CHAPTER I
INTRODUCTION

A. Background of the Study

English is an international language that has important role in this world. It is a tool of communication that is used when two or more people from different countries are meeting. In Indonesia, English is the second language. As Yufrizal (2014) said that in Indonesian context, English is determined as the first foreign language that must be learned by Indonesian students from the age of ten or younger ages to the university level of formal education. However, it is not easy to master English language.

In education, we learn English since we were in the elementary school until we study in a university. It seems that English is really important. English language has four skills: listening, reading, writing, and speaking. Learners need to develop their skills but sometimes they do not know how to do that. As a teacher, we should help them. By using some various materials and methods, we may help them to develop their language skills. Tomlinson (1998) states that:

Learning materials play important role in English language teaching. It provides anything which is used by teacher or learner to facilitate and support the language learning. There are many kinds of learning materials including cassette, video, CD-room, dictionary, grammar book, readers, work book, photocopied exercise, newspaper, etc.

In addition, Al-Nwaiem (2012) states that the term ‘materials’ in an educational context denotes any textual materials used by teachers and
students, including textbooks, worksheets, handouts, audio-visual aids and technological materials. All these aids are useful for teachers and students to enhance their teaching and learning process and experience. McGrath (2006) accurately points out that textbook tend to dictate what is taught, in what order and how, as well as what learners learn. While Makundan (2012) argues that a textbook is one of the crucial factors in determining the learners’ success in language courses. According to Hutchinson & Torres (1994: 315):

The textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries…. No teaching-learning situation, it seems, is to complete until it has its relevant textbook.

Textbooks exert considerable influence on the learning that takes place within a classroom. They can be utilized in a variety of ways: as a framework for the syllabus, to provide grammar explanations and practise, or as a resource for activities (Ogura, 2008). Moreover, Cunningsworth (1995) argues that textbooks play several roles in ELT curriculum: they are reliable resource for self-directed learning, a source of ideas and activities, and reference material for learners. So, it can be concluded that textbook has important role in the teaching learning process. As the teacher, we should have some considerations in choosing a good textbook that has good materials inside. Milton (2002), however, cautions that when using textbooks, one needs to bear in mind some critical issues, such as:

1. Good materials must be clear about what it is that they are intending to achieve.
2. Materials should be linked to the teaching methods and approach used in classroom.

3. Materials should be appropriate to the age of the learners.

4. Materials should be motivating for the learners.

In Indonesia, there is always a changing in curriculum. It is depending on the government policy. Not only the curriculum but also the materials will be changed. For around forty years, Indonesia has implemented many models of curriculum such as: 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, KTSP curriculum, and nowadays we use 2013 curriculum. In 2013 curriculum, the government implements scientific approach which has 5 types, namely: observing, questioning, gathering information or experimenting, associating or information processing, and communicating. Those are the process in learning. The goal of learning is to improve students’ communicative competence. In 2012, Nguyen argues that it is important to find out a suitable type of tests which can measure one of the four components to be able to assess learners’ real communicative competence. However, this research is focused on how the communicative competences are developed in the tasks that provided in the textbook.

Fauziati (2014) states that observing includes activities such as reading, listening, scrutinizing, and watching (with or without a device). These are intended to develop students’ attitude such as seriousness, thoroughness, and curiosity in looking for information. Then, questioning covers raising questions about the information the students do not understand from what is observed or
requests for additional information about what is observed (starting from factual questions to the hypothetical ones). The purpose is to develop the students’ creativity, curiosity, and the ability to formulate questions to develop critical thought necessary for intelligent living and lifelong learning.

In gathering information or experimenting, the step is including doing experiments, reading references other than textbooks, observing objects or events, or conducting interviews with resource persons. Then, associating or information processing covers processing information already gathered from the previous steps or activities such gathering information and observation. The last step is communicating. It covers some activities such as delivering the observations, presenting the conclusions verbally or in written form, or through other media.

Lee (2000) in Ellis (2003: 4) states:

“A task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) A language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plan.”

So, task means an activity that can influence students’ language ability and also their understanding. Nunan (1992: 10) states that “communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting on the target language while their attention is principally focused on meaning rather than form.” A good textbook serves good task inside that will make the students easier to understand the
materials through those tasks. Here, Candlin (1978) in Nunan (1992: 42) suggests:

“Task should contain input, roles, settings, actions, monitoring, outcomes and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in a task. Setting refers to the classroom and out-of-class arrangements entailed in the tasks. Actions are the procedures and sub-task to be performed by the learners. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the task”.

This research will use the theory about communicative competence in which model of communicative competence by Celce-Murcia. This model has some competences that should be mastered to reach communicative competence. The main competence of language learning based on Celce-Murcia et al (1995) is communicative competence or discourse competence. It has supporting competence, namely: discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence.

Here is the example of the task in the textbook. Then, the writer analyze it based on communicative competence perspective.

“Please practice the greetings below with your friends!”

Analysis: the instruction of the task above is to practice the greetings with friends in the classroom. Based on the purpose of the task, the writer concludes that the task is included in the form of actional competence. Actional competence is the knowledge of language functions like expressing and finding out feelings, greeting and leave-taking, asking for and giving information, and so on.
The 2013 curriculum is created to support the model of learning in the 21st century. The materials served in the textbook are designed to develop the students’ communicative competence. Based on the description above and the 2013 curriculum and as the goal of learning is to develop students’ communicative competence, the writer wants to conduct a research entitled “English Tasks for Communicative Competence Development: A Content Analysis of When English Rings A Bell for Junior High School Based on Curriculum 2013”. The aim of this research is to explain what English tasks are designed for communicative competence development reflected in English textbook and what are the frequency and the dominant type of task in each competence. The writer will analyze the tasks in the textbook.

B. Limitation of the Study

To carry out the study, the researcher needs to limit the study in order to make it easier to analyze tasks and develop communicative competence in those tasks. This research will analyze tasks in “When English Rings A Bell” textbook. The data will be around 180 tasks. The textbook is used by the seventh grade students’ of Junior High School.

C. Problem Statement

Based on the background, the researcher emphasizes the research on the tasks provided in the textbook entitled “When English Rings A Bell” for Junior High School in the seventh grade. The main problem can be formulated as “how are the English tasks in ‘When English Rings A Bell’ designed to develop the students’ English communicative competence?”
The subsidiary research questions are as follows:

1) What English tasks are designed to develop the students’ linguistic competence?

2) What English tasks are designed to develop the students’ sociolinguistic competence?

3) What English tasks are designed to develop the students’ strategic competence?

4) What English tasks are designed to develop the students’ actional competence?

5) What English tasks are designed to develop the students’ discourse competence?

6) What is the frequency of the English tasks designed for each competence?

7) What is the dominant type of task for each competence?

D. Objective of the Study

Based on the background and the formulation of the problems, the main objective of the study is to explain what English tasks are designed for communicative competence development reflected in English textbook and what are the frequency and the dominant type of task in each competence. The following are the objectives:

1. To describe what the English tasks designed to develop the students’ linguistic competence.

2. To describe what the English tasks designed to develop the students’ sociocultural competence.
3. To describe what the English tasks designed to develop the students’ strategic competence.

4. To describe what the English tasks designed to develop the students’ actional competence.

5. To describe what the English tasks designed to develop the students’ discourse competence.

6. To describe the frequency of the English tasks designed for each competence.

7. To describe the dominant type of tasks for each competence.

**E. Benefit of the Study**

The researcher has two kinds of benefits, theoretical and practical benefit.

1. **Theoretical Benefit**

   This research can be used as a stimulus to conduct further research related to the research in more details from other point of view, and direction for other writers that can add some points in analyzing tasks in the textbook.

2. **Practical Benefit**

   a. The Author of the Textbook

   This research is aimed to be useful for the author of the textbook as her or his guidance to measure how are the tasks that they had designed and what are the weaknesses and the strengthens of the tasks. The author will get the ways to develop the tasks in order to increase students’ communicative competence.
b. Future Researcher

This research can be guidance for the future researcher in analyzing tasks on a textbook and relates it to the communicative competence. The researchers will know how the tasks are developed based on the communicative competence.

F. Research Paper Organization

The organization of the research paper is given in order to make the readers understand the content of the paper clearly as follows:

*Chapter I* is introduction, which consists of the background of the study, limitation of the study, problem statement, objective of the study, the benefits of the study, and the organization of the paper.

*Chapter II* is the underlying theory. It includes the notion and the model of material development; notion of task; component of task; and the communicative competence and component of communicative competence by Celce-Murcia.

*Chapter III* is the research method. It comprises of the research type, the research object, the data and data source, the technique of collecting data, and the technique of analyzing data.

*Chapter IV* is research result. In this part, the writer presents the data analysis, the discussion of research findings.

*Chapter V* is conclusion, pedagogical implication and suggestion.