

**THE IMPORTANCE OF COMMUNICATIVE STRATEGY
IN TEACHING SPEAKING**

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ABSTRACT

This paper was written to find out what aspect should be used by a teacher in communicative strategy in teaching speaking. The aspects consist of grammatical competence, socio-linguistic competence and strategic competence. Grammatical competence is an ability to produce and to understand correct syntactic, lexical and phonological forms of a language, socio-linguistic competence means the use of language in context and strategic competence is an ability to transmit information to the listeners. Theoretically, these three aspects show that they cannot be separated from one to another in teaching speaking, since they are integrated to each other in communicative strategy. Therefore, it is suggested that the implementation of three aspects be done by a teacher in achieving the main objective of teaching.

KEYWORDS

Communicative strategy

1. BACKGROUND OF THE STUDY

Language is a means possessed by human to convey information to others. It is also universal that is spoken to any kind of activity of human life. Communicating to others speaking is one of four skills in English that might be implemented in social context. Furthermore, speaking is typically identified as a competence that convert conceptualization into a message to others. The ability of utterance in speaking is inevitably language mastery that needs strategies.

Teaching speaking to second language learners is frequently faced to many problems. Those might appear from both learners and teachers who involve in teaching and learning process. When one is faced with an interactive speaking situation in which his interlocutor indicates a communication problem that shows the reluctance to communicate. Sato (1999) says that teachers' reluctance to implement either interactive or innovative practices, whereas the teachers tend to use both form-focused and teacher centered in communicative language teaching. On the other hand, Malinowski (1989) says that in avoiding the frustration of a non communicative conversation class, teacher should work at setting up the students for a real communication.

Basically, the main objective of communicative strategy is to master the basic linguistic principles to support competence of communication. Amato and Snow (2005) states that language goal in teaching include both linguistic goals that cover vocabulary and grammar structure and communicative goals. They also include content obligatory language which is necessary for understanding and communicating about specific topic. The competence covers all aspects required in communication. Brown (1994) states that communicative competence is an aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific context. Communicative competence is relative, not absolute and depends on the cooperation of all the participants involved. Hymes as quoted by Malinowski (1989) states that communicative competence involves four characteristics: possibility, feasibility, appropriacy and occurrence. The students' communication should be grammatically correct. This strategy is viewed as way to develop teaching strategy in achieving the effective objective especially in speaking class. In teaching and learning process, teachers are required to consider that it is not only one aspect but it is also other aspects that have great contribution in communication strategy.

2. RESEARCH QUESTION

What aspects should be applied in communicative strategy in teaching speaking?

3. CONCEPTUAL FRAMEWORK

3.1. Communicative Class

The ability to communicate effectively in English is now well established goal in ELT. The communicative approach to language is premised on the belief that if the development of communicative language ability is the goal of classroom learning and communicative practice must be a part of the process. There are certainly successful language learners since communicative tasks are indeed implemented in teaching process. Hedge (2000) says that creating communicative class, there are some aspects that need to be considered as follows:

- a. The language should be a means to an end of classroom activities
- b. The content should be determined by the learner who is speaking . The learner should formulate and produce ideas, information and opinion.
- c. There must be a negotiation of meaning between speakers who involve in interpreting a meaning from what they hear and constructing what to say as a response. In other words, they should not be reliant on the teacher or materials to provide the language.
- d. The normal processes of language skills will be in play, such as improvising and paraphrasing in speech. In other words, students will practice and develop strategic competence.
- e. Teacher intervention to correct should be minimal as this distracts from the message.

Communicative tasks can involve learners in face-to-face encounters in the classroom. Interaction among students is necessary to create and gives students practice in communicating and negotiating meanings in establishing positive support and maintaining a conversation. Communicative classroom needs teachers' role to facilitate class activities. Hedge (2000) says that a communicative classroom involves the teacher a wide range of role beyond that of providing and presenting new language. A good deal of time will be spent on managing learning: setting up activities, organizing material resources, guiding students in group work, encouraging contributions, monitoring activities and diagnosing the further needs of students.

Having considered the aspects of communicative language ability which has been defined and explained above, teachers should think what the significant implication for teaching and learning a language. So, that's why the teachers feel that there are something special importances for their own learners. Hedge (2000) states that communicative language ability might consist of the following competence:

1. Linguistic competence:
 - to achieve accuracy in the grammatical forms of the language.
 - to pronounce the forms accurately

- to use stress, rhythm, and intonation to express meaning.
- to build a range of vocabulary.
- to the script and spelling rules .
- to achieve accuracy in syntax and word formation.

2. Pragmatic competence

- to learn the relationship between grammatical forms and functions.
- to use stress and intonation to express attitude and emotion.
- to learn the scale of formality.
- to understand and use emotive tone.
- to use pragmatic rules of language.
- to select language forms appropriate topic and listener.

3. Discourse competence

- to take longer turns, use discourse markers and open and close conversation.
- to appreciate and be able to produce contextualized written texts in a variety of genre
- to be able to use cohesive devices in reading and writing texts.
- to be able to cope with authentic texts.

4. Strategic competence

- to be able to take risks in using both spoken and written language
- to use a range of communication strategies
- to learn the language needed to engage in some of strategies.

5. Fluency

- to deal with the information gap of real discourse.
- to process language and respond appropriately with a degree of ease
- to be able to respond with reasonable speed in real time

3.2. Speaking

Generally, the aim of teaching speaking is to make students able to use the language in communication. In preparing the students to achieve this goal, a teacher should provide them with enough linguistic ability. Byrne (1990) states that the students need an adequate mastery of vocabulary as well as grammar and phonology in order to be able to communicate effectively. This idea is supported by Krakowian (1994) who says that the most pressing concern for the students in speaking oriented teaching is the needs to master an adequate language vocabulary. It is clear that vocabulary in speaking besides pronunciation, grammar, fluency, and comprehension (Harris, 1989). In a sense, Finochiaro (1983) states that speaking ability uses a compilation of several skills as mentioned below:

1. The skill to decide what one wants to say.
2. The skill to select the pattern he is going to use.

3. The skill to choose the words that fit in pattern and conveys meaning.
4. The skill to use the correct arrangement of sound, voice, pitch, and forms.
5. The skill to make sure that what he wants to say is appropriate in the situation.
6. The skill to place his tongue and lips in certain position to produce sound.

Learners need to develop at the same time knowledge of grammar, vocabulary, functional language and communicative skills. Beside that, attention to the system of language is crucial, but the development of fluency and contextual appropriacy are equally important goals. Hedge (2000) points out that there are clearly implication for the kind of practice that teachers should provide the students these skills. Speakers need to use communication strategies of various kinds when they lack words, phrases, structures in an attempt to achieve clear communication. The challenge for the communication classroom is to find activities and procedures for speaking which will prepare students for spontaneous interaction. In order to help students develop their ability in speaking English, it needs a descriptive framework for looking at spoken discourse and a way of categorizing speaking situations and demands they make of participant. Then, it enables to find an appropriate classroom methodology.

To enhance speaking ability in teaching and learning process needs an involvement of all aspects in second language learning. These cannot be linguistically separated since all these play an important role in speaking. Teachers are, of course, required to create communicative atmosphere and strategies in the classroom activities, so the virtual teaching objective can be reached.

4. METHODOLOGY

The method that is used in the study is descriptive. It is based on the literature that is related to the communication strategy.

5. ANALYSIS AND DISCUSSION

The mastery of communicative competence of target language needs communication strategies. Linguistically, there are three dimensions that might be necessary to consider in speaking. They are called grammatical, sociolinguistic and strategic competence.

5.1. Grammatical Competence

Grammar is one of linguistic components that should be mastered by foreign language learners and it is also a central role in classroom methodology. It is believed that a focus

on grammar is a necessary or a desirable part of classroom language learning. However, a question that follows is how to integrate grammar teaching into a communicative methodology which pays attention to all aspects of communicative competence. Mastering grammar, the role of teachers' strategy is very important in how to present grammatical structure to the students either to use inductive or a deductive approach in the classroom activities.

Tarone (1989) says that grammatical competence is an ability to produce and to understand correct syntactic, lexical and phonological forms in a language. It is also identified as an ability to state the rules as considered as learners' implicit knowledge. It is also known as discrete point testing in which learners are required to demonstrate their knowledge on one point of grammar at a time and the performance to represent overall ability. In addition, he states that grammatical accuracy in production is very important to interfere with the acquisition or development of ability to use the language as a reliable guide in investigating grammatical competence.

In teaching and learning process of speaking, a teacher is absolutely required to create effective strategies in order to reach an ultimate goal. Rangxian (1990) states four effective teaching strategies as mentioned below:

1. A teacher is required to cultivate language habits he being exposed to wholly English presentation in class.
2. A teacher is required to create a lively atmosphere to here for communicative activities.
3. A teacher is required to present of new material in a communicative context rather than in isolated sample sentences.
4. A teacher is required to have wider range of communication by drawing upon the learners' imagination and to store of knowledge.

Grammatical competence is such a basic strategy in a verbal communication that should be possessed by learners. Therefore, the rules entail in its competence need to understand systematically in achieving the main objective in communication.

5.2. Sociolinguistic Competence

Sociolinguistic competence is associated with the socio-cultural or the rules of use. It means that using a language, one does not always strict to the rules of grammar. So, socio-circumstance plays an important role in which a speaker enables to use different expression or different term instead of using formal ones. When someone involves in a certain occasion. He or she should realize to whom he talks, in what context the conversation occurs and whenever the conversation takes place. In other words, someone should have sociolinguistic competence whenever he wants to communicate to his interlocutor.

Language plays an important role in social context. It is a means for those who intend to interact each other. Universally, a number of languages seems particularly relevant to social factors and may reflect socio-cultural universals. It means all languages have lexical items that shift the meaning depending on speech act convention, norms of stylistic appropriateness and the uses of language is to establish and to maintain social relations. Similarly, Rivers as quoted by Torone (1989) says that the language learners' needs for sociolinguistic competence in which learners needs to understand language used in relation to the structure of society. Therefore, setting, whom one talks, in what social context and circumstance might be the consideration that must be undertaken by one in a real communication.

Setting up a conversational situation, a speaker is frequently required to realize the rules of use in a particular language, because a language can be conveyed in different ways or expressions. Sometimes, an interlocutor cannot understand what someone means since the sense of the language cannot influence the speaker' feeling. In addition, someone does not really strict to the rules but the main goal how communication can run smoothly without depending on the rules of that language. Therefore, sociolinguistic competence plays an important role in a case of both speakers are able to create communicative situation.

5.3. Strategic Competence

Communication can occur into two ways that are called verbal and non verbal communication. When a speaker verbalizes a language to another speaker. It is not guarantee that a communication can run smoothly as required by both speakers. Breakdown enables to happen in every occasion. So that is why strategic competence plays an important role in how to create communication channel open. In other words, one will inevitably face many breakdowns in communication when struggling to use the foreign language with his restricted linguistic resources.

Strategic competence is an ability to transmit information to listeners and to use communication strategies to solve a problem which arises in the process of information transmission. A learner, at least, has two broad areas related to the strategic competence namely; the overall skill of a learner in transmitting information and the use of communication strategies to solve a problem encountered in the transmission information. Similarly, communication strategies are potentially conscious plans for solving what an individual present itself as a problem in reaching a particular communication goal. To support this statement, Robert (1990) clarifies that there are three strategies that are easily taught for ESL learners. First, approximation is a paraphrase strategy used when a word is unknown or temporarily forgotten. For example, a teacher might use *pipe* instead of *waterpipe*. Then it is generally demonstrated to convey information. Second, circumlocution is common strategy used by speakers when they do not know the word for something. For example, the word *snake* can be explained by giving a definition or its characteristics. Third, appeal for

assistance is strategy used ESL learners when they ask for help. They required to use appropriate form. For example, *what means?* Can be politely said by saying *"excuse me, could you?"*

Strategies competence indicates to the skills required by a learner to transmit information. This is definitely related to the two previous strategies that stress the rules and context in what communication takes place. Hedge (2000) states that in this stage the main objective related to strategic competence can be seen from the following competence:

- a. Students are able to take risk in using both spoken and written language
- b. Students are able to use a range communication strategies
- c. Students are able to learn the language needed to engage in the strategies.

Related to teaching and learning process, strategic competence is a kind of solution to cope with the problem encountered in classroom activities. The role of teachers to manage the class is very important whenever a student involves in a class communication. The teachers should realize that there are two aspects that might appear from students. First, the students might be lack of linguistic competence in transmitting information and the second, the students might have strategic problem to convey information. So, the role of teachers to overcome these problems are needed to achieve the ultimate objective in teaching. Therefore, to create various teaching strategies are really needed. Teachers must be aware in what stage he should start and end in the classroom activities.

6. CONCLUSIONS

Communicative teaching is strongly suggested in second language learning that provides learners to reach the competence in spoken English. To attain this goal, communication strategies play an important role that assist the learners to master the principles in communication. These strategies consist of grammatical, sociolinguistic, and strategic competence. Grammatical competence refers to the ability of learners to produce the correct rules, words, and pronunciation. Sociolinguistic competence indicates to the appropriateness of language use in a social context and strategic competence is an ability to transmit information whenever a problem appears. Thus, three strategies are integrated components to reach a communication skill in teaching and learning process of second language. Therefore, the three strategies are approaches to help the teachers manage and create the communicative atmosphere in speaking classroom activities.

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