

## Students' Communicative Competence: A Descriptive Study In English Education Program At STKIP Taman Siswa Bima

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### ABSTRAK

Students' Communicative Competence: A Descriptive Study in English Education Program at *STKIP Taman Siswa Bima*. The Objective of Study IS To describe the students communicative competence. AND To describethe factors that affect their communicative competence. In this research, the writer used qualitative descriptive method. According to Ary (1997: 219) about qualitative descriptive is design to obtain information concern the current status of phenomena and he also states that the qualitative data is described by sentences Based on the data findings above, the writer found 13 tottaly data which devided into 7 the students weakness in communicative competence especially about sociolinguistic competence and 6 factors that influences the students weakness in communicative competence especially about sociolinguistic competence. The students' weakness in communicative competence especially about sociolinguistic competence.

**Key Words:** *Communicative Competence, descriptive study*

### INTRODUCTION

Communicative competence is the ability to understand and use language effectively to communicate in authentic social and school environments. Canale and Swain (1980) proposed their own theory of communicative competence that minimally includes four main competencies: grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence includes knowledge of lexical items and rules of morphology, syntax, sentence, grammar semantics and phonology. They pointed out that grammatical competence would be unimportant concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the literal meaning of utterances.

Strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence as to how to help students acquire communicative competence in the classroom. From the forth components of communicative competence that have explained

above, the writer is interested to research about "Sociolinguistic Competence". Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatics and sociolinguistic knowledge about how to use language linguistically and socially appropriately for the communication situation. However a number of studied highlight the lack of such communicative skills among of EFL learners regardless of their profeciency level of linguistic knowledge of language as much as grammatical knowledge of the language being learnt To describe the students communicative competence. To describethe factors that affect their communicative competence. Such as in the classroomwhen teaching and learning process,when they start to use English for actual communication, the students are able to find what is appropriate to say, how it should besaid, when and to whom it should be said in different social situations in which they find themselves, in other words how to speak with their friends is different with how to speak with their lecturer and how to speak in a formal situation is different with how to speak in unformal situations. Not only it, but also about how are they

communicate outside the classroom and with whom they do it will also be analyzed by researcher. For example, are the way they communicate with their peers will be same as the way they communicate with their senior or their junior or not, even though they are aware that they are not being in the formal situation like in the classroom. For the examples, the first example is taken in informal situation.

Student: *Hey, What's up bro?*

Participant's: Hello, I'm fine.

This utterance is used by a student in greeting his senior at campus. It is inappropriate in a particular social context. Even the situation is outside the classroom, but the participants or the hearer is older than him. The second example is taken in formal situation.

Student: *I'm sorry for come late miss, because I have other business.*

Participant: It's ok.

This utterance is used by a student when he come late to the class. It is inappropriate to express in a formal situation. Moreover that utterance is expressed to his lecture, it is heard rather unpolite and that utterance may changed become *I'm sorry miss for coming late, because I have to finished my other bussines first*. According to sociolinguistic competence and pragmatic theory, when we want to communicate with someone we have to know and more attention to with whom, when and where we did it, so that we can do it in polite way.

One of the factor that causes it is because they come from the different regency, so automatically their habits and their culture will be different too. Such as Ya (2008) argues that one of the factors that make sociolinguistic competence so hard to acquire is the variance in cultural rules of speaking as well as the social, cultural and pragmatic elements that inherently exist in that competence. To put it differently, what is appropriate in one cultural situation might be entirely inappropriate in another one. The language learner often cannot differentiate between the rules of speaking of his or her native context and those of the target context.

Communication in the classroom is embedded in focused meaning activity. This

requires lectures to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication (Richards and Willy a. Renandya, 2002).

Therefore, in formal environment between lectures and students have to always interact to make communication. Because in fact, most of our daily communication remain interactional. It can interact in language is essential.

Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

In other view, speaking is fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they would bring just this affect.

The utterance above has the intention that Tiana wants to ask Charlotte in order that she stays waiting her Prince and meets him because she believes that the Prince would come to the party. Then, the speech act in which the characters observed tact maxim is request act. The utterance *"Just calm down and takes a deep..."* has the illocution that Tiana wants to console Charlotte in order to be calmer.

### Communicative Competence

Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication.

### Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards and Willy a. Renandya (2002) that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.

### Sociological Variables

In this item, the writer will also explain about many theories that related with sociolinguistic competence, thus about Age, Gender and Social Statuses.

### Age

According to Michael W. Eysenck (2004) in his *Adolescence, adulthood and old age* book's that In the United States, all people over eighteen years old are considered adults, but there is a large difference between a person who is twenty-one years old and a person who is forty-five years old.

### Gender

Kulick, 2003, and Cameron and Kulick, 2003) involving the whole gamut of genetic, psychological, social, and cultural differences between males and females. Wodak (1997b, p.

13) says that gender is 'not a pool of attributes "possessed" by a person, but something a person "does." ' Elsewhere (1997a, p. 4) she adds that 'what it means to be a woman or to be a man (also) changes from one generation to the next and varies between different racialized, ethnic, and religious groups, as well as for members of different social classes. In such a view, gender must be learned anew in each generation. Cameron (1998b, pp. 280-1) states that view in a slightly different way. Men and women are members of cultures in which a large amount of discourse about gender is constantly circulating.

### RESEARCH METHOD

In this research, the writer used qualitative descriptive method. According to Ary (1997: 219) about qualitative descriptive is design to obtain information concern the current status of phenomena and he also states that the qualitative data is described by sentences (Arikunto 1999:45).

Source of the data is talking about where the writer took and collecting the data. There are two kinds of source data: 1. Primary Data Source. In collecting the primary data, the writer record the students' utterances that will be analyzed in English Education Program at STKIP Taman Siswa Bima. 2. Secondary Data Source: The secondary data source which is used to support and complete the primary data usually was ranged into documents model (Sumardi Suryabrata, 1983:39). The data is taken from many kinds of books and relevant materials such as book of communicative competence theory, pragmatics theory, politeness.

Instrument is the tool that is used to collect the data (Arikunto, 1998:215). Based on the statement above, the main instrument to collect the data, the writer used recorder to record the students' voice when they communicate with their friends, lecturers, senior and their junior, it can be in formal situation or informal situation. In collecting the data, the writer applied the following activities: 1. Observation: Observation is method used by participating in the activities that the students and lecturer were doing. It means that observation conducted by the

participant observe. Furthermore the writer consulted to the English lecturer especially about their schedule and also observed them when they did an interaction process with whoever and whenever they are. 2. Recording: Recording is one of the process collecting data that the writer did to get the data based on the writer need to research or analyze. 3. Interview: Interview employed to gain information about what are the factors that influence the students weakness in sociolinguistic competence. Besides, this technique also could fitted what the writer need or what the writer did not get in used another technique like recording, etc. 4. Make a note: In this point, beside record their voice, the writer also made a note or write down what the writer need to research and analyze when the communication process ongoing. To analyzed the data obtained, the writer used descriptive qualitative method of analysis. Miles and Huberman (1994) propose breaking qualitative analysis into the following steps: 1. Data reduction: This step involves selecting, focusing, considering and transforming data. The process should be guided by thinking about which data best answer the evaluation questions. 2. Data display: This involves creating and organized, compressed way of arranging data (such as through a diagram, chart, matrix, or text). The display should help facilitate identifying themes, patterns and connections that help answer your evaluation questions. This step usually involves coding, where you mark passages of text (or parts of images or sections of a video, etc.) that have the same message or are connected in some way and then you write an accompanying explanation of what the selected passages have in common. 3. Conclusion drawing and verification: During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified.

## FINDINGS AND DISCUSSION

From the result of data analysis and discussion, the writer To analyzed the data obtained, the writer used descriptive qualitative method of analysis. Miles and Huberman (1994) propose breaking qualitative

analysis into the following steps: 1. Data reduction :This step involves selecting, focusing, considering and transforming data. The process should be guided by thinking about which data best answer the evaluation questions. 2. Data display: This involves creating and organized, compressed way of arranging data (such as through a diagram, chart, matrix, or text). The display should help facilitate identifying themes, patterns and connections that help answer your evaluation questions. This step usually involves coding, where you mark passages of text (or parts of images or sections of a video, etc.) that have the same message or are connected in some way and then you write an accompanying explanation of what the selected passages have in common. 3. Conclusion drawing and verification: During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified. *First*, when communication process on going in social life especially in campus environment, most of the students did not much pay attention about the participants. It means like Age, Gender and social status of the participants, they did not also pay attention to the context of the communication, not pay attention to the situations such as when and where they did it, whether in a formal situation, and the last is about the condition of it. So that, they only express about what they want to say. *Second*, there were some reasons why the students' sociolinguistic competence of English Education Program in STKIP Taman Siswa Bima is still poor or weak. *First*, most of them did not try to communicate with their classmates or other people with English in their life. *Second* is they cannot make good use of the opportunities such as the activities in the English corner to improve their communicative competence especially in sociolinguistic competence. *Third*, Some of them did not like to communicate with others in English only because they are afraid of loser face when making mistakes, their difference dialect and difference style of speaking was also made them unconfident and thought that they will get bullied from their other friends. *Fourth*, the factors that influence are their culture and

society, talking about the society means that we are talking about the condition around them, the people around them, culture and the language use there, if they live around the bad environment automatically it will effect to their habit also, it is prove by the way of their communication, when the people around them speak impoliteness, they will also do the same thing and it will be brought in other places like in Campus environment itslef, that is the bad habit that must be erased. **Fifth**, the factors that causes it is the curriculum of STKIP Taman Siswa Bima itself is not recommend to the pragmatic as one of the subject that have to teach there. **TheLast**, films or the movie was also given the influence of the students sociolinguistic competence.

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