Students’ journey on learning: EFL students’ communicative competences

A Puspa1*, D Imamyartha1, E S S Asjhari1, and R F A Hudori1

1English Education Study Program, Faculty of Teacher Training and Education University of Jember, Jl. Kalimantan 37, Jember 68121, Indonesia

*puspaareta@gmail.com

Abstract. Communicative performances are highly demanded competence for language learners especially in 21st century language learning goals. Due to the globalization of English, the learners’ performances in communication becomes essentials. This current study aims to scrutinize the students’ journey on learning English in 21st century, specifically on their communication competences. A male and a female students are selected purposively because of their comprehensive progress of the journey. The data were gathered for 20 weeks, two meetings each week. In order to collect more reliable data, teachers’ diaries, class observation as well as students’ interview are deployed for narrative inquiry method. Using thematic content analysis, the results revealed that the most dominant aspect playing roles on the communicative competence owned by students after communicative performances run well. The implication of this study is the recommendation for teaching and learning process on 21st century at university level.

Keywords: Students’ Journey, 21st Century Learning

1. Introduction

Comprehensive competences are demanded in the 21st century communication. Communicative competence is the way how the people can overcome in social interaction. As mentioned by [1], communicative competence refers to both verbal communication and non-verbal communication. It means that communicative competences are bound in every aspects of life. It is in line with [2] that communicative competences is the social interaction in real life situation.

Positive outcomes are compressed from communicative competences that the learners have. However, the point on language learning is how the person have ability to communicate competently, it is not necessary to have ability to use the language as native speakers do [3]. This paper focuses on scrutinizing the students’ journey on learning English in 21st century, specifically on their communication competences.

Theoretical Basis

Talking on communicative competences are not only the way how the people talk to others but how the cultural aspects are involved smoothly. [4] in his study mentioned that communicative competence means that how the person’s ability to communicate in appropriate cultural manner to have meaning and effective social interactions. In the wavelength of [5] study. He declared that when English knowledge, skill, and cultural aspects are blended in a packages of the students learning, it is impacted that the students can communicate in the real communicative milieu under the diverse of cultural backgrounds. Culture and communication are the ability that the learners should have to survive their life. In [6], he stated that culture models on 3P covering perspectives, practices, and product. Perspectives refer to appropriate and
inappropriate behaviour. Practices discuss the tradition and typical behaviours in culture. Product means the people think of when they think on another culture. Thus, communicative competences are the complex and comprehensive abilities of in which the learners have as an outstanding slasher for learners’ life.

Besides, some other experts talked more aspects on communicative competences that are the bundles of the ability. Communicative competence is the integrated competence among the components, precisely, language competence, sociolinguistic competence, and pragmatic competence [7]. Students communication will be competence if cultural knowledge, communicative context, communicative content, and language use create expressive smoothly construction [8]. To access students on communicative competences, the educators should frame the language and cultures that the learners are learning [9]. Communicative competences are increases that influenced by the level of education and level of experiences on every individual [10]. Other components of successful communicative competences that the educators considerate are the linear feature of face to face communication, students’ personality, learning and response pace [11]. Therefore, many aspects that involved in the successful of communicative competences for leaners.

The aspects are not only from the learners’ sides, but also the educators and media have the important roles. To drive students’ communicative competences, the educators should lead them to become independent or an autonomous learners. Furthermore, the use of authentic linguistic input, such broadcast, can stimulate students’ oral communicative competences [12]. To achieve a specific significant of level communicative competence in EFL learners, it is suggested to deploy communicative competences and modern technologies as well as cooperative learning [13]. The study that develop by [14], it mentioned that the use of communicative competence is very good aspects used in textbook. Hence, the way the educators facilitated the learners, the use of media in the classroom, and the efforts of the learners in social interaction are the epic combination to have good communicative competences nowadays.

2. Method
The participant in this recent study were the students with low level English skills that were having English course as long as 20 weeks. They were in the first and second year of their study at university level. We informed 20 students participating in this study aiming to observation class. From the observation result, we elicit into 2 students of a male and female with purposive sampling to be interview. Semi-structured interviews was piloted based on students available time. Teachers’ diaries was also deployed to in-depth data.

Data analysis
Thematic content analysis was conducted to analyse the data of observation, interviews and teacher diaries. The significant statements were search that had specific relevance to the research questions. Interpreting and describing the significant statement were completed for making list. For the triangulation, checking list and the results of three data were compared. Then, we had the themes.

3. Findings and Discussion
A male and a female students were chosen since both students showed their communicative competences comprehensively on 20 weeks journey. The students journeys were elaborated based on the aspects on communicative competences. This following elaboration of both students.

Student 1 (S1)
This following table shows the data from teachers’ diaries and students’ interview that related to communicative competences on the students journey.
### Teacher diaries

1. He is good performances on speaking skills.
2. He showed his confident in front of the classroom.
3. He was very excited in group discussion.
4. He was very happy to find difficult word on bulletin in which his friends help him to understand it.
5. He was very glad to have role playing under the topic fashion talk show and he was very confident to be interviewee completing with full of expression.
6. He always speak up but he also gave opportunities for other friends.

### Students Interview

1. I always be excited to have this class in every week, because the topic discussion were under real life, such as robotics, fashion, microloans, happiness, etc.
2. Sometimes, we have role playing, such I was interviewee that interview my friends who had be fashion designers. This pushed me to speak up more and more.
3. Besides, I must speak up in front of the class by delivering my ideas related to those contents that I explained before.
4. By combining speaking skills, communicative content, the use of language, I felt that I had good communication, specifically in verbal communication.
5. In every discussion, I and my friends have same opportunities in delivering ideas.
6. I always ask my friends to lead me if I do ungrammatical errors.

### Student 2 (S2)

This following table shows the data from teachers’ diaries and students’ interview that related to communicative competences on the students journey.

| Teacher diaries | Students Interview |
|-----------------|--------------------|
| 1. She is confident day by day. | 1. All of my friends always lead me to communicate in both group and class discussion. |
| 2. She was very happy to have interesting topic on the group discussion, such talking about wishes, secret. She was very excited to watch video on swimming on pole. | 2. I always be interesting in all of the topic, such when the teacher showed a video on swimming on pole. This video was very amazing that I ever watched. Then, I have good communication with my friends to discuss this video. |
| 3. She was god critical thinking on every topic discussion that proved by her comprehensive answers in every questions raised. | 3. Through group discussion, I think I could improve my critical thinking because I can open my minds related to real life situation that I ever know before. |
| 4. Her friend always support her to raise her ideas, such talking on robots, infographics on happy curve, | 4. Many ideas that raised in my minds related to interesting topic, such happiness, robot in this era, microloans, etc. |
| 5. My friends always help me if I make mistake on grammar that is significant to lead my communication. If y grammar is appropriate, it means that people do not understand my spoken. | 5. My friends always help me if I make mistake on grammar that is significant to lead my communication. If y grammar is appropriate, it means that people do not understand my spoken. |

This paper draws two students’ journeys that were teaching on communicative competences. The journeys focus on learners performances on communication. The data were analysed based on the aspects.
of communicative competences on cultural knowledge, communicative context, communicative content, and language use as long as 20 weeks class observation.

Based on the data, culture knowledge is included in the students’ journey. It is proved by S1 statement and teachers’ diaries that every students had same opportunities to give their ideas and all of the students knew well on this class habits. This is supported by Frank (2013) that one of cultures is product meaning the way people think when they are thinking.

Furthermore, students did communicative content when they talks on the topic under their real life. It is mentioned on the teachers’ diaries and both students statements that the topic raised are fashion, happiness, robot, infographics, etc that lead students to talk on real situation. Besides, talking on those topic help people to have good verbal communication. It is in the wavelength on the statement by Paulston (1992) and (Jeong, 2018) that communicative content is involved the real circumstances of the people. Thus, understanding the content by the students help them to face the real life situation on their communication competently.

Dealing with language use, S2 mentioned that the use of grammar is important to help people understand to communicate with her. S1 also agreed that he needs to fix his grammar when he is speaking. The use of appropriate grammar n communication is one of the factors to communicate competently (Jeong, 2018).

One aspect that supports learner communicative competences is the use of media to lead students understanding the context. As mentioned by Ahmed, et al (2018), (Kung, 2015), and Al-Mashaqba (2017), the use of media, such technology and textbook, can lead students in communicative competences. Additionally, working on cooperative learning also pilot students on communicative learning. These theories are supported on students’ journeys that watching video helps both students’ to understand the real situation and context on their group discussion. Through the video, they talk much on the topic raised. They also mentioned that it lead them to have critical thinking skill by answering the question comprehensively as mentioned in teachers’ diaries.

4. Conclusion
All in all, communicative competences are the ability that significant for the students to interaction in social life. Some aspects that should be considerate in communicative competences are language use, content of interaction, context of interaction, and the cultures of other people. If the learners can cover all the aspects, it means that they can communicate competently in this 21st era. Besides, communicative competences can pilot learners to have good communication in their journey of their life. The implication of this study are how the significant of communicative competences influenced in the learners life and how the learners can be helped by communicative competences to face globalization. Last, for the further researchers, it could be conducted the study on how high the effective of communicative competences in low level of English learners interaction.

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