

COMMUNICATIVE COMPETENCE IN ENGLISH TEACHING MATERIALS

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Abstract

This research was aimed at knowing analyze communicative competence based on Canale and Swain theory in a textbook that was used at eighth-grade students of SMPN 7 Tanjungpinang entitled "WHEN ENGLISH RINGS A BELL" . The writing was focused on focused to analyze communicative competence based on Canale and Swain theory in a textbook that was used at eighth-grade students of SMPN 7 Tanjungpinang entitled "WHEN ENGLISH RINGS A BELL" in chapter 1 and 2. This research is an analysis research. The subject of this research was from English Teaching Materials Used at SMPN 7. The research data was obtained through note-taking. The data analysis used qualitative descriptive analysis techniques. Percentage of Communicative Competence that the researcher found in the book is 90% that was mean the communicative competence in When English Rings A Bell is good.

Keyword: Communicative Competence, ELT, Textbook.

I. Introduction

People need a communication to ken each other, it is a fundamental human activity, and rudimentary of all human's communication is language. Language has some functions in people living in everyday activities. People use language to introduce themselves, communicate with other, and enlarge their cognizance. Without language, it is hard to imagine how people can cooperate and get along with others (Deria et al., 2016). Good communication is central to civilized society. That's why almost impossible to find a person who does not communicate in their social life. It is said that successful English correspondence depends on one's capacity to procure parts of correspondence notable as open fitness containing various parts of language capacities or abilities (Marrienne Celce Murcia, 1995). The term competence means the ability to do something successfully or efficiently in general. Based on this definition, it can be assumed that communicative competence expresses the ability to communicate effectively.

Communicative competence was developed by (Hymes, 1972) to describe, and account for, the knowledge that speakers and listeners have to communicate appropriately in different social contexts. He claims that "a child acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others." (Hymes, 1972).

In communication, English has a very important role in knowledge. Realizing the importance of English, the Indonesian government has decided that English is a compulsory subject at the senior school level. That is why English is one of the important subjects taught at schools in Indonesia. As the government came up with a new curriculum, the 2013 curriculum, the ELT goal then focused on

students' communicative competence (Setyono, 2014). (Kemendikbud, 2013) express that there are five stages of applying a logical methodology in showing learning measure, they are noticing, addressing, testing, partner, and imparting. The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, the ability to consider the moral aspects of a problem (Kemendikbud, 2013).

The researcher was interested in doing the research to the tasks presented in “When English Rings a Bell” book viewed from the communicative competence proposed by Celce-Murcia et al. Each and every understudy surely has an alternate capacity to open capability. For the execution of open fitness in a reading material, there are very few course books that comprise of that viewpoint. The hindrance in encouraging learning measure by utilizing reading material are the separate understudies' informative skill which contrast to each other. This exploration depends on the hypothesis of informative fitness by zeroing in on the similarity of course book materials (activities and exercises) alluding to the hypothesis of open capability. So, the researcher decided to titled this research with “Communicative Competence In English Teaching Materials Use at SMPN 7 Tanjungpinang”

II. Research Method

This analysis used qualitative research. It was used to conduct this research to describe and explain the communicative competence in SMP N 7 Tanjungpinang teaching material. The Descriptive method will be used to describe the findings of the research. The research subject was from English Teaching Materials Used at SMPN 7. The researcher focused on Communicative competence in English teaching-material. note-taking of data was the instrument in this study. It was used in the process of collecting the data.

Before drawing conclusions, data reduction and data presentation were first performed. This conclusion was the final stage of data processing. To determine the percentage of communicative competence, the researcher utilizes the theory from Sujiono (in Prasojo, 2014:30). Below is the formula to avail the researcher presented the data:

$$P = \frac{\text{The total number of Communicative Competence in the chapter}}{\text{The total number of activity in the chapter}} \times 100$$

And then, after getting the result from the formula below, the researcher concluded the data with the range of the percentage for communicative competence in this textbook in According to Arikunto (2013); The results of measuring knowledge can be grouped into 3 categories, namely: Good (76% - 100%), Enough (56% -75%), and Less (<= 55%).

III. Findings and Discussions

The six comonents are clarified the hypothesis of Celce-Murcia (2007), they are; Linguistic, Sociocultural, Discourse, Interactional, Strategic and formulaic competence.

Table 1. Communicative Competence in Chapter 1 “It’s English Time!”

Activity	Communicative Competence					
	DC	LC	IC	FC	SC	SOC
Observing and questioning			√			√
			√			
				√		
			√			
					√	

			√	√		
			√			
			√			
Collecting Information		√		√		
				√		
Associating			√			
				√		
					√	
	√					
Communicating				√		

Table 2 Communicative Competence in Chapter 2 “Can You Play The Guitar”

Activity	Communicative Competence					
	DC	LC	IC	FC	SC	SOC
Observing and questioning						√
		√				
				√		
Collecting Information		√				
	√					
				√		
Associating			√			
			√			
				√		
					√	
Communicating						
				√		
				√		

LC = Linguistic Competence

STC = Strategic Competence

SOC = Sociolinguistic Competence

DC = Discourse Competence

IC = Interactional Competence

FC = Formulaic Competence

Linguistic Competence

The first competence is linguistic competence “suffiex”, “comparative and superlative adjective”, “adverb that describe verbs by using -ly”, “comparative and superlative adverb”, “active and passive voice”, “report speech”, connectors, and “tenses (present continuous tense, past continuous tense, and future continuous tense)”. The quantity of linguistic competence in the textbook has three students’ activities.

Discourse Competence

The second component is discourse competence, there are three discourse competence in the students activities. Discourse competence are about utterances to aim an unified message, sequencing, structure, and arrangement of words

Sociocultural Competence

There are 2 Sociocultural competence can be find in the textbook, one of them was found on the page one of the textbook. The image below was the example of sociocultural competence from the book, it was included in Social contextual factor, it's about participant information, like name, age, genders and many more. And the picture below shows the information about name.

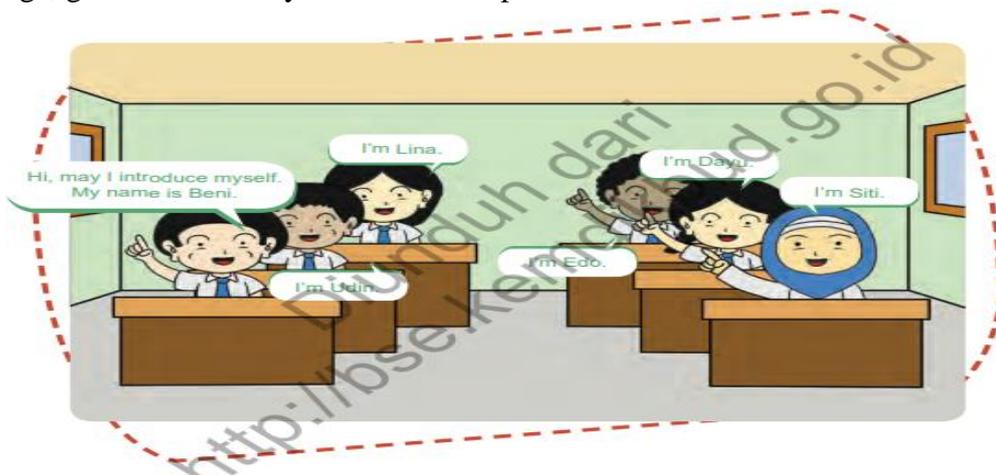


Image 1. Sociocultural Competence

Strategic Competence

There are 3 strategic competence in the textbook, one of the can be found on the page 36, in the picture below

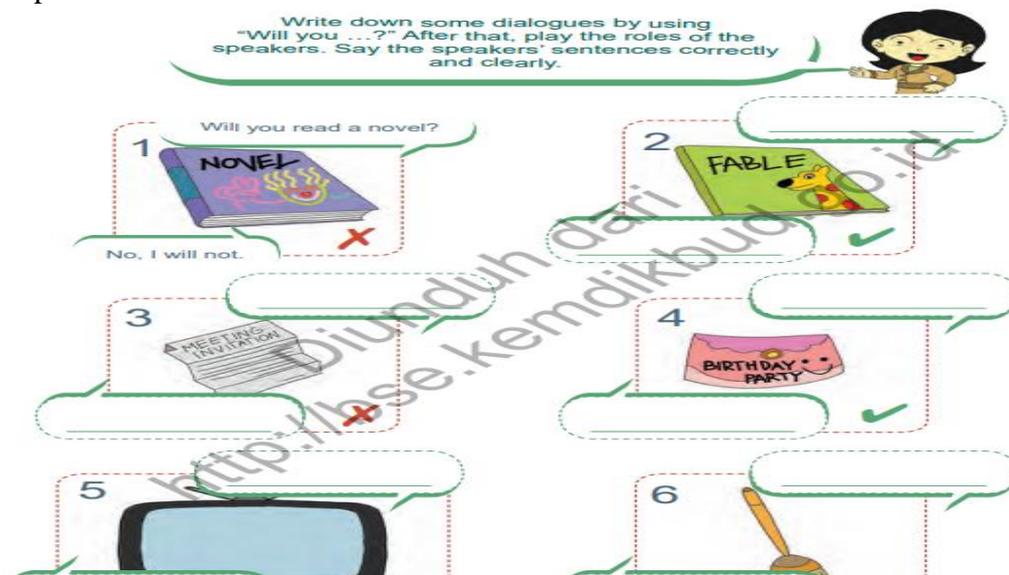


Image 2. Strategic Competence

Formulaic Competence

The fifth competence is formulaic competence with 9 of the activity in the book has this communicative competence, this competence contains routines, collocations, idioms, and lexical frames.

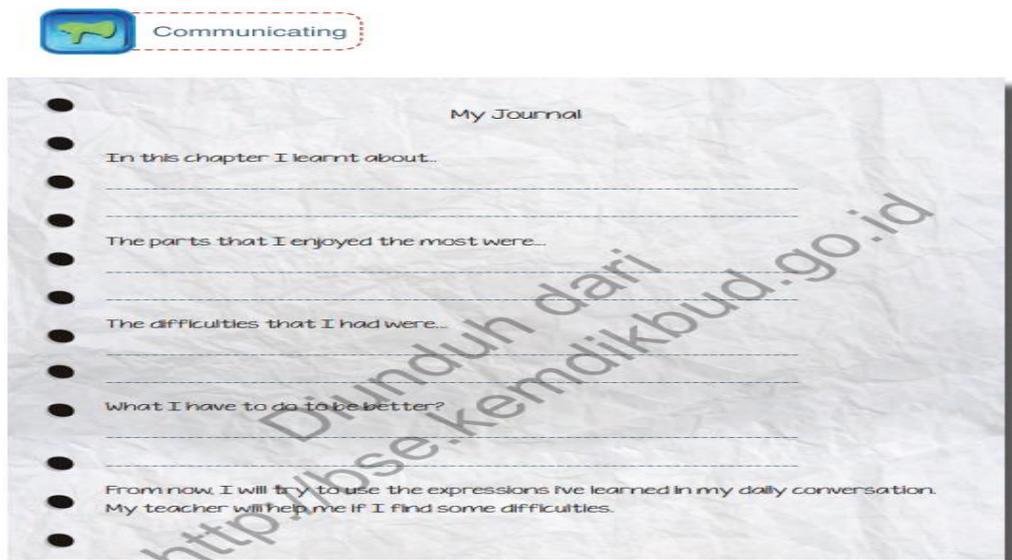


Image 3. Formulaic Competence

The picture above was one example of Formulaic competence, that was included in routines category, that was about the routines that always there in every chapter, like how the things been repeated in the situation.

Interactional Competence

And the last there is interactional competence, 8. Interactional competence was found on the book. In the chapter 3, has been described about actional competence, or the knowledge to perform interaction like common speech in the target language, like complaining, blaming, apologizing, and many more. The example is in the image below

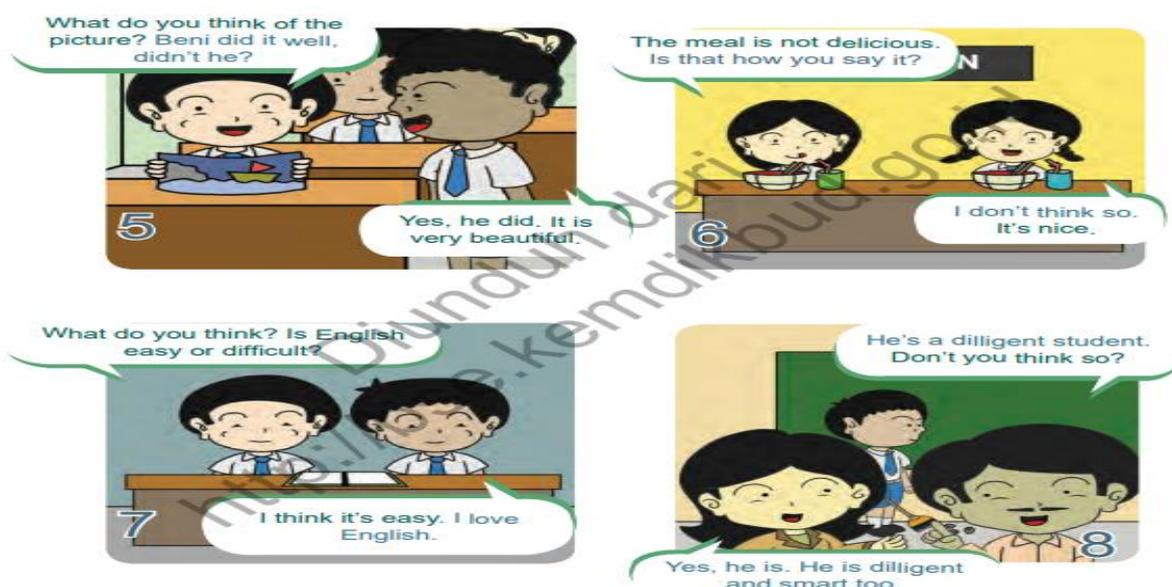


Image 4. Interactional Competence

From the image below we can see the students in the image practicing how to interact and with giving opinions about something.

IV. Conclusion

Table 3 Percentages of Communicative Competence per-component

Component of Communicative Competence	Score	Percentages
Linguistic Competence	3	10%
Discourse Competence	2	6.6%
Sociocultural Competence	2	6.6%
Formulaic Competence	9	30%
Interactional Competence	8	26%
Strategic Competence	3	10%
Total (30)	27	
Average	90%	

Can be discuss from the analysis above that the average of 27 students' activity is 90%. The result shows high percentage of "When English Rings A Bell" Chapter 1 and 2 with the Communicative Competence component by Celce-Murcia. Can be Concluded that the results of the textbook has good be used by eight grade of Junior high school.

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