Representation of Communicative Competence in an English Language Textbook

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Abstract

This study aimed to reveal the Communicative Competence category in the English textbook "Bahasa Inggris" for grade XI and the extent to which Communicative Competence has been accommodated in the textbook. Qualitative content analysis method was applied. The data were collected through reading, categorizing, and taking notes of the data into detailed information. The selected unit analysis was analyzed by referring to Celce-Murcia's (2007) theory of communicative competence. The findings showed that all the categories of communicative competence by Celce-Murcia are found in the selected textbook. The categories include Linguistic Competence (14 activities, 11.11%), Formulaic Competence (6 activities, 4.76%), Sociocultural Competence (5 activities, 3.97%), Discourse Competence (60 activities, 47.62%), Interactional Competence (26 activities, 20.63%), and Strategic Competence (15 activities, 11.90%). These are represented in the textbook in the forms of exercises, instructions or materials, dialogues, discussions, expressions, and sentences. The results of this study contribute to English teachers in determining the appropriate competencies required by students to assist students in improving their communicative abilities.

Keywords: *Communicative Competence; Content Analysis; Textbook Analysis*

Introduction

Introducing communicative competence is crucial in Indonesian English Language Teaching (ELT) since people currently use English for various purposes (Rosydi & Purwati, 2017). "Communicative Competence" refers to the competencies required to use language in real-life communication situations (Bagaric, & Djigunovic, 2007). Communicative competence is becoming increasingly important because it can serve as a bridge to the goal of learning and teaching English. It means that students become proficient in communicating in English in real-life situations. Effective English communication rests on a person's ability to acquire communicative competence. It contains different elements, skills, or competencies helpful for developing students' English communication skills.

Indonesian 2013 Curriculum has currently included communicative competence in English Language Teaching (ELT). The 2013 curriculum is characterized by students' critical thinking, character, and communicative competence (Madya, 2013). The 2013 curriculum objectives are closely related to

how to use language as a communication tool and a teaching medium in the context of learning English. It relates to the communicative competence that teachers and students, in particular, must possess.

In some countries, including Indonesia (e.g., Al-Mashaqba, 2017; Hartono et al., 2017; Safi'i & Wahdini, 2021; Sidik, 2018), Turkey (e.g., Caner & Celik, 2020; Geckin, 2022), Malaysia (e.g., Abu Bakar et al., 2019), Vietnam (e.g., Dao & Nguyen, 2020), and Saudi Arabia (e.g., Alharbi, 2020), research has been conducted to investigate the issue of communicative competence. However, only a few studies have examined how communicative competence is represented in English textbooks (e.g., Al-Mashaqba, 2017; Caner & Celik, 2020; Safi'i & Wahdini, 2021; Sidik, 2018). The findings of the previous studies indicate that the spoken activities presented in the textbooks do not reflect the communication frequently employed in real-life communication (Caner & Celik, 2020; Sidik, 2018). The findings also show that all components of communicative competence are represented well in the English textbooks (Safi'i & Wahdini, 2021). However, they only list a small number of Strategic Competence (Al-Mashaqba, 2017). Unfortunately, the categories of communicative competence incorporated in all activities linked to the four skills of English in the textbooks are not thoroughly discussed in those previous studies. They only focus on activities that require Speaking (Al-Mashaqba, 2017; Caner & Celik, 2020; Safi'i & Wahdini, 2021; Sidik, 2018) and Listening skills (Al-Mashaqba, 2017; Safi'i & Wahdini, 2021). In order for learners to be able to communicate effectively, they need to comprehend and generate the four skills of English (Uso-Juan & Martinez-Flor, 2008). Thus, it is necessary to analyze all textbook activities linked to those four skills.

The problems with communicative language practice in Indonesia are caused by a lack of teachers' competence and students' insufficient English language proficiency. Based on the pre-research interviews with English teachers in some junior and senior high schools, most students remain unconfident when asked to communicate with others in English because they are afraid of making numerous mistakes in arranging their spoken expressions. Therefore, students' communicative competence remains low because they rarely practice English. On the other hand, Indonesian students have learned English from grade 7 of junior high school to grade 12 of senior high school. It means that they should be able to use English to communicate in their daily life.

Despite years of formal schooling in English, students are not yet able to express their ideas, thoughts, and feelings clearly in English (Gani et al., 2015; Tumansery & Munden, 2020). Many students do not practice English orally (Bykova et al., 2018), making it difficult to improve their speaking skills. Students must practice English to communicate in everyday situations, rather than simply learning it in school through textbooks.

A textbook is an essential resource used in Indonesian schools to support teaching and learning. According to the Ministry of Education and Culture rule number 8 (2016) about textbooks used by academic units, a textbook is the leading learning resource for achieving essential competencies and core competencies declared feasible by the Ministry of Education and Culture to be used in academic units. Teachers should carefully select textbooks to meet the government's fundamental educational goals. Sidik (2018) reveals that the textbook used in Indonesia must meet the expectation of the current 2013 Curriculum. Teachers should evaluate a textbook before using it in the classroom to determine whether the content is appropriate.

In language teaching, textbooks are the most commonly used teaching materials (Richards, 2001). Thus, the textbook's content should assist students in understanding and mastering the materials. The textbook should cover communicative competence to fulfil students' needs. It is because the government has made communicative competence become the most crucial aspect of the current curriculum. Communicative competence involves a theoretical understanding of the language and the capacity to successfully apply that knowledge in real-world interactions (Paulikova, 2020), which is required to

improve student's English skills. When communicative competence is integrated into the textbook, students can find references to practice it as a task or direct practice.

English textbooks are so important that their content needs to be investigated to maintain their quality and improve their shortcomings. According to McGrath (2005), examining textbooks to determine if they are acceptable for the students' or teachers' context is necessary. Analyzing the content of textbooks is essential for deciding whether or not it has provided students with materials or topics relevant to their needs in terms of communicative competence, contextuality, and character education. Bahar and Zaman (2013) consider that textbook content analysis is critical because the result can help teachers adopt new textbooks and identify specific strengths and weaknesses in textbooks already used. It also allows them to maximize their strong points while strengthening their weaker areas through adaptation and modification or by substituting materials from other textbooks following the local context. By evaluating the textbook's content, teachers can determine whether they need to develop their textbooks further to adapt them to the local situations in their school. If, for example, the selected textbook's content does not meet the students' contextual needs, teachers can adapt the textbook or find other additional sources.

The analysis of communicative competence represented in the textbook is still essential for worldwide researchers, as many problems related to learners' communication ability still exist. One of the aspects is that there is still a mismatch between textbook materials and the needs of curriculum materials, which aim to develop oral and written communication competencies to achieve functional literacy levels as a foundation for teaching and learning. Many English teachers emphasize on written learning by having students in direct question-and-answer activities. Teachers rarely give direct question-and-answer activities to the students. Other factors include using an English textbook that is not entirely relevant to the needs of the students (Hasmiati et al., 2015). Hence, it is crucial to conduct a content analysis of English textbook materials to know whether or not the published textbooks are appropriate for improving students' communicative English skills.

This study will explore communicative competence, which will be helpful for future English teachers. This study recognizes the importance of communicative competence in the textbook. It can also be used as a resource for students to help them master English in everyday situations. Other than that, the findings of this study can be the reference for creating or developing a textbook concerned with communicative competence. This study, analyzed a textbook entitled "*Bahasa Inggris*" for eleventh graders published by the Indonesian Ministry of Education and Culture (2017). The textbook was analyzed qualitatively using Celce-Murcia's (2007) theory accommodating categories of communicative competence. Thus, this research aimed at exploring the communicative competence categories contained in the "*Bahasa Inggris*" textbook for eleventh graders published by the Indonesian Ministry of Education and Culture (2017).

Research Methods

This study employed qualitative content analysis. An English textbook entitled "*Bahasa Inggris*" for eleventh graders published by the Indonesian Ministry of Education and Culture (2017) was selected which corresponded to the approach used in the 2013 curriculum. This study used Celce-Murcia's (2007) theory of communicative competence as the theoretical framework underlying the focus of the study.

Data Collection and Analysis

In the first procedure of the data collection technique, the writer selected an English textbook that would be analyzed. Second, the writer searched for theories about communicative competence that would be used to analyze the representation of communicative competence in the selected textbook. Following

that, the writer read the activities included in the textbook to conduct the analysis and then searched for references related to this study. The writer then categorized and took notes of the data into detailed information. Finally, the data were analyzed using Celce-Murcia's (2007) theory of communicative competence.

After obtaining complete data from the selected textbook, the writer then analyzed it by using five stages for analyzing qualitative data by Creswell (2016) as follows.

1. Managing and Organizing the Data

As the first step in analyzing the data, the writer put all the collected data (the e-book, the instrument, and the references) into a single folder. It was done so that opening each file would be more straightforward during the data analysis process.

2. Reading and Note-taking Emergent Ideas

In this step, the writer read the data to understand it comprehensively. Following that, the writer made an observation. The observation used the field-note technique, which involved filling out a table containing the category of communicative competence. The writer then took some notes from the data. During the note-taking activity, the writer observed the instructions from each activity and wrote some data-related notes.

3. Describing and Classifying Codes into Themes

In the process of describing and classifying, the writer created a table to analyze the number of communicative competence categories in the textbook and the extent to which it was organized in the English textbook "*Bahasa Inggris*" for eleventh graders published by the Indonesian Ministry of Education and Culture (2017). The writer used shortcut codes to simplify the procedures. Chapters were denoted by the letter C and enrichment by the letter E; their respective number were listed next. The writer assigned the letters C-1 for chapter 1 and E-1 for enrichment 1. Furthermore, codes were used to write the page. The page number was indicated by a code starting with P and then the page number as in P.1 for page 1.

4. Developing and Assessing Interpretation

In developing and assessing the interpretation process, the writer analyzed the communicative competence category from the Indonesian Ministry of Education and Culture's (2017) eleventh-grade English textbook entitled "*Bahasa Inggris*." The writer examined the amount and the extent to which communicative competence was represented in the English textbook. In the analysis process, the writer referred to the indicators in the analytical instrument. The writer matched the unit analysis (materials, activities, exercises, discussions, dialogues, instructions, and expressions) with the indicators created by referring to Celce- Murcia's (2007) characteristics of communicative competence to categorize each content of the chosen textbook.

5. Representing and Visualizing the Data

In this stage, the writer provided the findings with both descriptive detail and a percentage breakdown. This study included a calculation to find the total number of communicative competencies in the selected textbook. Although this study used calculation to represent the data, it still used the qualitative content analysis method because it primarily represented the data in descriptive detail. To conclude how much the selected textbook represented each category of communicative competence, the writer performed a calculation in percentage form using the following formula.

$$P= \frac{N}{T} \text{ x } 100\%$$

P= percentage of communicative competence

N= number of activities

T= total number of activities

Findings

This study aimed to answer the research questions about how much communicative competence represented in the English textbook *"Bahasa Inggris"* for eleventh graders published by the Indonesian Ministry of Education and Culture (2007) and the extent to which communicative competence accommodated in the selected textbook.

The communicative competence represented in the English textbook *"Bahasa Inggris"* for eleventh grade published by the Indonesian Ministry of Education and Culture (2017) can be seen in the figure below.
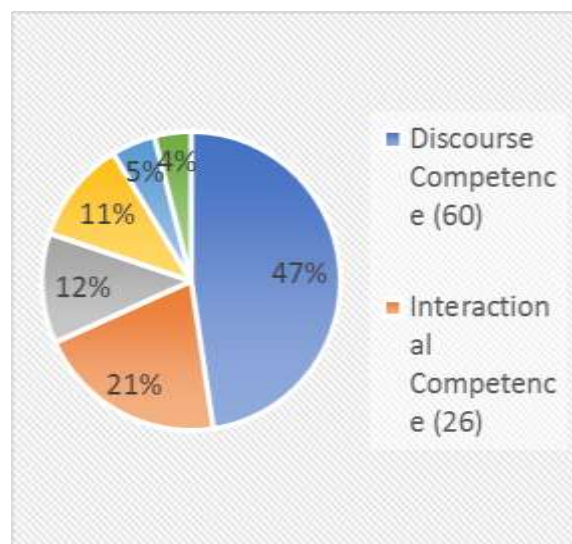

Figure 1. Communicative Competences represented in the textbook

Based on Figure 1, all categories of Communicate Competence based on Celce-Murcia's (2007) theory are in the English textbook "*Bahasa Inggris*" for eleventh graders published by the Indonesian Ministry of Education and Culture (2017). Discourse Competence is ranked first with the amount of 60 and has a total percentage of 47.62%. The second place is Interactional Competence which has a total amount of 26 and receives 20.63%. The third frequently found category is Strategic Competence, with a total percentage of 11.90% and a total amount of 15. The fourth category is Linguistic Competence which has a total amount of 14 and receives a total percentage of 11.11%. The fifth category is Formulaic Competence, with a total amount of 6 and a total percentage of 4.76%. The last category is Sociocultural Competence which has a total percentage of 3.97% and a total amount of 5.

Discussion

From the findings, it could be seen that discourse competence appears in all chapters of the English textbook "*Bahasa Inggris*". Except for chapter 8, all chapters include interactional competence. Strategic competence is reflected in chapters 1-8. Linguistic competence is featured in chapters 1,2,4,5,6 and 8. While formulaic competence is only found in chapters 1,4 and 5. The last category, sociocultural competence is represented in chapters 1,3 and 6.

1) Sociocultural Competence

The Sociocultural Competence category that appears in the selected textbook is presented in the form of exercises, sentences, and instructions. Exercise is one of the learning activities designed to help students gain more practice with the material they have previously learned (Maijala & Tammenga, 2019). The exercise activities in the selected textbook are presented as practices to make dialogues while paying attention to communication etiquettes. It must also consider the types of language used, such as whether it will be formal or informal. However, before the exercise, the selected textbook did not provide clear materials related to the use of formal and informal language in communication, which may cause students become confused.

The Sociocultural Competence category is also represented in sentences in the selected textbook. A sentence is a group of words that convey an idea, event, or description (Winter, 2020). The category of Sociocultural Competence in the form of a sentence is highlighted with the titles Mr. and Mrs. before the name, for example, Mr and Mrs Utomo. The use of these titles expresses admiration for someone. Yet, the use of these titles has to be explained in detail because there are cultural differences in the titles used in Indonesia and other countries, especially in western. In Indonesia, people usually use Mr. or Mrs. followed by the first name because rarely do Indonesian people call others by using family names. Meanwhile, people commonly use these titles in western countries, followed by their family names. As a result, if there is no detailed explanation, students may misinterpret the use of these titles.

Aside from exercise and sentence, the category of Sociocultural Competence is also found in the instruction. The Sociocultural Competence category in the instructions contained think about the endangered animals in Indonesia and their prevention of it. It is an excellent activity since it invites students to consider learning theory and current environmental conditions. Moreover, students are invited to think about maintaining the integrity of the Earth's ecosystem by considering appropriate steps to protect endangered animals.

This selected textbook contains only a few activities categorized as Sociocultural Competence. Even when compared to other categories, it is the lowest. In the textbook, accommodating the Sociocultural Competence category is crucial (Sidik, 2018) because it is an essential language component (Aliakbari, 2004). Aside from the importance of Sociocultural Competence in the textbooks, which is not well covered in this textbook, the contents of the selected textbooks are primarily local and not cross-cultural. Although local contents are still required, EFL materials, according to Ndura (2004), should include a wide range of social and cultural references to help learners develop attitudes and dispositions toward themselves and other communities.

2) Discourse Competence

The Category of Discourse Competence in the selected textbook is presented through exercises, materials, and dialogues. Exercise is a teaching procedure involving controlled, guided, or open-ended practice of language aspects. It includes drills, close activities, and reading comprehension passages (Richard, 2012). The Discourse Competence discovered in the form of exercises is highlighted in creating a text such as a letter, invitation, explanation text, dialogue, etc. Discourse Competence included text

organization and language structure in the form of materials. The materials about the text organization and language structure in the selected textbook have been complete enough. However, the students need more real examples to understand the materials more efficiently.

Meanwhile, dialogue is another form of Discourse Competence in the selected textbook. Dialogue is a concentrated conversation among equals that provides beneficial ways to collaborate, encourages mutual understanding between diverse perspectives, and leads to stable, resilient outcomes (Winston, 2011). It provides a model of the target language in terms of language form and social context in which the target language should be used. In the form of dialogue, the Discourse Competence requires students to make dialogue or conversation based on the topic given. It was a great activity since it can drill students to implement the theory of the materials they have learned into real communication.

3) Linguistics Competence

The Linguistic Competence represented in the selected textbook is accommodated into activities, including materials and exercises regarding the structure of the text and its language features. Materials help students understand the lesson's subjects (Basal, 2015). Its significance in learning activities makes it very important to convey it to students. Simultaneously, the integration of communicative Competence can be carried out in the textbook materials. The materials in the selected textbook, categorized as Linguistic Competence, contain grammatical materials in the form of sentence structures of each topic. The study reveals that the sentence forms directly give the example of the sentence without any preface. Examples should ideally be followed by explanations relevant to the examples to facilitate comprehension.

The exercise in the textbooks can be in the form of question-and-answer activities, fill-in-the-blanks, and true and false questions (Maulidiyah, 2021). This selected textbook presents the exercises classified as Linguistic Competence as grammar exercises. The exercises required students to correct the grammatical errors in the sentences provided. However, this selected textbook still lacks the exercises related to the materials about sentence structure. Not all of the sentence structures are followed by the exercises. Whereas, the students need to have some exercises related to sentence structure because the textbook exercises could incorporate the integration of communicative Competence (Maulidiyah, 2021).

Based on the findings, the Linguistic Competence in the selected textbook is still incomplete because only activities related to grammatical issues are discovered. There is no activity related to pronunciation found in this chosen textbook. Pronunciation is essential to successful oral communication (Jones, 2018). The understandable pronunciation is one of the critical aspects of language instruction and one of the basic requirements of learners' Competence (Gilakjani, 2012). Thus, it is developed into an essential component of communicative Competence (Morley, 1991).

4) Interactional Competence

Interactional Competence is presented in the form of dialogue or conversation and discussion activity. Dialogue allows people to connect both within and across cultures, forming and sustaining communities through intersubjectivity and cultural creativity (Maulidiyah, 2021). In the form of dialogue, Interactional Competence is highlighted with the conversation of two people in different situations based on the topic in each chapter. While in the form of discussion, the Interactional Competence included asking and giving opinions, suggestions, and discussion about an active topic provided.

The Interactional Competence represented in the English textbook "*Bahasa Inggris*" for eleventh graders published by the Indonesian Ministry of Education and Culture (2017) only covers actional and conversational competence. Still, there is no non-verbal/paralinguistic competence. This selected textbook needs to be developed by adding more activities that contain non-verbal Competence. To fully understand

the meaning of the verbal message, people also need to understand the importance of the nonverbal message that accompanies them or occurs without oral competence (Yang & Gamble, 2013).

5) Strategic Competence

Metacognitive, self-monitoring, time-gaining expression, and memory-related (exercise) are the form of the Strategic Competence category found in the selected textbook. The metacognitive activity in the selected textbook is presented as reviewing activities. It requires students to answer the questions and statements based on their experiences while learning each chapter. The existing material-review activities are good enough to assist students in reviewing the materials they have learned. Yet, it will be better if there is a space for students to review the materials beyond the statements provided freely.

Self-monitoring materials are expressions or phrases such as "I mean …" that students can learn to self-monitor or self-repair in a communication situation (Celce-Murcia, 2007). The self-monitoring material in the selected textbook is only found in one activity. Nonetheless, it only appeared briefly in three sentences. Thus, the chosen textbook should develop materials, especially in self-monitoring expression, so that students can communicate well and naturally in their real communication with proper materials.

The strategy of stalling/time-gaining is used to buy time and give the speaker more time to continue his speech (Mujahadah et al., 2018). The strategies such as fillers, self-repetition, and other repetition. The selected textbook only discovers by only one category of time-gaining. It is regrettable because time-gaining is critical for students. After all, the speaker in real communication cannot talk like a voice recorder (Celce-Murcia, 2007). Since the knowledge of time-gaining is crucial, it may be beneficial for textbooks to provide such materials for students.

Memory-related materials help students recall what they have learned (Celce-Murcia, 2007). Such materials can be exercises or activities designed to help students recognize previously known materials. The memory-related materials in the selected textbook are in the form of exercises. The set textbook only found two activities categorized as memory-related materials of Strategic Competence. The memory-related materials, which are in the form of exercises to recall what the students have learned, are essential because they can serve as follow-up activities (Sukur, 2020). These activities assist students in practicing communication with others by utilizing or performing exercises related to previous materials.

6) Formulaic Competence

Formulaic Competence in the selected textbook is presented in the form of expressions. Expressions are words or groups of words that convey a specific meaning when used in a particular way. It can take many forms, such as collocations, common phrases, idioms, and even phrasal verbs. In the six activities of the English textbook "*Bahasa Inggris*" for eleventh graders published by the Indonesian Ministry of Education and Culture (2017), 2 of 3 expressions of Formulaic Competence are present. Such expressions are formulaic chunks and collocation.

Formulaic chunks and collocation expressions are frequently used in real-life interactions (Celce-Murcia, 2007). Formulaic chunks are phrases or groups that always exist together but only have one meaning (Tomlinson, 2011). The use of formulaic chunks developed in an English textbook for classroom learning-teaching is beneficial in assisting learners in communicating even though they lack grammatical-based sentences (Sukur, 2020; Myles & Mitchel, 1999). Students who cannot produce grammatically correct sentences can still have communicative expressions to meet their communication needs. Therefore, these chunks must be learned from the textbook because they do not come naturally to Indonesian students.

In addition, collocation refers to the combination of essential words to be learned (Nesselhauf, 2003). Students must be familiar with collocations to communicate effectively in English and speak more like native speakers. For students to reach Formulaic Competence, they need collocation-related materials in their English textbooks while learning (Sukur, 2020). With this type of competence, students are expected to be accustomed to communicate like native speakers in terms of using fixed or prefabricated English expressions. It implies that it may be critical to include Formulaic Competence-related materials in the textbooks. Its goal is to make students aware of Formulaic Competence-related materials and then attempt to learn them seriously so they can use such materials in real communication.

Conclusions and Suggestion

Almost all activities in the selected textbook include the Communicative Competence category. It indicates that the textbook satisfies the requirements for a textbook that can be used as a reference for communicating English teaching. However, many things still have to be developed from this textbook. First, it needs more sociocultural activity from local and cross-cultural contexts because it is essential for the learners to develop their attitudes and dispositions during social communication. Second, the selected textbook needs to add pronunciation activities since it is one of the most critical aspects of language instruction and one of the basic requirements of learners' competence.

Moreover, there are no listening skill activities in the selected textbook, which make it incomplete because this textbook does not cover all skills of English. This selected textbook also lacks social and cultural activities, which do not encourage students to have a discussion related to this topic. The discussion about sociocultural context is crucial because it makes students aware of the existence of the cultural context in language teaching and learning and its importance. On the other hand, one of the most critical aspects that teachers and students must consider is the selection of a good textbook.

The result of this study can be a reference for the textbook developers to determine which content should be developed, primarily related to the communicative competence context. Moreover, it will help teachers and students to find teaching materials that meet the national standards for good textbooks in light of communicative competence.

The study suggests that a textbook must be prepared in all content-related areas to fulfill the requirements of a good textbook while also satisfying the needs of students and teachers. It is recommended that the textbook's materials, assignments, and activities be sufficiently rich to enable students to learn and practice the skills necessary to attain their communicative competence goals in English. It will promote the goal of building communicative competence in English learning. The authors also need to expand on the resources mentioned earlier to make the information presented in this textbook more extensive. In addition, since this study only analyzes one textbook, other researchers interested in textbook analysis can look at the other English textbooks from different publishers. Another type of research integrating communicative competence and its implementation in teaching and learning English can enrich the discourse and explain its benefits and drawbacks to build good students for the next generation.

As a result, communicative competence can be a valuable construct for improving EFL textbook content development, thereby enhancing the quality of language teaching. In this regard, textbooks may become an effective medium for promoting and deepening communicative competence among students. Although the amount of each communicative competence category is unbalanced in the selected textbook, yet, it is embedded in almost all textbook parts.

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