

ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS' STRATEGIES IN ENHANCING COMMUNICATIVE COMPETENCE

BY

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Abstract

This study was conducted to analyze the strategies used by English students in improving their communicative competence. The respondents in this study were 4th semester students of English Education, Muhammadiyah Sidenreng Rappang university. The data collection methods used in this research are interview and documentation methods. This research used qualitative research method. The results showed that the strategy most used by students to improve their communicative competence is watching YouTube, movies or content in English. The reason that makes them interested in improving their communicative competence is on average because they want to be able to watch videos, movies or English content without subtitles.

Keywords: Strategies, Enhancing, Communicative Competence

INTRODUCTION

English is a lingua franca (international), English has become an important role in many countries. Mastering English is also a requirement of today's life because almost all the technology we use is programmed using English. Therefore, there are four components in English, namely speaking, listening, reading, and writing, which must be mastered. Of all the components above, the ability to speak is one of the most important things.

In the teaching of a second or foreign language, developing practical abilities in the target language has become a more crucial role. another language. A distinct change from a syntactic to an informational perspective in language education has placed an emphasis on understanding and appropriate language use in a communicative setting. To put it another way, the main objective of second language and foreign language education programs has changed from improving students' semantic/syntactic accuracy to enhancing students' communicative competence, which is essential for real-life communication.

Also, the course requires communicative proficiency in English as a foreign language. (1992; Littlewood).

Hussein and Bataineh (2015) In earlier decades, scholars worked to develop models of communicative language ability and pinpoint communicative competence segments.

Each segment functions as a mode of communication. Each person expresses himself or herself in real-life communication by utilizing a segment of communicative competence. After all, language represents a social, pragmatic, and cultural context as well as a means of communication. Students cannot be effectively connected to real-life communication in the target culture by learning solely the target linguistic information.

The term "communicative competence" was originally used by Hymes (1972), according to Namaziandost, Rahimi Esfahani, and Hashemifardnia (2018). According to Hymes, speaking well requires not just understanding the linguistic foundations of a language but also knowing who to talk to and under what conditions. More specifically, a language user should possess not just sound phonetic knowledge but also a balance of linguistic competence as a communicative competence that integrates sociolinguistic knowledge and pertinent knowledge. As their communicative skill increases, foreign language teachers concur

that it is pragmatic to be able to work well with people from the target culture.

This strategy was also used by most of the students. On the first observation, it is known that during their class's learning speaking skills session, the teacher read one sentence of an English text. She then instructed the students to write a sentence similar to the one she read. The student employs an alternate strategy. Given new vocabulary recall and more effective language learning, memory strategy can be a significant contributor to language learning (Wong & Nunan, 2011; Susanto & Nanda, 2018; Setyawati, Adnyani, & Piscayanti, 2018).

Some students looked into the factors that influence how people use learning strategies, such as language proficiency. Language proficiency and strategies used to have a positive relationship, according to extensive empirical research (Green & Oxford, 1995). These studies' findings indicate that learning strategies are used more frequently by high-proficiency language learners than through low-proficiency language learners (Malley, 1994). Storytelling has the potential to significantly improve EFL learners' speaking ability more than traditional techniques such as asking students to practice simple dialogues (Bin, 2016).

The last learning strategy that can be used is asking people around them. 8 of 10 students said they preferred asked their teacher if they had difficulty when studying English directly.

It is very important for someone or EFL students to have a strategy in improving their English skills. One of them is speaking skills in English or can also be said to be communicative competence. Each strategy has different advantages and disadvantages. For English students who have occupied the 3rd semester, of course, the mastery of English skills such as speaking is rather skillful. Of course, previously students faced obstacles, then determined ways to overcome them or determine strategies to overcome the difficulties faced in speaking. In this regard, The researcher wishes to conduct research on strategies used by students in enhancing communicative competence.

RESEARCH METHODS

Research Design

Qualitative research methods are used to test questions by verbally describing what learning strategies can be done to enhancing students' communicative competence skills. Qualitative research refers to the process orientation used to understand, interpret, describe, and develop theories about a phenomenon or setting.

In this study, researchers investigated how students respond to the media used by lecturers. This is in line with the object of this research, namely to identify student perceptions by conducting observations and questionnaires to collect data.

Data source research

This research will uses two types of data. As for the data that used are as follows:

Primary Data is a type of data obtained in the field through interviews with several related parties, as well as using or submitting a list of questions in writing to informants to find out more specific information. After the interview, the information that has been obtained will be compiled into a discussion that will become material or data solve a problem. **Secondary Data** is supporting information in a research. Such as a data collection from various library sources related to the problem to be studied.

Instrument of the research

The researcher collect the data by using two instruments, those were: **Observation** When compared to other data collection techniques, such as interviews and questionnaires, surveys have distinct characteristics. If interviews and questionnaires are always used to communicate with people, then observation should include more than just people. Sutrisno Hadi (1986) defines observation as a complex process involving various biological and psychological processes. Two of the most important processes are observation and memory. **Interviews** When the researcher wants to conduct a preliminary study to identify problems that need to be investigated, as well as when the researcher wants to learn things from more in-depth respondents and the number of respondents is small, are used as a data collection technique. (Sugiyono, 2013).

Technique of data analysis

Noeng Muhadjir (1998: 104) suggests that analysis data be defined as "a systematic search for and organization of notes from observations, interviews, and other sources in order to increase the researcher's understanding of the case under study and present them as findings to others." Meanwhile, the investigation must be continued in order to improve this understanding by attempting to discover meaning. In Sugiono (2013) Miles and Huberman (1984), argue that qualitative data analysis activities are carried out in an interactive manner and continue until the data is saturated, and that data analysis activities include data reduction, data display, and conclusion. The data analysis steps are shown as follows:

Data reduction is a selection process that focuses on simplification, abstraction, and transformation of raw data derived from field notes. This process continues throughout the research, even before the data is collected, as evidenced by the research conceptual framework, study problems, and data collection approach chosen by the researcher. **Data Display** Data presentation is an activity in which a collection of information is organized so that it is possible to draw conclusions and take action. Format for presenting data Narrative texts, field notes, matrices, graphs, networks, and charts can all be used to present qualitative data. These forms combine information that is organized coherently and easily accessible, making it easier to see what is going on, determine whether the conclusion is correct, or conduct a re-analysis. **Conclusion Drawing/Verification**, Efforts to draw conclusions are carried out on a continuous basis by researchers while on the field. The qualitative researcher begins to look for meaning from the beginning of data collection, noting regularities of patterns (in the theoretical record), explanations, possible configurations, causal pathways, and propositions. These conclusions are handled loosely, leaving room for interpretation

and skepticism, but they are already provided. It was unclear at first, but it gradually became more detailed.

RESULTS AND DISCUSSION

The purpose of this study is to find out two points involving the research questions. Firstly, this study will present the strategies of English as a foreign language (EFL) learners' in enhancing communicative competence among 4th students of English study program at Muhammadiyah Sidrap University. This study used three instruments to collect data from the students.

1. Strategies EFL students used in enhancing communicative competence

Communicative competence is the ability of a person to communicate in accordance with the topic, area, or field up to greet the other person. Communication skill speakers' understanding of what underpins correct language behaviour or speech behaviour, as well as what constitutes effective language behavior (Prabawa, 2016).

Based on the results of the interviews above, there are several strategies used by students. The most widely used strategy is watching YouTube, movies or content in English. In addition, reading books, listening to music in English, direct practice, and increasing vocabulary are also strategies used by students. However, there are students whose interest in learning or desire to improve their communicative competence strategies is less or nonexistent.

2. Things that make students interested in communicative competence

Strategic communication is a new concept in the field of communication studies. Strategic communication was previously widely used in military and governance studies related to international relations. It is not surprising that, as a new concept, there are many different perspectives on the meaning of strategic communication, related to the position of communication studies, similarities with public relations and corporate communication, and paradigm used. This article has investigated various definitions of strategic communication with the goal of interpreting communication-based strategic communication by rejecting accepted attitudes as part of management strategy. Strategic communication is defined as a process of communication between actors in an organization that is manifested in the form of interactions that mutually understand and work together to achieve organizational goals based on the above explanations and the literature review method. (Estaswara et al., 2020).

Based on the results of the interviews above, the things that make EFL students improve their communicative competence include because some students want to watch movies without subtitles because English is unique and is also an international language, students want to get to know and talk to foreigners, and to improve public speaking and do not know. However, there are some students who do not know why they are interested in improving their communicative competence.

CONCLUSION AND POLICY RECOMMENDATIONS

The researcher draws the following conclusions on how to present English as a foreign language (EFL) learners' techniques for enhancing communicative ability based on the findings of the data analysis and the preceding discussion:

Strategies EFL students used in enhancing communicative competence The most common strategy used by 4th-semester students was watching YouTube, movies, or content in English. In addition, reading books, listening to music in English, hands-on practice, and increasing vocabulary are also strategies used by students. However, there are students whose interest in learning or desire to improve their communicative competence strategies is less or nonexistent.

Things that make students interested in communicative competence. Things that make students interested in communicative competence are the strategies that most 4th semester students use to improve their communicative competence, among others, because some students want to watch movies without subtitles because English is unique and is also an international language, students want to get to know and talk to foreigners, and to improve public speaking and do not know. However, there are some students who do not know why they are interested in improving their communicative competence.

The researcher has realized that in the preparation of the above thesis, there are still many mistakes and far from perfect. However, the researcher really hopes that this research can be useful for readers so that future researchers can do better research.

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