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# **PEDAGOGOS**

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Pengembangan Perangkat Pembelajaran Fisika Berorientasi Model Pembelajaran Berdasarkan Masalah dalam Meningkatkan Keterampilan Berpikir, Perilaku Berkarakter, dan Keterampilan Sosial Siswa

Analisis Faktor-faktor yang Mempengaruhi Produktivitas Tenaga Kerja di Sumatera Utara

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Peningkatan Kemampuan Pemecahan Masalah Matematik dan Kreativitas Siswa Melalui Penerapan Model Pembelajaran Berbasis Masalah (PBM) di SMP Negeri 2 Siantar

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Analisis Wacana Tekstual dan Kontekstual Soal Cerita Matematika dalam Ujian Nasional SD sebagai Bentuk Implementasi Pemahaman Berbahasa yang Baik dan Benar

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Semoga dengan terbitnya jurnal ini dapat memberikan manfaat bagi dunia pendidikan. Kiranya Tuhan Yang Maha Esa senantiasa memberkati upaya luhur ini. Amin.

Redaktur

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# A STUDY ON TEACHER'S COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH FOR THE GRADE VIII STUDENTS OF SMP SWASTA KARYA SIMANTIN

Rudiarman Purba

## ABSTRACT

*This study aims to discuss the communication competencies possessed by a teacher in teaching English to students of class VIII SMP Swasta Karya Simantin. Issues to be discussed in this research is "whether the subject teachers of English are taught in class VIII SMP Swasta Karya Simantin competent communication competence and affect student learning outcomes in teaching and learning?" In order to collect the data, researchers have directly investigated with using a tape recorder to record. To conduct the study, researchers used a qualitative methodology that includes study design, subject and object of research, data collection techniques, and data analysis. Analysis and interpretation of the data showed that communication competence of teachers teaching English greatly affect student learning outcomes. The ability of teachers turned out to be very help students to achieve the learning objectives of English. Finally, the researchers concluded that teachers teach with very competent. It can be seen from the teacher's ability to implement good communication skills in teaching and learning.*

**Keyword:** *communicative competence, teacher's competence, speaking*

## ABSTRAK

Penelitian ini bertujuan untuk membahas kompetensi komunikasi yang dimiliki oleh seorang guru dalam mengajar bahasa Inggris kepada siswa kelas VIII SMP Swasta Karya Simantin. Permasalahan yang akan dibahas dalam penelitian ini adalah "apakah guru mata pelajaran Bahasa Inggris yang mengajar di kelas VIII SMP Swasta Karya Simantin memiliki kompetensi komunikasi yang kompeten dan mempengaruhi hasil belajar siswa dalam proses belajar mengajar?" Dalam rangka pengumpulan data, peneliti melakukan investigasi langsung dengan menggunakan *tape recorder* untuk merekam. Untuk melakukan penelitiannya, peneliti menggunakan metodologi kualitatif yang meliputi desain penelitian, subjek dan objek penelitian, teknik pengumpulan data, dan analisis data. Analisis dan interpretasi data menunjukkan bahwa kompetensi komunikasi guru mata pelajaran Bahasa Inggris sangat mempengaruhi hasil belajar siswa. Kemampuan guru ternyata akan sangat membantu siswa untuk mencapai tujuan pembelajaran bahasa Inggris. Akhirnya, peneliti menyimpulkan bahwa guru mengajar dengan sangat kompeten. Hal itu dapat dilihat dari kemampuan guru untuk menerapkan kemampuan komunikasi yang baik dalam proses belajar mengajar.

**Kata kunci:** kompetensi komunikatif, kompetensi guru, berbicara

## INTRODUCTION

Language is one of the most important things in communication and it is used as the tool of communication by all the people around this world. Human thought is not possible without language because through language we can understand what is in the brain of

others. Human beings can take interaction to each other and they make communication to live in society. So language is a perfect tool of communication.

English is one of the language. The role of English as an international language in Indonesia can not be ignored. This can be

seen from the reality that English is offered in every level of education in Indonesia. As in curriculum-based on government's rule in basic competence that done hardly by the school whether it is state or private school, which aim to be competitive in facing the new era based on link and match. As we know that education is measure in welfare state. Therefore, to improve education should be use communicative competence as the best way for the teacher in achieving goal instruction.

One of the best-known models of language teaching ability is known as "Communicative Competence". This model was developed to account for the kinds of knowledge people need in order to use language in meaningful classroom interaction. The four components of communicative competence that this framework identifies are "grammatical competence, discourse competence, sociolinguistic competence and strategic competence". The remainder of this section elaborates on the nature of each of these components with examples from language learning and teaching. Together these four components suggest a model of communicative competence as a basic for curriculum design and classroom practice.

Savignon (1983: 7) says once communicative competence appeared to have become synonymous with progressive, innovative teaching, everyone wanted to use term to describe what he or she was doing everyone. That is except those who saw in it a disregard for grammar. An "anything-goes-as-long-as-you-get-your-meaning-across" approach to second language teaching and also states that communicative competence into the language teaching literature there been numerous interpretations of its meaning (Savignon, 1983: 29).

SMP Swasta Karya Simantin is one of private elementary school which is located in Panei subdistric, Simalungun Regency. The students study English in the classroom, there are four skills that should be achieved in study english namely Speaking, Listening, Writing and Reading. There are many activities in the school but communicative competence in teaching english is lack. Many mistakes and problems happen because their english teaching is not enough.

Here, the teacher should have communicative competence while teaching english for the students because the teacher must encourage the students to communicate. The English teacher seldom uses English when they teach in front of the class. It is so for the teacher have communicative competence in speaking English, that must be able to shows the expression of face and the mood of dialogue content. In this case, teacher must ensure that they are given simple practice at all level in expressing themselves and situation as close to spontaneous as possible.

To enable students to speak well, the teacher also should consider teaching structure, technique of teaching, good style to the students and the teacher also have to be able create the good condition to learn. When she/he is teaching in the classroom, the teacher does not only teach the students but also motivate them.

To do this research, the writers formulate the title of this project with "A Study on Teacher's Communicative Competence in Teaching English for the Grade VIII students of SMP Swasta Karya Simantin." It means that the writer wants to know the achieving goal instruction by having communicative competence while teaching English with focused on teaching speaking. A teacher of English must be able to acknowledge the

norms that regulate communication within the classroom, as well as the rules that control participation in the class activities and understand the socio-cultural context in which the classroom is placed. However to make the interaction to be successful, it may be necessary for the teacher to have the communicative competence to reach the educational goal in classroom activities. So in this thesis the writer will concern with communicative competence itself.

As has been stated above, this research will talk about the teacher's communicative competence while teaching activities that done in the classroom. So, to answer the problem of the research, the writer formulate the research problem with the following question "does the English teacher who teaches in the class of Grade VIII SMP Swasta Karya Simantin has Communicative Competence in teaching English and influence the students achievement in teaching learning proses?" Based on the problem of the study, which has formulated above, the writer wants to make the purpose of the study as follows to find out the communicative competence the teacher has in teaching speaking English the Grade VIII students of SMP Swasta Karya Simantin.

## RESEARCH METHODOLOGY

In doing this research, the writer needs 3 months from designing the research proposal up to finishing the result. The data for the research was taken on Monday to Tuesday, November 10-11 2014. It was about the English teaching process given by Sir. Purba at Grade VIII class of SMP Swasta Karya Simantin.

This study is qualitative research. The design of qualitative refers to the methodology that focuses on the analyses process. The term of the process, which

is used by the writer, deals with the work that is done by the writer on the direct investigations. Direct investigations will be started from the collecting data up to this analysis. The design of qualitative also deals with the interpretation. And also this study is descriptive qualitative because it finds the problem at the present time.

The subject of the study on this research is English Teacher at SMP Swasta Karya Simantin. The level of the students that teacher tries to investigate is the Grade VIII students. The object of this study on this research will be the communicative competence including the teacher and the grade VIII students of SMP Swasta Karya Simantin.

The technique, which is used by the writer on this paper, will be an observation, interview and recording the conversation happened in real situation in classroom activities at the grade VIII of SMP Swasta Karya Simantin. The writer will make the data recording to the teacher at the teaching-learning process until she gets the full data of teacher while teaching speaking with the topic given by the writer in conversation-context. The writer will search the grammatical competence, discourse competence, sociolinguistic competence and strategic competence by recording the teaching speaking activities and also the writer will make a note while recording the data.

The writer's task is collect data to be analyzed related properly to the problem of the study. The writer will interpret data to final Communicative Competence of teacher of grade VIII of SMP Swasta Karya Simantin. The data below will be example of technique of analyzing data.

Teacher : I saw you at the market yesterday. What did you buy?

Student : You bought a new t-shirt

yesterday. Remember, the past tense of buy is bought.

Student : I bought a new t-shirt, Sir.

Teacher : That's exciting. Now, open your book page 21. There is some exercises to do and I ask you to finish the exercises.

From the conversation above it can obviously seen that the teacher trying to teach a grammatical case (grammatical competence). The teacher's communicative competence can also be seen from very start of making the teaching process. The teacher is giving explanation about the topic first before he/she ask the students to finish exercise sometimes it is not good enough for the students and since the writer makes a study on an English subject, this methodology can be acceptable.

Generally, validity is process to know how far the instrument uses has a decent, it means the instrument has validity and believe ness of data according to the fact. The validity in qualitative study is different with validity in quantitative study. In quantitative study, the validity and believe ness are measured by numbers. In qualitative, it confirms how far instruments has the requirements of the validity and believe ness. It can be achieved by triangulation.

Triangulation in qualitative study is indicated to look for the aspect of theory, methodology and data. Aspect theory is studied according to its relation with drawn based on the exit theory. Aspect of methodology concerns with the technique and procedure. It is hoped to get the needed data. Aspect of data concerns with the needed and believe ness of data. All the aspects are bounded each other functionally, it means qualitative, a validity process can use explanation in a set of technique and procedure.

The technique and procedure indicate to a certain methodology and a set of instrument that is prepared by triangulation and functionally in qualitative research. To know the validity of this research, the writer will use triangulation theory; that is firstly recording the data, secondly checking the data, and lastly find the data by library theory. So there must be the presence of the researcher, the subject of the research and reference. The theory will show the validity of the data collect by the researcher.

## FINDINGS AND DISCUSSION

### Findings

Based on the work of the analysis on this thesis, there are several discoveries which are eventually by the writer. *First*, in classroom activities, the English teacher at grade VIII of SMP Swasta Karya Simantin uses two languages namely Indonesian and English to make the students can get more understanding easily. *Second*, there are four components in communicative competence which can be found on the teaching applications that the teacher has at grade VIII of SMP Swasta Karya Simantin while teaching English as a foreign language, they are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

*Third*, the teacher at grade VIII of SMP Swasta Karya Simantin in teaching English has tried to be able to give easy applications so the teacher will not find any difficulties in understanding the language. This is very competent to progress the student's ability. *Fourth*, the type of the lessons that the teacher applies at grade VIII of SMP Swasta Karya Simantin is giving the students dialogue materials to be discussed and practiced together. *Fifth*, the English teacher



at grade VIII of SMP Swasta Karya Simantin is comfortably fluent in English language himself (there is only one English teacher that the write inquires on this thesis).

*Sixth*, to be competent, the teacher at grade VIII of SMP Swasta Karya Simantin always uses the greeting functions before the teaching classroom begins. *Seventh*, the responsibility of the English teacher at grade VIII of SMP Swasta Karya Simantin in applying communicative competence for students is to conduct the classroom needs. *Eight*, the English teacher at grade VIII of SMP Swasta Karya Simantin is crucially able to combine communicative competence with the student's communicative confidence. It is important to exposure to realistic situations while teaching and learning a foreign language. *Ninth*, in achieving classroom communicative competence, the teacher can be able to acknowledge the norms that regulate communication within the classroom as well.

### **Interpretation and Discussions**

In this research, the writer interprets the communicative competence of English teacher at Grade VIII of SMP Swasta Karya Simantin. As the theory of communicative competence as been overtly discussed on the previous chapter. Savignon (1983: 29) stated that communicative competence into the language teaching literature there been numerous interpretations of its meaning. So, the analysis of the data on this research basically find out the communicative competence owned by English teacher at Grade VIII of SMP Swasta Karya Simantin. The communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree

the symbolic system. In this sense, then, communicative competence can be said an interpersonal rather than an interpersonal trait.

In achieving classroom communicative competence, teacher must be able to acknowledge the norms that regulate communication within the classroom, as well as the rules that control participation in the class activities, and understand the socio-cultural context in which the classroom is placed. Recognizing these rules is going to allow teacher design classroom activities, and the objectives of the language use, as well as organize students "participation" in these activities. Creating activities that will allow students to communicate with each other can be an effective way to foster communicative competence in the second language. Thus, classroom communicative competence is necessary in order for second language students to participate in and learn within the classroom setting.

After doing the data analysis of this thesis, it can be said that the symbols of communicative competence that had by the teacher applies for the students are categorized into written and spoken symbols. Spoken symbol is meant as teacher tries to explain the lesson to the students while written means as teacher tries to write down what he or she tries to explain to the students.

The target of the language that English teacher at Grade VIII of SMP Swasta Karya Simantin is to conduct the students in communicating especially in speaking English. The teacher are demanded to be competent both oral and written while teaching that language to the students. Being competent here that the teacher must be able to communicate English language as easy as possible so the students will be having an easy

understanding of grabbing that language.

During the writer's investigations in the classroom, communicative competence can only be achieved and acknowledged through students participation in classroom activities; in other words, the language must be uses in order to gain competence, because the use of language in the classroom is going to supply the information that is to be learned, and provide opportunities for students to receive the information, process it, and practice language production.

### CONCLUSIONS AND SUGGESTIONS

After finishing the data analysis, the writer concludes that conclusions. *First*, the teacher at grade VIII of SMP Swasta Karya Simantin used the communicative competence are grammatical competence, discourse competence, sociolinguistic competence and strategic competence, and the teach intelligible can be search to get teaching learning process. *Second*, the teacher at grade VIII of SMP Swasta Karya Simantin is expected to be competent because the students can intelligibly understand and give response to the teacher well. *Third*, the teacher to practice the dialogue in pair always asks the students, this is helpful to make them competent in mastering English language.

*Fourth*, the teacher at grade VIII of SMP Swasta Karya Simantin does not use the difficult vocabularies while he tries to explain the lesson. *Fifth*, the development of

the concept of communicative competence as its related to language teaching can be traced into sources, one theoretical and the other practical. *Sixth*, communicative competence that the teacher has at grade VIII of SMP Swasta Karya Simantin depends on the ability to apply the lesson on the teaching process. *Seventh*, communicative competence applies to both written and spoken language as well as too many other symbolic systems.

*Eight*, communicative competence takes places in an infinite variety of situations and success in a particular role depends on one's understandings of the context and prior experience of similar kind. It requires making appropriate choices of register and style in terms of the situations and the other participant. *Ninth*, the teacher at grade VIII of SMP Swasta Karya Simantin especially the teacher that teaches the class is very competent, it can be seen from the teacher applied communicative competence well in teaching-learning process.

The writer will give some suggestions as follows. *First*, the teacher should expect to be useful for the English teachers and students who have desires to master English as one of foreign language. *Second*, the theories communicative competence that have been given on this article will hopefully be advantageous for English teachers not only at Grade VIII of SMP Swasta Karya Simantin but also at the other whether it is state or private school.

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