



**A TEXTBOOK ANALYSIS ON COMMUNICATIVE COMPETENCE OF
“FORWARD AN ENGLISH COURSE FOR VOCATIONAL SCHOOL
STUDENTS GRADE XI”**

(A Case Study on English Textbook for Second Graders of Vocational High
School)

A Final Project

Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

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2020

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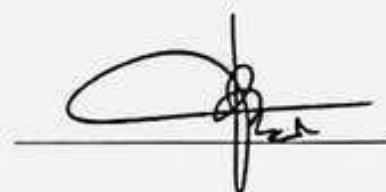
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MOTTO AND DEDICATION

“THINK BIG, AND ACT NOW”

This final project is dedicated to:

My Beloved Parents

My Big Family

My Best Friends

ACKNOWLEDGEMENT

Alhamdulillahirabil‘alamin, I would like to express my highest gratitude to Allah for blessing, love, opportunity, health, and mercy to complete this final project entitled **A Textbook Analysis on Communicative Competence of “Forward an English Course for Vocational School Students Grade XI”: A Case Study on English Textbook for Second Graders of Vocational High School**. This undergraduate thesis submitted as the final requirement in accomplishing an undergraduate degree at the English Department of Languages and Arts Faculty of Universitas Negeri Semarang.

In arranging this thesis, many people have provided motivation, advice, and support for the researcher. In this valuable chance, I would like to express my most generous gratitude and appreciation to Dr. Zulfa Sakhiyya as my advisor for being patient in giving me guidance, supervision, and suggestions during the completion of this final project. I also would love to express my gratitude to all people who have helped me complete this research.

I would love to dedicate my deepest gratitude to my parents, Mr. Supriyono and Mrs. Narti, who always support me and mention my name in their prayer. I am very blessed to have you in my life. I am also very grateful to have some close friends who always support me. The first appreciation goes to Dicky Prasetyo Ariyanto, who is still a good listener for every problem I faced, especially when I had to revise this research and re-start over and over again. I also want to express my appreciation to Ulifah Rido Juniati, Fitri Lailatul Maghfiroh, and Susi Ariska Handayani, who always motivate me every time I was down.

I would like to say thanks to all my sisters from Trisanja 2. Thank you for being such a good neighbor who always ready to help me, also to the entire brothers and sisters of the English Education Program of the English Department who cannot be mentioned here one by one.

Finally, I would like to thank everybody who was important to the successful realization of this final project. This is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive, thoughtful suggestions and critics are welcomed.

ABSTRACT

Textbook is one of the key resources for students to learn. To teach English, a textbook must be compatible with the curriculum, but it needs to have principles of Communicative Competence to foster students' Communicative Competence.

This study aims to analyze communicative competence aspects in an English textbook entitled "Forward an English Course for Vocational School Students Grade XI" and its compatibility with the KI and KD of curriculum 2013. A descriptive qualitative approach is employed along with document analysis design to conduct this research. Data was collected from the English Textbook "Forward an English Course for Vocational School Students Grade XI" published by Erlangga.

This study reveals that (1) most of the materials presented in the textbook are compatible with the KI and KD of curriculum 2013, and (2) as much as 81.7% of tasks contain essential aspects of Communicative Competence. More specifically, 20.55% consists of Linguistic Competence, 21.46% consists of Discourse Competence, 2.74% consists of Sociocultural Competence, 2.28% consists of Formulaic Competence, 17.81% consists of Interactional Competence, and 16.87% consists of Strategic Competence. This means that the textbook contains a significant amount of Communicative Competence aspects. It is suggested that an English textbook needs to have more Sociocultural Competence and Formulaic Competence aspects in order to achieve the goals of language learning.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. It consists of the background of the study, the reason for choosing the topic, problems of the study, objectives of the study, significance of the study, limitation of the study, definition of key terms, and the outline of the study.

1.2 Background of the Study

Textbook is one of the key resources for students to learn. However, in Indonesia, a list of textbooks have been published to support teaching and learning processes, but not all of them have sufficient qualities (Lathif, 2015). More specifically, in teaching English, not only that a textbook must be compatible with the curriculum, but also it needs to have principles of Communicative Competence to foster students' Communicative Competence.

In supporting curriculum change, textbooks need to comply with the principles outlined in the new curriculum. Consequently, educators or educational institutions are required to choose textbooks which are good for use in teaching and learning activities. To find out a good textbook, an analysis of textbooks can be done by reviewing the contents, language elements, conformity with the applicable curriculum, appearance, and presentation.

Although the government has released the list of appropriate textbooks, a textbook analysis is seen as an important thing to be conducted. As we know that the objective of the curriculum is to achieve communicative competence and we do not know whether the books have realized this goal.

The term “communicative competence” refers to a set of competencies required to be capable of applying the language in real communicative use (Bugaric, V., & Djigunovic, 2007). According to Murcia (2000), it has been in circulation for about forty years and has been used extensively in justifications and explications of communicative language teaching. The term

“communicative competence” starting with its source (Hymes 1967, 1972) through the contributions of Canale & Swain (1980), Canale (1983), and Celce Murcia et al. (1995) to Celce Murcia (2007). Hyme’s original concept was further elaborated by (Canale, M., & Swain, 1980) to cover three components of grammatical, strategic, and sociolinguistic competences before redeveloped three years after Canale (1983) to include discourse competence in addition to the previous three components. In the 1995 Calce-Murcia, Dornyei, and Thurrel (Celce-Murcia, M., Dornyei, Z., & Thurrell, 1995) revised the model by dividing Canale’s sociolinguistic competence into sociocultural competence and actional competence in addition to linguistic, discourse, and strategic competences.

Subsequently, (Celce-Murcia, 2007) suggested an updated and revised model of her and her colleagues’ to become six types of competence, they are: sociocultural, discourse, linguistic, formulaic, interactional, and strategic competences. Firstly, sociocultural competence refers to the speaker’s pragmatic knowledge, how to express messages appropriately within the overall social and cultural context of communication. This includes knowledge of language variation concerning the sociocultural norms of the target language. The second one is discourse competence, it refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. The next one is linguistic competence related to phonological, lexical, morphological, and syntactic patterns. Afterward, formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions. The next one is interactional competence that is related to the bottom-up counterpart to the more global top-down sociocultural competence. It contains two sub-components that are actional competence and conversational competence. The last one is strategic competence that is related to the knowledge of communicative strategies and how to use them.

As the goal of language learning is to use the language in real communication, so the teaching materials should reflect the authentic use of

language in practice. The representation of communicative competences in the textbooks can help the students to achieve that goal. Accordingly, it is important to balance all the aspects of communicative competence in a textbook with the students' needs in communication so that they can meet the objective of language learning.

1.2 Reason for Choosing the Topic

The reason for choosing the topic A TEXTBOOK ANALYSIS ON COMMUNICATIVE COMPETENCE OF “FORWARD AN ENGLISH COURSE FOR VOCATIONAL SCHOOL STUDENTS GRADE XI” can be formulated as follows :

First, English is one of the important subjects that is taught in every school in Indonesia. Both teachers and students need a textbook as a guide and reference for them to support their learning activity in the classroom. Nowadays, there are so many textbooks published by various publishers. Besides textbooks from the government, there are tons of commercial textbooks. Therefore, the teachers must determine whose textbooks they will use in the learning process.

Second, the goal of language learning is to be able to communicate effectively in the target language and interact in a culturally appropriate manner with native speakers of that language. To achieve that goal, the teachers must consider whether the materials and tasks presented in the textbook can stimulate the students to improve their communicative competences.

As we know that the role of textbooks in learning activities is very important. For that, as a teacher and educator, we must be able to sort and choose which textbooks are suitable and following the needs of students and under the applicable curriculum. The researcher is interested to choose this topic to analyze the textbook to help teachers in choosing a good textbook.

%1.%2 Problems of the Study

Based on the background of the study, the researcher formulates the problem as follow:

- %1. Are the materials presented in the textbook “Forward an English Course for Vocational School Students Grade XI” compatible with KI (*Kompetensi Inti*) and KD (*Kompetensi Dasar*) of Curriculum 2013?**
- %1. Are materials presented in the book contain important aspects of communicative competence?**

%1.%2 Objectives of the Study

In line with the research problems, the objectives of this study can be stated as follows:

- %1. To find out whether the materials in the textbook “Forward an English Course for Vocational School Students Grade XI” match with the current curriculum of Curriculum 2013.**
- %1. To explore the aspects of communicative competence presented in the textbook.**

%1.%2 Significance of the Study

The result of this study is hoped to be able to give a contribution to educational research development. Besides, hopefully, the result of this study will affect the educational institution’s awareness of choosing an appropriate textbook as a guideline for teaching English. By reviewing the textbook from its content, the teacher is reinforced to pay more attention to what textbook they are going to use.

%1.%2 Limitation of the Study

The limitations of this study are:

- %1. The English textbook that analyzed is the English textbook entitled “Forward an English Course for Vocational School Students Grade XI”**

published by Erlangga and written by Eka Mulya Astuti, M.A. and Drs. Shyla K. Lande, M.Pd.

%1.The researcher will analyze whether or not the materials provided in the English textbook entitled “Forward an English Course for Vocational School Students Grade X” published by Erlangga and written by Eka Mulya Astuti, M.A. and Drs. Shyla K. Lande, M.Pd can stimulate the students’ communicative competence.

%1.In this study, the researcher will only focus on the representation of communicative competence in the tasks provided in the textbook.

%1.%2 **Definition of Key Terms**

The following definitions are given to make the same perception for some terms used in this study to avoid ambiguity. They are as follows:

%1.An analysis is a process of breaking a complex topic or substance into smaller parts to gain a better understanding of it (Michael Beaney, 2012).

%1.English Textbook is an English book prepared for school students to increase their knowledge and experience in the teaching-learning process. “Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs” (Cunningsworth, 1995:7).

%1.Communicative competence is a term in linguistics that refers to a language user’s grammatical knowledge of syntax, morphology, phonology, and the like, as well as social knowledge about how and when to use utterances appropriately (Hymes, 1966).

%1.%2 **Outline of the Study**

This study consists of five chapters. Each of them can be explained as follows:

Chapter I is the introduction which includes the background of the study, the reason for choosing the topic, research problem, objectives of the study, significance of the study, limitation of the study, definition of key terms, and the outline of the study.

Chapter II deals with the review of related literature that discussed the ideas and theories underlying the research subject. It consists of previous studies, theoretical study, and theoretical framework.

Chapter III discusses the method of investigation. It contains a research design, the object of the study, roles of the researcher, instruments of the study, procedures of collecting data, and procedures of analyzing data.

Chapter IV is the most important chapter in this research. It presents the result and discussion of the study.

Chapter V presents the conclusions and suggestions of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of previous studies, a review of theoretical studies, and theoretical framework. In the review of the previous study, the researcher will describe the previous studies related to this study. In the review of theoretical studies, the researcher will discuss about textbook and communicative competence. The last, the researcher will describe the theoretical framework.

1.2 Review of Previous Studies

There are some previous studies that are related to this study. The first previous study is from Ezis Japar Sidik (2018) entitled “Representation of Communicative Competence in English Language Textbooks in Indonesia” which has been finished from Universitas Sultan Ageng Tirtayasa. This study is aimed to explicate the representation of communicative competence aspects focus on the spoken dialogue instances contained in Indonesian EFL textbooks. The findings suggest that the textbook have not provided sufficient dialogues that give useful models for students to use in communication. The poor reflection of real-life communication stems from the inadequate representation of communicative competence in the dialogue models, particularly regarding the sociocultural and strategic aspects.

The second previous study is from Refita Helya Shufia (2018) entitled “The Analysis of Intercultural Competence in ELT Textbooks (A Content Analysis of ELT Textbook Provided by the Ministry of Education and Culture of Indonesia for Grade X of Senior High School)”. This study is aimed to investigate whether ELT textbook entitled *Bahasa Inggris* provided by The Ministry of Education and Culture of Indonesia contains one of the communicative competence that is intercultural competence. The finding shows that the ELT textbook accommodates the five dimensions of intercultural competence although the distribution is not evenly presented. Moreover, the

teachers can still use this book in developing intercultural competence by using additional sources and materials.

The third study is conducted by Siti Ika Wahyu Restita Nuraningtyas (2018) entitled “An Evaluation of Bahasa Inggris Textbook Grade X in Kurikulum 2013 Published by Ministry of Education Based on Scientific Approach and Communicative Competence”. This research focuses on evaluating the textbook based on scientific approach and communicative competence aspects. The finding shows that the textbook develops 65% observing activities, 0% questioning activities, 21% exploring activities, and 0% associating activities, and 14% communicating activities in terms of scientific approach and 2% sociocultural competence, 58% discourse competence, 30% linguistic competence, 6% formulaic competence, 4% interactional competence, and 0% strategic competence. The researcher concluded that this textbook does not convey completely in both of the scientific approach and communicative competence aspects. Beside, a study conducted by M. Ibnu Mustofa (2019) entitled “The Analysis of Cultural Content in EFL Textbooks Used at SMA IT Iqra’ and SMK N 1 Grade X Bengkulu City” focused to find out how cultural dimensions are displayed, the most dominant culture, and the percentage of local culture in textbooks. The results found that from the two textbooks, there was a difference in term of dominance in cultural types and dimensions. In the first textbook, there were 19 items of aesthetic sense (38%), 16 items or 32% of pragmatic sense, and 26% with number of items are 13 for sociological sense. Semantic sense had the least representation which was only 2 items or 4%. In cultural types, target culture had 25 items occurring (50%), 22 items or 44% for local culture, and 3 items (6%) only for international culture. As for the second textbook, there were 16 items (44%) for aesthetic sense, 9 items (25%) for sociological sense, 8 items (22%) for aesthetic sense, and 3 items or 8% for semantic sense. Local culture has most items to occur, which reached 47 percent or 17 items, followed by target culture (15 items) or 41%. The last is international culture with 4 number of items occurring (11%).

Next is conducted by Nisreen Juma'a Hameed Al-Mashaqba (2017) which entitled "Micro and Macro Content Analysis of English Textbook Entitled *"Mosaic One Listening and Speaking (Student's Book)"* in The Light of Communicative Competence". The study is aimed to investigate the extent to which the listening and speaking lessons which are presented in the textbook are characterized with appropriateness and meaningfulness in light of communicative competence and meet the principles and features of communicative language teaching. The findings show that the textbook fulfilled 84% of communicative competence's criteria of the good EFL textbook adapted from some experts in the light of communicative competence.

A study by Alaba Olaoluwakotansibe Agbatogun (2014) entitled "Developing Learners' Second Language Communicative Competence through Active Learning: Clickers or Communicative Approach?" was aimed to compare the impact of clickers, the communicative approach and the lecture method on the communicative competence development of learners who were taught English a second language. This study is a quasi-experimental research with the participants of ninety nine pupils from three primary school. The results found that there was a significant difference between the communicative competence pre-test and post-test scores of pupils in each groups. There was a significant difference in pupils' communicative competence post-test scores based on the teaching strategy. Multiple regression analysis results revealed that 84.9% of the variance of pupils' communicative competence was accounted for by a combination of the predictor variables.

A study by Luisa Ramos & Ramon Pacheco (2019) entitled "An Evaluation of In-Use English Teaching Materials in the Public Schools of Cartagena de Indias for the Development of Intercultural Communicative Competence (ICC)" was aimed to examine how the materials promote the development of the ICC, and to explore how the concept of culture is integrated to the other components of the development communicative

competence models. The study found that after the analysis and triangulation of the data collected in-use materials in the public schools of Cartagena the Indias might have an approach some elements in order to develop ICC in learners. The scrutinized materials in this research do not seem to fulfill completely teachers' expectations in terms of content, activities, support materials, instructions on how to manage intercultural context and the evaluation of intercultural component.

The next study was conducted by Alex Gilmore (2011) entitled "I Prefer Not Text": Developing Japanese Learners' Communicative Competence with Authentic Materials. This study was a quasi-experimental study which explore the potential of authentic materials to develop Japanese learners' communicative competence in English. The results find that experimental group out performed the control group in five of the eight measures, suggesting that the authentic materials and their associated tasks were more effective in developing a broader range of communicative competencies in learners than the textbook materials. It was predicted that the authentic materials, with their associated tasks and activities, provided richer input for learners to work with in the classroom, which, in turn, allowed them to notice and then acquire a wider variety of linguistic, pragmatic, strategic, and discourse features.

Another study by Amanda D. Hilliard (2014) entitled "A Critical Examination of Representation and Culture in Four English Language Textbooks". This study examined the topics, images, audio material, hidden ideologies, perspectives, cultural information, and cultural activities in four English textbooks from a pedagogical perspective. The results show that textbook publishers need to improve the cultural representation of minorities, variety of accents included in audio material, depth of cultural information, and effectiveness of cultural activities in their English language textbooks.

The next study is written by Luis Fernando Gomez-Rodriguez entitled "English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?"

This research took five English textbooks to be analyzed. Three representative units from each of the five EFL textbooks were chosen to examine the three types of practice proposed by Richards for CLT; that is mechanical, meaningful, and communicative practice. The activities in each unit were categorized with respect to the four communicative skills: reading, listening, speaking, and writing, plus grammar and vocabulary. The result of this study demonstrates they cannot be relied on entirely to develop communicative language competence, because in terms of the type of language practice, they do not include enough communicative activities and lean heavily towards mechanical and meaningful practice. In terms of language skills, they present more importance to grammar study and grammar than to practice concerning the reading, listening, speaking, and writing. In terms of formats, the questions in the textbooks focus more on the use of formats that do not reflect authentic tasks.

Another study entitled “Oral Communication in the Japanese Senior High School: Communicative Competence and Comparisons of Textbooks Used for EFL Instruction” conducted by Matthew Michaud (2015) was aimed to investigate communicative language teaching and communicative competence. The data collected consists of research into both non-approved and Ministry of Education, Culture, Sports, Science & Technology in Japan (MEXT)-approved textbooks. The study found that the MEXT-approved textbooks do not seem to sufficiently provide opportunities for students to acquire communicative competence. On the other hand, the non-MEXT-approved textbooks appear to offer a more appropriate practice of communicative competence.

The next study entitled “English Language Textbook and Development of Oral Communicative Competence in Grade VIII Students of Public Sector Schools in Punjab” was aimed to investigate the degree the prescribed textbook facilitates language acquisition, its meaningful application, and development of oral communicative competence. The results of the study reflect that the textbook does not cater to the target learners’ future academic

and professional language needs because the incorporated activities do not focus on sociolinguistic and discourse level aspects of the target language. The content of the textbook is compatible with the curriculum, but there is an over emphasis on structure and form through grammar-based activities rather than developing the integrated four language skills which are crucial for developing oral communicative competence.

A study by Fleur Ogura (2008) entitled “Communicative competence and senior highschool oral communication textbooks in Japan” was aimed to evaluate how senior highschool Oral Communication (OC) textbooks in Japan support the development of students’ spoken communicative competence. Ten OC textbooks are examined by using the continuum set out by Littlewood (2004) and are found to contain mostly non-communicative learning and pre-communicative language practice. The result of the study claims that the use of such textbooks cannot adequately develop students’ communicative competence, and calls for EFL instructors and teachers who teach OC classes to actively evaluate the textbooks they use.

Another research entitled “Getting real in the language classroom: Developing Japanese students’ communicative competence with authentic materials” conducted by Alexander Gilmore (2008) was aimed to investigate the potential of authentic materials to develop learners’ communicative competence. In this study, the researcher had ninety two students divided by two groups. The first group is control group which received input from two textbooks commonly used in Japanese universities. While the second group is the experimental group which received input from authentic materials (films, documentaries, ‘reality shows’, TV comedies, web-based sources, home-produced video of native speakers, songs, novels and newspaper articles) designed to allow students to ‘notice’ features of the discourse which could help them develop some aspect of their communicative competence. The results show that there was difference in performance, suggesting that the authentic materials, and their associated tasks, allowed learners to notice a wider range of discourse features than those generally available in textbook

input. They also indicated a clear preference in the experimental group for authentic materials over textbooks, suggesting that learners found them more interesting, varied and challenging, and better able to meet their perceived future language needs.

A journal by Anwei Feng and Michael Byram (2002) entitled “Authenticity in College English Textbooks - an Intercultural Perspective” suggests a perspective that takes intercultural communicative competence as a starting point addressing four fundamental issues of authenticity for textbook writing in countries where English is spoken as a foreign or second language. The four issues include intercultural representation, mediation of intention and interpretation, balance of diachrony and synchrony and image representations, and principles of contrivance. To illustrate the perspective, the prevailing definition of authentic texts by Chinese textbook writers will be examined as represented in recent literature about College English teaching and in some survey data.

A study by Elvira Koran entitled “Practical Value of EFL Textbooks for Teaching Main Aspects of Communicative Competence (Sociolinguistic And Pragmatic Competences)” investigates two of the textbooks, from prominent publishing houses, in order to determine to what degree they focus on both competences. The results show that in sociolinguistic competence, both Textbook A and Textbook B can be considered quite successful in fulfilling this requirement since they both focus on politeness forms such as making and responding to apology/requests and using question tags. Registers of the two textbooks is rather different, Textbook A is a more formal book, thus not focusing much on formal and informal registers, whereas Textbook B focuses on these two types of register and is a book with a more informal register in a general sense. While in the pragmatic competence, learner’s ability to adapt his/her expressions to deal with unusual or even difficult situations, being able to use wide range of simple expressions flexibly to express much of what he/she wants, ability to connect shorter elements into sequence of points, to explain the main points in an idea and being able to get the floor with a

suitable expression, to start, manage and close a conversation on a familiar topic. Another journal by Sayyed Ayatollah Razmjoo (2007) entitled “High Schools or Private Institutes Textbooks? Which Fulfill Communicative Language Teaching Principles in the Iranian Context?” was aimed to investigate the extent to which the Iranian high school and private institute textbooks represent the CLT principles. The results indicated that while high school textbooks are not productive to CLT implementation, private institute textbooks represent the CLT principles to a great extent.

Kang-Young Lee (2005) in his journal entitled “A Content Analysis of Korean Adolescent EFL Conversation Textbooks Regarding Their Treatment of Culture” analyzed on the cultural contents among Korean adolescent EFL conversation textbooks. The study visited one of the national GumJung textbook association outlets located in Seoul and attained all the available GumJung EFL high school conversation books in the final quarter of 2003. Eleven EFL high school conversation textbooks were selected upon their availability in most high schools including the one being used in foreign language high schools. The results indicate in this study is calling for the construction of a systematic suggestion for culturally-oriented EFL/ESL conversation textbooks along with its appropriate supplementaries. In other words, for the Korean EFL setting, this might be an impending proposal to the upcoming 8th National Curriculum for ELT materials development: that is the methodical approach of the present study’s conceptualized model, the natural order of “Culture Teaching and Learning Tree” and its application into the EFL conversation textbooks and classrooms.

With the description of those eighteen previous studies above, it will be the references for the researcher to have a more detailed study of content analysis and also the representation of communicative competence in a textbook. There is also a research gap in this study that made this study different from the others. In this study, the researcher only focused on the task presented in the textbook. Another gap is that this research analyzed the whole

aspect of communicative competence based on Celce Murcia (2007), while the previous study only focused on only one or two aspects.

Based on the description of those previous studies above, the researcher can decide the position of the study. The researcher only focused on four research that is almost similar to this study. The four researchers used English textbooks as the data and communicative competence theory. In this research, the researcher will evaluate an English textbook entitled “Forward an English Course for Vacation School Students Grade XI” published by Erlangga and the communicative competence theory proposed by Celce-Murcia (2007). It can be concluded that the specific objective of this study is to analyze the implementation of communicative competence aspects in the textbook. On the other hand, this research will only focus on analyzing the tasks presented in the textbook to elaborate the frequency of communicative competence.

%1.%2 Review of Theoretical Study

%1.%2.%3 Textbook

In this sub chapter, the researcher will discuss about the definition of textbook, the functions of textbook, criteria of good textbook, and the rubric assessment for textbook.

%1.%2.%3.%4 The definiton of Textbook

Textbook is one of the important media in teaching and learning activities. In the teaching and learning activities, the role of the textbook is very helpful for both teachers and students. For teachers, textbooks can be used as a guide in teaching science to students. Besides, textbooks help students in learning, practicing, and mastering the material presented by the teacher. According to Tarigan (1986), as cited in Amrina (2018), textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive

teaching program". As stated by Graves (2000:175) the textbook is a book used as a standard source of information for a formal study of a subject and an instrument for teaching and learning.

From those definitions of textbook, the researcher concluded that a textbook is a book that is arranged by experts to be the guideline for both teachers and students in the teaching and learning process. A textbook is hoped to help students in understanding and mastering the course. So, the teachers must choose good textbooks based on their needs.

1.2.3.4 The Function of Textbook

According to Cunningsworth (1995), there are several functions and roles of a textbook as follows:

- 1. A resource of presentation material
- 1. A source of activities for practice and communicative interaction
- 1. A reference book
- 1. A syllabus
- 1. A resource for self-directed learning or self-access
- 1. A support for less experienced teachers

In general, the textbook serves to assist teachers and students in delivering and receiving learning materials.

1.2.3.4 Criteria of Good Textbook

To know how to categorize a textbook in good quality textbook, the researcher provides some criteria of good textbook from the expert. Based on Cunningsworth (1995) the criteria of good textbook as follows :

- 1. Textbook should correspond to learner's needs. They should match the aims and objectives of the language learning program.

%1. Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.

%1. Textbook help learners to learn in a number of ways, textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

%1.%2.%3.%4 Rubric Assessment for Textbook

There is one of instruments in evaluating a curriculum 2013 textbook according to Pusurbuk:

%1. Feasibility of Content

The feasibility content includes three measurements which are compatibility of materials with KI and KD, the accuracy of materials, and the last supporting materials.

%3. The compatibility of materials with (KI) and (KD)

%4) Compliteness

In this criteria, textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristic, religious and aesthetic values included.

%4) In-Depth

In this criteria, textbook is expected to fulfill several point of In-Depth. The first point is exposure which means that the textbook are expected to expose students with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. The second point is text retention means that textbook should guide students in understanding the social function, text structure, linguistic features. The last is

production of textbook which should be able to guide students in every step in producing both verbal and written text.

%3. The accuracy of materials

%4) Social Function

The text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with students daily life either in interpersonal or interactional.

%4) Generic Structure

The text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give students an insight and ideas to think systematically in doing exercises or producing it in daily life.

%4) Linguistic Feature

The text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in students daily life.

%3. Supporting Materials

%4) Up-to-Datedness

Every items in supporting materials and exercises provided within the textbook should be taken from a relevance and newest sources available.

%4) Development of Life Skills

Every text and communicative exercise and task available in the text book should motivate students toward

a good personalities that concern about social, academic, and vocational life.

%4) Diversity Insight

Every text and communicative exercise and task available in the text book should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

%2. Feasibility of Language

This feasibility of language is a group of assessment about the content of the textbook.

%3. The Compatibility with Student's Development.

%4) Compatibility with Student Intellectual Level

In this criterion any kind of language used both in exercise and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's intellectual level (can be imaginatively understandable for students).

%4) Compatibility with Student Emotional Level

In this criterion, any kinds of language used either in exercising and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's emotional level from local to global context.

%3. Communicative

%4) Readability of Message.

In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and minimizing ambiguities of message so students will be motivated in learning.

%4) Accuracy of Language Uses.

In this criterion, any kinds of language used both in exercise and describing concept of teaching used

as effectively as possible and consistent in language uses so students will be motivated in learning.

%3. The Coherence and the Integrity of Idea

%4) Coherence of Paragraph

In this criterion, the language delivering of text, picture and illustration of paragraph in the textbook displayed in a well arranged and systematical manner in order to create a coherent and cohesive paragraph.

%4) Coherence of Chapter

In this criterion, language delivering of text, picture and illustration between each chapter are close in understanding from one to another. Therefore, it would create a logical and systematical arrangement.

%2. Feasibility of Presentation

This feasibility of presentation is a group of assessment about the presentation of the textbook.

%3. Technique of Presentation.

%4) Systematic

In this criterion, textbooks are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book.

%4) Chapter Equilibrium

In this criterion, textbooks are expected to deliver the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also illustration that equal within every content of chapter.

%3. Learning Presentation.

%4) Learner Centered

In this criterion, textbooks are expected to make students as the subject of learning so that autonomous learning will occur.

%4) Developing of Initiative, Creativity, and Learners Critical Thinking

In this criterion, textbooks are expected to make students to be motivated and creative so when they use the textbook, they will be skeptical about “how, why, where, when, etc.”

%4) The Development of Self-Reliance Students

In this criterion, textbooks are expected to make students curious and auto-focus on what they learn, expecting them to analyze what they learn so that they will be encouraged toward discovering new things and knowledge.

%4) The Development of Learners Ability to Evaluate Themselves

In this criterion, textbooks are expected to encourage students to evaluate themselves, to see how far they have learned from a chapter, and to review the lesson learned from chapter.

%3. Completeness of Presentation.

%4) Introduction Part

In this criterion, textbooks are expected to develop sufficient introduction part of a textbook.

%4) Content Part

In this criterion, textbooks are expected to develop sufficient content part which consist of introduction, illustrations (tables, pictures etc.), summary along with self-reflection and the last is exercise.

%4) Closing Part

In this criterion, textbooks are expected to develop sufficient closing part which consists of glossary, references and indexes.

In this research, the researcher only focused on the feasibility of content especially on the compatibility of materials with KI and KD.

1.2.3 Communicative Competence

In this sub chapter, the researcher will discuss about the definition of communicative competence, the development of communicative competence, the component of communicative competence, and the characteristic of communicative competence.

1.2.3.4 Definition of Communicative Competence

The teaching and learning process in the school is aims to empower the students' ability in communicative competence. Communicative competence is ability to convey and interpret messages and to negotiate meaning with other speaker in specific context (Hymes, 1972). Another definition of communicative competence is by Murcia (2000:218) sated that communicative competence refers to the knowledge required for interaction using language that is not only formally accurate but also contextually appropriate, e.g. in its degree of formality, politeness, and directness.

To achieve the communicative competence, the students and teachers play an important role to increase their ability in learning English as their foreign language. Murcia, (2007:45) differed communicative competence into six sub-competence, called linguistics competence, discourse competence, formulaic competence, interactional competence, sociocultural competence, and strategic competence. In many components of communicative competence are applied to theoretical justification for a new language teaching

approach and new teaching material that were compatible with communication as the goal of second language teaching.

Therefore, the researcher interested to conduct a textbook analysis in order to make sure that the textbook is suitable for students to encourage them to achieve the communicative competences.

1.2.3.4 Development of Communicative Competence

The term “communicative competence” refers to a set of competences required to be capable of applying the language in real communicative use (Bagaric, V., & Djigunovic, 2007). The term “communicative competence” starting with its original source (Hymes 1967, 1972) through the contributions of Canale & Swain (1980), Canale (1983), and Celce Murcia et al. (1995) to Celce Murcia (2007). Hyme’s original concept was further elaborated by (Canale, M., & Swain, 1980) to cover three components of grammatical, strategic, and sociolinguistic competences before it was redeveloped three years after by Canale (1983) to include discourse competence in addition to the previous three components. In the 1995 Calce-Murcia, Dornyei, and Thurrel (Celce-Murcia, M., Dornyei, Z., & Thurrell, 1995) revised the model by deviding Canale’s sociolinguistic competence into sociocultural competence and actional competence in addition to linguistic, discourse, and strategic competences. Then, (Celce-Murcia, 2007) suggested an updated and revised model of her and her colleagues’ to become six types of competence, they are: sociocultural, discourse, linguistic, formulaic, interactional, and strategic competences.

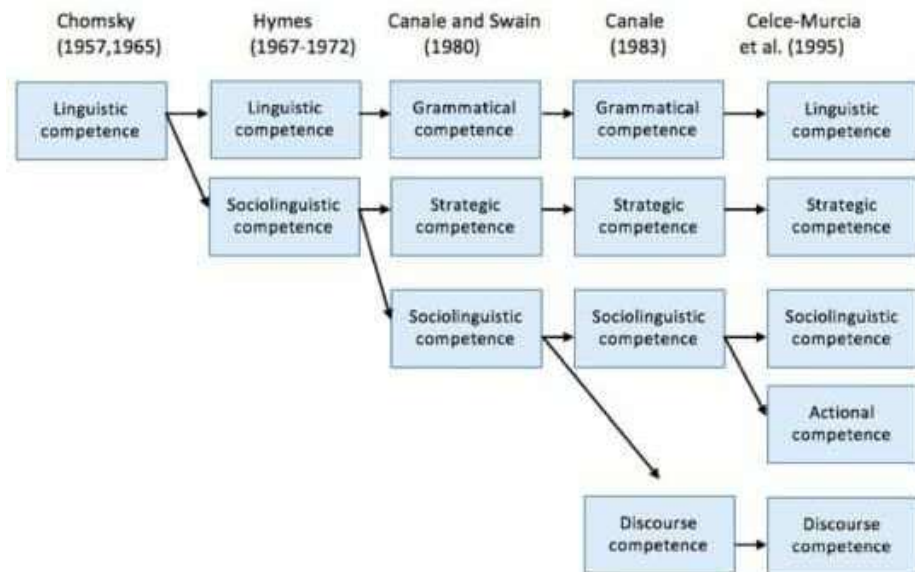


Figure 2.1 Development of Communicative Competence

1.2.3.4 Characteristic of Communicative Competence

Savignon (1983) describes the importance of characteristics of communicative competence and states that communicative competence is dynamic, relative, context specific, and applies to both written and spoken language, as well as to many other symbolic systems.

In line with the Savignon's idea, Zainil (2003:35) itemizes the characteristics of communicative competence as follows:

1. The dynamic, interpersonal nature of communicative competence and its dependence on the negotiation of meaning between two or more persons who share to some degree the same symbolic system.
2. Its application to both spoken and written language as well as to many other symbolic systems.
3. The role of context in determining a specific communicative competence, the infinite variety of situations on which communication takes place, and the dependence of success in a particular role on one's understanding of the context and prior experience of a similar kind
4. Communicative competence as a relative, not absolute, concept, one dependent on the cooperation of all participants, a situation

which makes it reasonable to speak of degrees of communicative competence.

Component of Communicative Competence

There are six sub-competent of communicative competence differed by Celce-Murcia (2000: 247), they are : sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence.

Sociocultural competence refers to the speaker's pragmatic knowledge, how to express message appropriately within the overall social and cultural context of communication. This includes knowledge of language variation with reference to sociocultural norms and knowledge of the life and traditions of the target language.

There are several sociocultural variables, three of them are most crucial in terms of the current model:

1. social contextual factors: the participants' age, gender, status, social distance and their relations to each other re: power and affect.

2. Stylistic appropriateness: politeness strategies, a sense of genres and registers.

3. Cultural factors: background knowledge of the target language group, major dialects/regional differences, and cross cultural awareness.

Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message.

Celce-Murcia et al. (1995: 13–15) describe several sub-areas of discourse competence, four of which are most important with regard to the current model:

%1.cohesion: conventions regarding use of reference (anaphora/cataphora), substitution/ ellipsis, conjunction, and lexical chains (i.e. Halliday and Hasan 1976).

%1.deixis: situational grounding achieved through use of personal pronouns, spatial terms (here/there; this/that), temporal terms (now/then; before/after), and textual reference (e.g. the following table, the figure above).

%1.coherence: expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity, and other organizational schemata through conventionally recognized means.

%1.generic structure: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc.

%1.**Linguistic competence** includes four types of knowledge:

%1.phonological: includes both segmental (vowels, consonants, syllable types) and suprasegmentals (prominence/stress, intonation, and rhythm).

%1.lexical: knowledge of both content words (nouns, verbs, adjectives) and unction words (pronouns, determiners, prepositions, verbal auxiliaries, etc.).

%1.morphological: parts of speech, grammatical inflections, productive derivational processes.

%1.syntactic: constituent/phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding.

%1.**Formulaic competence** is the counterbalance of linguistic competence. It refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions.

The formulaic competence bought this domain to general attention, they are:

%1.*routines*: fixed phrases like of course, all of a sudden and formulaic chunks like How do you do? I'm fine, thanks; how are you?

%1.*collocations*: verb-object: spend money, play the piano
adverb/adjective: statistically significant, mutually intelligible
adjective-noun: tall building, legible handwriting.

%1.*idioms*: e.g., to kick the bucket = to die; to get the ax = to be fired/terminated.

%1.*lexical frames*: e.g., I'm looking for (something). See you (later/tomorrow/ next week, etc).

%1.**Interactional competence** has at least three sub-components relevant to the current model:

%1.*actional competence*: knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings, problems (complaining, blaming, regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc.)

%1.*conversational competence*: inherent to the turn-taking system in the conversation described by Sachs et al. (1974) but maybe extendable to other dialogic genres:

- %1) how to open and close conversations
- %1) how to establish and change topics
- %1) how to get, hold, and relinquish the floor
- %1) how to interrupt
- %1) how to collaborate and backchannel, etc.

%1.*non-verbal/paralinguistic competence* includes:

- %1) kinesics (body language), non-verbal turn-taking signals, backchannel behaviors, gestures, affect markers, eye contact.
- %1) proxemics (use of space by interlocutors)

%1) haptic behavior (touching)

%1) non-linguistic utterances with interactional import
(e.g. ahhh! Uh-oh. Huh?) the role of silence and pauses.

%1.Strategic competence knows how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

There are some crucial strategies, which are the ones we highlighted in CelceMurcia et al. 1995: 26–29), are communication strategies; they include the following:

%1.*achievement*: strategies of approximation, circumlocution, codeswitching, miming, etc.

%1.*stalling or time gaining*: using phrases like Where was I? Could you repeat that?

%1.*self-monitoring*: using phrases that allow for self-repair like I mean.

%1.*interacting*: these are strategies that include appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc.

%1.*social*: these strategies involve seeking out native speakers to practice with, actively looking for opportunities to use the target language.

%1.%2 Theoretical Framework

This study is a qualitative research conducted to investigate the implementation of communicative competence aspects in the textbook. The reason why I am interested in researching this field because the textbook plays an important role in the teaching and learning process. The textbook can be a guide for teachers and students as the main reference before taking some additional resources. Considering the importance of the textbook in the world

of education, teachers must intelligently determine which textbooks they are going to use in the teaching and learning activities.

Another reason why the researcher chooses this field is to know whether the textbook has good quality as it is compatible with the 2013 curriculum and contains the communicative competence aspects so that it can help students to improve their communicative competence to achieve the goal of the language learning.

To gain the data, the researcher will use the BNSP 2013 Curriculum to investigate the compatibility of the content of the textbook with the 2013 curriculum and use the Celce-Murcia (2007) theory to investigate the implementation of communicative competence in the textbook.

The theoretical framework of this study is presented below:

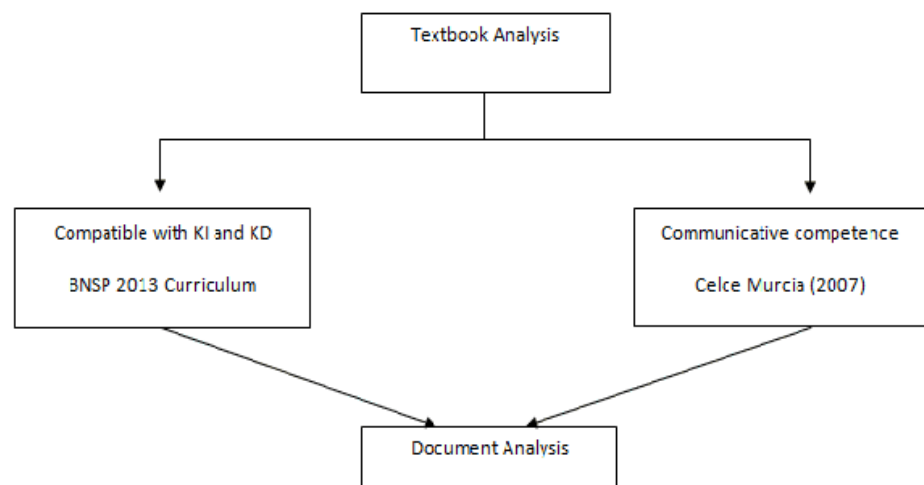


Figure 2.2 Theoretical Framework

This study will only focus on the task presented in the textbook to analyze the implementation of communicative competence. In conducting this study, the researcher will use document analysis for collecting the data. After that, the researcher will analyze the data by doing data reduction, display data, and conclusion drawing. Then, the result of the data is hoped to be a guidance to select a good textbook.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the final chapter. In this chapter, the researcher presents conclusions from the findings and discussions of the study. Moreover, some suggestions are provided in this chapter.

5.1 Conclusions

This study analyzed the existence of Communicative Competence in the English textbook entitled “FORWARD AN ENGLISH COURSE FOR VACATIONAL SCHOOL STUDENTS GRADE XI”. Based on the findings and discussions in the previous chapter, the conclusion can be drawn as follows.

The first conclusion is that the English textbook mentioned before is compatible with the Core Competence (KI) and Basic Competence (KD) of curriculum 2013. It can be stated that it is compatible with the curriculum by doing documentation. There were ten chapters in this book analyzed contains 20 KI and KD. From those KI and KD there was only one competence of KD that does not fulfill the In-Depth criteria because there is no text that relevant to students’ daily life and also it does not guide students in understanding the social function, text structure, and linguistic features of text. From those explanations, we conclude that most of the contents of the textbook are compatible with the curriculum 2013.

Second, the results of this study show that the 179 of 219 tasks in the textbook contained the important aspects of Communicative Competence. Each unit of this book contained the important points of Communicative Competence with average proportion. The first unit has 9.59%, the second unit has 6.39%, the third unit has 8.68%, the fourth unit has 7.76%, the fifth unit has 8.22%, the sixth unit has 10.05%, the seventh unit has 8.22%, the eighth unit has 6.40%, the ninth unit has 9.59%, and the last unit has 6.85%. The total percentage is 81.7% that consisted this Communicative

Competence: Linguistic Competence 20.55%, Discourse Competence 21.46%, Sociocultural Competence 2.74%, Formulaic Competence 2.28%, Interactional Competence 17.81%, and strategic competence 16.87%. It can be concluded that this book needs some improvement in term of Sociocultural Competence and Formulaic Competence.

1.2 Suggestions

Based on the findings and discussion, some suggestions are presented in this chapter. They are as follow:

For the researcher, I suggest to investigate the role of the textbook, in the teaching and learning process. By conducting this kind of research, we can know whether the book is appropriate to use or not. Besides, the good textbook will not be effective for learners if it does not use properly. So, it would be better for future research not only focus on the content of the book, but also the role of textbook in the classroom activities.

For the teacher and educational institution (school), textbook plays an important role in teaching and learning process. The textbook contains the learning objectives, materials, and exercises to guide both student and teacher. As an English teacher, we have to select good textbooks to be used in the teaching a learning process and consider which book is appropriate and compatible with the current curriculum. Besides, we have to make sure that there are some good learning activities implemented to support the use of textbook. Because by using appropriate textbooks and supported by good learning activities, it can help the students to achieve the goals of studying.

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