

**HOW “LET’S TALK” ENGLISH TEXTBOOK DEVELOPS
THE STUDENTS’ COMMUNICATIVE COMPETENCE**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has very important role because it is particularly used in almost all of the countries as native and second international language. Based on the fact written above, it becomes one of foreign language that has been mastered by most of people in the world. That is why English has to be taught in all levels of education.

Even though English is not the first or second language in Indonesia, Indonesian students are expected to comprehend English as well as Bahasa Indonesia. Because of this, English lesson becomes a main subject matter that has to be studied by the students in school. To support the demand of English ability, education needs something to guide the teaching learning process. Curriculum is the core to answer the need above, and it is realized on the textbook.

As everybody knows, in teaching learning process, the textbook is an ordinary instructional task. It becomes a favorite instructional task because it has several benefits. Richard says that “textbook provides structures and a syllabus for a program, help standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing”.

The function of textbook in teaching is very important in curriculum system; without textbook, teaching learning process is not organized well.

Teacher can teach the task well if there is an appropriate textbook guiding the teaching learning process. Teacher and students can build and develop their communicative competence better if they use qualified textbook, which provides and support the task needed.

The textbook itself can be divided into two parts; the first is textbook which government publishes and the second is textbook which is published by private publisher. Almost the English teachers use both, but sometimes they use only one of them, whether textbook from government or textbook from private publisher.

Pakar Raya is one of publishers that publishes textbook for SMP. It is one of private publishers which publishes “*Let’s Talk*” textbook for the ninth graders of junior high school. Actually, the book is published in line with the 2006 curriculum (KTSP) or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan*, this book is written for developing the students’ communicative competence (discourse competence, sociolinguistic competence, linguistic competence, and strategic competence). Their competences are developed from the integration of 4 language skills. In addition, the integration itself could be developed by using genre text.

In junior high school or MTS (Madrasah Tsanawiyah), the objective of English instruction is to develop communicative competence. Canale and Swain in Brown, (1994: 227) state that “communicative competence consist of grammatical competence, discourse competence, sociolinguistic competence and strategic competence”. According to Celce-Murcia et al “communicative

competence consists of grammatical competence, discourse competence, sociolinguistic competence, actional competence and strategic competence”.

Textbook for junior high school is the textbook which covers transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards etc.), monologues and essays of certain genres. In other words, these are the communicative competence (discourse competence, sociolinguistic competence, linguistic competence, and strategic competence) to be developed.

According to Hammand (in Helena, 2004) “to reach communicative competence as the ultimate goal in teaching learning process, four steps should be carried out. They are: Building knowledge of the field (BKOF), Modeling of the text (MOT), Joint construction of the text (JCOT), Independent construction of the text (ICT)”.

The English textbooks for the learners of the junior high school are various and the writer wants to investigate to what extent “*Let’s Talk*” English textbook design can develop the learners’ communicative competence. Moreover, the writer chooses “*Let’s Talk*” as English textbook because many schools use it.

Based on the above explanation, the writer wants to analyze the textbook used by the ninth graders of junior high school. The writer tries to find to what extent “*Let’s Talk*” is designed to develop the learners’ communicative competence.

B. Limitation of the Study

In the research the writer focuses on what extend is “*Let’s Talk*” an English textbook designed for the ninth graders of Junior High School published by Pakar Raya developing the learners’ communicative competence and especially in mastering genre text.

C. Problem Statement

The problem that the writer is going to investigate is “to what extend is “*Let’s Talk*” designed to develop the learners’ communicative competence?” The writer raises several subsidiary researches as follows;

1. To what extend is “*Let’s Talk*” designed to develop the learners’ discourse competence?
2. To what extend is “*Let’s Talk*” designed to develop the learners’ linguistic competence?
3. To what extend is “*Let’s Talk*” designed to develop the learners’ actional competence?
4. To what extend is “*Let’s Talk*” designed to develop the learners’ sociolinguistic competence?
5. To what extend is “*Let’s Talk*” designed to develop the learners’ strategic competence?

D. Objective of the Study

This study aims investigating to what extend “*Let’s Talk*” is designed to develop the learners’ communicative competence. For detail, the research has the following objectives:

1. Investigating to what extent “*Let’s Talk*” is designed to develop the learners’ discourse competence.
2. Investigating to what extent “*Let’s Talk*” is designed to develop the learners’ linguistic competence.
3. Investigating to what extent “*Let’s Talk*” is designed to develop the learners’ sociolinguistic competence.
4. Investigating to what extent “*Let’s Talk*” is designed to develop the learners’ actional competence.
5. Investigating to what extent “*Let’s Talk*” is designed to develop the learners’ strategic competence.

E. Benefit of the Study

1. Theoretical Benefit.

The writer hopes that the result of the study might be used as a reference for analyzing the English textbook.

2. Practical Benefit

- a.* The writer and readers will get the knowledge about good English task for English teaching based on genre.
- b.* The teacher will get information about communicative competence and good tasks from good English textbook.

F. Research Paper Organization

Research paper organization is given in order to that the readers could easily understand the research paper. In this case, the writer organizes her research paper into five chapters.

Chapter I is introduction. This chapter concerns with 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 review of related literature. This chapter consists of previous studies and theoretical review. In theoretical review are consist of theory of textbook (notion of textbook, function of textbook, the English textbook “*Let’s Talk*” grade ninth for Junior High School (SMP/ MTS)), Communicative Competence (linguistic competence, socio-culture competence, discourse competence, actional competence, and strategic competence), the nature of genre based approach (context and text, definition of genre based approach, text type of genre)

Chapter III is research method. It consists of type of the study, object of the study, data and source of the data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It is analysis of to what extend “*Let’s Talk*” is designed to develop the learners’ Communicative Competence, which is found in the content of “*Let’s Talk*” textbook.

Chapter V is conclusion and suggestion.