ENGLISH TASKS FOR COMMUNICATIVE COMPETENCE DEVELOPMENT: A CONTENT ANALYSIS OF WHEN ENGLISH RINGS A BELL FOR JUNIOR HIGH SCHOOL BASED ON CURRICULUM 2013

THESIS

Submitted to the Department of Language Studies, Graduate School of Universitas Muhammadiyah Surakarta in Partial Fulfilment of the Requirements for the degree of Master of Education

by

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DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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By the board of examiners on 8 August 2016
And is certified to be accepted for submission

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STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled "English Tasks for Communicative Competence Development: A Content Analysis of When English Rings A Bell for Junior High School Based on Curriculum 2013" 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 quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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Date : .... August 2016
Signed :
(Wahyu Purnaningtyas)
MOTTO

Man jadda wa jada (the land of five towers)

So verily, with every difficulty, there is relief. Verily, with every difficulty there is relief (Q.S. Al-Inshiroh: 5-6)

Cause problems come to make you stronger, to make you better

When you can help them, that is the real happiness

Allah's timing is always perfect

Everything needs a process. Just enjoy it!

There are no boundaries in a patient.

Always think Positive!

Thankful in every time!

Always try to do the best to get the best!

(The Writer)
DEDICATION

This thesis is dedicated to:

Allah SWT who always show me the way for finishing something, keep and increase my patient, and always give me the best;

My beloved mother and father, thanks for your motivation, love, and pray;

My lovely brother; and

Everyone around me who always give motivation and pray.
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Assalamu’alaikum Warahmatullaahi Wabarakaatuh.

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7. All of her families, friends, and teachers that cannot be mentioned one by one,

Last but not least, the writer realizes that this research paper is still far from being perfect. Therefore, suggestion and positive criticism are hoped and needed to make this research paper better.

The writer hopes that this research paper can contribute to useful reading for the esteemed readers.

_Wassalamu’alaikum Warahmatullahi Wabarakaatuh._

Surakarta, August 2016

The Writer,

Wahyu Purnaningtyas
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>SUPERVISOR’S APPROVAL FORM</td>
<td>iii</td>
</tr>
<tr>
<td>SUPERVISOR’S APPROVAL FORM</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL OF THESIS SUBMISSION</td>
<td>v</td>
</tr>
<tr>
<td>STATEMENT OF AUTHORSHIP</td>
<td>vi</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>xi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xvii</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Limitation of the Study</td>
<td>6</td>
</tr>
<tr>
<td>C. Problem Statement</td>
<td>6</td>
</tr>
<tr>
<td>D. Objective of the Study</td>
<td>7</td>
</tr>
<tr>
<td>E. Benefit of the Study</td>
<td>7</td>
</tr>
<tr>
<td>F. Research Paper Organization</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER II REVIEW OF RELATED LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>A. Previous Study</td>
<td>10</td>
</tr>
<tr>
<td>B. Theoretical Review</td>
<td>29</td>
</tr>
<tr>
<td>1. Material Development</td>
<td>29</td>
</tr>
<tr>
<td>a. Notion</td>
<td>29</td>
</tr>
<tr>
<td>b. Principles of Material Development</td>
<td>30</td>
</tr>
<tr>
<td>2. Notion of Task</td>
<td>30</td>
</tr>
</tbody>
</table>
3. Component of Task
   a. Goals
   b. Input
   c. Activities
4. The 2013 Curriculum
   a. Background of Curriculum 2013
   b. The Comparison between KTSP and 2013 Curriculum
   c. The Purpose of 2013 Curriculum
   d. Scientific Approach
5. Communicative Competence
   a. Chomsky’s (1965) and Hymes (1972) Model of Communicative Competence
   d. Celce-Murcia’s Model of Communicative Competence
C. Theoretical Framework

CHAPTER III RESEARCH METHODOLOGY

A. Type of the Study
B. Object of the Study
C. Type of Data and Data Source
D. Technique of Data Collection
E. Data Validity
F. Technique of Data Analysis
   1. Data Reduction
   2. Data Display
   3. Conclusion Drawing/Verification

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings
   1. English Tasks Designed to Develop the Students’ Linguistic Competence
   2. English Tasks Designed to Develop the Students’ Sociocultural Competence
   3. English Tasks Designed to Develop the Students’ Strategic Competence
   4. English Tasks Designed to Develop the Students’ Actional
ABSTRAK


Kata Kunci: soal bahasa Inggris, kompetensi komunikatif, analisis isi, pengembangan materi, kurikulum 2013
ABSTRACT


This research is about the analysis of the tasks in the textbook related to five components of communicative competence. The objectives of this study are to explain what English tasks are designed for five components of communicative competence development reflected in English textbook and what are the frequency and the dominant type of task in each competence. This research is qualitative research. The data are the tasks from the textbook entitled ‘When English Rings A Bell’. To collect the data, the researcher uses documentation method by doing some steps: read and understand the entire tasks in the textbook for several times; mark the tasks that are including in five components of communicative competence; type the tasks and code the marked tasks by writing the task number, the chapter, and the page of the tasks; account the tasks that develop the competences. The data were analysed by the theory of communicative competence suggested by Celce-Murcia et al (1995) and analysed by using interactive model of Huberman and Miles (1994). There are three steps in analysing the data; those are data reduction, data display, and conclusion drawing/verification. The result shows that the textbook entitled When English Rings A Bell consists of 181 tasks and there are three components of communicative competence (linguistic, actional, discourse) that developed the tasks. The English tasks that are designed to develop students’ discourse competence are cohesion, deixis, coherence, genre, and conversational structure. The English tasks that are designed to develop students’ linguistic competence are syntax, lexicon, phonology, and orthography. In actional competence, there are knowledge of language functions includes interpersonal exchange, information, feeling, opinion, and future scenario. The frequency of the English tasks designed for discourse competence is 55, 25%, for linguistic competence is 27, 07%, and for actional competence is 17, 68%. There are two competences that are not covered in the textbook, namely strategic competence and sociocultural competence. The dominant types of task for discourse competence is genre, for linguistic competence is phonology, and for actional competence is knowledge of language function especially information.

Keywords: English task, communicative competence, content analysis, material development, curriculum 2013
## LIST OF FIGURE

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The Three Domains in Scientific Approach</td>
<td>46</td>
</tr>
<tr>
<td>2.2</td>
<td>The Teaching Procedures in Scientific Approach</td>
<td>47</td>
</tr>
<tr>
<td>2.3</td>
<td>Components of Communicative Language Ability (Bachman, 1990: 85)</td>
<td>61</td>
</tr>
<tr>
<td>2.4</td>
<td>Schematic Representation of Communicative Competence (Celce-Murcia et al, 1995: 10)</td>
<td>68</td>
</tr>
<tr>
<td>2.5</td>
<td>Chronological Evolution of Celce-Murcia et al (1995: 11)</td>
<td>69</td>
</tr>
<tr>
<td>2.6</td>
<td>Comparison of the Proposal Model with Bachman and Palmer’s (in Preparation) Model of Communicative Language Abilities (Celce-Murcia et al, 1995: 12)</td>
<td>71</td>
</tr>
<tr>
<td>2.7</td>
<td>The Evolution of Communicative Competence Theory</td>
<td>95</td>
</tr>
<tr>
<td>3.1</td>
<td>Components of Data Analysis: Interactive Model (Huberman &amp; Miles, 1994: 12)</td>
<td>102</td>
</tr>
</tbody>
</table>
LIST OF TABLE

Table 2. 1 The Differences between the Previous Studies and the Current Study………………………………………………………………………………10

Table 2. 2 The Comparison between KTSP and Curriculum 2013………………40

Table 3. 1 The Data of the Research……………………………………………….104

Table 4. 1 The Result of Data Analysis……………………………………………106

Table 4. 2 The Example of Tasks in Each Component of Linguistic Competence Covered in the Textbook………………………………………..117

Table 4. 3 The Example of Tasks in Each Component of Actional Competence Covered in the Textbook……………………………………………….129

Table 4. 4 The Example of Tasks in Each Component of Discourse Competence Covered in the Textbook………………………………………………146

Table 4. 5 Linguistic Competence Related to Textbook Analysis………………156

Table 4. 6 Actional Competence Related to Textbook Analysis………………..160

Table 4. 7 Discourse Competence Related to Textbook Analysis………………164

Table 4. 8 The Comparison between Recent Findings and Some Previous Findings Related to Tasks Analysis Based on Communicative Competence Theory…………………………………………………………168