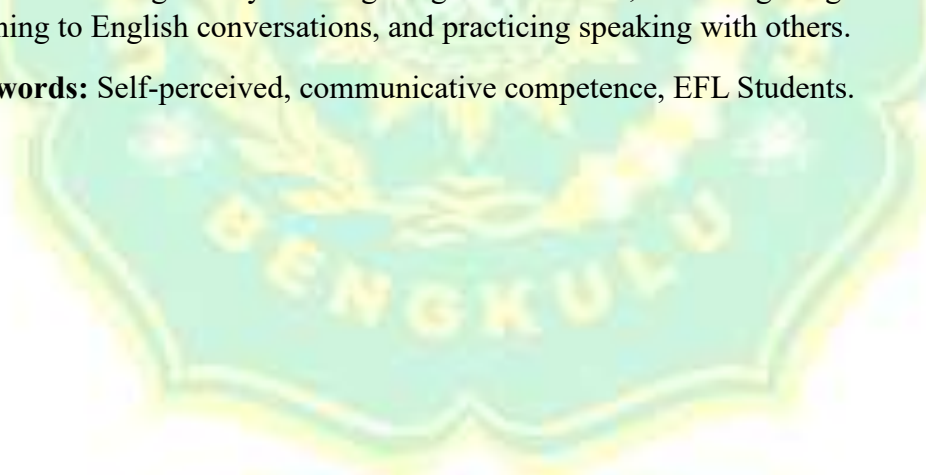


## ABSTRACT

**Ananda Nola Secami Pratiwi, 2026.** EFL Students' Self-Perceived Communicative Competence In English As A Foreign Language  
Supervisor : Dr. Dian Susyla, M.Pd.

This study aims to determine the EFL students' self-perceived communicative competence in learning English as a foreign language. This study used mixed methods by using questionnaire, and semi-structured interview as research instruments. The subjects of the study were second, fourth, and sixth semester students of English Education, Universitas Muhammadiyah Bengkulu with totaling 49 students. The results show that students' self-perceived communicative competence in grammatical competence, sociolinguistics competence, discourse competence, and strategic competence obtained high level. And students' self-perceived communicative competence across the second, fourth, and sixth semesters, the second-semester students obtained the highest score followed by the fourth-semester and sixth semesters. Although students' self-perceived can be categorized at a high level, the researcher found that participants still experienced challenges related to grammatical competence, particularly in vocabulary and grammar use. Students are suggested to actively improve their communicative competence through continuous English practice. Students should increase their exposure to English by reading English materials, watching English videos, listening to English conversations, and practicing speaking with others.

**Keywords:** Self-perceived, communicative competence, EFL Students.

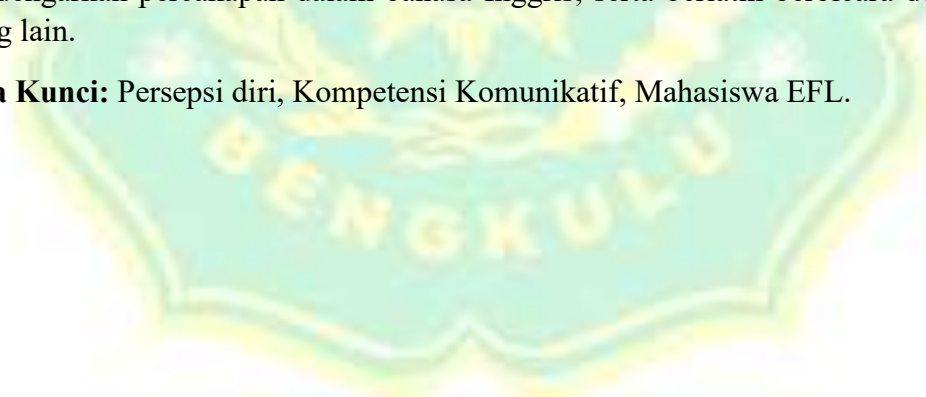


## ABSTRAK

**Ananda Nola Secami Pratiwi, 2026.** EFL Students' Self-Perceived Communicative Competence In English As A Foreign Language  
Pembimbing : Dr. Dian Susyla, M.Pd

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa EFL mengenai kompetensi komunikatif mereka dalam mempelajari bahasa Inggris sebagai bahasa asing. Penelitian ini menggunakan metode campuran dengan kuesioner dan wawancara semi-terstruktur sebagai instrumen penelitian. Subjek penelitian adalah mahasiswa semester dua, empat, dan enam dari program studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu, dengan total 49 mahasiswa. Hasil penelitian menunjukkan bahwa persepsi mahasiswa mengenai kompetensi komunikatif mereka yang mencakup kompetensi gramatikal, sociolinguistik, wacana, dan strategis berada pada tingkat tinggi. Terkait perbandingan antarsemester, mahasiswa semester dua memperoleh skor tertinggi, diikuti oleh mahasiswa semester empat dan semester enam. Meskipun persepsi mahasiswa berada pada tingkat tinggi, peneliti menemukan bahwa para peserta masih menghadapi tantangan terkait kompetensi gramatikal, khususnya dalam hal penggunaan kosakata dan tata bahasa. Para siswa disarankan untuk secara aktif meningkatkan kompetensi komunikatif mereka melalui latihan bahasa Inggris yang berkelanjutan. Siswa sebaiknya memperbanyak paparan terhadap bahasa Inggris dengan cara membaca materi berbahasa Inggris, menonton video berbahasa Inggris, mendengarkan percakapan dalam bahasa Inggris, serta berlatih berbicara dengan orang lain.

**Kata Kunci:** Persepsi diri, Kompetensi Komunikatif, Mahasiswa EFL.



## CHAPTER I

### INTRODUCTION

In this chapter, the writer presents about background of the research, research questions, the object of the research, significant of the research, limitation of the research, and the definition of key terms.

#### 1.1 Background of the Study

Communicative competence is a crucial component of learning English, especially when learning it as a foreign language (EFL). It refers to students' ability to use English effectively, appropriately, and meaningfully in communication even though English is not their first language. In learning English, students are expected not only to understand linguistic rules but also to use the language to express ideas, interact with others, and fulfill communicative purposes. Therefore, communicative competence is an essential part of successful English language learning.

According to Hymes (1972), communicative competence entails the capacity to comprehend if a statement is suitable in a given social situation in addition to producing grammatically accurate language. Thus, communicative competence includes knowledge of language as well as the ability to apply that knowledge appropriately in everyday communication. In an EFL context, good communicative competence is reflected in students' ability to use English accurately, appropriately, coherently, and strategically.

Canale and Swain (1980) explained that communicative competence consists of grammatical, sociolinguistics, and strategic competence. Canale (1983)

further developed this framework by including discourse competence. Based on this framework, grammatical competence is used to describe the capacity to grammatical structures and vocabulary accurately; sociolinguistics competence refers to the ability to use language appropriately according to social and cultural contexts; discourse competence concerns the capacity to connect ideas rationally, coherently, and cohesively; and strategic competence refers to the capacity to use techniques for improving communication that are both verbal and nonverbal. These four components offer a foundation for understanding communicative competence in EFL learning.

Communicative competence is important because it enables EFL students to use English not only accurately but also appropriately and effectively in real communication. Students need to be able to convey their intended meaning, understand others, organize their ideas, and adjust their language in accordance with various contexts and communication objectives. Savignon (2002) emphasizes that communicative competence develops through meaningful engagement and language use in communication rather than through grammatical knowledge alone. Therefore, opportunities for meaningful communication and language practice are important in expanding students' communicative competence.

In university contexts, communicative competence is particularly important because students are expected to communicate their ideas in various academic and social situations. They may be required to participate in classroom discussions, give presentations, express opinions, and interact with lecturers and peers in English. Through communicative competence, students can express their thoughts using clear, organized, and appropriate academic English while considering grammatical accuracy, social appropriateness, and effective communication strategies (Wang, 2022).

Communicative competence can therefore support students' participation and effectiveness in academic communication.

Furthermore, Canale (1983) included discourse competence as an additional component of communicative competence. Good communicative competence therefore also involves the capacity to connect sentences and ideas logically, coherently, and cohesively in spoken or written communication. Based on these perspectives, good communicative competence among EFL students can be characterized by four main abilities: (1) grammatical accuracy, (2) appropriate language use according to social and cultural contexts, (3) coherent and cohesive organization of ideas, and (4) the capacity to overcome obstacles by using communication techniques.

The development of students' communicative competence is also impacted by learning experiences and pedagogical practices. Frequent opportunities for discussion, problem solving, and conversation can allow students with meaningful opportunities to utilize English and develop their confidence, fluency, and ability to communicate. A supportive classroom environment and teacher encouragement may also encourage students to participate actively in communication. Lestari et al. (2023) found that pedagogical factors, including lecturers' language mastery, lesson planning, and classroom organization, contribute to well-rounded English language education. These findings suggest that students' communicative development is impacted not only by linguistic knowledge but also by the quality of classroom interaction and pedagogical practices.

Previous studies have highlighted the importance of communicative competence in English language learning and academic communication. However, there is still a need for studies that specifically examine how EFL students perceive their own

communicative competence across its different components. Learners may share the goal of having the ability to utilize English effectively, but their perceptions of their own abilities may differ across grammatical, sociolinguistics, discourse, and strategic competence (Oku, 2026). Understanding these self-perceptions is important because they can provide information about areas in which students feel confident as well as areas in which they perceive that they need further development. Such information may be useful for supporting instructional planning and the expansion of English language learning programs.

Therefore, this study aims to describe the level of EFL students' self-perceived communicative competence in English as a Foreign Language, particularly in terms of grammatical, sociolinguistics, discourse, and strategic competence. By examining students' self-perceptions across these four components, this research is anticipated to offer information that may contribute to the enhancement of English language instruction and acquisition, particularly in supporting students' communicative development.

### **1.2 Problem Statement**

Based on the background above, the main problem of this study is the need to describe EFL students' self-perceived communicative competence, particularly in terms of grammatical, sociolinguistics, discourse, and strategic competence.

### **1.3 Research Questions**

To address the problem above, this study seeks to answer the following questions:

1. What is the level of EFL students' self-perceived grammatical competence?
2. What is the level of EFL students' self-perceived sociolinguistics competence?
3. What is the level of EFL students' self-perceived discourse competence?

4. What is the level of EFL students' self-perceived strategic competence?

#### **1.4 Objectives of the Study**

The objectives of this research are:

1. To describe the level of EFL students' self-perceived grammatical competence.
2. To describe the level of EFL students' self-perceived sociolinguistics competence.
3. To describe the level of EFL students' self-perceived discourse competence.
4. To describe the level of EFL students' self-perceived strategic competence.

#### **1.5 Significance of the Study**

This study is expected to offer practical benefits.

**Practical Significance:** The results of this study may assist lecturers and curriculum developers in improving instructional strategies for teaching communicative competence, especially those related to EFL students' self-perceived communicative competence in English as a foreign language.

#### **1.6 Scope and Limitation**

This research focuses solely on the EFL students' self-perceived of communicative competence in English as a foreign language. The study does not assess students' speaking abilities directly but rather describes the EFL students' self-perceived of grammatical competence, sociolinguistics competence, discourse competence, and strategic competence.

### **1.7 Definition Of Key Terms**

**Communicative competence** : Communicative competence is the ability to use language effectively and appropriately in real communication.

**EFL Students** : Students who study English as a foreign language at an university or other institution are known as EFL students.

**Students' Self-Perceived** : Students' self-assessment of their capacity

