

**GENERATING COMMUNICATIVE COMPETENCE: PRE-SERVICE
ENGLISH TEACHERS' RESTRAINTS**



A THESIS

Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan (S. Pd)

Written by:
Muhammad Rahul
2022.71.00.13

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
INDO GLOBAL MANDIRI UNIVERSITY
PALEMBANG 2026**

APPROVAL PAGE
GENERATING COMMUNICATIVE COMPETENCE: PRE-SERVICE
ENGLISH TEACHERS' RESTRAINTS
A THESIS

By:

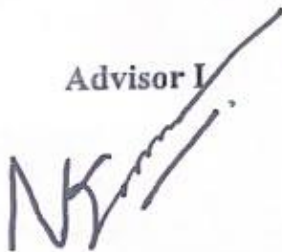
MUHAMMAD RAHUL

2022.71.00.13

English Education Study Program
Faculty of Teacher Training and Education
Universitas Indo Global Mandiri Palembang
2026

Approved on August 14th, 2026

Advisor I



Nike Angraini, S.Pd., M.Pd.

NIDN. 0221019101

Advisor II



Dita Rizki Anggraini, S.Pd., M.Pd.

NIDN. 0223089501

Certified by,

**The Head of English Education
Study Program**



Dio Resta Permana, S.Pd., M.Pd.

NIDN. 0223109303

**The Dean of Faculty of Teacher
Training and Education**



Dr. Doris Febrivanti, S.IP., M.Si.

NIDN. 0222028203

This is to certify that the thesis of Muhammad Rahul has been approved by the board of examiner of Faculty of Teacher Training and Education, Indo Global Mandiri University on August 14th, 2026, as the requirement for Undergraduate Degree in English Education.

BOARD OF EXAMINERS

Head of Examiner : Nike Angraini, S.Pd., M.Pd.



1st Examiner : Dita Rizki Anggraini, S.Pd., M.Pd.



2nd Examiner : Dio Resta Permana, S.Pd., M.Pd.



Acknowledged by,

The Dean of Faculty of Teacher Training and Education

FAKULTAS KIP


Dr. Doris Febrivanti, S.IP., M.Si.

NIDN. 0222028203

REVISION SHEET

The Title of Thesis : Generating Communicative Competence: Pre-Service English Teachers' Restraints

Name : Muhammad Rahul

Student Number : 2022.71.00.13

Study Program : English Education

Date of Test : August 10th, 2026

Approved by the Examination Committee

Signature/date

Nike Angraini, S.Pd., M.Pd.

(Head of Examiner)

 21/9²⁶

Dita Rizki Anggraini, S.Pd., M.Pd.

(1st of Examiner)

 21/9²⁶

Dio Resta Permana, S.Pd., M.Pd.

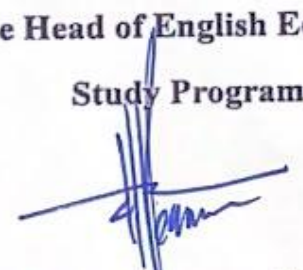
(2nd of Examiner)

 21/9²⁶

Certified by

The Head of English Education

Study Program

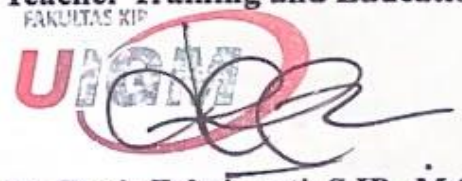

Dio Resta Permana, S.Pd., M.Pd.

NIDN. 0223109303

The Dean of Faculty of

Teacher Training and Education

FAKULTAS KEP


Dr. Doris Febrivanti, S.IP., M.Si.

NIDN. 0222028203

STATEMENT PAGE

I hereby

Name : Muhammad Rahul
Place and Date of Birth : Tempirai, August, 13th 2004
Study Program : English Education
Student Number : 2022.71.0013

State that:

1. All the data, information, interpretations, and conclusion presented in this thesis, except for those indicated by the sources are the results of my observations, process, and thought with the guidance of my advisors
2. The thesis that the researcher wrote is original and has never been handed in another academic degree, neither at Indo Global Mandiri University nor other Universities

This statement is made truthfully, and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my Sarjana degree that the writer has received through this thesis.

Palembang, 14th August 2026

The Researcher,



Muhammad Rahul

2022.71.0013

DEDICATION

This thesis is dedicated to:

1. Myself, who never stop fighting and never give up, from the beginning of college to the end of college, even in difficult times and having to manage time as much as possible because of work.
2. My beloved parents, mom and dad, who allowed me to work while studying, even though the debate was fierce at first. But I am proud that finally you can trust me to take the responsibility for my duties, which is the path I choose by myself.
3. That special person, who faithfully accompanied me every single night, offering continuous comfort, guidance, and invaluable advice throughout this entire journey.
4. The most profound appreciation is dedicated to his deeply cherished parents, especially My Mom Azizah and Umi Hafsah in Palembang, for their unconditional love, endless prayers, and unwavering sacrifices throughout his life and education. A unique note of gratitude goes to his trusty laptop and the relaxing musical masterpieces of Desmond Amos for keeping him focused and inspired during countless late-night writing sessions. The researcher also proudly acknowledges himself for his persistence, resilience, and dedication in navigating every academic hurdle to achieve this degree.

MOTTO

“Nothing is easy, but nothing is impossible. Do not stop trying; complaining does not solve the problems”

"Do not ignore starting small all big things start small!

ACKNOWLEDGEMENT

The thesis entitled "Generating Communicative Competence: Pre-Service English Teachers' Restraints" was submitted to fulfill the requirement for a bachelor's degree in the English Education Study Program at Indo Global Mandiri University. All praise and gratitude be to Allah SWT for His continuous blessings and grace, enabling the researcher to complete this study successfully. The researcher expresses his deepest appreciation to Mrs. Nike Angraini, M.Pd., and Mrs. Dita Rizki Anggraini, M.Pd., as thesis advisors, for their invaluable guidance, constructive feedback, patience, and continuous support throughout every revision. Gratitude is also extended to Mrs. Dr. Dorris Febriyanti, S.IP., M.Si., Dean of the Faculty of Teacher Training and Education, and Mr. Dio Resta Permana, M.Pd., Head of the English Education Study Program, along with all faculty members and administrative staff for their ongoing assistance throughout this academic journey.

Sincere appreciation is dedicated to Indo Global Mandiri University, a second home filled with intelligent, kind, and wise individuals including the academic leadership, lecturers, administrative staff, and maintenance team. May the results of this research serve as a meaningful dedication and contribute positively to the campus community in the future. Heartfelt thanks are also extended to the research participants, the junior students in the English Education program, whose politeness, friendly cooperation, and enthusiastic involvement were vital to the data collection process. Furthermore, the researcher expresses warm gratitude to his beloved classmates and friends on campus, who consistently shared vital academic updates, lent a helping hand, and offered continuous encouragement, prayers, and motivation. Finally, sincere thanks are offered to everyone whose individual names cannot be listed here, but whose prayers, kindness, and contributions directly or indirectly supported the completion of this thesis.

Palembang, 14th August 2026



M. Rahul

2022.71.0013

ABSTRACT

Communicative competence is an essential requirement for pre-service English teachers, as they are expected to demonstrate high proficiency in both spoken and written discourse for their future professional readiness. However, many learners continuously face various restraints that hinder their language development. This study aims to identify the perceived restraints experienced by pre-service English teachers in generating communicative competence in speaking and writing, and to analyze the linguistic, psychological, and environmental factors contributing to these difficulties. Employing an exploratory qualitative research design, this study involved pre-service English teachers from semester 3 students at Universitas Indo Global Mandiri (UIGM) Palembang. In this study, purposive sampling was used to select 9 pre-service English teachers as participants. Data were collected through three main instruments: an extensive speaking task (academic monologue), an intensive writing task (descriptive text), and semi-structured interviews, which were then evaluated using thematic analysis. The findings revealed that vocabulary emerged as the most significant restraint in speaking, whereas grammar was identified as the primary restraint in writing. Additionally, psychological pressure such as anxiety and lack of confidence, alongside environmental limitations, heavily contributed to these difficulties. These findings provide valuable insights for teacher education programs and curriculum designers to develop targeted pedagogical strategies that effectively address students' specific communicative challenges.

Keywords: *Communicative Competence, Pre-Service English Teachers, Speaking Restraints, Writing Restraints, Discourse Competence.*

TABLE OF CONTENTS

APPROVAL PAGE.....	ii
BOARD OF EXAMINERS	iii
REVISION SHEET.....	iv
STATEMENT PAGE.....	v
DEDICATION	vi
MOTTO	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	ix
LIST OF TABLES.....	xii
LIST OF FIGURES	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Research Questions.....	5
1.3 The Objectives of the Study	5
1.4 Significance of the Study.....	6
1.5 Scope of the Study	7
CHAPTER II LITERATURE REVIEW	9
2.1 Communicative Competence	9
2.1.1 The Concept of Communicative Competence according to Hymes (1972)	9
2.1.2 Components of Communicative Competence according to Canale and Swain (1980)10	
2.3 Speaking Skills	12
2.3.1 Aspects of Speaking	13
2.3.2 Kinds of Speaking Activities.....	13
2.4 Writing Skill	14
2.4.1 Aspects of Writing.....	16
2.4.2 Kinds of Writing Activities	16
2.4.3 Descriptive Text	17
2.5 Restraints in Developing Communicative Competence	18
2.5.1 Conceptual Definition and Theoretical Framework of Restraints	18

2.5.2 Psychological Restraints in Language Learning	19
2.5.3 Linguistic Restraints in Speaking Performance	19
2.5.4 Environmental and Pedagogical Restraints.....	20
2.5.5 Restraints in Written Communication	20
2.5.6 Implications for Pre-Service English Teachers	21
2.6 Previous Related Studies	21
2.7 Theoretical Framework	25
CHAPTER III RESEARCH METHODOLOGY	26
3.1 Research Design	26
3.2 Research Site and Participant	26
3.3 Research Instruments.....	27
3.3.1 Speaking Task	28
3.3.2 Writing Task	28
3.3.3 Semi-Structured Interview	30
3.4 Data Collection Procedures	30
3.5 Data Analysis Procedures	32
3.6 Trustworthiness of the Data.....	33
CHAPTER IV FINDINGS AND DISCUSSIONS	35
4.1 Findings.....	35
4.1.1 The Perceived Restraints in Generating Communicative Competence	35
4.1.2 Factors Contributing to the Perceived Restraints.....	39
4.1.3 Factors Influencing Students' Difficulties	43
4.2 Discussion	44
4.2.1 Discussion on the Perceived Restraints in Speaking and Writing.....	44
CHAPTER V CONCLUSIONS AND SUGGESTIONS	49
5.1 Conclusion	49
5.2 Suggestions	50
5.2.1 For Pre-service English Teachers	50
5.2.2 For English Lecturers and University Departments.....	50
5.2.3 For Future Researchers	51
REFERENCES	52

LIST OF TABLES

Table 4. 1 Average Speaking Assessment Scores.....	35
Table 4. 2 Average Writing Assessment Scores	37
Table 4. 3 Individual Performance Matrix	38

LIST OF FIGURES

Figure 4.1 Combined Factors Students' Speaking and Writing.	43
--	----

LIST OF APPENDICES

Appendix. A Speaking Assessment Rubric	55
Appendix. B Speaking Task	56
Appendix. C Writing Assessment Rubric.....	57
Appendix. D Writing Task	58
Appendix. E Interview Questions	59
Appendix. F Research Permission Letter.....	60
Appendix. G Consent Form	62
Appendix. H Speaking Restraints in term Speaking Aspect.....	63
Appendix. I Writing Restraints in term of Writing aspect	64
Appendix. J Rater Consent Form.....	65
Appendix. K Participants Consent Form	70
Appendix. L Rater Speaking Assesment.....	79
Appendix. M Rater Writing Assesment	85
Appendix. N Interview Answer Questions	91
Appendix. O Interview Script	96
Appendix. P Writing Task	106
Appendix. Q Consultation Form.....	120