

CHAPTER I

INTRODUCTION

A. Background of the Study

The use of textbook is undoubtedly necessary in the teaching and learning process. Textbook facilitates learning by providing materials of the course and it also supports learning by giving activities or tasks for the students to practice. Kim and Hall (2002) as quoted by Vellenga (<http://tesl-ej.org/ej30/a3.html>) state that textbook plays an important role in English Language Teaching (ELT), particularly in the English as a Foreign Language (EFL) classroom where it provides the primary (perhaps only) form of linguistic input. Since textbook is important, teachers should be able to choose the one which suits the curriculum. Not only the materials, the teachers should also consider how the task in the textbook relevant to the development of language for the students.

There is a principle that having learners perform tasks will help them develop knowledge and skill in their second language. Task functions as devices for creating the condition required for language acquisition. Richard, Latt, and Weber (1985) in Tomlinson (1998: 226) give the definition of a task as follows:

a task is an activity or action which is carried out as a result to processing or understanding language. (i.e as a response to verbal or non-verbal input). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, group completion of demanding jigsaw puzzle, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to

specify what will be regarded as successful completion of the task.

From the definition, we see that task has some criteria or features. Firstly, it involves an activity of some kind (e.g drawing or performing an action). So, it is necessary that the activity should be interesting and motivating. Secondly, task must have specified outcomes that determine when it has been completed. Then, it may require a language comprehension or language production or both. A task requires that learners focus their attention principally on meaning rather than form. As a result, those criteria need to be achieved in creating a good task.

Many Indonesian teachers lay heavily their materials in teaching on textbook. That is why most teachers are not creators of teaching materials but providers of good materials. There are so many publishers that provide books for teachers to help them in teaching. Teachers can just simply pick one book which suits the criteria they expect. The commercial textbooks, however, can seldom be used without some form of adaptation to make them more suitable for the particular context in which they will be used. To do so, textbook evaluation is paramount. As a result to be a good provider of materials, the teacher should be able to select what appropriate with what is available, to be creative with what is available, modify activities to suit the learners' needs and give enrichment by providing extra activities.

Marlevy (2002: 1) argues that mastering the grammar and lexicon of a language is not sufficient for using a language to achieve ends in social

situation. Consequently, a textbook should not only be designed to give exposure on grammar and vocabulary, since putting language in the perspective of communication means viewing language as a means of getting along with others, that is, to make one a part of a society. Within this tradition, the combination of knowledge and skills that enable someone to communicate in language is called communicative competence. Celce-Murcia's model of communicative competence (<http://elechina.super-red.es/celce-murcia.pdf>) proposes five types of communicative competence: linguistic competence, actional competence, sociocultural competence, strategic competence, and at the heart of the model is discourse competence. According to Celce-Murcia, *et al.* (1995) in Agustien (<http%3A%2F%2FagusWuryanto.files.wordpress.com%2F2008%2F09%2Fhelena-paper1.doc>):

Thus our construct places the discourse component in a position where the lexico-grammatical building blocks, the actional organizing skills of communicative intent, and the socio-cultural context come together and shape discourse, which, in turn, also shapes each of the other components. (Celce-Murcia, *et al.* 1995:9)

The quotation suggests that looking at language education as an effort to develop language skills (listening, speaking, reading, and writing) involves so much more than providing exercises in the four skills involving different themes. Celce-Murcia, *et al.*'s (1995) article provides lists of what each sub-competence covers that can be referred to as well-defined targets that one tries to develop. These well-defined targets need to be seen and understood by language teachers so that they know exactly what they try to develop.

Evaluating textbook by using the theory of communicative competence by Celce Murcia will be beneficial to provide such details of competence being developed within task.

Regarding the above explanatory ideas the writer chooses the topic textbook analysis and formulates the title of this research as *A Study on the Suitability of Task in **Linked to the World 3** with the Theory of Communicative Competence proposed by Celce Murcia.*

B. Scope of the Study

This study concerns only with the tasks provided in the textbook. Consequently, the study is limited only to the tasks found in the textbook *Linked to the World 3* used in senior high school. Then, the data are analyzed using the theory of communicative competence proposed by Celce Murcia.

C. Problem Statement

Based on the above explanatory ideas the researcher finally formulates the problem statement below.

Are the tasks in the textbook *The Universe of English 2* designed to develop the students' communicative competence?

And from the above problem statement the writer breaks down some research problems as the following.

1. What communicative competence aspects are developed in the listening task?

2. What communicative competence aspects are developed in the speaking task?
3. What communicative competence aspects are developed in the reading task?
4. What communicative competence aspects are developed in the writing task?
5. To what extent do the tasks meet the criteria of communicative language teaching approach?

D. Objective of the Study

This research is conducted to examine the design of task to develop communicative competence. The objectives of conducting this research are elaborated as follows:

1. to describe the components of communicative competence developed in the listening task.
2. to describe the components of communicative competence developed in the speaking task.
3. to describe the components of communicative competence developed in the reading task.
4. to describe the components of communicative competence developed in the writing task.
5. to describe the tasks in the way they suit the theory of communicative competence.

E. Benefit of the Study

The writer expects that the research paper will have some benefits in theoretical and practical terms.

1. The theoretical benefits
 - a. The result of the research paper can be used as a reference for those who want to conduct a research in task study.
 - b. The result of the research can be beneficial to those who are involved as education practitioners to give illustration about the tasks variations especially used in senior high school.
2. The practical benefits
 - a. To publishers of textbook, hopefully this research will contribute to the betterment of tasks variations given in the textbook.
 - b. To teachers or lecturers, this research will give them insight about the present condition of task variations and the communicative competence they develop.

F. Research Paper Organization

To provide a systematic organization of ideas, the writer divides the research paper into five chapters. Chapter I, introduction, consists of background of the study, scope of the study, problem statement, objective of the study, and benefit of the study.

Chapter II is underlying theory, which consists of previous study, notion of textbook, notion of task, and notion of communicative competence.

Chapter III is research method that consists of types of research, object of the study, type of data and data source, method of data collecting and technique for analyzing data.

Chapter IV is research finding and discussion. And the last, Chapter V is Conclusion and Suggestion.