

Developing Interactional Competence in Indonesian Language Teaching

Indonesian language curricula remain largely vocabulary- and grammar-driven, with instruction centered on scripted dialogues and text-based exercises. Although learners often produce grammatically accurate sentences, they struggle to engage in socially situated interaction. Despite ACTFL's emphasis on interpersonal communication, interactional competence (IC) is rarely taught explicitly, and assessment of language practices lags behind theory.

Grounded in Conversation Analysis and interactional pragmatics, this paper argues that interactional competence-oriented approach should be incorporated into Indonesian language teaching. Language is sequential and negotiated; meaning emerges through turn-by-turn interaction. Drawing on empirical research on Indonesian conversation, I highlight three core interactional resources: pronouns and address terms, discourse particles, and repair practices.

First, building on Djenar's (2006, 2007) pragmatics studies, pronoun contrasts (*saya* vs. *aku*, *kamu* vs. *Anda*, *gua/lu*, etc.) and address terms (*Pak/Bu*, etc.) function as interactional resources that index stance, social relations, and shifting participation frameworks. Second, Wouk's (1998, 2001) analyses of naturally occurring Indonesian interaction demonstrate how solidarity markers such as *kan* and *ya/iya* manage shared knowledge, agreement, and intersubjectivity. *Kan* is not inherently interrogative or assertive; its function emerges sequentially. Likewise, *ya/iya* operates not merely as "yes," but as a social action that sustains alignment and interactional coherence. Third, the discourse particle *loh* (Wijaya, 2022) indexes stance, correction, and epistemic negotiation.

Pedagogically, I propose integrating authentic interactional data, contingently structured role-play, and guided reflection targeting pronoun choice, particle deployment, and turn design. This approach aligns classroom practice with ACTFL interpersonal descriptors and supports discourse-based assessment grounded in real Indonesian interaction.

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