Teachers' Communicative Competence

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ABSTRACT

The study was conducted to determine the communicative competence exhibited by teachers. The position of communicative competence in the Indonesian curriculum and in teacher competency in Southeast Asia is also investigated. This research is library research. Document analysis technique is used to search data. Various data obtained from various written sources related to communicative competence were then read, recorded, analyzed and presented in this study. The results of this research indicate that Indonesian teachers' communicative competence are linguistic, discourse, sociolinguistic, and strategic competence. In addition, English teachers in Southeast Asia have widely embraced the communicative approach, which prioritizes the development of communicative competence.

Keywords: *Communicative competence, teacher, the position of communicative competence, Indonesian Curriculum, Southeast Asian*

1. INTRODUCTION

Teacher that being professional is important to education's achievements. Naturally, a key factor in influencing the achievement of students and the success of educational goals is the teacher [1]. Effective communication between teachers and students plays an essential role to the teaching and learning process. Teachers have a vital role in establishing the improvement of students' academic abilities, expertise, emotional maturity, moral character, and spirituality. Thus, the success of student learning will depend on the competence of teachers in schools.

The teacher must acquire the competencies necessary for their area of work to challenge twenty-first century [2]. It implies that the teacher must possess the competence. Competence refers to a set of knowledge, abilities, and behaviors that a teacher or educator must possess, internalize, and master in order to effectively maintain their professional responsibilities.[3]

The competence of teachers as mentioned in Chapter 6, Article 10 of the "Regulation of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers" delineates the components of teacher competency. These components comprise pedagogical competence, personality competence, social competence, and professional competence attained through professional education. English teachers must also have all these competencies. Professional competence is on of competency that English teachers must possess. The English teacher's professional competence aspect aligns with the communicative competences in this case.

The low mastery of students in learning can also be caused by the teacher factor. The weak achievement of students in learning English could be because the teacher is less competent in communicating, or perhaps because the teacher rarely uses communication competence in their daily lives when teaching. Given that the teacher must serve as an exemplary role model for students in the context of language acquisition. This means that teachers must be able to communicate well in order to provide examples of good communication for students.

Activities for teaching and learning languages are done in order to raise communication and interaction. Activities related to teaching and learning also involve communication and interaction. Additionally, how well the interaction and communication occur during the activity determines how well language teaching and learning will go.

The concept of "communicative competence" emphasizes on a person's ability and skill, which inevitably encompasses both knowledge of social/communicative norms and the ability to act in a proper manner [4]. The teacher's communicative competence is very important to implement in classroom interaction learning, supporting teacher professionalism in communicating both within and outside the classroom. For this reason, it is necessary to work on exploring the teacher's communicative competence.

Several researchers have studied the communicative competence of teachers and students.

Research on communicative competence of teachers includes: Isnaini and Rohmah's study attempts to characterize the communicative competence exhibited by the English for Math instructor in managing the learning and teaching [5]. The findings revealed that the teacher's sociocultural, discourse and linguistic competencies were not good but had good formulaic, interactional, and strategic competencies. Zlatić et al in their research examined the development of teacher communication competence [6]. In the research report, it is stated that this research aims to examine teachers' and student-teachers' communication skills. In the results, It turned out from the data that the groups under study differed in some sociocommunication skills. In the research reported by Amir, in which finding out the level of students' communicative competence in transactional speaking skills. Moreover, Ardi, focus his studies on teacher consciousness on mediopassive in writing and speaking [7] however this study did not focus on competence yet. It was found that the examined groups produced slightly appropriate expressions to express themselves in communicating [8].

Based on the preceding studies, it is clear that just a few studies investigated into communicative competence. It is obvious that no study has been conducted in Indonesia concerning teachers' communicative competence using the document analysis technique. Because of this gap, this study explored teacher communicative competence in Indonesia through several document analysis.

In order to obtain the research purposes, this research employed research questions. That is how is the communicative competence of teacher in Indonesia? And How is the position of communicative competencies in Indonesia Curriculum and in Southeast Asian Country?

2. RELEVANT THEORETICAL REVIEW
2.1 Communicative Competence
Canale and Swain conceptualized the communicative competence into a 'synthesis of an underlying system of knowledge and skill needed for communication'[9]. Hymes believes that communicative competence is not only knowledge in the systems underlying language but also knowledge in sociolinguistics (rules of use) as well as the capacity to apply that information in practical contexts[10]. Noam Chomsky, referred communicative competence into an understanding of the basic structure and other linguistic components of native speakers of a language[11].

The notion of communicative competence was proposed by Dell Hymes. He contends that a speaker is capable of uttering grammatically incorrect phrases. The concept has grown significantly since Hymes first put it forth in the early 1970s, and several kinds of competencies have been suggested. The ability to effectively use language in real-world contexts, both receptively and constructively, remains the fundamental concept of communicative competence[12]. Therefore, the term "communicative competence" refers to the communicator's capacity to participate with the interlocutor in a manner that accepts both the rules of grammar and rules of use as well as the manner in which the communicator understands a discursive message, whether in spoken or written language. Communicative competence is known as the language repertoire of language users, sociolinguistics, discourse, and other communicative skills that enable them to contribute effectively in social settings. The ability to communicate effectively includes an understanding that speakers and listeners have the principles underlying appropriate and accurate language activity or speech behavior, as well as an understanding of what constitutes effective language behavior.

Celce-Murcia's (2007) classifies communication skills into various segments, including: 1) speaker's pragmatic knowledge that is called as Sociocultural competence. It specifically the ability to convey messages properly based on the social and cultural context of communication. 2) Discourse competence encompasses the competence of selecting, ordering, and structuring words, phrases, and utterances in order to convey a unified oral message. 3) Linguistic competence involves four distinct categories of understanding: phonological, lexical, morphological, and syntactic. 4) competence that related to the fixed and pre-made pieces of language that the individuals use in their daily spoken activity that is called as Formulaic competence. 5) Interactional competence, which is a fundamental aspect of communication, is basically a bottom-up partner with a more global top-down socio-cultural to effectively engage with others. 6) Strategic competence refer to particular behaviors or thinking processes to enhance the study of a second language (L2).

The multifaceted frameworks created by Canale and Swain in 1980, Canale in 1983, Swain 1985, Bachman in 1988, and Celce Murcia in 1995 served as the foundation for the proposed theoretical framework to describe communicative competence and the pedagogical model to assess the impact of paralinguistic input on communicative competence. [13][14][15][9].

3. RESEARCH METHODOLOGY
The researcher use a qualitative methodology to gather the necessary data for the exploration. This study in which the library research used document

analysis technique as the data analysis. This technique is used to acquire the data for analysis. Various empirical research data from books, articles, theses, and regulations are collected online through computer searches. Various data obtained from various written sources related to communicative competence were then read, recorded, analyzed and presented in this study. The research was conducted in 2022 by collecting various documents related to communicative competence.

4. FINDINGS AND DISCUSSION

4.1 *Findings*

Based on the analysis of various documents regarding communicative competence, there were several research results as follows:

a. The Position of Communicative Competence in ELT Curriculum of Indonesia

Regardless of the fact that English is a foreign language in Indonesia, it plays a significant part in people's daily lives. This is seen in Indonesia's educational system. Students are taught a range of subjects, including English, from elementary school to college. Mr. Wachendorf, the first person to take on the position of Head of the English Language Teaching Center Inspectorate of the Ministry of Education and Culture, released Decree of the Minister of Education and Culture Number 096 of 1967 on December 12, 1967. The progress of English teaching is seen throughout education [16]. According to Wachendorf, the directive said that the goal of teaching English is to equip students with a practical understanding of the English language, which is still in effect today, serves as the foundation for English teaching [17]. It is the goal of all teaching English curricula, whether they be from 1946, 1953, 1962, 1968, 1975, 1984, 1994 for SMP/SLTP or 1950, 1962, 1968, 1975, 1984, 1994 for SMA/SMU, to help students become proficient in speaking, reading, writing and fluent in English. Reading, listening, speaking, and writing are now prioritized, according to the curricula from 1984 and 1994 [17].

In current English language teaching (ELT) in Indonesia, the Communicative Approach (CA) is perhaps the method that has gained the most popular. "Communicative Approach in language learning is The Communicative Approach is an approach utilized in the acquisition of second or foreign languages. It focuses on increasing communicative competence, which refers to the ability to effectively apply linguistic principles to produce

grammatically correct sentences and comprehend the appropriate context, timing, location, and the audience for it usage [18]. It is an approach of teaching second and foreign languages that places a significant emphasis on fostering communicative competence [19]. This method places a focus on the meaningful use of language in real-world contexts.

The communicative approach has four distinctive features. First off, rather than focusing only on grammatical or language proficiency, the classroom objectives involve all elements of communication competences, including discourse competence, sociolinguistic competence, and strategic competence [20].

The communicative approach has been implemented in five English curricula of Indonesia: the Curriculum of 1984, the Curriculum of 1994, the Competency-Based Curriculum in 2004, the Education Unit Level Curriculum/KTSP in 2006, and the Curriculum of 2013. An early implementation of the communicative approach that placed a focus on reading skills was incorporated into the high school English curriculum in 1984 [21]. Unfortunately, structural approaches were still used in textbooks and syllabus at that time [22]. The competence of the students with grammatical structure of English was also a major concern. Then, in 1994, the assertion that the 1984 curriculum utilized a communicative competency approach gave rise to a number of misconceptions and misinterpretations [22]. It is a fundamental misunderstanding to believe that oral communicative competence is the primary objective of English learning in secondary schools.. Despite the fact that the goal was to improve communication skills in English, the term "communicative competence" was omitted in the syllabus's statement of objectives in 1994. To represent appropriate teaching methods and approaches that help students meet the objectives, a new phrase has been developed. The method of teaching is known as a "meaningful approach [21].

The 2004 English Curriculum was implemented as a mechanism to decentralized authority and foster regional values, with the aim of increasing educational quality. This program is known as a competency-based curriculum. The national education system adopts a competency-based approach for this curriculum, and English courses are meant to help pupils become more proficient in the language [23]. The competency-based designation is employed in the 2004 curriculum

in the same way as it was in the 1984 and 1994 curricula, but the "communicative competence approach" is applied with more consistency [21]. The term was not utilized in the previous curriculum in order to prevent significant misconceptions. The 2004 curriculum adopted the works of Celce-Murcia et al. (1995) about the Communicative Competence model. This model includes five sub-competencies that must be owned by the teachers. They are linguistic competence, action competence, sociocultural competence, strategic competence, and discourse competence [24].

The Indonesian issued curriculum in 2006 known as *Kurikulum Tingkat Satuan Pendidikan* or shortened as *KTSP* for English Curriculum. This curriculum is also known as the School-Based Curriculum. Morever, the fundamental standards and associated indicators as well as the model syllabus were the main variations between the 2004 and 2006 English curricula. The KTSP curriculum was primarily emphasized on the language skills. The indicators include reading, writing, listening, and speaking rather than the sub-competences of communicative competence, which were referenced as indicators to be achieved in some of the 2004 curriculum documents [21]. Similarly, the sub-competences of Communicative competence are hardly included in the curriculum model syllabuses in KTSP 2006.

The 2013 curriculum is referred to as a student-centered process-based curriculum that applies the principles of a communicative approach. This curriculum emphasizes the use of English for communication when teaching the language[25]. Zaim underlined that the 2013 curriculum places a strong emphasis on communicative competence both orally and in writing[26].This indicated that English is used to convey meaningful messages and information from one individual to another.

Refers to the Regulation No. 14 of 2005 concerning teachers and lecturers, competence comprises a collection of knowledge, skills, and behavior that teachers and lecturers are required to possess, assimilate, and master in order to fulfill their professional responsibilities. Mastery of this competence becomes crucial for teachers, given that competent teachers are more likely to generate high-quality students. Therefore, in implementing the curriculum, teachers must have competence.

The teacher is the important figure in the classroom. A teacher who communicates well always makes things simpler and easier to understand [27]. A teacher's ability to effectively communicate is crucial to the teaching, classroom management, and contact with learners. In Indonesia, it is essential for English teachers who are teaching as foreign language teachers to possess competency.

b. Teacher's Communicative Competence in Indonesia

One of the four primary competencies of teachers, Regulation No 16 of 2007, issued by the Minister of National Education of the Republic of Indonesia, defines Academic Qualification Standards and Teacher Competencies professional competency in relation to professional competence [28]. Being well-versed in the English language's different facets (which are addressed in linguistics and its subfields) and possessing a good command of oral and written English proficiency (productive and receptive) is an aspect of an English teacher's professional competencies. Linguistic, strategic, discourse, and sociolinguistic competence are all included in the government's notion of professional competence, along with the ability to utilize English effectively for communication in both written and spoken form [29]. In addition to having to possess these competencies, English teachers must also work to maintain and continually enhance these competencies.

EFL teachers need to be proficient in both language knowledge and language usage in order to give their pupils the chance to utilize both productive and receptive English communication abilities or interaction, including speaking and listening [30]. Additionally, teachers of EFL must possess skills in languages (reading, writing, speaking, and listening), which can be linked to an awareness of the strong relationship between culture and language [30]. This is because the teaching-learning process needs to be integrated with real-world experiences. To enhance their students' proficiency in a foreign language, teachers of EFL need to place a high priority on knowledge. Their understanding of the elements and skills of the language can also be strengthened and enhanced by having a good understanding of English linguistics, the field that studies English.

This Indonesian English Teacher Professional Competence (Linguistic, Discourse, Strategic, and Sociolinguistic) is equivalent to that of Canale, Swain, and Celce Murcia concept of communicative competence

[13][15][31]. They are including grammatical competence/linguistic competence, strategic competence, sociolinguistic competence, actional competence and discourse competence. To be considered to be able to communicate effectively, a person must possess this competency.

English language teachers in middle and high schools must be proficient in the grammar, vocabulary, spelling, and pronunciation systems as well as other elements of linguistic competence [32]. These elements can serve as the foundation for developing their language proficiency in English, namely in the areas of speaking, reading, and writing. The fundamentals of linguistic are drawn from descriptions of the micro- and macrolinguistic [33]. A subfield of linguistics, microlinguistics covers phonology, morphology, syntax, and semantics [32]. Macro linguistics encompasses several subfields such as pragmatics, sociolinguistics, psycholinguistics, discourse analysis, anthropological linguistics, neurolinguistics, applied linguistics, and others.

Bachman's notion of discourse competence is the ability to effectively generate and comprehend coherent and cohesive in an oral or written form [14] In other words, discourse competency can be defined as the capacity of an individual to comprehend the concepts included in a discourse or text and to articulate those ideas or messages using language in both spoken and written form (text). This means that an English teacher must be able to interpret the message conveyed in the discourse or the whole text.

According to Canale and Swain, strategic competence is "regarded as an indicator of the verbal and nonverbal communication strategies that can be utilized in foster action to competence [34]. Strategic competence begins when one attempts to highlight communicative competence and illustrate how it contributes in second language performance. The ability of a teacher to determine the right strategy in communicating verbally and nonverbally with his students during classroom interaction refers to strategic competence.

Sociolinguistic competence is the study of the pragmatics of different speech acts in a social situation, such as cultural values, norms, and other socio-cultural conventions [35]. Comprehending the social context in which language is used, together with the roles of the participants, the information being shared and the goal of the interaction, are essential requirements for this competence. This implies that when dealing with students in the classroom, teachers must be mindful of sociocultural conventions and norms.

c. The Position of Communicative Competence in Southeast Asian Teacher Competency Standard

Southeast Asia consists of eleven nations that exhibit tremendous diversity in terms of religion, culture, and history. These countries include Indonesia, Malaysia, Brunei, Thailand, Singapore, the Philippines, Myanmar, Cambodia, Timor-Leste, Laos, and Vietnam [36]. The increasing quickening pace of globalization has made the Mastery of foreign language proficiency necessary. Many nations, especially those in Southeast Asian Country deal with this. English is a compulsory element of the fundamental educational program in most ASEAN countries at both the primary and secondary levels [37]. It relies on the level of the school and the English-language preparedness of the teachers, as well as on how dedicated they are to acquiring and enhancing their proficiency in the English language skills and how confident they are and their level of confidence.

The proportion of second-language English speakers among English teachers in ASEAN is steadily rising. L2 English teachers in ASEAN must also be fluent in English [37]. When teaching a language, Every teacher must acquire a full comprehension of associated skills. A teacher is necessary to be well-versed in the abilities that students should master first, how to teach each skill, and what the traits of language learners are.

The teaching competency standard for Southeast Asia as reported in the book 'Teaching competency standard in Southeast Asian country' states that teacher competence consists of several competencies [38], The first is professional knowledge, which relates to mastery of subject and methods of teaching. The second category is professional skills, which include teaching, classroom management, and assessing learners. The third category is Personal Characteristics, which relates to individual traits such as responsibility, punctuality, and so on. The fourth category is Professional/Personal ethical standards and values, which refer to healthy and ethical and moral standards that teachers may use to become effective role models in their schools and communities. In the fifth position, it is Professional development and persistent

education cover the activities and endeavors of the teachers that demonstrate their desire for improving the teaching profession, including participation in teacher professional organizations and activities.

In Indonesia, the competence of English teachers has been regulated in the Minister of National Education of the Republic of Indonesia's Regulation on Academic Qualifications and Teacher Competence [28]. One of them is professional competence. Professional competence consists of five core points. First, in order to effectively teach English, the teacher must have a knowledge of the material, structure, concept. This includes knowledge of various aspects of the English language, such as linguistics, discourse, sociolinguistics, and strategic communication. Additionally, the teacher must have a high level of proficiency in both spoken and written English, encompassing all aspects of communication, including linguistics, discourse, sociolinguistics, and strategic communication. Second, it is essential to acquire proficiency in the competence standards and fundamental competencies of the disciplines being taught. Third, developing guided learning materials creatively.

The primary aspect of professional competence for English teachers in Indonesia is communicative competence, which involves a thorough understanding of the subject matter, structure, concepts, and scientific attitude that support the courses being taught [28]. Similar professional competencies are certainly owned by other Southeast countries such as Brunei Darussalam, Cambodia, Malaysia, Singapore, Thailand, Timor Leste, and Vietnam [38].

Brunei Darussalam's teaching competence specifications are divided into three categories: professional knowledge, professional practise, and professional involvement and value. Professional knowledge must be possessed by a teacher [38]. Regarding this competency, the teachers ought to possess a comprehensive understanding of their subject matter and be capable of effectively communicating its essential characteristics and pertinence to their students, as well as showing the practical application of this knowledge.

Meanwhile, in Cambodia, there are four main standards comprising Cambodia's teaching competency standards. They are knowledge, practise, learning, and ethics. Regarding knowledge competency, the second point, "Teachers must grasp the content of the subject

matter," refers to the teacher's understanding of the subject matter, discipline, or learning program and their ability to communicate this clearly to pupils. In Malaysia, the teaching competency standards are grouped into three main values of professional teaching, knowledge and understanding, and teaching and learning skills. In Knowledge and Understanding Competence, Teachers in Malaysia must have knowledge and understanding of the subjects they teach. Professional competence of teachers in Brunei, Cambodia, Malaysia, Indonesia focus on subject mastery, as well as Singapore, Thailand, Timor Leste, and Vietnam [38]. It also implies that, in the instance of an English teacher, the teacher must be fluent in the English-language the subject he teaches.

English teachers in Southeast Asia have adopted an approach called the communicative approach. The objective of this strategy is to enhance the ability to effectively communicate by utilizing a target language that aligns with the learning setting of English as a foreign language in the classroom [39]. This means that every teacher's professional competence is determined by countries in Southeast Asia in the context of an English teacher based on a communicative approach. Therefore, in addition to mastering the material they teach, English teachers must possess the ability to effectively demonstrate and teach information using a communicative approach in order to perform as exemplary figures for students, as teachers are expected to behave as role models.

4.2 Discussion

Research on communicative competence has been done by many researchers. A Study on the Communicative Competence of Indonesian Teachers at Bilingual Programs, Hartono sought to understand the degree of in-service teachers' communicative competence as well as the relationships between the various characteristics of that level[40]. Using communication competence assessment instruments developed by Hartono, which were adapted from communicative competence assessments created by Pillar, the communicative ability of in-service teachers was evaluated. The Communicative Competence Evaluation Tool, according to Hartono, consists of three assessment sets: performance assessment, receptive-productive assessment, and self-assessment.

Yusof and Halim, in their research entitled "Understanding Teacher Communication Skills try to Language (ESL) teachers as demonstrated in their second language (L2) classroom [41]. The communication techniques skill employed by ESL secondary school teachers are expoled in this research. The finding revelaed that teachers used a variety of communication skills with their students, such as associating, directing, delivering directions, and summarizing, although explaining, questioning, and eliciting were the most often used techniques.

The researcher Thadphoothon was worked on a study titled "English Language Competence of Thai School Teachers" [42]. This study aims to investigate the English language proficiency and use of Thai teachers. The findings indicated that a substantial majority of Thai teachers rated their knowledge of the English language as inadequate, while their reliance on English was moderate.

The study which was investigating the Classroom English Competence of English Language Instructors in Vietnam, is being conducted by Vu Hai Ha and focuses on a crucial area for teachers to use English effectively in the classroom [43]. It exposes certain gaps in their linguistic and strategic English competence from the classroom. Vu discovered issues with classroom English's linguistic, discourse, sociolinguistic, and strategic competence.

Ima Isnaini Taufiqur Rohmah is undertaking a study on teacher's communicative competence of English for Maths [5]. This study aims to delineate the communicative competence shown by English for Maths teachers in their ability to effectively oversee the process of teaching and learning. Observations were made as part of a qualitative case study to gather information about the teacher's communicative competence using Celce-2007 Murcia's [31] model of communicative competence, which includes discourse, linguistics, sociocultural, strategic, interactive, and formulaic competence. To support the information from observation, interviews were also undertaken. The study's findings show that the teacher has excellent formulaic, interactional, and strategic competencies but weak sociocultural, discourse, and language competences.

The aforementioned study was done to evaluate teachers' communicative competence. According to the research mentioned above, the communicative competence model developed by Canale, Swain, and Celce Murcia is used to analyze teacher competence across a number of nations. However, this research provides little contribution to address the issue of teachers' communicative proficiency in Indonesia or a number of Southeast Asian nations. What needs to be emphasized, nevertheless, is that the research described above leads one to the conclusion that teachers' communicative competences include linguistic, discourse, sociolinguistic, and strategic ability.

CONCLUSION

There are five English curricula in Indonesia that use a communicative approach. A teaching approach for second and foreign languages known as the "communicative approach" heavily emphasizes the development of communicative competence. Communicative competence is therefore essential to achieving the objectives of English instruction in accordance with the Indonesian curriculum. The Minister of National Education of the Republic of Indonesia issued Regulation No. 16 of 2007 regarding the competence of English teachers. This regulation emphasizes the professional competence of English teachers, which essentially is a subset of communicative competence, and includes mastery of spoken and written English, as well as receptive and productive abilities in all its communicative aspects (linguistic, discourse, sociolinguistic, and strategic). English teachers in Southeast Asia have adopted an approach called the communicative approach. Using the target language in the context of learning English as a foreign language in the classroom, this method's primary purpose is to increase communicative competence. In Indonesia, Brunei, Cambodia, Malaysia, Singapore, Thailand, Timor Leste, and Vietnam, teachers' professional competency is centered on subject mastery. This indicates that a teacher of English must be knowledgeable in the English-language subjects relevant to what he teaches. Furthermore, English teachers throughout Southeast Asia have adopted the communicative approach, which focuses on developing communicative competence.

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