

CHAPTER I

INTRODUCTION

This chapter is intended to direct the reader to understand what is explained in scientific work. This part consists of background of study, problem statement, objective of the study, limitation of the study and benefit of the study. Each part of the chapter is discussed as follows:

A. Background of the Study

Nowadays, English education is very important considering that it is the language of instruction in the teaching and learning process at schools. It is a special concern by the government and experts who develop the quality of English learning. Hence, it needs to necessary to organize the right English learning system.

Responding to this educational challenge, Indonesian government through the Ministry of National Education changed curriculums to find the appropriate curriculum. In 2013, curriculum 2013 was introduced and implemented in Indonesia to improve English language learning. In language programs, language educators and curriculum developers have implemented communication-oriented teaching design. It is used to create and develop methods that are effective in increasing students' communication skills.

According to Muamaroh (2013: 4), in Indonesia, “teachers has difficulty to activate students to speak English. Most of them are passive and encountered difficulties in conversing in English among their

classmates, even such simple spoken English as a personal introduction. Moreover, since English is a foreign language in Indonesia, they do not have enough opportunity to practice speaking English outside the conversational English class. Thus the only place to practice their spoken English among their classmates is in the conversational English class.

The success of using English for communication cannot be separated from the development of communicative competence from the language users. Hence, the Minister of Education explained that the new curriculum is related to the three most important competencies, namely attitude, skill, and knowledge (ASK) with different emphasis at every level of education. Students in Elementary School are prioritized in obtaining subjects that can create attitudes. While Junior High School students are directed to skills, and Senior High School students are filled with subjects that can be directed to build knowledge. For Junior High School students, learning English is directed at achieving an increase in the ability of students to communicate in Indonesian properly and correctly, both verbally and in writing. Thus, it can be stated that the 2013 curriculum emphasizes communicative competence.

The change of curriculum is in line with the changes learning media which supports English learning process, namely, textbook. Textbook has an important role for teachers and students as learning reference materials. It also helps students to understand the material they learn. Generally, textbook is determined by publishers, both in terms of content and price.

However, the structure of the book system in the implementation of the 2013 Curriculum is managed by the *Pusat Kurikulum dan Perbukuan*. While, the substance is directed by the steering team and curriculum developers.

The quality of textbooks can be measured from the tasks provided in the book. Breen (Nunan, 1989:6) states that “task is assumed to refer to range of work plans which have the overall purpose of facilitating language learning from simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decisions making”. The tasks in this textbook used by teacher as source of exercises in each material.

To fulfill the standard of curriculum 2013 in improving communicative competence, commercial publishers contribute to design the appropriate textbook. Based on curriculum 2013, textbook is expected to emphasize on communicative competence to prepare qualified human resources which have communicative abilities in English.

The object of this study is textbook entitled *Bright 2 English* published by *Erlangga*. The textbook is implemented for 8th graders of Junior High School. It provides 285 kind of tasks which each skill has different number of skill tasks. Writing skills consists of 138 tasks, reading skill consists 52 tasks, speaking skill consists of 67 tasks, whereas listening only consists of 28 tasks. The imbalance in the number of tasks of each skill will lead to the unstandardity of communicative competence in the book. Discussing about communicative competence, it does not only focus on

speaking skill, but also other three skills (listening, reading and writing skill) related to target language.

That imbalance is very influential for students in mastering English, specifically in speaking skill. Muamaroh (2013: 4) states that in Indonesia, “teacher has difficulty to activate students to speak English. Most of them are passive and encountered difficulties in conversing in English among their classmates. Moreover, since English is a foreign language in Indonesia, they do not have enough opportunity to practice speaking English outside the conversational English class. Thus, the only place to practice their spoken English among their classmates is in the conversational English class”.

Based on the phenomenon, the researcher thinks that it is important to analyze whether English skill tasks in the *Bright 2* English textbook for 8th graders of Junior High School have qualified the requirements of communicative competence or not. Therefore, the researcher is interested to investigate the research entitled “A Content Analysis of English Skill Tasks in *Bright 2* English Textbook Used in Junior High School”.

B. Problem Statement

Based on the background of study, the researcher proposes a general research question: *do the tasks provide communicative competence in English skill tasks?*. Specifically, problem statement is divided in six research questions. The followings are:

1. Do discourse competences exist in English skill tasks of *Bright 2* English textbook for Junior High School?
2. Do sociocultural competences exist in English skill tasks of *Bright 2* English textbook for Junior High School?
3. Do formulaic competences exist in English skill tasks of *Bright 2* English textbook for Junior High School?
4. Do interactional competences exist in English skill tasks of *Bright 2* English textbook for Junior High School?
5. Do linguistic competences exist in English skill tasks of *Bright 2* English textbook for Junior High School?
6. Do strategic competences exist in English skill tasks of *Bright 2* English textbook for Junior High School?

C. Objective of Study

Generally, the objective of study is to know whether the tasks provide communicative competence in English skill tasks. Regarding to the specific research questions, there are six purposes of this research. The followings are:

1. To find discourse competences in English skill tasks of *Bright 2* English textbook for Junior High School.
2. To find socio-cultural competences in English skill tasks of *Bright 2* English textbook for Junior High School.
3. To find formulaic competences in English skill tasks of *Bright 2* English textbook for Junior High School.

4. To find interactional competences in English skill tasks of *Bright 2* English textbook for Junior High School.
5. To find linguistic competences in English skill tasks of *Bright 2* English textbook for Junior High School.
6. To find strategic competences in English skill tasks of *Bright 2* English textbook for Junior High School.

D. Limitation of Study

This research focuses on analyzing four skill tasks. They are listening, speaking, reading and writing skills. It also limits the subject of the data by selecting English tasks in *Bright 2* English textbook which is used in Junior High School. The textbook consists of 112 skill tasks. It is taken from 28 tasks in every four skills, namely listening, speaking, reading and writing skill.

E. Benefit of Study

The researcher expects that this research can create benefits theoretically and practically. They are presented as follows:

1. Theoretical Benefit

This research is expected to be one of alternatives in research literature to analyze whether the skill tasks in a textbook is influenced by communicative competence or not.

2. Practical Benefit

The benefits are explained into some main points presented in the following section:

a. For the teachers

This research can be applied by English teachers as a guide to select and design the English skill tasks that are appropriate with student's needs. So, communicative competence will be fulfilled based on standard of curriculum 2013.

b. For other researchers

This study is expected to add insight to the readers about textbook analysis and can be used as a guide for next research.

c. For the Publishers

To test the English skill tasks in textbook which they publish or design, have fulfilled the components and sub-components of communicative competence. Then, the expectation of government to have good quality textbook will be fulfilled based on the standard of curriculum 2013.