

**MATERIAL DEVELOPMENT OF ENGLISH TEXTBOOK
"EFFECTIVE ENGLISH" TO DEVELOP THE STUDENTS'
COMMUNICATIVE COMPETENCE: A CONTENT
ANALYSIS**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

In Indonesia, English is the first foreign language and is taught from elementary school to university as compulsory subject. Time allotment given to learn English is as much as Indonesian subject. The government expects that junior and senior high school students can use English as a means of communication either with their friends or perhaps with foreigners fluently.

Tiga Serangkai is one of publishers that publishes textbook for SMP. It is one of private publishers which publishes “Effective English” textbook for the first graders of junior high school. Actually, this book is written for developing the students’ communicative competence (discourse competence, actional competence, socio culture competence, linguistic competence, and strategic competence). There are many factors influencing the efforts in achieving the goal of English teaching and learning process. According to Brian Tomlinson (1998) the factors or components that influence the efforts to gain the purpose are human such as a teacher, counselor, administrator and instructional materials such as blackboard, book, slide, facility, schedule, and method. Instructional materials function to carry out the purpose the teaching learning in order to be more interesting and varied.

Material development refers to anything which is done by writers, teacher or learners to provide sources of language input and to exploit those sources in ways which maximize intake. The forms of material usually are printed material, non printed material, and both. An instructional material is any medium of communication such as textbook, audiovisual aids, television, and radio used by the teacher and the pupil to improve learning. So, all teaching tools are instructional material.

As everybody knows, in teaching learning process, the textbook is an ordinary instructional material. It becomes a favorite instructional material because it has several benefits. Richard says that “textbook provides structures and a syllabus for a program, helps 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 material 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 material 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.

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, socio culture 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, socio culture competence, linguistic competence, and strategic competence) to be developed.

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

According to Moleong (1989: 179) “content analysis is the technique used to make the conclusion through message characteristics with objective and systematically”. According to Ma. Lourdes S. Bautista and Stella P. Go in *Introduction to Qualitative Research Methods (1985)*, content analysis is a systematic technique for analyzing message content and message handling. It is research tool for observing and analyzing the overt communication behavior of certain communicators.

This research analyzes the content of the English textbook using the content analysis, material development, communicative competence and investigates the message by utilizing qualitative. Qualitative research as a research which does not use statistical procedures. Qualitative research means any kinds of research that procedure findings not arrived by means of statistical procedures or other mean of qualification

Based on the above explanation, the writer wants to analyze “Material development of English textbook “*Effective English*” to develop the students’ communicative competence: A content analysis”.

B. Problem statement

The writer is going to investigate “to what extend is “*Effective English*” designed to develop the learners’ communicative competence;

1. To what extend is “*Effective English*” designed to develop the learners’ discourse competence?

2. To what extent is “*Effective English*” designed to develop the learners’ linguistic competence?
3. To what extent is “*Effective English*” designed to develop the learners’ actional competence?
4. To what extent is “*Effective English*” designed to develop the learners’ socio culture competence?
5. To what extent is “*Effective English*” designed to develop the learners’ strategic competence?

C. Limitation of the study

The writer focuses on the analysis of material development of English textbook “*Effective English*” written by Soegeng HS published by Tiga Serangkai developing the learners’ communicative competence.

D. Objectives of the study

The study aims to analyze the material development of English textbook “*Effective English*” whether it is designed to develop the learners’ communicative competence:

1. To what extent “*Effective English*” is designed to develop the learners’ discourse competence.
2. To what extent “*Effective English*” is designed to develop the learners’ linguistic competence.

3. To what extent “*Effective English*” is designed to develop the learners’ socio culture competence.
4. To what extent “*Effective English*” is designed to develop the learners’ actional competence.
5. To what extent “*Effective English*” is designed to develop the learners’ strategic competence.

E. Benefit of the study

1) Theoretical Benefit.

The result of the research is used as the reference for those who want to conduct a research in textbook analysis.

2. Practical Benefit

1. The readers will get the knowledge about good English task for English teaching based on communicative competence.
2. The teacher will get information about communicative competence, content analysis, material development and good tasks from good English textbook.

F. Research paper organization

The organization of this research consists of five chapters as follows: 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 on related literature. This chapter deals with previous studies and theoretical review. Theoretical review consists of theory of textbook (notion of textbook, function of textbook, the English textbook “Effective English” Communicative Competence (linguistic competence, socio-culture competence, discourse competence, actional, and strategic competence).

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 “Effective English” is designed to develop the learners’ Communicative Competence, which is found in the content of “Effective English” *textbook*.

Chapter V is conclusion and suggestion.