

## **POLITE LANGUAGE OF COMMUNICATIVE COMPETENCY MODEL**

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**Abstract.** *This paper is a preliminary study in the attempt of developing a polite communicative competency model. This module is used in learning practice in the class to improve the students' communicative potency. Considering this, this paper is divided into two sections. Firstly, this paper aims to describe theory, relevant previous studies, and framework of polite communicative competency in a conversation. The definition of communicative competency and polite language is important to discuss here. Competency concerns the language users' knowledge and understanding on language norm and its users' situation context. Using language communicatively is the way of using language according to its function, using language understandable to the listeners. To use polite and impolite languages, the users should consider the aspects of polite language achievement. Diction should be appropriate to the topic, context, circumstance and message delivered. Secondly, this paper explains the type of model that can be used in learning context to motivate and to improve the students' communicative competency. Communicative method contains communicative design and communicative teaching procedure. In conversation interaction, language ability should be integrated into the aspects of language politeness. Therefore, to improve language ability, an appropriate learning model is required in the attempt of achieving the polite communicative competency among the students.*

**Keywords:** *Communicative Competency, Politeness Model*

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### **Introduction**

This paper is a preliminary study conducted using library study with research and development method on the learning model to improve the polite communicative competency. Library study is conducted to collect data and information about the concepts of communicative competency, politeness, and learning model, through studying written sources and digital format of scientific journals, references, literatures, encyclopedia, scientific works, and other reliable sources. The most relevant data source related to the object studies is selected.

This study departs from communicative-based learning theories. Communicative learning views second language learning process as a means of acquiring language to do many

functions. Communicative act, according to Widdowson (1978), is a basic ability of using language for many purposes. Canale and Swin (1980) mentioned that there are four communicative competency areas: grammatical, discourse, sociolinguistic, and strategic. Bachman (1990) limited the communicative language ability to: language, strategic, and psychological competencies.

Library study is conducted by reviewing references using systematic approach. The approach is conducted in the following steps: identification, organization, taking, and reviewing entire literature, through systematic review, comparing, and finally synthesize them to develop a modified construct of communicative competency model. The next step includes domain analysis, and exploratory research particularly on the communicative competency model integrating politeness.

### ***Communicative Competency***

Communicative competency refers to language using ability for social and communicative interaction, that is, finding out when the appropriate time and how to open conversation is, what topic is appropriate to certain speech situation and event, what address to be used, to whom and in what situation, and how to deliver, to interpret, and to respond to speech act, such as greeting, praise, apology, invitation, and etc (Azies, 2015). Communicative competency is a general ability of using language accurately, appropriately and flexibly. In communicative competency, there are 3 components: grammatical, sociolinguistic, and strategic. Grammatical competency involves using words and structure accurately. Sociolinguistic competency is the ability of using an appropriate language. This competency helps the learners recognize the pronunciation (spelling) based on social context. Strategic competency is an ability of organizing the message effectively and dealing with various difficulties through a strategy (Yule, 2015).

The characteristics of communicative competency (Savignon, 1983) include: (1) communicative competency is the slightly dynamic concept, dependent on meaning negotiation between two or more individuals having same knowledge. In the term of meaning, communicative competency can be said as interpersonal rather than intrapersonal characteristic; (2) communicative competency always occurs in a certain situation or context, so that the use of language communicatively and competently will result in appropriate choices in register and style corresponding to situation where the communication occurs; and (3) competency is what an individual does. Through observing performance, competency can be developed, maintained, and evaluated.

Communicative approach is the most effective approach in the second language learning. The concept underlying this approach is to bring about functional and social meanings. This approach is important to understand the linguistic forms, the potential communicative function and the social meaning. Students can interpret certain functional meaning intended by the speaker by connecting linguistic form to non-linguistic knowledge (Littlewood, 1980). Building methodological basis of communicative competency establishment requires the determination of many tasks. The aspect of creating students' knowledge in linguistic aspect included the mastery of professional activity in communicative skill (Gulzhahan et al., 2013). An adolescent's successful communicative competency implies a series of communicative acts based on theoretical and practical competencies. Interpersonal communication allows the use of creative communicative skill (Kazan, 2015). It is in line with Bodalev (1996) suggesting the skill necessary to communicate with an ability of understanding

others, knowing others' value orientation, need, and interest according to their aspiration and desire (Bodalev, 1996).

Communicative function in ability context and social status is needed in communicative interaction with others (Levitan, 2001). There are main characteristics needed for communicating: (1) verbal and non-verbal practical method connecting expressive function to pragmatic communication; (2) ability of modifying communicating method in communicating process using movement; and (3) creation according to language and speech norm.

### ***Politeness***

Using language communicatively means to use language corresponding to the language's communicative functions in order to be more understandable to listeners or readers. To have an ability of communicating effectively and successfully, language learners should develop their communicative competency aspect. For the communication to be effective, the politeness is required to prevent the listeners from feeling insulted or losing their self-esteem. Brown and Levinson (1987) in their study found that politeness concerns negative and positive faces. Positive face in communicating with speech partner is the desire of every individual involved in the activity. Everyone expects that what he/she does and the values he/she believes in are appreciated by others as something good, joyful, valuable and etc. Negative face occurs when listeners feel losing their face when hearing the speech; the speaker feels insulted or losing self-esteem. Asim Gunarwan (1993) said that an interaction needs politeness in speaking and the following aspects should be considered: what is spoken of and how to speak of it thereby showing respect. Watts (2003) defined polite behavior as a social behavior equivalent to the "correct" one. Leech (1983) elaborated politeness based on politeness principles into maxims: wisdom, charity, approval, politeness, agreement, and sympathy.

### ***Politeness Teaching***

Textbook (lesson book) should contain communicative politeness aspect in authentic material for the politeness teaching to be more acceptable to students. Sensitivity to social-cultural knowledge is required in every communicative activity, in which politeness should be included as a phenomenon related to its content. Social-cultural knowledge should be developed through practice in the class. A real cross-cultural politeness, at the same time, improves communicative competency in Spanish as foreign language (Gonzales and Martin; 2014). Dastmalchi (2014) studying the effect of politeness teaching strategy on the ability of writing more polite writing, based on Brown and Levinson's (1987) and Leech's (1983) model found a significant effect. There is more awareness of politeness over the question provided. It means that the students can choose many polite words to be used in certain situation.

The integration of pragmatic knowledge into textbook has been conducted by Gholami (2015). The research was conducted by analyzing English book in three Senior High Schools in relation to pragmatic feature of English. The three English books were analyzed based on speech act, four politeness strategies, and lexical classification and syntax. This study found that pragmatic knowledge has been integrated inadequately into the development of textbook. Considering the finding, book developers are recommended to include more pragmatic knowledge into text book. The research on the implementation of communicative approach has been conducted by Jaben (2014) to measure the behavior of communicative approach application in the class. The recommendation given is related to the implementation of communicative approach: (1) communicative approach should be applied to all schools, 2) this approach is highly recommended to be fine and gradual. It requires an introduction from the

lower level, and 3) to optimize communicative teaching, the number of students in class should be taken into account.

### **Conclusion**

To improve communicative competency, politeness should be integrated into learning process. Communicative politeness aspect is provided in authentic activity so that the students can accept it easily. To improve the polite communicative competency, the students can be given opportunity of interacting as individual strategy. Polite language use can be done by applying knowledge and practice acquired to reflect the material acquired. The integration of politeness strategy into knowledge is done through developing learning model and text book.

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