CHAPTER I

INTRODUCTON

A. Background of the Study

Learning material plays important role in English language teaching. It provides anything which is used by teacher or learner to facilitate and support the language learning. There are many kinds of learning materials including cassette, videos, CD-Rooms, dictionaries, grammar books, readers, work books, photocopied exercises, newspapers, etc (Tomlinson, 1998:2).

The contents of learning material in Indonesian EFL learning context always changes, which is due to the influence of the Indonesian government policy about the change of curriculum in the secondary education level. As materials are components of curriculum, they should comply with the curriculum guidelines. According to Sukmadinata (2008:103-110) there are some components of curriculum, namely; aim, material, teaching strategy, teaching media, and teaching evaluation.

Relating to learning material, it is stated at the regulation of the Ministry of National Education Number 41 that teachers roles relate to book/learning material, include:

(1) The books that will be used by school chosen through teacher's meeting with consent of school committee, and those taken based on government decision.
(2) Book ratio for students is 1: 1 for each lesson.
(3) Besides the text books, teachers use guide book, additional book, reference book, and other sources.
(4) Teachers require students to use some books and other sources in the school library.

Brown (2001:167) also stated that one of teacher roles is as manager. In this role, teacher has specific duty, such as one who plans a lesson and module. Based on the explanation above, it can be concluded that teacher has role in preparing or choosing good material for the students.

Nowadays, common learning materials used by English teachers are text books and work books, in which the former are used as main sources of lesson while the latter are main sources of tasks or exercises for students. In fact, teachers often use work books rather than text books as compulsory materials for the students because they help teachers to teach a lesson-in which there is summary of materials- and provide some tasks for students.

According to Tomlinson (1998: xiii) work book is a book which contains extra practices for learners to work on in their own time. It is also used as complement of textbook and support of Lesson Plan (RPP). Work Book or Lembar Kerja Siswa is an appropriate alternatif for students because it helps students provide the information about the concepts through systematic learning activity (Suyitno, 1997: 40).

The use of work book is inclined on the use of its task. According to Breen (in Nunan 1989: 6)" Task is assumed to refer to a range of work plans which have the overall purpose of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making". The tasks in the work book are used by teacher as source of exercises in each material. This is

done in order to activate the students, help students in understanding a concepts, and train the students to think critically.

For forties years, Indonesia has implemented many models of curriculum, namely, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum. Recently, Curriculum in the Unit Level of Education *(Kurikulum Tingkat Satuan Pendidikan)* or *KTSP* is introduced. It is common that in KTSP curriculum, English teachers should develop students' communicative competence.

Based on the regulation of the Ministry of National Education Number: 22 / Year 2006 (number 1) that Content Standard for the English language learning in Junior secondary school should develop students' language skills which can enable them to communicate in spoken and written English.

The description of the Curriculum and Regulation above shows that language learning in Junior secondary school emphasizes to develop students' communicative competence in which model of communicative competence by Celce-Murcia, Thurrell, and Dornyei(1995) is applied. This model covers some cempetence that should be mastered to reach communicative competence.

The main competence of language learning based on Celce- Marcia et al (1995) is Communicative Competence or Discourse Competence. Communicative competence can be gotten only through its supporting competence, namely, linguistic competence, actional competence,

sociocultural competence, and strategic competence. The pedagogical implication is that formulating English competence and its indicator that used in English language learning based on the competence above to achieve communicative competence. Therefore, the indicator in curriculum as well as the work book should develop the five competences and its components.

As explained previously, work book is kind of learning material that emphasizes on the task which is also used as source of exercises by students. Nowadays, there are many kinds of work book used in Indonesian EFL learning context. Here, the writer analyzes work book entitled *Edukatif* at eight grades of Junior high school students in Sragen which published by *Akik Pusaka.*

Considering the work book is compulsory book that used as source of tasks by Junior high school students in Sragen, it is important to know what extent tasks provided in *Edukatif* work book develop students' communicative competence. Interested in this material, the writer writes a research entitled "English Tasks to Develop The Students' Communicative Competence: A Study of *Edukatif* Work Book for Junior High School Students".

B. Limitation of the Study

This study is limited in analyzing the tasks in *Edukatif* English work book. The writer only takes the work books of the eighth grade students for the first and second semester.

C. Problem Statement

Based on the background above, the main problem of the research can be formulated as: " To what extent are tasks in *Edukatif* work book designed to develop students' communicative competence?"

The following question are formulated as subsidiary questions.

1. To what extent are tasks in *Edukatif* work book designed to develop students' discourse competence?

2. To what extent are tasks in *Edukatif* work book designed to develop students' linguistic competence?

3. To what extent are tasks in *Edukatif* work book designed to develop students' actional competence?

4. To what extent are tasks in *Edukatif* work book designed to develop students' sociolinguistic competence?

5. To what extent are tasks in *Edukatif* work book designed to develop students' strategic competence?

D. Objective of the Study

Based on the background and formulation of the problems, the main objective of this study is to explain what extent tasks in *Edukatif* work book are designed to develop students' communicative competence for Junior high school. The following subsidiaries are the objectives.

1. Describing to what extent tasks in *Edukatif* work book are designed to develop students' discourse competence.

2. Describing to what extent tasks in *Edukatif* work book are designed to develop students' linguistic competence.

3. Describing to what extent tasks in *Edukatif* work book are designed to develop students' actional competence.

4. Describing to what extent tasks in *Edukatif* work book are designed to develop students' sociolinguistic competence.

5. Describing to what extent tasks in *Edukatif* work book are designed to develop students' strategic competence.

E. Benefit of the Study

The writer hopes that her research on English work book can give some benefits. Theoretically, this research probably gives inputs in designing English work book especially for those who design task that develop communicative competence. This research may also be used as reference for those who want to conduct a research related to English work book for Junior high school. In addition, this research may give contribution for another researcher to do a research which develops students' communicative competence.

Practically, this research may be used as references for the teacher and work book writer to understand the material sufficiency of English work book that develop students' communicative competence. It also as a source for English teacher to identify some task in which they need to develop students' communicative competence. The research may give input for work

book writer to write English work book which enable students to develop all components of communicative competence.

F. Explanation of the Key Terms

1. Task is a specific piece of work required to be done as a duty.

2. Communicative competence is the ability to use language effectively to communicate in particular context and for particular purpose. Based on Celce-Murcia (1995), there are some components which construct this competence, namely, discourse competence, linguistic competence, actional competence, sociocultural competence and strategic competence.

3. *Edukatif* work book is the name of work book used by Junior high school students in Sragen.

4. Work Book is a book which contains summary of material and some tasks as extra activities for learners.

G. Thesis Organization

This research is classified into five chapters. Chapter I is Introduction. This chapter involves background of study, limitation of the study, problem statement, objective of the study, benefit of the study, explanation of key terms and thesis organization. Chapter II is literature review that consist of previous studies and theoretical review. Theoretical review covers some theories such as material development, English tasks, communicative competence and the component of communicative competence by Celce-

Murcia, Dornyei and Thurrell. Chapter III is Research Method. It discusses type of the study, object of the study, data and the data source, technique of data collection, and technique of data analysis. Chapter IV is Research findings and Discussion. This chapter concerns findings of the tasks that develop the five competences and its analysis based on the research problem. Chapter V is Conclusion and Suggestion.