CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language for international communication. The Indonesian government has realized the importance of English and has decided that English is a compulsory subject at senior school level. That is why English is one of the important subjects taught at schools in Indonesia.

As means of communication, both written and orally, English has a very important role to relate knowledge and technology. As it is the first foreign language in Indonesia, English is not easy to learn, especially for senior high school students. Realizing the importance of English, it is equally important to prepare the teachers who will teach it. The teaching and learning process involves three factors, namely teacher, learner and method or material. Material in teaching can be delivered to students instructionally.

Instructional material is all kinds of materials which help teacher to carry out teaching and learning in class. Instructional material is anything that is used to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a newspaper and a handout (Tomlinson, 1998). Instructional material is very important for teachers to plan and analyze the teaching implementation. Among of those teaching and learning materials a textbook plays an important role. Teachers can use the teaching materials in textbook as a source of information to conduct the teaching and

learning in class in order to make it easier to deliver the teaching material to students. Teaching English cannot be separated with the presence of textbooks. A textbook has always been the most preferred instructional material in ELT. They are best seen as a resource in achieving aims and objectives that have already beenset concerning learner needs (Cunningsworth, 1995). Textbooks play a prominent role in the teaching and learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

Hutchinson (1987) argues that the textbook has a very important and a positive part to play in teaching and learning English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs.

Allwright (1981) adds a further dimension to the role of the textbook by characterizing the lesson as an interaction between the three elements of teacher, learners and materials. This interaction enhances the opportunities to learn.

As textbooks have a very important role in the process of teaching and learning, this is the reason why English teachers use a textbook as means of teaching in their classes. Textbooks are important resources for teaching both productive and receptive skills. They further guide less experienced teachers who

have yet to gain confidence (Cunningworth, 1995).They contain materials that are able to fulfill students' need in learning.

It is very important for teachers to know what content of materials printed on the textbook before it is taught to students. The content of the textbook should be easier to understand. Littlejohn and Winddeatt in Yopi (2013) suggested that materials can be developed from six different perspectives: (1) the general or subject contained in materials. (2) Views on the nature and acquisition of knowledge. (3) View of the nature of language learning. (4) Role implicit materials. (5) Opportunities for the development of cognitive abilities, and (6) the values and attitudes inherent in the materials. Teacher can use these perspectives as standard in choosing the textbook which is used in teaching and learning process in order the book will become more attractive and fulfill the students need.

Communicative competence should be the options to develop and design the materials in the textbook. Communicative competence is a term introduced by Hymes (1972), who defined it as the ability to convey and interpret messages and to negotiate meaning with other speakers in specific contexts. Over the years, the term has been discussed and redefined by many authors, such as Canale and Swain (1980), Savignon (1997), and Bachman (1999) in Gladday, 2011)

The notion of communicative competence centered primarily on the negotiation of meaning in real situational contexts. In this respect, Canale and

Swain (1983) distinguished four categories that defined the notion of communicative competence.

The first two categories referred to use of the linguistic system: grammatical competence and discourse competence. Grammatical competence allowed speakers to know and understand the appropriate use of language forms. Without knowledge of the linguistic code, communication would be absolutely impossible. Discourse competence was every speaker's ability to connect sentences in a meaningful and coherent discourse.

The third category was socio-linguistic competence, which involved knowledge of the socio-cultural rules of language and the discourse in which language was used. It resulted the ability to understand the context or situational reality in which we communicate something meaningful.

The fourth category was strategic competence, which referred to the verbal and nonverbal communication strategies speakers used to compensate for breakdowns in communication due to insufficient levels of competence. In other words, speakers were able to use strategies to compensate for an imperfect knowledge of rules and a lack of vocabulary in the communicative process. Paraphrasing, repeating, and guessing were examples of strategic verbal competence. Gestures, mimicking, and body positions were examples of strategic nonverbal competence. All these strategies were valid when learners intended to negotiate meaning.

The communicative competence proposed by Celce-Murcia, Dornyei, Thurrel (1995) was developed from the concept of communicative competence introduced by Canale and Swain (1980). According to Celce-Murcia, *et al* (1995:43), the communicative competence is divided into five components (1) linguistic competence, (2) strategic competence, (3) sociolinguistic competence, (4) actionable competence, and (5) discourse competence. To achieve the objective of teaching and learning in English, students have to master the five component of communicative competence.

Language learning cannot be separated from communicative competence as its function for communicating. Language is a means of communication of human daily life, as well as in education. Textbook as one of the supporting factors plays an important role in lesson study to present materials in accordance with Content Standard of School-Based Curriculum which contains communicative competence with its aspects. Teachers are expected to develop their communicative competence by using English textbooks as a main resource. However, whether English textbook has possessed communicative competence is still become a question. So this becomes the teachers' duty to choose textbook that containing materials and tasks which can develop students' communicative competence.

The researcher was interested in doing the research to the materials presented in *I CAN DO IT English For Senior High School Students Grade XI.* This textbook was authored by Joko Daryanto, E.Rahayu , P.Darini and published by

Massmedia. This textbook was arranged to give guidance for students of Senior High School in studying and improving their four language competencies to master English. The book was published in 2012.

The material delivery in this book is situated with the students' daily life. So they will ease to understand and study English. Each unit comprises two main learning activities, those are *Oral Cycle and Written Cycle. Oral Cycle* is divided into two learning activities, *Speak Up and Catch What You Hear*. In the part of *Speak Up ,*students are guided to learn and practise speaking actively. In *Catch What You Hear,*they are trained to listen to the spoken English. While, *Written Cycle* is divided into three learning activities. Those are, *Let's Read, Grammar Corner*, and *Let's Write*. In the part of *Let's Read,* students are guided to improve their reading skill and comprehend many kinds of genre texts. They will learn and comprehend the English grammar in *Grammar Corner*. In the part of *Let's Write, they are guided to build their writing skill.* The books were used by Senior English Teachers of Madiun Regency in 2012 – 2013 and 2013 – 2014 academic year in delivering their teaching and learning in class.

The researcher is a teacher of a senior high school in Mejayan District, Madiun Regency. The researcher considered that materials was very important for the learning process. The writer has chosen *I CAN DO IT English For Senior High School Students Grade XI* for the following reasons: the tasks were challenging, it also contained the four skills such as listening, reading, speaking

and writing. For short, by using this book the students could learn four aspects of language skills (listening, reading, speaking and writing) and grammar.

Based on the consideration above, the researcher was interested to investigate the communicative competence reflected *I CAN DO IT English For Senior High School Students Grade XI*, what was the dominant communicative competence in it, and what was the frquency of the communicative competence in the books. Besides, communicative competence has probability to answer why this book was suitable for learning English and how the books could help the teachers to deliver English material in class easily.

Considering the problem above, the researcher wanted to analyze what extent the tasks *I CAN DO IT English For Senior High School Students Grade XI* was designed to develop students' communicative competence. So the researcher conducted a research entitled "*Material Design to Improve Students' Communicative Competence: Textbook Analysis on I CAN DO IT ,English For Senior High School Students Grade XI*".

B. Problem Statement

The communicative competence should be known by the English teachers. Moreover, they could understand how to apply them and what communicative competence was applied in the English textbooks. Communicative competence was emerged by the linguists who were well-known for their dedication in language learning. So the researcher conducts this research because the researcher is interested in elaborating the question "how

do *I CAN DO IT , English For Senior High School Students Grade XI"* book was designed to improve the students' communicative competence?"

C. Research Question

Considering the communicative competence by Celce-Murcia et.al (1995) and the books, the researcher formulates the research problems as follows:

1. to what extents were the tasks *I CAN DO IT , English For Senior High School Students Grade XI"* book designed to develop students' linguistic competence?,

2. to what extents were the tasks in *I CAN DO IT , English For Senior High School Students Grade XI"* book designed to develop students' strategic competence?,

3. to what extents were the tasks in *I CAN DO IT ,English For Senior High School Students Grade XI"* book designed to develop students' socio-cultural competence?,

4. to what extents were the tasks in *I CAN DO IT , English For Senior High School Students Grade XI"* book designed to develop students' actionable competence?,

5. to what extents were the tasks in *I CAN DO IT , English For Senior High School Students Grade XI"* book designed to develop students' discourse competence?,

6. what frequency of each communicative competence used in *I CAN DO IT , English For Senior High School Students Grade XI"?*, and

7. what dominant of communicative competence used in *I CAN DO IT , English For Senior High School Students Grade XI"?*.

D. **Objective of the Study**

Relating with the formulation of the problem above this study has two objectives to obtain. They are general and specific objectives. The general objective is to analyze about the implementation of communicative competence by Celce-Murcia et al (1995) in the tasks of the English textbook entitled *I CAN DO IT, English For Senior High School Students Grade XI* published by Massmedia.

While the specific objectives are as follow :

1. to explain what linguistic competence are reflected in the tasks of *I CAN DO IT ,English For Senior High School Students Grade XI"* book,

2. to explain what strategic competence were reflected in the tasks of *I CAN DO IT ,English For Senior High School Students Grade XI"* book,

3. to explain what socio-cultural competence were reflected in the tasks of *I CAN DO IT ,English For Senior High School Students Grade XI"* book,

4. to explain what actionable competence were reflected in the tasks of *I CAN DO IT ,English For Senior High School Students Grade XI"* book,

5. to elaborate what discourse competence used in the tasks of *I CAN DO IT ,English For Senior High School Students Grade XI"* book,

6. to elaborate what frequency of communicative competence reflected in the tasks of *I CAN DO IT ,English For Senior High School Students Grade XI"* book, and

7. to elaborate what dominant of communicative competence are reflected in the tasks of *I CAN DO IT ,English For Senior High School Students Grade XI"* book.

E. Benefit of the Study

By conducting this research, the researcher hoped to be able to give contributions in designing materials development theoretically and practically.

1. Theoretical benefit

Theoretically the result of this research would help the author of the English students books to develop the teaching materials based on the communicative competence and give them some input to increase and improve the quality of textbook in the future. The development may be in the tasks, the variety of the tasks, or the arrangement of the chapter.

2. Practical Benefit

Practically the result of the research is expected to be useful for students. Since Indonesian High School graduates are low in communicative competence, this study is beneficial for students because it may indicate whether the use of the textbook is useful to develop students competency and relevant with the curriculum.

This study is also beneficial for teachers because based on the description of the textbook and learning activities required by

communicative competence, teachers can see if, and where, the textbook needs to be supplemented by other teaching materials.

The result of the study is also expected to be useful for the future researcher to be a citation to support the next research. It also could be used as reference for another researcher who wants to conduct the research of textbook analysis especially using theory of communicative competence.

F. Thesis Organization

Chapter I is introduction. It explains the historical background, why the research is being conducted. In this chapter, the problems, questions, objectives, as well as the significance of the study are also formulated.

Chapter II is review of related literature. It presents the theoretical framework, discussing the notion of English Textbook, Task Design and Communicative competence. It also elaborates the English language teaching in Indonesia. Next, the researcher will explain about the discussion of the major theories used in this research.

Chapter III expands the analysis of application of communicative competence used in *I CAN DO IT , English For Senior High School Students Grade XI* , as well as what kind of research methodologies which the researcher employ in conducting the research.

Chapter IV elaborates further the research finding and discussion of the application of communicative competence used in *I CAN DO IT , English For*

Senior High School Students Grade XI. This chapter aims to explain and answer the questions stated on chapter III.

Chapter V unites previous chapters into set of conclusion, pedagogical implication and suggestion.