

ABSTRACT

Yadanar Thein, Su Myat (2025), *Communicative Competence in English Language Teaching: A Cross-Cultural Analysis of Indonesian and Myanmar*. Thesis. English Education Program. Faculty of Teacher Training and Education of Jambi University in Academic Year 2024/2025. The first supervisor is Dr. Fortunasari, SS, MA. The second supervisor is Muhammad Fauzan, S.Pd., M.Pd.

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This study examines the perspectives and practices of English teachers in developing communicative competence among junior high school students in Myanmar and Indonesia, using the Communicative Competence Framework by Canale and Swain (1980) as its foundation. The research was conducted through a qualitative case study approach by using semi-structured interviews and classroom observations to collect detailed insights from experienced English teachers in both countries. The findings show that English teachers in Myanmar mostly rely on the Grammar-Translation Method, which emphasizes grammatical accuracy and written competence but offers limited opportunities for students to develop spoken fluency and strategic communication skills in authentic contexts. In contrast, Indonesian teachers, especially those working under the Kurikulum Merdeka, are increasingly incorporating student-centered methodologies such as Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) to promote interactive language use, despite the continued pressure of exam-oriented assessments. Both groups of teachers reported shared common challenges, including a lack of authentic English exposure, language anxiety about making mistakes, resource limitations, and institutional demands for standardized test performance, all of which influence their ability to fully implement communicative approaches. Additionally, cultural expectations regarding classroom dynamics and teacher-student interactions were found to play a significant role in shaping the development of students' sociolinguistic and discourse competence in both contexts. This research indicates the complex relationship between educational policy, cultural norms, and teacher practice, offering valuable insights for improving communicative competence instruction in English as a Foreign Language (EFL) environments, particularly in Southeast Asia, and contributing to the ongoing discussion of how teachers can effectively bridge the gap between curriculum intentions and real-world language use.