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SELF APPRAISAL ON COMMUNICATIVE COMPETENCE BY ELT STUDENTS IN INDONESIA

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ABSTRACT

This article discusses an instrument that measures scale of communicative competence in English. This is done through a self appraisal judgement of English Language Teaching students at a university in Lampung Indonesia in comparison to their actual performance in English. A set of questionnaire that asked students' self judgment of the subcompetencies of linguistic, sociolinguistic, discourse and strategic competences was distributed to the first, second, and third year students of English Language Teaching Students of Universitas Lampung. The results showed that students could self-appraise themselves on the communicative competence. Students also differed in their self aappraisal based on their level of study.

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INTRODUCTION

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 formulated succintly. Tremendeous attempts have been made to improve the quality of English teaching, from changing the curriculum to facilitating both physical and non-physical facilities. 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 implemented at English Language Teaching institution in Indonesia (University of Lampung). The students study English at the institution in order to be English teachers at junior and/or senior high schools upon their graduation. The courses cover 144-150 credit loads that can be finished in 7-10 semesters.

The main objective of the instituion is to produce professional English teachers who possess pedagogic, professional, and social competence elligible as teachers of English at junor and senior high school level. The subjects offered cover 20% general subjects, 50% content/professional subjects, 30 % pedagogic subjects (FKIP Unila 2016). All general subjects are totally taught in bahasa Indonesia as the medium of instruction. Content and pedagogic subjects are taught both in English and Bahasa Indonesia as the medium of instruction. In terms of content and professional competence, the subjects offered comprises language skills such as listening, speaking, reading, and writing; language aspects, such as pronunciation, structure/grammar, and vocabulary. These competences were provided in order to equip students with content knowledge, such as, linguistics, second language acquisition, discourse and pragmatics; and pedagogic knowledge, such as curriculum, language teaching methodology, learning media, evaluation and assesment, and research. The content language skill and aspect knowlede provided in this institution require students to have language skill and knowledge, the so called language competence and language performance. These competences and performances are reflection of communicative competence (Swain and Canale, 1979).

This research tries to analyze how students are able to self appraise their communicative competence of English for Indonesian EFL learners based on the mastery of linguistic competence, sociolinguistic competence, discourse competence, and strategic competences. This is especially connected to students' length of study at the institution. Main research question proposed is 'Will students' length of time of study affect their self appraisal communicative competence and real performance of English?

Theoretical Frameworks

Communicative competence is a concept that has been a topic of discussion during the last four decades. Talking about communicative competence is not only talking about structural characteristics and cognitive, but it also involves the social, cultural, and pragmatic implications. Mondada dan Doehler (2004) state that interaction activities is a learning experience related to communicative competence. Ability in communication is connected both on ones' brains and socialization concept. Zuengler and Cole (2005) as well as Watsongegeo dan Nielsen (2003) claim that the socialization concept is crucial in language acquisition research, and that socialization contribute significantly to the complexity of cognitive, cultural, social and language learning policy. 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:

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

Canale and Swain (1980) defined communicative competence in terms of three components

- Grammatical competence: words and rules
- sociolinguistic competence: appropriateness
- Strategic competence: appropriate use of communication strategies

Canale (1983) refined the above model, adding discourse competence: cohesion and coherence

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 and 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

Michael Canale and Merrill Swain (1980) identified these four components of communicative competence:

- **Grammatical competence** includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.
- **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.
- **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.
- **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, 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 simle sentence, compound sentence, complex sentence, or past perfect tense.

Listening Strand-specific Competency: *Auditory Discrimination*: Auditory discrimination is the ability to hear specific sounds and words, and to recognize changes in tone and other nuances of spoken English.

Speaking Strand-specific competency: *Pronunciation* Pronunciation involves the ability to produce the sounds and intonations of English effectively so that the speaker is understood. Accents are expected and accepted.

Reading Strand-specific Competency: *Fluency* Fluency relates to the rate, ease and accuracy with which a student decodes and comprehends a text in English.

Writing Strand-specific Competency: *Editing* Editing is the process of reviewing, revising and refining a text for the purpose of improving it based on English language conventions (spelling, punctuation and grammar), word choice, the form of the text, and its intended audience and purpose.

Celce-Murcia's model

Another model of Communicative competence is provided by Celce-Murcia (2000) as presented below:
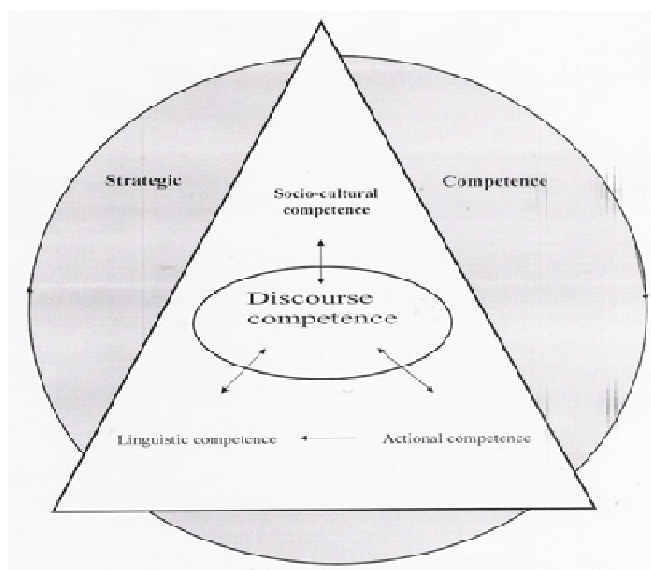

Figure 1. Components of Celce Murcia's model of communicative competence

This model is based upon the belief in the potential of a direct, explicit approach to the teaching of communicative skills, which requires a detailed description of components of communicative competence to be used as a content base in syllabus design. Celce Murcia (2000) listed the components of communicative competence as follows:

Linguistic or grammatical competence, which consists of the basic elements of communication: sentence patterns, morphological inflictions, lexical resources and phonological or orthographic systems.

Socio–linguistic competence, which consists of the social and cultural knowledge required to use the language opportunity with reference to formality, politeness and other contextually defined choices.

Discourse competence, which involves the selection, sequencing and arrangement of words, structures*, and* sentences utterances to achieve a unified spoken or written whole with reference to a particular message and context.

Strategic competenc, which refers to the ability to know when and how to start the talk, how to keep a conversation going, how to terminate a conversation, breakdown as well as comprehension *problems (Alkhuli, 2000)*. It includes the strategies and procedures relevant to language learning, language processing and language production. It activates knowledge of the other competences and helps language users compensate for gaps or deficiencies in knowledge when they communicate.

Actional competence: It includes knowledge of language functions.

MATERIALS AND METHODS

Research design: This study used a cross-sectional non-experimental quantitative research to analyze self appraisal of communicative competence by students English Language Teaching in Bandar Lampung. Quantitative analysis synthesizes the students' perception on communicative competence which is then compared the actual performance. In English

Population and sample

The population of this research is English Language Teaching (ELT) students of the faculty of teaching and education, the university of Lampung. The sample was taken through stratified random sampling in which 16 students from the first semester, 31 students the third semester, and 25 students from the fifth semester were recruted for the study.

Research Instruments

The instrument used for this study is a self appraisal questionnaire on communicative competence and a series of test for actual performance. The questionnaire consists of 40 statements which ask the teachers giving score on aspect of linguistic competence, sociolinguistic competence, discourse competence and strategic competence. The performance tests in the research were role paly, writing argumentative essay, structure and vocabulary, and pronunciation test.

Data Analysis

Data from the questionnaires were analyze descriptively. Factors that influence the self appraisal such as, age, gender, and other training experience will be analysed using Multiple analysis of Variance. (MANOVA). Data from performance test were analyzed quantitatively. The data was analyzed by using descriptive statistics (mean, maximum, minimum, and standard deviation) then it was described the significant difference among grouped (three classes) as subjects in this research.

RESULTS AND DISCUSSION

From 40 questions, they can be categorized in four subcomponentes of communicative competence: the sub competence of linguistic competence, function/sociolinguistic competence, discourse competence and strategic competence. The following table summarizes the descriptive statistics of each sub competence.

Table 1. Descriptive statistics of perceived communicative competence

		N	Mean	Std. Deviation
Lingcom	1,00	16	40,6688	17,01046
	3,00	31	65,1484	10,51101
	5,00	25	71,2880	12,27434
	Total	72	61,8403	17,20345
Sociocom	1,00	16	42,0938	19,70660
	3,00	31	67,1419	11,37749
	5,00	25	72,8520	18,09777
	Total	72	63,5583	19,67999
Discom	1,00	16	35,6688	17,92100
	3,00	31	65,9774	11,21786
	5,00	25	69,6960	15,54650
	Total	72	60,5333	19,60989
Strgycom	1,00	16	32,5875	18,75284
	3,00	31	65,2484	11,69204
	5,00	25	71,8120	10,75861
	Total	72	60,2694	20,04010

Table 2. ANOVA of self appraised communicative competence according to students' level of study

| ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Lingcom	Between Groups	9742,475	2	4871,238	29,822	,000
	Within Groups	11270,598	69	163,342		
	Total	21013,073	71			
Discom	Between Groups	12909,602	2	6454,801	30,944	,000
	Within Groups	14393,298	69	208,599		
	Total	27302,900	71			
Sociocom	Between Groups	9929,068	2	4964,534	19,497	,000
	Within Groups	17569,367	69	254,629		
	Total	27498,435	71			
Strgycom	Between Groups	16359,891	2	8179,946	46,438	,000
	Within Groups	12154,101	69	176,146		
	Total	28513,993	71			
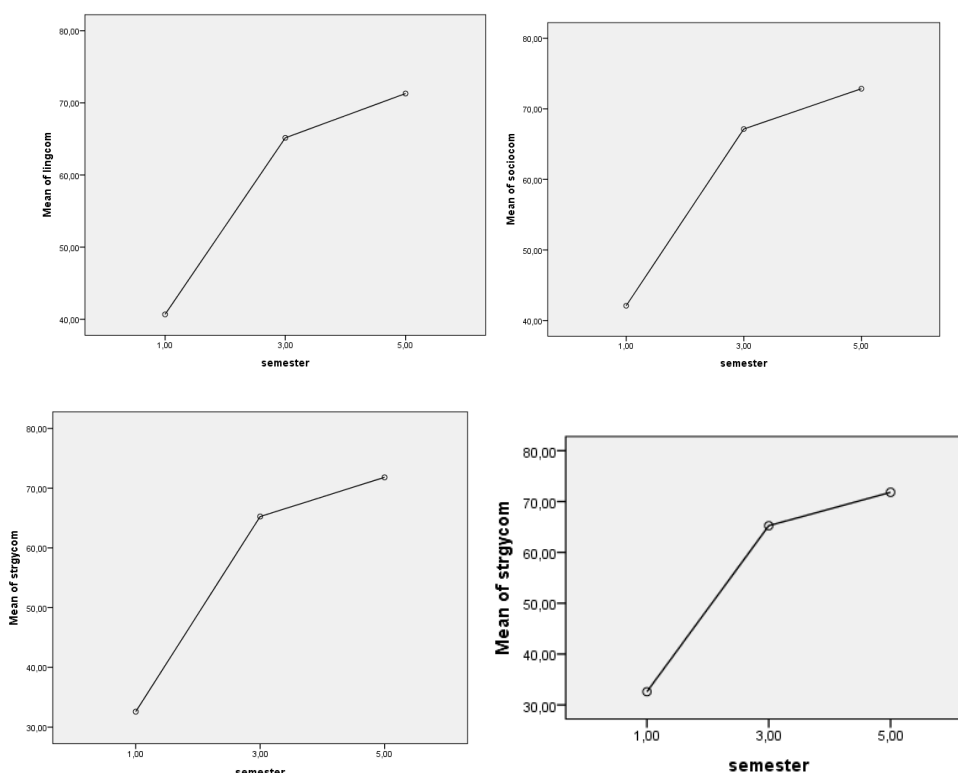
Figure 2. Means plots of perceived communicative competence according to students' level of study

For linguistic competence, first semester students appraised their competence on the average of 40,67, the third semester students score their linguistic competence 65,14, while the fifth semester students appraised their ability as 71,28. For sociolionguistic competence, the first semester students appraised themselves on the average of 67,14, the third semester students appraised themselves as having 67, 14 points, and the fifth semester students appraised themselves of 72,85 in their sociolinguistic competence. For discourse competence, the first semester students appraised their ability of 35,66, the third semester students appraised themselves 65.97 point, and the fifth semester students appraised their ability at 69,69.

**Table 3. Descriptive statistics of students actual performance
according to their Level of study**

Descriptives		N	Mean	Std. Deviation	Std. Error
Speaking	1,00	16	72,2500	2,38048	,59512
	3,00	31	72,7419	2,68288	,48186
	5,00	25	75,5200	2,56775	,51355
	Total	72	73,5972	2,91504	,34354
Writing	1,00	16	62,3125	7,18070	1,79518
	3,00	31	74,5161	5,54299	,99555
	5,00	25	76,0400	4,89455	,97891
	Total	72	72,3333	7,84354	,92437
Structure	1,00	16	28,1250	16,11159	4,02790
	3,00	31	57,2581	11,24268	2,01924
	5,00	25	41,2000	15,63117	3,12623
	Total	72	45,2083	18,04606	2,12675
pronountest	1,00	16	81,5625	4,36606	1,09152
	3,00	31	86,4516	2,30707	,41436
	5,00	25	89,0000	2,04124	,40825
	Total	72	86,2500	3,91368	,46123

Table 4. ANOVA of students actual performance according to their levels of study

| ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Speaking	Between Groups	144,144	2	72,072	10,830	,000
	Within Groups	459,175	69	6,655		
	Total	603,319	71			
Writing	Between Groups	2097,861	2	1048,930	31,882	,000
	Within Groups	2270,139	69	32,901		
	Total	4368,000	71			
Structure	Between Groups	9572,190	2	4786,095	24,373	,000
	Within Groups	13549,685	69	196,372		
	Total	23121,875	71			
pronountest	Between Groups	541,885	2	270,943	34,264	,000
	Within Groups	545,615	69	7,907		
	Total	1087,500	71			
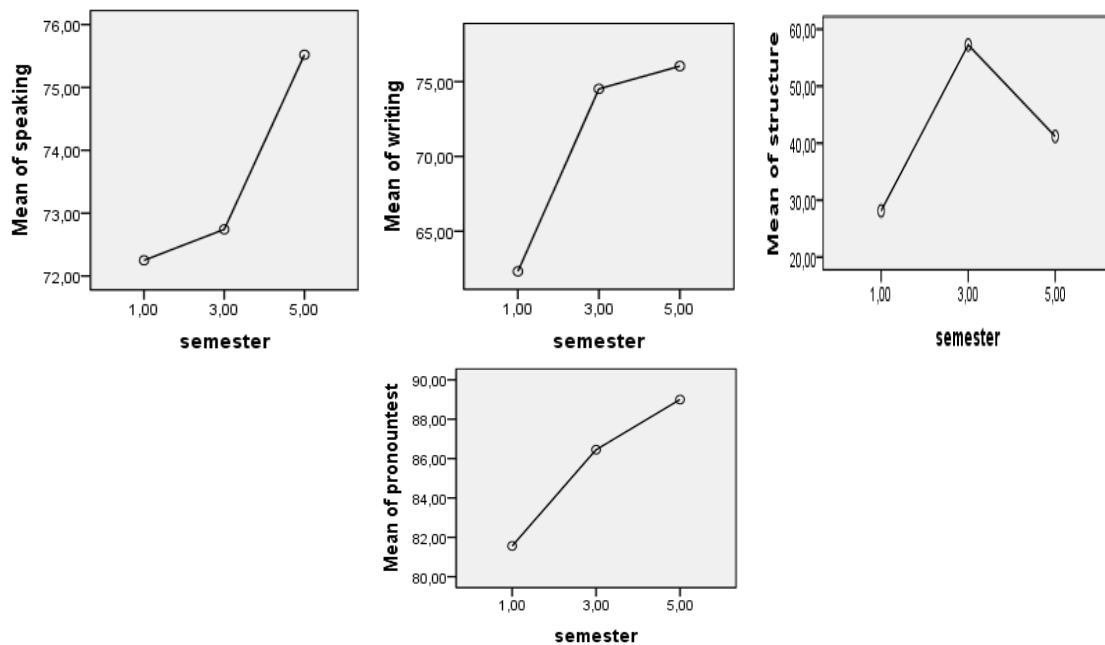
Figure 3. Means plots of actual performance according to students' level of study

For strategic competence, the first semester students appraise themselves as having 32,58 point, the third semester students appraised themselves of having 65,24 point, and the fifth semester students appraised their strategic competence of having 71.81 point.

Students' Actual performance and levels of study

Table 3 shows the students score on actual performance of four skills and knowledge: speaking, writing, stucture/

grammar, and procunciation. In terms of speaking performance, the first semester students average score was 72,25, the third semester students' average score performance was 72,74, and the fifth semester students' average score was 75,52. For writing skill, the first semester students gained an average of 62.31 score, the third semester students gain an ave rage score of 74,51, and fifth semester students' average score was 76,04. For actual performance on structure and grammar test, the first semester students gained an average score of 28,12, the third semester students gained an average of 57,25

and the fifth semester students gained and average of 41.20. In terms of pronunciation test, the first year semester students gained an average of 81,56, the third semester students gained an average of 86,45, and the fifth semester students gained an average of 89 points.

DISCUSSION

An important finding from this study is the ability of students to do self appraisal on their communicative competence. This first research question here tested the hypothesis that students' self appraisal of communicative competence significantly correlated with students' actual performance. The participants are 72 EFL of University Students. They fulfill 40 items of self appraisal questionnaire then they are tested such performance tests with respect to communicative competence. The answer of the first research question in findings section is that mostly there is significant correlation between the students' self appraisal questionnaire of communicative competence and their performance. However, some competences still have low correlation for instance linguistic competence toward speaking, and discourse competence toward speaking and structure performance. In linguistic competence, there was a positively moderate significant correlation between students' self appraisal of linguistic competence and writing, structure and vocabulary, and pronunciation test. However, the size of correlation between students' self appraisal of linguistic competence and speaking (0.256) was low. Thus, it can be said that there was positive correlation even it was not significant correlation between students' self appraisal of linguistic and students' speaking performance because the correlation is weak. This was, however, not overly for surprising for the following reasons.

According to Yule (1996), there are some difficulties in getting the brain and speech production to work together. In fact that people who make occasional "slips of tongue" in everyday conversation does not mean that they do not know their language or do not have fluency in it. The performance errors trait to a variety of performance factors like tiredness, boredom, drugs, external distraction and so forth (Radford, 1981; Gleason and Ratner, 1993). The other reason is due to the differences between teacher judgement and students' self assessment. The teacher judgement can be not equivalent with the students' judgement because the teachers have greater experience in judging oral presentations (De Grez *et al*, 2012 cited in Bolivar-Cruz *et al*, 2013). Moreover, the speaking performance in this research is in the form of role play, this makes that there is not sufficient accuracy when students acted as peers. Therefore, it can be stated that students' judgement of their ability in linguistic competence was not as good as the result of their speaking performance. This finding is also related to the study of Langen *et al* (2008) who conducted the study of the relationship between students, peers, and tutor evaluations of oral presentation. The students are fairly advanced students at the end of their second-year undergraduates. The student' numbers varied between courses (n $_{2002}$ = 41, n $_{2003}$ = 19). At the end of the course they delivered five minute presentation summarizing their research projects which were assessed by tutors, a subset of peers and themselves. The result of their study indicates that students self assessment was not strongly associated with tutor grades unlike peer grades. For self assessment, there was strong effect of gender (female students undervalued their performance compared with tutor grades).

However, overall, the findings of the present research about the correlation between the competence and performance proved the Chomskyians who believed that the study of competence can not be seperated from performance (Taha and Reishan, 2008). Specifically, it can be stated that the ability of university students to assess their selves has correlation to their performance assessment marked by tutor or teacher. The finding is also in line with the study of previous researches (e.g. Stefani, 1994; Falchokov and Boud, 1989; and Falchikov and Goldfinch, 2000 cited in Langen 2008) who have found strong associations between self- and tutor assessments. Falchikov and Goldfinch (2000) noted that self assessment involves little knowledge of the work of students' performance. In particular, self assessment was a challenge to many students, reflected in part by the high variability in self assessment marks and their lack of congruence with tutor and peers. Understanding the process of self and peer assessment requires an appreciation of students' perceptions of themselves and others. In the current research, during self assessment of communicative competence, students have evaluated themself in a broad range of marks; linguistic competence (15 − 88), sociolinguistic competence (16 − 91), discourse competence (11 − 89.5), strategy competence (10 − 87). This is an indication that the students have lack of confidence or ability to discriminate high or low their achievement. High self-assessment marks may reflect high levels of confidence or poor understanding of academic level in relation to the requirements of the assessment.

The Influence of Students' Length of Language Learning:

The second goal of the research investigated the effect of students' length of language learning toward their appraisal. Since the participants are university students which means they are in the criteria of older learners, the present study differentiate the students into their length of study in university (years). Each year was grouped into pre-intermediate, intermediate, and advanced learners. Older learners are more effective at the process of using self appraisal (McDonald, 2004). The result shows that there is significant influence of students' length of language learning toward their self assessment. Students' self assessment of communicative competence had significant difference regarding to students' group of language learning. The value of variable significant is 0.00 which means it was lower than significant level (p < 0.05). This result shows that the ability to use self assessment is significantly different used by different group and it was equivalent to all competences like linguistic competence, sociolinguistic competence, discourse competence, and strategy competence. The finding is in line with Renzulli (1997) who found that learners become more advanced; they are more committed to the tasks assigned to them. Moreover, the reason of the findings was stated by the result of Andretta (2008) research which indicated that advanced learners are more successful to find their way through information in new unfamiliar situations. As learners become more advanced, they come to the terms with many new experiences which they need more progress than what they have faced at their lower level. They need at least some creative experiences so that they can experiment, invent, and apply what they have learned. Seeing as self assessment requires being involved in different intricate cognitive, sociological, and psychological processes, which are influenced by many uncontrollable factors, there still remains lack of consensus about the effective use of self assessment in EFL contexts.

The result of the current study is also supported by Butter and Li (2005) who investigated the effectiveness of self assessment among university students and found some positive effects of self assessment on the students' English performance as well as their confidence in learning English. Thus, In comparison with pre-intermediate, intermediate or advanced learners; advanced learners have a lot benefit from the use of self assessment while beginner language learners are more dependent to the teachers. In current research, the lowest level is pre-intermediate, higher than beginner. It is assumed that there is opportunity to the students if they will to get benefit of the use of self assessment and improve their ability to assess themselves by training students (as suggested in Langen, 2005).

Students' Actual Performance

The third research question in current research deals with the impact of the length of language learning toward students' achievement. As shown in the result finding that students from the third year g*et al*most the highest mean score of the all performances. The current research conducted some assessments to students' actual performance with respect to communicative competence. It is important when assessment is not through the use of multiple-choice questions. Hence, the performances are based on multiple measures and not rely on a single test score because multiple measures provide more accurate picture of what students know. The performances in the research are in the form of role play, writing argumentative essay, structure and vocabulary, and pronunciation test. In the role play performance, the mean score of third year's students get 75.52, their mean of writing argumentative essay was 76.04, structure and vocabulary was 41.20, and pronunciation test was 89.00. Interestingly, the highest mean score of structure and vocabulary was coming not from the third year's students. The highest mean score of structure and vocabulary was from the second year's students (57.25).

Learning English as foreign language may be influenced by some factors. Some factors which affecting L2 learning are age, aptitude, motivation and attitude, personality, cognitive style, and learning strategies. The current research has shown that there is an effect on difference years of language learning. The more length students learn English, the higher students' achievement they get. Many factors beside the length of language learning still have been investigated for some researches (Woo, 2009; Harb and El Shawari, 2007; Abedi and Gandara, 2006; Saaeed, Gondal and Bushra, 2005) cited in El-Omari, 2016. El-Omari (2016) noted that secondary school students' achievement at learning of English as foreign language is clearly affected by different factors. He suggested that English departments at universities should provide English language learning facilities and organize activities in which English is the medium language so the students can get more contact and communication in English. Dealing with the structure and vocabulary performance done by third year students, the university in this research has curriculum in which grammar was learnt until at the end of second year. This relates to the frequency of using English in their activities. While students who are in second year, they are still provided grammar subject which means they get more exposure than the first year students so they achieved the highest score for structure and vocabulary performance. Additionally, before the students meet standardized test, students need to practice assessment which requires some forms of testing.

The test or assessment measure, to a great extent, students' knowledge of the English language and if the students' level is in pre-intermediate, based on the data in this findings, he or she will not perform well on the test. Sometimes, students know the subject matter but they do not know enough English so the outcome of the assessment could indicate that they have not mastered the subject matter when in fact it is a language issue. Therefore, language learners still need length of time to acquire academic language in order to make they are ready for good performance.

Conclusion

The result found that each competence of communicative competence assessed by students has positive relationship to the score of their performance assessed by teachers. However, it was also found some competences are not significantly correlated to the students' speaking performance. In other words, it indicates that even the study of competence cannot be seperated with the performance, it remains differentiate between what students know in their mind with what students act as their performance or due to discrepencies between students and teachers' experience in giving judgement. Having established the correlation between two measurements, this research aimed to find out the students' self assessment ability based on the length of language learning. The current research succeeded in modifying a questionnaire of 40 items students' self assessment according to the communicative competence. The study compares three groups of subjects when they assess their ability to the communicative competence in the form of questionnaire. It was not surprisingly when the result shows that there is significant difference among the groups toward their appraisal. The third year's students are more confidence to give appraisal because they had a lot more experience and progress rather than when they are in lower level. The more length students study in university, the more succesful they make assessment for their selves. The research also intends to explore the level of students' productive skills performance achievement in terms of the length of language learning. Making tests of students' performance with respect to the communicative competence is not an easy task. The performances here were in the form of productive skills. It is important to be noted that the multiple choices question is omitted; the actual performance should give a general picture of what students know, hence, the tests are vary with multiple measurements. The current research is limited to the effect of length of language learning to students' performance. The research reported that the students' performance achievement in university was varied. There is significant difference between students' performance achievement in terms of length of language learning. The pre-intermediate students (first year) were in the lowest performance on the test. It can be stated that students need length of time to acquire academic language in order to make they are good in performance even they are English majoring students in university.

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