Full Length Research Paper

Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia

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This article is an attempt to formulate and design a comprehensive rationale in formulating standard of communicative competence of English for Indonesian learning English as a Foreign Language (EFL). The study focuses on the perceptions of teachers and students 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 English teachers and students on communicative competence in Indonesia. The participants 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 found that 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

Key words: Communicative competence, English teachers, English Language Teaching (ELT) and non ELT students.

INTRODUCTION

The term communicative competence has been discussed in many studies in second and foreign language learning paradigm (Canale and Swain, 1983; Savignon, 1997). This term can be considered as a subject of research study or a concept for the situation expected to be achieved by everyone 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 a different perception between performance and competence.

In "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" Kees de Bot (1980) Canale and Swain (1980) identified four

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components of communicative competence. They are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Debate has occurred regarding linguistic competence and communicatlve 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 learnt by Indonesian students from the age of ten or younger to the university level of formal education. So far, the criteria for determining the success or failure of 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. The use communicative competence (the ability to use English for oral and written communication) as the final objective of learning English, tools or instruments that can measure those abilities reliably and validly in a nationwide context.

This research is an attempt 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 teachers and students on what communicative competence means, and how they perceive each component of the communicative competence of English. Two research questions were formulated:

1. How do English teachers, non-English Language Teaching (non-ELT student), and ELT students perceive about communicative competence in English?
2. Are there any significant differences of perceptions on communicative competence in English among English teachers, non-ELT students and ELT students?

Answers to these two research questions bring impact to the quality of English teaching and learning in Indonesia. On one side, teachers in Indonesia are required to possess four basic competences: pedagogic, professional, social, and personality). These competences are tested in a package called uji kompetensi guru (teachers' competence test), which is compulsory to every teacher in Indonesia

In terms of professional competence, the competence tested is the mastery of the subject matter being taught, in this case, English.

The mastery of English is theoretically called communicative competence in English (Canale and Swain, 1983). On the other side, English Language Teaching Students are students who study English in order to be English teachers. These students should possess the communicative competence in order to be able to master the pedagogic competence and other professional subjects.

Idenifying these teachers' and students' perception on communicative competence is necessary as the basis for determining steps to supervise English teachers and ELT students development in the future.

THEORETICAL FRAMEWORK

Communicative competence may have many interpretations, Chomsky's performance and competence theory being one of them. Chomsky defends the dichotomy between what is our real ability when using the language versus what we really know about the language; that is, what we know despite the errors we make when using the language (Trask, 1999) Savignon (1997) 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. Performance is observable, and it is only through performance that competence can be developed, maintained, and evaluated".

A more recent survey on communicative competence by Bachman divides it into three 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 and Kasper, 1983; Lin, 2010).

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 Searle (1969) and Austin (1962).

Canale and Swain's model of communicative competence

In "Theoretical Bases of Communicative Approaches to

Table 1. Table of specification of questionnaire on communicative competence.

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

Second Language Teaching and Testing" (Kees de Bot (1980), Michael et al. (1980) identified four components of communicative competence:

1. Grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation, and sentence formation.
2. 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.
3. 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.
4. 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 (1983) formulation of communicative competence, some writers have made attempts to redefine the term communicative competence in different insights and paradigms (Bálint et al., 2013; Farhady, 2005; Mohammed et al, 2009; Yano, 2003).

A major contribution to the refinement of the construct was made by Bachman, and then Bachman and Palmer in the 90s. In their approach (Bachman and Palmer, 1996), communicative competence, or to use their term, *communicative language ability*, consists of two broad areas: language knowledge and strategic competence.

Language knowledge has two main components: Organizational and pragmatic knowledge, which complement each other. Organizational knowledge comprises knowledge of linguistic units and the rules of joining them together on the sentence and text level. Pragmatic knowledge includes illocutionary and sociolinguistic competence, where illocutionary competence concerns the knowledge of communicative action and how to carry it out, while sociolinguistic competence equals the ability to use language appropriately to the social context.

Murcia (1993) 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, 2001; Yufrizal, 2007).

This makes students and teachers in Indonesia 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.

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 to the definition of communicative competence as proposes by Canale and Swain (1983). Table 1 summarizes the content of the questionnaire. The questions are grouped into five categories:

1. Language learning definition
2. Linguistic competence
3. Sociolinguistic competence
4. Discourse competence; and
5. Strategic competence.

Table 2. Realibility statistics of the whole questionnaire.

Cronbach's Alpha	Cronbach's Alpha based on standardized items	No. of items
0.937	0.937	50

Table 3. Reliabilty statistics of questions on language definition.

Cronbach's alpha	Cronbach's alpha based on standardized items	No. of items
0.511	0.504	5

Table 4. Reliabilty statistics of questions on linguistic competence.

Cronbach's alpha	Cronbach's alpha based on standardized items	No. of items
0.801	0.801	3

RESULTS

Analysis of the questionnaire

Fifty questions were given to 125 respondents which consist of 31 English teachers, 56 English Language Teaching students, and 38 non-ELT students. A Cronbach alpha analysis was undertaken to test the internal reliability of the questionnaire. The result of the Cronbach alpha was 0.937, which means there is a high reliability in the questionnaires (Table 2).

Language learning definition

Five questions on the definition of language learning are prepared. The questions are:

Question 1: My students (I) learn English to (I am) enable them use the target language communicatively
Question 2: My students learn English to (I am) enable to read literature written in the target language.
Question 3: The goal of my teaching English is to enable students (me) communicate in the target language appropriately within a special social context.
Question 4: The purpose of my students learning English is to learn how to communicate by learning to think in the target language.
Question 5: The desired outcome of my students learning English is the ability to read and understand texts written in English.

Cronbach alpha analyses of the 5 questions the subject were asked was 0.511; which means that there is a relatively low internal reliability of the questions (Table 3).

Linguistic competence

Linguistic competence covers three aspects: pronunciation, grammar, and vocabulary. Six questions are prepared to ask perceptions on the aspect of pronunciation, one question for vocabulary and 13 items are prepared for structure and grammar. 25 students' and teachers' perception and their understanding of linguistics competence was answered on questions 6 (complete questions are provided in Appendix 1 and 2 of this study). A cronbach alpha analysis was undertaken to see the internal validity of these questions. The result of the cronbach alpha was 0.801; which means that the questions have significantly high internal reliability (Table 4).

Sociolinguistic competence

Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. This includes social functions: Interacting with other people, functions used when socializing, functions used in establishing and maintaining relationships, functions involving barriers, functions involving influencing people, functions involving feedback, functions involved in arguing, functions involving avoiding trouble, self-expressive functions, functions involving expressing opinions, functions involving expressing emotions, cognitive functions, and functions for managing conversations. Questions 26 through 35 were on students and teachers perceptions on their understanding of sociolinguistic competence. The

Table 5. Reliabilty statistics of questions on sociolinguistic competence.

Cronbach's alpha	Cronbach's alpha based on standardized items	No. of items
0.834	0.836	10

Table 6. Reliabilty statistics of questions on discourse competence.

Cronbach's alpha	Cronbach's alpha based on standardized items	No. of items
0.905	0.907	12

Table 7. Reliabilty statistics of questions on strategic competence.

Cronbach's alpha	Cronbach's alpha based on standardized items	No. of Items
0.801	0.801	3

Cronbach Alpha analysis was 0.836, which shows that there is a significantly high internal reliability of these questions (Table 5).

Discourse competence

Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres. Discourse competence could also refer to the ability to participate effectively in conversations. This includes narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions and others. These discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent and other elements which are used to make important points distinctive or prominent. Questions 36 through 47 were on students' and teachers' perceptions of their understanding of competence. The Cronbach Alpha analysis was 0.905; which shows that there is a significantly high internal reliability of these questions (Table 6).

Strategic competence

This is about knowing how to recognize and repair communication breakdown, how to work around gaps in one' knowledge of the language, and how to learn more about the language in the context. This includes paraphrasing, appeal for assistance, coinage, mime, gesture, filling gaps. Three questions (questions 48 through 50) were on the teachers' and students' perceptions on their understanding of this competence. The Cronbach Alpha analysis was 0.801, which shows

that there is a significantly high internal reliability of these questions (Table 7).

Statistical analyses of teachers' and students' perseptions on communicative competence

A statistical analyses to find out whether students and teachers differ or are similar on the aspect of communicative comepetence was executed using Analysis of Variance (ANOVA). The steps in doing this is analysis are firstly, the questions were grouped into categories. For instance, questions 1 to 5 were grouped into definition category, because these questions asked mainly about the definition ofcommunicative competence. Questions 6 through 25 were grouped into linguistic comepetence 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. Table 8 shows the descriptive statistic of the categories. The result of ANOVA calculation on the perceptions of students and teachers are presented in Table 9.

Table 9 shows that in terms of definition of communicative competence, the result of ANOVA for F count was 0.385, which is higher than the p< 0.05. 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 learning is for communicative purpose.

In terms of perception on linguistic competence, the ANOVA resulted in F value of 10.552 (p< 0.05) is lower 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, teachers believe

Table 8. Descriptive statistics of students and teachers perception on communicative competence categories.

Variable		N	Mean	Std. deviation
Definition	1	56	4.2571	0.41554
	2	31	4.3097	0.51339
	3	37	4.1568	0.50582
	Total	124	4.2403	0.46885
Linguis	1	56	3.5304	0.49915
	2	31	3.0968	0.42464
	3	37	3.6797	0.67159
	Total	124	3.4665	0.58085
Socio	1	56	3.9411	0.46389
	2	31	3.3194	0.37543
	3	37	3.9162	0.49582
	Total	124	3.7782	0.52290
Discourse	1	56	3.7336	0.50887
	2	31	3.0457	0.59076
	3	37	3.5991	0.59247
	Total	124	3.5215	0.61887
Strat	1	56	3.5774	0.79007
	2	31	3.3548	0.68818
	3	37	3.6757	0.84797
	Total	124	3.5511	0.78726

Note: 1 = ELT students; 2 = Non ELT students; 3 =English teachers.

Table 9. The analysis of variance (ANOVA) of teachers and students perceptions on communicative competence in English.

Variable		Sum of squares	df	Mean Square	F	Sig.
Definition	Between groups	0.423	2	0.212	0.962	0.385
	Within groups	26.615	121	0.220	-	-
	Total	27.038	123	-	-	-
Linguis	Between groups	6.148	2	3.074	10.522	0.000
	Within groups	35.350	121	0.292	-	-
	Total	41.499	123	-	-	-
Socio	Between groups	8.717	2	4.359	21.168	0.000
	Within groups	24.914	121	0.206	-	-
	Total	33.631	123	-	-	-
Discourse	Between groups	9.761	2	4.880	15.811	0.000
	Within groups	37.349	121	0.309	-	-
	Total	47.109	123	-	-	-
Strat	Between groups	1.807	2	0.903	1.469	0.234
	Within groups	74.425	121	0.615	-	-
	Total	76.232	123	-	-	-

their students know linguistic competence, and non ELT students are not confident whether they understand Englsh linguistic.

In terms of sociolinguistic competence, The ANOVA resulted in $p<0.05$. This means that teachers and students differ significantly in their perceptions of

Figure 1. The comparison of students and teachers perceptions on linguistic competence. 1 = ELT students; 2 = Non ELT students; 3 = English teachers.

Figure 2. The comparison of students and teachers perceptions on sociolinguistic competence. 1 = ELT students; 2 = Non ELT students; 3 = English teachers.

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.

In terms 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.

DISCUSSION

There are some interesting findings that can be found from the exposition of the data. Findings are discussed in terms of the 2013 curriculum of English syllabuses, some agreeing points between teachers and students, and some mismatch between students' and teachers' responses on the aspects of communicative competence.

Agreeing responses

Teachers and students agreed on some items asked in the questionnaire. Among the agreement between the
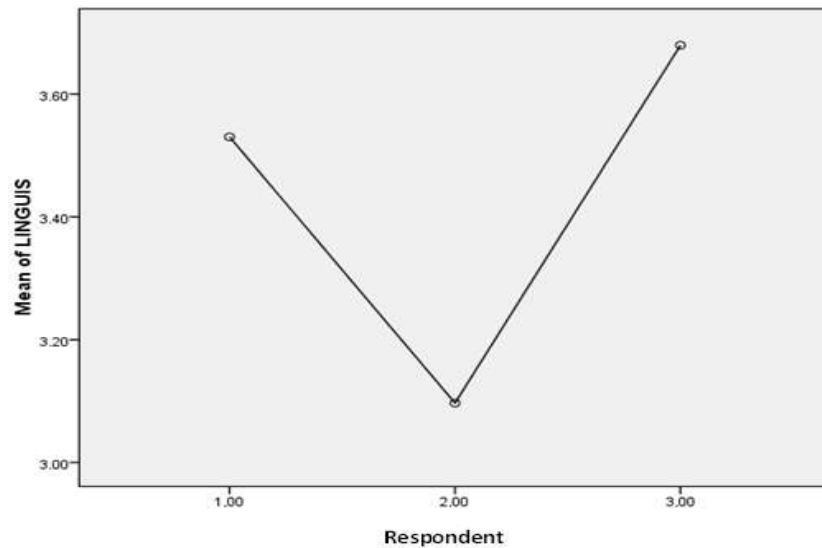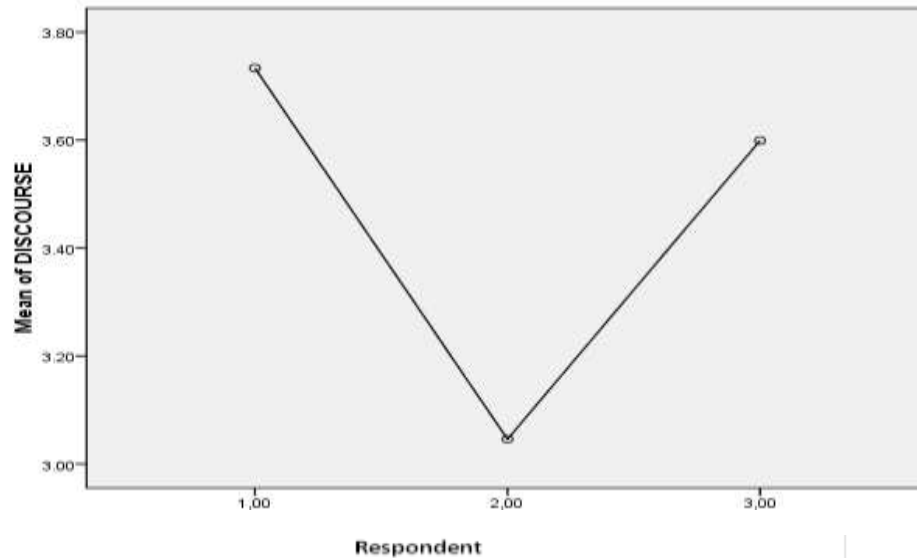
Figure 3. The comparison of students and teachers perceptions on discourse competence.
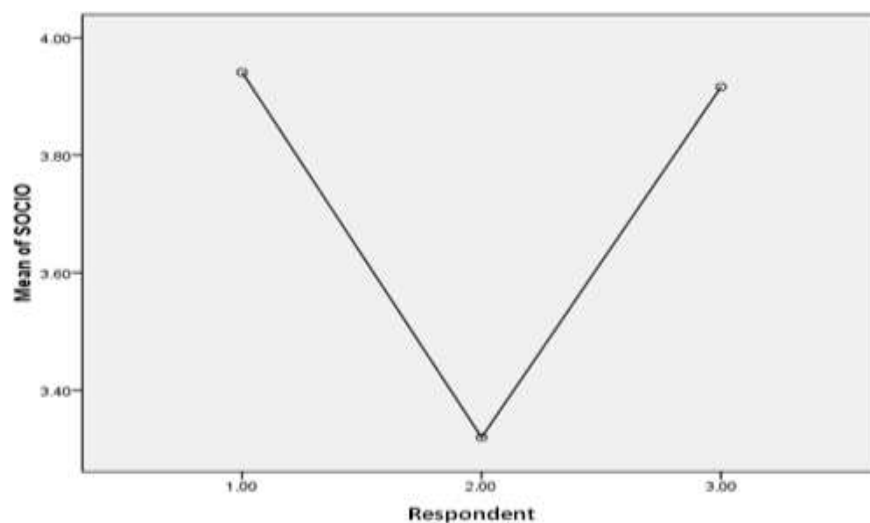1 = ELT students; 2 = Non ELT students; 3 = English teachers.

students and the teachers is 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 on is 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 percent. 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 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.

The disagreeing responses

Some mismatch can be found particularly on the aspect

of linguistic competence. The facts are found in the incongruence between the teachers' responses and the student responses.

1. In question 25 states: 'My students are able to understand rules of word and sentence formations or structural skills of causatives, use of wish' when students respond positively (about 70%) to the statement, teachers responded negatively to the statement.
2. 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 who responded negatively; while 60% of students responded positively to the statement.
3. In question no.16, the questionnaire states: My students are able to understand the rules of noun phrases and constructing and presenting description texts which describe objects, 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 the question which state 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 to pronounce the sounds. Teachers in this study are more pessimistic. They are not sure if the students have the capability of comprehending the English sounds or 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 unsure if the students have mastered the English vocabulary sufficiently.

The grammatical aspects comprise both teachers and students 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, and passive and active forms of the language, but teachers are pessimistic about it, sociolinguistic aspect comprises all subjects that are confident they are able to do it. Students and teachers believe that they are able to accomplish all kinds of language function: greeting, leave taking, apologizing, feeling sorry, and so on.

Conclusion

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 is also some mismatch between the responses of 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 with the language. They also seem to agree that the ability to communicate in the target language does not necessarily mean they have the ability to like the native speakers of the language.

The grammatical aspect consists of both teachers and students 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, and passive and active forms of the language, but teachers are pessimistic about their students understanding those concepts. Sociolinguistic aspect is the aspect that all subjects confident they are able to do. Students and teachers believe that they are able to 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 discourse competence as the central point for the teaching of the Language is continued, students might be able to discuss the form and function of texts; although they may not be able to identify basic components of the language.

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

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Appendix 1. The questionnaire for English teacher/lecturer/instructor

Name:
Age:
1 Male
2 Female
Study Programme

Instructions: Complete the following questionnaire/scale. Write in one of the sets of letters before each numbered question based upon whether youstrongly agree (SA), agree (A), Not sure (N) disagree (D), or strongly disagree (SD).
Petunjuk : Berikut terdapat sejumlah pernyataan tentang bahasa Inggris dan pembelajarannya. Bacalah setiap pernyataan tersebut dengan baik dan pilih yang sesuai dengan pendapat anda, dengan cara memberi ceklisst / contreng (√) pada kotak pilihan yang sesuai. Perlu diketahui, tidak ada jawaban "salah" atau "benar" yang penting sesuai dengan keadaan anda sebenarnya dengan memberikan satu pilihan pada 4 alternatif yaitu a, b, c atau d sesuai dengan pilihan anda.
STS = Sangat Tidak Setuju, TS = Tidak Setuju, TT= Tidak tahu   S = Setuju SS=Sangat Setuju

S/N	Statement	SA	A	N	D	SD
1	Siswa saya belajar bahasa Inggris supaya mampu menggunakan bahasa Inggris untuk berkomunikasi					
	My students learn English in order that they are able to use the target language communicatively					
2	Siswa saya belajar bahasa Inggris supaya mampu membaca literature dalam bahasa Inggris					
	My students learn English in order that they are able to read literature written in the target language					
3	Tujuan pengajaran bahasa Inggris adalah membuat siswa mampu berkomunikasi dalam bahasa Inggris secara tepat dalam konteks social tertentu					
	The goal of my teaching English is to enable students to communicate in the target language appropriately within a special social context					
4	Tujuan siswa belajar bahasa Inggris adalah untuk berkomunikasi dengan cara belajar berfikir dalam bahasa Inggris					
	The purpose of my students learning English is that students learn how to communicate by learning to think in the target language					
5	Hasil yang diharapkan dari pembelajaran bahasa Inggris adalah kemampuan membaca dan memahami teks dalam bahasa Inggris					
	The desired outcome of my students learning English is the ability to read and understand texts written in English					
6	Siswa saya mampu membedakan bunyi vocal dan diptong yang diucapkan penutur asli bahasa Inggris					
	My students are able to distinguish English vowel and diphthong sounds pronounced by native speakers					
7	Siswa saya mampu mengucapkan bunyi vocal dan diptong bahasa Inggris secara tepat					
	My students are able to pronounce English vowels and diphthong perfectly					
8	Siswa saya mampumembedakan bunyi konsonan bahasa Inggris diucapkan oleh penutur asli					
	My students are able to distinguish English consonant sounds pronounced by native speakers					
9	Siswa saya mampu mengucapkan bunyi konsonan bahasa Inggris secara sempurna					
	My students are able to pronounce English consonants perfectly					
10	Siswa saya mampu membedakan intonasi dan tekanan bahasa Inggris diucapkan oleh penutur asli					
	My students are able to distinguish English stress and intonation pronounced by native speakers					
11	Siswa saya mampu mengucapkan kalimat bahasa Inggrisa dengan tekanan dan intonasi yang tepat					
	My students are able to pronounce English sentences in accurate stress and intonation					

Appendix 1. Contd.

12	Siswa saya mampu menguasai semuakosa kata bahasa Inggris termasuk content dan function words					
	My students are able to master all types of English words including content and function words					
13	Siswa saya mampu menyusun kalimat bahasa Inggris sederhana yang benar secara gramatika					
	My students are able to arrange simple English sentences grammatically correct					
14	Siswa saya mampu menyusun kalimat bahasa Inggris kompleks yang secara gramatika tepat					
	My students are able to arrange complex English sentences grammatically correct					
15	Siswa saya mampu mampu mengenali dan menggunakan kata-kata bahasa Inggris sama seperti yang dilakukan oleh penutur asli					
	My students are able to recognize and use words in a language in the way that speakers of the language use them					
16	Siswa saya mampu memahami rumusan frasa kata benda, menyusun dan mempresentasikan teks descriptive yang menggunakan frase kata benda sebagai objek					
	My students are able to understand the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases					
17	Siswa saya mampu memahami rumusan tata susun kata dan kalimat atau keterampilan penguasaan struktur tenses					
	My students are able to understand rules of word and sentence formations or structural skills of tenses					
18	Siswa saya mampu memahami rumusan tata susun kalimat atau keterampilan structural kalimat pasif dan aktif dalam bahasa Inggris					
	My students are able to understand rules of word and sentence formations or structural skills of active and passive voices					
19	Siswa saya mampu memahami rumusan tata kata dan kalimat *direct and indirect speeches*					
	My students are able to understand rules of word and sentence formations or structural skills of direct and indirect speeches					
20	Siswa saya mampu memahami rumusan tata kata dan kalimat *degrees of comparison*					
	My students are able to understand rules of word and sentence formations or structural skills of degrees of comparison					
21	Siswa saya mampu memahami rumusan tata kata dan kalimat *gerunds dan infinitives*					
	My students are able to understand rules of word and sentence formations or structural skills of gerunds and infinitives					
22	Siswa saya mampu memahami rumusan tata kata dan kalimat *affixes dan derivative*					
	My students are able to understand rules of word and sentence formations or structural skills of affixes and derivatives					
23	Siswa saya mampu memahami rumusan tata kata dan kalimat conditionals					
	My students are able to understand rules of word and sentence formations or structural skills of conditional sentences					
24	Siswa saya mampu memahami rumusan tata kata dan kalimat *relative/adjective clauses*					
	My students are able to understand rules of word and sentence formations or structural skills of relative/adjective clauses					

Appendix 1. Contd.

25	Siswa saya mampu memahami rumusan tata kata dan kalimat *causative use of wish*					
	My students are able to understand rules of word and sentence formations or structural skills of causatives, use of wish					
26	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk narasi					
	My students are able to apply their English knowledge to communicate narrative action					
27	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi deskriptif					
	My students are able to apply their English knowledge to communicate descriptive function					
28	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi persuasive					
	My students are able to apply their English knowledge to communicate persuasive function					
29	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi ucapan terima kasih					
	My students are able to apply their English knowledge to communicate gratitude function					
30	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi apologi					
	My students are able to apply their English knowledge to communicate apologizing function					
31	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi komplimentari					
	My students are able to apply their English knowledge to communicate complimentary function					
32	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi penyesalan					
	My students are able to apply their English knowledge to communicate regretting function					
33	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi request					
	My students are able to apply their English knowledge to communicate request function					
34	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi penolakan					
	My students are able to apply their English knowledge to communicate rejecting function					
35	Siswa saya mampu mengaplikasikan pengetahuannya untuk berkomunikasi dalam bentuk fungsi simpatetik					
	My students are able to apply their English knowledge to communicate symphatetic function					
36	Siswa saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre puisi					
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of poems					
37	Siswa saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre teks prosedur					
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of procedures					
38	Siswa saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre teks deskripsi					
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of descriptions					
39	Siswa saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre reports					
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of reports					
40	Siswa saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre news items					
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of news items					

Appendix 1. Contd.

41	Siswa saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre naratif				
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of narratives				
42	Siswa saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre recounts				
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of recounts				
43	Siswa saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre spoofs				
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of spoofs				
44	Siswa saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre expositions				
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of expositions				
45	Siswa saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre argumentative				
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of argumentative				
46	Siswa saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre reports				
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of reports				
47	Siswa saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre announcement				
	My students are able to combine grammatical forms and meanings to achieve texts in the genre of announcement				
48	Siswa saya mampu menggunakan isi bahasa yang relevan seperti fungsi bahasa/ekspresi bahasa secara jelas dan teratur dalam bentuk yang koheren				
	My students are able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way				
49	Siswa saya mampu menggunakan isi bahasa yang relevan seperti fungsi bahasa/ekspresi bahasa secara jelas dan teratur dalam bentuk yang sesuai dengan genre dan situasi komunikatif				
	My students are able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation				
50	Siswa saya mampu menggunakan isi bahasa yang relevan dan mengekspresikannya menggunakan tekanan suara, bahasa tubuh, dan gesture yang tepat				
	My students are able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures				

Appendix 2. The questionnaire for English learners
Name:
Age:
1 Male
2 Female
Study Programme

Instructions: Complete the following questionnaire/scale. Write in one of the sets of letters before each numbered question based upon whether youstrongly agree (SA), agree (A), Not sure (N) disagree (D), or strongly disagree (SD).
Petunjuk : Berikut terdapat sejumlah pernyataan tentang bahasa Inggris dan pembelajarannya. Bacalah setiap pernyataan tersebut dengan baik dan pilih yang sesuai dengan pendapat anda, dengan cara memberi ceklisst / contreng (√) pada kotak pilihan yang sesuai. Perlu diketahui, tidak ada jawaban "salah" atau "benar" yang penting sesuai dengan keadaan anda sebenarnya dengan memberikan satu pilihan pada 4 alternatif yaitu a, b, c atau d sesuai dengan pilihan anda.
STS = Sangat Tidak Setuju, TS = Tidak Setuju, TT= Tidak tahu   S = Setuju SS=Sangat Setuju

S/N	Statement	SA	A	N	D	SD
1	Saya belajar bahasa Inggris supaya mampu menggunakan bahasa Inggris untuk berkomunikasi					
	I learn English in order that they are able to use the target language communicatively					
2	Saya belajar bahasa Inggris supaya mampu membaca literature dalam bahasa Inggris					
	I learn English in order that I am able to read literature written in the target language					
3	Tujuan pengajaran bahasa Inggris adalah membuat saya mampu berkomunikasi dalam bahasa Inggris secara tepat dalam konteks social tertentu					
	The goal of my teaching English is to enable me to communicate in the target language appropriately within a special social context					
4	Tujuan saya belajar bahasa Inggris adalah untuk berkomunikasi dengan cara belajar berfikir dalam bahasa Inggris					
	The purpose of my learning English is that students learn how to communicate by learning to think in the target language					
5	Hasil yang diharapkan dari pembelajaran bahasa Inggris adalah kemampuan membaca dan memahami teks dalam bahasa Inggris					
	The desired outcome of my students learning English is the ability to read and understand texts written in English					
6	Saya mampu membedakan bunyi vocal dan diptong yang diucapkan penutur asli bahasa Inggris					
	I am able to distinguish English vowel and diphthong sounds pronounced by native speakers					
7	Saya mampu mengucapkan bunyi vocal dan diptong bahasa Inggris secara tepat					
	I am able to pronounce English vowels and diphthong perfectly					
8	Saya mampumembedakan bunyi konsonan bahasa Inggris diucapkan oleh penutur asli					
	I am able to distinguish English consonant sounds pronounced by native speakers					
9	Saya mampu mengucapkan bunyi konsonan bahasa Inggris secara sempurna					
	I am able to pronounce English consonants perfectly					
10	Saya mampu membedakan intonasi dan tekanan bahasa Inggris diucapkan oleh penutur asli					
	I am able to distinguish English stress and intonation pronounced by native speakers					
11	Saya mampu mengucapkan kalimat bahasa Inggrisa dengan tekanan dan intonasi yang tepat					
	I am able to pronounce English sentences in accurate stress and intonation					
12	Saya mampu menguasai semuakosa kata bahasa Inggris termasuk content dan function words					
	I am able able to master all types of English words including content and function words					

Appendix 2. C Contd.

13	Saya mampu menyusun kalimat bahasa Inggris sederhana yang benar secara gramatika				
	I am able to arrange simple English sentences grammatically correct				
14	Saya mampu menyusun kalimat bahasa Inggris kompleks yang secara gramatika tepat				
	I am able to arrange complex English sentences grammatically correct				
15	Siswa saya mampu mampu mengenali dan menggunakan kata-kata bahasa Inggris sama seperti yang dilakukan oleh penutur asli				
	I am able to recognize and use words in a language in the way that speakers of the language use them				
16	Saya mampu memahami rumusan frasa kata benda, menyusun dan mempresentasikan teks descriptive yang menggunakan frase kata benda sebagai objek				
	I am able to understand the rules of noun phrases and constructing and presenting description texts which describe objects by using noun phrases				
17	Saya mampu memahami rumusan tata susun kata dan kalimat atau keterampilan penguasaan struktur tenses				
	I am able to understand rules of word and sentence formations or structural skills of tenses				
18	Saya mampu memahami rumusan tata susun kalimat atau keterampilan structural kalimat pasif dan aktif dalam bahasa Inggris				
	I am to understand rules of word and sentence formations or structural skills of active and passive				
	voices				
19	Saya mampu memahami rumusan tata kata dan kalimat *direct and indirect speeches*				
	I am able to understand rules of word and sentence formations or structural skills of direct and indirect speeches				
20	Saya mampu memahami rumusan tata kata dan kalimat *degrees of comparison*				
	I am able to understand rules of word and sentence formations or structural skills of degrees of comparison				
21	Saya mampu memahami rumusan tata kata dan kalimat *gerunds dan infinitives*				
	I am able to understand rules of word and sentence formations or structural skills of gerunds and infinitives				
22	Saya mampu memahami rumusan tata kata dan kalimat *affixes dan derivative*				
	I am able to understand rules of word and sentence formations or structural skills of affixes and derivatives				
23	Saya mampu memahami rumusan tata kata dan kalimat conditionals				
	I am able to understand rules of word and sentence formations or structural skills of conditional sentences				
24	Saya mampu memahami rumusan tata kata dan kalimat *relative/adjective clauses*				
	I am able to understand rules of word and sentence formations or structural skills of relative/adjective clauses				
25	Saya mampu memahami rumusan tata kata dan kalimat *causative use of wish*				
	I am able to understand rules of word and sentence formations or structural skills of causatives, use of wish				
26	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk narasi				
	I am able to apply their English knowledge to communicate narrative action				
27	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi deskriptif				
	I am able to apply their English knowledge to communicate descriptive function				

Appendix 2. C Contd.

28	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi persuasive					
	I am able to apply their English knowledge to communicate persuasive function					
29	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi ucapan terima kasih					
	I am able to apply their English knowledge to communicate gratitude function					
30	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi apologi					
	I am able to apply their English knowledge to communicate apologizing function					
31	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi komplimentari					
	I am able to apply their English knowledge to communicate complimentary function					
32	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi penyesalan					
	I am able to apply their English knowledge to communicate regretting function					
33	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi request					
	I am able to apply their English knowledge to communicate request function					
34	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi penolakan					
	I am able to apply their English knowledge to communicate rejecting function					
35	Saya mampu mengaplikasikan pengetahuan saya untuk berkomunikasi dalam bentuk fungsi simpatetik					
	I am able to apply their English knowledge to communicate symphatetic function					
36	Saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre puisi					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of poems					
37	Saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre teks prosedur					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of procedures					
38	Saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre teks deskripsi					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of descriptions					
39	Saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre reports					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of reports					
40	Saya mampu menggabungkan bentuk dan makna gramatikal untuk memahami teks bergenre news items					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of news items					
41	Saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre naratif					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of narratives					
42	Saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre recounts					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of recounts					
43	Saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre spoofs					
	I am able to combine grammatical forms and meanings to achieve texts in the genre of spoofs					
44	Saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre expositions					

Appendix 2. Contd.

	I am able to combine grammatical forms and meanings to achieve texts in the genre of expositions				
45	Saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre argumentative				
	I am able to combine grammatical forms and meanings to achieve texts in the genre of argumentative				
46	Saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre reports				
	I am able to combine grammatical forms and meanings to achieve texts in the genre of reports				
47	Saya mampu menggabungkan bentuk dan makna gramatial untuk memahami teks bergenre announcement				
	I am able to combine grammatical forms and meanings to achieve texts in the genre of announcement				
48	Saya mampu menggunakan isi bahasa yang relevan seperti fungsi bahasa/ekspresi bahasa secara jelas dan teratur dalam bentuk yang koheren				
	I am able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way				
49	Saya mampu menggunakan isi bahasa yang relevan seperti fungsi bahasa/ekspresi bahasa secara jelas dan teratur dalam bentuk yang sesuai dengan genre dan situasi komunikatif				
	I am able to use relevant language contents such as language functions/English expressions clearly according to the genre and communicative situation				
50	Saya mampu menggunakan isi bahasa yang relevan dan mengekspresikannya menggunakan tekanan suara, bahasa tubuh, dan gesture yang tepat				
	I am able to select the relevant contents and expressing them using the appropriate tones of voice, body language, and gestures				