Assessing Students' Speaking Using the Theory of Linguistic Competence

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Abstrak

Grammar masih merupakan masalah terbesar yang di alami oleh para penutur asli Bahasa Indonesia dalam berbicara Bahasa Inggris, termasuk siswa yang Bersiap-siap untuk menghadapi tes IELTS. Oleh karena itu, penelitian ini bertujuan untuk menilai kemampuan berbicara lima siswa untuk menentukan kompetensi linguistik mereka dalam berbicara. Penelitian ini menggunakan desain deskriptif kualitatif dengan metode studi kasus. Pesertanya adalah lima mahasiswa yang mengikuti kursus IELTS. Data lisan dikumpulkan melalui wawancara tatap muka, lalu ditranskripkan, dan dianalisis menggunakan teori kompetensi linguistic yang diajukan oleh Celce-Murcia dkk. Parameter yang digunakan dalam penelitian adalah klausa nomina dan klausa adjektiva (sintaksis), kesesuaian subjek dan verba (morfologi), serta acuan pronomina (leksikon). Ditemukan bahwa siswa memiliki beberapa kelemahan dalam melakukan penyesuain subjek dan kata kerja serta referensi kata ganti, sementara mereka tidak menemukan kesulitan dalam menggunakan klausa kata sifat dan kata benda. Strategi 'kecanggihan leksikal' dapat diterapkan untuk meningkatkan tata bahasa siswa dalam berbicara dengan berperan sebagai penguji dan peserta tes IELTS.
Kata Kunci: penilaian berbicara; kompetensi linguistik; Celce-Murcia et al.

Abstract

Grammar is still considered the most problem experienced by Indonesian native speaker in speaking English, especially those who are preparing for the IELTS test. Thus, this study aimed to assess five students' speaking performance to determine their linguistic competence in speaking. This study employed qualitative descriptive design with a case study method. The participants were five students of an IELTS course. The spoken data was collected by face-to-face interview, transcribed, and analysed using the theory of linguistic competence proposed by Celce-Murcia et al. The parameters used in the study were the noun clause and adjective clause (syntax), the subject and verb agreements (morphology), and the pronoun references (lexicon). It was found that the students had several weaknesses in performing subject and verb agreement as well as pronoun references, while they found no difficulties in using adjective and noun clauses. A 'lexical sophistication' strategy can be implemented to improve the students' grammar in speaking by playing roles as IELTS examiners and test takers.
Keywords: speaking assessment; linguistic competence; Celce-Murcia et al.

INTRODUCTION

The development of English-speaking skills is challenging if knowledge of English grammar is lacking. To pronoun and engage in socially acceptable discourse, grammar assesses the students' English-speaking abilities, and the students rely on it so heavily that they can speak fluently (Rasul & Suseno, 2018). However, according to Farhani et al. (2020) and Abrar et al. (2018), English grammar can be one of the problems for Indonesians when they speak English. It is because the grammar used in Indonesian is different from the one in English. The English language is more complicated and challenging since it is spoken based on tenses or time signals and any categories of linguistics such as syntax, morphology, phonology, and lexicon. It may lead to confusion among Indonesians, and instead of speaking, they overthink and feel cautious about what sentences they should utter and what tense they should use. In the end, they begin to be reluctant to speak and end up saying nothing. Likewise, Wahyuningsih and Afandi (2020) find that poor grammar is one of the issues in English-speaking problems faced by Indonesian students and that a proper curriculum, the use of technology and social media, and an English-speaking community should be built to encourage them to speak properly and confidently. Therefore, if one can speak well with a lot of vocabulary, they also need to be assessed to check how well they speak grammatically.

The theory of linguistic competence developed by Celce-Murcia et al. (1995) can be used as an assessment tool for Indonesian students' grammar limitations in speaking. Initially, Celce-Murcia et al. (1995) proposed a communicative competence (CC) theory based on Canale and Swain (1980) model for instructional and assessment purposes, one of which is linguistic competence. Linguistic competence, once called grammatical competence in the model of Canale and Swain (1980), focuses on the understanding or knowledge of language codes such as rules of grammar, vocabulary, pronunciation, spelling, etc. The concept of communicative competence was derived from linguistic competence introduced by linguist Noam Chomsky (1965, cited in Paulston, 1992). According to Chomsky (1965, cited in Paulston, 1992), linguistic competence was defined as the speakers' ability to create and understand grammatically correct sentences. Moreover, Rickheit and Strohner (2008) mark that speakers who produce words successfully can communicate with basic linguistic competence as one of the communication skills. In linguistic competence, it is the purpose of speakers to have their intentions understood, and it is the intention of listeners to understand a speaker's intentions after they have spoken (Holtgraves, 2008, cited in Rickheit & Strohner, 2008). When speakers and listeners can navigate grammatical challenges in a conversation, language use is considered successful.

Linguistic competence consists of the constituent elements of communication, such as basic sentence patterns and structures, morphological variations, lexical resources, and phonological and orthographic systems in producing speech or writing (Celce-Murcia et al., 1995). Here are the suggested components of linguistic competence by Celce-Murcia et al. (1995) for assessing one's speaking ability:

SYNTAX
- Constituent/phrase structure
- Word order (canonical and marked)
- Sentence types; statements, negatives, questions, imperatives, exclamations
- Special constructions; existentials (*there + BE…*); clefts *(It's X that/who…*; *What* + Sub. + Verb + *BE)*, question tags, etc.
- Modifiers/intensifiers, quantifiers, comparing and equating
- Coordination (and, or, etc) and correlation (*both X and Y; either X or Y*)
- Subordination (e.g., Adverbial clause, conditionals)
- Embedding; noun clauses, relative clauses (e.g., restrictive and non-restrictive), reported speech

MORPHOLOGY

- Parts of speech
- Inflections (e.g., agreement and concord)
- Derivational processes (productive ones); compounding, affixation, conversion/incorporation

LEXICON (receptive and productive)

- Words; content words (Ns, Vs, ADJs), function words (pronouns, prepositions, verbal auxiliaries, etc.)
- Routines; word-like fixed phrases (e.g., *of course, suddenly*), formulaic and semi-formulaic chunks (e.g., *how do you do?*)
- Collocations: V – Obj. (e.g., *spend money*), Adv. – Adj. (e.g., *mutually intelligible*), Adj. – Noun (e.g., *tall building*)
- Idioms (e.g., *kick the bucket*)

PHONOLOGY (for pronunciation)

- Segmentals; vowels, consonants, syllable types, sandhi variation (changes and reduction between adjacent sounds in the stream of speech)
- Suprasegmentals; prominence, stress, intonation, and rhythm.

ORTHOGRAPHY

- Letters (if writing system is alphabetic)
- Phoneme-grapheme correspondences
- Rules of spelling
- Conventions for mechanics and punctuations

Three components, such as syntax, morphology, and lexicon, are used for assessing linguistic competence in writing and speaking, while phonology is added to assess the pronunciations of those non-native speakers and is used for spoken discourse. The last component of linguistic competence is orthography, which is used to assess written discourse. Implementing the rules to make whatever adjustments in either spoken or written discourse are necessary according to contextual standards and using these guidelines to create expressions from scratch when the situation calls for them (Widdowson, 1989 cited in Celce-Murcia et al., 1995).

Several studies have used the theory of communicative competence (CC) by Celce-Murcia et al. (1995) for language assessment with different settings and methods (see Hakim & Saputra, 2018; Roza, 2022; Tatsukawa, 2007; Widayati, 2012). Hakim and Saputra (2018) and Roza (2022) assess the communicative competence of Indonesian students who were studying in the United Kingdom and the United States in both spoken and written discourse by using the CC theory, focusing on their linguistic, discourse, strategic, sociocultural, formulaic, and interactional competences. Meanwhile, Widayati (2012) reviews English textbook material by using the theory to ensure it covers competencies in listening, reading, speaking, and writing tasks. In addition, Tatsukawa (2007) designed a strategic competence test for EFL students in a Japanese high school based on the theory of Celce-Murcia et al. (1995) to investigate the students' strategies in dealing with English as a foreign language. The studies mentioned above have offered useful insights into assessing Indonesian students' linguistic competence. Albeit there are a few relevant published studies discussing the communicative competence developed by (Celce-Murcia et al. (1995), especially in linguistic area. Therefore, it is important to find out the linguistic competence of the students involved in this study in speaking. The study conducted is expected to answer the question: how well is the performance of the students in particular linguistic competence areas developed by Celce-Murcia et al. (1995)?

METHOD
Research design

This study utilised a qualitative descriptive research design with a case study method. Sharan (2009) defines qualitative study as learning how people construct their worlds, interpret their experiences, and give those experiences meaning. Unlike quantitative research, which views the researcher's communication with the field and its participants as an intervening variable, qualitative research views it as an explicit component of knowledge where the subjectivity of both the researcher and the subject under investigation is incorporated into the research process (Flick, 2022). The goal of qualitative research is a discovery that produces fresh insights, not the confirmation of an already held belief, so natural settings are a focus for qualitative researchers (Sherman & Webb, 2004). Furthermore, Leavy (2014) states that qualitative assessment can be used as a method or organized series of steps used to establish priorities and make decisions about program or organizational improvement or resource allocation. Also, qualitative assessment will help build strategies and interventions for dealing with the readiness of a community (Leavy, 2014).

Moreover, a case study is stated as a thorough, all-encompassing description and examination of one discrete, constrained unit (Sharan, 2009). Through a case study as one of the qualitative methods for obtaining information and evaluating the participants, it can accurately and precisely capture the activity being studied and is believed to investigate a particular phenomenon in a real situation to find a rich and live interpretation of an individual or more with in-depth analysis to gain people's understanding and the curiosity of the researcher (Babbie, 2020; Cohen et al., 2017; Creswell, 2016; Flick, 2022; Given, 2008). Concerning this, Scott and Usher (2011) interpret a case study as an in-depth analysis of a single or series of events that the analyst thinks exemplifies the application of a particular general theoretical principle. In addition, Flick (2022) also states that a method of text examination, in this case, students' speaking transcriptions, to find errors can be found in case studies. For those reasons, a qualitative design with a case study was used as the research approach to assess the participants' speaking discourses (Creswell, 2016) by focusing on their linguistic competence as proposed by Celce-Murcia et al. (1995). Overall, this type of method was considered appropriate since it can be precisely captured and observed with a limited number of participants.

Participants and settings

The research was conducted in a meeting room in one of the hotels in Pekanbaru. The primary consideration in selecting the research site was the decision of the institution that held the IELTS course. This study employed a purposive sampling technique in choosing the participants. This method is commonly used in a case study project and is based on researchers' judgment to get the most useful data and representatives (Babbie, 2020; Cohen et al., 2017; Scott & Usher, 2011). This technique is more concerned with maximizing the information's representativeness and seeking less randomization, as it is also called targeted sampling (Lapan et al., 2012). Since dealing with human subjects in qualitative research often entails conducting in-person interviews, on-site observations, and written exchanges, it is crucial that the researcher knows how to effectively acquire access to the target participants (Given, 2008). Then, to plan a purposeful sample selection, subjects for the interview must be selected with care and consideration (Leavy, 2014). Therefore, five students were chosen as participants in this study.

These students took an IELTS course with one of the authors with the intention of continuing their studies abroad. The students chosen for the study had different ages (17 to 24 years old), genders (2 males and 3 females), and occupations (two students were bachelor's degree graduates, one was a senior high school student, the others were a chemistry teacher in a private school and an employee from a private sector company). The reasons for selecting these participants were that English is not their first language, that the level of their speaking skill in English was intermediate, with scores ranging from 5 to 5.5 in the IELTS speaking pre-test before joining the IELTS course, and that they communicated English very well in the classroom, although there were pauses and hesitations found in their utterances. The criteria of the participants

made the information obtained sufficient, observable, and relevant. Besides, since they were the students of one of the authors, access to them was more convenient, and the communication for scheduling the data collection was easy to create.

Ethical consideration and trustworthiness

Any research practice must place a strong emphasis on ethics, especially when working with human subjects (Leavy, 2014). Given the special relationship that forms between the participants and the researcher as a means of data collection, researchers have a duty to carefully consider the dangers and advantages of doing the research as well as their own positionality (Lapan et al., 2012). Correspondingly, Leavy (2014) also thinks about concerns like preventing harm to the people or settings involved in the study, avoiding exploitation of research participants (with special consideration in the case of vulnerable populations), disclosure of the nature of the study and how the findings will be used, the voluntary nature of participation, confidentiality, and being responsible to act respectfully and to think carefully about how research participants are portrayed. In relation to that, Given (2008) agrees that the appropriate ethical and academic procedures were used to gain admittance to participants for the purposes of conducting formal research.

To persuade the participants to join this research, the authors first informed them about what research would be done. Then, they were asked for consent to do the interviews and recordings for the data collection. Informed consent for the study was crucial to ensuring the participants that they would not be involved in any harm regarding the research (Babbie, 2020). In most circumstances, the permission form that results from this review process is the first and most direct route to participants because it is used to formally seek their participation in the study (Given, 2008). Furthermore, to cover the participants' identities, they also agreed that their names would be pseudonymized. Pseudonym is one way to keep the confidentiality of participants by substituting names with an alias (Given, 2008; Bazeley & Jackson, 2019). Roza (2019) also states that pseudonyms are utilized so that no one will be able to determine the names of the participants or the study locations if the research findings are shared. By using a pseudonym, the authors could guarantee the participants that their identities would be secured, as it may cause legal threats with the data disclosure (Given, 2008). Besides, this method made it possible for the authors to retrieve a specific interview transcript or several transcripts (Sharan, 2009). Hence, those 5 students recruited were pseudonymised by using the names Ditta (a bachelor's degree graduate), Seth (a bachelor's degree graduate), Arie (a chemistry teacher), Pretty (a senior high school student), and Diony (a private sector employee). Care should be taken, however, as the individuals' traits could be represented by the pseudonymised names (Given, 2008). In any event, the participants had the right to leave the study at any time for any reason or none, even if their real names had been changed to pseudonyms (Roza, 2019).

During interviews, the participants were also asked to confirm that the audio recorder was on and that it clearly captured their voices to ensure credibility, one of the trustworthiness criteria suggested by Guba (1981), in obtaining the accuracy of the data in this research. They were also asked to read the whole interview transcriptions to ensure that what they had said during the data collection process matched what was written down (Shenton, 2004). All in all, to increase the legitimacy of the data, the entire procedure of obtaining participants' agreement and trustworthiness was ensured.

Data Collection

The instrument of data collection was a structured interview with the same structure, wording, and questions for every respondent (Cohen et al., 2017). Although the interviews were time-consuming, it is a method for when humans interact with humans; it can keep the confidentiality of the participants; and the interviewees can ask for a repeat or an explanation of unclear questions (Cohen et al., 2017). Also, individual interviews offer people crucial chances to be heard in their own words (Given, 2008). Thus, after all the course sessions were finished, face-to-face interviews were held in the form of an IELTS speaking simulation

test. The interviews were held for about 8 to 13 minutes. All the interview questions were taken from the speaking test practice material of the book 'Official IELTS Practice Test' published by the British Council and the University of Cambridge (2010).

Table 1. Interview questions

Part 1.
Let's talk about weekends.
What do you usually do at the weekend?   **What do you think you'll do next weekend?**   **Do you enjoy your weekends now more than you did when you were a child?**   **How important is it for you to relax at the end of the week?**
Part 2.
Candidate task card.
Describe a special gift or present you gave to someone.
You should say:
To whom you gave the gift
What the gift was
Where you got it from
And explain why this gift was special.
You will have to talk about the topic for 1 to 2 minutes.
You have 1 minute to think about what you are going to say.
You can make some notes to help you if you wish.
Rounding off questions:
Did you tell people about this gift?   **Do you enjoy giving gifts?**
Part 3.
Let's consider first of all giving gifts in families.
On what occasion do family members give gifts to each other?   **Is giving gifts important in families?**
Let's consider giving gifts in society.
What situations in business are there when people might give gifts?   **How important is gift-giving for a country's economy?**
Let's move on to international gifts or international aid.
What sort of aid do governments give to other countries?   **What do you think motivates governments to give aid to other countries?**

The interviews were recorded using a remarkable audio recorder to be transcribed since recorded material can generate what happens in an event and analysis (Scott & Usher, 2011). Moreover, a high-quality recorder was also considered in the interview to make a better transcription (Bazeley & Jackson, 2019). As a result, in the process of data collection in the study, the interviews were recorded successfully, and the transcribing process faced no difficulties due to the clear voices of the participants.

Data analysis

After the data were transcribed into transcription, they were assessed using the theory of communicative competence proposed by Celce-Murcia et al. (1995), particularly linguistic competence. The parameter analysis of linguistic competence was noun clause and adjective clause (syntax), subject and verb agreements (morphology), and pronoun references (lexicon). Six steps of thematic analysis proposed by Braun and Clarke (2012) were also used to assist the data analysis. The first step was to familiarise with the data obtained from the transcription and generate codes related to the analysis parameters. After codes were highlighted, the themes were searched and reviewed to identify the potential ones. After identifying the potential themes based on the analysis parameters, they were named and defined to produce a finding report.

Research parameters

The first parameters used to assess the students' linguistic competence were noun clauses and adjective clauses. According to a linguistic perspective, language is made up of form elements like words, phrases, and clauses that individuals use to "mean," "express," "represent," or "refer to" ideas they want to share with others (Payne, 2010). Also, noun clauses and adjective clauses are used in grammatical structure to make sentences uttered and written coherent (Uyen et al., 2017).

Any explanation of how grammar is processed must undoubtedly include knowledge of how speakers create subject and verb agreement (Vigliocco et al., 1995). Hearst (1991, cited in Eberhard, 1997) examines the evidence from numerous fields, including vision, memory, and learning, showing that, in general, humans are more adept at spotting, identifying, and picking up on the existence of a feature than the lack of one. Therefore, this universal trait of the human information processing system may also be seen in the asymmetry in attraction errors, including in constructing sentences without mismatching subject and verb agreement (Eberhard, 1997).

The last parameter was pronoun references. It is impossible to avoid addressing in any communication act, and personal pronouns can be unclear and confusing, particularly when the personal pronouns in the first language are pronounced the same, while in English, they can be characterized by case, gender, and number (Le Thi, 2011; Quirk, 2014).

The main objectives of using these parameters to assess the students' linguistic competence were: 1) noun clause and adjective clause were part of complex sentences, and to develop sentences in speaking whatsoever, the students should have known how to use simple, compound, as well as complex sentences; 2) subject and verb agreement was essential since it is the most basic skill in creating sentences grammatically; and 3) pronoun reference played a big role in avoiding misunderstandings in addressing people and things. In a nutshell, these three parameters could be the measurement of how well the students speak grammatically, and the errors made when producing sentences could serve as an evaluation of their improvement.

RESULTS AND DISCUSSION

In this section, the data were classified based on the parameter analysis of linguistic competence (Celce-Murcia et al.,1995): noun clause and adjective clause (syntax), subject and verb agreements (morphology), and pronoun references (lexicon). After the data was decoded from the transcription, the students' utterances were analysed to determine how well their linguistic competence was in speaking. The symbol of parentheses between the participants' utterances shows the corrections.

Syntax – Noun Clause and Adjective clause

From the analysis, it was found that all students performed considerably well in using noun clauses. For instance, Ditta said in his interview, *"[…] I believe* **that it is important or crucial in our life…***"as* an indication that he understood how to use noun clauses.

Diony also uttered noun clauses during her speaking such as, *"[…] it depends on **how we feel to them and how we talk to each other** …"* and *"[…] we can give them **what we have,** and they can give **what they have to help us** …"*.

In addition, Seth, Arie, and Pretty used noun clauses successfully in their interview on the topic of weekends and giving gifts:

Seth: *"Another reason **why it is so special** because I rarely get a gift from my family or friends, and my brother offered me **what kind of shoes I want**, and it is right at **when I graduated from my university**."*

Arie: *"Sometimes, I really envy of **how someone could have a bestfriend like me** …"*

Pretty: *"[…] maybe buy some clothes, **that is how I refresh my brain** after having busy days."*

Furthermore, four students maintained their adjective clause properly in the interview when telling the topic about the gifts that they received and gave from people. As an illustration, Seth inserted, *"I got special gift, shoes, **that I currently use**, not the one **that I use**, but shoes **that was called Onitsuka tiger**."*

Ditta also added adjective clauses in his utterances though he had minimum errors such as, *"[…] a thing **that I want to give for someone that (is) special for me** is edelweiss. Edelweiss is a flower **that we can get from anywhere**, but we can get it from the mountain."* The example of adjective clause sentences produced by Pretty was: "*I will give her a baker, or maybe a pan **that can cook a lot of cookies…***" and "*Another (other) activities **that I am doing right now …***"

Compared to the other participants, Arie produced more adjective clauses when she spoke, such as:

"*I will describe the special gift **that I gave to someone…***"

"*[…] but I enjoy to give that stuff with a person **that I really care about** …*"

"*The best help **that government has** is to make a rule **that can (be) applied by the whole society…***"

"*We also have many schools **that doesn't (have) enough facility to teach students well**.*"

Surprisingly, Diony did not produce a single adjective-clause sentence during the interview. The transcription showed that she mostly used simple and compound sentences in her speeches.

From the noun and adjective clauses assessment, most of the students performed well in creating sentences orally. However, only Diony did not use noun and adjective clauses during the interview as she kept saying things in simple sentences. Elyildirim (2017) affirms that when they have little and imperfect knowledge of grammatical rules and lexical items, language learners often resort to avoidance as a means of producing the target language. Therefore, what Diony appeared to do could be an act of avoidance to create complicated sentence, so she had a small number of mistakes in her speaking.

However, creating adjective and noun clauses as complex sentences measures how well one's ability in grammatical range and accuracy. In the IELTS test, specifically, it is one of the assessment criteria which determine the scores of test takers in speaking. In the band descriptors, it is required for the test participants in producing variety of sentences, not only the simple ones, but also the complex sentences. What Diony did during the interview will lower her score due to her ability in producing small numbers of clauses. According to Steffani and Dachtyl (2007), the use of complicated phrases helps children develop their sophisticated ideas and thoughts when they describe the objects around them. This is significant because it helps them learn to utilize concise language, which is difficult to do when using simple words. Thus, Diony was considered not maximally used her ability in sending her complex thoughts and ideas which resulted her loss in getting a good score in the IELTS since she avoided using the clauses.

Morphology - Subject and Verb Agreement

Based on the participants' speeches, it was found that the participants made several errors in producing subject and verb agreement in sentences, mostly in the simple present tense. The errors produced by the participants are listed in the table below:

Table 2. Errors Produced In Subject And Verb Agreement

Participants	Errors in subject and verb agreement	Corrections
Ditta	*[...] **it's come** from my inner self, ...* *My friend can get (the) feeling **what I feeling.***	*It comes from my inner self.* *What I am feeling.*
Diony	***It's make** a memory for them ...* *I know **it really strict.*** *[...] **government give** gift to ...*	*It makes a memory for them ...* *I know it is really strict.* *[...] government gives gift to ...*
Seth	*[...] maybe **I will still doing** the same ...* ***He live** in Jakarta right now, but ...* *Because **this shoes is** my favourite, ...* *[...] **it's mean** a lot to me.* *So, **it's not depend** on the price ...* *[...] **he express** love to the other one.* ***I just watching** cartoon*	*[...] maybe I will still be doing the same ...* *He lives in Jakarta right now, but ...* *Because these shoes are my favourite, ...* *[...] it means a lot to me.* *So, it doesn't depend on the price, ...* *[...] he expresses love to the other one.* *I just watch cartoon.*
Pretty	***This shoes is** really hard to find.* *[...] **your family having** party, ...*	*These shoes are really hard to find.* *[...] your family is having a party.*
Arie	*[...] **she use** that mug...*	*[...] she uses that mug ...*

Table 2 demonstrates the ability of these five students in using subject and verb agreement. Errors found in Ditta, Diony and Seth's utterances were similar such as **"it's come..."**, **"it's make…"**, **"it's mean…",** and **"it's not depend …"**. The other errors were also found in using singular and plural subject and verb agreement, as well as the ability to use verb-ing, which must be with *be* if it is used as a verb.

In Table 2, Seth produced more errors in subject and verb agreement than the other participants. It is related to what Saputra et al. (2020) state that errors made during speaking are inevitable since the participants are still affected by their mother tongue or first language. Similarly, Stapa and Izahar (2010) additionally consider the subject and verb agreement mistakes made by pupils because of their interference with their native tongues. In addition, Nurjanah (2017) declares that students who fully master their native language probably have the tendency to affect their English, especially in the subject and verb agreement, because the language pattern in English confuses the students.

Despite the errors, it is seen that the participants had outstanding ability in mastering the subject and verb agreement, and even in transcription, some of them self-corrected their sentences when they realized the errors they made. Souri and Merc (2019) discovered that self-correction increased students' self-awareness and helped them remember their mistakes, which was a useful strategy for enhancing their speaking abilities. They noted that self-correction allowed them to control their stress and anxiety. Moreover, Maharrani (2019) claims that students do self-correction because their grammar is not perfect and that they realize that they make errors. Therefore, the students should be encouraged to self-correct as it to improve their oral communication proficiency (Khosa et al., 2017).

Lexicon – Pronoun references

When introducing themselves, Diony and Pretty used phrases such as "I am a students" and "I am a teachers" where they were singulars, and 'teachers and students' were plural nouns. Diony also used the pronoun 'he' instead of 'she' for 'her aunt' in her utterances, which is not suitable since the aunt is female.

Furthermore, several errors in pronoun references were also revealed as listed in the table:

Table 3. Errors Produced In Pronoun References

Participants	Errors in pronoun references	Corrections
Ditta	*Amount of people of course, …* *[…] I give to beloved **someone**, and* ***they are my parents**.* *All of Muslims surrounding the* *world always entertain **theirs day**.* *After that, **they** can be **someone** …*	*A number of people of course, …* *[…] I give to my beloved people,* *and they are my parents.* *All of Muslims surrounding the* *world always entertain their day.* *After that, they can be people …*
Diony	*We can have **a memories** together …* *[…] I'll plant **some plant** in my* *house.* *Back then, **we** can go out and play* *with **my friends** …*	*We can have a memory together …* *[…] I'll plant some plants in my* *house.* *Back then, I can go out and play* *with my friends …*
Seth	*I was reading **some article**, …*	*I was reading some articles, …*
Pretty	*Because being a teenager is **one of*** ***the best moment** in your life.*	*Because being a teenager is one of* *the best moments in your life.*
Arie	***Government** can make rules because* ***they** …*	*Government can make rules* *because it …*

Finally, Table 3 shows that the participants made a few or several errors in pronoun references. The change of pronouns based on gender might be confusing for Indonesian learners since there is no different pronoun for addressing the female or male third singular person. In addition, Le Thi (2011) comments that the issues of pronoun reference are not uncommon and that everyone can occasionally experience them. In fact, personal pronouns are often far more complicated than they appear to be, making it challenging for students to determine which noun the pronoun relates to (Le Thi, 2011) Therefore, errors in describing the third singular person are unavoidable in speaking. Nevertheless, errors in pronoun references made were insignificant since what has been mentioned previously is that the influence of their mother tongue and Bahasa Indonesia as their first language was the factor that affected their speeches (Quirk, 2014; Saputra et al., 2020). Quirk (2014) claims that errors that are equally absolute are frequently seen in the usage of people for whom English is not their first language; in fact, these are particularly obvious since they are frequently not the kinds of errors committed by native speakers.

To sum up, during 8- to 13-minute interviews, the participants delivered their utterances properly with several errors in clauses, subject and verb agreement, and pronoun references. Moreover, they did not have problems creating sentences when using noun and adjective clauses but still needed improvements in subject and verb agreement and pronoun references. According to Saputra et al. (2020), there is a widespread idea that a person's first language has a significant impact on the mistakes they make when learning and using a foreign language. They are unable to distinguish between how to structure a sentence or a text in their first language and the foreign language as a result. Thus, this assertion is undoubtedly accurate in that most mistakes that students make when writing or pronouncing their native tongue are due to habit.

CONCLUSION

In this study, the authors highlighted their students' linguistic competence, and the errors made during the IELTS speaking mock test. The speaking assessment was analysed by using the theory of linguistic competence, which is included in the theory of communicative competence proposed by (Celce-Murcia et al. (1995). It was found that the participants had performed greatly in using adjective clauses and noun clause sentences but had several weaknesses in using subject and verb agreement and pronoun references. The

reasons why they had limitations in subject and verb agreement and pronoun references were due to Bahasa Indonesia as their first language, so this issue was inevitable during speaking (Le Thi, 2011; Quirk, 2014; Saputra et al., 2020). Based on the reflection of this case study, Issitt, (2008) recommends a 'lexical sophistication' strategy to enhance students' speaking skills to meet the marking criteria of the IELTS test. Students are asked to play roles as an examiner and candidate to suggest in what area they performed well and what they need to improve in a non-threatening atmosphere. This study contributes to giving researchers who are interested in students' language assessment insights into how the theory of communicative competence of Celce-Murcia et al. (1995) can be employed as a guideline. Although this theory of communicative competence was suggested in 1995, there are still a few studies using it as a guide for language assessment, for it has several model competences to explore, such as strategic, sociocultural, actional, discourse, and formulaic competence, and they can be used not only in spoken discourses but also in written ones. Furthermore, the study findings suggest the grammar errors that students frequently make in terms of clauses, subject and verb agreement, and pronoun references despite their conversational speaking proficiency. By acknowledging the errors, it is expected that the students can improve and not overlook these rules to gain targeted scores.

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