

INDONESIAN LEARNING: TOWARDS THE ACADEMIC ACHIEVEMENT OF COMMUNICATIVE COMPETENCE

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Corresponding Author:

Mega Febriani Sya

megafebrianisya@unida.ac.id



Mega Febriani Sya¹, Helmia Tasti Adri¹, Abdul Kholik¹, Deski Halim Sudjani¹, Zahra Khusnul Latifah¹, Uslan²

*¹Faculty of Teacher Training and Education,
Universitas Djuanda, Indonesia*

*²Faculty of Teacher Training and Education,
Universitas Muhammadiyah Kupang, Indonesia*

ABSTRACT

Communicative competence is usually emphasized in foreign language learning, whereas communicative competence is also necessary for achieving Indonesian subjects. However, not many studies have explored communicative competence in Indonesian learning as one of the academic achievements. This research explores how communicative competencies are contained in the learning design document of semester Indonesian based on the Canale and Swain Model. Research design is qualitative content analysis. The unit text sampling documents the learning plan semester of Indonesian courses. Data collection is carried out by observing the contents of learning plan documents based on categories and indicators of communicative competence acquisition. The results showed that the acquisition of communicative competence in learning Indonesian includes strategic competence, discourse, and sociolinguistics, while grammatical competence is not raised implicitly but integrated with three other competencies.

1. INTRODUCTION

Learning Indonesian is required to provide the achievement of communicative competence to students. The desire to have good communication skills makes communicative competence must be a mandatory thing that arises in language learning (Elahi Shirvan et al., 2019). Achieving communicative competence can involve students in communicative projects and offer social scientific issues, where students face controversial issues in everyday life (Solli et al., 2019). It turns out that communicative competence can reduce bad behavior, misconceptions arising from cultural diversity, and people from different cultural backgrounds (Tleubay et al., 2020). Whether providing a theme close to the internal students makes the achievement of communicative competence better, of course, is not that simple. There are roles and influences of other aspects in linguistics that must also be used as a reference in language learning.

Many studies explain how meaningful learning experiences significantly affect academic success and communicative competence. Research shows that school decisions and administration vary to accommodate students from different backgrounds and levels of achievement (Ahn & McEachin, 2017). A learning process requires diversifying teaching methods in order for the test to reflect the actual level of student achievement (Oweis, 2018). Although many learning models and experiences have supported and improved achievement and problem-solving skills, the learning experience remains essential in achieving communicative performance. Previous research has shown various benefits when students engage in learning, including increased motivation and academic achievement, and a variety of scales can measure this, including measuring engagement in an e-learning environment (Lee et al., 2019). The diverse complexity of each learning dimension can produce achievements; technology invites active student involvement by using a learning management system (Bond, 2020). Learning experience, either online or offline, will undoubtedly affect the involvement of learners in the academic achievement of communicative competence.

Communicative competence is usually emphasized in foreign language learning, such as in the above research, whereas communicative competence is also essential in achieving Indonesian learning for Indonesian subjects. Unfortunately, there have not been many studies that explore communicative competence in learning as one of the academic achievements.

The purpose of this research is to explore how the accumulative competencies contained in the study design document of semester courses Indonesian are based on the Canale and Swain Model. Here is the scope of language skills used as a basis in observation (Fulcher & Davidson, 2007):

- Grammatical competence: the knowledge of grammar, lexis, morphology, syntax, semantics, and phonology:
- Sociolinguistic competence: the knowledge of the sociocultural rules of language use
- Strategic competence: the knowledge of how to overcome problems when faced with difficulties in communication
- Discourse competence: the ability to produce a unified spoken or written text in different genres

2. METHODS

2.1 Research Designs

Research design is qualitative content analysis. The unit text sampling is a document of the semester learning plan of courses in Indonesian. Sample selection uses the method of sampling units by selectively distinguishing the units to be analyzed based on the scope of the research problem (Krippendorff, 2004). The research procedures carried out are: first,

determining the unit of documents to be examined (unitizing); second, decide on the sampling unit text to be used as a primary data source (sampling); Should be continued with video observations supporting data, it is just that in this study does not have video footage; then, reduce and sort data by category; The last interpretation and narration does not answer research questions—component of content analysis adapted from the model in Figure 1.

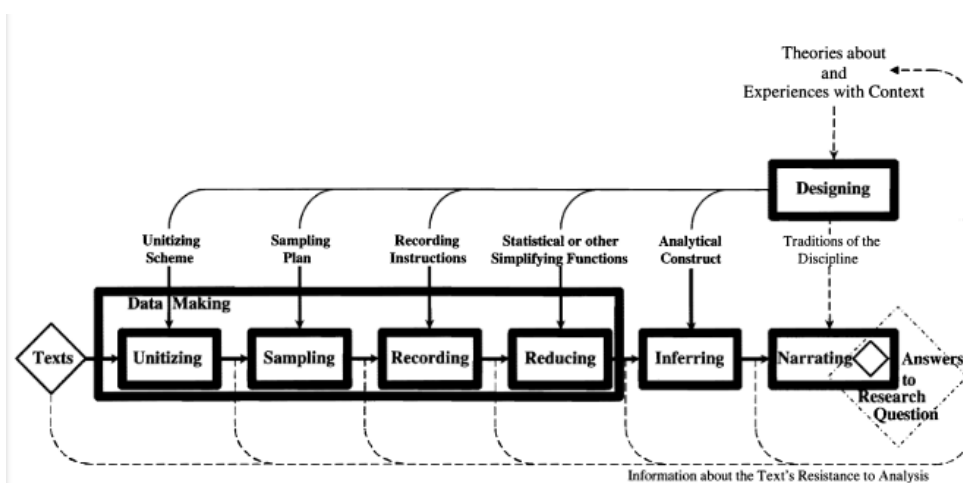


Figure 1 Component of content analysis (Krippendorff, 2004)

2.2 Data Collection

Data collection is done by observing the contents of the learning plan document. Communicative competence categories and indicators are used to identify the emergence of each language skill in a semester learning plan document.

2.3 Data Analysis

Data analysis is carried out with an interpretative approach (Krippendorff, 2004), with the following operational steps: reducing data and selecting representative data following the research focus; summarizing and simplifying data based on observed contextual phenomena; constructing data that corresponds to the categories already specified in the observation indicator. The indicators used in analyzing the data are found in table 1.

Table 1. The communicative competence and indicator categories

COMMUNICATIVE	
Category	Indicators
Grammatical Competence	the knowledge of grammar, lexis, morphology, syntax, semantics, and phonology
Sociolinguistic Competence	the knowledge of the sociocultural rules
Strategic Competence	The knowledge to overcome problems when faced with communication difficulties.
Discourse competence	The knowledge to produce a unified spoken or written text in various genres.

3. RESULTS AND DISCUSSION

3.1 Result

The Indonesian Language and Literature Learning model deeply takes communicative competence that integrates with multiliterate, integrative, and differentiated learning. Therefore, the subject matter is the basics and strategies of implementing multiliterate learning integratively and based on differentiation. By studying this course, students are expected to understand the concepts and practices of Learning the Indonesian language While applying the concept of communicative competence. Furthermore, the identification of communicative competence contained in the learning plan document is contained in Figures 2,3,4.

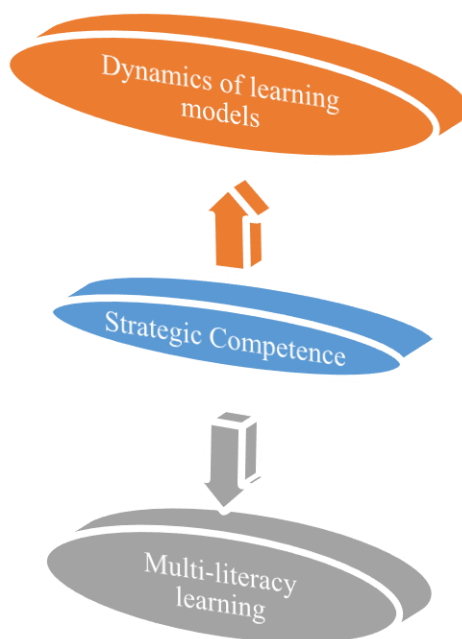


Figure 2 Indications of strategic competence

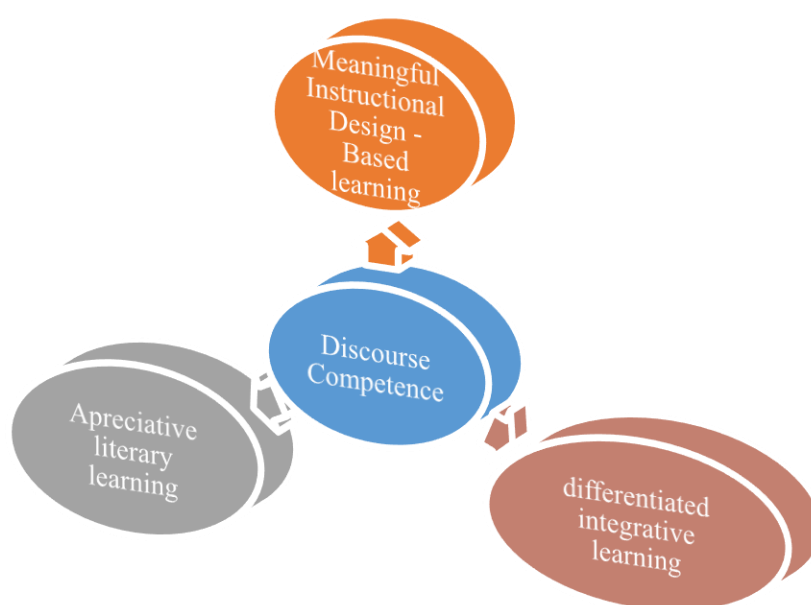


Figure 3 Indications of discourse competence



Figure 4 Indications of sociolinguistics competence

It turns out that no learning process emphasizes grammatical competence, but the scope of each category has a section that emphasizes grammatical ability. Each category in communicative competence achievement has a learning experience that supports achieving goals. The learning experience materials indicate communicative competence in the learning plan.

Table 2 Communicative competencies that arise in the learning experience plan

Communicative Categories	Emerging indicators in the learning plan	Learning experiences that support categories and indicators	Duration of time
Strategic	Learning and its dynamics	<ul style="list-style-type: none"> • Discussing the nature of learning models • Reviewing learning models and their problems • Implementing learning models 	Three meetings
	Multi-literacy learning	Reviewing and discussing the scope of multi-literacy earning	
Discourse	Differentiated integrative learning	Reviewing and discussing integrative learning differentiates in some different contexts	Nine meetings
	Meaningful Instructional Design (MID)	Reviewing and analyzing listening, speaking, reading, and writing learning models	
	Appreciative Literary Learning Model	Reviewing Appreciative Literature	

		Implementing a MID-based appreciative literary learning model	
Sociolinguistics	curriculum Indonesian	Review and analyze curriculum concepts	Four meetings
	a child's literary learning model	<ul style="list-style-type: none"> • Reviewing children's literature • Explain MID-based children's literary learning models 	

3.2. Discussion

From the results of the analysis of the contents of the document, not all indicators in the achievement of communicative competence are carried out in the learning process in Indonesian. It turns out that the grammatical category is not the main thing taught to students. Grammatical competence is integrated with three other communicative competencies. Communicative competence is related to several Indonesian learning models integrated with multiliterate learning closest to students' social context. Multiliteration learning can involve collaboration and context-based learning in nearby environments (Guinibert, 2020). The process of learning literacy is grown by applying the knowledge learned to solve problems in everyday life (Jufrida et al., 2019). This process impacts the learning experience where students will study, analyze and apply the concept of continuous multiliterate. Strategic competencies also provide learning experiences and understand various learning models in Indonesian.

Discourse competence provides students with a variety of learning experiences by involving various genres of written and spoken languages that become one in the learning model Indonesian the extent to which discourse competence improves communicative skills, the portion is quite significant because the excavation of the meaning of language writing learning by covering four basic language skills can be obtained through the duration of learning time that exceeds half of the total meeting. This model is appropriate for teaching and learning multimodal literacy, specifically discourse analysis for genre awareness (Ruiz-Madrid & Valeiras-Jurado, 2020). The introduction of literature is also based on meaningful learning, so that cultural elements in acquiring competency communication become integrated. Sociolinguistics competence that emerged turned out to be related to the understanding of literacy learning in the context of Indonesian culture, and this is where grammatical emerged that can be communicated with language learning models and curriculum exploration.

4. CONCLUSION

Academic achievement of communicative competence sudah terlihat pada setiap proses pembelajaran bahasa Indonesia. Each indicator shows that each competency criterion shows uniqueness and is presented in different contexts, can be integrated with literary works or raised to understand the Indonesian curriculum with all aspects of language. Nevertheless, the learning experience displayed is still minimal, so detailed teaching activities that support the capture of communicative competence can not be accessed in depth. Therefore, further research is recommended to observe the application of the learning plan with learning activities in the classroom to realize all students' communicative competence.

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