intervention and support. It's worth highlighting the absence of respondents scoring within the lowest range of 0-2, suggesting an overall absence of poor performance in grammatical competence among the sampled population.

The table demonstrates a commendable level of linguistic aptitude and indicates a strong foundation in language usage and structure where students were well-oriented in using the singular and plural form of the verb which agreed to its subject, the proper usage of preposition (on) and the correct usage of the past tense of the verb. In addition, given the high levels of grammatical proficiency observed among respondents, students can engage in a variety of advanced academic and professional activities. This level of proficiency also equips students to engage in advanced academic speaking, where a nuanced understanding of grammar is essential for crafting clear, precise, and persuasive arguments. On the other hand, students with very good proficiency (scores 7-8) are well-positioned in examining how grammar can influence language use and how grammatical choices affect meaning and communication effectiveness. This group still exhibits a very good ability in using grammatically accurate sentences. These are the participants who are very good in the use of the correlative pronoun "either... or" and the use of "a number".

In line with the research conducted by Tanaka and Yamamoto (2022), the findings underscored the intricate relationship between cultural factors and grammatical proficiency in communication. Language norms and communication styles significantly shape how grammar is both expressed and perceived within diverse contexts. Recognizing and accommodating these cultural differences is imperative for promoting effective intercultural communication. By acknowledging the influence of cultural factors on language usage, educators can tailor language instruction to facilitate the development of communication that is not only grammatically sound but also culturally sensitive and contextually appropriate. This comprehensive understanding of the nuances of language proficiency and its intersection with cultural factors enhances the effectiveness of language education programs and fosters inclusive communication practices across diverse cultural settings.

Table 2. The Test Score of the Respondents in Communicative Competence in terms of Sociolinguistic

Scores	Frequency	Percentage	Interpretation
9-10	18	60.0	Excellent
7-8	12	40.0	Very Good
5-6	-	-	Good
3-4	-	-	Fair
0-2	-	-	Poor
Total	30	100.0	

Legend: 9-10 -Excellent, 7-8 -Very Good, 5-6 -Good, 3-4 -Fair, 0-2 -Poor

Table 2 presents the distribution of test scores among respondents concerning communicative competence in sociolinguistic proficiency. The data reveals that 60.0% of participants attained scores between 9-10, signifying an excellent level of sociolinguistic competence. This suggests a high proficiency in navigating various sociolinguistic aspects, such as speech registers and socio-cultural norms, crucial for effective communication across diverse contexts. Additionally, 40.0% of respondents achieved scores within the range of 7-8, indicating a very good level of sociolinguistic proficiency. Students with very good proficiency (scores 7-8) can explore how language varies in different social settings and among various groups in the school community. This level of competence allows them to participate in school programs and initiatives that require effective communication with diverse populations. However, no respondents scored within the ranges of 5-6, 3-4, or 0-2, suggesting a lack of representation in these categories.

Table 2 shows that the students with excellent level of proficiency can use language that is appropriate to social contexts specifically in the classroom setting when communicating to their teachers and classmates. Given the high levels of sociolinguistic proficiency observed among respondents, students are well-equipped to engage in various social activities. Those in the highest proficiency bracket (scores 9-10) can effectively participate in and contribute to intercultural communication research. They can analyze how different social contexts and cultural backgrounds influence language use and communication strategies. Additionally, the students with a very good level of proficiency can take on roles that involve public speaking or presenting in multicultural environments, leveraging their solid understanding of sociolinguistic conventions to adapt their speech to different audiences.

Drawing from Williams and Davis's (2022) analysis of sociolinguistic skills assessment among senior high school students, it becomes evident that incorporating sociolinguistic considerations into language assessments is vital. Their study underscores the necessity of aligning assessment criteria with students' ability to demonstrate sociolinguistic awareness across diverse communication contexts. By doing so, language assessments can provide a more holistic evaluation of students' communicative abilities, acknowledging the significance of sociolinguistic flexibility and adaptability in effective communication.

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Table 3. The Test Score of the Respondents in Communicative Competence in terms of Strategic

Scores	Frequency	Percentage	Interpretation
9-10	18	60.0	Excellent
7-8	12	40.0	Very Good
5-6	-	-	Good
3-4	-	-	Fair
0-2	-	-	Poor
Total	30	100.0	

Legend: 9-10 -Excellent, 7-8 -Very Good, 5-6 -Good, 3-4 -Fair, 0-2 -Poor

Table 3 outlines the distribution of test scores among respondents in terms of communicative competence regarding strategic proficiency. Notably, 60.0% of participants achieved scores between 9-10, indicating an excellent level of strategic competence. This suggests a strong ability to employ effective communication strategies to achieve communicative goals. Moreover, 40.0% of respondents attained scores within the range of 7-8, reflecting a very good level of strategic proficiency. This cohort likely demonstrates a solid understanding of communication strategies and their application in various contexts. However, there were no respondents who scored within the ranges of 5-6, 3-4, or 0-2, indicating a lack of representation in these categories.

Students in the highest proficiency bracket (scores 9-10) can effectively participate in strategic communication roles that require advanced planning and execution of communication strategies to avoid communication breakdown. These students can excel in class and school presentations and forums where the ability to employ effective communication strategies is paramount for persuading and engaging audiences. Also, these students can become strategic communicators, capable of crafting messages that resonate with target audiences and achieve desired outcomes.

Students with very good proficiency (scores 7-8) are well-positioned to contribute to collaborative projects and group work that require strategic communication. They can take on roles that involve coordinating group activities, mediating conflicts, and ensuring effective information flow within teams. These students can also benefit from participating in peer tutoring programs, where they can share their strategic communication skills with peers, thereby reinforcing their own abilities while helping others improve.

Drawing on the insights from Chen and Liu (2021), collaborative learning environments emerge as a significant contributor to strategic skills development among senior high school students. The authors underscore the importance of peer interaction in fostering strategic skills, highlighting how peer exchanges facilitate authentic communicative experiences that refine and expand learners' strategic abilities. This study emphasizes the positive impact of group dynamics on communicative enhancement, advocating for the integration of peer-based learning strategies in language classrooms.

Table 4. Level of the Speaking Performance of Senior High School Learners in terms of Pronunciation

Scores	Frequency	Percentage	Interpretation
5	1	3.3	Excellent
4	14	46.7	Good
3	15	50.0	Satisfactory
2	-	-	Needs Improvement
1	-	-	Inadequate
Total	30	100.0	

Legend: 5 -Excellent, 4 - Good, 3 -Satisfactory, 2 -Needs Improvement, 1 -Inadequate

Table 4 illustrates the distribution of speaking performance levels among senior high school learners in terms of pronunciation proficiency. Most of the learners, constituting 50.0%, achieved a score of 3, indicating a satisfactory level of pronunciation. Additionally, 46.7% of learners scored a 4, reflecting a good level of pronunciation proficiency. This cohort likely demonstrates clear and intelligible speech, contributing to enhanced communication clarity and listening comprehension.

A smaller proportion, 3.3%, attained the highest score of 5, denoting excellent pronunciation skills. These learners exhibit exceptional clarity and accuracy in their speech, significantly enhancing their overall communicative competence. However, no learners scored within the lower ranges of 1 or 2, suggesting a lack of representation in these categories. While this absence may indicate a generally proficient level of pronunciation among the sampled population, it could also signify limitations in the assessment's scope or potential biases in the evaluation process.

It can be gleaned that students demonstrated a satisfactory level of proficiency in pronouncing words ending in the /ʃən/ sound. Words such as "aspiration" and "education" were articulated clearly, with appropriate emphasis on the /ʃən/ sound, avoiding common errors such as reducing it to a simpler /n/ or /j/ sound. This suggests a baseline competence in pronunciation, enabling learners to communicate effectively, albeit with some room for improvement. In addition, students in good level proficiency can somehow distinguish between the /v/ sound and often-confused with the /b/ b/sound. There was good vocalization in words such as "views" and "vision," ensuring the

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/v/ sound was produced with the necessary vibratory quality.

To address the needs of learners across different proficiency levels, curriculum development should incorporate a variety of pronunciation instruction methods. As emphasized by Linebaugh and Roche (2015), effective pronunciation instruction is crucial for fostering clear speaking skills and improving listening comprehension. Educators should integrate a mix of traditional and innovative methods, ensuring that instruction is engaging and supportive.

Table 5. Level of the Speaking Performance of Senior High School Learners in terms of Fluency

Scores	Frequency	Percentage	Interpretation
5	1	3.3	Excellent
4	18	60.0	Good
3	11	36.7	Satisfactory
2	-	-	Needs Improvement
1	-	-	Inadequate
Total	30	100.0	

Legend: 5 -Excellent, 4 - Good, 3 -Satisfactory, 2 -Needs Improvement, 1 -Inadequate

Table 5 presents the distribution of speaking performance levels among senior high school learners in terms of fluency proficiency. The majority of learners, comprising 60.0%, attained a score of 4, indicating a good level of fluency. Additionally, 36.7% of learners achieved a score of 3, reflecting a satisfactory level of fluency. A single learner, representing 3.3% of the total, scored the highest level of 5, denoting excellent fluency. However, no learners scored within the lower ranges of 1 or 2, suggesting a notable absence of inadequate fluency among the sampled population.

This table suggests that learners with a good level of fluency can express themselves coherently and effectively, with a relatively smooth and uninterrupted flow of speech related to the topic “A Memorable Trip I’ve Taken” in delivering an extemporaneous speech. There is a smooth and fluid speech, few hesitations and a slight search for words. In addition, the participants in a satisfactory level can occasionally pause or hesitate when delivering certain words, indicating a lack of complete confidence in their abilities in performing a speech about future career aspirations. There is some hesitation and unevenness caused by rephrasing searching for words. While these learners may exhibit occasional hesitations or interruptions in speech, they can still convey ideas with clarity and coherence.

To address the needs of learners across different proficiency levels, curriculum development should incorporate a variety of fluency-enhancing activities. As emphasized by Marilyn and Harcourt (2019) and Mairi (2016), fluency in speaking English is a critical component of language proficiency, encompassing various aspects such as the smoothness and rate of speech, the connectedness of ideas, and the absence of excessive pausing.

Table 6. Level of the Speaking Performance of Senior High School Learners in terms of Vocabulary

Scores	Frequency	Percentage	Interpretation
5	7	3.3	Excellent
4	14	60.0	Good
3	9	30.0	Satisfactory
2	-	-	Needs Improvement
1	-	-	Inadequate
Total	30	100.0	

Legend: 5 -Excellent, 4 - Good, 3 -Satisfactory, 2 -Needs Improvement, 1 -Inadequate

Table 6 displays the distribution of speaking performance levels among senior high school learners concerning vocabulary proficiency. The majority of learners, accounting for 60.0%, achieved a score of 4, indicating a good level of vocabulary proficiency. Additionally, 30.0% of learners attained a score of 3, reflecting a satisfactory level of vocabulary proficiency. A smaller subset, comprising 3.3% of the total, scored the highest level of 5, denoting excellent vocabulary proficiency. However, there were no learners who scored within the lower ranges of 1 or 2, suggesting a notable absence of inadequate vocabulary proficiency among the sampled population.

It can be gleaned that the majority of the learners accounting for 60 % can possess a diverse range of words and expressions, enabling them to effectively convey their ideas and thoughts about their strand STEM which deals with Science, Technology, Engineering, and Math) that is an integrated approach to learning and development. The participants exhibited excellent proficiency in using a wide range of well-chosen vocabulary. They were able to articulate their views effectively and demonstrated a deep understanding of the topic. They gave examples of specific terminology and nuanced expressions highlighting their strong command of this subject matter. On the other hand, 30 % of the participant's vocabulary range was notably lacking in this area, talking about future career aspirations. There

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was a reliance on basic and repetitive language, which limited the depth and clarity of their responses. With this, enhancing vocabulary specific to career aspirations would improve their ability to discuss this topic more effectively and with greater confidence.

To address the needs of learners across different proficiency levels, curriculum development should incorporate a variety of vocabulary-enhancing activities. As emphasized by Sugiarto, Mega, and Sugiarto (2020), fostering positive attitudes toward vocabulary learning is crucial for language acquisition success.

Table 7. Level of the Speaking Performance of Senior High School Learners in terms of Grammar

Scores	Frequency	Percentage	Interpretation
5	3	10.0	Excellent
4	14	46.7	Good
3	13	43.3	Satisfactory
2	-	-	Needs Improvement
1	-	-	Inadequate
Total	30	100.0	

Legend: 5 -Excellent, 4 - Good, 3 -Satisfactory, 2 -Needs Improvement, 1 -Inadequate

Table 7 outlines the distribution of speaking performance levels among senior high school learners regarding grammar proficiency. The data indicates that 46.7% of learners achieved a score of 4, denoting a good level of grammar proficiency. This suggests that learners demonstrate competence in constructing grammatically correct sentences, contributing to effective communication. Furthermore, 43.3% of learners attained a score of 3, reflecting a satisfactory level of grammar proficiency. While these learners may exhibit occasional errors, they can generally convey their ideas with clarity and coherence. A smaller subset, comprising 10.0% of the total, scored the highest level of 5, indicating excellent grammar proficiency. These learners demonstrate an exceptional command of grammar, consistently producing accurate and precise language structures. Notably, there were no learners who scored within the lower ranges of 1 or 2, suggesting a notable absence of inadequate grammar proficiency among the sampled population. This observation may indicate a generally proficient level of grammar among senior high school learners or potential limitations in the assessment's scope or evaluation process.

Students in a good level proficiency made errors in grammatical structures with regards to subject-verb agreement and the use of correlative pronouns. This affected the clarity of their speech at times. For example, the speaker might have said, "Each of the apps are useful" instead of the correct "Each of the apps is useful," or "Neither the phone or the laptop works well" instead of "Neither the phone nor the laptop works well." Furthermore, students in satisfactory level frequently made grammatical errors involving prepositions, which disrupted the flow of their speech and sometimes led to misunderstandings. Examples of such errors include saying "depend on technology for everything" instead of the correct "depend on technology for everything," or "involved to many activities" instead of "involved in many activities."

To address the needs of learners across different proficiency levels, curriculum development should incorporate a variety of grammar-enhancing activities. As emphasized by Hidayati (2021) and Ratnasari (2020), proficiency in grammar is essential for effective communication, enabling learners to produce accurate sounds, choose appropriate words, and construct meaningful interactions.

Table 8. Relationship between Communicative Competence and Speaking Performance

	Pronunciation	Fluency	Vocabulary	Grammar
Grammatical	0.285	0.081	0.125	0.300
Sociolinguistic	0.100	-0.105	0.136	-0.152
Strategic	0.104	0.078	0.011	-0.064
Discourse	0.119	0.000	0.122	-0.171

***.* Correlation is significant at the 0.01 level (2-tailed).

**.* Correlation is significant at the 0.05 level (2-tailed).

Table 8 presents the correlation coefficients indicating the relationship between communicative competence and speaking skills, including pronunciation, fluency, vocabulary, and grammar. The data reveal varying degrees of correlation between different aspects of communicative competence and speaking skills.

Pronunciation demonstrates a weak correlation with grammatical competence ($r = 0.285$, $p < 0.01$), indicating that learners with better pronunciation skills tend to also demonstrate stronger grammatical proficiency.

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Fluency shows a weak positive correlation with grammatical competence ($r = 0.081, p > 0.05$), suggesting a slight tendency for individuals with higher fluency levels to also exhibit stronger grammatical skills.

Vocabulary exhibits a weak positive correlation with both grammatical competence ($r = 0.125, p > 0.05$) and sociolinguistic competence ($r = 0.136, p > 0.05$), implying a slight association between vocabulary knowledge and these aspects of communicative competence.

Grammar demonstrates a moderate positive correlation with both pronunciation ($r = 0.300, p < 0.01$) and vocabulary ($r = 0.122, p > 0.05$), indicating that individuals with stronger grammatical skills are likely to also have better pronunciation and vocabulary knowledge.

Sociolinguistic competence shows weak correlations with pronunciation ($r = 0.100, p > 0.05$) and vocabulary ($r = 0.136, p > 0.05$), but a weak negative correlation with grammar ($r = -0.152, p > 0.05$), suggesting a potential inverse relationship between sociolinguistic competence and grammatical accuracy.

Strategic competence and discourse competence demonstrate weak correlations with speaking skills, with no statistically significant relationships observed at the 0.01 or 0.05 levels.

The correlations provided in Table 8 offer insights into the interplay between different components of communicative competence and speaking skills, highlighting potential areas of strength and areas for improvement in language learning and teaching practices.

The weak correlations observed in the relationship between certain components of communicative competence and speaking skills could be attributed to several factors.

Speaking involves multiple language skills beyond the components measured in this table, such as listening comprehension, discourse organization, and pragmatic competence. Weak correlations may indicate that these other factors play a more significant role in speaking proficiency than those measured in the table.

Learners vary in their strengths and weaknesses across different language skills. Weak correlations may reflect individual differences in language learning strategies, cognitive abilities, and prior language exposure, which can influence performance in specific areas of communicative competence.

Language instruction may prioritize certain language skills over others, leading to discrepancies in proficiency levels across different components of communicative competence. Weak correlations may result from variations in instructional focus and pedagogical approaches.

Globalization has created limitless opportunities for education along with challenges. This wave of diversification has led to enormous challenges worldwide. Consequently, learning English as a secondary education has acquired greater relevance, especially in the Arab region (Burden-Leahy, 2009). Among the learners of English as a secondary language [ESL] or English as a Foreign language (EFL), gaining mastery over the four language skills namely, reading, writing, listening, and speaking is indispensable around the world. It is a commonly-observed fact that learning English speaking skills is the most daunting task due to the involvement of a couple of factors i.e., social and psycholinguistic that hinder their progress to be able to speak English with proficiency (Rajendran & Yunus, 2021).

Previous research by Smith et al. (2019) suggested that grammatical competence plays a crucial role in speaking performance, as it influences the clarity and coherence of verbal communication. Similarly, studies by Johnson (2017) emphasized the significance of sociolinguistic competence in adapting language use to different social contexts during speaking tasks. However, despite the theoretical connections between communicative competence and speaking performance, the study by Lee and Park (2022) found no significant relationship between these variables among senior high school students. This finding challenges the conventional understanding of how communicative competence influences speaking proficiency in educational settings.

The measures used to assess communicative competence and speaking skills may not fully capture the complexity of language use. Weak correlations could stem from limitations in assessment tools or from differences in the skills being measured.

The context in which language learning occurs, such as the classroom environment, exposure to authentic language input, and opportunities for language practice, can influence the development of communicative competence and speaking skills. Weak correlations may reflect the influence of these contextual factors on learners' language proficiency.

Language learning is a gradual process that requires time and exposure to the language. Weak correlations may indicate that learners need more extensive exposure and practice to demonstrate significant improvements in certain aspects of communicative competence and speaking skills.

The lack of significant relationship between communicative competence and speaking performance raises questions about the effectiveness of current language teaching methodologies in fostering oral communication skills among senior high school students. It suggests that factors beyond communicative competence, such as motivation, confidence, and exposure to authentic language use, may play a significant role in speaking proficiency.

In summary, the weak correlations observed in the relationship between certain components of communicative competence and speaking skills may stem from the complexity of language learning, individual differences among learners, variations in instructional practices, limitations in assessment methods, contextual factors, and the gradual nature of language acquisition. Addressing these factors through

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comprehensive language instruction and targeted interventions can help learners develop a more balanced and robust set of language skills.

CONCLUSION

Based on the abovementioned findings, the following conclusions are formulated:

The hypothesis that there is no significant relationship between communicative competence and the speaking performance of senior high school learners is accepted.

RECOMMENDATION

Based on the findings of the study, the following recommendations are offered:

1. Given that sociolinguistic and strategic competencies scored lower compared to grammatical competence in the test, it's important to focus on improving these areas. The teacher may implement a variety of instructional strategies that cater to different learning styles and preferences of the students. Incorporate task-based activities that focus on developing both communicative competence and speaking skills simultaneously. This could include role-plays, debates, group discussions, and real-life scenarios to enhance practical application.
2. Based on the assessment of senior high school learners' speaking performance, there are varying levels of proficiency in pronunciation, fluency, vocabulary, and grammar. To address these differences and enhance overall speaking skills, the teacher may conduct Focus Group Discussions (FGDs). FGDs can provide learners with the opportunity to practice speaking in a supportive group setting, receive immediate feedback, and engage in interactive learning. This approach can help improve their pronunciation, fluency, vocabulary, and grammar through collaborative discussions and targeted feedback.
3. Since the speaking performance of senior high school learners varies across different aspects such as pronunciation, fluency, vocabulary, and grammar, it's crucial to integrate speaking skills development across the curriculum. Design interdisciplinary projects or activities that encourage students to speak in various contexts, incorporating pronunciation drills, fluency-building exercises, vocabulary expansion tasks, and grammar practice. This holistic approach can help students improve their overall speaking proficiency.
4. The weak relationships observed between communicative competence and speaking skills suggest a need for cross-domain training. The teacher may design interventions that bridge the gap between communicative competence and speaking skills by integrating activities that target multiple competencies simultaneously. For example, develop speaking tasks that require students to not only demonstrate grammatical accuracy but also employ sociolinguistic awareness and strategic language use. By integrating these elements, students can develop a more comprehensive understanding of communicative competence and its application in speaking contexts.
5. Future researchers may conduct large-scale research concerning communicative competence and speaking performance of senior high schools such as regional or national level and explore alternative variables that could be impacting speaking performance and communicative competence.

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