

**MATERIAL DESIGN TO IMPROVE STUDENTS'  
COMMUNICATIVE COMPETENCE : TEXTBOOK ANALYSIS ON  
*I CAN DO IT, English For Senior High School Students Grade XI***

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**By**

**SRI ANJANI PUTRA**

**NIM : S 200 120 045**

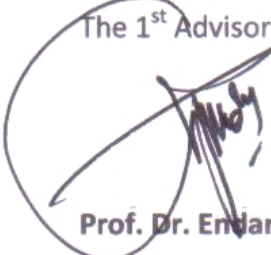
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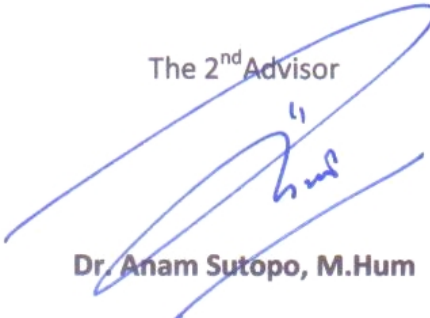
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**Has been approved by:**

The 1<sup>st</sup> Advisor  
  
Prof. Dr. Endang Fauziati, M. Hum

The 2<sup>nd</sup> Advisor  
  
Dr. Anam Sutopo, M. Hum

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**MATERIAL DESIGN TO IMPROVE STUDENTS' COMMUNICATIVE  
COMPETENCE : TEXTBOOK ANALYSIS ON *I CAN DO IT English For Senior High  
School Students Grade XI***

**Sri Anjani Putra  
Muhammadiyah University of Surakarta  
putrasrianjani@yahoo.co.id**

*As means of communication, both written and orally, English has a very important role to relate knowledge and technology. As it is the first foreign language in Indonesia, English is not easy to learn, especially for senior high school students. Realizing the importance of English, it is equally important to prepare the teachers who will teach it. In this research, the researcher tries to analyze the tasks on *I CAN DO IT English For Senior High School Students Grade XI* published by Massmedia. The objectives of the study in this research are: 1) to explain what linguistic competence are reflected in the tasks of *I CAN DO IT English For Senior High School Students Grade XI* 2. To explain what strategic competence were reflected in the tasks of *I CAN DO IT English For Senior High School Students Grade XI*, 3) To explain what socio-cultural competence were reflected in the tasks of *I CAN DO IT English For Senior High School Students Grade XI*, 4) To explain what actional competence were reflected in the tasks of *I CAN DO IT English For Senior High School Students Grade XI*, 5) To elaborate what discourse competence used in the tasks of *I CAN DO IT English For Senior High School Students Grade XI*, 6) To elaborate what frequency of communicative competence reflected in the tasks of *I CAN DO IT English For Senior High School Students Grade XI*, 7) To elaborate what dominant of communicative competence are reflected in the tasks of *I CAN DO IT English For Senior High School Students Grade XI*. The research method used in this research is qualitative descriptive research. In this research, the researcher uses documentation as the data collecting technique.*

*After analysing the tasks in the textbook entitled *I Can Do It English For Senior High School Students Grade XI* published by Massmedia, the writer gets the result that the material designed in the tasks of the textbook are " **very good**" to develop the learners' communicative competence because the writer finds the tasks that are supposed to develop the learner's communicative competence are one hundred and fifty-eight (158) tasks out of two hundred and three (203) tasks in the textbook. It means, there are 77,85% tasks designed in developing the learner's communicative competences*

**Keywords: Material Development, English Material Development, Communicative Competence**

## **Introduction**

English is a language for international communication. The Indonesian government has realized the importance of English and has decided that English is a compulsory subject at senior school level. That is why English is one of the important subjects taught at schools in Indonesia.

As means of communication, both written and orally, English has a very important role to relate knowledge and technology. As it is the first foreign language in Indonesia, English is not easy to learn, especially for senior high school students. Realizing the importance of English, it is equally important to prepare the teachers who will teach it. The teaching and learning process involves three factors, namely teacher, learner and method or material. Material in teaching can be delivered to students instructionally.

Instructional material is all kinds of materials which help teacher to carry out teaching and learning in class. Instructional material is anything that is used to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a newspaper and a handout (Tomlinson, 1998). Instructional material is very important for teachers to plan and analyze the teaching implementation. Among of those teaching and learning materials a textbook plays an important role. Teachers can use the teaching materials in textbook as a source of information to conduct the teaching and learning in class in order to make it

easier to deliver the teaching material to students. Teaching English cannot be separated with the presence of textbooks. A textbook has always been the most preferred instructional material in ELT. They are best seen as a resource in achieving aims and objectives that have already been set concerning learner needs (Cunningsworth, 1995). Textbooks play a prominent role in the teaching and learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

As textbooks have a very important role in the process of teaching and learning, this is the reason why English teachers use a textbook as means of teaching in their classes. Textbooks are important resources for teaching both productive and receptive skills. They further guide less experienced teachers who have yet to gain confidence (Cunningworth, 1995). They contain materials that are able to fulfill students' need in learning

It is very important for teachers to know what content of materials printed on the textbook before it is taught to students. The content of the textbook should be easier to understand. Littlejohn and Winddeatt in Yopi (2013) suggested that materials can be developed from six different perspectives: (1) the general or subject contained in materials. (2) Views on the nature and acquisition of

knowledge. (3) View of the nature of language learning. (4) Role implicit materials. (5) Opportunities for the development of cognitive abilities, and (6) the values and attitudes inherent in the materials. Teacher can use these perspectives as standard in choosing the textbook which is used in teaching and learning process in order the book will become more attractive and fulfill the students need.

Communicative competence should be the options to develop and design the materials in the textbook. Communicative competence is a term introduced by Hymes (1972), who defined it as the ability to convey and interpret messages and to negotiate meaning with other speakers in specific contexts. Over the years, the term has been discussed and redefined by many authors, such as Canale and Swain (1980), Savignon (1997), and Bachman (1999) in Gladday, 2011).

The notion of communicative competence centered primarily on the negotiation of meaning in real situational contexts. In this respect, Canale and Swain (1983) distinguished four categories that defined the notion of communicative competence.

The researcher was interested in doing the research to the tasks presented in *I CAN DO IT, English For Senior High School Students Grade XI* book viewed from the communicative competence proposed by Celce-Murcia et al. This textbook was authored by Joko Daryanto, E.Rahayu , P.Darini and published by Massmedia. This textbook was arranged to give guidance for students of Senior High School in

studying and improving their four language competencies to master English. The book was published in 2012.

The material delivery in this book is situated with the students' daily life. So they will ease to understand and study English. Each unit comprises two main learning activities, those are *Oral Cycle and Written Cycle*. *Oral Cycle* is divided into two learning activities, *Speak Up and Catch What You Hear*. In the part of *Speak Up*, students are guided to learn and practise speaking actively. In *Catch What You Hear*, they are trained to listen to the spoken English. While, *Written Cycle* is divided into three learning activities. Those are, *Let's Read, Grammar Corner, and Let's Write*. In the part of *Let's Read*, students are guided to improve their reading skill and comprehend many kinds of genre texts. They will learn and comprehend the English grammar in *Grammar Corner*. In the part of *Let's Write*, they are guided to *build their writing skill*. The books were used by Senior English Teachers of Madiun Regency in 2012 – 2013 and 2013 – 2014 academic year in delivering their teaching and learning in class.

### **Research Method**

In this study, the writer uses a documentary analysis as the method of collecting data. According to Guba and Lincoln (1978:228) in Moeleong (1989:176), "documentary analysis is each task or film. Documentary analysis consists

of personal document (diary, personal letter, and autobiography), formal document and content analysis.”

The researcher uses content analysis for this research. This analysis closely associated with qualitative research. It originates from qualitative analytical method of examining written text that involved the counting of instance word, phrase, or grammatical structure that felt into specific categories. Indeed, qualitative content analysis was also known as ‘latent level analysis’, because it concerned second-level, interpretative analysis of the underlying deeper meaning of the data (Dornyei, 2007: 245-246). This study analyzes the textual information stated in the tasks of the book. It is categorized, analyzed, and judged according to given parameter.

The data of this research are tasks that are written in the text book. The source of data is the tasks in “*I Can Do It English for Senior High School Students Grade XI,*” published by Masmedia, including the tasks for the first and second semester. The textbook consisted of six chapters that related to certain theme. The writer focuses on discussing some tasks presented in those six chapters.

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This research was content analysis. According to Weber (1985:9) in Moleong (1989: 179), "content analysis is the research methodology to exploit some procedures to make the real conclusion from the textbook or document".

The ways of collecting data were as follow:

1. The researcher read the textbook and the entire tasks in the textbook.
2. The researcher marked the tasks that were thought can develop the target competences.
3. The researcher gave code on the marked tasks in accordance with the developed competence.
4. The researcher noted the pages and numbers of the tasks that developed the competence.
5. The researcher accounted the amount of the tasks that developed the competence to assume the conclusion.

The steps in analyzing the data are as follows:

1. Classifying and describing the kinds of communicative competence (linguistic competence, strategic competence, actional competence, sociocultural competence, and discourse competence).
2. Coding the data

From theories of communicative competence by Celce Murcia et al (1995) that consists of five competences (Linguistic competence, Strategic

competence, actional competence, socio-cultural competence, and discourse competence), the writer gives code to each task that relates with the components.

### 3. Scoring the data

To score the average of the tasks in the English textbook that intend every competence, the writer uses the following formula:

$$\frac{\text{The total number of task include in the textbook}}{\text{The communicative competence include in the text book}}$$

### 4. Counting the Frequency and Dominant of the Competence

## Result and Discussion

After analyzing the tasks in the textbook entitled *I Can Do It English For Senior High School Students Grade XI* published by Massmedia, the writer finds that the tasks in the textbook are very good in improving all communicative competences proposed by Celce Murcia *et al* (1995).

The writer finds the tasks that are supposed to develop the learner's communicative competence are one hundred and fifty (158) tasks of two hundred and four (203) tasks in the textbook. It means that the textbook is enough in developing the learner's communicative competences because it consists of 77,85%

tasks which reflected Communicative Competence. The detailed conclusion for each aspect is as follow :

### **1. Tasks Designed To Develop Students' Linguistic Competence**

The English textbook entitled *I Can Do It English For Senior High School Students Grade XI* has eighty six (86) tasks that develop linguistic competence. It means that it has 42,37% tasks which is fulfilled the linguistic competence with the dominant of *syntax* aspect as many as eighty two tasks and *lexicon* aspect as many as four tasks, whereas the aspect of *morphology, phonology* and *orthography* are not exercised on the textbook.

### **2. Tasks Designed To Develop Students' Strategic Competence**

The English textbook entitled *I Can Do It English For Senior High School Students Grade XI* has eleven (13) tasks that develop strategic competence. It means that it only has 6,41% tasks that develop strategic competence. But the book is lack of developing the strategic competence because not all of the aspects of strategic competence are included in the textbook . Those aspects that are not included in the tasks of the textbook are *achievement strategics, avoidance or reduction strategic and self monitoring strategic*.

### **3.Tasks Designed To Develop Students' Sociocultural Competence**

There are four main categories that suggested in this competence, namely, social contextual factors, stylistic appropriateness factors, cultural factors and

non-verbal communicative factors. In fact, not all of the categories in this competence provided in both *I Can Do It, English book For Senior High School Students Grade XI*, there are only two categories that stated in the tasks of both work books, they are social contextual factor and stylistic appropriateness factors. The English textbook entitled *I Can Do It English For Senior High School Students Grade XI* has seven (7) tasks that develops socio-cultural competence .It means that there are only 3,45% tasks that develop sociocultural competence

#### **4. Tasks Designed To Develop Students' Actional Competence**

The English textbook entitled *I Can Do It English For Senior High School Students Grade XI* has thirty nine (38) tasks that develop actional competence.. It means that the tasks are not sufficient in developing the learner's actional competence because it only has 18,72% which reflect the learner's actional competence, whereas the ideal tasks that should be developed in every competence is 40% - 60%. The actional competence aspect that are not included in the textbook are *interpersonal exchange, information, feelings and future scenario*.

#### **5. Tasks Designed To Develop Students' Discourse Competence**

The English textbook entitled *I Can Do It English For Senior High School Students Grade XI* has fourteen (14) tasks that develop Discourse Competence.

It means that the tasks in the book are not sufficient in developing the learner's actional competence because it only has 6,90% which reflect the learner's Discourse Competence, whereas the ideal tasks that should be developed in every competence is 40% - 60%. The Discourse Competence aspects that are not included in the textbook are *Deixis, Conversional Structure*. Based on the communicative competences that are developed in the textbook, only linguistic competence is sufficient to develop the learner's communicative competence aspects.

Based on the result of the research, the writer suggests that the other researcher can conduct similar research to add the theories and subject matters or they can study other aspects not only in developing the learners' communicative competence but also in other aspects in the textbook, such as in the contextual learning, grammatical, and the other. The researcher finds among of the Linguistic Competence, Strategic , Sociocultural , Actional and Discourse Competence are not well-balance written. In this study, the writer also finds that not all of the aspects in every competence are included in the textbook. She suggest the next author should include each competence in balance in order the learners are be able to get balance knowledge in improving their communicative competence in English.

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