AN UNDERGRADUATE THESIS

AN ANALYSIS
OF SOCIOLINGUISTIC COMPETENCE
IN STUDENTS SPEAKING PERFORMANCE
AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL
IN THE ACADEMY YEAR OF 2020/2021

By :
DICKY KURNIAWAN
Student Number : 1501070242

Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

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Sponsor   **: Drs Kuryani, M.Pd**
Co – Sponsor   **: Syahreni Siregar, M. Hum**

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APPROVAL PAGE

Title : AN ANALYSIS OF SOCIOLINGUISTIC COMPETENCE IN STUDENT SPEAKING PERFORMANCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR OF 2020/2021

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Metro, June 2020

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
               Saudari Dicky Kurniawan

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Dicky Kurniawan
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Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF SOCIOLINGUISTIC COMPTENCE IN STUDENT SPEAKING PERFORMANCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR OF 2020/2021

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro,   January 2020
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NOTIFICATION LETTER

Number   :
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Matter   : **In order to hold the munaqosyah**
              of Dicky Kurniawan

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Dicky Kurniawan
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Faculty   : Tarbiyah and Teaching Training
Title   : AN ANALYSIS OF SOCIOLINGUISTIC COMPTENCE IN STUDENT SPEAKING PERFORMANCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR OF 2020/2021

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE
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An Undergraduate thesis entitled: AN ANALYSIS OF SOCIOLINGUISTIC COMPETENCE IN STUDENT SPEAKING PERFORMANCE AT THE FITH GRADE ATH CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR OF 2020/2021, written by Dicky Kurniawan, student number 1501070242, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 30th June 2020 at 14:30 - 16:30

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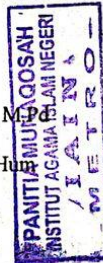
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AN ANALYSIS
OF SOCIOLINGUISTIC COMPETENCE
IN STUDENTS SPEAKING PERFORMANCE
AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL
IN THE ACADEMY YEAR OF 2020/2021

ABSTRACT

BY:

DICKY KURNIAWAN`

The main purpose of this study was to determine students' speaking performance based on sociolinguistic competencies in the fifth grade of the Cahaya Bangsa School Metro. The characteristic of this research is descriptive qualitative. Primary data from this study were drawn from the fifteenth students in the 5th Grade Elementary School Students from Cahaya Bangsa School Metro. Data collected by observation, interview, and documentation.

The findings of this study indicate that many students are fluent in English and how to speak, but not some students are also fluent in speaking due to Shame or Rarely Public Speech to or seen by foreigners. What makes them speak good is the sociolinguistic factor that makes some students speak fluently, it is this sociolinguistic cause that makes their speaking performance good because their culture is westernized or some students who immigrate from outside countries, the school environment, and friends who are used to speak the language. English.

From the data that has been analyzed, it can be concluded that in the 5th-grade students of Cahaya Bangsa School Metro students, students must practice speaking to people a lot, not only in the school environment or just school friends, more practicing interaction with the general public.

Keyword: Analysis, Language, Sociolinguistic Competence and Speaking Performance

ANALISIS KOMPETENSI SOSIOLINGUISTIK
DALAM KINERJA PEMBICARAAN SISWA
DI KELAS KELIMA DI SEKOLAH CAHAYA BANGSA DALAM
AKADEMI TAHUN 2020/2021

ABSTRAK

OLEH:

DICKY KURNIAWAN

Tujuan utama dari penelitian ini adalah untuk menentukan kinerja berbicara siswa berdasarkan kompetensi sosiolinguistik di kelas lima Metro Cahaya Bangsa School. Karakteristik penelitian ini adalah deskriptif kualitatif. Data primer dari penelitian ini diambil dari siswa kelima belas di Siswa Sekolah Dasar kelas 5 dari Cahaya Bangsa School Metro. Data dikumpulkan dengan observasi, wawancara, dan dokumentasi.

Temuan penelitian ini menunjukkan bahwa banyak siswa yang fasih berbahasa Inggris dan bagaimana berbicara, tetapi tidak beberapa siswa juga fasih berbicara karena Malu atau Jarang Pidato Publik atau dilihat oleh orang asing. Apa yang membuat mereka berbicara dengan baik adalah faktor sosiolinguistik yang membuat beberapa siswa berbicara dengan lancar, inilah penyebab sosiolinguistik yang membuat kinerja berbicara mereka baik karena budaya mereka kebarat-baratan atau beberapa siswa yang berimigrasi dari negara-negara luar, lingkungan sekolah, dan teman-teman yang digunakan untuk berbicara bahasa. Inggris.

Dari data yang telah dianalisis, dapat disimpulkan bahwa pada siswa kelas lima siswa Metro Cahaya Bangsa School, siswa harus banyak berlatih berbicara, tidak hanya di lingkungan sekolah atau hanya teman sekolah, lebih banyak berinteraksi interaksi dengan masyarakat umum..

Kata kunci: Analisi, Bahasa, Kompetensi Sosiolingustik dan Performa Berbicara

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: DICKY KURNIAWAN
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2020

The Researcher

DICKY KURNIAWAN
St. Number 1501070242

ORISINALITAS PENELITIAN

Yang bertandatangan di bawah ini:

Nama	: DICKY KURNIAWAN
NPM	: 1501070242
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni 2020

Peneliti

DICKY KURNIAWAN
NPM 1501070242

MOTTO

<div dir="rtl">

...رَبِّ اشْرَحْ لِي صَدْرِي. وَيَسِّرْ لِي اَمْرِي.
وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي. يَفْقَهُوا قَوْلِي

</div>

"Oh Allah expand my chest, and make my matters easy for me, take the notch out
of my tongue so they could understand my speech"
(At-Thoha:25-28)

The world will not remember what you say.
But it will certainly not forget what you have done
(Jack Ma)

To be honest, there is little meaning behind the name that parents give.
What is more meaningful is, what your parents did behind that name during
their lives.

(Korosensei)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

*My beloved parents, Mr. Sudirman and Mrs. Mawarti who always pray and
support in their endless love.*

My beloved sisters and brothers, Nasrul, Jhony Fably, and Ferawati

My wonderful class, TBI A and My Geng Gunslinger (Best Friends)

*My beloved friends, Rohmatunnisa, Bagus Ragil Pratama, Munir, Putra Sadewa,
always support me.*

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of His wonderful blessings, the researcher could finish this undergraduate thesis. Those blessings and gifts were the only reason the researcher not giving up today. Then, peace and salutation always be upon to our beloved prophet Muhammad SAW, the one who has taught us how to life in a harmony, may peace always be upon Him. "AN ANALYSIS OF SOCIOLINGUISTIC COMPETENCE IN STUDENTS SPEAKING PERFORMANCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR OF 2020/2021" is the title of this undergraduate thesis. This research would not be accomplished without any motivation, help and support from a lot of people.

The second, on this nice occasion, the researcher would like to profound honor, He would like to gratitude for:

1. Dr. Hj. Akla, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) of Metro.

2. Mr. Ahmad Subhan Roza, M.Pd., as the Head of English Department and also the first advisor who has motivated the researcher to finish this research as soon as possible, and spent the available time to guide and give a good suggestion for the researcher.

3. Syahreni Siregar, M.Hum and Drs Kuryani, M.Pd as my advisor, for the invaluable criticism, correction, suggestion and time in order to finish this undergraduate thesis.

4. All my lecturers, who have given me knowledge and information.

5. CAHAYA BANGSA SCHOOL, that has given me the opportunity to conduct this research.

6. All of my beloved friends in TBI 15, especially from TBI A 2015 who always support and help one another.

7. My beloved Family that never tired to pray for the good of the researcher.

Finally, in this research, the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of his heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestions and also criticisms for the perfect research.

Metro, June 2020
The Researcher,

DICKY KURNIAWAN
NPM.1501070298

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is used to communicate in the globalization era. English implementation is very beneficial in fulfillment of needs both verbally and in writing in all aspects of life which cover the fields of education, economics, politics, social culture, and security. In Indonesia English is a foreign language that has not been obtained by Indonesian people since the time of birth. In the daily life, Indonesian people do not intersect with English in their daily communication patterns. Therefore, English teaching plays an important role that should be done in formal and informal institutions. Teaching English is a very meaningful effort that aims not only to transfer English knowledge but also to familiarize language learners to communicate using English in their daily lives. Teaching English includes four language skills which include listening, speaking, reading and writing.

As one of the language skills, speaking is an important productive language skills in sending information orally. Speaking is ability to spell articulation sound or word for express, stated, and sending thought, idea, or feeling. Speaking is one of the four basic competences that student have to get very well. This has an important role in communication. In the other words, speaking can be found in the oral cycle, especially in the text.

Speaking describes as activities as ability for expression self in the situation, or activities to report actions, or situations with the right words or the ability to speak or to express the sequence of ideas smoothly. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Ability to speak English has many benefits in various aspects of life. The benefit of speaking is as an advantageous language skill in delivering idea or thought to many people effectively and responsibly. By speaking, speakers have a wide opportunity to actualize all potential in front of anyone. The ability of speaking can support leadership. The ability of speaking can foster self confidence.

This research will be conducted because the researcher interests to analyze phenomena of sociolinguistic competence in speaking performance. The quality of one's speaking ability is influenced by various aspects which include sociolinguistic competence and non linguistic aspects. The sociolinguistic competence needed in speaking skills include vocabulary mastery, pronunciation skills, grammar mastery, reading and listening skills.

The amount of English vocabulary that is significant will make it easier for the speakers to express anything they want to express without obstacles. The pronunciation ability that is in accordance with the right that will improve one's speaking quality is easy to understand. Mastery of English grammar will help the speaker to construct speech information with the right language

structure. The ability to read and hear well will enrich the speaker's input of knowledge so that the weight of the conversation is very high quality.

Someone's speaking ability is influenced by sociolinguistic competence that involves teaching media, teaching techniques, support from society, and psychological factors. Teaching media effectively will support the process of speaking ability improvement because the media will improve students' motivation in speaking English. The appropriate technique of teaching speaking will support goals of the speaking target. Environmental support obtained from parents, friends, teachers, and society will contribute significantly to the progress of the quality development of students. norms factors also influence the quality of speaking sourced from motivation, interest, self-confidence, self esteem, and self efficacy.

However, speaking is not an easy thing to master. There are many problems experienced by many students in the process of improving their speaking skills. These problems are caused by weak linguistic and non-linguistic aspects that influence their speaking abilities. Student speaking problems are caused by weak linguistic aspects that include limited English vocabulary and low mastery of English grammar. The limited English vocabulary is possessed by the students which makes it difficult for them to produce words that contain the message they will say. Weak English grammar will affect the low quality of spoken sentences that are not in accordance with the correct structure and grammar. In addition, the weak grammar mastery will cause misunderstanding in capturing the contents of

the message being said. The weak quality of English pronunciation will worsen the quality of speaking because it will lead to boredom and misunderstanding in capturing the contents of the message.

Students' speaking problems are also caused by the weak contribution of sociolinguistic competence. These problems include the limited use of appropriate media speaking, inconsistencies in the application of teaching strategies, weak environmental support and low psychological factors.

Inaccuracies in the selection of media speaking will hinder the fulfillment of the needs of students' speaking concepts or theories. For example the inaccuracy of the selection of audio models in accordance with the correct pronunciation rules will be the source of the wrong model so that problems will arise in the students' speaking quality. Inaccurate application of teaching speaking strategies will hinder the achievement of the target theory and speaking applications that students need.

Limited environmental support for speaking English will affect the sustainability of students' speaking progress. Therefore, parents, siblings, classmates and teachers should always try to provide positive support to students to speak English.

In line with the speaking problems above, the researcher conducted a pre-survey that was done on October 20, 2019 at Cahaya Bangsa school Metro. Pre-survey was conducted to find out students' problems in speaking English. The pre-survey results are illustrated in the table below:

Table 1.1

Speaking Ability of the Fifth Graders at Cahaya bangsa School Metro

No	Student's Name	Criteria
1	Ac	Excellent
2	Fz	Excellent
3	Aj	Adequate
4	Yf	Good
5	Ns	Good
6	Ar	Excellent
7	Mt	Good
8	Rh	Adequate
9	Gd	Good
10	Ky	Good
11	Bg	Adequate
12	Ft	Adequate
13	Al	Excellent

14	Fe	Good
15	Rk	Adequate
Total of the student (n) = 15		

The results of pre-survey of students can be categorized based on the English KKM at Cahaya Bangsa School Metro which is The results of the categorization of pre-survey values are summarized in the following table:

Table 1.2

Categorization of Speaking Abillity of the Fifth Graders at Cahaya Bangsa Metro School

No.	Grade	Frequency	Percentage	Criteria
1.	>75	4	27%	Excellent
2.		6	40%	Good
3.	<75	5	33%	Adequate
4.		-	-	Fair

Based on the results of the pre-survey above, it is known that the number of students whose speaking grade is able to achieve KKM is more than the number of students who are able to achieve KKM. That is because the number of students whose speaking grades are able to complete KKM is only 10 students (67%). While, the number of students who are unable to

complete KKM is 2 students (33%). Therefore, it is concluded that fifth grade students of Cahaya Bangsa School Metro have good speaking performance.

Based on the table talking to fifth grade students at Cahaya Bangsa school has very good English vocabulary. Besides that, they also have good grammar masters. So they have no difficulty expressing messages in the process of speaking. Besides that, the fifth grade students of Cahaya Bangsa school have an English language zone that can easily pronounce sentences in saying English words so that their speaking quality is very good. In addition, there are some students who also experience a little nervous in developing ideas from a topic into interesting oral communication patterns because they feel insecure about their speaking abilities. The good cause of speaking at Grade fifth students of the Cahaya Bangsa school is due to the supporting factors of families who have western culture, Teachers, the Environment, and Schools that make the students speak fluently. In the process of speaking of students the Cahaya Bangsa school students have very good and mature Confidence.

Related to the speaking performance experienced by the fifth graders at Cahaya Bangsa School, it can be seen that the sociolinguistic competence factor plays an important role in the process of speaking English. Sociolinguistics competence is the study of the branch of linguistics that examines the relationship between language and the speaker community. The main study of sociolinguistics is the diversity of languages that occur in society. Sociolinguistic knowledge is used in communicating and interacting

in social groups. Therefore, sociolinguistic competence is concerned with the study of external backgrounds using objective observation methods for stimulation.

In addition, there are several supporting factors that launch students to speak in English classes such as good vocabulary, confidence, relax, supportive environment, and western culture. These factors, such as Confidence, are generally caused by Family and Friends. Some sociolinguistic factors are Confidence, a good environment and the teacher is considered as the main cause of the influence of students' fluency to speak.

Based on all the illustrations above it can be concluded that sociolinguistic factors play an important role in students' speaking abilities. Sociolinguistic factors that can facilitate students 'speaking abilities should be applied in several schools in order to improve or enhance students' speaking abilities. In this case the researcher will analyze the sociolinguistic factors that affect students' speaking abilities in grade fifth at Cahaya Bangsa school. Therefore, researchers will conduct qualitative research entitled "AN ANALYSIS OF SOCIOLINGUISTIC COMPETENCE IN STUDENT SPEAKING PERFOMANCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR 0F 2020/2021."

B. Research Question

The researcher formulates the research questions as follows:

1. What are the students' difficulties in implementing the sociolinguistic competences in speaking performance of the fifth graders at Cahaya Bangsa school?

2. Why do the students get difficulties in implementing the sociolinguistic competences in speaking performance of the fifth graders at Cahaya Bangsa school?

3. What are the solutions to overcome the sociolingusitic competence that influence negatively the speaking performance of the fifth graders at Cahaya Bangsa school?

C. Objective and Benefits of the Study

1. Objective of the Study

   Based on the research questions above, the research objectives are as follows:

   a. To investigate the students' difficulties in implementing the sociolinguistic competences in speaking performance of the fifth graders at Cahaya Bangsa school

   b. To investigate the factors that cause the students' difficulties in implementing the sociolinguistic competences in speaking performance of the fifth graders at Cahaya Bangsa school

   c. To analize the solutions to overcome the sociolingusitic competence that influencie negatively the speaking performance of the fifth graders at Cahaya Bangsa School

2. Benefits of the Study

This research is expected to have benefits not only for researchers but also for students Cahaya Bangsa school, English teacher and agency of Cahaya Bangsa school.

a. For the students of Cahaya Bangsa school

This research is beneficial for students cahaya bangsa as a reflection that informs them about their speaking ability. besides, the students can also get the info related to sociolinguistic components that affect speaking. Therefore it is hoped that students can improve the quality of their speaking.

b. To the teachers of Cahaya Bangsa school

The research will be useful for English teachers as the information about students 'speaking abilities so that teachers can help students improve the quality of students' speaking. Also, the teacher can find out the sociolinguistic components that contribute to the quality of students' speaking

c. To the institution of Cahaya Bangsa school

This research will be useful for institutions as constructive input for the institution to complement all facilities and learning media to support the good quality of students' speaking. Besides, information about sociolinguistic competencies that contribute to student speaking will be an input for the institute to prepare good

social confusion at school to improve the quality of students' speaking.

D. Prior Research

This research will be conducted by considering several previous studies. Some researchers have conducted research similar to this research, one of them is Nguyen with the title of research "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School." Nguyen said that were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation[1]. Therefore the aspects that we have to discuss and can be made one of the studies to improve speaking performance.[1]

The first previous research and this study have similarities and differences, This research has similarities and differences, similarities and differences between the previous studies first and this research lies in the seriality of the research topic and research methods. The research topic of these two studies is the classroom action research method. The difference in this study and the first previous research lies in the focus of the study. this research will focus

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[1] Nguyen Hoang Tuan and Tran Ngoc Mai, *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School* (Vietnam: University of Thu Dau Mot, 2015), 18.

on sociolinguistic competence. Where as previous research was the first to focus on speaking performance.

The second previous research has been conducted by Mohan, with the title of research "Sociolinguistic Competence and Malaysian Students' English Language Proficiency." Sociolinguistic competence is the knowledge of socio-cultural rules of language and of discourse. This type of competence requires an understanding of the socio context in which language is used.[2]

The importance of universal intelligibility should be stressed, as opposed to native accent. Furthermore students should also be taught proper contextual use of English, in accordance to cultural reference and cultural appropriacy should be part of the learners' core sociolinguistic competence.

The Second Previous research discusses the importance of teaching sociolinguistic competence, and my aims is to analysis sociolingiustic competence. Similarities between previous research and this study discuss sociolinguistics competence.

The third research had previously been carried out by Mathy, with the title of research "Developing Sociolinguistic Competence through Intercultural Online Exchange" Focus of this study. The main goal of this study was to investigate whether computer-mediated communication (CMC)

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[2] Mohan K. Muniandy et al., *Sociolinguistic Competence and Malaysian Students' English Language Proficiency* (Malaysia:, 2010), 145.

intercultural exchange offers the conditions necessary for the development of the sociolinguistic competence of second language learners.

Non-native speakers (NNS) of French in British Columbia interacted through CMC with native speakers (NS) of French in Quebec over the course of one university semester. Drawing from the sociocultural perspective, this study used a qualitative approach to analyze the collected data. The data included the transcripts of text-based chat discussions and of a discussion forum.[3]

The Third previous Research have similarities about sociolinguistics competence and cultural, the difference between the previous three studies is not to consider improving speaking performance.

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[3] Mathy Ritchie, *Developing Sociolinguistic Competence through Intercultural Online Exchange* (Canada: University in Burnaby, 2011), 123.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Performance

1. The Definition of Speaking Performance

Speaking a foreign language is very complex skill, including vocabulary, grammar, pronunciation, fluency, the ability to structure talk or even non – verbal abilities.[4]

In language teaching and learning, speaking is considered as ability to practiced and matstered. Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.[5]

Furthermore, in language teaching and learning, Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – many produce even more thant that.[6]

Further, Luoma stated that "being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many.

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[4] Mirosław Pawlak, Ewa Waniek-Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition* (UK: St Nicholas House, 2011), 149.

[5] Nunan D, *Practical English Language Teaching* (NY: McGraw-Hill, 2003), 48

[6] Scott Thornbury, *How To Teach Speaking* (ttp, tt), 1.

learners" and the success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

Finally, based on definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language, and it is one of most important aspect of language learning.[7]

2. Components of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components. According to Vanderkevent, there are three components in speaking.

a. The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

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[7] S. Louma, *Assessing speaking* (Cambridge: Cambridge university Press, 2004), 54

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.[8]

3. Functions of Speaking

According to Richard, the mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three function of speaking, "…three part version of Brown and Yule's framework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches:

a. Talk as interaction

Talk as interaction refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is

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[8] Vanderkevent, *Teaching Speaking and Component of Speaking* (New york: Cambridge University Press, 1990), 8.

social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

In talk as transaction is focus more on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

c. Talk as performance

In this case, speaking activities is focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.[9]

4. **Type of Speaking Performance**

According to Brown there are 5 basic types of classroom speaking performance, they are:

a. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being

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[9] Jack C. Richard, *Teaching Listening and Speaking,* 2008), 24.

tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

b. Intensive

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

c. Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

d. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

e. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and" formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).[10]

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[10] H. Douglas Brown, *Teaching by Principles an Interactive Appoarch to language Pedagogy 2nd* (2004), 271-274.

5. The Assesment of Speaking Performance

Analytic Speaking Criteria.[11]

Aspect	Category	Indicators
Fluency	4 (excellent)	For the most part, looking for fitting words/articulations, and not many stops when speaking.
	3 (good)	The students hesitate and repeat himself at times.
	2 (adequate)	Speech is slow and hesitant.
	1 (fair)	The student speaks so little that no 'fluent' speech.
Pronunciation	4 (excellent)	Rarely experience errors in pronouncing rhythm, intonation.
	3 (good)	Some pronunciation errors that sometimes lead to unclear understanding.
	2 (adequate)	Littleunderstanding so often experiences errors in intonation and pronunciation.

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[11] Cyril J. Weir, *Language Testing and Validation An Evidence-based Approach* (New York: Palgrave Macmillan, 2005), 195-196.

	1 (fair)	Words cannot be understood.
Vocabulary	4 (excellent)	Effective use of vocabulary
	3 (good)	Inappropriate and ineffective vocabulary usage
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inaccurate and inappropriate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in the use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	often experience mistakes in speaking.
	1 (fair)	Cannot compile understandable sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	The use of interactive strategies is generally adequate

		but sometimes has difficulty maintaining consistent interactions.
	2 (adequate)	Lesseffective interaction and rarely develop language.
	1 (fair)	Understanding and interaction minimal.

B. The Concept of Sociolinguistics Competence

1. The Definition of Sociolinguistics Competence

Sociolinguistic competence is essentially concerned with being able to produce and comprehend language which is appropriate to certain social situations and which observes the conventions of politeness of those situations.[12]

Sociolinguistic competence, which refers to the ability to recognize and produce language that is appropriate in various social contexts and relationships. Equally important is strategic competence, which involves the ability.[13]

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[12] Graham Suzanne, *Effective Language Learning : Positive Strategies for Advanced Level Language Learning Modern Languages in Practice* (Multilingual Matters, 1997). 13.

[13] Elizabeth Coelho, Adding English A Guide to Teaching in Multilingual Classsrooms (Canada: Pippin Publishing Corporation, 2004), 106.

Sociolinguistic competence, also known as sociocultural competence, involves speaking or writing at an appropriate level of formality for the situation, observing cultural norms with respect to

conventions such as forms of address and nonverbal language, and recognizing or using varieties or dialects of English.[14]

Sociolinguistic competence refers to a speaker's (or writer's) knowledge of what constitutes an appropriate utterance according to a specific social context. This kind of knowledge about how language is used in social settings is widely accepted as a crucial element of the more general notion of communicative competence.[15]

Sociolinguistic competence involves appropriateness of language use in different sociolinguistic and sociocultural contexts. Strategic competence, on the other hand, is connected with the use of verbal and non-verbal communication strategies that help learners deal successfully with any gaps in communicative competence.[16]

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[14] *Ibid.*, 109.

[15] Michael Byram, *Routledge Encyclopedia of Language Teaching and Learning* (USA: Taylor & Francis Routledge, 2000), 553.

[16] Mirosław Pawlak and Ewa Waniek-Klimczak, *Issues in Teaching Learning and Testing Speaking in a Second Language* (Berlin: Springer, 2015), 190.

Sociolinguistic competence is to use and teach language that is appropiate based on the expectations and norms of the inner circe, namely Australia, Canada, New zealend, the UK and the US.[17]

It can be concluded that Socioilinguistic competence is very influental for one's speaking performance, because of the influence of the carrying environment, culture, accents, etc.

2. The Importance of Sociolinguistics Competence

a. Students may use language that is grammatically correct but nevertheless inappropriate in a specific context. They may, for example, address their teachers in a style that is too familiar, too formal, or too forthright. They may also misinterpret messages they receive.

b. Learners may be unaware of cultural norms, such as the appropriate form of address for a teacher or the importance of making eye contact and using specific gestures.

c. Students whose first language is a non-standard variety of English, such as Jamaican Creole, may have difficulty recognizing

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[17] Alptekin C, *Towards intercultural communicative in ELT* (Elt, 2002), 56.

differences between the variety they speak and the variety required to achieve success in school.[18]

Based on the above explanation it can concluded that sociolinguistics has an influence on everyone who tries to speak a different language.

3. **The Features of Sociolinguistics Competence**

Sociolinguistic competence consists of some type, as follows:[19]

a. Language Style or Register

The language style or register that people use varies according to purpose, situation, and relationships. Everyone has many styles of speaking and writing and everyone varies his or her style to match the audience. In English and many other languages, for example, social characteristics, such as gender and the social status of the listener, may affect the style of the participants in a conversation.

b. Cultural Norms in Language Use

In every language, unstated social rules or norms govern how language is used in various social contexts.

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[18] Elizabeth Coelho, *Adding English A Guide to Teaching in Multilingual Classsrooms* (Canada: Pippin Publishing Corporation, 2004), 109.
[19] *Ibid,.* 109-115.

c. Nonverbal Language

Nonverbal language consists of body language, such asgestures, eye contact, facial expressions, and body posture or movement, as well as less visible but equally important behavior, such as the use of silence and the use of physical space.

d. Language Variety and Standard English

All languages evolve differently in different locations and among various social groups, and English is no exception. Differing varieties of English evolved in the days before mass communication, when groupsof English speakers were often physically isolated from one another and when contact among people of different social classes was limited.

4. Kinds of Sociolinguistic Competence

Sociolinguistic competence may be subdivided into two separate but related kinds of knowledge: knowledge about the appropriateness of form, and knowledge about the appropriateness of meaning.[20]

a. Knowledge about Appropriateness of Form

Appropriateness of form refers to the extent to which a given verbal or NON-VERBAL form appropriately conveys a

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[20] Michael Byram, *Routledge Encyclopedia of Language Teaching and Learning (USA: Taylor & Francis Routledge*, 2000), 554.

meaning in a given context. For example, it would be a violation of the conditions on appropriateness of form if a waiter were to address a table of customers at an expensive restaurant with the question 'OK, what'll it be?' The question sounds rude because the waiter has chosen forms that are inappropriately informal. An example of a violation of the conditions on

b. Knowledge about Appropriateness of Meaning

Appropriateness of meaning would be if the waiter were to tell the customers what to eat instead of asking them what they would like to eat. In essence, appropriateness of meaning depends on knowing and respecting the rights and obligations of one's social role, such as 'waiter' or 'customer.' Those working in the field of APPLIED LINGUISTICS have consistently pointed out that violations of sociolinguistic rules may actually cause more trouble for communication than grammatical errors. A good illustration is the misplacement of adverbs, a typical problem for many non-native speakers. A linguistic error concerning adverb placement would be the ungrammatical utterance 'I like really the cake.' While the error sounds decidedly odd and foreign to most speakers of English, it is hardly offensive. On the other hand, the use of the first name to address someone of higher status, a

violation of a sociolinguistic rule, is likely to cause much embarrassment or consternation (e.g., 'Thanks, Margaret', instead of 'Thank you, Mrs Thatcher').

Based on the theory of competence sociolinguistics experts greatly contribute to the improvement of one's speech which makes them speak clearly and fluently.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

In this case, the writer will consider the importance of Non-Verbal Behaviour in Student Speaking Performance to be explored. The researcher decides to use qualitative research to analyze the use of Non-Verbal Behaviour of the students' Speaking performance at Cahaya Bangsa School.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.[21] It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

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[21]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rdEd*(New Delhi: Sage Publications, 2003), 4.

The characteristic in this research focuses on the descriptive qualitative research. The writer will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.[22]

B. Data Resources

In this research the writer divides the sources into two items. They are primary and secondary.

1) Primary sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. Primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this writting is the recorded video data of students' Speaking Performance at the fifth grade at Cahaya Bangsa School. The total numbers of the students are 15 students.

2) Secondary sources

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[22] Geoffrey Marczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

Secondary source offers interpretation or analysis based on primary sources. Secondary source may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this writing is from journals, e-books,articles and documended data related to English teaching and learning at the eighth grade at Cahaya Bangsa School that are related to the research.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.[23]It means that the data collection taken from process analyzing data become theory or interpretations. The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The writer in this research uses document to collect the data. The writer takes documents from the result of the use of non- verbal behaviour in students' speaking performance. In the process of collecting the data, the writer collects the results of speaking performance students to analyze and to identify the using of non-verbal behaviour.

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[23] Linda Kalofet.al., *Essential of Social Research*(England: Open University Press, 2008), 85.

In this research, the writer uses three techniques to collect the data. There are observation, documentation and field note.

1. Observation

    Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.[24] As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who are difficulty verbalizing their ideas (e.g., preschool children). In this research, the writer will observe the recorded data about speaking performance in English at Cahaya Bangsa School.

2. Documentation

    Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.[25]In this research, the writer uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents p

    rovide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries,

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[24]John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.
[25]*Ibid.*, 432

letters, and personal notes.[26] In this research the writer will document the important data such as history of Cahaya Bangsa School, structure, organaziation, total of the teacher and students'.

3. Interview

Interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.[27] It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the researcher cannot directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research the researcher will use interview to collect the data from the students.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together innew arrangements for the purpose of

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[26] Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.
[27] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed*, (New Delhi: Pearson Education, 2012), 217.

interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The writer must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The writer would apply Miles and Huberman model to analyze the data.[28] The componets of this analysis model are pictured by this figure.

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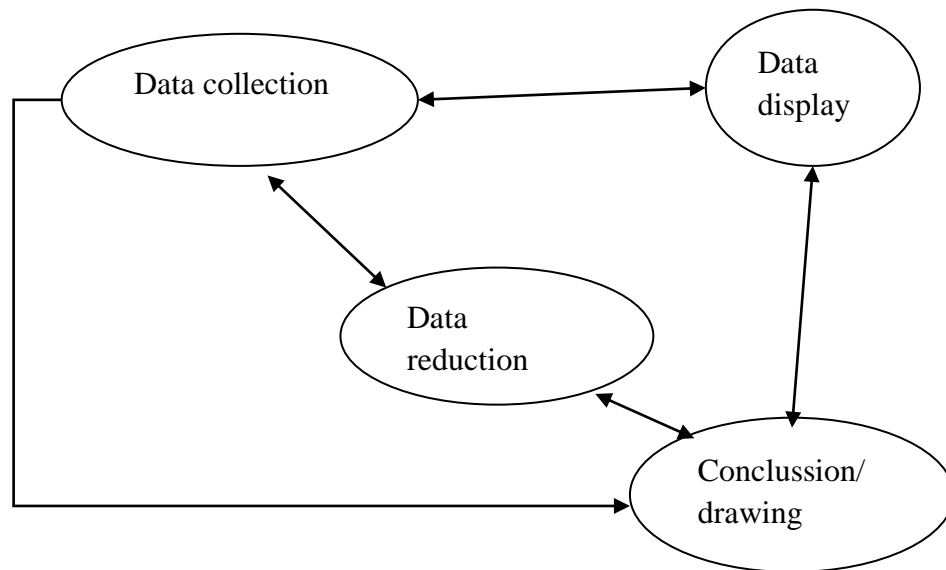
[28]Michael Huberman M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

Figure II. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:[29]

1) Data collection is the step when the writer gathers all data which are used to complete the research.

2) The writer reduces the data she had gotten by summarizing and choosing specific things.

3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

4) The writer verifies her research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningfulraw data, to observation null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the writer use six steps in the process of research, as follows:[30]

1. Identifying a Research Problem

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[29] *Ibid.,*

[30] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement.* This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and

selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviour.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of Cahaya Bangsa Schoo of Metro

a. The Historical Background of Cahaya Bangsa School Metro

At its inception in 2006, Cahaya Bangsa School in Metro only opened TK Starkids which is still a form of a franchise school from Pelita Bangsa School located in Bandar Lampung. The Starkids TK is located at Jl. AR. Prawiranegara Kelurahan Metro Kecamatan Metro Pusat. Then because of the request of parents who attend Starkids Kindergarten, in 2009 the Elementary School My Light was established. In the same year, kindergarten and elementary school occupied a new building which is located on Jl. Hasanudin No. 117 Kelurahan Yosomulyo Metro Pusat. After managing the school for 5 (five) years with the Pelita Bangsa license, the management of the Cahaya Bangsa Metro Foundation finally decided on franchise cooperation and began developing its own curriculum assisted by several consultants from various schools from inside and outside Lampung. Termination of cooperation and at the same time changing the name of the school to become Light Nation School in 2011. Then

in 2016, Cahaya Nation again opened a higher education level, namely junior high school (JHS).

This name change certainly has a clear reason and cause. Cahaya Bangsa School is expected to be a light for the Indonesian nation by becoming a parent partner in assisting students' growth and development according to the stages. Cahaya Bangsa School wants to provide an alternative education that can answer future challenges, where students will later be required to be more creative, innovative, independent and still uphold the divine and human values.

Cahaya Bangsa School Metro is essentially a school that implements the concept of education based on a national curriculum that is combined with several plus values such as foreign languages (English and Mandarin), information technology and entrepreneurship. In addition, an emphasis on tolerance, empathy and divine values is also integrated in the school curriculum so that it can optimize the cognitive, affective, and conative domains. Cahaya Bangsa School also involves the active participation of the learning environment, namely: school, home, and community in the learning process so that constructive synergy occurs in building students' competencies and characters.

To achieve the above objectives, Cahaya Bangsa School applies several learning methods, namely fun learning, contextual learning, student center, and self regulated learning.

The Cahaya Bangsa Metro Foundation was founded on August 11, 2011, with the notary deed Arief Hamidi Budi Santoso, S.H., Number: 07 with the chairman of the foundation Mrs. Ir. Yulia Jenny Soelistiani, M.M.

The development of Cahaya Bangsa School in the world of education, especially in the City of Metro is expected to contribute positively and also support the vision of Metro City as Our Education

b. **Organization Structure of Cahaya Bangsa School Metro**

The Structural Organization of Cahaya Bangsa School Metro in the academic year 2019/2020 is described by the following figure:

Figure 4.1

Structural Organization of Cahaya Bangsa School Metro in the Academic

Year 2019/2020

STRUKTUR ORGANISASI SEKOLAH

CAHAYA BANGSA METRO

YAYASAN CAHAYA BANGSA
KOMITE SEKOLAH

KEPALA SEKOLAH
ETIKA LISYANA DEWI, S.Pd.I.

KEPALA ADMINISTRASI
IRMA YULIANTI, S.E., M.M.

WAKA KESISWAAN
SOERYA ADIPURA, S.Pd.

KOORDINATOR KURIKULUM
NURMALINA ARISTA, S.Si.

KOORD. SARPRAS
BAHARUDIN ARIF, M.Pd.

KOORDINATOR BK
RIZKY TRIANA PUSPA, S.Psi.

WALI KELAS
DEWAN GURU

PESERTA DIDIK
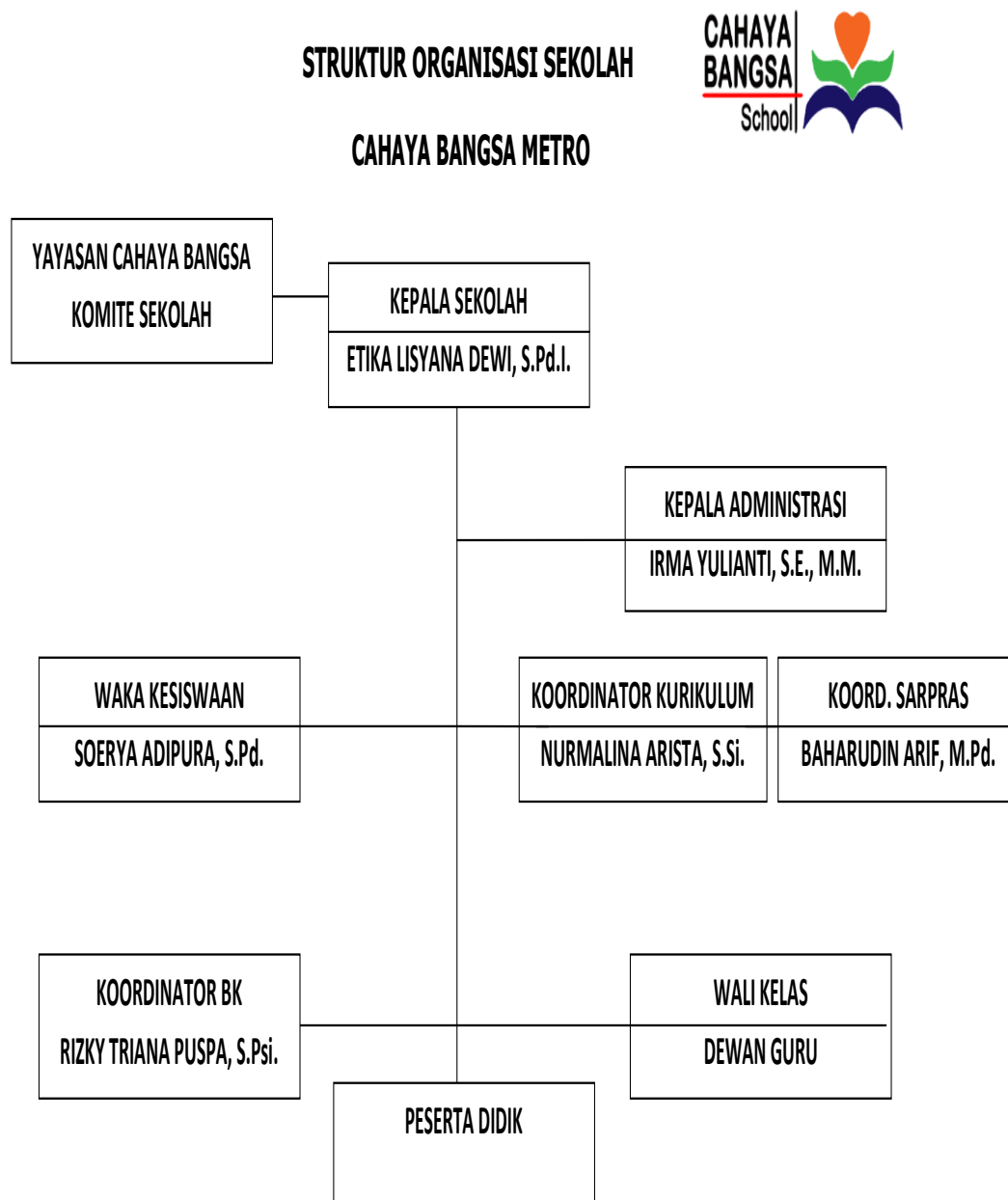
c. **Location Sketch of Cahaya Bangsa School Metro**

Cahaya Bangsa School which is located at Jl. Hasanudin No. 117 Kelurahan Yosomulyo Center Metro. These following figures are the location sketch of school buildings:

Figure 4.2

The Location Sketch of Cahaya Bangsa School Metro
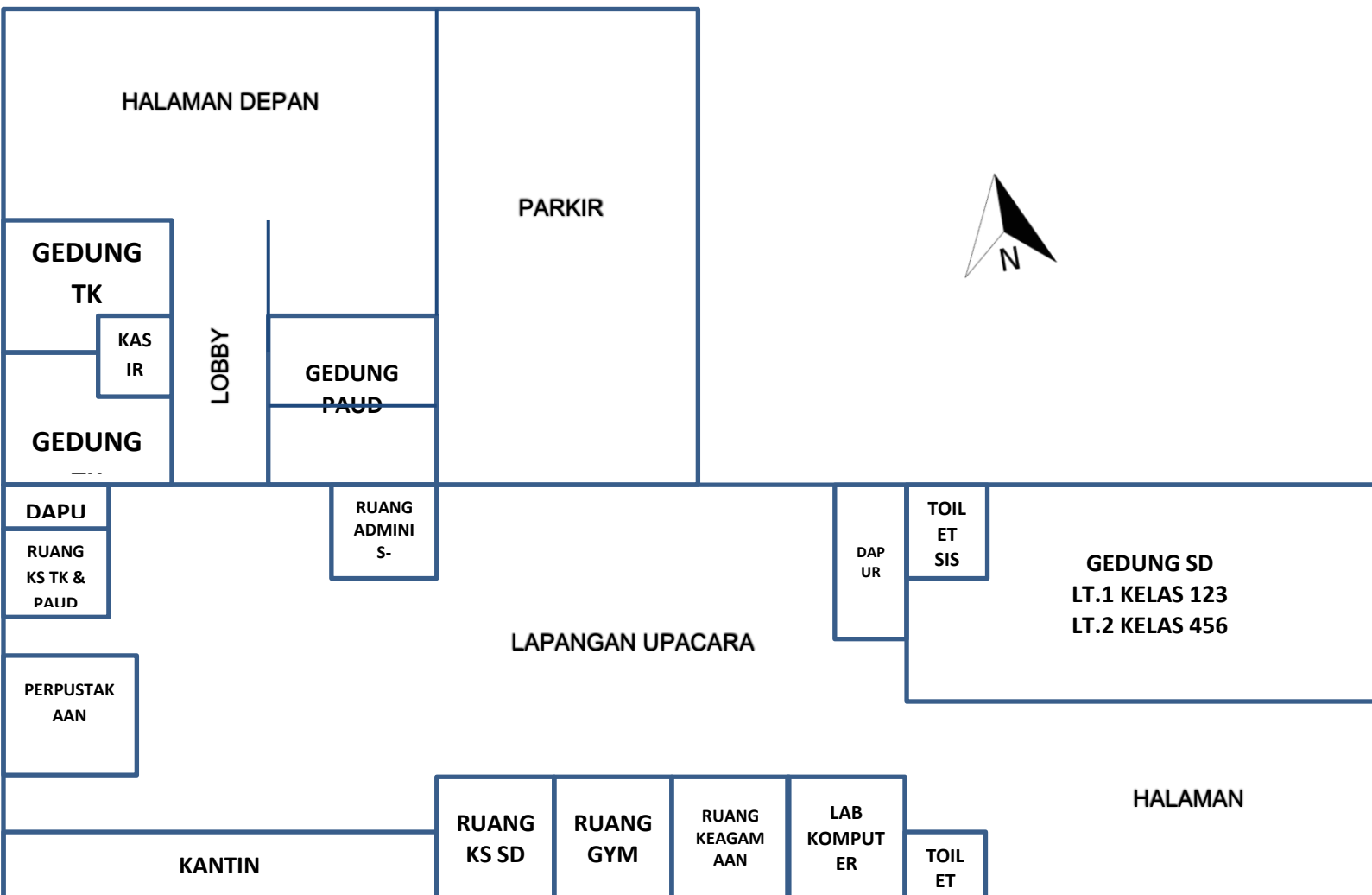
d. **Condition of Teachers and Official Employees at Cahaya Bangsa School Metro**

The total of teachers and official employees Elementary of Cahaya Bangsa School in academic year 2019/2020 that can be identified as followed:

Figure 4.3

The Teacher Data

No	Teacher name	Last education	Teacher type
1	Dwiyanto, S.Pd	S1 English Education	Headmaster
2	Rizky Triana Puspa, S.Psi	S1 Psychology	Class 1 teacher
2	Afrida Astuti, S.Pd	S1 English Education	Class 2 teacher
3	Jumratul Atia, M.Pd	S2 Masters in Education	Class 3 teacher
4	Iwan Saputra, S.Pd	S1 English Education	Class 4 teacher
5	Yesi Puspitaningrum, S.Pd	S1 Mathematics Education	Class 5 teacher
6	Albert Karim, S.Pd	S1 PGSD	Class 6 teacher
7	Soerya Adipura, S.Pd	S1 Penjaskes	PJOK teacher
9	Baharudin Arief, S.Pd	S2 Masters Degree Islamic education	Islamic Teachers
10	Bernadeta Marina S. Ag.	S1 Catholic Religious Education	Catholic Religious Teacher
11	Maritson Sinaga	S1 Christian Religious Education	Christian teacher
12	Dewi Paramitasari, S.Dt.B	S1 Buddhist Education	Buddhist teacher
13	Komang Siluh Triasih, S.Si	S1 Biology	Hindu teacher
14	Y Mustafa Kurniawan, S.E	S1 Economics	SBK teacher
15	M Silson Fudrun, S.Pd	S1 English Education	ICT teacher
16	Andry Gunawan	SHS	Mandarin teacher

Figure 4.4

The official employees data

No	Employee name	Last education	Position
1	Irma Yulianti, S.E, M.M.	S2 Masters in Management	Head of administration
2	Rizki Amelia	Vocational School	General Administration
3	Diyah Husnawati, S.E	S1 in Economics	Cashier
4	Andi Handoko	High school	Security
5	M Hustam Al Aziz	Middle School	OB
6	Reza Saputra	High school	OB
7	Dwi Setiawan	Vocational School	Driver
8	Ahmad Fauzi	High school	School guard

e. **Condition of Students at Cahaya Bangsa School Metro**

The total of students' in Elementary of Cahaya Bangsa School in academic year 2019/2020 that can be identified as followed:

Figure 4.5

No	KIND OF CLASS	The number of students		Total
		Male	Female	
1	CLASS 1	6	9	15
2	CLASS 2	12	10	22
3	CLASS 3	1	10	11
4	CLASS 4	4	8	12
5	CLASS 5	10	8	18
6	CLASS 6	8	5	13
	Total	41	50	91

f.   Condition of Facilities at Cahaya Bangsa School Metro

There are facilities at Cahaya Bangsa School Metro in supporting the teachers and students in conducting the learning process, namely: teacher's unit, Computer Laboratory & Library, Computer Laboratory Unit, classroom, mosque, auditorium, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Figure 4.6

g.

No.	Type	Information
1	Soil	Owned by a Foundation
2	Surface area	2000 m²
3	Building	Owned by a Foundation Consists of 2 building units, two stories and three stories
4	Principal's office	1 room
5	Office room	1 room
6	Teacher's room	1 room
7	Classroom :	6 spaces
8	Library room	1 room
9	Mosque	1 room
10	Art room	1 room
11	Computer room	1 room
12	UKS Room	1 room
13	science Laboratory	1 room
14	Toilet	6 spaces
15	Teacher's room	1 room
16	Hall	1 room

B. **Description of The Result Data**

1. **Observation Result**

At first the researcher did the observation at students in the fifth grade of the Cahaya bangsa school metro from Monday, June 11th 2020 These tables bellow show the result of observation of sociolinguistic competence:

Table 4.1

The main Features of Sociolinguistics Competence that influence

the speaking performance of the fifth graders

at Cahaya Bangsa School Metro

No	Name	The Students' Speaking Assignment Given by English Teacher							
		Language Style or Register		Cultural Norms in Language Use		Nonverbal Language		Language Variety and Standard English	
		Yes	No	Yes	No	Yes	No	Yes	No
1	AC	√		√		√		√	
2	FZ		√		√		√		√
3	AJ	√			√		√	√	
4	YF	√		√		√			√
5	NS	√			√	√		√	
6	AR		√		√		√		√
7	MT	√			√		√		√

8	RH		√		√		√	√	
9	GD	√		√		√			√
10	KY	√		√			√		√
11	BG	√			√	√		√	
12	FT	√			√	√			√
13	AL	√			√		√		√
14	FE	√			√	√		√	
15	RK	√			√		√		√
Percentage		80%		26%		46%		40%	

2. **Interview**

Researchers conducted an interview on January 11, 2020 at the Cahaya Bangsa Metro Elementary School. The interview refers to 15 students. The researcher uses a semi-structured interview that uses prepared questions about writing but the answer is the opinion of students.

These are ten question related to speaking.

1. Do you having trouble using standard language?

2. Do you like using non verbal language?

3. Do you sometimes like to use your cultural language into english?

4. Do you like adjusting with your interlocutor?

5. Do you sometimes use English in your home?

6. Have you understood English for a long time?

7. Does your school have an effect on improving your English?

8. Do you study English outside of school, like in movies or videos and music in English?

9. Do you think English is difficult to learn?

10. Is English fun for you?

These are the result of the interview :

Table 4.2

No	Question	Responses
1	Do you having trouble using standard language?	1. No
		2. No
		3. No
		4. Yes
		5. No
		6. Yes
		7. No
		8. No
		9. Yes
		10. No
		11. No

		12. No
		13. Yes
		14. Yes
		15. Yes
2	Do you like using non verbal language?	1. No
		2. No
		3. Yes
		4. No
		5. Sometimes
		6. No
		7. No
		8. No
		9. No
		10. No

		11. No
		12. No
		13. No
		14. Sometimes
		15. No
3	Do you sometimes like to use your cultural language into english?	1. No
		2. No
		3. Sometimes
		4. No
		5. Sometimes
		6. No

		7. No
		8. No
		9 Often
		10. No
		11. No
		12. No
		13. Often
		14. Sometimes
		15. No
4	Do you like adjusting with your interlocutor?	1. No
		2. Sometimes
		3. Yes
		4. Never make a right choice
		5. Always
		6. Not really
		7. Always

		8. Always
		9. Yes
		10. Always
		11. Seldom
		12. Always
		13. Always
		14. Yes
		15. Always
5	Do you sometimes use English in your home?	1. Yes
		2. Sometimes
		3. Sometimes
		4. Yes
		5. Yes
		6. No
		7. Yes
		8. Yes
		9. No

		10. Sometimes
		11. No
		12. No
		13. No
		14. Sometimes
		15. No
6	Is English fun for you?	1. Yes
		2. I think it is fun
		3. No
		4. Yes
		5. Yes
		6. Yes
		7. No
		8. Yes
		9. No
		10. Not really
		11. Yes
		12. Yes
		13. No

| | | 14. No |
| | | 15. Yes |

The percentage that category in Responden
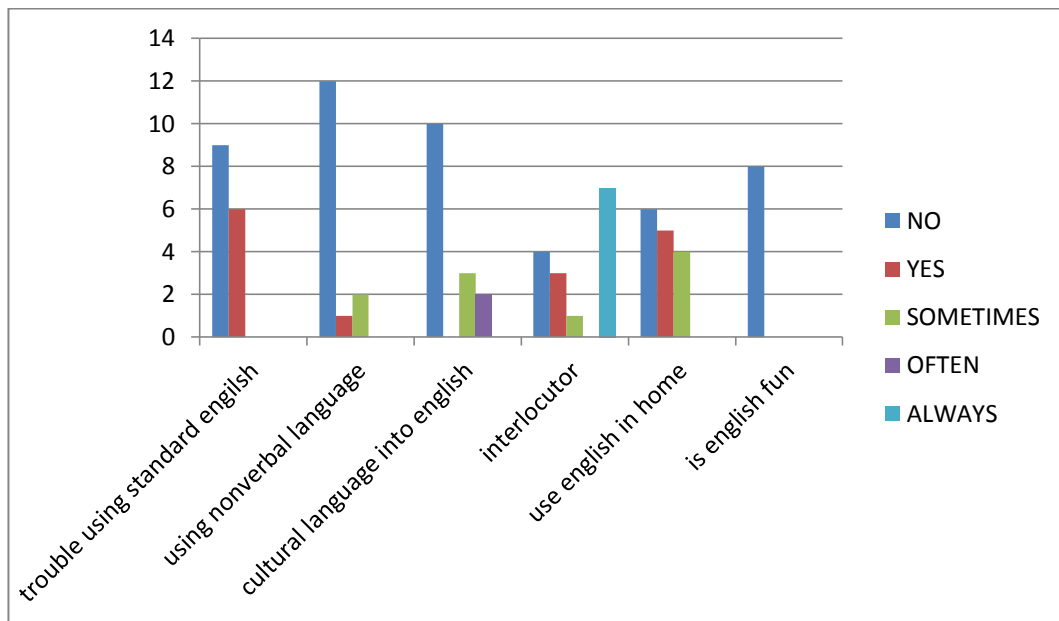
The interview results show that students understand and love speaking English but there are still some students who may not have found their feelings.

Some of them stated that they liked English but some of them still lacked vocabulary and were nervous when seen or talked publicly.

However, researchers did not find many mistakes in speaking performance in their dialogue. This means that students have sufficient ability to speak English.

Based on the problem, students may need to have a lot of

vocabulary and support from parents, teachers, friends & student environment.

C. DISCUSSION

1. The stundents' difficulties in implementing the sociolinguistic competences in speaking performance

Based on research that has been done, researchers can assume the weaknesses of students in speaking performance based on sociolinguistic competence or linguistic input can consist of several factors, but the most dominant factor is cultural norms in the use of English. Cultural norms are various social contexts carried out in the community, such as how to communicate between one person to another.

If there are differences in strata it will be different, for example, students talk to students will be different ways of speaking students with the teacher so also the teacher with the principal. This happens because of cultural factors that exist in Indonesia.

2. The reason of students difficulties in implementing the sociolinguistic competences in speaking performance

According to observations that researchers have done. the reason why the fifth graders of the Cahaya Bangsa school cannot adjust the social context of performance talking to teachers, friends, older people, and so on. caused by the age factor of students who are very young and have not

been able to understand how to tell the right difference to the teacher, older people, friends, and strangers so that it makes students' speaking performance negative.

3. The solution to overcome the sociolinguistic competence that influences negatively the speaking performance

Researchers conducted interviews with principals to find solutions to overcome students' difficulties in good speaking performance based on the social context. Based on the results of the interview there are several solutions as follows:

1) The role of parents. the role of parents is very dominant in shaping good student speaking performance, with the support of parents can make students' speaking performance better.

2) The teacher also participates in helping to correct the language of students which is more appropriate for students against the teacher, when discussing, talking to the principal, friends, or when having an opinion.

3) Discussion or exchange ideas. The teacher might be able to create topics for students in the classroom or outside the classroom so students can speak up to improve the performance of speaking very well.

4) Internet. Nowadays, there are many students who use the internet, the internet can also affect the language style. Students all depend

on how students use the internet properly. if students like to watch videos or read articles or read positive comments, students will imitate and produce an excellent speaking performance as well. It all can not be separated from the role of parents.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Regarding to the result of the learning process, the researcher would like to describe the conlusion of this research. The influence Sociolinguistics in Speaking Performance. It was proven by the result of observation and interview. The detail results are:

1. Regarding the problem of sociolinguistic competence errors in fifth grade at Cahaya Bangsa School Metro that some students are fluent in English but there are some students who still cannot match or speak wrongly with their interlocutors such as tone, speaking style and words that match parents, teachers, playmates. Even though they are actually good in Indonesian.

2. The reason why fifth grade Cahaya Bangsa School Metro discovers the issue of Cultural Norms in the Use of Language in speaking performance is because of a lack of adequate understanding.

3. The way to reduce and solve the problem of Cultural Norms in Language Use is to provide understanding to students and try lots of conversations with teachers, school employees, chat discussions, talk with parents. not only in class, although outside the classroom and students hear a lot of chat on internet videos such as youtube English-language content to improve their speaking skills.

B. SUGGESTION

Through this research, the researcher would like to constructively give suggestions as follows :

1. For the Students

    Students who have sociolinguistic competencies that have not yet been applied must learn a lot of practice interactions every day. And you have to remember the types of Sociolinguistic Types and how to apply them. Students are asked to imitate or listen to the right conversation.

2. For the Teacher

    It is suggested to the teacher to often invites students to speak English by giving a good understanding of students' speaking performance.

3. For the Headmaster

    The Institutions hold public speech and dialogue competitions, especially in grade 4 so that the quality of students in speaking performance is even more extraordinary.

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dicky Kurniawan Fakultas/Jurusan : FTIK/TBI
NPM : 1501070242 Semester/TA : X/ 2020

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1	Jum'at 19 Juni-2020		Lengkapi data sekolah: 1. keadaan guru & karyawan 2. keadaan siswa 3. keadaan fasilitas. Tambahkan sesuai 4 Feature of Sociolinguistic dan jelaskan faktor² penyebabnya	
2	kamis 25 Juni-2020		Acc Munaqosah	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

Dosen Pembimbing I

Drs. Kuryani, M.Pd.
NIP.196202151995031001

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Dicky Kurniawan   Fakultas/Jurusan : FTIK/TBI
NPM : 1501070242   Semester/TA : X/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1	9 Juni 2020		1. Jelaskan secara rinci analisas dr good, Excellent n adequate tsb. 2. Hasil interview jg dijelaskan 3. lampirkan Apendix	
2.	16 Juni 2020		1. perbaiki abstrak 2. key word 3. perbaiki conclusion	
3	23 Juni 2020		Acc to munaqosah	

Diketahui :
Kepala Jurusan TBI

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Syahreni Siregar, M. Hum
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Nomor : B-0362/In.28.1/J/TL.00/01/2019
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA CAHAYA BANGSA SCHOOL
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**DICKY KURNIAWAN**
NPM	:	1501070242
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	STUDY OF SOCIOLINGUSITIC COMPETENCE CONTRIBUTING IN STUDENTS SPEAKING PERFORMANCE AT THE FIFTH GRADE OF CAHAYA BANGSA ELEMENTARY SCHOOL IN THE ACADEMY YEAR IN 2019/2020

untuk melakukan *pra-survey* di CAHAYA BANGSA SCHOOL.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Januari 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

YAYASAN PENDIDIKAN CAHAYA BANGSA METRO
SEKOLAH DASAR CAHAYA BANGSA METRO

JalanHasanudinNomor 117, Yosomulyo, Metro Pusat
Kota Metro – Lampung – Indonesia
Telepon : 0725 – 7850502   Email : cahayabangsametro@yahoo.co.id

Nomor	: 685/SD-CB/10/2019	Metro, 16 Oktober 2019
Lampiran	: -	
Perihal	: **Izin Pra-Survey**	

Kepada Yth.

Ketua Jurusan Tadris Bahasa Inggris

IAIN Jurai Siwo Metro

Di

   Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan dibawah ini adalah Kepala Sekolah SD Cahaya Bangsa Metro, menerangkan bahwa :

Nama	: DICKY KURNIAWAN
NPM	: 1501070242
Semester	: 8 (delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut untuk melakukan prasurvey di SD Cahaya Bangsa Metro dalam rangka penyusunan Tugas Akhir/Skripsi.

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Kepala Sekolah

DWIYANTO, S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor	: B-0924/In.28.1/J/TL.00/4/2020		Metro, 29 April 2020
Lampiran	: -		
Perihal	: **BIMBINGAN SKRIPSI**		

Kepada Yth.,
1. Drs. Kuryani , M.Pd. (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Dicky kurniawan
NPM	:	1501070242
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	An Analysis Of Sociolinguistic Competence In Student Speaking Performance At The Fifth Grade At Cahaya Bangsa School In The Academy Year Of 2020/2021

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19806102008011014

29/04/2020 13:12:28

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1242/In.28/D.1/TL.00/06/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala CAHAYA BANGSA SCHOOL
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1241/In.28/D.1/TL.01/06/2020, tanggal 11 Juni 2020 atas nama saudara:

Nama : **DICKY KURNIAWAN**
NPM : 1501070242
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di CAHAYA BANGSA SCHOOL, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SOCIOLINGUISTIC COMPETENCE IN STUDENTS SPEAKING PERFORAMCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR OF 2020/2021".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Juni 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

YAYASAN PENDIDIKAN CAHAYA BANGSA METRO
SEKOLAH DASAR CAHAYA BANGSA METRO

JalanHasanudinNomor 117, Yosomulyo, Metro Pusat
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Telepon : 0725 – 7850502   Email : cahayabangsametro@yahoo.co.id

CAHAYA BANGSA School

Nomor	: 718/SD-CB/06/2020	Metro, 12 Juni 2020
Lampiran	: -	
Perihal	: **Surat Balasan Izin Research**	

Kepada Yth.

Wakil Dekan I

Fakultas Tarbiyah dan Ilmu Keguruan

IAIN Metro

Di

Tempat

Menindaklanjuti surat dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor B-1242/In.28/D.1/TL.00/06/2020 tertanggal 11 Juni 2020 tentang Izin Research mahasiswa:

Nama	: DICKY KURNIAWAN
NPM	: 1501070242
Semester	: 10 (Sepuluh)
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ANALYSIS OF SOCIOLINGUISTIC COMPETENTCE IN STUDENTS SEPAKING PERFORMANCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMIC YEAR OF 2020/2021

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut di atas untuk melaksanakan Research di sekolah kami dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat ini kami buat, agar dapat digunakan sebagaimana mestinya.

Kepala SD Cahaya Bangsa Metro

DWIYANTO, S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS
Nomor: B-1241/In.28/D.1/TL.01/06/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**DICKY KURNIAWAN**
NPM	:	1501070242
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di CAHAYA BANGSA SCHOOL, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SOCIOLINGUISTIC COMPETENCE IN STUDENTS SPEAKING PERFORAMCE AT THE FIFTH GRADE AT CAHAYA BANGSA SCHOOL IN THE ACADEMY YEAR OF 2020/2021".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 11 Juni 2020

Mengetahui,
Pejabat Setempat

Dwiyanto, S.Pd.

Wakil Dekan I,

Dra. Isti Fatonah MA
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APPENDICES

Blue Print of Interview Sheet

Aspect	Sub Aspect	References
The main Features of Sociolinguistics Competence that influence the speaking performance of the fifth graders at Cahaya Bangsa School Metro	Language Style or Register	Elizabeth Coelho. "*Adding English A Guide to Teaching in Multilingual Classsrooms*". Pippin Publishing Corporation (2004): 109-115
	Cultural Norms in Language Use	
	Nonverbal Language	
	Language Variety and Standard English	

Interview Sheet

The Main Features of Sociolinguistics Competence that Influence

The Speaking Performance of The Fifth Graders

at Cahaya Bangsa School Metro

1. Do you having trouble using standard language?

2. Do you like using non verbal language?

3. Do you sometimes like to use your cultural language into english?

4. Do you like adjusting with your interlocutor?

5. Do you sometimes use English in your home?

6. Have you understood English for a long time?

7. Does your school have an effect on improving your English?

8. Do you study English outside of school, like in movies or videos and music

in English?

9. Do you think English is difficult to learn?

10. Is English fun for you?

Observation Sheet

The main Features of Sociolinguistics Competence that influence

the speaking performance of the fifth graders

at Cahaya Bangsa School Metro

Table 4.1

No	Name	The Students' Speaking Assignment Given by English Teacher							
		Language Style or Register		Cultural Norms in Language Use		Nonverbal Language		Language Variety and Standard English	
		Yes	No	Yes	No	Yes	No	Yes	No
1	AC	√		√		√		√	
2	FZ		√		√		√		√
3	AJ	√			√		√	√	

#	Name								
4	YF	√		√		√			√
5	NS	√			√	√			√
6	AR		√		√		√		√
7	MT	√			√		√		√
8	RH		√		√		√	√	
9	GD	√		√		√			√
10	KY	√		√			√		√
11	BG	√			√	√		√	
12	FT	√			√	√			√
13	AL	√			√		√		√
14	FE	√			√	√		√	
15	RK	√			√		√		√
Percentage		80%		26%		46%		40%	

The formula to figure out the percentage of each sociolinguistics competence is as follows:[31]

$$P = \frac{F}{N} \times 100\%$$

(Source: Neil A Weiss, Introductory Statistics (Boston : Addison-Wesley, 2012)

Notes:

P = percentage of sociolinguistics feature

F = Frequency of sociolinguistics feature

N = Number of students

([31] Neil A Weiss, Introductory Statistics (Boston : Addison-Wesley, 2012), 41

THE DOCUMENTATION OF THE RESEARCH

1. The researchers introduce ourselves to respondents

2. The researchers give some questions to respondents

3. The researchers ask for students to conduct random dialogue

4. The researchers meet all respondents and give

suggestions and entry

CURICULUM VITAE

The name of the researcher is Dicky Kurniawan. He was born on 10 July 1995 at Metro Lampung. He is the fifth young brother of Mr. Sudirman and Mrs. Mawarti. He has Five siblings. The researcher was registered at SD N 5 Center Metro Lampung, on 2002 until 2007. In line with his focus on research, he continued his studies at the JHS Muhammadiyah 1 West Metro 2008 and graduated in 2010. He decided to continue his studies at SMAN 5 Metro Lampung in 2010 until 2013. Then, in 2015, he was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.