THESIS
COMPATIBILITY OF TEXTBOOK
“ENGLISH IN FOCUS” WITH CONTENT STANDARD AND
COMMUNICATIVE COMPETENCE

MANUSCRIPT PUBLICATION

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by
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APPROVAL

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ABSTRACT

DYASWARI ISTIQOMAH “COMPATIBILITY OF TEXTBOOK ENGLISH IN FOCUS WITH CONTENT STANDARD AND COMMUNICATIVE COMPETENCE”. THESIS. ENGLISH LANGUAGE STUDIES. GRADUATE PROGRAM, MUHAMMADIYAH UNIVERSITY OF SURAKARTA. 2012.

This research is aimed to describe the compatibility between the content of the textbook English in Focus with the content standard and five competences of Celce Murcia’s model of communicative competence, they are discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence.

This research is qualitative research. The object of this research is English textbook named English in Focus that published by CV Putra Nugraha written by Artono Wardiman and friends. The writer analyzes the textbook of ninth grade students. In collecting the data, the writer uses documentation method. The data are analyzed and categorized into four degrees of compatibility based on the theory of Suharsimi which involves very good, good, fair and poor.

The findings show that only one material suggested in content standard is not covered in the textbook English in Focus, that is Label that belongs to short functional text. It means that 93% of the suggested materials in content standard have been covered. This percentage describes that the degree of compatibility between the content of the textbook and the content standard is very good. The findings also show that among the five competences and its components of communicative competence, some components are not covered in the textbook English in Focus. Hence, the degree of compatibility of each competence is various. Discourse
competence places the highest position with its percentage is 100%. So that its degree of compatibility is very good. The percentage of Linguistic competence is 60% and the degree of compatibility is good. The percentage of actional competence is 86% so that its degree of compatibility is very good. While 50% of the components of sociocultural competence are covered so that it places this competence in the fair degree. The lowest degree is placed by strategic competence of which degree of compatibility is poor with its percentage is 20 %. So, considering the result above, the writer can conclude that the materials in *English in Focus* are sufficient enough to fulfill the content standard. In the other hand, they are not sufficient enough to develop the students’ communicative competence, especially in developing sociolinguistic and strategic competence.

**Key words:** textbook, textbook evaluation, communicative competence.

1. **Introduction**

   Textbook is one of primary materials of teaching learning process. It gives the opportunities for the teacher and student to refresh their thought. When teacher opens a page in her/his textbook, she/he has to decide whether she/he will use the material in the textbook or not. Textbook is best seen as a source in achieving aims and objectives that have already been set in terms of learner needs (Cunningsworth, 1995: 7). So in other words, textbook is expected to increase learners' knowledge and experience.

   Realizing the objective above, government has set a new curriculum, school-based curriculum, that is also expected to increase students' knowledge, experience, and competence. For English learning, it is expected to develop communicative competence. It is competence that is able to use language, especially English, to communicate with others. In the curriculum standard, the meaning of textbook is the handbook for the learners which arranged based on national curriculum standard and appropriate with the education system in Indonesia. Its purpose is to improve the knowledge and skill for communication using English.
Because of this new curriculum in which the goal is expected to achieve, nowadays there are so many new English textbooks are published both by private publisher and the government. As good teachers, they should be able to choose the most appropriate textbook with the goal of the newest curriculum and the condition of the learners because there is no perfect book that can fulfill various kinds of learners need. As Cunningsworth (1995:5) maintains “no coursebook designed for a general market will be absolutely ideal for particular group of learners”. Therefore, there is needed such an evaluation to select the most suitable textbook. Hutchinson and Waters (1994:96) states that evaluation is a matters of judging the fitness of something for a particular purpose.

One of English textbook that has been published by government based on communicative competence is entitled "English in Focus" for class IX written by Antono Wardiman, et all. This book is published in 2008 by CV Putra Nugraha. It belongs to electronic book of national book center of education department. It can be downloaded, copied, or multiplied by society. However for commercial purpose, the selling price should obey the government rule. The content of this book is integrated in the four language skills, i.e. listening, speaking, reading, and writing. It aims to build language, discourse, sociocultural and strategic competence. All these competences help the learner to understand English and use it as media of communication.

The writer is interested to conduct a textbook evaluation research by observing ‘English in Focus’ textbook especially for grade IX. The writer chooses this book to be observed because it is easy to get in the writer’s school and belongs to electronic book recommended by government to be used in whole school in Indonesia. The writer assumes that it is a good book and really written based on communicative approach. This research is purely to evaluate the textbook in order to find the coverage of five communicative competences in this book. The writer is very anxious to observe this book because she wants to proof whether five communicative competences are really covered in the book as the author states that this book, English in
Focus, is written based on Communicative approach by applying Celce Murcia’s theory of Communicative Competence. The writer also wants to know whether the textbook has fulfilled the materials that has been determined by the government by seeing the materials issued by the government which is published in its syllabus. The writer entitles the research with COMPATIBILITY OF TEXTBOOK “ENGLISH IN FOCUS” WITH CONTENT STANDARD AND COMMUNICATIVE COMPETENCE. Hopefully this research will be very useful for students and teachers to use the textbook as well as possible.

1.1 Content Standard

The government through its Minister of Education Affair’s Regulation determines the content standard of English lesson that content of the materials that should be covered in English learning process in Junior High School. These materials are covered in competence standard and basic competence:

a. Transactional and Interpersonal text

There are seven expressions that have to be taught in class IX of Junior High School such like suggested by the education department through its law. These expressions are giving news or informations and giving comments to the news, expressing politeness, asking and giving certainty, showing and responding hesitation, asking repetition, showing attention and showing admiration.

b. Short Functional Text

Based on the content standard, there are some Short Functional Text that have to be taught in Junior High School Class IX. They are schedule, label, personal letter, poster, and advertisement. From the observation the writer finds some short functional text that are covered in this textbook.

c. Genre

The suggested genres that should be taught in class IX of Junior High School are Narrative, Report and Procedure Text.
1.2. Communicative Competence by Celce-Murcia, Dornyei, Thurrell

Communicative competence is a term in linguistic which refers to a language user's grammatical knowledge of syntax morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Sauvignon in Karimnia (2007: 1) views communicative competence as:

... The ability to function in a truly communicative setting that is a dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic of one or more interlocutors. Communicative competence includes grammatical competence (sentence level grammar), socio-linguistic competence (an understanding of the social context in which language is used), discourse competence (an understanding of how utterances are strung together to form a meaningful whole), and strategic competence (a language user's employment of strategies to make the best use of what she knows about how a language works, in order to interpret, express, and negotiate meaning in a given context).

Celce-Murcia and Thurrell (1995:10) further divided communicative competence into five components, they are linguistic, sociocultural, strategic, discourse and actional competencies.

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Figure 1. Schematic Representation of Communicative Competence (Celce-Murcia et al. 1995:10)
The explanation of the five competences are as follows:

a. Discourse Competence

Discourse Competence concerns the selection, sequencing, and arrangement of word, structure, sentences, and utterance to achieve a unified spoken or written text Celce-Murcia et al (1995: 13). There are many sub-areas that contribute to discourse competence, they are cohesion, deixis, coherence, genre, and the conversational structure.

b. Linguistic Competence

Linguistic competence entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems, as well as lexical resources. Linguistic competence refers to all the elements of the linguistic system, such as aspects concerning phonology, grammar and vocabulary which are needed to interpret or produce a spoken or written text. (Juan,2008: 159& 161).

c. Actional competence

Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of inventory of verbal schemata that carry illocutionary force (speech act and speech act sets). The conceptual of actional competence domain divided into two main components, knowledge of language function and knowledge of speech act. Therefore, actional competence also involves knowledge of how speech act and language function can be pattern and sequenced in real life situation (Celce-Murcia, et.al., 1995: 20-21).

d. Sociolinguistic Competence

Sociolinguistic competence refers to the speaker's knowledge of how to express message appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. Celce-Murcia et al (1995:23)
have divided the relevant sociocultural competence into four main categories, namely, *social contextual factors, stylistic appropriateness factors, cultural factors, and non-verbal communicative factor*.

e. Strategic Competence

Strategic competence is a general ability which enables an individual to make the most effective use of available abilities in carrying out a given task (Bachman in Graham, 1997:14). It is also called as knowledge of how to use communication strategies to handle breakdowns in communication. Strategic competence concerns with the knowledge of communication strategies and how to use them (Juan, 2008: 160).

2. Research Method

In conducting and reporting the research, the writer employs the qualitative research because the data of the research are in the form document or book that contains of many text or discourses. There will be a descriptive explanation about the result of research. There is no data in the form of numeric data. The system of analysis is also non-mathematic procedure.

In her research, the writer conduct a research based and a case that is the existence of many English textbooks which claimed by the author that they are written based a communication purpose. For instance English textbook "English in Focus" which is published by our government.

The object of the research is an English textbook entitled "English in Focus" especially for grade IX which is written by Artono Wardiman and friends and printed by CV. Putra Nugraha Surakarta in 2008. The writer choose it because it belongs to formal government textbook in book center of nation education department it is also an electronic book so it can be easily accessed from the internet. It is a book that is recommended by government to be used in teaching learning process. The writer considers that class IX is the highest level in Junior High School. It ia assumed that class IX has the
most complete materials and tasks for students. So that she chooses textbook for grade IX to be evaluated.

The writer in collecting the data will apply documentation. The steeps are as follows:

a. Reading the textbook.
b. Collecting Data in the form of tasks from the textbook.
c. Identifying the data which belongs to Discourse Competence, Linguistic Competence, Actional Competence, Sociocultural Competence, and Strategic Competence.
d. Gathering the data which belong to the same competences.
e. Count the frequency and classify them into degree of compatibility using categorization which taken from Suharsimi’s Scheme of Quality Classification (Suharsimi, 1993:201). The categorization is as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval Percentage</th>
<th>Degree of Compatibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>76 % - 100 %</td>
<td>Very Good</td>
</tr>
<tr>
<td>2.</td>
<td>56 % - 75 %</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>40 % - 55 %</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>0 % - 39 %</td>
<td>Poor</td>
</tr>
</tbody>
</table>

3. Research Findings

The findings of the research can be seen from the following table:

a. The compatibility of content of textbook with content standard

The following table shows the materials that are covered in the textbook which suitable with the materials suggested in the content standard.
<table>
<thead>
<tr>
<th>No</th>
<th>Content Standard</th>
<th>Content of textbook</th>
<th>Compatible</th>
<th>Not Compatible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Short Functional Text</td>
<td>Short Functional Text</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Schedule</td>
<td>a. Schedule</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Personal letter</td>
<td>b. Personal letter</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Poster</td>
<td>c. Poster</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Advertisement</td>
<td>d. Advertisement</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>e. Label</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Genre</td>
<td>Genre</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Narrative</td>
<td>a. Narrative</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Procedure</td>
<td>c. Procedure</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Transactional and Interpersonal Text</td>
<td>Transactional and Interpersonal Text</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Giving news and its comments</td>
<td>a. Giving news and its comments</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Expressing politeness</td>
<td>b. Expressing politeness</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Asking and giving certainty</td>
<td>c. Asking and giving certainty</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Showing and responding hesitation</td>
<td>d. Showing and responding hesitation</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Asking repetition</td>
<td>e. Asking repetition</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Showing</td>
<td>f. Showing</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>
From the data above, the writer counts the percentage of the content standard that covers in the textbook. The percentage is as follows:

\[ P = \frac{14}{15} \times 100\% = 93\% \]

The percentage shows that the coverage of content standard in the textbook is 93%. It means that the degree of compatibility is very good.

e. The compatibility between content of textbook with communicative competence

The result related to Communicative Competence are devided into five points based on the five competences of Communicative Competence:

1) Discourse Competence

The compatibility between the content of the textbook with the discourse competence can be seen from the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Components of Discourse Competence</th>
<th>The Content of Textbook</th>
<th>Compatible</th>
<th>Not Compatible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cohesion</td>
<td>1. Cohesion</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Deixis</td>
<td>2. Deixis</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Coherence</td>
<td>3. Coherence</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Genre</td>
<td>4. Genre</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Conversational Structure</td>
<td>5. Conversational Structure</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>
The table shows that all of the components of Discourse Competence are covered in this textbook. It means that the percentage is 100%. This percentage shows that the degree of compatibility of Discourse Competence is very good.

2) Linguistic Competence

The following table shows the compatibility between the content of the textbook with the linguistic competence

<table>
<thead>
<tr>
<th>No</th>
<th>Components of Linguistic Competence</th>
<th>The Content of Textbook</th>
<th>Compatible</th>
<th>Not Compatible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Syntax</td>
<td>1. Syntax</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Morphology</td>
<td>2. Lexicon</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Lexicon</td>
<td>3. Phonology</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Phonology</td>
<td></td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Orthography</td>
<td></td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

From the table above it can be seen that from the five components of Linguistic Competences, they are only three of them that cover. The writer counts the percentage of Linguistic Competence as follows:

\[ P = \frac{3 \times 100}{5} \% = 60 \% \]

The percentage of 60% shows that the degree of compatibility of the components of Linguistic Competence is good.
3) **Actional Competence**

The compatibility between the content of the textbook with the actional competence can be seen from the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Components of Actional Competence</th>
<th>The Content of Textbook</th>
<th>Comp.</th>
<th>Not Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Interpersonal Exchange</td>
<td>1. Interpersonal Exchange</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Opinions</td>
<td>2. Opinions</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Feeling</td>
<td>3. Feelings</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Suasions</td>
<td>4. Suasions</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Informations</td>
<td>5. Information</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Problems</td>
<td>-</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

From the table above, it can be counted the percentage of the components of Actional Competence. The percentage is as follows:

\[
P = \frac{7}{8} \times 100\% = 86\%
\]

The percentage above shows that the degree of compatibility of Actional competence is very good.
4) Sociocultural Competence

The following table shows the compatibility between the content of the textbook with the sociocultural competence.

<table>
<thead>
<tr>
<th>No</th>
<th>Components of Sociocultural Competence</th>
<th>The Content of Textbook</th>
<th>Compatible</th>
<th>Not Compatible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Social Contextual Factors</td>
<td>1. -</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Stylistic Appropriateness Factors</td>
<td>2. Stylistic Appropriateness Factors</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Cultural Factors</td>
<td>3. Cultural Factors</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Non-Verbal Communications Factors</td>
<td>4. -</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The percentage of sociocultural Competence is as follows:

\[ P = \frac{2}{4} \times 100\% = 50\% \]

The percentage shows that the degree of compatibility of Sociocultural Competence is fair.

5) Strategic Competence

The compatibility between the content of textbook with the strategic competence can be seen from the following table:
The components of Strategic Competence are:

<table>
<thead>
<tr>
<th>No</th>
<th>Components of Strategic Competence</th>
<th>The Content of Textbook</th>
<th>Comp.</th>
<th>Not Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Avoidance or Reduction Strategies</td>
<td>1. Avoidance or Reduction Strategies</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Achievement or Compensatory Strategies</td>
<td>2. Achievement or Compensatory Strategies</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>3.</td>
<td>Stalling or Time-Gaining Strategies</td>
<td>3. Stalling or Time-Gaining Strategies</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>5.</td>
<td>Interactional Strategies</td>
<td>5. Interactional Strategies</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The percentage of Strategic Competence that is covered in this textbook is as follow:

\[
P = \frac{1}{5} \times 100\% = 20\%
\]

From the percentage above it can be concluded that the degree of compatibility of the Strategic Competence in “English in Focus” textbook is Poor.
4. Discussion

From the research findings above, the writer discusses the findings by comparing it with the previous studies and theory which have relation topic with the writer’s research. In Fina fullina’s research entitles “An analysis on the Compatibility of Reading text Let’s Talk for the First Year Students of Junior High School with the School Based Curriculum”, she states that the textbook contains of four types of texts as suggested by School Based Curriculum, they are Recount, Descriptive, Narrative and Procedure. The percentage of reading material is 100%, so that the degree of compatibility for the reading material is very good.

Different from Fina’s research, the writer finds the compatibility of the content of the textbook with the content standard in the recent curriculum that is School Based Curriculum. In Fina’s research just concerns on reading skill. Here, the writer not only concerns with one of four language skills but all of the four skills are observed to find the compatibility with the content standard.

Based on the content standard in English curriculum, there are three main materials that have to be covered in teaching learning process for class IX. The three materials are short functional texts, genres and transactional or interpersonal texts. From each material there are some topics that should be covered. There are five short functional texts that have to be covered, they are schedule, label, personal letter, poster and advertisement. From the research findings, it can be known that there is one short functional text that is not covered that is label. The genres that are covered in content standard are Procedure, Recount and Narrative. From those genres, all of them have been covered in English in Focus. The last material is about transactional and interpersonal texts. There are seven texts that have to be covered based on the content standard, they are giving news and its comments, expressing politeness, asking and giving certainty, showing and responding hesitation, asking repetition, showing attention and showing admiration. From the research, it can be known that all of them are covered in English in focus.
So, it can be concluded that almost all of the suggested materials in content standard are covered in English in Focus. The percentage of the materials is 93% and it shows that the degree of compatibility of the textbook content with the content standard is very good.

From both researches, the research that is conducted by the writer and the research that is conducted by Fina Fullina, it can be seen that their contents are suitable with the content standard. The degree of compatibility between the textbook content with the content standard for both textbooks, Let’s Talk and English in Focus, is very good.

The writer through her research finds that all of the competences in communicative competence are covered in English in Focus. However, not all of the components of each competence in communicative competence are not covered. The first competence is Discourse Competence that suggests five components to be covered, they are cohesion, deixis, coherence, genres or generic structure and conversational structure. All of these components are covered in the textbook. This makes the percentage of components of Discourse Competence is 100% covered and the degree of compatibility is very good.

The next is Linguistic Competence that has five components they are syntax, lexicon, phonology, morphology and orthography. There are only three components of Linguistic Competence that are covered in the textbook, they are syntax, lexicon and phonology. The percentage of the existence components of Linguistic Competence is 60% and its degree of compatibility is good.

The third is Actional Competence that has eight component, they are interpersonal exchange, informations, opinions, feelings, suasions, future scenarios, problems and knowledge of speech act sets. The only component that is not covered in the textbook is about the expression of showing problems. So that it makes the percentage of the components in Actional
Competence that covered in the textbook is 88% and the degree of compatibility is very good.

The fourth is Sociocultural Competence that has four suggested cultural factors and non verbal communicative factors. From these components, cultural factors is the only component that is covered in the textbook. The percentage of Sociocultural Competence components is 25% and this condition makes the degree of compatibility of Sociocultural Competence is poor.

The last competence in communicative competence is Strategic Competence that has five suggested components, they are avoidance or reduction strategies, achievement or compensatory strategies, stalling or time gaining strategies, interactional strategies and self monitoring strategies. There is only one component that is covered in the textbook. The component is related to interactional strategies. It makes the percentage of Strategic Competence is 20% and the degree of compatibility is poor.

From the discussion above, it shows that the coverage of Discourse Competence places the high percentage with 100% of its components are covered in the textbook. Then its position is followed by Actional Competence, Linguistic Competence, Sociocultural Competence and the last position is Strategic Competence.

This fact leads the writer comes to some conclusions when these results are compared with the theory of Communicative Competence. In the theory of Communicative Competence, it argues that the communication will runs well if the participants of the communication consider and able to apply the five competences suggested in Communicative Competence theory. While the textbook “English in focus” that is used in English teaching learning process is not compatible enough to cover all of the components in each competence. The social knowledge about how, whom and when to use the utterances appropriately are not maximally covered in the textbook. The writer’s research
shows the degree of compatibility of Sociocultural and Strategic Competence is poor.

This condition makes the users of the textbook finds some difficulties to master the Communicative Competence well. Consequently, it influences their communication fluency. One of the solutions of this problem is by completing the uncovered material or knowledge from the other textbook.

5. Conclusion and Suggestion

Conclusion

The writer comes to the conclusions which are admitted as the strengths and the weaknesses of the textbook “English in Focus”. The strengths of the textbook are the textbook provides a lot of knowledge about discourse competence. It contents of practices that fulfill the components of discourse competence. Although for some components such as deixis, cohesion and coherence are explicitly or indirectly discussed, it cannot be ignored that they are included or covered in the textbook. The next point is that the textbook is well organized. It can be seen from the combination of materials in each chapter that is suitable each others. For instance the topic about report text is combined with the material about short functional text ‘schedule’, procedural text with the expression of asking repetition and etc. The knowledge about the main material, genre, supports the sub materials, expressions and short functional texts. The third strength is that the linguistic competence is not ignored especially in the area of lexicon. It shows that the textbook gives much attention to the study about vocabulary because vocabulary is very essential in the real communication. Next, the textbook also gives much supports for students in applying English as well as possible by providing them with some essential expressions.

The weaknesses of this textbook are that there is less knowledge about foreign culture especially the culture of the country where English used as mother tongue. In fact this knowledge is very important to give cross cultural awareness for students. The textbook is also less knowledge about the
strategic competence. In fact it is necessary especially when students are facing problem in the real communication using English. The next point, it is not fullfil the whole materials determined by government in content standard. There is one material that is not covered that is about short functional text ‘label’.

**Suggestion**

The writer offers some suggestions that may be useful for the readers and the other researcher.

1. For the teachers
   They can be more selected in choosing the textbook for themselves and for their students. Choose the textbook that is suitable with the new curriculum and content standard and also encourages them to be more communicative in the real communication with English.

2. For the Writers of the Books
   The writers are hoped to complete the books with the sufficient materials that be able to cover of all of suggested components of the five competences. So that, the goal of language learning in order to make the learners communicate with English effectively can be reached.

3. For Other Researchers
   For those who are interested in studying about textbook evaluation, they can analyze the other textbooks issued by government or private publisher. They can also analyze the same textbook from different point of view such as the compatibility between the practices or exercises of textbook with the language skill intended to be taught.
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