

AN ANALYSIS OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN EFL TEXTBOOK OF GRADE TWELFTH OF HIGHSCHOOL

Elin Wahyuni¹, Melati², Nely Arif³

Universitas Jambi

Email : contactelinwhyn@gmail.com

ABSTRACT

The aims of this research were to discover how the communicative competence is represented and to examine how intercultural communicative competence is promoted in EFL textbook “Bahasa Inggris” for Twelfth Grade. Dealing with textbook analysis, this research applied content analysis with a qualitative approach. The data were analyzed based on five steps; observation, marking checklist, classifying, coding, and interpretation. The finding of research revealed that the learning task in the textbook represented four component of communicative competence and predominated by Linguistic. Moreover, the four elements of Intercultural Competence were well covered but less then the other competence, with the dominance of knowledge aspects. Thus, based on this finding, hopefully the textbook will be developed more to assist students in building their Intercultural Communicative Competence.

Keywords: *textbook, communicative competence, intercultural competence*

INTRODUCTION

As an international language, English is increasingly considered important to be learned and mastered to face the never-ending globalization of the world. Its use is very broad and unlimited, especially in the field of science and academics which can cause English to never be replaced by other foreign languages. Moreover, not only for formal purposes, people began to use English frequently to get information from abroad and/or to communicate with native speakers or non-native speakers from other countries. Besides, internet exposure cannot be prevented. People tend to communicate and entertain themselves by using various chatting applications, reading online articles, watching videos on YouTube, listening to music, and playing online games which are mostly operated in English.

The dominations of English in the world have never been refuted. Its global use by the world's diverse population is provided new varieties of English. Three categories of English users are divided into three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle. Major countries of the British Commonwealth such as the USA, UK, Australia, Canada, and New Zealand are in the Inner Circle. Meanwhile, countries such as the Philippines, Singapore, and Malaysia –which use English as a second language are in the Outer Circle. Indonesia is categorized into the Expanding Circle because the population learns English and sees it as a foreign language. English is not used as a daily language and is only used for certain purposes.

Nevertheless, learning English is highly important, especially for the youth who already face the tidal of globalization and its improvements and changes. Moreover, some factors can influence the position of English in a country, such as politics, economy, technology, and

cultural forces^[1]. This is because English can bridge two or more languages from different countries, both for the speaking English country to the non-speaking English country or countries that use English as an international language. Thus, English is not as foreign as its name.

The goals of Foreign Language Learning are to make the learners be able to communicate in the target language and be tolerant of diversity. The learners are expected to be able to use English in a contextual situation that relates to real life and capable to express themselves to the world. Therefore, one needs to have a communicative competence to be able to use English such as the knowledge of vocabulary and how to use it in appropriate sentences both in written or spoken form, language structures, the four main basic skill that is fundamental in a language which is listening, speaking, reading, and writing, and another principal in using English as the medium of communicating.

However, regarding its position as a foreign language, it is important to acquire Intercultural Communicative Competence (ICC). It refers to the ability to communicate and interact across linguistic and cultural boundaries appropriately and effectively^[2]. It promotes knowledge, skills, and attitude as additions to linguistics, socio-culture, and discourse competence. As the key to successful communication in a foreign language, it is when the speakers involve the cultural element to gain effective understanding. It means that the language will be easier to understand if it is not separated from the culture, specifically the ones from the target language.

Therefore, learning a foreign language is not enough just by understanding the aspect abovementioned. It is important to promote ICC (Intercultural Communicative Competence) in the classroom where the teacher can do many ways to provide the proper method and teaching sources such as video, magazines, newspaper, and the most used one: textbook. The last material is considered as a medium in increasing student cultural awareness because textbooks can expose students to new cultural expressions and diversities^[3].

However, many teachers rely on textbooks only as of the main source of teaching English. They collect the information based on the textbook as well as the learning task that the learners must do. Thus, regarding this phenomenon, English teachers should rethink and be selective on deciding or using textbooks. The materials should include activities and information needed to develop learners' intercultural communicative competence. Moreover, the application of the teaching approach must be following the needs and learning objectives in which students are expected to be able to communicate by using English and be aware of culture and diversities. Therefore, the textbook should be provided the learning tasks that allow the learners to build those competencies.

Based on the explanation above, the researcher attempts to investigate whether a textbook used by the twelve graders meets the notion of intercultural communicative competence in the learning task. This research is conducted by employing the theoretical framework by Celce-Murcia (2007)^[4] to reveal the communicative competence contained in the textbook. As the need for English use is increasingly high, it is important to be able to communicate and use it for certain purposes. Therefore, the textbook is supposed to provide information and activity that guide pupils to enhance their communication competence.

Moreover, the researcher also uses a framework study by Bryam (1997)^[2] about intercultural competence to explore how the textbook promotes the elements through learning task in order to assist the learners to develop their ICC. Since the pupils are foreign language users, it is important to acquire such competencies as the goals of foreign language learner are

to be able to communicate in English and be aware of culture and diversity. Besides, language cannot be separated from culture. Learning language means learning the culture.

In addition, the researcher chose the textbook based on some criteria. The target population of the textbook must be Indonesian as well as its origin. It must include the element of intercultural communicative competence which the researcher believes that the mentioned textbook above has, although the current research is needed to prove it. Besides, the selection of textbooks for Senior High School was done because the researcher considers that the age level of the learners is the age of searching for identity began, especially in the twelve grades. They are expected to be ready for adulthood they will step in and for the future. The textbook also must apply the curriculum of 2013. Thus, the researcher has preferred the textbook entitled "Bahasa Inggris" published officially by the Ministry of Education and Culture because it is currently used in schools under the curriculum of 2013 circumstance as the main teaching and learning source. So, by revealing the intercultural values contained in the textbook, the learners are expected to be able to learn those values properly to be applied in social life and understand English more wisely.

LITERATURE REVIEW

Textbook

Textbooks is defined as books that used informal learning as a source of information for teaching and learning^[5]. It is also widely used as one of the course materials in language programs. Textbooks are a key component in a study^[6]. It is because textbooks can provide language input that students must receive and helps the learners to meet the needs in learning. They can review previous material or manage their current or future learning using the textbook. Also, the material in the textbook is designed to be valuable and suitable for students to obtain and allow teachers to modify learning activities.

In addition, the general goals of EFL teaching material are to be a development of communicative competence, the awareness of target language, and the insight into foreign culture and positive attitudes toward foreign people^[7].

Communicative Competence

Communicative competence refers to the ability of how one's communicating appropriately by using their grammatical and social knowledge as the goals of Foreign Language Learning which is to make the learners to be able to communicate in the target language and be tolerance in diversity^[8]. Therefore, in order to reach these goals, the learners need to enhance their communicative competence besides their understanding about culture.

Chomsky (1957; 1965 as cited in Celce-Murcia, 2007) claimed that the main core of communicative competence is the linguistic competence. While Hymes (1972) added sociolinguistic into account for language acquisition and language use. It is refers to "the rules of using language appropriately in context". A few years later, Canale and Swain (1980) referred linguistic competence as "grammatical" competence and add strategic competence into account. Then Canale (1983) suggested that discourse competence is needed so that there is the rule where the speakers could produce and interpreted language beyond the sentence.

In 1995, Murcia proposed a scheme of communicative competence representation which consist of the four component suggested by Canale (while referred the grammatical competence back into linguistic). However, the scheme was revised in 2007 with the additional competence which called formulaic competence. So, there are six component in communicative competence in the scheme; (1) sociocultural competence, (2) linguistic competence, (3) discourse

competence, (4) interactional competence, (5) formulaic competence, and (6) strategic competence.

Intercultural Competence

Intercultural communicative competence is a set of knowledge, skills, and motivation needed to effectively and appropriately communicate with persons from different cultures^[9]. The motivation refers as “the set of feelings, intentions, needs, and drives associated with the anticipation of actual engagement in intercultural communication”. Moreover, intercultural communicative competence should include the social context and non-verbal dimensions of communication^[2]. It has three components which are knowledge, skills, and attitude which are part of social identity. The core of intercultural communicative competence is in the attitude of the intercultural speaker^[2].

The schemes of intercultural competence elements includes knowledge, attitude, skill of interpreting and relating, skill of interacting and discovery, and critical awareness. However, the skill of discovery is excluded because it is not possible to have such activity to use knowledge, attitude, and skills in an interaction that must include interlocutor from another country or culture as to how the objective of *savoir faire* is. Besides, "what classroom cannot usually offer is the opportunity to develop the skills of interaction in real time"^[2]. Moreover, the researcher also removes critical cultural awareness (*savoir s'engager*) from the elements of intercultural competence in this study because the objectives of critical cultural awareness are sum up the other four elements' objectives.

METHOD

Object

The object of this study is a textbook for the twelfth grade of Senior High School entitled "Bahasa Inggris". It was published by the Ministry of Education and Culture and distributed to schools by implementing the 2013 curriculum. It is written by Utami Widiati, Zuliati Rohmah, and Furaidah and was revised in 2017. Moreover, the textbook is produced for Indonesian learners who learn English as a foreign language. It indeed includes cultural elements that showed in the cover as the beginning. Besides, the textbook is currently used as the main source of teaching and learning material for twelve graders of Indonesia.

Instrument

In qualitative research, the main focus is on one's subjective experience and social reality to personally provide meaning and judgment on something that is constructed in a subjective manner^[10]. This is by the purpose of the research which is to find meaning, understand something more deeply, explore, and state the results as they are. Therefore, the instrument of this research was the researcher herself who is a subject analyzer to review the intercultural content contained in it, yet the researcher also used a checklist and coding frame as the main instrument to help in analyzing the data.

Procedure

The focus of the analysis is learning tasks presented in EFL Textbook "Bahasa Inggris" for twelfth grade. It has done by using the theoretical framework that is used in this study. To answer the first research question (how the communicative competence is represented in EFL Textbook "Bahasa Inggris", the analysis focused on the variable of each component proposed by Celce Murcia (2007). Moreover, to answer the second research question (to what extent does intercultural communicative competence is promoted in EFL Textbook "Bahasa Inggris?"),

the analysis also focused on the objectives of the model of Intercultural Competence by Byram (1997).

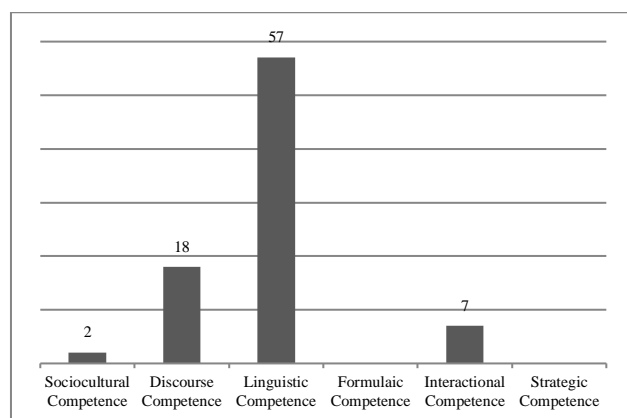
The category system is established before the researcher code the data. The categories were deduced from the theoretical framework used in this research. Therefore, due to the categories were not developed out of the text material as in inductive category process, the data were analyzed based on deductive model of qualitative content analysis introduced by Mayring (2014^[11]). However, the researcher chose manual analysis because the data of this research are not massive and it is possible to be marked and highlighted in order to make categories and subcategories. Most coding is subjective and depends on the researcher and the context of the research^[11]. Thus, the researcher did an observation by peruse the textbook, marking/checklist, classified the data, coding, and conclusion.

FINDING AND DISCUSSION

Overall, there are 153 learning tasks were analyzed with the final result only 97 learning tasks classified into main categories. Following are the findings of this study:

Communicative competence

There are 153 learning tasks presented in the textbook with a focus on different skills in each chapter. The researcher found out that 82 of them belong to Communicative Competence as in the following scheme:



Sociocultural Competence

Sociocultural competence consists of three aspects or components, namely social contextual factors, stylistic appropriateness, and cultural factors. Except for component number three, the others are presented in the textbook through two learning tasks, each of which is covered in social contextual factors and stylistic appropriateness. Dialogue is one way to expose students to examples of interactions that involve this competence. Students are asked to read the dialogue while paying attention to the expression being studied.

In chapter 1, there is a task like this which is followed by questions that must be answered by students. Some of them make students identify the social context in the dialogue, such as mentioning the relationship between participants in the dialogue. Moreover, the context used is formal activities that often occur in daily life such as going to the doctor, interacting at the agency bus, and chatting about school events. Interaction in these contexts has a stylistic appropriateness aspect considering the different statuses and relationships of participants. Factors in this competence are interrelated and indicate that language involves identity and social organization for the participants besides the language code (Celce-Murcia et al, 1995).

Discourse Competence

The second is discourse competence that presented in the textbook through 16 learning tasks. The forms of learning tasks vary such as identifying the meaning of caption, interpreting song, and identifying structure text. In addition, the learners need to understand the text they learn and write one by themselves, such as letters, news items, etc. Canale (1983, as cited in Celce-Murcia et al, 1995) stated that discourse competence refers to an ability to combine language structures into poetry, political speech, report, letter, and other types of cohesive text.

This competence is very important to teach in the classroom because students need to acquire this in real life. They will deal with texts whether in the forms of texts, letters, or even speeches when they are communicating with each other. They need to understand how to read those things based on the given context. Sentences cannot be separately understood with the situation or condition. Therefore, discourse competence enables students to understand and produce text based on the contexts.

Linguistic Competence

The third is linguistic competence that is much presented through learning tasks in English. From the 80 learning tasks which indicate the presence of communication competence, 57 of them are linguistic competence. There are only three aspects of competence that are covered in the tasks which are vocabulary, pronunciation, and grammar. Those aspects are considered to build linguistic competence because grammatical competence, or as now called linguistic competence, refers to the knowledge vocabulary, pronunciation, grammatical rules, spelling, and another language code^[12].

The textbook is focused on lexical knowledge with a total of 26 learning tasks. It consists of vocabulary builders where students are required to find the meaning of the words provided in each section. In addition, there is also a learning task that asks students to add appropriate expressions in a dialogue based on the vocabulary they have learned. Usually, the vocabulary builder section is followed by pronunciation practice. The learners will practice pronouncing the words as their teacher pronounces them. In addition, pronunciation is the less aspect that the researcher found in the textbook with a total of only 12 tasks. But it is well performed as the other aspect through learning tasks or exercises.

Moreover, the textbook also presented the grammatical review section where the students were asked to identify the pattern of the language before writing down some examples of their own. In chapter one, for instance, the learners are asked to write and read their dialogues according to the grammar they have already learned.

Interactional Competence

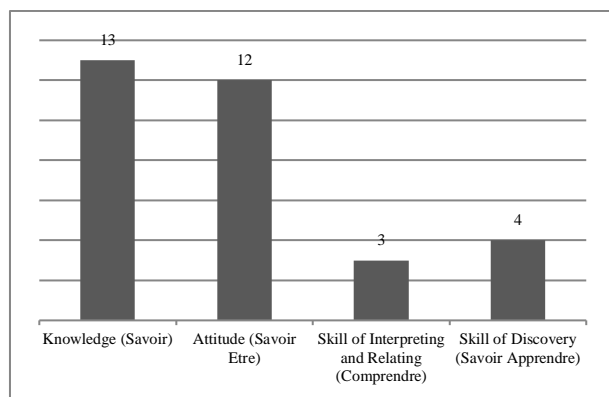
The fourth is Intercultural competence consists of three components, namely actional competence, conversational competence, and paralinguistic competence. In the textbook "English", there are six learning tasks that present this competence that covered two components. However, actional competence is predominantly performed in this textbook. The learning tasks which are promoting students' interactional competence presented in this textbook are expressions of suggesting, offering help/service, and giving instruction. These learning tasks are necessary for students as they need to express their feelings and thoughts through those expressions.

Moreover, the textbook provides examples of conversations that use the expressions mentioned. It is shown through examples then students are asked to practice in a role play. There are also several tasks that asked students to write down their dialogue or conversation and sentences by using the expressions. It exposes students to the closest example in real

communication and interaction that could be brought in the classroom. Thus, students are at first using the model of conversation provided in the textbook then they are arranging and use the expression in a given context.

Intercultural Competence

In this type of competence, the researcher has found out that out of 153 learning tasks that are presented in the textbook, 32 of them belong to intercultural competence as in the following:



Knowledge (savoir)

There are thirteen tasks that are assigned to build learners' knowledge about culture. From chapter one, it is very clear that the textbook is written for Indonesian learners and only presents learning tasks that allow students to only acquire factual knowledge. The researcher did not find activity that allows students to conduct deep discussions to gain knowledge and understanding about culture from foreign countries or their own.

The learning task covered this element presents activities such as reading dialogues containing cultural contexts, reading passages, answering questions, and filling in gaps in sentences. For example, the text entitled "Six Things To Do If You Visit Seattle" on page 17. It shows factual knowledge about places in the state that are recommended for tourists, but students also need to have a depth of cultural information to culture from different points of view.

Attitude (savoir etre)

The finding of this study shows that this element is promoted through twelve learning tasks in nine different chapters. The task is to invite students to discover new perspectives and to identify the generalization of cultures. Although the context presented does not provide a specific cultural aspect, it is considered an activity that can build student attitudes. Moreover, this element is the second most common after knowledge (savoir). The researcher already expected this result because the textbook is written under the curriculum of 2013 which is intended to build the character of students who are intelligent, independent, and have a sense of tolerance for differences.

The tasks started with questions where learners are supposed to think about some cultural issues such as friends, attitudes, and songs. Then they will discuss it with their classmate to conclude together. Such learning tasks attract students to question prepositions, generalization, and stereotype cultural matters. Besides. The students also get encouraged to find and learn different perspectives either from the target language culture or of their own through reading and dialogue tasks. They are exposed to a foreign cultural perspective that talks about the beautiful place in a city or some news items about the event from their cultural point of view.

However, the result is still not sufficient and the students need more activities that can help them to have an intercultural attitude. It is because out of the 153 learning tasks, there are only twelve that promote this element.

Skill of interpreting and relating (savoir comprendre)

In this element, the researcher found that there are three learning tasks that covered this skill, all three of which allow students to identify the ethnocentric perspective. The first learning tasks are in the form of tasks to complete sentences based on the reading text they have read before. The sentence given shows the ethnocentric perspective of foreign culture which shows the amazing places of Seattle. The second task is in chapter 5 which is also based on text which this time shows a cultural issue based on the Indonesian point of view. Moreover, the third learning task also shows the Indonesian perspective through questions that must be answered by students. It is about a conference held by the government.

However, the researcher found that there is no learning task that can invite students to look for differences or similarities between two different cultures. There are two texts about bridges in Indonesian and English in the textbook, but students are not asked to discuss the differences or similarities between the two. However, if the teacher could create an activity or additional task for this and guide them, then it can be a useful one to build the students' skills in relating culture.

Skill of discovery (savoir apprendre)

To improve skills of discovery (savoir apprendre), learners have to acquire and elicit information on cultural issues from different sources. In the textbooks analyzed, the researcher found that four learning tasks are addressing this skill. In two of them, learners are supposed to ask their partners some questions, while in the other two is discovering songs and phenomena that are related to the global issue.

CONCLUSION

This study analyzed the existence of intercultural communicative competence in the EFL Textbook entitled "Bahasa Inggris" for twelfth grades published by the Indonesian Ministry of Education and Culture. Based on the findings and discussions in the previous chapter, it can be concluded that the EFL textbook being analyzed represented four component of communicative competence proposed by Celce-Murcia (2007) through learning task which are sociocultural competence, linguistic competence, discourse competence, and interactional competence. However, Linguistic competence is the most dominant one and it seems that the textbook made for the learners to focus on the knowledge of lexical aspect, grammar, and pronunciation.

Moreover, the textbook also covered the four *savoirs* proposed by Byram (1997) which are Knowledge (*savoir*), Attitude (*savoir etre*), Skill of Interpreting and Relating (*savoir comprendre*), and Skill of Discovery (*savoir apprendre*). However, it is predominant in the first *savoir*, followed by *savoir etre* with the difference in one task only. The two skills of intercultural competence are also promoted in the textbook, but it is covered in less than five tasks. Besides, the *savoir etre* is promoted well in the textbook because the learning tasks that cover it invite students to discover a new perspective and identify generalizations of culture. The result is already expected regarding the implementation of the curriculum of 2013 which has goals to build students' character to be smart and independent and tolerance towards diversity.

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