

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer describes the theories related to the research being conducted.

2.1 Communicative Competence

2.1.1 Definition of Communicative Competence

Canale and Swain (1980) conceptualized communicative competence as the knowledge and abilities that enable language learners to use a language effectively and appropriately in communication. Their framework emphasizes that successful communication involves more than simply knowing grammatical rules. Learners need to comprehend the linguistic system, recognize the social and cultural context of communication, and use appropriate strategies when communication difficulties occur. Therefore, communicative competence involves the capacity to utilize language knowledge in actual communicative situations rather than merely demonstrating knowledge of language forms.

According to Canale and Swain (1980) communicative competence consists of three main components: grammatical competence, sociolinguistics competence, and strategic competence. Grammatical competence points to the knowledge of the linguistic rules and structures of a language, including vocabulary, morphology, syntax, and phonology. This competence sustains learners to produce and understand grammatically accurate utterances governing language use. It allows learners to understand and produce language that is appropriate to different social contexts, relationships, situations, and

communicative purposes. Meanwhile, strategic competence refers to the capacity to use verbal and non-verbal communication strategies to overcome difficulties or limitations in communication. These strategies help learners maintain communication and achieve their intended meaning when they experience problems in expressing or understanding a message.

Meanwhile, Nunan (2023) stated that communicative competence as a capacity to operate in communicative settings and this is something altogether different from the linguistic competence by Chomsky (2023) since nobody can perform in real-life circumstances only with grammatical competence. For Savignon (2002), competence is “what one knows” and performance is “what one does”. Communicative competence is very important for students because it supports academic and social communication

In the present study, communicative competence is understood in terms of four interrelated components: grammatical, sociolinguistic, discourse, and strategic competence. Within this framework, grammatical competence covers knowledge of pronunciation, grammar, and vocabulary, while discourse competence involves the ability to produce coherent and cohesive texts. Strategic competence, in turn, includes the use of negotiation language, such as rephrasing or clarifying one’s utterances when speakers perceive that they are not being understood (Canale, 1983).

In conclusion, communicative competence is an essential language skill that enables students to communicate ideas and information effectively. It involves

several crucial elements such as pronunciation, vocabulary, grammar, fluency, and comprehension. Therefore, students need regular practice and support to improve their communicative competence for academic, social, and professional purposes.

In this study, communicative competence is understood through students' self-perceived communicative competence of their abilities in four dimensions: grammatical, sociolinguistics, discourse, and strategic competence.

2.1.2 The Important of Communicative Competence

We may examine the two terms that make up the concept of "communicative competence," of which "competence" is the headword, in order to describe it. While "communicative" refers to trade or engagement, competence may be defined as knowledge, aptitude, or capability. Communicative competence refers to learners' ability to use language effectively and appropriately in various social contexts to achieve communicative goals (Canale & Swain, 1980). In outcome-based curricula, it is often specified as one of the central competencies that students are expected to develop.

Communicative competence is important because students are required to express their thoughts clearly, participate in discussions, and present materials confidently. In higher education, communicative competence supports students in delivering idea, explaining something clearly, asking questions, and interacting with lecturers and classmates (Noordin, 2025).

Learners in Indonesia and other nations where English is taught as a foreign language find it difficult to develop their communication ability. Reaching this goal depends on a variety of elements pertaining to instructors, curricula, the classroom

setting, the environment, and the students themselves. To improve language acquisition, a variety of learning techniques and exercises are often chosen. These language-learning-enhancing activities are often task-based and communication-based. In this setting, students must demonstrate not only their research competence but also their ability to speak confidently and coherently. The presentation is crucial since it requires competence to ensure that a group or individual understands what we are discussing. Speaking in front of a large group of people and making them comprehend requires a confident speaker as well. Some students who lack confidence will find it difficult to give presentations in front of large crowds (Lingga et al., 2021).

There are some activities in developing communicative competences such as:

a. Oral conversations and dialogues in pairs or groups:

EFL teachers should be aware that the classroom is the sole setting where EFL students may practice and be exposed to English. A foreign language learner does not have the same opportunities to expose themselves to the target language in a foreign language context outside of English classroom hours, whereas children typically develop their communication skills in their native language through exposure to their native language surrounding them. Teachers should thus encourage students to work in groups and pairs and to communicate in English in the classroom. These exercises proven to be quite beneficial for developing students' communication skills.

Compared to tactics of imitation, memorization, and repetition drills that primarily focus on language and its structures rather than language usage, these

activities often serve a major role in building communicative competence and facilitating communication abilities. The Communicative Language Teaching Approach, which advocates teaching English through communication, emerged in the 1970s with the introduction of communicative competence (Savignon, 2002).

b. Teacher–student interaction:

To support language learning, an EFL teachers should act as a facilitator in their classroom. They should engage with their students and foster a democratic and energetic environment. Researchers' observations and other studies have demonstrated that teachers who promote greater classroom engagement generate competent speakers and achieve positive outcomes.

c. Using Literature:

Whatever the genre, literature—drama, novels, short tales, etc.—is seen to be helpful in helping EFL students improve their communication skills because it gives them exposure to English culture and real-world language inputs. EFL students will gain a better understanding of English pronunciation, social etiquette, and cultural elements if they watch films starring Native English actors. By providing students with a wealth of vocabulary and grammatical norms, these literary texts aid in the development of linguistic competence. Additionally, it facilitates comprehension for students.

d. Simulation and Role-play Activities:

Students' linguistic ability can be greatly enhanced by role-playing and simulation exercises. The most crucial requirement in this situation is that pupils think of themselves as authentic as they can. These exercises have been shown to

be successful in fostering communicative competence and enhancing classroom engagement. According to a research by García-Carbonell, Rising, Montero, and Watts (2001), simulation and gaming activities are more successful than formal teaching in improving communicative ability when it comes to learning a foreign language.

In conclusion, communicative competence in an English as a foreign language is an essential skill that allow students to communicate successfully in educational environments. It helps students develop confidence, critical thinking, and communication competence needed for academic success and future professional careers. English as a foreign language and their perusal of some current research on the subject of teaching English as a second or foreign language, which might aid in the improvement of students' communication skills.

2.2 Components of Communicative Competence

2.2.1 Grammatical Competence

Hymes introduced the term "communicative competence" in his lecture at the research planning conference on Language Development Among Disadvantaged Children. The term became well-known and a topic of discussion in the field of teaching and learning second and foreign languages after it was published as a paper titled "On Communicative Competence". Grammatical competence refers to learners' knowledge and ability to use the linguistic rules of a language accurately. According to Canale and Swain (1980), grammatical competence includes knowledge of lexical items and the rules of morphology, syntax, sentence-grammar semantics, and phonology. This competence allows learners to understand how words are formed, how sentences are structured, and how linguistic elements are

combined to convey meaning. Therefore, grammatical competence is a crucial element of communicative competence because it provides learners with the linguistic knowledge needed to produce accurate and meaningful language.

Within the framework of English as a Foreign Language (EFL), grammatical competence enables students to use English appropriately in both spoken and written communication. Students with good grammatical competence are able to apply grammatical rules, select appropriate vocabulary, construct sentences correctly, and use appropriate language forms to express their ideas. Thus, grammatical competence is not only related to understanding grammar rules but also to the ability to apply those rules when communicating in English. This ability can support EFL students in expressing their thoughts more clearly and accurately in different communicative situations.

2.2.2 Sociolinguistics Competence

Canale and Swain believe in the importance of the sociolinguistics work that Hymes underlined in his model of communicative competence. Sociolinguistics competence refers to the aptitude of learners to utilize language precisely according to the social context in which communication takes place. According to Canale and Swain (1980), sociolinguistics competence implicates understanding the social norms of language use and discourse, including the standards of engagement, the goal of communication, and the connection between speakers. This competence enables learners to recognize that language use may vary depending on elements such as the social relationship between speakers, the circumstances, and the topic of communication. Therefore, sociolinguistics competence is important because

effective communication needs not just grammatical accuracy but moreover the appropriate use of language in different social contexts.

Sociolinguistics competence enables students to select appropriate expressions and language styles when communicating with different people and in different situations. Students with good sociolinguistics competence are able to distinguish between formal and informal language, use appropriate expressions of politeness, and adjust their language according to the relationship with their interlocutors and the communication setting. Thus, sociolinguistics competence supports EFL students in communicating appropriately and effectively while considering the social and cultural context of English use.

2.2.3 Discourse Competence

The model was later expanded by Canale (1983), who added discourse competence as another important element of communicative competence. Discourse competence refers to the ability to connect individual sentences and utterances so that they form a meaningful, coherent, and cohesive text or conversation. Therefore, the four components—grammatical competence, sociolinguistics competence, discourse competence, and strategic competence—work together to support effective communication. Regarding English as a Foreign Language (EFL), this framework is mainly relevant because students need not only to understand English grammatical norms but also to utilize English appropriately in different circumstances, organize their ideas clearly, and employ strategies when they experience communication difficulties.

2.2.4 Strategic Competence

Strategic competence refers to the ability of learners to employ both verbal and nonverbal communication techniques to overcome difficulties and limitations that may occur during communication. According to Canale and Swain (1980), strategic competence consists of strategies used to equilibrate disruptions in communication resulting from insufficient knowledge of linguistic or sociolinguistics competence. These strategies enable learners to maintain communication and convey their intended meaning even when they encounter difficulties in using the target language. In consequence, strategic competence is an important element of communicative competence because it helps learners manage communication problems effectively.

Similarly, Savignon (2002) emphasizes that strategic competence involves the strategies learners use to equilibrate for limitations in their language knowledge and to maintain communication. Within the framework of English as a Foreign Language (EFL), students may use strategies such as paraphrasing, asking for clarification, repetition, using gestures, or replacing an unfamiliar word with a more familiar expression when they experience difficulties. Through these strategies, students can continue interacting with others despite having limited linguistic resources. Thus, strategic competence enables EFL students to overcome communication difficulties and maintain effective communication in various situations.

2.3 Self-Perceived Communicative Competence

Self-perceived communicative competence refers to learners' perceptions or self-assessments of their own capability to communicate successfully in foreign language. MacIntyre (1994) conceptualized perceived communicative competence as an important factor influencing learners' readiness to communicate. In the context of foreign language learning, self-perceived communicative competence reflects how capable learners believe they are when using the target language, rather than directly measuring their actual language performance. Recent research also explains that self-perceived communication competence reflects learners' self-assessment of their foreign language competence and is closely related to their willingness to communicate.

Self-perceived communicative competence can be investigated through questionnaires or self-assessment instruments because these instruments allow learners to report how they perceive their own communicative abilities. Yufriзал and Pratiwi (2020), for example, investigated Indonesian university students' self-assessment of communicative competence across grammatical, sociolinguistics, discourse, and strategic competence. Their study used students' self-assessment to examine their perceived communicative competence and found a positive relationship between students' self-assessed communicative competence and teachers' assessment of their performance. Therefore, a questionnaire with Likert-scale statements can be used to systematically measure students' perceptions of their ability to use English in different communicative situations. However, the results should be interpreted as students' perceived of communicative competence, rather than as a direct measurement of their actual communicative performance.

2.4 Previous Studies on Communicative Competence

First, study conducted by Ahmed (2018) “Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development”. Based on the researchers' own experience teaching English as a foreign language and their reading of some earlier research in this area, the paper ends with some recommendations for activities that could help improve the communicative competence of English as a foreign language learners in Yemen specifically and throughout the world in general. These recommended activities are often communication-based exercises that increase classroom engagement and offer as many chances for English exposure as feasible.

Furthermore, the study can also be related to the expanded model of Canale (1983), which includes discourse competence as the fourth element of communicative competence. The recommendation to create interactive classroom situations and provide greater exposure to English can support students' development of discourse competence because students need to organize and connect their ideas coherently when communicating. At the same time, communication-based activities provide opportunities for students to develop sociolinguistics competence by learning how to utilize English successfully in different contexts and strategic competence by applying communication strategies when they encounter difficulties.

Second, Ampatuan & Ramlan (2016) “Role Play as An Approach in Developing Students Communicative Competence”. This Malaysian study used interviews with 25 English language learners who attend universities to study English as a foreign language. Most students viewed student self-assessment

positively as a learning tool. They felt it promoted students' own learning, increased students' willingness to communicate, and raised awareness of non-verbal communication in communicative competence. Overall, lecturers believed self-assessment helped improve students' communicative competence.

The findings are closely related to Canale and Swain's model of Communicative Competence, particularly sociolinguistics competence and strategic competence. The strongest connection is with sociolinguistics competence because the students developed greater awareness of non-verbal communication, which is an important aspect of using language correctly in many communication and social circumstances. Therefore, the findings support Canale and Swain's view that the capacity to utilize language responsibly and successfully in communication is just as important as linguistic understanding when it comes to communicative competence.

Third, Canale and Swains (1980) "Theoretical bases of communicative approaches to second language teaching and testing". In this study (at an Indonesian university), 2 lecturers of writing and 2 of speaking courses were interviewed alongside students. The authors discovered that social media platforms are crucial for fostering communicative competence because they give students the chance to utilize language and share knowledge in unstructured group conversations. Students may be reluctant to participate in in-person discussions, but sharing voice recordings or written works on social media platforms is more convenient for them. Being apart from their coworkers lessens their nervousness and gives them the chance to learn from their mistakes via talks.

Fourth, the research conducted by Rahmawati & Prasetyo (2021) "From communicative competence to communicative language pedagogy." They found that students often consider fluency and confidence as major indicators of communicative competence. Another study by revealed that lecturers frequently notice students' struggles with pronunciation and coherence when communication. These studies highlight the importance of perception-based evaluations in guiding improvements in oral academic performance. Closely related to Canale and Swain's model of communicative competence. The study found that pupils considered fluency and confidence as important indicators of communicative competence, while lecturers frequently observed students' difficulties with pronunciation and coherence during communication. These findings are particularly related to grammatical competence and discourse competence.

Fifth, Garcia (2001) "Simulation/gaming and the acquisition of communicative competence in another language." the study's outcome that the author's research revealed the Simulation/gaming had positive impact towards communication competence in teaching English. In the meanwhile, a number of other crucial elements that greatly contribute to a well-rounded language education might be used, including the interpersonal skills, lesson preparation, organization, and language ability of the lecturers.

This is related to sociolinguistics competence. At the same time, simulation and gaming require students to respond to communication situations, solve communication difficulties, and use different strategies to maintain interaction, which is related to strategic competence. Therefore, Garcia's (2001) findings

support Canale and Swain's view that Communicative competence encompasses both language proficiency and the capacity to employ language correctly and successfully in a variety of communication contexts.

Each of these peer-reviewed studies highlights lecturer viewpoints on student communicative competence in academic settings. Research by Farooq (2015) indicates that EFL teachers generally hold favorable attitudes toward communicative language teaching as an approach to developing learners' communicative competence. The Indonesian study by Samad et al. (2024) stresses that lecturers perceive a disconnect between teaching activities and students' readiness for defense presentations. Together, these findings suggest that while lecturers value structured speaking practice, they also recognize barriers that is course design that affect student performance.

Most previous studies focus on general communicative competence, while limited research specifically examines EFL students' perception on communicative competence in English as a foreign language. In addition, existing research is mostly conducted in university-level that focus on English learners.

2.5 Theoretical Framework

The study investigates EFL students' self-perceived communicative competence based on four dimensions proposed by Canale and Swain (1980) and Canale (1983): grammatical competence, sociolinguistics competence, discourse competence, and strategic competence.

1. Grammatical Competence refers to students' knowledge of grammar, vocabulary, pronunciation, and sentence structure
2. Sociolinguistics Competence concerns the ability to use language appropriately in different social and cultural contexts.
3. Discourse Competence relates to the ability to produce coherent and cohesive spoken or written communication.
4. Strategic Competence refers to the use of communication strategies, such as paraphrasing or gestures, to overcome difficulties or gaps in communication.

These four components form the theoretical framework for describing EFL students' self-perceived communicative competence in this study. The questionnaire used in the study is organized around students' perceptions of their abilities in grammatical, sociolinguistics, discourse, and strategic competence.