

**MATERIAL DESIGN OF ENGLISH TEXTBOOK
BAHASA INGGRIS SMA KELAS X TO DEVELOP STUDENT'S
COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfilment of the Requirements
for Getting Master Degree of Education
in Language Study Graduate Program**

Proposed by:

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2016**

APPROVAL

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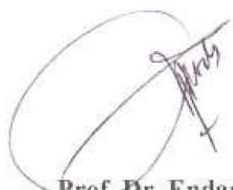
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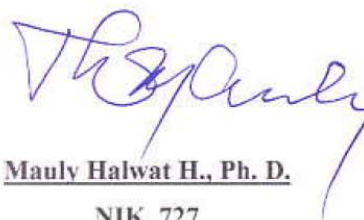
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APPROVAL OF PUBLICATION ARTICLE FOR SUBMISSION

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Has been examined for all revisions and correction recommended

By the board of examiners on May, nd 2016

And is certified to be accepted for submission

The Examiner Board:

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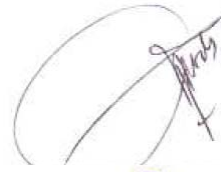
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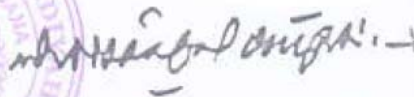
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STATEMENT OF AUTHORSHIP

I hereby confirm that the Publication Article entitle “***MATERIAL DESIGN OF ENGLISH TEXTBOOK BAHASA INGGRIS SMA KELAS X TO DEVELOP STUDENT’S COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS***” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotation and the sources of information have been fully referred and acknowledged accordingly.

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**MATERIAL DESIGN OF ENGLISH TEXTBOOK
BAHASA INGGRIS SMA KELAS X TO DEVELOP STUDENT'S
COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS**

by

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ABSTRACT

This research focuses on analyzing the competencies covered in each tasks and activities in Bahasa Inggris SMA Kelas X textbook. The objectives are to explain what linguistic competence, strategic competence, socio-cultural competence, actional competence, and discourse competence are shown in the tasks of English textbook Bahasa Inggris SMA Kelas X, to elaborate frequency of communicative competence are shown in the tasks of English textbook Bahasa Inggris SMA Kelas X, and to elaborate the dominant communicative competence in the tasks of English textbook Bahasa Inggris SMA Kelas X. In achieving the objectives, the researcher uses descriptive qualitative as the type of the research. The data of this research was the tasks and activities of English textbook Bahasa Inggris SMA Kelas X. The data source of this research is Bahasa Inggris SMA Kelas X textbook published by Balitbang. In collecting the data the writer uses documentation. The technique for analyzing the data are classifying and describing the kinds of communicative competence, coding the data, scoring the data, counting the frequency and dominant of the competencies, and drawing conclusion. From the result of analysis, it can be drawn some conclusions. Firstly, from 104 data there are 40 or 38.4% the tasks which designed to develop student's linguistic competence, 6 or 5.8% the tasks which designed to develop student's strategic competence, 8 or 7.7% the tasks which designed to develop student's socio-cultural competence, 33 or 31.7% the tasks which designed to develop student's actional competence, 17 or 16.3% the tasks which designed to develop student's discourse competence. Secondly, the dominant of each Communicative Competence is Linguistic Competence. Thirdly, this textbook was sufficient because there only linguistic and actional competence which available tasks to develop its competence in 70%. Therefore, it can be conclude that Bahasa Inggris SMA Kelas X textbook is sufficient to develop student's communicative competence.

Keywords: textbook, tasks, communicative competence

ABSTRAK

DYAH RETNO NURSANTI, S20040024. “MATERIAL DESIGN OF ENGLISH TEXTBOOK BAHASA INGGRIS SMA KELAS X TO DEVELOP STUDENT’S COMMUNICATIVE COMPETENCE: CONTENT ANALYSIS”. Muhammadiyah University of Surakarta. Thesis. 2016.

Penelitian ini fokus pada analisis kompetensi yang tercakup dalam tugas dan kegiatan di Buku Bahasa Inggris SMA Kelas X. Tujuan dari penelitian ini adalah untuk (1) menjelaskan kompetensi linguistik, strategi, kultur sosial, tindakan, dan discourse apa saja yang ditunjukkan pada tugas di Buku Bahasa Inggris SMA Kelas X, (2) menjelaskan jumlah dari masing – masing kompetensi yang ada pada tugas di Buku Bahasa Inggris SMA Kelas X, (3) menjelaskan kompetensi apa yang paling mendominasi pada tugas di Buku Bahasa Inggris SMA Kelas X. Penelitian ini termasuk penelitian deskripsi kualitatif. Data yang digunakan adalah tugas dan kegiatan yang terdapat pada Buku Bahasa Inggris SMA Kelas X. Sumber datanya berupa buku paket dari pemerintah yang berjudul Bahasa Inggris SMA Kelas X diterbitkan oleh Balitbang. Teknik pengumpulan data menggunakan teknik dokumentasi. Teknik analisis data meliputi pengklasifikasian data, mengkode data, penilaian data, menghitung jumlah data dan kompetensi yang mendominasi, dan menarik kesimpulan. Setelah menganalisis data, terdapat 3 (tiga) kesimpulan. Pertama, dari 104 data ada 40 atau 38.4% tugas yang didesain untuk membangun kompetensi linguistik siswa, 6 atau 5.8% tugas yang didesain untuk membangun kompetensi strategi siswa, 8 atau 7.7% tugas yang didesain untuk membangun kompetensi sosial kultural siswa, 33 atau 31,7% tugas yang didesain untuk membangun kompetensi tindakan siswa, dan 17 atau 16.3% tugas yang didesain untuk membangun kompetensi discourse siswa. Kedua, kompetensi yang paling mendominasi adalah kompetensi linguistik. Ketiga, buku ini dinilai cukup karena hanya ada dua kompetensi yakni linguistik dan tindakan yang masing – masing prosentasinya melebihi 20% atau jika digabung menjadi 70%. Maka dari itu, hasil dari penelitian ini menunjukkan bahwa Buku Bahasa Inggris SMA Kelas X cukup untuk membangun kompetensi komunikasi siswa.

Kata Kunci: buku, tugas, kompetensi komunikasi

A. INTRODUCTION

In this globalization era, English is very important for people, because English is an international language and most of country in the world use this language, either as a first or second language. For Indonesian education world, English is taught as a foreign language (EFL) in a classroom environment. It is one competence for Indonesian students to be graduated from Junior and Senior high school. In fact, teaching English for the students in Senior High

School in Indonesia is not easy, because English is still assessed as the second language and most of Indonesian people are not accustomed to use English in their daily life.

To support the English language teaching process, there are three factors such as teacher, learner, and method or material. Material in English language teaching can be delivered to students instructionally. According to Tomlinson (1998:2), there are many kinds of learning materials including textbook, cassette, videos, CD-Rooms, dictionaries, grammar books, workbooks, photocopied exercises, newspaper, etc. The teacher usually used textbook as the material in teaching learning activities.

Textbook is an instructional material, which is used as the guide for classroom instruction. Textbook has an important role in the teaching and learning activities. Tarigan (1986:11) states that textbook is an instructional instrument, which is used at school and college to support instruction program. While Fauziati (2010:209) argues that textbook usually have a hidden curriculum that such as attitude toward knowledge, attitude toward teaching and learning, and the attitude toward the role and relationship of the teacher and students. Because of this, Indonesian government has a big concern to provide students and teacher in Indonesia with national standardized books. Although many textbooks are published, teachers still must select which one is the most suitable textbook to be used.

In establishing this new curriculum, the government publishes the textbook that used to student and teacher entitled *Bahasa Inggris SMA Kelas X*. This book is published to adapt the new curriculum in order to fulfill the learner's need, where there is no commercial textbook that published by company. The book is designed to encourage the students to develop their competency in four skills. It means that by this textbook the teachers are expected to produce the qualified student.

This research deals with some previous researches. The first previous studies were Ogura (2008) who conduct *Communicative Competence and Senior High School Oral Communication Textbook in Japan*. The second

previous study was conducted by Lestari (2010), entitled *Material Development of English Textbook Effective English to Develop the Student's Communicative Competence: a Content Analysis*. The third previous research was conducted by Kim (2011) entitled *Developing Communicative Competence with Authentic Materials for EFL Korean High School Students*.

The fourth previous study was conducted by Nguyen, (2012) entitled *Communicative Language Testing: Do School Tests Measure Student's Communicative Competence?* The fifth previous study was conducted by Tostykh and Khomutova (2012), entitled *Developing the Communicative Competence of the University Teaching Staff: an Integrated – Skill Approach*. Widayati (2012), who wrote about textbook analysis, entitled *A Study on Suitability of Task in Linked to the World 3 with the Theory of Communicative Competence Proposed by Celce Murcia*, conducted the sixth previous study.

The seventh previous research is the study of English electronic book that was conducted by Kurniasari (2013) entitled *Material Development of Electronic Book (BSE) Contextual Teaching and Learning Bahasa Inggris SMP to Develop Students' Communicative Competence*. The eight previous study was conducted by Wati (2013) entitled *English Task to Develop the Students' Communicative Competence: a Study of Edukatif Work Book for Junior High School Students*. The ninth previous study was conducted by Putra (2014) entitled *Material Design to Improve Student's Communicative Competence: Textbook Analysis on I Can Do It English for Senior High School Student Grade XI*. The last previous study was conducted by Yufrizal (2014) entitled *Teachers and Student's Perceptions of Communicative Competence in English as a Foreign Language in Indonesia*.

The difference between this study and the previous is the object of data analyses. The first previous is Ogura from Japan, he used ten authorized senior high school OCI textbooks as the data and she evaluated how senior high school Oral Communication (OC) textbooks in Japan support the development of student's spoken communicative competence. The second previous analyzed the English textbook based on communicative competence. The third

one used the authentic material as the data analysis and the goal of his research was to design the authentic materials to develop Korean high school student's communicative competence.

Then the fourth previous analyzed the language testing school. It investigated the student in Vietnam whether the test measure the communicative competence student or not. The fifth previous analyzed college student in Russia, then they devoted to the integrated skill approach applied in teaching English in the framework of the project *Lingva*. The sixth previous was Widayati's work, she has investigate the communicative competence developed towards listening tasks, speaking tasks, reading tasks, writing tasks, and analyze to what extent the tasks in the textbook meet the criteria of communicative competence.

The seventh previous used the electronic books as the data analysis. The eight previous was described how the tasks in Edukatif workbooks are designed to develop students' discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence. The ninth previous was conducted by Putra, she analyzed the communicative competence in the commercial textbook which used by student in Senior High School on XI grade.

The last previous studies were Yufrizal's work, which focused on the perceptions of students and teachers on what communicative competence means, and how they perceive each component of the communicative competence of English. Therefore, the writer could decide the position of the research. The four researchers used the English textbook as the data and communicative competence theory. Another research focused on investigating communicative competence on language teaching and teacher perception. This research used *Bahasa Inggris SMA Kelas X* English textbook as the data. Thus, the position of this study was to expand the similar studies before analyzing communicative competence through English textbook *Bahasa Inggris SMA Kelas X*.

From the explanation above, the researcher analyzes a textbook whether it is designed to develop student's communicative competence or not based on communicative competence theory proposed by Celce-Murcia et al. it can be conclude that the specific objectives are to explain what linguistic competence, strategic competence, socio-cultural competence, actional competence, and discourse competence are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X*, to elaborate frequency of communicative competence are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X*, and to elaborate the dominant communicative competence in the tasks of English textbook *Bahasa Inggris SMA Kelas X*.

B. RESEARCH METHOD

In achieving the objectives, the researcher uses descriptive qualitative as the type of the research. The object of this research was the tasks and activities of English textbook *Bahasa Inggris SMA Kelas X*. This textbook was authorized by Furaidah, et al and published by Balitbang, The Ministry of Education and Culture. The book was the first published in 2014. Then, the book was consists of 116 pages.

The data of this research was the tasks and activities of English textbook *Bahasa Inggris SMA Kelas X*. The data source of this research is *Bahasa Inggris SMA Kelas X* English textbook. In collecting the data the writer uses documentation, because the data is from written source likes document as well as in other from such as textbook, book, diary, letter, newspaper, etc. The steps are reading the textbook and the whole tasks in the textbook, underlining the tasks were thought can develop the target competences, giving the code on the underlined tasks which suitable with developed competence, taking note the page and title of tasks that developed the competence, and calculating the sum of the tasks that developed the competence to assume the conclusion.

The last is analyzing the data. In analyzing the data, the researcher uses content analysis. The steps are classifying and describing the kinds of

communicative competence, coding the data, scoring the data, calculating the frequency and dominant of the competencies, and drawing conclusion

C. FINDING AND DISCUSSION

There are nine units in the textbook analyzed with 104 tasks. All of tasks in each unit are taken as the samples of the research. The writer analyzed the tasks in each unit to explain what kind of communicative competences developed, what frequency, and what dominant of the five communicative competence used in the English textbook *Bahasa Inggris SMA Kelas X* for Senior High School student on grade X. The result can be described as follows:

1. Task Designed to Develop Student's Linguistic Competence

a. Syntax

1) BISKX/P 11 Task 2

Complete the sentences with *be* or *have*. Remember to use the correct forms.

1. The class ... very boring because the students ... no activities.
2. Alia ... a new pen pal from America. Alia ... lucky because now she can practice writing in English.
3. Maher Zain ... Saidah's favorite singer. He really ... good voice.

The expected answers from the questions above are such like these:

1. The class *is* very boring because the students *have* no activities.
2. Alia *has* a new pen pal from America. Alia *is* lucky because now she can practice writing in English.
3. Maher Zain *is* Saidah's favorite singer. He really *has* good voice.

From the task above, it can be analyzed that the task is one of the component of linguistic competence, particularly *syntax*. It comprises the aspect of *syntax* which with *special construction* part, because the task asked the students to use *be* and *have* in order to make a correct sentence. There are nine (9) tasks of one hundred and four (104) tasks that designed to develop the student's linguistic competence in the syntax aspect.

b. Morphology

1) BISKX/ P 111 Task 1

Study the following pairs of sentences to identify how the words printed in italic are related.

Examples:

1. a. We need to *register* soon.
b. The *registration* is on a first-come basis.
2. a. CJes Entertainment has decided to *cancel* the concert.
b. The *cancellation* of the concert is announced by Faith & D Entertainment Management.

From the task above, it can be analyzed that task did not need the answer but it need the comprehension. The word **registration** is formed by the base morpheme “**register**” and the bound morpheme “**-ation**”. The category of “**register**” is a verb, while “**-ation**” is suffix. The addition of suffix “**-ation**” in the morpheme “**register**” can change the grammatical category from verb into noun. It is called derivational affixes. The task comprises the aspect of *morphology*, which with *derivational processes* part, because it explains the forming verbs into nouns. There are sixteen (16) tasks of one hundred and four (104) tasks that designed to develop the student’s linguistic competence in the morphology aspect.

c. Lexicon

1) BISKX/ P 76 Task 3

Read the phrases below. Identify the modifiers.

1. large black stones → size color noun
2. a shallow small lake → _____
3. cold tiny droplets → _____

The expected answers from the questions above are such like these:

1. large black stones → size color noun
2. a shallow small lake → opinion size noun
3. cold tiny droplets → opinion size noun

From the task above, it can be analyzed that the task is one of the component of linguistic competence, particularly *lexicon*. It comprises the aspect of *lexicon*, which with *collocation* part, because the tasks asks the students to identify modifier in the phrases of adjective before noun. There are seven (7) tasks of one hundred and four (104) tasks that designed to develop the student’s linguistic competence in the lexicon aspect.

d. Phonology (for pronunciation)

BISKX/ P 3 Task 1 Pronunciation Practice

Listen to your teacher reading these words.

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /

From the task above, it can be analyzed that the task is one of the component of linguistic competence, particularly *phonology*. The task shows how to pronounce well or usually called manner articulation. It consists of plosive, nasal, fricative, approximant, lateral approximant, and affricate. Therefore, the student can understand when they have to give stressing in a word, the intonation, and the rhythm correctly. It can make develop the student's ability in phonology. there are eight (8) tasks of one hundred and four (104) tasks that designed to develop the student's linguistic competence in the phonology aspect.

Based on the writer's analysis, there are forty (40) tasks of one hundred and four (104) tasks that designed to develop student's linguistic competence.

2. Task Designed to Develop Student's Strategic Competence

a. Compensatory Strategies

1) BISKX/P 6 Task 2

After reading the text, in the chart below, identify the main ideas of the paragraphs, and then write the most important details in your own words.

From the task above, it can be analyzed that the task is one of the component of strategic competence, particularly *compensatory strategies*. It comprises the aspect of *compensatory strategies*, which with *restructuring* part, because the tasks asked the students to identify the main idea of each paragraph in text and then write the details sentence using their own word.

Based on the result of the data analysis the writer specifies three (3) tasks of one hundred and four (104) tasks that designed to

develop the student's strategic competence in the compensatory strategies aspect.

b. Interactional Strategies

1) BISKX/P 37 Task 1

Make up a short dialogue for the following situations.

“You plan to do the Biology project at the library after school. You ask your best friend to do it together with you”.

From the task above, it can be analyzed that the task is one of the component of strategic competence, particularly *interactional strategies*. It comprises the aspect of *interactional strategies*, which with *request* part, because the tasks asked the students to make a short dialogue based on the situation using their own word. The dialogue using *clarification request* to get the clear explanation such as at the sentence “*What do you mean?*”.

Based on the data analysis, the writer specifies three (3) tasks of one hundred and four (104) tasks that designed to develop the student's strategic competence in the interactional strategies aspect. Then, there are six (6) tasks of one hundred and four (104) tasks that designed to develop student's strategic competence.

3. Task Designed to Develop Student's Sociocultural Competence

a. Social Contextual Factors

1) BISKX/ P 8 Task 3

Work in pairs. If you have read text 1, refer to question II. If you have read text 2, refer to question I. read the questions for your partner to answer.

➔ Does Hannah want to be Alia's friend

The expected answers from the questions above are such like these:

Yes, she does. It known from the sentence *She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd really like to be your E-pal. You sound really cool!*

The paragraph above involves two participants those are the writer (Hannah) and the third person (Alia). From the sentence we

know that they are a new friend, which usually communicate by E-mail, because they are E-pal. Therefore, they may have equal age, gender, status (as students), and close relation. It is determine from how they talk and talked to in some situation. It indicates that the two participants in the paragraph have close relationship, such as between two new friends, foreigner, and a citizen.

Based on the data analysis, the writer specifies four (4) tasks of one hundred and four (104) tasks that designed to develop the student's sociocultural competence in the social contextual factors.

b. Stylistic Appropriateness Factors

1) BISKX/P 20 Task 2

Read the sentences. Are they true or false based on the dialogue above?

→ Rahmi gives a compliment to Sinta's clothing. T/F

The expected answers from the questions above are such like these:

True. It is known from the sentence Hey, **what a beautiful skirt you are wearing. It matches your blouse.**

The dialogue above involves two participants those are Rahmi and Sinta. From the sentence we know that they are a close friend, which usually communicate each other every day. It indicates that the dialogue and the answer use the positive politeness and less formal of language, it is done because the dialogue happened between close friends.

Based on the data analysis, the writer specify only one (1) task of one hundred and four (104) tasks that designed to develop the student's sociocultural competence in the stylistic appropriateness factor.

c. Cultural Factors

1) BISKX/P 46 Task 2

Answer the following questions based on the text above.

→ What leads Juna's life to his downfall?

The expected answers from the questions above are such like these:

Juna is betrayed by his own cousin and uncle and that leads to his downfall. It is shown in the second paragraph, on the first sentence.

The paragraph above tells the living condition of Juna. From the paragraph we know that Juna has a chaotic life because his own cousin and uncle betray him and that leads to his downfall. It indicates the sociocultural background knowledge of the target language community by the way of living.

Based on the data analysis, the writer specifies three (3) tasks of one hundred and four (104) tasks that designed to develop the student's sociocultural competence in the cultural factors.

Based on the result of analysis, there are eight (8) tasks of one hundred and four (104) tasks that designed to develop student's sociocultural competence.

4. Task Designed to Develop Student's Actional Competence

a. Knowledge of Language Function

1) Interpersonal Exchange

a) BISKX/P 22 Task 3

Practice complimenting and responding to the compliments in pairs. One of you becomes A, and the other becomes B.

1. B is working really hard. A compliments B. B responds to the compliment happily.

The expected answers from the questions above are such like these:

1. A: I must express my admiration to you. You are truly hard worker.

B: Thanks a lot for your appreciation.

From the task above, it can be seen that the task comprises the actional competence which with the component of *interpersonal exchange*. It includes the component of *complimenting*, because the task asked student to practice the dialogue, which expresses the complimenting expression.

Based on the data analysis, the writer specifies thirteen (13) tasks of one hundred and four (104) tasks that designed to develop the student's actional competence in the interactional exchange.

2) Information

a) BISKX/P 113 Task 8

Make announcement for your classmates orally!

From the task above, it can be analyzed that the task is comprises actional competence which with the component of information. It belongs to the component of *giving information* because the task was asked the student to giving announcement orally in front of the class.

Based on the data analysis, the writer specifies fourteen (14) tasks of one hundred and four (104) tasks that designed to develop the student's actional competence in the information aspect.

3) Opinions

a) BISKX/P 56 Task 1 Warmer

Look at the pictures below! What can you tell about these people? What do they look like? Discuss with your friends!

The expected answers from the questions above are such like these:

I think that they are a close friend. They usually play together in their village or cluster. Maybe they have same age, hobby, and school.

From the task above, it can be analyzed that the task is one of the component of actional competence, particularly *opinions* part. It comprises the aspect of *opinions*, because the tasks ask to the students to express their opinion based on the picture in the textbook.

Based on the data analysis, the writer specifies five (5) tasks of one hundred and four (104) tasks that designed to develop the student's actional competence in the opinions aspect.

4) Future Scenarios

a) BISKX/P 40 Task 3

Speech. Make an outline of the plan that you will do if you are selected as president or head of student's organization.

The example of the task above shows that the textbook contain with the actional competence especially in the component of future scenario in the aspect of expressing and eliciting plans, goals, and intention because the task asks to student to make a plan and then act if he or she become as president of student's organization.

Based on the data analysis, the writer specify only one (1) tasks that designed to develop the student's actional competence in the future scenario aspect. Then, there are thirty-three (33) tasks of one hundred and four (104) tasks that designed to develop student's actional competence.

5. Task Designed to Develop Student's Discourse Competence

a. Cohesion

1) BISKX/P 51 Task 7 Writing

Write down the inside parts of the congratulation cards based on the cover. Write at least two sentences.

Situation: Tomy has just been promoted to be branch manager of Jepara Ukir Company in London

The expected answers from the questions above are such like these:

Dear Tomy,

Congratulations on your promotion. Sharing in your happiness today and wishing are a wonderful future. Filled with dreams coming true.

Zettira

From the task, it can be analyzed that the textbook contain with the discourse competence especially in the component of *cohesion* in the aspect of *lexical chain* because the task asked student to write a respond letter based on letter that got before. It means of the repetition of lexical elements, sentence components and other linguistic elements, and text structures are formed.

Based on the data analysis, the writer specifies twelve (12) tasks of one hundred and four (104) tasks that designed to develop the student's discourse competence in the cohesion aspect.

b. Genre/Generic Structure

1) BISKX/P 61 Task 2

Discuss with a partner and fill in the table with suitable information from the text

From the task above, it can be analyzed that the task shows the discourse competence especially in the component of *genre* because task asked the students to find the generic structure of the text. It include the genre of descriptive text.

From the data analysis, the writer specifies five (5) tasks of one hundred and four (104) tasks that designed to develop the student's discourse competence in the genre aspect. Then, there are seventeen (17) tasks of one hundred and four (104) tasks that designed to develop student's discourse competence.

6. The Frequency of Each Communicative Competence

After analyzing "*Bahasa Inggris SMA Kelas X*" English textbook, the researcher finds that the frequency of each communicative competence can be resulted as follows:

- a. The total numbers for the Linguistic Competence is 40 tasks.
- b. The total numbers for the Strategic Competence is 6 tasks.
- c. The total numbers for the Sociocultural Competence is 8 tasks.
- d. The total numbers for the Actional Competence is 33 tasks.
- e. The total numbers for the Discourse Competence is 17 tasks.

7. The Dominant of Type Communicative Competence

After analyzing "*Bahasa Inggris SMA Kelas X*" English textbook, the researcher concludes that the dominant of each Communicative Competence is Linguistic Competence.

D. CONCLUSION

From the result of analysis, it can be drawn some conclusions. Firstly, from 104 data there are there are 40 or 38.4% the tasks which designed to develop student's linguistic competence, 6 or 5.8% the tasks which designed to develop student's strategic competence, 8 or 7.7% the tasks which designed to develop student's socio-cultural competence, 33 or 31.7% the tasks which designed to develop student's actional competence, 17 or 16.3% the tasks which designed to develop student's discourse competence. Secondly, the dominant of each Communicative Competence is Linguistic Competence. Thirdly, this textbook was sufficient because there only linguistic and actional competence which available tasks to develop its competence in 70%. Therefore, it can be conclude that *Bahasa Inggris SMA Kelas X* English textbook is sufficient to develop student's communicative competence although not all aspect of each competencies are showed in the textbook. There is no orthography aspect in linguistic competence. In strategic competence, there is no reduction, time-gaining, self-monitoring strategies aspects. Then, there is no non-verbal communicative factor in socio-cultural competence. Feelings, suasion, problems aspects of actional competence also do not exist in the textbook. The last, there is no deixis, coherence, and conversational structure aspect in discourse competence.

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