

**MATERIAL DEVELOPMENT OF ELECTRONIC BOOK (*BSE*)  
*CONTEXTUAL TEACHING AND LEARNING BAHASA INGGRIS SMP*  
TO DEVELOP STUDENTS' COMMUNICATIVE COMPETENCE**



**PUBLICATION ARTICLE**

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**by**

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**APPROVAL**

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**ABSTRACT**

*This study is intended to find out the task in Contextual Teaching and Learning Bahasa Inggris SMP electronic book. The objective of this study is to describe what extent tasks in the electronic book develop students' communicative competence. In achieving the objective, the writer uses descriptive qualitative as the method in collecting and analyzing the data. The object of the research is the tasks including in the electronic book. The data are analyzed by using theory of communicative competence proposed by Celce Murcie et al. (1995). The result of this research shows that the tasks in the electronic book are sufficient to develop students' communicative competence. In developing students' discourse competence; there are sufficient tasks in this electronic book. This electronic book is also provided sufficient tasks to develop students' linguistic competence. To develop students' actional competence, this electronic book has sufficient task. Unfortunately, this electronic book does not provide sufficient task both in developing socio-cultural and strategic competence. Although there are two competences which are not sufficient, but there are three competences which are sufficient to develop students' communicative competence. Thus, the writer considers the tasks in this electronic book are sufficient to develop students' communicative competence.*

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

**INTRODUCTION**

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 takes 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 to 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. 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 is now available as online electronic books. Those can be operated electronically. In Indonesia, this electronic book is called *BSE*. There are many subjects of this book such as English, Mathematics, Indonesia, Science, and any other subjects. For English teachers, they may 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.

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 conducts this research. she analyzes the tasks on the *Contextual Teaching and Learning Bahasa Inggris SMP* Electronic Book (BSE) published by *Pusat Perbukuan Departemen Pendidikan Nasional* by using theory of communicative competence. She uses descriptive qualitative method to analyze English materials including in the electronic book.

## **RESEARCH METHOD**

In this research, the writer employs descriptive research because the writer collects, classifies, and analyzes the data, and draws the conclusion based on the analyzed data. "Descriptive research is the research to clarify or explain phenomenon" (Arikunto, 1996:29). By using this method, the writer describes to what extent the tasks in *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book are designed to develop students'

discourse competence. The object of this research is *Contextual Teaching and Learning Bahasa Inggris SMP* electronic book written by Susilohadi *et al.* on 2008 by *Pusat Perbukuan Departemen Pendidikan Nasional*. The data of this research are the tasks included on the electronic book. She analyzes the data based on the theory of communicative competence. She classifies the tasks which considered as the task which develop students' communicative competence and accounts the number of tasks which develop students' communicative competence on each competences. Then, she accounts the average of the tasks that should be fulfilled by each competences and judges to what extent the tasks in the electronic book are designed to develop students' communicative competence. Finally, the writer draws the conclusion of this research.

## **RESEARCH FINDING AND DISCUSSION**

The electronic book entitled *Contextual Teaching and Learning Bahasa Inggris SMP* is designed to help the development of students' communicative competence. The discussion of the finding is provided in this research to show what extent the tasks in this electronic book are designed to develop students' communicative competence relating to the problem statements in the first chapter. After accounting the average of the tasks of each competence, the writer finds that it should be forty (40) tasks of each competence to develop students' communicative competence. If the number of tasks included on each competence is more than forty (40) tasks, it is considered as sufficient.

The following points are the discussion of each competence.

### **1. The Tasks to Develop Students' Discourse Competence**

According to Celce-Murcia (1995:46), discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. There are some competences of discourse competence: cohesion, deixis, coherence,

genre, and conversational structure. The tasks on this electronic book cover all of competences of discourse. However, the number of each aspect is different. The total number of tasks which develop students' discourse competence in this electronic book is one hundred and sixty eight (168) out of two hundred and two (202) tasks. It means that the tasks included on the electronic book are sufficient to develop students' discourse competence because the number of tasks which develop this competence are more than forty (40) tasks.

## **2. The Tasks to Develop Students' Linguistic Competence**

Linguistic competence comprises the basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing (Celce-Murcia, *et al.*, 1995:16-17). It is divided into several types of knowledge; syntax, phonology, morphology, lexicon, and orthography. Generally, all knowledge is covered on the tasks in this electronic book. However, it is different between the numbers of each. The total number of tasks which develop students' linguistic competence in this electronic book is one hundred and forty two (142) out of two hundred and two (202) tasks in this electronic book. It means that the tasks included on the electronic book are sufficient to develop students' linguistic competence because the number of tasks which develop this competence are more than forty (40) tasks.

## **3. The Tasks to Develop Students' Actional Competence**

According to Celce-Murcia (1995:48) actional competence refers to knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings,

problems (complaining, blaming, regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc.).

Almost the tasks provided on the electronic book are the form of dialogues. After analyzing the tasks, the writer finds there are so many tasks which order the students to express about feelings, opinions, problems, and any others. In the development of this competence, the number of tasks is sixty (60) out of two (202) tasks in this electronic book. It means that the tasks included on the electronic book are sufficient to develop students' actional competence because the number of tasks which develop this competence are more than forty (40) tasks.

#### **4. The Tasks to Develop Students' Socio-cultural Competence**

"Socio-cultural competence refers to the speaker's knowledge of how to express messages 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). It contains four components. They are social contextual factors, stylistic appropriateness, cultural factors, and non-verbal communicative factor. The tasks included in this electronic book just cover three aspects of those. The total number of tasks which develop students' socio-cultural competence in this electronic book is thirty five (35) out of two hundred and two (202) tasks in this electronic book. It means that the tasks included on the electronic book are insufficient to develop students' socio-cultural competence because the number of tasks which develop this competence are less than forty (40) tasks.

#### **5. The Tasks to Develop Students' Strategic Competence**

Celce-Murcia, *et al.* (1995:26) states that strategic competence is conceptualized as the knowledge of communication strategies and how to use them. It refers to the strategies for effective communication. Some



aspects of this competence are achievement or compensatory strategies, self-monitoring strategies, stalling or time gaining strategies, avoidance or reduction strategies, interactional strategies. From those aspects, the writer just finds two aspects that intended in the tasks of the electronic book. Those are stalling or time gaining and interactional strategies. The total number of tasks which develop students' strategic competence in this electronic book is twenty (20) out of two hundred and two (202) tasks in this electronic book. It means that the tasks included on the electronic book are insufficient to develop students' strategic competence because the number of tasks which develop this competence are less than forty (40) tasks.

## **6. The Tasks to Develop Students' Communicative Competence**

“Hyme's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community” (Fauziati, 2009:137). Celce-Murcia, *et al.* (1995:43) divide communicative competence into linguistic, strategic, sociolinguistic, actional, and discourse competence. After analyzing the electronic book, the writer finds that the tasks on this electronic book cover all competence of communicative competence. However, the number of each competence is different between one competence with others.

From two hundred and two (202) tasks included on the electronic book, the writer finds one hundred and sixty eight (168) tasks of the development of students' discourse competence. The students' linguistic competence can be developed by one hundred and forty two (142) tasks. The number of tasks which develop students' actional competence is sixty (60) tasks out of all tasks included on the electronic book. The development of socio-cultural competence and strategic

competence is provided in thirty five (35) tasks and twenty (20) tasks out of two hundred and two (202) tasks of the electronic book.

## CONCLUSION

Based on the finding, the writer determines that this electronic book is sufficient to develop student's communicative competence although there are two competences which are insufficient to develop its competence. The book provides the sufficient task to develop three components out of five competences of communicative competence. Those are discourse, linguistic, and actional competence. It means that the competences which are sufficient to develop students' communicative competence are more than fifty percent (50%). Thus, the writer concludes that the tasks of the electronic book are sufficient to develop students' communicative competence.

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