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THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014
Bandar Lampung University, Indonesia
PROCEEDINGS

Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

2nd ICEL 2014

20 -22 MAY 2013

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M
2nd lCEL 2014 Chairman

PROCEEDINGS

The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
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TEACHERS AND STUDENTS'PERCEPTIONS OF COMMUNICATIVE COMPETENCE IN ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA

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Abstract

This article is a part of attempts to formulate and design a comprehensive rationale in formulating standard of communicative competence of English for Indonesian EFL learners. The study focuses on the perceptions of students and teachers on what communicative competence means, and how they perceive each component of the communicative competence of English.

This research is a quantitative research concentrating on finding out the perceptions of students and English teachers on communicative competence in Indonesia. The subjects consist of 31 English teachers of junior and high schools in Bandar Lampung, 37 non English Language Teaching (non-ELT) students, and 56 English Language Teaching (ELT) Students. Fifty questions are designed to find out the teachers' and students' perception of communicative competence and its components. The questions were grouped into five categories: definition of communicative competence, linguistic competence, sociolinguistic competence, discourse competence, and strategic competence.

Through ANOVA statistical analysis, it was founds English teachers' perceptions on definition of communicative competence and strategic competence were not significantly different from non English Language Teaching (non-ELT) students and ELT students. Teachers differed significantly in perceiving the linguistic, sociolinguistic, and discourse competence from that of non ELT and ELT students

Keyword :

1. INTRODUCTION

The term communicative competence has been discussed in many studies in second and foreign language learning paradigm (see Swain and Canale, 1983), Savignon (1992). This term can be considered as a subject of research study or a concept for the situation expected to be achieved by every one who learns a second or foreign language. In terms of linguistics, communicative competence refers to language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. It made the different perception between performance and competence. In "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" (*Applied Linguistics*, 1980), Michael Canale and Merrill Swain identified four components of communicative competence. They are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Debate has occurred regarding linguistic competence and communicative competence in the second and foreign language teaching literature, and scholars have found communicative competence as a superior model of language.

In Indonesian context, English is determined as the first foreign language that must be learned by Indonesian students from the age of ten or younger ages to the university level of formal education. So far, the criteria for determining the success or failure of the learning of English have not been established. The use of national examination for each degree of education does not show the realistic mastery of English. If we want to use communicative competence (the ability to use English for oral and written communication) as the final objective of learning English, then we need tools or instruments that can measure those abilities reliably and validly in a nationwide context.

This research is a part of attempts to formulate and design a comprehensive rationale in formulating standard of communicative competence of English for Indonesian EFL learners. The study focuses on the perceptions of students and teachers on what communicative competence means, and how they perceive each component of the communicative competence of English.

2. THEORETICAL FRAMEWORK

The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching. Savignon (1983) outlines the characteristics of communicative competence as:

1) Communicative competence is a dynamic rather than a static concept that depends on the negotiation of meaning between two or more persons who share some knowledge of the language. "In this sense, then, communicative competence can be said to be an interpersonal rather than an intrapersonal trait (p.8).

2) Communicative competence should not be thought of as only an oral phenomenon. It applies to both written and spoken language.

3) Communicative competence is context-specific, in that communication always takes place in a particular context or situation. The communicatively competence language user will know how to make appropriate choices in register and style to fit the particular situation in communication occurs.

4) It is important to bear in mind the theoretical distinction between competence and performance. "Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated" (p.9).

5) Communicative competence is relative and depends on the cooperation of all those involved. "It makes sense, then, to speak of degrees of communicative competence" (p.9).

A more recent survey of communicative competence by Bachman divides it into the broad headings of "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic and "illocutionary" competence. Strategic Competence is associated with the interlocutors' ability in using communication strategies (Faerch & Kasper, 1983; Lin, 2009).

Through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education, central to good classroom practice. This is in contrast to previous views in which grammatical competence was commonly given top priority. The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language concerning speech acts as described in large part by John Searle and J.L. Austin

Canale and Swain's Model of Communicative Competence

In "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" (*Applied Linguistics*, 1980), Michael Canale and Merrill Swain identified these four components of communicative competence:

(i) **Grammatical competence** includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.

(ii) **Sociolinguistic competence** includes knowledge of sociocultural rules of use. It is concerned with the learners' ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.

(iii) **Discourse competence** is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

(iv) **Strategic competence** refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers.

After Canale and Swain (1980) formulation of communicative, some writers have made attempts to redefine the term communicative competence in different insights and paradigms (see Celce-Murcia, 1991, Celce-Murcia et al (1995). Celce Murcia's assertion of communicative by putting discourse competence as a central idea in the development of second language acquisition has been used as most important point in the development and use of competence based curriculum in Indonesia (Musthafa, B. 2001). This makes students and teachers in Indonesia are much more familiar with terms such as '*descriptive text, argumentative, spoof, narrative text'* and so on than they do to grammatical terms such as simple sentence, compound sentence, complex sentence, or past perfect tense.

3. RESEARCH DESIGN

This research is a quantitative research concentrating on finding out the perceptions of students and English teachers on communicative competence in Indonesia.

The subjects consist of 31 English teachers of junior and high schools in Bandar Lampung, 37 non English Language Teaching (non-ELT) students, and 56 English Language Teaching (ELT) Students

Fifty questions are designed to find out the teachers' and students' perception of communicative competence and its components. Each statement or question is supplemented by five options: strongly agree, agree, not sure, disagree and strongly disagree. The questions are arranged according the definition of communicative competence as proposes by Canale and Swain (1983). The following table summarizes the content of the questionnaire

Table 1: Table of Specification of questionnaire on communicative competence

No.	Aspects questioned	Question no	Total
1.	Definition of communicative competence	1,2,3,4,5	5
2.	Linguistic Competence Phonology Vocabulary Structure	6,7,8,9,10,11 12,13, 4 15, 16,17, 18, 19,20,21,,22, 23,24,25	6 3 10
3.	Sociolinguistic	26, 27,28,29,30, 31,32,33,34,35	10
4.	Discourse	36,37,38,39,40,41,42,43,44, 45,46,47	12
5.	Strategic	48,49,50	3
	Total		50 questions

The questions then are grouped into five categories: a) Language learning definition, b) linguistic competence, c) sociolinguistic competence, d) discourse competence, and e) strategic competence.

4. RESULTS

4.1 Analysis of the questionnaire

A cronbach alfa analysis was undertaken to test the internal reliability of the questionnaire. The result of the Crobach alpha was 0,937 which means there is a high reliability the questionnaires.

Table 2: The Cronbach Alpha of the questions

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.937	.937	50

4.2 Statistical Analyses of teachers' and students' perseptions on communicative competence.

A statistical analyses to find out whether students and teachers differ or similar on the aspect of communicative comepetence was executed using Analysis of Variance (ANOVA). The steps in doing this is analysis are: a) Firstly, the questions were grouped into categories. For instance, questions 1-5 were grouped into definition category, because these questions asked mainly about the definition ofcommunicative competence. Questions 6 through 25 were grouped into linguistic comeptence category, and so on. Thus, in this case, there are five categories of questions that were asked to the respondents. The question category are: definition, linguistic competence, sociolinguistic competence, discourse, competence, and strategic competence. The following table show the descriptive statistic of the categories.

Table 3: descriptive statistics of students and teachers perception on communicative competence categories

		N	Mean	Std. Deviation
DEFINITION	1	56	4.2571	.41554
	2	31	4.3097	.51339
	3	37	4.1568	.50582
	Total	124	4.2403	.46885
LINGUIS	1	56	3.5304	.49915
	2	31	3.0968	.42464
	3	37	3.6797	.67159
	Total	124	3.4665	.58085
SOCIO	1	56	3.9411	.46389
	2	31	3.3194	.37543
	3	37	3.9162	.49582
	Total	124	3.7782	.52290
DISCOURSE	1	56	3.7336	.50887
	2	31	3.0457	.59076
	3	37	3.5991	.59247
	Total	124	3.5215	.61887
STRAT	1	56	3.5774	.79007
	2	31	3.3548	.68818
	3	37	3.6757	.84797
	Total	124	3.5511	.78726

Note: 1 = ELT students
1   = Non ELT students
2   = English teachers

The result of ANOVA calculation on the perceptions of students and teachers are presented in the following table:

Table 4: The Analysis of Variance (ANOVA) of teachers and students perceptions on Communicative competence in English

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
DEFINITION	Between Groups	.423	2	.212	.962	.385
	Within Groups	26.615	121	.220		
	Total	27.038	123			
LINGUIS	Between Groups	6.148	2	3.074	10.522	.000

	Within Groups	35.350	121	.292		
	Total	41.499	123			
SOCIO	Between Groups	8.717	2	4.359	21.168	.000
	Within Groups	24.914	121	.206		
	Total	33.631	123			
DISCOURSE	Between Groups	9.761	2	4.880	15.811	.000
	Within Groups	37.349	121	.309		
	Total	47.109	123			
STRAT	Between Groups	1.807	2	.903	1.469	.234
	Within Groups	74.425	121	.615		
	Total	76.232	123			

The table shows that in terms of definition of communicative competence, the result of ANOVA for F count was 0.962 which is lower than the F table.This means that teachers and students do not differ significantly in their understanding of communicative competence. All respondents seem to agree that the purpose of leaning is for communicative purpose.

In terms of perception on linguistic competence, The ANOVA resulted in F value of 10.552. which is higher than the F table. This means that teachers and students differ significantly in their perceptions of linguistic competence. Figure 1 show that ELT students perceive they understand English linguistic well, teahers believe their students know linguistic competence, and non ELT students are nit confident whether they understand Englsh linguistic or not.
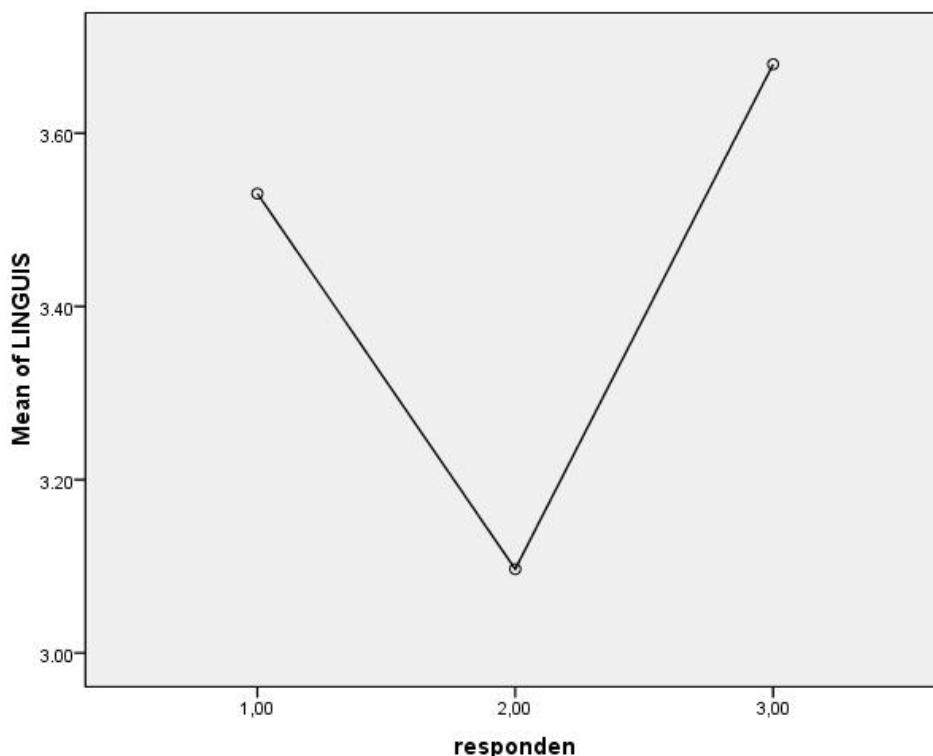
Note: 1 = ELT students   2= Non ELT students   3 = English teachers
Figure 1: The comparison of students and teachers perceptions on linguistic competence

In terms of sociolinguistic competence, The ANOVA resulted in F value of 21.168. which is higher than the F table. This means that teachers and students differ significantly in their perceptions of sociolinguistic competence. Figure 2 shows that teachers believe their students are able to use the functions of sociolinguistics. ELT students believe they know the sociolinguistics aspect of English, but non-ELT students are not confidence on their sociolinguistic competence.

Note: 1 = ELT students   2= Non ELT students   3 = English teachers
Figure 2 : The comparison of students and teachers perceptions on sociolinguistic competence
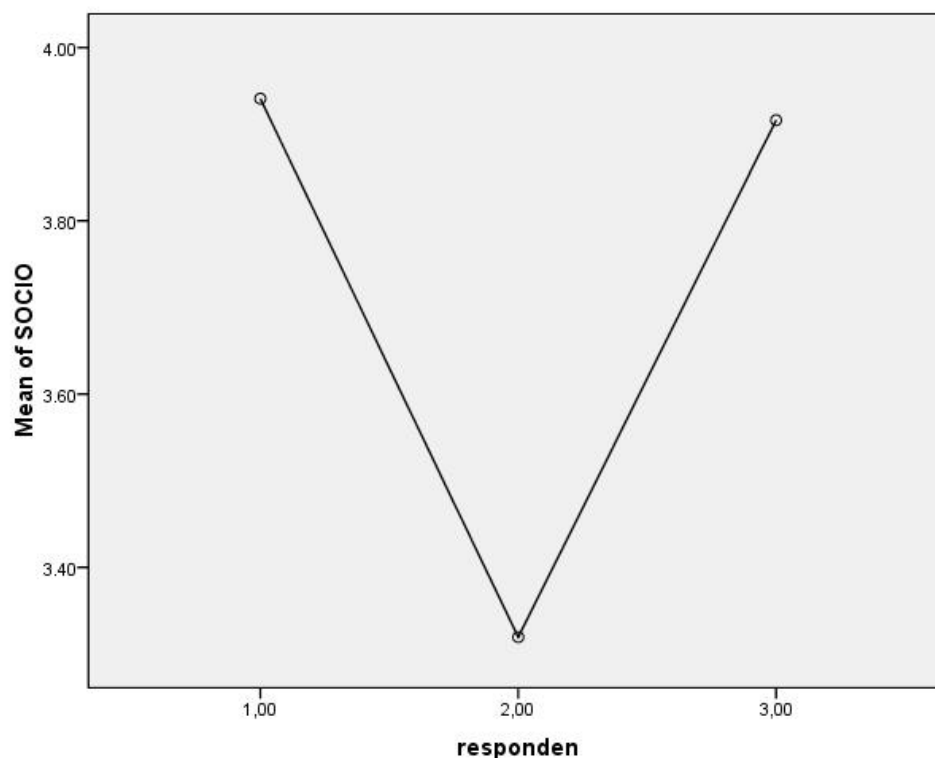
In term of discourse competence, The ANOVA resulted in F value of 15.881. which is higher than the F table. This means that teachers and students differ significantly in their perceptions of discourse competence. Figure 3 shows that teachers believe their students are able to use the functions of sociolinguistics. ELT students believe they know the sociolinguistics aspect of English, but non-ELT students are not confidence on their discourse competence.

5. FINDINGS AND DISCUSSION

There are some important findings that can be found from the exposition of the data.

5.1 Agreeing responses

Teachers and students meet agreement on some items asked in the questionnaire. Among the agreement between the students and the teachers is in the defining the purposes of teaching and learning English. In five questions asked, students and teachers seem to agree with the point that the purpose of learning English is to develop students' ability in communicating the target language. Some other points that the teachers and students seem to agree is on the understanding of text type (genre). Agreeing can happen not only on the positive responses to the statements but also on the negative responses to the statements asked. For example, in question 6, the questionnaire states: My students are able to distinguish English vowel and diphthong sounds pronounced by native speakers, both teachers and students responded negatively. The percentage of disagreeing by the students and the teachers reaches more than fifty percents. Likewise in the statement 'My students are able to pronounce English sentences in accurate stress and intonation', the disagreement responded by the teachers reach almost 70 % of the responses, and the same proportion can be found in the students' responses. This also happens in the responses to questions no.12: My students are able to master all types of English words including content and function words' both students and teachers disagree with the statement in the proportion of more than 60%.

Positive agreement can be found in the responses to questions concerning sociolinguistics function. Both students and teachers put strong agreement on the knowledge of the sociolinguistic function in questions 25 to 33.

5.2 The Disagreeing responses

Some mismatch can be found particularly on the aspect of linguistic competence. The facts are found in the incongruency between the teachers' responses and the student responses.

a). In question 25 when the statement says: 'My students are able to understand rules of word and sentence formations or structural skills of causatives, use of wish' when students responding positively (about 70%) to the statement, teachers responded negatively to the statement.

b) In statement 22, the statement says: My students are able to understand rules of word and sentence formations or structural skills of affixes and derivatives' 93.3% of the teachers responded negatively, while 60% of students responded positively to the statement.

c) In question no.16, the questionnaire says: My students are able to understand the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases' about 80% of the teachers disagree with the statement, while 70% of students agree with the statement.

In terms of communicative competence definition, all subjects seem to agree that the main objective of learning English as a foreign language is to enable them to communicate in the target language. They also seem to agree that the ability to communicate in the target language does not necessarily mean to have the ability like the native speakers of the language.

In terms of linguistic competence which consists of phonological, structural/grammar competence, and vocabulary competence, subjects seem to have different opinion. For question which state about the ability to listen to the native speaker, high percentage of teacher are not confident whether their student are able to do it. For the students, more than fifty percent are not confident. However, when asked whether the students are able to pronounce the English sound, more than fifty percent of the students agree to the statement. In general, for phonological aspect, students are confident that they have the ability both in understanding the sound pronounced by native speaker as well as able to pronounce the sounds. Teachers in this study are more pessimistic. They are not sure whether the students have the capability of comprehending the English sounds nor produce them appropriately.

For vocabulary aspect, subjects of this study seem to agree the mastery of English vocabulary is difficult. Students are not sure whether they have mastered the English vocabulary appropriately or not. Likewise, teachers also feel unconfident whether the students have mastered the English vocabulary sufficiently.

Grammatical aspect is the aspect that both teachers and students put negative answers to the questions. In answering whether the students are able to compose simple and complex sentences, students and teachers agree they are able to do it. Students feel they know the structural rules of noun phrases, adjective phrase, passive and active forms of the language, but teachers are pessimistic about it,

Sociolinguistic aspect is the aspect that all subjects confident they are able to do. Students and teachers believe that they are able accomplish all kinds of language function: greeting, leave taking, apologizing, feeling sorry, and so on.

6. CONCLUSIONS AND IMPLICATIONS

English teachers, non ELT students, and ELT students perceived communicative competences differently. There are some agreements in the responses by both students and teachers on the aspects of communicative competence. There are also some mismatch between the responses by the teachers and students on aspects of communicative competence.

There is a tendency that students and teachers agree that English is learned in order to be able to communicate in the language. They also seem to agree that the ability to communicate in the target language does not necessarily mean to have the ability like the native speakers of the language.

Grammatical aspect is the aspect that both teachers and students put negative answers to the questions. In answering whether the students are able to compose simple and complex sentences, students and teachers agree they are able to do it. Students feel they know the structural rules of noun phrases, adjective phrases, passive and active forms of the language, but teachers are pessimistic about their students understanding of those concepts.

Sociolinguistic aspect is the aspect that all subjects confident they are able to do. Students and teachers believe that they are able accomplish all kinds of language function: greeting, leave taking, apologizing, feeling sorry, and so on. .

One of the implications of these findings might be a reformulation of the objectives of teaching and learning English in Indonesia. If we continue to put discourse competence as the central point for the teaching of the Language, students might be able to discuss the form and function of texts but they may not be able to identify basic components of the language.

A further analysis on this matter will be needed in order that can come up with a better formulation of the teaching practices which are theoretically, and practically beneficial to both students and teachers.

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