DEVELOPING COMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING

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Abstract
Learning a language needs to advocate any kinds of language teaching areas which focus on how language is developed. One way to do this is to find out a suitable teaching methodology in facilitating the learners to learn the language. As such, this article stresses a substantial point of methodology to achieve the goal of developing learner’s communicative competence. It refers to process-based methodology since it shares as a common starting point a focus on creating classroom processes that is believed to best facilitate language learning. This methodology is Communicative Language Teaching regarded as developing from a focus on classroom processes and engaging learners in communicative practice. In the area of communicative competence developed, it includes the aspects of language knowledge such as knowing how to use the language for different purposes, how to maintain the language use strategies, how to set the language in formal or informal situation and how to use different types of texts.

Keywords: Language Teaching, Communicative Language Teaching and Communicative Competence

Introduction
The high use of the international language of the world makes people tend to learn both the language and use it both in formal and non-formal situation. It makes millions of people want to learn and are able to use this international language well. Opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today’s world. The demand for an appropriate teaching methodology is therefore as strong as ever.

Speaking requires skills that the content of our speech can be understood by the listener so that its meaning can be conveyed. The ability to deliver this information is called communicative competence. To understand what communicative competence is, it must be compare with grammatical competence. Refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. While Communicative competence includes the following aspects of language knowledge (Richard, 2006: 3):
1) Knowing how to use language for a range of different purposes and functions.
2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
4) Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies).

**Communicative Language Teaching**

CLT is how language is used by involving students in meaning-focused communicative tasks, and that plentiful exposure to language is used, then the plenty of opportunities to use it (Harmer, 2007: 69). This approach aims at encouraging the students to communicate something and involves students in real communication. Richard (2006: 2) also defines that Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Its characteristic feature (Littlewood, 1981: 1) is that it pays systematic attention to functional as well as structural aspects of language combined into a more fully communicative view.

The theories of CLT proposed view as the process of teaching and learning a language in which the activities focus on the communicative tasks where the structure relates to communicative function and facilitate the learners in achieving the target language. It also produces any evidence to demonstrate that learning is more successful if communicative teaching methods and materials are adopted.

1) **Teacher’s Role in CLT**

In the more creative type of activity, the teacher’s part in learning activities will involved the students in the activity presented and thus will improve the development of the students’ communicative skill. However this does not mean that once an activity is in progress, the teacher should become a passive observer (Littlewood, 1981: 19). For example:

   a) If the learners find themselves unable to cope with the demands of a situation, the teacher can offer advice or provide necessary language items.

   b) While learners are performing, the teacher can monitor their strengths and weaknesses.

   c) There may be occasions when the teacher decides to exercise the language used. The teacher encourages the learners in using the language without correcting their mistakes.

2) **Classroom Activities in CLT**

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. Richard (2006: 14-20) explains some classroom activities in CLT, as follows.

   a) **Accuracy Versus Fluency Activities**

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use
communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows.

b) Activities focusing on fluency
   1) Reflect natural use of language
   2) Focus on achieving communication
   3) Require meaningful use of language
   4) Require the use of communication strategies
   5) Produce language that may not be predictable
   6) Seek to link language use to context

c) Activities focusing on accuracy
   1) Reflect classroom use of language
   2) Focus on the formation of correct examples of language
   3) Practice language out of context
   4) Practice small samples of language
   5) Do not require meaningful communication
   6) Control choice of language

4) Mechanical, Meaningful, and Communicative Practice

  Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

  Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now meaningful because they have to respond according to the location of places on the map.

   Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.

5) Information-Gap Activities

   An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.
6) Jigsaw activities
   These are also based on the information-gap principle. Typically, the class is
divided into groups and each group has part of the information needed to
complete an activity. The class must fit the pieces together to complete the
whole. In so doing, they must use their language resources to communicate
meaningfully and so take part in meaningful communication practice.

**CLT in Communicative Competence Development**

In term of communicating, it is intended to help speaker and listener understand the
content of language produced. Communicative competence demands for the speaker to
speak the content meaning of the language when speaking the language. In the past,
learners have different perspective in learning a language. Learners of language tend to
avoid the errors through controlled opportunities for producing the language. In recent
years, language learning has been viewed from a very different perspective, such us
interacting between the learners and the users of the language, collaborating in making
meaning, striving to achieve understandting of the language content and trying to
experiment the different ways of saying things.

CLT provides classroom activities in developing learners’ communicative
competence (musliadi, 2015: 85). It is seen in the following processes such us:
1) Communicative practice and meaningful practice activities; these activities provide
learners to communicate in the real communicative practice. It is to use to achieve
the target language that suits the communicative competence in using language for
different purposes.
2) Activities focusing on fluency may help learners maintain the language use
strategies and set the language in formal and non-formal situation.
3) Jigsaw Activities; activities run in jigsaw engage learners in using different types of
texts and communication strategies.

**Conclusion**

CLT creates huge range of methodology in teachinga language particularly in
developing communicative competence in speaking ability. Today many sources of
course book cite CLT as the basic sources of their methodology. Since its development in
language learning, it takes different routes in to different perspective of learning
language. To achieve the goal of communicative language teaching, learners got language
learning movement from developing grammar competence to developing communicative
competence. It is belived that classroom activities in CLT can best facilitate learners to
develop their communicative competence.

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