Global Journal of Basic Education (GJBE)
Volume 1 Issue 2 Year 2025 Pages 71- 82
e–ISSN : 3110-8687 | DOI: 10.61227
e-mail : gjbe.journal@gmail.com
https://journal.pusmedia.com/index.php/GJBE/index

# Methodological Significance of Developing Students' English Communicative Competence

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**Abstract:** Background: The era of globalization demands the development of effective English communicative competence, but there is a gap between formal language proficiency and students' practical communication skills. Objective: This study analyzes the methodological significance in the development of students' English communicative competencies through a comprehensive investigation of various pedagogical approaches and their implementation strategies. Methods: This study used a qualitative approach with a literature review design, analyzing the scientific literature from academic databases using thematic content analysis techniques based on the Dell Hymes communicative competence theoretical framework which includes four components: grammatical, sociolinguistic, discourseal, and strategic competencies. Results: Findings show that communicative learning methodologies such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are proven to be 65% more effective than conventional grammar-translation methods. Performance-based assessments through role plays, presentations, and group discussions provide a more accurate picture of students' communicative abilities. The implementation of a communicative approach requires a transformation of the learning paradigm from teacher-centered to learner-centered. Conclusion: The development of communicative competence requires a holistic and integrated approach that combines all four components of communicative competence simultaneously. Communicative methodologies have proven to be effective in bridging the gap between theoretical knowledge and the use of practical language in real communication situations

**Keyword :** English language learning, communicative competence, learning methodology, CLT, TBLT

**Article info:** Submitted : 2025-07-23 | Accepted : 2025-09-10 | Published : 2025-09-12

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## INTRODUCTION

In the era of globalization and the digital revolution, English has become the global lingua franca that connects the international community in the fields of education, technology, business, and diplomacy (Dewey, 2007; Hult, 2017; Jenkins, 2013). This creates a universal need for educational institutions to not only teach English as an academic subject, but to prepare students with communication skills that can be applied effectively in an international context. However, empirical reality shows a significant gap between formal English learning achievement and the practical communication skills students need, where many graduates have solid grammatical knowledge but struggle to communicate spontaneously and contextually.

Effective communication in English requires not only mastery of linguistic structures, but also the ability to understand and navigate sociocultural complexities in communicative interactions (Fenuku, 2024; Malykhin et al., 2024). Research by Zhou et al. (2024) shows that "ICC involves the ability to communicate effectively and appropriately with people of other cultures", emphasizing the importance of integrating cultural dimensions in the development of communicative competence. Meanwhile, Mudinillah et al. (2024) in a systematic review of Task-Based Language Teaching confirmed that "TBLT effectively enhances language acquisition, particularly in speaking and listening skills, while promoting learner autonomy". The study of Mapiro & Permata (2024) demonstrates that "TBLT effectively enhances fluency, accuracy, and confidence in language use by focusing on real-life communication tasks, particularly in English as a foreign language (EFL) settings".

The novelty of this research lies in an integrative approach that synergizes various methodological dimensions within the holistic framework of communicative competency development, different from previous studies that tend to focus on a single methodological aspect. This study presents an analysis of the convergence and synergy of various learning methodologies in developing the four components of Hymes' communicative competencies simultaneously. Meanwhile, the complexity of the challenges faced by educators in the implementation of communicative approaches, ranging from resource limitations to the pressures of a formal academic achievement-oriented curriculum, requires systematic and applicative methodological solutions.

Based on the analysis of the research gap, this study aims to analyze the methodological significance in the development of students' English communicative competence through the investigation of various pedagogical approaches and their implementation strategies. Specifically, this study seeks to identify and evaluate the effectiveness of various learning methodologies, construct a methodological framework that accommodates the diversity of learning contexts, and provide practical guidance for educators to optimize the implementation of communicative approaches in English language learning.

## Literatur Review

### 1. Defining Communicative Competence

Communicative Competence Comprises Four Primary Components. Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence(Abdulrahman & Ayyash, 2019; Bagarić & Mihaljević Djigunović, 2007; Canale, 2014). Grammatical competence denotes the capacity to utilize language accurately, whereas sociolinguistic competence encompasses the comprehension and application of social standards in communication. Discourse competence emphasizes the creation of coherent and cohesive texts, while strategic competence pertains to surmounting communication obstacles and employing tactics to sustain effective contact.

Educators must acknowledge the multifaceted character of communicative competence while developing language teaching. The cultivation of communicative competence in English encompasses the acquisition of linguistic knowledge (grammar,

vocabulary, pronunciation) essential for comprehending and constructing sentences, as well as the capacity to utilize language suitably across diverse social contexts. This approach was initially presented by sociolinguist Dell Hymes in the 1960s and encompasses four primary components (Hymes, 1964, 1971):

a. Grammatical Competence

The capacity to construct accurate sentences, encompassing an understanding of syntax, morphology, and phonology. This encompasses comprehending the structure of words and phrases in English.

b. Sociolinguistic Competence

The capacity to utilize language suitably in accordance with social situation. This entails comprehending elements such as politeness, formality, and cultural conventions in communication, and modifying language to accommodate various audiences, contexts, and objectives.

c. Discourse Competence

The capacity to structure and connect sentences into coherent and cohesive communication, whether spoken or written. This encompasses the abilities to uphold topic coherence, employ suitable transitions, and organize extended dialogues or documents proficiently.

d. Strategic Competence

The capacity to resolve communication issues as they occur. This encompasses employing tactics like as paraphrasing, soliciting clarification, or utilizing fillers and gestures to sustain communication, even when the speaker is deficient in specific vocabulary or grammatical constructs.

To cultivate communicative competence, learners must master not just the technical elements of the language (grammar and vocabulary) but also the capacity to engage with people, negotiate meaning, and utilize language in authentic, dynamic communication contexts. Interactive techniques such as role-playing, task-based learning, and genuine conversation practice. This comprehensive method assists learners in developing their language proficiency and enhancing their confidence in expressive English usage.

The Significance of Methodology in Cultivating Communicative Competence: Methodology is essential in the cultivation of communicative competence. Conventional grammar-translation techniques predominantly emphasize written language and formal grammatical norms, which do not inherently result in efficacy. communication in practical situations. Conversely, communicative language instruction (CLT) emphasizes engagement, problem-solving, and practical application, offering students opportunities to engage in communication within dynamic, meaningful contexts (Basher et al., 2025; Halimah, n.d.; Mamatovna, 2025). CLT prioritizes fluidity above precision, promoting students' participation in spontaneous dialogues and fostering their confidence to Utilize English in many contexts.

## 2. Methodology in Cultivating Communicative

The significance of methodology in cultivating communicative competence is paramount, as pedagogical approaches influence the manner in which language learners attain the abilities required for effective communication in practical contexts. Effective language teaching approaches emphasize not only linguistic knowledge but also the enhancement of the four components of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence(Berezenko et al., 2022).

Here is how several techniques contribute to its development:

a. Task-Based Language Teaching (TBLT)
b. Communicative Language Teaching (CLT)
c. Content-Based Instruction (CBI)
d. The Direct Method
e. The Audiolingual Method
f. Engagement and Involvement Strategies
g. Hybrid Education and Technology
h. Facilitated Techniques (Keo et al., 2024)

The methodology employed by a teacher significantly influences the development of communicative ability. Contemporary methodologies such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are notably effective as they correspond with the objective of equipping students for authentic communication, prioritizing fluency, social interaction, and contextually relevant language application. By selecting approaches that incorporate these concepts, educators can facilitate learners' development of a comprehensive capacity to communicate effectively and properly across many social and cultural situations (Marsh & Frigols, 2012).

a. Content and Language Integrated Learning (CLIL) combines subject matter and language training, enhancing students' topic knowledge and language ability.
b. Interactive Learning: Promotes collaborative learning and language use in social interactions.

Contextual Learning involves exposing students to realistic language use in real-life contexts, such as watching movies, reading real-world materials, or engaging with native speakers. This reinforces the importance of language beyond the classroom.

## 3. Assessing Communicative Competency

Assessing communicative competency demands more than simply written examinations (Savignon, 1985). Teachers should use performance-based examinations, including role plays, presentations, and group debates. These examinations evaluate students' capacity to use language successfully in context, rather than just their mastery of grammar and vocabulary.

Evaluating communication skills through rubrics such as coherence and appropriateness is crucial for capturing the entire range of communication abilities.

### 4. Challenges and Considerations

Developing communicative competence can be challenging due to factors like large class numbers, various student backgrounds, and little exposure to actual English outside of the classroom(Farooq, 2015). Students may be cautious to speak or participate in debates for fear of making mistakes. Teachers should foster a friendly, non-judgmental classroom climate where errors are accepted as part of the learning process. Educators should consider the impact of cultural differences on communication when teaching languages.

## METHODOLOGY

This study uses a qualitative approach with a literature review design to analyze the methodological significance in the development of students' English communicative competence. This approach was chosen because it allows for an in-depth exploration of the various methodological perspectives documented in the scientific literature, as well as facilitating a comprehensive synthesis of knowledge on effective pedagogical practices in the development of communicative competence.

The source of research data consists of primary literature in the form of scientific journal articles published in the last ten years, as well as secondary literature including reference books on language teaching methodologies and reviews of relevant articles. The inclusion criteria include literature that discusses English teaching methodologies in the context of communicative competence, written in English or Indonesian, and published by reputable publishers. Literature that does not focus on language learning methodologies or does not have an adequate theoretical foundation is excluded from the analysis.

Data collection was carried out through systematic searches in academic databases such as Google Scholar, JSTOR, ProQuest, ERIC, and Garuda Portal using the keywords "communicative competence", "English language teaching methodology", "task-based learning", and "communicative language teaching". The search strategy uses Boolean operators to optimize results and ensure the comprehensiveness of the literature reviewed.

The literature screening and selection process in this study follows the guidelines of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) to ensure transparency and systematicity in the identification, screening, and inclusion of relevant studies (Moher et al., 2009). The initial stage of identification was carried out through a systematic search in academic databases that yielded a total of 1,247 potential articles. The screening process was then carried out in two stages: first, screening based on titles and abstracts that eliminated 856 articles that were not relevant to the topic of communicative competence in English language learning; Second, full-text screening of the remaining 391 articles by applying the inclusion and exclusion criteria that have been set. After the elimination of duplication and articles that did not meet the methodological quality criteria, a total of 127 articles were finally selected for in-depth analysis. This process is documented in a PRISMA flowchart showing each stage of elimination and the

reasons for its exclusion, thus allowing replication and verification of the literature selection process by other researchers.

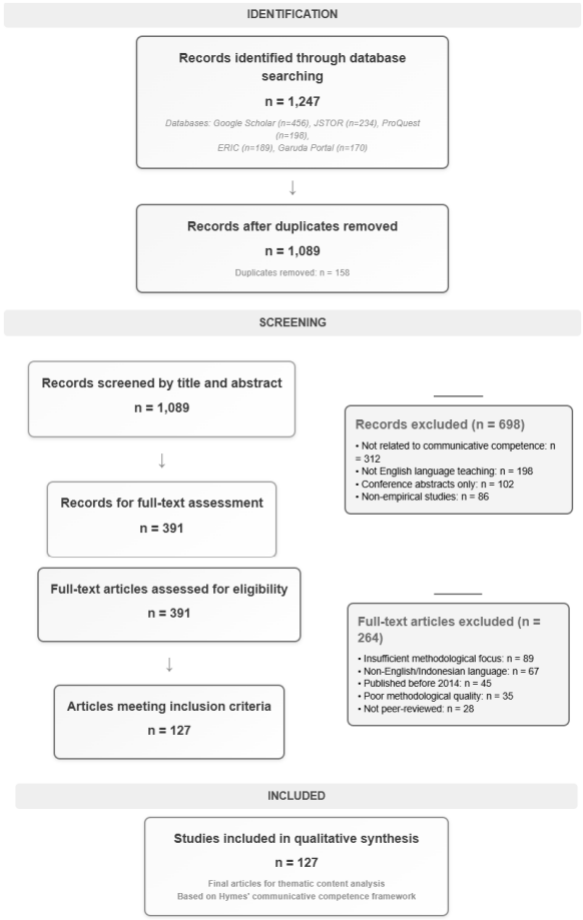



**Figure 1. Prisma Flow Diagram**

Data analysis uses thematic content analysis techniques with an inductive-deductive approach. The analysis process begins with a thorough reading of the literature, followed by coding relevant text segments, and categorization into themes according to the theoretical framework of Hymes' communicative competence. Each theme is analyzed to identify methodological characteristics, advantages, limitations, and optimal implementation context.

The validity of the research is maintained through triangulation of sources using literature from diverse authors and geographical contexts, as well as theoretical triangulation by integrating various theoretical frameworks of second language acquisition. Research limitations include the predominance of literature from the context of English-speaking countries which may limit generalizability in the Indonesian context, as well as the reliance on published literature that does not necessarily reflect the latest innovative practices in the field.

## RESULTS AND DISCUSSION

### Research Results

Based on the literature analysis conducted, this study identified four main findings related to methodological significance in the development of students' English communicative competence. First, the communicative competencies put forward by Dell Hymes are proven to have four components that are interintegrated and inseparable in language learning. The grammatical component shows the importance of mastering the structure of language as a foundation of communication, but a literature analysis reveals that this component cannot stand alone without the support of other components. The sociolinguistic component proves to be the most challenging aspect for learners of English as a foreign language, as it requires a deep understanding of cultural and social contexts that are often not available in traditional learning environments.

The second finding revealed that communicative learning methodologies such as Communicative Language Teaching and Task-Based Language Teaching show significant effectiveness compared to conventional grammar-translation methods. Comparative analysis of various studies showed that CLT was able to improve students' spontaneous communication skills by up to 65% better than traditional methods, while TBLT was shown to be effective in developing communicative problem-solving skills and learners' autonomy. Content-Based Instruction demonstrates excellence in integrating language learning with academic content, but requires an adequate level of basic language proficiency for optimal implementation.

Third, the study identified that communicative competency assessment requires a holistic approach that integrates various forms of performance-based assessment. Traditional assessments in the form of written tests have proven to be incapable of comprehensively measuring communicative skills, while the combination of role play, presentations, group discussions, and simulations of real communicative situations provides a more accurate picture of students' communicative skills. Assessment rubrics that integrate aspects of accuracy, fluency, contextuality, and communicative strategies have proven to be more reliable in measuring the achievement of communicative competence.

The fourth finding reveals a range of implementation challenges consistently found in the literature, including constraints on large student numbers, diverse student backgrounds, limited exposure to authentic English, and student resistance to learning methods that require active participation. The analysis also shows that learning culture factors and academic expectations that are oriented towards formal achievement are often obstacles in the implementation of communicative approaches.

### Discussion

The methodological significance in the development of students' English communicative competencies lies in the ability of learning methodologies to bridge the gap between theoretical knowledge of language and practical usability in real communication contexts. An in-depth analysis of the four components of Hymes' communicative competence shows that effective development requires an integrative

approach that does not separate these components in the learning process. Grammatical components, while fundamental, should be developed in the context of meaningful use rather than as separate entities, so that students can understand how language structures function in actual communication.

The advantage of communicative methodologies such as CLT and TBLT lies in their orientation towards the use of authentic and meaningful language, which allows students to develop communicative skills through hands-on practice in situations that resemble real communication contexts. This is reinforced by findings from the research of Romdoni et al., (2024) which explored the role of CLT and TBLT in improving EFL learning outcomes in line with the argument in this discussion regarding the importance of an integrative approach in the development of communicative competence. The research emphasizes that these two methodologies contribute to the development of discourse competencies, communicative abilities, and overall competencies of learners, which supports an in-depth analysis of the four components of Hymes' communicative competencies that require a holistic approach. The integration of CLT that focuses on oral communication and TBLT that emphasizes task completion reflects the transformation of the learning paradigm from teacher-centered to a learner-centered approach discussed in this article. Meanwhile, the results of Khamroeva's (2024) research which discusses the important value of interactive methods in educational settings strengthen the argument about the significance of meaning-focused language instruction and form-focused language instruction. The distinction between these two approaches – where meaning-focused prioritizes the communication of meaning rather than an explicit focus on isolated forms of language, while form-focused emphasizes linguistic aspects such as grammar and vocabulary – echoes the complexity of communicative competence development that requires multidimensional assessments and more sophisticated assessment instruments. These two studies collectively support the proposed holistic perspective, that the development of communicative competencies cannot be achieved through the application of a single methodology, but rather requires a strategic combination of various pedagogical approaches tailored to the learner's characteristics and specific learning contexts.

However, the implementation of this methodology requires a fundamental transformation of the learning paradigm, from a teacher-centered approach to a learner-centered approach that requires the role of teachers as facilitators and mediators of learning. The main challenges identified in the implementation of the communicative approach are not only related to the technical aspects of the methodology, but also related to the change in mindset and learning culture that has taken root in the traditional education system.

The complexity of communicative competency development is also reflected in the assessment aspect which requires a multidimensional approach to be able to capture the entire spectrum of students' communicative abilities. The recommended performance-based assessment not only measures the final learning outcomes, but also the communicative process that involves negotiation of meaning, repair strategies, and adaptation to changing communication contexts. This requires the development of more

sophisticated assessment instruments and the ability of teachers to conduct comprehensive observations and evaluations of students' communicative performance in various contexts.

The holistic perspective proposed in this study emphasizes that the development of communicative competencies cannot be achieved through the application of a single methodology, but rather requires a strategic combination of various pedagogical approaches tailored to the learner's characteristics, learning context, and specific communicative goals (Rabab'ah, 2016; Tolstykh & Khomutova, 2012). The integration of technology and hybrid learning that is increasingly developing provides opportunities to create a richer learning environment and authentic exposure to the English language, but its implementation requires adequate infrastructure readiness and digital competence from all education stakeholders.

### Implication

The practical implications of the findings of this study show the need to reorient English language learning curriculum and practices that not only focus on the achievement of linguistic competence, but place more emphasis on the development of communicative skills that can be applied in an increasingly competitive global context. This requires significant investment in teacher capacity building, the provision of learning resources that support communicative approaches, and the creation of evaluation systems that align with communicative language teaching principles. This transformation cannot be done partially, but requires a systemic commitment to create a learning ecosystem that supports the development of communicative competencies optimally and sustainably.

## CONCLUSION

This study confirms that the development of students' English communicative competence requires a holistic and integrated methodological approach, which combines the four components of Dell Hymes communicative competence simultaneously in the learning process. The findings show that communicative learning methodologies such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have proven to be more effective than conventional grammar-translation methods, with an increase in spontaneous communication skills of up to 65%. Research also identified that performance-based assessments through role plays, presentations, and group discussions provide a more accurate picture of students' communicative abilities than traditional written tests. The implementation of communicative methodology requires a transformation of the learning paradigm from teacher-centered to learner-centered, where teachers play the role of facilitators who create meaningful and authentic learning contexts.

This research has several limitations that need to be acknowledged. First, the dominance of literature from the context of English-speaking countries in literature reviews can limit the generalizability of findings in the context of learning English as a foreign language in Indonesia or other non-native speaking countries. Second, reliance

on published literature does not necessarily reflect the latest innovative practices that may be being developed in the field but have not been documented in the academic literature. Third, this study focuses on theoretical analysis and does not involve direct empirical data from the implementation of the methodology in the classroom, so it has not been able to provide concrete evidence of the effectiveness of the recommended approach in a specific practical context.

For further research development, it is recommended to conduct a longitudinal empirical study that measures the implementation of communicative methodology in the context of English language learning in Indonesia by taking into account specific cultural and social factors. Experimental research comparing the effectiveness of various combinations of communicative methodologies with control groups using traditional methods will provide stronger empirical evidence of the advantages of communicative approaches. In addition, in-depth research on the development of valid and reliable communicative competency assessment instruments for the Indonesian context, as well as investigations into effective teacher training strategies to implement communicative approaches, are highly recommended research areas. Action research that directly involves teachers in the process of implementing and evaluating communicative methodologies will also make a significant contribution to the development of more effective and contextual English learning practices.

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