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AN APPLIED LINGUISTIC ANALYSIS OF EFL TEACHER TRAINEES' COMMUNICATIVE COMPETENCE IN JEMBER, INDONESIA

By

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Sugeng Ariyanto M.A. thesis Amendments and Corrections

p 2	para 2	line 1	delete Leo
p13	last para	Tomlinson	
p 15	3rd line from bottom - replace they with learners/students/trainees		
p 43	3rd para	methods. Whilst	should be methods. whilst
p 46	line1	insert a between to .....piece	
p 59	line 2	delete its	
p 69	2nd line of last para	the success of	
p 72	last line 2nd para	exposures should be exposure	
p 77	in para 4.3	hyptheses should be hypotheses	
p 84 - 86	deletions	the questionnaire item should be questionnaire item	
p 88 - 92	deletions	the test item should be test item	
p 94	line 2	insert in December	
p 99	4 lines form bottom	insert one of the informants	
p 159	Essay 26	delete to i.e.	answer the question
p 177	line 3	insert towards them on the.....	
p 178	Mental Blocks section - line 2	vocabularies replace with vocabulary	
p 188	line 7, 8 from bottom	rephrase to: appropriate responses on significant considerations when speaking to	
p 205	line 2 from bottom: insert comma after **only**		
p 212	first para line 7	clasroom should be classroom	
p 214	line 2	insert meaningful before **opportunities**	
p 227	para beginning Finally, same line	informed about (not with)	
p 228	insert after ideas by providing model reports and essays so that..		
p 237	Tomlinson		

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Sugeng Ariyanto

To: **My beloved wife and daughters;**
M. Atminingsih
Dyah and Septi

DECLARATION

This thesis contains no material which has been accepted for the award of any degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where the reference has been made in the text.

I give my consent to this copy of my thesis, when deposited in the University library, being available for loan and photocopying.

Sugeng Ariyanto
December, 1996

ABSTRACT

Learners' *communicative competence* has been a major concern in developing an EFL (English as a Foreign Language) program in the Faculty of Teacher Training and Education, the University of Jember, Indonesia since the middle of 1980s. Most EFL teachers at Indonesian secondary schools, including those who are graduates of this program have attempted to apply the communicative approach in their English teaching activities.

Research findings, such as those in Loveday (1982) suggest that the development of English language *communicative competence* is difficult in non-English speaking contexts. Dirven and Pütz (1993) in their provocative critique of foreign language (FL) teaching suggest that FL learners should develop strategies to increase their intercultural communicative competence by communicating with native speakers of the target language. This research is concerned with the development of communicative competence in FL situations and is focused on socio-psychological factors that might affect its development.

The research data have been compiled by employing five principal instruments, that is a questionnaire, interviews, documentary studies, classroom observation and tests. The data have been analysed by using a number of techniques including the *gooficon* (error) analysis for the informants' essays and thesis extracts, and the ethnography of communication for interview and test results. This has led to a number of findings.

Research findings in the thesis include that the English program of the teacher training in the University of Jember is not an adequate basis for the development of English language *communicative competence*. The teacher trainees' *communicative competence* reflects interference of the conversational register in academic writing and of first languages in the negotiation of meanings. Socio-psychological factors - motivation, attitudes, mental blocks - result from lack of learning facilities, lack of job opportunities and of practice of using the target language rather than teaching methods or learning tasks.

In addition to these findings, a model of essay revision has been developed in this thesis to provide feedback for academic writing in the existing program. Some recommendations have been made as to how *communicative competence* problems in EFL teaching and learning activities can be alleviated.

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List of abbreviations

CBSA	is	**C**ara **B**elajar **S**iswa **A**ktif (Active Student- Centred Learning)
CLT	is	**C**ommunicative **L**anguage **T**eaching
CLL	is	**C**ommunity **L**anguage **L**earning
EFL	is	**E**nglish as a **F**oreign **L**anguage
ESL	is	**E**nglish as a **S**econd **L**anguage
FKIP	is	**F**akultas **K**eguruan dan **I**lmu **P**endidikan (The Faculty of Teacher Training)
FL	is	**F**oreign **L**anguage
L2	is	**S**econd **L**anguage
MKBS	is	**M**ata **K**uliah **B**idang **S**tudi (Training Courses).
SL	is	**S**econd **L**anguage
TL	is	**T**arget **L**anguage
TPR	is	**T**otal **P**hysical **R**esponse

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