

## THE COMMUNICATIVE COMPETENCE OF UNIVERSITAS AHMAD DAHLAN PARTICIPANTS

Abas Oya

STKIP Harapan Bima, Indonesia

Email: [abasoya01@gmail.com](mailto:abasoya01@gmail.com)

### Abstract

*This study aims to determine the communicative competence of UAD participants in the Joint Thesis Writing Program at USANT from March to April 2018. Specifically, it seeks answers the question "What is the communicative competence of participants along: grammatical competence, linguistic competence, sociolinguistic competence, discourse competence and strategic competence?" The study revealed the following findings: On the level of communicative competence along: grammatical competence, the level of grammatical competence of the students are "Passed" on communicative competence. Along linguistic competence, the level of this competence revealed an average weight mean 3.65 which is verbally interpreted as "Often". Along sociolinguistic competence, the level of sociolinguistic competence revealed an average weighted 4.38 and verbal interpreted as "Always". Along discourse competence, the level of discourse competence revealed an average weighted 3.83 and verbal interpreted as "Often". Similarly, along strategic competence, the level of strategic competence revealed an average weighted 3.88 and verbal interpreted as "Often". Based on the findings and conclusions of this, the recommendations are proposed, to wit: The students should establish a clear standard of basic model of communicative competence, so that to achieve the level of communicative competence easily.*

**Keywords:** *Communicative, Grammatical Linguistic, Sociolinguistic & Strategic Competence*

### Abstrak

*Penelitian ini bertujuan untuk mengetahui kompetensi komunikatif peserta UAD pada Joint Thesis Writing Programme di USANT bulan Maret hingga April 2018. Secara spesifik mengupayakan jawaban dari pertanyaan "Apa kompetensi komunikatif peserta beserta: kompetensi gramatikal, kompetensi linguistik, kompetensi sosiolinguistik? , kompetensi wacana dan kompetensi strategis? " Hasil penelitian ini mengungkapkan temuan sebagai berikut: Pada tingkat kompetensi komunikatif bersama: kompetensi gramatikal, tingkat kompetensi gramatikal siswa "lulus" pada kompetensi komunikatif. Berdasarkan kompetensi linguistik, pada level kompetensi tersebut didapatkan rata-rata bobot rata-rata 3,65 yang secara verbal diartikan "Sering". Berdasarkan kompetensi sosiolinguistik, tingkat kompetensi sosiolinguistik menunjukkan bobot rata-rata 4,38 dan secara verbal diartikan "Selalu". Sejalan dengan kompetensi wacana, tingkat kompetensi wacana mengungkapkan rata-rata berbobot 3,83 dan secara verbal diartikan "Sering". Demikian pula, sepanjang kompetensi stratejik, tingkat kompetensi stratejik menunjukkan bobot rata-rata 3,88 dan secara verbal diartikan sebagai "Sering". Berdasarkan temuan dan kesimpulan dari hal tersebut, maka diusulkan suatu rekomendasi, yaitu: Mahasiswa harus menetapkan standar yang jelas tentang model dasar kompetensi komunikatif, sehingga dapat mencapai tingkat kompetensi komunikatif dengan mudah.*

**Kata kunci:** *Kompetensi Komunikatif, Gramatikal Linguistik, Sosiolinguistik & Strategis*

### INTRODUCTION

English language has been seen as a tool good medium of communication in Indonesia. It is a second language after Indonesian language. In Indonesian context, English is

determined as the first foreign language that must be learnt by Indonesian students from the age of ten or younger to the university level of formal education. So far, the criteria for determining the success or failure of learning

of English have not been established. The use of national examination for each degree of education does not show the realistic mastery of English. In fact, after the Indonesian people to learn English from year to year is still not able to have a good communicative competence. The use of communicative competence (the ability to use English for oral and written communication) as the final objective of learning English, tools or instruments that can measure those abilities reliably and validly in a nationwide context.

Communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. This understanding will enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent. Individually need communicative competence for personal fulfillment and development, active citizenship, social inclusion and employment. However, the success of communicative competence within a multicultural environment requires that a system of criteria, indicators and levels of forming communicative competence have to be considered.

The conditions of the improvement of individual's communicative competence in the social culture context are determined by the researchers' understanding of singularity of individual's interaction in foreign and professional languages, foreign language for professional purposes, their different influence on the individual's development including the improvement of individual's communicative competence; reflection. In order to promote the enhancement of individual's communicative competence it is necessary to provide learners with a variety of opportunities for the construction of their own communicative competence (experience of

social interaction and cognition activity) by interacting with peers and teachers and learning to develop the system of external and internal perspectives.

### 1. State the art

Chomsky established a distinction between 'grammatical competence' and 'performance'. For him, competence refers to the innate knowledge of a language an ideal speaker has in a homogeneous speech community. The former is the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language, and the latter is the actual use of language in concrete situations.

Canale and Swain defined communicative competence in the context of second language teaching. Their view of communicative competence is: "a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse".

They classify communicative competence into grammatical competence, sociolinguistic competence, which they soon divided into sociolinguistic competence and discourse competence, and strategic competence.

Savignon drew a classroom model of communicative competence based on Canale's framework discussed above. She acknowledges four constituents: grammatical, sociolinguistic, discourse, and strategic competence (p 35). It is worth mentioning here that Savignon draws a diagram suggesting a possible relationship between the four components of communicative competence. He argues that "an increase in one component interacts with the other components to produce

a corresponding increase in overall communicative competence". He makes an interesting point when she argues that sociolinguistic competence and strategic competence allow the learner a certain degree of communicative competence even before he or she acquires any grammatical competence. Strategic competence, as she argues is present at all levels of proficiency since no one knows all a language even one's own. The interpretation of this argument is that language learners come to the foreign language classroom with a certain amount of communicative competence. This measure of communicative competence includes "universal rules of social interaction and a willingness or need to communicate through gestures, facial expressions, and other available means".

Widdowson viewed language learning not merely as acquiring the knowledge of the rules of grammar, but also as acquiring the ability to use language to communicate. He says that knowing a language is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate. "We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes."

Macaro referred to four popular beliefs among language teachers that facilitate the realization of the level of 'communicative competence'. These beliefs include giving more attention to speaking and listening skills than reading and writing, practicing more in communicating new information rather than 'already known' information, enhancing students' involvement to overcome passive learning and focusing on practicing the language in meaningful situations rather than on producing well-formed sentences or in individual words.

Moor introduced the concept in the field of language communicative competence'. He insisted on the importance of working within the field of language we want to master and pointed out the little research conducted on this aspect of communicative competence. Based on the findings of his research which was conducted in West Africa, he concluded that field language communicative competence "is dependent on more than the knowledge of and ability to use a given field language in ways that are grammatical and socioculturally appropriate".

Richards stated that "the notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub-discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching."

Díaz-Rico and Weed expressed that communicative competence is a feature of a language user's knowledge of the language that allows the user to know "when, where, and how to use language appropriately".

Hery Yufrizal's study entitled "Teachers and Students' Perceptions of Communicative Competence in English as a Foreign Language in Indonesia", found out that there is a tendency that students and teachers agree that English is learned in order to be able to communicate with the language. They also seem to agree that the ability to communicate in the target language does not necessarily mean they have the ability to like the native speakers of the language.

Marie Siikaluoma in her research entitled "Communicative Competence In Project Management: A Case Study In An Agile Environment", suggested that three components of the communicative environment; multileveled stakeholders,

uncertainties and time pressure in a project, embellish the role of communicative competences. According to the present study (i) functional competence includes business knowhow and functional communicative ability, (ii) social competence refers to internal and external networking, and leading people, and (iii) strategic competence consists of adapting to situations, strategic problem solving and holistic decision making.

## 2. Research Gap

No study has even been conducted along the level of communicative competence specifically of USANT-UAD exchange students. This research shall fill the gap between students' entry requirements and successful completion of the course.

In this thesis writing program, the student was interacting, socializing with others every day in English. The students will be consulted by adviser in full English and even the class outside they will be communicate with other people using the English language because the Philippines especially Iriga city using English as a second language. From the problems above, this study aimed to determine the communicative competence of UAD – USANT exchange students in thesis writing program for school year 2018. The researchers will measure the level of communicative competence of students along grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

## RESEARCH METHODOLOGY

The study used descriptive survey method. According to Brown as cited by McKay, Descriptive surveys are any studies “that gathered data on the characteristics and views of informants about the nature of language learning through the use of oral interviews or written questionnaires”. In the research used written questionnaires.

The respondents of the study were Universitas Ahmad Dahlan participants in join thesis writing program at University of Saint Anthony for school years 2018. The participants of this research consisted of 9 students. The data gathering tools were used in this study is the questionnaire checklist and supplemented by informal interview and personal observation. The researcher made used of statistical tools to treat the data that were gathered. The responses of the participants were classified and tabulated systematically. The following statistical tools used are the following: frequency count, percentage technique, weighted mean, and chi-square test.

**Percentage Technique.** The percentage technique was utilized in quantifying the responses. Ordinary data/treatment was based on the frequency through the percentage formula. The formula is:

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

Where: P = Percentage Score

F = Frequency

N = total Number of Respondents

**Chi-Square Test.** To determine the significant relationship between the level of communicative competence and according to profile. The researcher used the Chi-Square, with the formula:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where:  $x^2$  = Chi-Square

$\sum$  = Summation

O = Observed Frequency

E = Expected Frequency

## DISCUSSION

The high competence of the respondents in grammar implies that they are able to master the different parts of speech. This bulk of the respondents are competent grammar users of the English language because they have the knowledge, ability and skills in explaining

how sentences are constructed and how different types of sentences are formed. It also shows that they have high competence on how

to punctuate each type correctly and how to combine different sentence types for effective written communication.

Table 1. Grammatical Competence

Respondent	Score	Percentage	Interpretation
A	22	86.6	Passed
B	19	81.6	Passed
C	18	80	Passed
D	22	86.6	Passed
E	18	80	Passed
F	19	81.6	Passed
G	20	83.3	Passed
H	21	85	Passed
I	21	85	Passed
Total Numbers	30	100	Passed

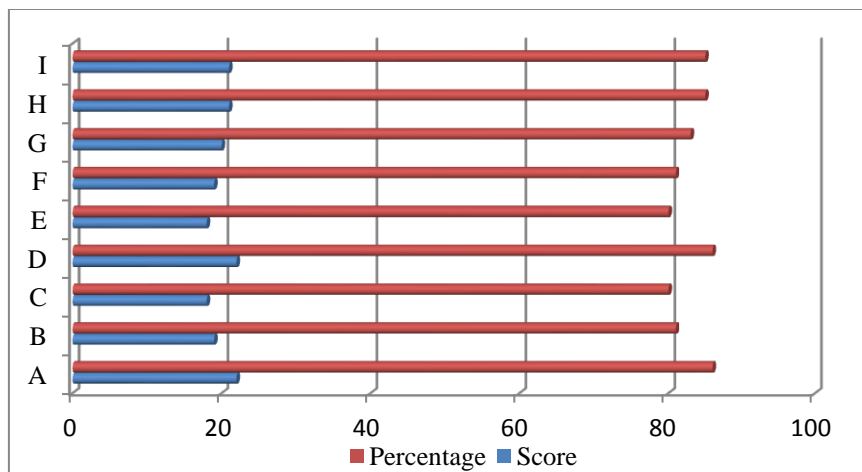


Figure 1. Graphical Presentation of the level of Communicative Competence along Grammatical

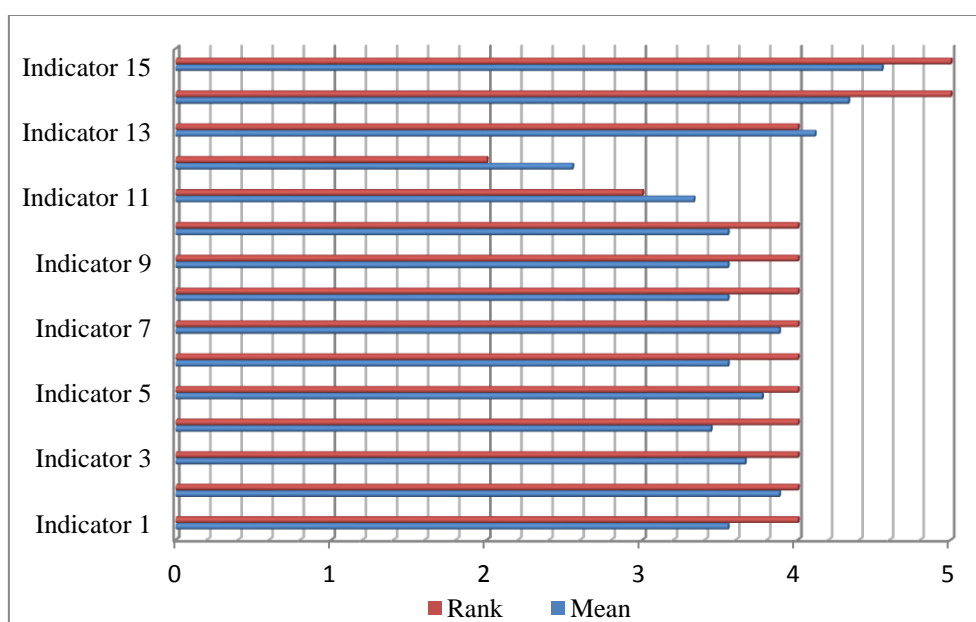


Figure 2. Graphical Presentation of the level of Communicative Competence along Linguistic

Based on the communicative competence along linguistic competence of the student as noted in Table 8 Figure 10 above, the result of data, the interpretation for linguistic competence of students' communicative competence was "Often True", which the Weight Mean were 3.68 for scale 4. It shows that the level of communicative competences along linguistic competence was low level competence of students, because the high level should be in "Always True".

Linguistic competence constitutes knowledge of language, but that knowledge is tacit, implicit. Therefore, from the result in the study that the students do not have really complete conscious access to the principles and rules that govern the combination of sounds, words, and sentences; however, they do recognize when those rules and principles have been violated.

The weakness of the respondents relative to verb indicates that they have low knowledge, ability and skill in determine the function of verb that is to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence. They are also weak in determining the two main categories of verbs and their function in the sentence. More importantly, the respondents are also very weak in recognizing the functions of "verb as a system in which the form of the verb reflects the person, number, and/or gender of one or more arguments".

The support studies in Vu Van Tuan<sup>1</sup>, results reveal that the strengths and weaknesses of the respondents in relative to linguistic competence are along nouns, pronouns and prepositions. On the other hand, their weaknesses are along verb, adverb and interjection.

The study revealed the following findings:  
1. In terms of age, findings revealed that 45 percent of the respondents are between ages 20 – 25 and the 44 percent of the respondents are

between ages 26 - 30, which have same frequency is 4. For the gender, 5 or 56 percent of the student respondents are males, which shows that males are greater in number than female. It was found that students' teaching experience, 6 out 9 respondents are teaching in elementary school. On account of the number of years in teaching, data closed that 75 percent of the respondents teaching for 1 – 5 years. For the place of origin, mostly of the student place of origin are 22 percent of Maluku; 22 percent of Java; and 22 percent of Sumatra. It shows that their place of origin dominant of the other student.

2. On the level of communicative competence along:  
a. Along grammatical competence, the level of grammatical competence of the students are passed on communicative competence. Along linguistic competence, the level of this competence revealed an average weight mean 3.65 which is verbally interpreted as often true as not achieved yet the top level. Along sociolinguistic competence, the level of sociolinguistic competence revealed an average weighted 4.38 and verbal interpreted as influential. Along discourse competence, the level of discourse competence revealed an average weighted 3.83 and verbal interpreted as often. Similarly, along strategic competence, the level of strategic competence revealed an average weighted 3.88 and verbal interpreted as often true as not achieved yet the top level.

## CONCLUSIONS

The students have different competencies in communication competence, which is the student getting passed in the level of grammatical competence. Whereas, in the linguistic competence, the student is not achieve expected of the level. On the contrary, the students have success in level of sociolinguistic competence. Although, the

discourse competence and strategic competence does not used completely in communicative competence, means the level of both competences unsuccessful.

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