ABSTRACT

In the field of second language teaching and learning communicative competence has gained wide insert over the years. Communicative competence refers to both knowledge and skill when interacting in actual communication. Knowledge refers to what one knows consciously and unconsciously about the language and about other aspects of communicative language use. Skill refers to how well one can perform this knowledge in actual communication. Communicative includes four areas of knowledge and skill: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Communication is understood as "exchange and negotiation of information between at least two individuals though the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension process (Canale, 1983). Information is assumed to consist of conceptual, sociocultural, affective, and other contents. Helay (1963) pointed out that such information is never permanently worked out nor fixed but is constantly changing and qualified by further information, contents of communication, choice of language forms, and non-verbal behavior. Thus, communication involves the continuous evaluation and negotiation of meaning on the part of the participants (Wells, 1981). In reference to language, competence is once underlying knowledge of the system of a language-its rules of grammar, its vocabulary, all the pieces of a language and how those pieces fit together (Brown, 2000).

The particular competence concept discussed in this paper is that of "communicative competence." Hymes (1971) generated the concept as a reaction against the accepted distinction between competence and linguistic performance as exposed by Chomsky. In his "Aspects of the Theory of syntax" Chomsky (1965) posited that linguistic theory is concerned primarily with "an ideal speaker-listener, in a completely homogenous speech community, who knows the language perfectly." The perfect knowledge referred to is the mastery of the abstract system of rules which enables a person to understand and produce any and all of the well-formed sentence of his language, i.e., his linguistic competence. The actual use of language, affected by the criterion of acceptability and not grammatically, is the domain of linguistic performance.

Not only Hymes but also a number of language theorists (Widdowson 1997, Canale and Swain 1980, among others) have rejected Chomsky's restricted view of competence and replaced it with concept of "communicative competence." They assorted that the restriction of competence to perfect knowledge in a homogenous speech community failed to take into account the influences of sociocultural factors in language use. According to Hymes (1971) there are "rules of use without which the rules of grammar would be useless.

The concept of communicative competence has evolved in due time. Allwright (1976) treated linguistic competence overlapping the system together shape an individual learner's communicative activity. The part-whole relationship demonstrates that some parts of linguistic competence are irrelevant to communicative competence. Figure 1 shows the diagram relating communicative competence and linguistic competence.

Figure 1. The Allwright Diagram of the Relationship Between Communicative Competence and Linguistic Competence.

Linguistic Comperence   Communicative Comperence
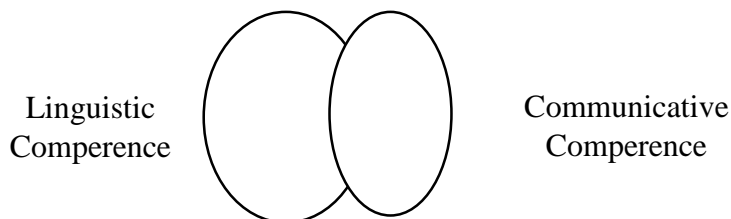
Hymes (1972) integrated linguistic theory with communication and culture to include the following aspects:

1. Whether (and to what degree) something is formally possible;

2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;

3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is needed and evaluated; and

4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

Communicative competence is thus viewed by Hymes as the interaction of Grammatical. Psycholinguistics, Sociocultural, and probabilistic systems of competence. Communicative competence considers social rules, contextual appropriateness, volatile, and affective factors aside from the structural elements of language. Appropriateness and effectiveness are not concerned of linguistic grammar, but they are related to sociolinguistic correctness, that is, the ability of speakers to say the right thing in the right situation in order to get what they want (Yorio, 1980). The notion of English as an international language (EIL) and the L2 (target language) learning are concepts which are in line with communicative use of language adapted to the needs purposes of the L2 learner.

Canale and Swain (1980), later elaborated by Canale (1983), stressed that communicative competence is an essential part of communication. They proposed that a theoretical framework for communicative competence minimally includes four areas of knowledge and skill: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

GRAMMARICAL COMPETENCE

This refers to the mastery of the language code. Included under this component are features and rules if target language such as vocabulary, word formation, sentence formation, pronunciation, spelling, and linguistic semantics Such competence focuses directly on the knowledge and skill needed to understand and express accurately the literal meaning of utterance.

Grammatical competent has been earlier associated with linguistic competence. Although a second language learner cannot be communicatively competent, it does not mean that learners will first have to master all rules of grammar, vocabulary, and pronunciation before they can proceed to other competencies.

SOCIOLINGUISTIC COMPETENCE

This competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants (age, sex, education, role, familiarity, ad the like) and norms/conventions of interaction. Other sociolinguistic factors may include setting of situation, topic, medium or channel, function (e.g., asking information, greeting commanding, etc.), key (tone or manner of exchange), and others.

From the view of second language teaching and learning, it is crucial to recognize that rules for appropriate conduct of speech vary considerably from one society to another. This means that although second language learners have communicative competence in their own language, there is no reason to assume that they will be able translate this ability into successful interaction with native speakers of the target language.

Appropriation of utterances farers to both appropriateness of meaning and appropriateness of from. The former concerns the extent to which particular communicative functions (e.g.. inviting, requesting, commanding, etc.), attitudes (including politeness and formality), and ideas are judge to be proper in a given situation. The latter concerns the extent to which a given meaning (including communicative function, attitudes and ideas) is represented in a verbal and/or non-verbal from that is proper in a given sociological context.

However, not only the appropriate form and setting must be learned but also the underlying values of culture will alter an interpretation of what is meant by a particular form even if used in the right setting. Without knowledge of the central values of a culture, the second language learner may never understand properly what message the speaker is really trying to convey.

Individual choice or intention, cultural habits in one's native language, and existing level of learning in a second language, are some factors that make speakers become incomprehensible especially if the conversation is between a native and a non-native speaker (Walean, 1992).

The non-native speaker may create new ways of coding particular forms, such as the use of "please" + imperative as a way of performing requests, regarding who the speaker is talking to. The non-native speaker of English may say "Please bring me more coffee" to a waiter where a more appropriate form would be "Could I have another cup of coffee, please?"

There is a tendency in many second language program to treat sociolinguistic competence as less important than grammatical competence. This tendency is unfortunate in that it gives the impression that grammatical correctness of utterances more important than appropriateness of utterances in actual communication. This tendency likewise ignores the fact that sociolinguistic competence is crucial in interpreting utterances for social meaning when this is not clear from the literal meaning or from non-verbal cues.

DISCOURSE COMPETENCE

The type of competence concern mastery of how to combine grammatical form and meanings to achieve a unified spoken or written text in different genres. By genre is meant the type of text (e.g., oral or written, narrative, an argumentative, essay, a scientific report, a business letter, and a set of instructions each presenting a different genre). Unity of a text is achieved through cohesion in form and coherence in meaning. Cohesion deals with how utterances are linked structurally and facilitates interpretation of a next (Widdowson, 1978). Halliday and Hassan (1976) identified types of cohesion divide that serve coherence and

contribute to the quality and unity of the text. According to Halliday and Hassan (1976), there are five cohesion device, namely: anaphoric reference (e.g., use of pronouns to refer to something mentioned previously (e.g., _he_ for _John_ in _John_ bought a book. _He_ gave it to me.; ellipsis or omission of a grammatical element that has been expressed already (**e.g., Paul _has a book_**, **so do I. Where has a book is not repeated.),** conjunction which involves the use of grammatical connectors (**soon, and, although, etc.),** and lexical cohesion (e.g., use of the same object or of the same term to different objects).

Coherence refers to the relationship among different meninges in a text, where these meanings may be literal meanings, communicative functions, and attitudes. Widdowson (1978) provides the following example to illustrate the nation of coherence:

> Speaker A: "That's the telephone"
> Speaker B: "I'm in the bathroom."
> Speaker A: "O.K."

Although there is no overt signal of cohesion among these utterances, they do form coherent discourse to the extent that A's first proposition has the value of a request and that A's final remark is an acceptance of B's excuse. It is worth noting that the nations of setting, role of participants, goals and so forth, contribute to a coherent interpretation of the utterances.

STRATEGIC COMPETENCE

This competence is composed of mastery of verbal and non-verbal communication strategies that may be called into action to : 1) compensate for communication breakdown due to limiting conditions in actual communication., and 2) enhance the effectiveness of communication (e.g., deliberately slow and soft speech for rhetorical effect.) Tarone (1980) says that "a communication strategy is a mutual attempt of two interlocutors to angree on a meaning in situation where requisite meaning structures do not seem to be shared.

Cohen and Dumas (1975) identified five basic communication strategies: 10 paraphrase, 2) conscious transfer, 3) appeal for assistance, 4) mime, and avoidance.

CONCLUSION

From the above discussion we can conclude that in foreign language teaching, the ability to communicate should be prioritized. Instructional materials and classroom methodologies and techniques should not only aim at developing the students' ability to utter grammatically correct sentences bit, more importantly, the ability to use these forms appropriate to the context or situation. The language teacher should be aware of sociolinguistic competence, that is, linguistic forms and functions are not connected in a one-to-one correspondence, but rather a particular linguistic form fulfills several language functions

The foreign language learners should also be taught to develop the ability to connect and combines ideas, that is discourse competence. Language should be coherence and cohesive. Rules of conversation and discourse markers or cohesion devices, grammatical or lexical, should receive greater attention than they do at present, not only in writing but in oral work as well.

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