

**ENGLISH TASKS FOR COMMUNICATIVE COMPETENCE DEVELOPMENT:
A CONTENT ANALYSIS OF *WHEN ENGLISH RINGS A BELL* FOR JUNIOR
HIGH SCHOOL BASED ON CURRICULUM 2013**

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ABSTRACT

*This research is about the analysis of the tasks in the textbook related to five components of communicative competence. The objectives of this study are to explain what English tasks are designed for five components of communicative competence development reflected in English textbook and what are the frequency and the dominant type of task in each competence. This research is qualitative research. The data are the tasks from the textbook entitled 'When English Rings A Bell'. To collect the data, the researcher uses documentation method by doing some steps: read and understand the entire tasks in the textbook for several times; mark the tasks that are including in five components of communicative competence; type the tasks and code the marked tasks by writing the task number, the chapter, and the page of the tasks; account the tasks that develop the competences. The data were analysed by the theory of communicative competence suggested by Celce-Murcia et al (1995) and analysed by using interactive model of Huberman and Miles (1994). There are three steps in analysing the data; those are data reduction, data display, and conclusion drawing/verification. The result shows that the textbook entitled *When English Rings A Bell* consists of 181 tasks and there are five components of communicative competence that developed the tasks. The English tasks that are designed to develop students' discourse competence are cohesion, deixis, coherence, genre, and conversational structure. The English tasks that are designed to develop students' linguistic competence are syntax, lexicon, phonology, and orthography. In actional competence, there are knowledge of language functions include interpersonal exchange, information, feeling, opinion, and future scenario. In sociocultural competence, there are sociocultural contextual factor, stylistic appropriateness factor, and cultural factor. In strategic competence, there are compensatory strategies. The frequency of the English tasks designed for discourse competence is 30, 38%, for linguistic competence is 27, 62%, for actional competence is 28, 17%, for sociocultural competence is 8, 83%, and for strategic competence is 4, 97%. The dominant types of task for discourse competence are deixis and genre, for linguistic competence is phonology, for actional competence is knowledge of language function, for sociocultural competence is sociocultural contextual factor, and for strategic competence is compensatory strategy.*

Keywords: English task, communicative competence, content analysis, material development, curriculum 2013

1. INTRODUCTION

Nowadays, English is an international language that must be mastered by people in this world, include in Indonesia. In education, English learned by people since they

are in the elementary school until they are in the university. Learners need to develop their skills, but sometimes they do not know how to do that. As a teacher, we should help them. By using some various materials and methods, we may help them to develop their language skills. According to Tomlinson (1998), there are many kinds of learning materials such as dictionary, grammar book, workbook, photocopied exercise, etc.

In addition, Al-Nwaiem (2012) states that the term 'materials' in an educational context denotes any textual materials used by teachers and students, including textbooks, worksheets, handouts, audio-visual aids and technological materials. According to Hutchinson & Torres (1994: 315), the textbook is an almost universal element of (English language) teaching. Moreover, Cunningsworth (1995) argues that textbooks play several roles in English language teaching curriculum: they are reliable resource for self-directed learning, a source of ideas and activities, and reference material for learners. So, it can be concluded that textbook has important role in the teaching learning process. It must have good quality to create good capability for the students.

In the textbook, of course there must be many tasks and materials inside that will help learners develop their English skills. Lee (2000) in Ellis (2003: 4) states that a task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) A language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plan. So, task means an activity that can influence students' language ability and also their understanding. A good textbook serves good task inside that will make the students easier to understand the materials through those tasks.

For many years, Indonesia has implemented some curriculum. Now, we use 2013 curriculum in teaching learning process. It implements scientific approach which has five steps in learning, namely observing, questioning, gathering information or experimenting, associating or information processing, and communicating. The goal of learning is to improve the students' communicative competence. Based on the discussion above, this research is conducted to know the quality of a textbook that is used in junior high school. The research is conducted by analyzing the tasks in the textbook based on theory of communicative competence by Celce-Murcia et al (1995). The main competence of language learning based on Celce-Murcia et al (1995) is communicative competence or discourse competence. It has supporting competence, namely: discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence. The aim of this research is to explain what English tasks are designed for communicative competence development reflected in English textbook and what are the frequency and the dominant type of task in each competence. The research is limited on the tasks analysis in a textbook entitled *When English Rings A Bell* that is used for the students in seventh grade of junior high school.

2. THEORETICAL REVIEW

This research uses some theories such as material development (notion and principles of material development); component of task; communicative competence from several perspectives; and the component of communicative competence by Celce-Murcia. However, the analysis of the task is focused on the theory of communicative competence by Celce-Murcia et al (1995).

a. Discourse Competence

According to Murcia (1995: 13) discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to

achieve a unified spoken or written text. There are many sub-areas that contribute to discourse competence: cohesion, deixis, coherence, generic structure, and the conversational structure inherent to turn-taking system in conversation. Cohesion refers to the area of discourse competence most closely associated with linguistic competence (Halliday & Hasan 1976, 1989). There are four ways by which cohesion are created in English: by reference, ellipsis, conjunction, and lexical organization (Halliday, 1985: 288). Deixis means ‘pointing’ via language. It links the situational context with the discourse. Each text has its own distinctive linguistic characteristic, and its own generic structure (Nunan, 1998: 43). Conversational structure, which is inherent to the turn-taking system in oral conversation (Sacks, Schegloff & Jefferson: 1974), is the final aspect of discourse competence as we have outlined it. This area is highly relevant for communicative competence and language teaching, since conversation is the most fundamental means of conducting human affairs.

b. Linguistic Competence

Linguistic competence is the mastery of language code, the ability to use grammar, syntax, and vocabulary this competence encompasses knowledge of roles of phonology, morphology, lexical items, and syntax (Brown, 2000: 247). Suggested components of linguistic competence are syntax, morphology, lexicon, phonology, and orthography.

c. Actional Competence

Celce-Murcia et al (1995: 17) defined actional competence as the competence to convey and understand communicative intent that is matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force. It is closely related to interlanguage pragmatics which has been defines by Blum & Kulka (1993) as “the study of nonnative speakers use and acquisition of linguistic action patterns in a second language.

Suggested components of actional competence are knowledge of language function includes interpersonal exchange, information, opinion, feeling, problem, and future scenario; and the knowledge of speech act sets.

d. Sociocultural Competence

According to Celce-Murcia et al (1995: 23), sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. Celce-Murcia et al (1995: 23) have divided the relevant sociocultural competence into four main categories, namely social contextual factors, stylistic appropriateness factors, cultural factors, and non-verbal communicative factor.

e. Strategic Competence

It refers to knowledge of communication strategies and how to use them. It highlights three functions of strategy use from three different perspectives (Celce-Murcia et al, 1995: 26). The description of strategic competence consists of five main parts: avoidance and reduction strategies, stalling or time-gaining strategies, achievement or compensatory strategies, self-monitoring strategies, interactional strategies.

3. RESEARCH METHOD

In this study, the researcher applies the qualitative research method because the data of the research are in the form of document from a textbook that contain text or discourse. Qualitative research is intended to understand the subject’s phenomena that described in the form of words in a certain natural context and use natural method (Moleong, 2007: 6). The approach that used in this research is content analysis. Weber (1990) indicates that content analysis is a research method that uses a set of

procedures to make valid inferences from text. The object of this study is English textbook entitled *'When English Rings A Bell'* for Junior High School in the seventh grade. The textbook was arranged by Ministry of Education and Culture and the manuscript contributors are Yuli Rulani Khatimah, Asep Gunawan, and Siti Wachidah.

The data in this research are tasks that are written in the textbook. Task is an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process (Prabhu (1987) in Nunan (1992: 4)). The textbook consists of eleven chapters. Here, the researcher focuses on analyzing the tasks that written on each chapter in the textbook. The researcher uses some data collection techniques: observation and documentation. According to Nasution in Sugiyono (2007: 310), observation is the basic of all knowledge. In this step, the researcher observes the textbook that will be analyzed. The researcher observes the textbook from the cover until the end of the textbook. Then, the researcher is going to the next step, it is documentation. Cresswell (2012: 160) states that documentation analysis includes printed materials, images, literary works, film, or other types of records. Then, Sugiyono (2007: 329) states that document is any valuable notes of past events in the form of written text, pictures, or monumental creatures.

The researcher uses some procedures in applying this method: read and understand the entire tasks in the textbook for several times; mark the tasks that are including in five components of communicative competence; type the tasks and code the marked tasks by writing the task number, the chapter, and the page of the tasks; account the tasks that develop the competences. In this research, the researcher needs to verify the data in order to make the research to be valid and reliable. The researcher collects the data and put them into each components of communicative competence. Those are linguistic competence, sociocultural competence, strategic competence, actional competence, and discourse competence. After all the data are collected and put into each component, the researcher share and discuss it with some colleagues and the expert to verify that the data are valid or not. In this research, the expert judgment is really needed for the data validity.

In qualitative research, data analysis begins when the observations started. It is an on-going activity throughout the whole investigation. This research applies the model of data analysis based on Huberman and Miles (1994: 10). They mention three linked processes of analysis, namely data reduction, data display, and data conclusion drawing or verification. Data reduction is a form of analysis that sharpens, sort, focuses, discards, and organizes data in such a way that 'final' conclusion can be drawn and verified (Huberman and Miles, 1994: 11). The coding system is based on the chapter in the textbook, task number, and the page of the textbook. For example the first task in the first chapter and in the first page, so the coding will be: T1/C1/P1. In this process, the researcher classified the data into five components of communicative competence. The display of the data is in the form of table. Each table consists of the competence's name and the amount of task for each component. Verification is fleeting second thought crossing the analyst's mind during writing, with excursion back to the field notes (Miles and Huberman, 1994: 11). Here, the tasks are analyzed with five components of communicative competence by Celce-Murcia et.al (1995).

4. RESEARCH FINDING AND DISCUSSION

In the research finding, the researcher classify and analyse the tasks in the textbook into each components of communicative competence, namely discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence. Each competence has its components. So, the results of the

analysis are including in the components of each competence. In discourse competence, there are cohesion, deixis, coherence, genre, and conversational structure. There are also some types inside each component of discourse competence. For example, there are reference, substitution ellipsis, conjunction, and lexical chains in cohesion. In linguistic competence, there are components such as syntax, morphology, lexicon, phonology, and orthography. There are some components in actional competence like knowledge of language functions that has many terms inside, and also knowledge of speech act sets. In sociocultural competence, there are sociocultural contextual factors, stylistic appropriateness factors, cultural factors, and non-verbal communicative factors inside the competence. Then, strategic competence consists of five components, namely avoidance and reduction strategies, time-gaining strategies, compensatory strategies, self-monitoring strategies, and interactional strategies.

In the research finding and discussion, the researcher gives the result of the analysis and also the discussion. The result will be discussed as follows:

a. English tasks designed to develop the students' linguistic competence

The first competence is linguistic competence. It consists of some components like syntax, morphology, etc. Based on the analysis, the researcher found that the amount of the task include in syntax component are 10 tasks. The highest amount of the task include in syntax component are 3 tasks and it is found in chapter 5 of the textbook. The chapter is studying about how many pets that the students have. There is no task in the textbook that uses morphology in designing the task. In lexicon component, there are 14 tasks and the highest amount of the task is in chapter 7, it is 6 tasks.

Then, there are 24 tasks that are developed based on phonology in the component of linguistic competence. There are tasks that used phonology in each chapter in the textbook. The last component in linguistic competence is orthography. There are 2 tasks that used this component. It is found in chapter 2. So, it can be conclude that the tasks designed to develop students' linguistic competence are in the form of syntax, morphology, lexicon, lexicon, phonology and orthography.

b. English tasks designed to develop the students' sociocultural competence

In sociocultural competence, there are four components that have been mentioned above. There are 10 tasks in the textbook that implement the component of sociocultural competence, namely sociocultural contextual factors. The highest amount of the task in this component is 3 and it is found in chapter 9 on the textbook. In stylistic appropriateness factors, there are 3 tasks that implement this component. It can be found only in the chapter 7. There are 2 tasks in the cultural factors component, and it is found in chapter two and chapter 3. There is no task that implements the component of non-verbal communicative factors.

c. English tasks designed to develop the students' strategic competence

Strategic competence is the knowledge of communication strategies and how to use them in communication. In the textbook, there are 9 tasks that implement the strategic competence. They are found in the chapter six, chapter seven, chapter eight, chapter nine, chapter ten, and chapter eleven. There are five components in strategic competence but the researcher found the tasks that developed based on this competence in the component of compensatory strategies.

d. English tasks designed to develop the students' actional competence

There are two components of actional competence, namely the knowledge of language functions and knowledge about speech act sets. In knowledge of language functions, there are many components like interpersonal exchange, information, feeling, and so on. In the textbook, the researcher found that there are task that developed actional competence in each chapter. There is 1 task in chapter one, 3 tasks in chapter two, 4 tasks in chapter three, 5 tasks in chapter four, 6 tasks in

chapter five, 2 tasks in chapter six, 3 tasks in chapter seven, 7 tasks in chapter eight, 5 tasks in chapter nine, 3 tasks in chapter ten, and 3 tasks in the last chapter. All of tasks are developed based on the knowledge of language functions.

e. English tasks designed to develop the students' discourse competence

Discourse competence is a competence related to the words or sentences in the form of written or spoken. Discourse competence consists of some components like cohesion, deixis, and so on. The textbook consists of 55 tasks that developed based on discourse competence. There are 6 tasks for cohesion, 16 tasks for deixis, 1 task for coherence, 16 tasks for genre, and 13 tasks for conversational structure.

f. The frequency of the English tasks designed for each competence

All the tasks have been analysed and the results also have been found. The textbook consists of 181 tasks, and there are five components of communicative competence in developing the tasks. Here, the researcher describes the frequencies of the tasks in each competence. The frequency of English tasks designed for each competence can be drawn with the formula as follow: the amount of tasks for each competence divided by the amount of tasks in textbook times 100%.

First, the amounts of tasks in discourse competence are 55 tasks. The frequency of this competence is 30, 38%. The second, there are 51 tasks of actional competence in the textbook. The frequency is 28, 17%. Then, the tasks that developed based on linguistic competence are 50 tasks and the frequency is 27, 62%. The fourth competence is sociocultural competence. There are 16 tasks of this competence and the frequency is 8, 83%. The last competence is strategic competence. In the textbook, the researcher found that there are 9 tasks developed by strategic competence. The frequency is 4, 97%. From the results, the researcher takes the conclusion that the dominant competence in the tasks in the textbook is discourse competence with the frequency 30, 38%.

g. The dominant type of tasks for each competence

There are many types of task for each competence in communicative competence. Each chapter consists of many types of tasks and many components of communicative competence. There are five components of communicative competence, namely discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence. In discourse competence, there are two types or competence that dominant in the textbook. Those are deixis and genre. Each component consists of 16 tasks. So, the dominant types of task in discourse competence are deixis and genre.

There are 50 tasks in linguistic competence. The highest or the dominant type of task in the textbook is phonology. Then, in actional competence, there are 51 tasks. The dominant of the task type that is found in the textbook is the knowledge of language functions. There are many components in the knowledge of language functions such as information, feeling, and so on. In this research, the dominant type of task is interpersonal exchange include introduction and greeting.

There are four components in sociocultural competence such as cultural factors and stylistic appropriateness factors. There are 16 tasks that developed based on sociocultural competence. The dominant type of task is sociocultural contextual factors with the amount of task 10. The last competence is strategic competence. There are 9 tasks in the textbook that developed with strategic competence. There is only one type of task that exists in the textbook, namely compensatory strategies. The amount of the task is 9 tasks.

5. CONCLUSION

Based on the research findings and discussion, it can be concluded that the textbook entitled *When English Rings A Bell* consists of 181 tasks and there are five

components of communicative competence that developed the tasks, namely discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence. The English tasks that are designed to develop students' discourse competence are cohesion, deixis, coherence, genre, and conversational structure. The English tasks that are designed to develop students' linguistic competence are syntax, lexicon, phonology, and orthography. The English tasks that are designed to develop students' actional competence are knowledge of language functions include interpersonal exchange, information, feeling, opinion, and future scenario. The English tasks that are designed to develop students' sociocultural competence are sociocultural contextual factor, stylistic appropriateness factor, and cultural factor. The English tasks that are designed to develop students' strategic competence are compensatory strategies.

The frequency of the English tasks designed for discourse competence is 30, 38%, the frequency of the English tasks designed for linguistic competence is 27, 62%, the frequency of the English tasks designed for actional competence is 28, 17%, the frequency of the English tasks designed for sociocultural competence is 8, 83%, and the frequency of the English tasks designed for strategic competence is 4, 97%. The dominant types of task for discourse competence are deixis and genre, the dominant type of task for linguistic competence is phonology, the dominant type of task for actional competence is knowledge of language function, the dominant type of task for sociocultural competence is sociocultural contextual factor, and the dominant type of task for strategic competence is compensatory strategies.

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