CHAPTER I

INTRODUCTION

A. Background of the Study

Education is the most important part to determine the success of a state. Many states concern their government in improving the education program. In Indonesia, the government makes many wisdoms relating to improving the education. One of them is the making of electronic book. The Ministry of National Education publishes electronic book to enable both teachers and students in Indonesia to get easy in their teaching and learning.

"Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another" (Brown, 2000:5). English is the first foreign language in Indonesia. It is known that English becomes the most popular language in the world. Almost beneficial occupations require its workers master English. Hence, the teaching of English language is needed to increase the quality of people to get success over the world. This reason makes the government encloses subject of English in the education program in Indonesia.

The teaching learning of English cannot be separated with an English teaching material. Teaching material is a key of language learning process. Almost teachers of English use English textbooks. According to Richard (2001:255), textbooks are often accompanied by workbook, CDs, cassettes,

videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners. It means that textbook is designed not only as a printed book. It can be others around us.

Although most textbooks are published in printed format, there are many books which are published not in printed format. The modern technology used by the government to create a book which are now available as online electronic books. Those can be operated electronically. In Indonesia, this electronic book is called *BSE.* The Ministry of National Education publishes electronic book *(BSE)* to make easy both teachers and students in their teaching and learning. They can get this book easily from the internet. There are many subjects of this book such as English, Mathematics, Indonesia, Science, and any other subjects. For English teachers, they can use an English electronic book as a source of their teaching.

To improve the teaching learning, the teachers have to consider the materials development of the textbook they used. Tomlinson (1998:2) states that materials development is anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. It means that the teachers have to choose the sources of teaching learning language that have a good materials development to produce the qualified students.

Recently, the implementation of communicative competence in the materials development becomes a concern. In Indonesian English Curriculum, the regulation of the Ministry of National Education Number 22/

Year 2006 (number I) states that the Content Standard of English language learning of Junior High School has to develop students' language skills which can enable them to communicate in spoken and written English. It means that a teacher should give the English language learning which helps their students to develop communicative competence.

Celce-Murcia, *et al.* (1995:43) divide communicative competence into linguistic, strategic, sociolinguistic, actional, and discourse competence. The five components of communicative competence have to be mastered by students to achieve the objective of teaching learning English. It is important for students to master these five competences because those cover many abilities to get a great in English skill.

The teaching of English language should cover materials or tasks that can develop the students' communicative competence. The teachers should provide materials and tasks for their students which containing communicative competence. The selecting course book should consider the content of the book which consists of materials and tasks that can develop students' communicative competence or not. It is really important for teachers to choose the course book that containing materials and tasks which can develop students'communicative competence.

Considering the problem above, the writer wants to investigate to what extent the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* Electronic Book *(BSE)* are designed to develop students' communicative competence. The writer chooses *Contextual Teaching and*

Learning Bahasa Inggris SMP Electronic Book *(BSE)* because this book is published by the formal publisher from government that should fulfill the need of students in Indonesia. So the writer conducts a research entitled **Material Development of Electronic Book *(BSE) Contextual Teaching and Learning Bahasa Inggris SMP* to Develop Sudents' Communicative Competence."**

B. Limitation of the Study

In this research paper, the writer only focuses on the tasks involved in electronic book (BSE) *Contextual Teaching and Learning Bahasa Inggris SMP Kelas IX* published by *Departemen Pendidikan Nasional*. The writer uses the theory of communicative competence.

C. Problem Statement

Based on the phenomena on the background above, the writer formulates the main problem "To what extent are the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book designed to develop students' communicative competence?

From the main problem above, the writer formulates some research problems.

1. To what extent are the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book designed to develop students' discourse competence?

2. To what extent are the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book designed to develop students' linguistic competence?

3. To what extent are the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book designed to develop students' actional competence?

4. To what extent are the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book designed to develop students' socio-cultural competence?

5. To what extent are the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book designed to develop students' strategic competence?

D. Objective of the Study

Based on the problem statements above, the writer formulates the following research objectives.

1. Describing to what extent the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book are designed to develop students' discourse competence.

2. Describing to what extent the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book are designed to develop students' linguistic competence.

3. Describing to what extent the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book are designed to develop students' actional competence.

4. Describing to what extent the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book are designed to develop students' socio-cultural competence.

5. Describing to what extent the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book are designed to develop students' strategic competence.

E. Benefit of the Study

The writer expects that this research will have some theoretical and practical benefis.

1. Theoretical Benefit

   a. The result of this research can be used as a reference for another researchers who want conduct the research of textbook analysis especially using theory of communicative competence.

   b. The result of this research gives inputs for those who want to design a book containing materials and tasks to develop communicative competence.

2. Practical Benefit

   a. This research can be used by English teachers as a source to identify some tasks in which they need to develop students' communicative competence.

   b. This research may give input for textbook writer to write a book which enables students to develop communicative competence

F. Research Paper Organization

The writer divides the research into five chapters. Chapter I deals with introduction consisting of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, general concept of material development, principle of material development, general concept of electronic book, and general concept of communicative competence theory.

Chapter III about research method. There are some points in this chapter. They are type of the research, object of the research, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion. It deals with the finding and the discussion of the result. The research finding will elaborate the tasks to develop students' discourse competence, the tasks to develop students' linguistic competence, the tasks to develop students' actional competence, the

tasks to develop students' socio-cultural competence, the tasks to develop students' strategic competence, and the tasks to develop students' communicative competence. The discussion will elaborate each sub chapters of research finding.

The last chapter is chapter V that presents conclusion and suggestion.