

**THESIS**

**ENGLISH TASK TO DEVELOP**

**THE STUDENTS' COMMUNICATIVE COMPETENCE:**

**A STUDY OF *EDUKATIF* WORK BOOK FOR JUNIOR HIGH**

**SCHOOL STUDENTS**



**Submitted as a Partial Fulfillment of the Requirement for the Master Degree  
in Language Study at Muhammadiyah University of Surakarta**

by

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**2012**

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**ENGLISH TASK TO DEVELOP**  
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**A STUDY OF EDUCATIF WORK BOOK**  
**FOR JUNIOR HIGH SCHOOL STUDENTS**

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A Study of *Edukatif* Work Book for Junior High School Students

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## TESTIMONY

By this pronouncement, I state that I myself write the thesis entitled “English Task to Develop the Students’ Communicative Competence: A Study of *Edukatif* Work Book for Junior High School Students”. I absolutely state that this thesis is not a plagiarism or is made by someone else. The other works related to this thesis have been written in the form of quotation. The sources of the thesis have been listed on bibliography. If next, this thesis can be proved as a plagiarism, the certificate and the academic degree can be cancelled to be given.

Surakarta, April 2012



Dyah Rohma Wati

## ABSTRACT

DYAH ROHMA WATI “ENGLISH TASK TO DEVELOP THE STUDENTS’ COMMUNICATIVE COMPETENCE: A STUDY OF *EDUKATIF* WORK BOOK FOR JUNIOR HIGH SCHOOL STUDENTS”. THESIS. ENGLISH LANGUAGE STUDIES. GRADUATE PROGRAM, MUHAMMADIYAH UNIVERSITY OF SURAKARTA. 2012.

This research is mainly intended to find out the extent tasks in *Edukatif* work books are designed to develop the students’ communicative competence. The objective of this research is to explain what extent the tasks in *Edukatif* work books are designed to develop students’ discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence.

This research is qualitative research which involves content analysis approach. The object of this research is English work book named *Edukatif* that published by *Akik Pusaka* Sragen. The writer analyzes the work book of eight grade students including the work book that used in the first and second semester. In collecting the data, the writer uses documentation method. The data analyze used the theory of Hiberman and Miles which involves data reduction, data display and verification.

The findings show that among the five competences and its components of communicative competence, some components are not developed in both work books. Both *Edukatif* work book one and two can develop all components of discourse competence. But the tasks do not develop one aspect in linguistic competence that is phonology. Moreover, work book one and two can develop most component of actional competence, except speech act (in work book one) and problem key area (in work book two). Some tasks in both work books also develop two components- among four components-of sociolinguistic competence, except cultural and non-verbal communicative factor. Latter, the work book only develop one component-among five components- of strategic competence that is time and gaining strategy. So, considering the result above, the writer can conclude that the tasks in both *Edukatif* work books are not sufficient to develop the students’ communicative competence, especially in developing sociolinguistic and strategic competence.

**Key words:** work book, communicative competence, tasks

## **MOTTO**

*So, verily, with every difficulty, there is relief.  
Verily, with every difficulty there is relief (QS. Al Inshiroh: 5-6)*

*Verily never will Allah change the condition of a people until they change it  
themselves (with their own souls)(QS. Ar-Ra'd: 11)*

*Man jadda wa jada.  
(Barang siapa yang bersungguh-sungguh, maka dia akan mendapatkannya)*



## DEDICATION

*This research paper is proudly and wholeheartedly dedicated to:*

*Her beloved mother and father*

*Thanks for every care, love, support, and prayer they devote for her*

*Her brother and sister*

*Thanks for harm affection they have presented for her*

*All her teachers*

*Thanks for giving her benefit knowledge*

*All her friends*

*Thanks for being stick and together*

*All people who have helped her in arranging this thesis*

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3. Drs. H. Abdillah Nugroho, M. Hum, as the second consultant who has given guidance and some corrections for the thesis,
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6. Her brother and sister (Muhammad and Evi) for care, support, and love,
7. Her close friends (Nana, Wulan, Prima Zahra) for all the jokes, laugh, and nice moment to share,
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9. Her friend in Yaquta boarding house for togetherness and care,

10. All of her friends who cannot be mentioned one by one for their helps in finishing this thesis.

The writer realizes that this thesis is still far from being perfect. That is why she always expects criticism and suggestion from the readers in order that it will get improvement. However, the writer also hopes that this thesis can be useful and helpful for the readers.

Surakarta, April 2012

*Dyah Rohma Wati*

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