CHAPTER I

INTRODUCTION

A. Background of the Study

Language as a means of communication is very useful and flexible. It can fulfill humans need in their communication in any situation. With language we can express almost everything such as thoughts, emotions, politics, actions, affairs, controversies, ideas, etc by means of communication (Srijono, 2001:9). Because of it, language is an important thing in our life, because without language we cannot interact with other people. The correlation between language and life cannot be separated. It allows people to say thing to each other and express their communicative need.

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. English is also the key, which opens doors to scientific and technical knowledge. English is a top requirement of those seeking jobs, so one of the efforts to improve the quality of education in Indonesia is by giving English lesson in every school taught from elementary school up to University level.

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

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still assessed as the second language and most of Indonesian people are not accustomed to use English in their daily life. In keeping the quality of the teaching-learning process, a curriculum is designed and has been changed from time to time.

Lately, through Government Regulation No.32 Th. 2013 the educational system of Indonesia has launched the 2013 curriculum. This new curriculum is a school-based curriculum, an operational curriculum that is constructed, developed, and implemented by each education school. The purpose of this curriculum is preparing Indonesian student to be religious, productive, creative, and innovative. The Core Competence can track the values of this curriculum, which can be divided into four competences that are spiritual competence, social competence, knowledge competence, and learning process. In addition it is hoped that they can also give contribution for their social life, nation, country and world civilization.

Richards (2001:39) states that the notion curriculum consists of aims and objectives, the content, organization, and evaluation. The curriculum development is the planning and implementation processes of the developing curriculum due to the appearance of situational analysis, planning learning products, selecting and preparing new teaching materials, providing for effective teaching and evaluation. The government is designing the curriculum to maintain the similarity of learning objective of the nation. This is very significant because if there are significant differences in different areas then it is hard to measure student's learning achievement together and the standard is also difficult to achieve.

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. Because of this, Indonesian government has a big concern to provide students and teacher in Indonesia with national standardized books. In establishing this new curriculum, the government publishes the textbook that used to student and teacher.

According to Tomlinson (1998:2), materials development is anything that is done by writers, teachers, or learners to provide sources of language input and to develop those sources in ways, which maximize the possibility of intake. One of textbook published by Ministry of Education and Culture is entitled *Bahasa Inggris SMA Kelas X*. This book is published to adapt the new curriculum in order to fulfill the learner's need. It means that the teachers have to consider the materials development of the textbook they used to produce the qualified student.

The teaching of English in Senior High School in Indonesia is intended to develop student's communicative competence. Recently, the content standard of

English language learning of Senior High School has to develop student's language skills, which can allow them to communicate in spoken and written English. Therefore, the teacher should give the English language learning, which helps their student to develop communicative competence because the students should learn how to use the language in communication only after they have learned to master its structure in drills and other mechanical exercises.

Communicative competence should be the options to expand and conduct the material and task in textbook. The first who introduced communicative competence was Hymes (1972). He defines that communicative competence is the ability of a person to communicate and understand the messages and meaning with other speakers in a specific contexts. It means that communicative competence focused on how to use grammar and aspects of language properly for different communicative purposes.

Current theory of communicative competence comes from Celce-Murcia, et al. (1995:11-28), they describe Communicative Competence as unified competence which comprises into five components (1) discourse competence, (2) linguistic competence, (3) actional competence, (4) sociocultural competence, and (5) strategic competence. In order to make the student achieve the goal of teaching and learning in English, they have to master the five component of communicative competence.

A problem arises when the teacher selects the textbook for English teaching learning activities which consist of materials and tasks that can develop student's communicative competence or not. It is very important for the teacher

that they should provide materials and task for their students, which contains communicative competence. The writer formulates the title of this study as "***Material Design of English Textbook <u>Bahasa Inggris SMA Kelas X</u> to Develop Student's Communicative Competence: Content Analysis***". This title is made by the reason that quality of the textbook can be gained by analyzing its content such as its tasks can develop the student's communicative competence.

B.   Limitation of the Study

In conducting this research, the writer limits the analysis on the content of English textbook *Bahasa Inggris SMA Kelas X*. This research only focuses on the competencies covered in each tasks and activities of the textbook because the writer wants to investigate and analyze the content to what extend this English textbook design can develop the student's communicative competence. The writer takes the data from English textbook entitled is *Bahasa Inggris SMA Kelas X* in first semesters.

C.   Problem Statement

As the English teachers, they should know about the communicative competence. They could understand how to apply them in the teaching learning process particularly when they use the material for their students. Moreover, they can conduct their material or tasks to achieve theirs student's communicative competence. It was emerged by the linguists who were recognized for their dedication in the world language learning.

Based on the communicative competence by Celce-Murcia et.al (1995) and English textbook *Bahasa Inggris SMA Kelas X*, the writer formulates the research problems as follows:

1. To what extents were the tasks in English textbook designed to develop the student's linguistic competence?

2. To what extents were the tasks in English textbook designed to develop the student's strategic competence?

3. To what extents were the tasks in English textbook designed to develop the student's socio-cultural competence?

4. To what extents were the tasks in English textbook designed to develop the student's actional competence?

5. To what extents were the tasks in English textbook designed to develop the student's discourse competence?

6. What is the frequency of the task designed to develop communicative competence?

7. What is the dominant of type communicative competence, which used in the textbook?

D. Objectives of the Study

In carrying this research, the writer formulates the two objectives of the study, general and specific objective. The general objectives are to analyze the implementation of communicative competence by Celce-Murcia et al. (1995), in the English textbook *Bahasa Inggris SMA Kelas X*.

While the specific objectives are as follows:

1. To explain what linguistic competences are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X.*

2. To explain what strategic competences are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X.*

3. To explain what socio-cultural competences are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X.*

4. To explain what actional competences are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X.*

5. To explain what discourse competences are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X.*

6. To elaborate frequency of communicative competences are shown in the tasks of English textbook *Bahasa Inggris SMA Kelas X.*

7. To elaborate the dominant communicative competence in the tasks of English textbook *Bahasa Inggris SMA Kelas X.*

E.   **Benefits of the Study**

In this research, the writer hopes that this research gives some theoretical and practical benefits as follows:

1. Theoretical Benefit

This study may give basic understanding to the teacher, educator, trainers, and other that when they conduct the task or material for teaching and learning activities, it should be based on communicative competence and give

their students some input to increase and improve the quality of textbook that they used. The development of the textbook may be in the material, the variety of the tasks, and the arrangement of the chapter.

2. Practical Benefit

The result of this study is expected to be useful for students practically. Since Indonesian Junior High School graduates are low in communicative competence, this study is give benefit for students because it may indicate whether the use of the textbook is useful to develop student's communicative competence and relevant with the curriculum.

This study is beneficial for the author as additional reference in constructing and analyzing the tasks and their procedure. It also can be used as information for the society, such as parents and stakeholders.

The result of this study is also expected to be useful as reference for the future researcher who wants conduct the research of textbook analysis especially using communicative competence theory.

F. Research Paper Organization

The writer arranges this paper in order to make a clear of this research content. This research is divided into five chapters.

Chapter I is introduction. This chapter is covering the 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 the underlying theory. This chapter consists of; previous studies, notion of curriculum, notion of curriculum 2013, material development, content analysis, and communicative competence.

Chapter III is research method. This chapter deals with type of the research, object of the research, data and data source, technique of collecting data, data validity, and technique of analyzing the data.

Chapter IV is research findings and discussion. This chapter is concerned with describing research findings and research discussion.

Chapter V is conclusion and suggestion.