

**AN EVALUATION OF *BAHASA INGGRIS* TEXTBOOK
GRADE X IN *KURIKULUM 2013* PUBLISHED BY
MINISTRY OF EDUCATION BASED ON SCIENTIFIC
APPROACH AND COMMUNICATIVE COMPETENCE**



THESIS

**In partial fulfillment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2018**

A THESIS

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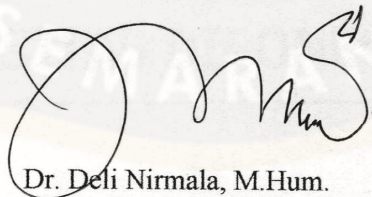
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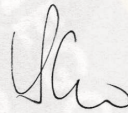
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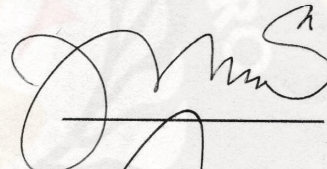
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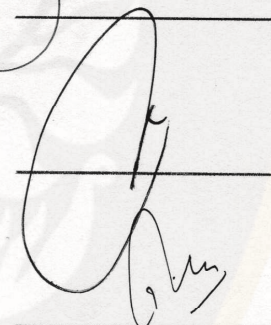
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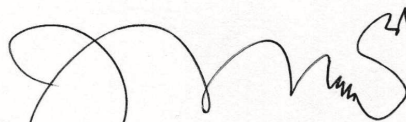


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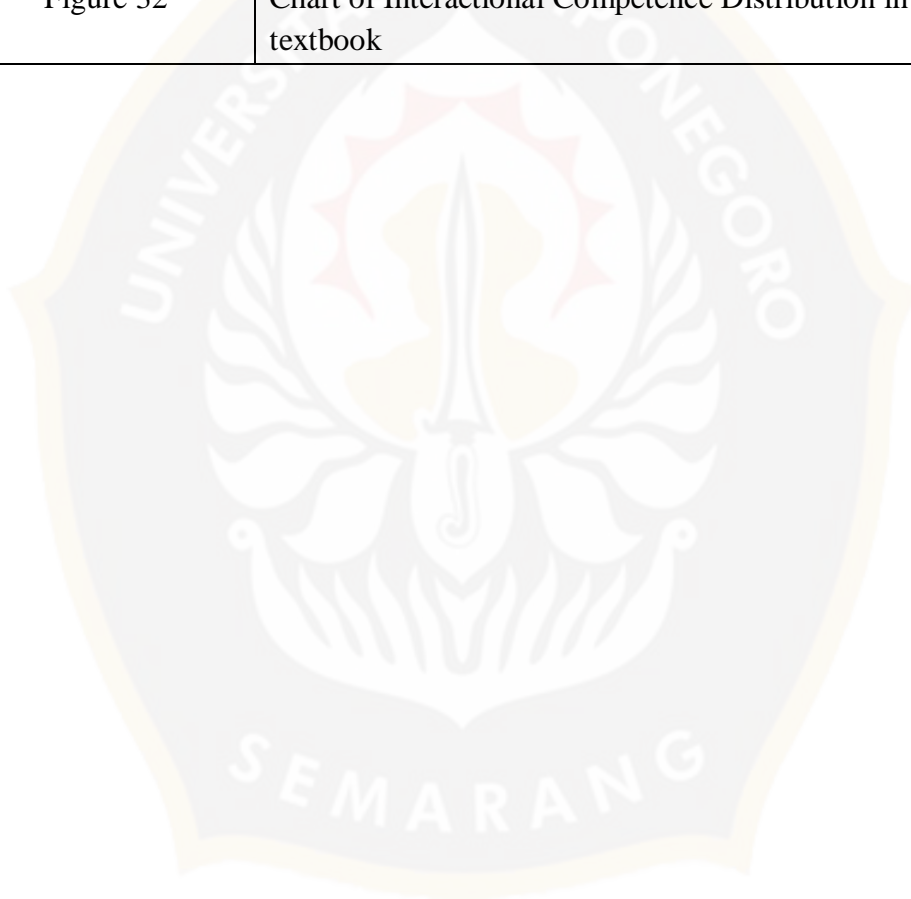
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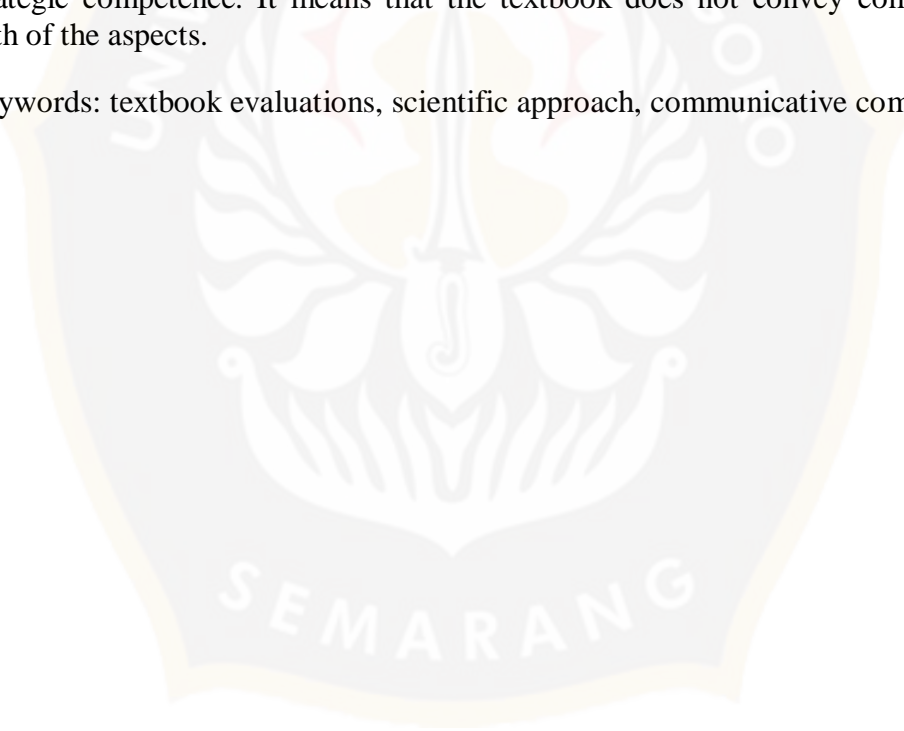
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Abstract

This research focuses on evaluating *Bahasa Inggris* textbook for tenth grade students of senior high school semester 1 in *Kurikulum 2013* published by Ministry of Education based on scientific approach and communicative competence aspects. It was aimed to describe how the aspects of scientific approach and communicative competence in the textbook. It was analyzed through four stages, they were: (1) defining criteria, (2) subjective analysis, (3) objective analysis, and (4) matching. The result 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 based on the syllabus of *kurikulum 2013*. In terms of communicative competence, the textbook develop 2% sociocultural competence, 58% discourse competence, 30% linguistic competence, 6% formulaic competence, 4% interactional competence, and 0% strategic competence. It means that the textbook does not convey completely in both of the aspects.

Keywords: textbook evaluations, scientific approach, communicative competence



Intisari

Penelitian ini membahas tentang evaluasi buku teks Bahasa Inggris kelas sepuluh, semester 1, di Kurikulum 2013 yang diterbitkan oleh Kementerian Pendidikan berdasarkan aspek pendekatan saintifik dan kompetensi komunikatif. Penelitian ini bertujuan untuk mengetahui sejauh mana buku text tersebut menyampaikan aspek pendekatan saintifik dan kompetensi komunikatif. Analisis dilakukan melalui empat tahap, yaitu: (1) menentukan kriteria, (2) analisis subjektif, (3) analisis objektif, dan (4) pencocokan. Hasil analisis menunjukkan bahwa, dalam pendekatan saintifik berdasarkan silabus kurikulum 2013, terdapat 65% aktifitas observasi, 0% aktifitas menanya, 21% aktifitas eksplorasi, 0% aktifitas asosiasi, dan 14% aktifitas mengkomunikasi dalam buku teks tersebut. Dalam hal kompetensi komunikatif, buku teks tersebut mengandung 2% unsur kompetensi sosiokultural, 58% unsur kompetensi discourse, 30% unsur kompetensi linguistik, 6% unsur kompetensi formulaic, 4% unsur kompetensi interaksional, dan 0% unsur kompetensi strategik. Hal ini berarti bahwa, buku teks tersebut tidak mencakup aspek-aspek tersebut secara keseluruhan.

Kata Kunci: evaluasi buku text, pendekatan saintifik, kompetensi komunikatif

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In learning process, material becomes one of the essential things as a key to be successful. It means that without the appropriate material, learning process in a class will not reach main goal. Therefore, the selection of material should be done carefully based on the target that the class wants to achieve.

One of the important material that should be provided in class is textbook. Textbook is very essential in teaching and learning process since it can guide the implementation. Richard (2001: 254-255) mentioned that the roles of the textbook are to provide syllabus for a program, help to standardize instructions, maintain the quality, provide learning resources variety, and give effective and efficient model of teaching. It means that before the learning process in class, selecting appropriate textbook is one of the important factors in order to reach the goal. Thus, textbook evaluation can be the important way to determine whether the textbook is appropriate or not to be used in a class.

Concerning the issues that many English teachers are confused by the new curriculum implementation because they have to practice teaching in a new method that they have not ever met before, references about the implementation of *Kurikulum 2013* are considered important for them. It includes the planning, the process, and the assesment. In terms of the process, the facilities provided by the goverment should convey the implementation of the new method of teaching and learning process in Indonesia.

Government regulation number 71 year 2013 stated that the government provided textbook for students and teachers to be used in class. All of the schools in Indonesia are required to use the textbook developed by the government. Meanwhile, when scientific approach is applied in the English lesson, the students should learn the English by following the steps of the approach. They include observing, questioning, associating, associating, and communicating (Kemdikbud: 2013). Thus, the textbook developed by the government should develop scientific approach aspect.

Of course in doing those steps, the main goal that the students finally can speak English communicatively should not be neglected. In line with Putra (2014), when KTSP curriculum refers to the previous theory of communicative competence by Celce Murcia, Dornyei, and Thurrel in 1995, kurikulum 2013 refers to revised communicative competence theory by Celce Murcia in 2007. Therefore, the materials should also concern with communicative competence aspects that were also contained in the previous curriculum in Indonesia.

Reffering to the issues, I am interested in investigating to how the textbook conveys the implementation of the new curriculum. It is especially in terms of the activities and the language learning content.

1.2 Scope of the Research

In order to avoid wider explanation and to focus more on discussion, I focus this research only to evaluate two aspects in the *Bahasa Inggris* textbook grade X for SMA/MA/SMK/MAK Semester I in *Kurikulum 2013* that was published by the

Ministry of Education and Culture. The aspects are Scientific Approach and Communicative Competence aspect.

1.3 Statement of the Research Problem

The problems in this research are stated as follows :

1. How are Scientific Approach elements implemented in the textbook?
2. How are Communicative Competence elements implemented in the textbook?

1.4 Objectives of the Research

In accordance with the statement of the problem, the objectives of the research are as follows :

1. To describe how the elements of Scientific Approach elements are implemented in the textbook.
2. To describe how the elements of Communicative Competence are implemented in the textbook.

1.5 Significance of the Research

By evaluating the *Bahasa Inggris* textbook grade X for SMA/MA/SMK/MAK Semester I in *Kurikulum 2013*. The research is expected to give contributions to the following :

1. Theoretically, this research will contribute to create better quality in writing the content of the textbook especially in terms of Scientific Approach and Communicative Competence that are essentially needed in teaching and learning

process in *kurikulum 2013*. In addition, it can also be a reference for further research in similar field.

2. Practically, this research will give contribution to additional reference for the teachers and the students to cope with the textbook in teaching and learning process through regarding to Scientific Approach and Communicative competence aspects in *kurikulum 2013*.

1.6 Definition of Key Terms

The following are some key terms definitions that correspond to this research :

1. Textbook Evaluation

Textbook evaluation is the process of making judgement based on a certain criteria.

2. Scientific Approach

Scientific Approach is an approach used in *kurikulum 2013* which the activities are done through observing, questioning, exploring, associating, and communicating.

3. Communicative Competence

Communicative competence is a model of competence that is used as the parameter in acheiving the target language mastery.

1.7 Organization of the Report

The report of the research is organized as follows :

1. Chapter I

It contains background of the research, scope of the research, statement of the research problem, objective of the research, significance of the research, definition of key terms, and organization of the report.

2. Chapter II

It contains the elaboration of basic theory that is relevant with the issues discussed in the research. It includes the previous research, definition and elaboration of textbook evaluation, the concept of scientific approach, the concept of communicative competence, and description of the textbook.

3. Chapter III

It elaborates the methods that are used in this research. They include research design, research instruments, source of data, method of collecting data, method of analyzing data, and procedures.

4. Chapter IV

Chapter IV explains the findings of the research and discussion of the findings both in terms of scientific approach and communicative competence.

5. Chapter V

This is the end of the chapter that provides conclusion of the research and suggestion for further research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Previous Research

In terms of *Kurikulum 2013* and scientific approach, some studies about the textbooks have also been done. Fuyudloturromaniyyah (2015) did an in-depth analysis of activities in scientific approach aspect in an EFL textbook for seventh grade. It was found that from its physical appearance and types of activities the textbook was attractive, but it is not fully apply the scientific approach since the activities were not evenly distributed.

Sholihah (2016) did an analysis of English textbook for eleventh year students of senior high school on the basis of the 2013 curriculum. In her findings, she found that the content belongs to very good category, while the approach and methods suggested by *kurikulum 2013* are good enough.

Purwani, et al (2017) did research entitled “A content Analysis of Bright 1: A 2013 Curriculum-Based Textbook for VII Grade Students”. In the research, they found that it has strengths and weaknesses. It reflected seven characteristic of a good English textbook related to *kurikulum 2013*, while the weaknesses are on core competence, basic competence and the assesment standard.

In terms of communicative competence, researchers also did research on textbook evaluation. Putra (2014) analyzed a textbook entitled *I can Do It, English for Senior High School Students Grade XI*. In the textbook, he found that it is considered very good in developing communicative competence because most of the tasks designed related to the components of communicative competence.

Puraningtyas (2016) analyzed a textbook entitled *When English Rings a Bell* based on communicative competence aspect. She found that the textbook consists of four components of communicative competence, they are linguistic, actional, sociocultural, and discourse competence. In contrary, the textbook does not cover the strategic competence component.

In terms of textbook evaluation, Widodo (2007) evaluated College Academic Writing textbook in terms of three main features, they are goal and organization, contents-inputs, models, and exercises, and the suitability of the textbook based on aims, beliefs about writing, the teacher and the students' role, and the textbook role as a whole. He found that the author clearly applied the goal and organization. The content of the textbook reflected the features required for the college students.

Hashemi and Borhani (2012) did research about the evaluation of Touctone series in terms of its appropriateness with the Iranian Students. in their research, they found that the Touchtone series are suitable for the students.

Abdelrahman (2014) evaluated a textbook for Tenth Grade English Language textbook in terms of questions in Jordan based on revised model of Bloom Taxonomy. In his research, he found that the textbook still focused on stimulating memory and information supply to the students' minds so that they lack of chance to do more thinking and creating.

Reffering to the previous studies, this research evaluated the *Bahasa Inggris* textbook for the X grade students of SMA/MA/SMK/MAK Semester I *Kurikulum 2013* published by The Ministry of Education and Culture. With the same obejctive to know whether the evaluated textbook is appropriate or not to be used in class based on the concerned criteria, it used different theory and way of evaluating. The

textbook was evaluated by using Scientific Approach and Communicative Competence elements as the criteria and the stages suggested by Hutchinson (1987). By using those stages, it can reveal whether the Scientific Approach and Communicative Competence elements that are expected in the implementation of *Kurikulum 2013* are matched with the elements that are implemented in the textbook. It results different findings between the previous studies and this current study.

2.2 Textbook Evaluation

Dickens and Germain (1992) in Mohammadi and Abdi (2014:1150) stated that evaluation is a set of dynamic process to figure out the suitability and appropriateness of a certain practice. It means that evaluation deals with the process of judging whether the evaluated things are considered suitable and appropriate or not for a certain purpose. Therefore, textbook evaluation can be the process of seeking for information regarding the suitability and appropriateness towards the teaching and learning process based on a certain context.

Since a textbook becomes one of the most important things in teaching and learning process, it needs careful selection in order to reach its main goal. McDonough, Shaw, and Masuhara (2013: 51-52) argued that inappropriate selection is not only waste the time and fund but also demotivate both the students and the teachers. It means that it is important to evaluate and to select the best textbook to be used in a certain context of teaching and learning process. Nunan (1991: 209) stated that matching the materials with the program goals and objectives and ensuring that they are adjusted to the learners' attitude, beliefs, and

preferences in a systematic procedure can be the reference in evaluating textbook. It can be said that evaluating a textbook through a systematic procedure can help to meet the best and most suitable textbook to be used in learning process. It can also motivate both students and teachers to learn using the textbook.

One textbook evaluation process is by using a method proposed by Hutchinson (1987). He proposed some stages in evaluating the textbook. They are as follows:



Figure 1. stages illustration of evaluating the textbook

According to Hutchinson (1987: 41-42), defining criteria means the first stage in evaluating the material. It contains the criteria that will be used in evaluating the material. In this case, it can use teaching and learning theory as the alternative way to define the criteria. The second stage is subjective analysis. It contains the realizations of the criteria that are expected in the teaching and learning process in class. For example, it can use the syllabus or the elements of the theories to help defining the subjective analysis. After finishing the subjective analysis, objective analysis can be done as the third stage in evaluating the material. It contains how the criteria develop the material. The last stage is matching process. It contains whether the materials are matched with the expected criteria in the class. It means that it can be the matching process between the subjective analysis and the objective analysis.

According to Cunningsworth (1995: 2-3), it is best to use your own criteria regarding to your concern and priorities in evaluating the textbook. It is because sometimes the researchers have different objectives in evaluating a textbook. As it was mentioned before, the criteria in this research were based on Scientific Approach and Communicative Competence theory.

2.3 Scientific Approach

Since 2013, Government launched the new curriculum to replace KTSP curriculum. It is *Kurikulum* 2013. By implementing the curriculum, the government expect that the students are able to improve their intellectual competence to do higher order thinking, to develop their competence in solving problem systematically, to obtain higher achievement, to stimulate their communicating ideas, and to develop their character (Sarwanti, 2016). Therefore, Scientific Approach is considered relevant to be implemented in order to reach the goal.

The concept of Scientific Approach is adopted from the concept of scientific method that is usually used in learning science. According to Gerde, et al (2013: 317), scientific method means “a process to ask and answer question using a specific set of procedures”. Through this method, the students are required to be more active and creative. It is because in this method, the learning and teaching process is not in teacher-centered model but it changes into student-centered model. It means that the students play the most important role in learning in class.

Scientific Approach then defined as learning process that is designed to stimulate the students ability to be more active in constructing concept or principle through doing observation, formulating problem, defining hypothesis, gathering for

data, analyzing the data, drawing conclusion, and communicating their findings (Sufairoh, 2016).

According to PERMENDIKBUD No. 81A/2013 about Curriculum Implementation and General Guidance of Learning, the the steps of Scientific Approach in kurikulum 2103 consist of (1) observing, (2) questioning, (3) gathering information/exploring, (4) associating, and (5) communicating. They are conducted sequently in learning process in a class. The aims and the activities are elaborated as follow :

2.3.1 Observing

Observing step is aimed to stimulate seriousness, accuracy, and gathering for information. It can be done by Reading, listening, or paying for attention, seeing (with or without equipments).

2.3.2 Questioning

Questioning is delivered to develop creativity, curiosity, ability in composing a good question so that it can build the students' critical thinking. The activity that can be done is to ask for some questions to gather for informations that are still not understood from what the students have been observed or to gather for additional information about what they have observed (Started from factual questions to hypothetic questions).

2.3.3 Exploring

Exploring step is conducted to develop accuracy, honesty, politeness, respecting act for the other's opinion, ability in communication, applying ability to gather information using many methods, developing habits in learning. This kind of step can be done by doing experiment, reading the other sources beside the textbook, observing object/event/activity, or interviewing respondents.

2.3.4 Associating

Associating is aimed to develop honesty, accuracy, discipline, obeying the rules, hard working, ability to apply for the procedures, and the ability to think inductively and deductively in making conclusion. The activities are processing gathered information from exploring, questioning or observing. Processing gathered information that can increase wide and deep knowledge and information that can give solutions from many different resources even for those who are opposed each other.

2.3.5 Communicating

The last step, communicating, is to develop honesty, accuracy, tolerance, ability in thinking systematically, expressing idea briefly and clearly, and developing the ability in using the language well and on. It can be done through reporting the result of the observation and the conclusion based on analysis, both orally and written, or using the other media.

2.4 Communicative Competence

The problem faced in the previous curriculum is the teachers only implement linguistic competence and discourse competence (Putra, 2014). This condition then becomes one of the reason in revising the model of competence in *Kurikulum 2013*. According to Putra (2014), *kurikulum 2013* uses four theoretical frameworks. They are competence model, language use model, language literacy model, and language learning stages. In terms of competence model, It uses revised model of communicative competence by Celce-Murcia.

In her new communicative competence model, Celce-Murcia (2007) explained the most important components in each competence. They are elaborated as follows :

2.4.1 Socio-cultural Competence

In this kind of competence, the important components are: (a) social contextual factors that includes the age, gender, status and social distance of the participants and the each other relation in power and affect, (b) stylistic appropriateness that involves politeness strategies, a sense of genres and registers, (c) cultural factors that include target language group's background knowledge, the difference of major dialects/regional, and the awareness of cross cultural.

2.4.1.1 Social Contextual Factors

People with different age group will have different features of the way of having speech. Pitch, vocabulary, pronunciation, and grammar are the features that can differentiate the age group (Holmes: 2013).

Gender refers to “distinguishing people on the basis of their socio-cultural behaviour” (Holmes:2013). It means that gender tends to deal with the difference of what people tend to do better than what sex of the people.

Status and social distance of the participants are related to the rules of the way to speak. The following is Holmes’ (2013) scale of status and social distance:

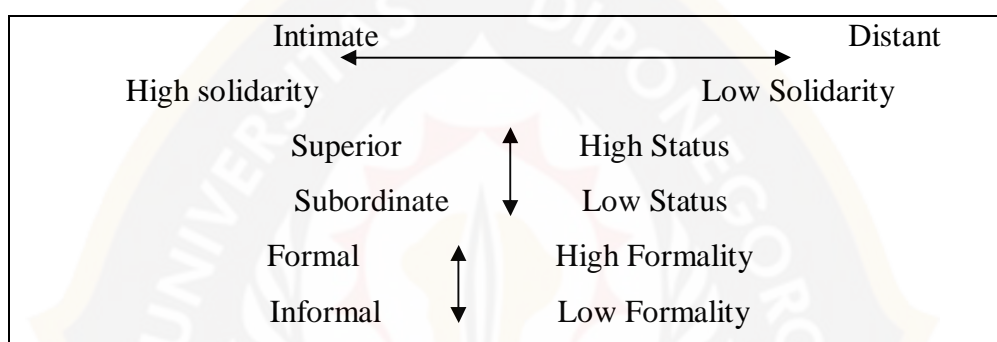


Figure 2. Illustration scale of status and social distance

Based on the above scale, people with intimate relationship will have high solidarity, while people with distant relationship will have low solidarity. People with high status will have superior position while people with low status will have subordinate position. Those things affect the formal and informal use of speech in a social setting.

2.4.1.2 Stylistic Appropriateness

Brown and Levinson’s (1987) theory comes with two basic assumptions that all participants in communication have face and they have the rational ability in achieving certain goals. Concerning the idea that the participants have face, there are two aspects of the face: (1) Negative face and (2) Positive face. While for the

second assumption that the participants have the rational ability in achieving certain goals, it leads the participants to maintain their face in front of each other. It is because each participant has potential intention to threaten the other participant's face. It is known as face threatening act (FTA). In this term, there are also two aspects: (1) Negative Face Threatening Act and (2) Positive Face Threatening Act.

Genre and register are both pointed to certain situations varieties of communicative uses and purposes (Biber & Conrad : 2009). Richards and Schmidt (2010) defined genre as one of discourse term in a particular setting which has distinctive pattern and norms of organization and structure, and communicative functions, such as bussiness reports, news broadcasts, speeches, letters, advertisements, etc. They also defined genre as writing literature category such as fiction, tragedy, comedy, etc. While, according to Holmes (2013), register describes specific vocabulary related to different occupational community.

2.4.1.3 Cultural Factors

When learning another language that is different from mother tongue, background knowledge of the target language also plays important rule and it should be learned. It includes condition of living, institutional and social structure, social tradition and rituals, major value, beliefs and norms, taboo talks, historical background, and cultural aspects (Murcia, Dornyei, & Thurrel : 1995). They are aimed to avoid conflicts and misunderstanding when the learners have a communication with the natives.

Concerning the believe that there are many different standards of language varieties a certain regional, major dialect or regional differences awareness are

necessary to be noted when learning the different language. For example in English, there are many dialects such as British-English, American-English, Australian-English, and so on. Holmes (2013) differentiated dialects into regional variations and social variations. Regional variation means the variation of language based on particular places. It consists of international variations, intra-continental variations, and cross continental variations. While social variations means the use of language based on social circumstance. It consists of standard English, caste dialects, and social class dialects. In this case, the varieties can be identified from the vocabulary, pronunciation, and also grammatical pattern.

Cross-culture awareness in learning other language or language acquisition is also important term that should be regarded. It is in line with Murcia, Dornyei, & Thurrel (1995) who stated that there are many do's and don't in the target language that are very important to be learned. It includes differences, similarities and cross-cultural strategies in communication.

2.4.2 Discourse Competence

The most important components of this competence are: (a) cohesion that concerns to the reference usage (anaphora or cathaphora), substitution or ellipsis, conjunction, and lexical chains, (b) deixis that refers to personal pronouns, spatial terms, temporal terms, and textual reference, (c) coherence that concerns to express the intent in appropriate content schemata, manage the information, maintain temporal continuity and the other organizational schemata, and (d) generic structure which guide the users to identify the discourse segments.

2.4.2.1 Cohesions

Cohesion is the adjustment of the grammatical link that connects between individual clauses and utterances (McCarthy, 1991: 35). It involves the use of anaphoric and cataphoric references, substitution or ellipsis, conjunction and lexical chains.

Reference means an indication which things are being talked about (Horford & Heasley, 1983: 25). It includes pronouns such as he, she, it, him, her, etc; demonstratives such as this, that, these, those; articles such as the, a, an; and many others. Reference can be differentiated into anaphoric and cataphoric reference. Anaphoric reference is a kind of reference that can be figured out by looking backward to the text, while Cataphoric reference is a kind of reference that the identity can be revealed in the next part of the text.

Ellipsis is the process of grammatical element omission that the writer or speaker assumes that the elements are obvious from the context so that they do not need to be raised (McCarthy, 1991: 35). In English, there are three kinds of ellipsis. They are Nominal, verbal, and clausal. When Ellipsis is the process of omitting some certain grammatical elements, substitution is the process of substituting some grammatical elements. it is usually used to avoid repetitions in the next utterance or sentence.

Conjunction is a connector between one clause and the other clause that related to each other. It connects words, phrases, or clauses (Richard and Schmidt, 2010). It is differentiated into coordinating conjunction, subordinating conjunction, and correlative conjunction.

Lexical chain means the lexical cohesion among a great number of related words which are recognized through semantically related sets of words (<http://web.media.mit.edu/~lieber/IUI/Silber/Silber.pdf>). It can be said that lexical chain deals with a set of words which are related to each other in terms of semantic meaning. For example, 'In her physical appearance, she looks tall, slim, with fair skin, and long hair.' The word *physical appearance, tall, slim, fair skin, and long hair* are related to each other.

2.4.2.2 Deixis

According to Hurford and Heasley (1983), deixis means the occurrence of a set of words which the meanings are systematically based on who uses them, where and when they are used. It deals with personal pronouns (*I, you, we, they, he/she, it, me, him, her, them, and us*), spatial terms (*here, there, at home, above, in the yard, etc*), temporal terms (*now, tomorrow, today, yesterday, next day, previous day, before, then, after, etc*), textual reference (*the following sentence, the above table, the chart below, etc*).

2.4.2.3 Coherence

Coherence is one of the element of discourse competence which "... is concerned with macrostructure in that it its major focus in the expression of content and purpose in terms of top-down organization of proposition" (Murcia, Dornyei, & Thurrel, 1995: 15). It deals with the structure organization of a text which are related to the content schemata, management of information, temporal continuity, and the organizational schemata.

Content schemata deals with the background knowledge of the content of the text related to the topic familiarity, cultural knowledge, and the previous experience of the reader (Xiao-hui, Jun, and Wei-Hua, 2007). By understanding the background of the content, it can make the reader easier to comprehend the text.

Temporal continuity deals with the identification of use of tenses in a text. It is in line with (Murcia, Dornyei, & Thurrel, 1995: 15) who stated that :

“Temporal sequencing has its own conventions in that tense continuity or shift relate to the topic or to speaker/writer affect; also, violations of natural chronological order typically must be marked using special adverbial signals and/or marked tenses ...”

The appropriate use of tenses is important in creating the text in order to make the readers comprehend the text in terms of the chronological organization of the text.

Organizational schemata deals with the use of specific patterns that depends on the certain topic and the objective of the text. The patterns include chronological order, definition, process, classification, order of priority, statement and clarification, cause and effect, comparison and contrast, listing, summary, generalization and example, addition, and spatial order.

2.4.2.4 Generic Structure

Generic structure or formal schemata deals with identification of different text type of genre, and the use of, language structure, text organization, grammar, vocabulary, and formality level (Xiao-hui, Jun, and Wei-Hua, 2007). This kind of schemata facilitates the readers in comprehending a text because it gives more detail evidence of the content.

2.4.3 Linguistic Competence

Linguistic competence deals with the four most important components. They are: (a) phonology that involves both segmental and suprasegmentals aspects, (b) lexical aspect that consists of the knowledge of both content words and function words, (c) morphology that includes part of speech, inflectional and derivational process, and (d) syntax that involves phrase structure, basic sentence type, modification, coordination, and subordination

2.4.3.1 Phonology

Segmental aspect deals with the types of vowels, consonants, syllable. Vowel is a kind of speech sound that is produced by the modification of voice production without obstructing the airflow from the lungs, and it used the position of lips and tongue to differentiate the kinds of vowel (Eyres, 2000: 35). The following are the phonetic transcription symbols of vowel:

Symbol	Example
i	beat [byit]
ɪ or I	bit [bit]
e	bait [beyt]
ɛ	bet [bɛt]
æ	bat [bæt]
a	cot [kat]
ɔ	caught [kɔt]
o	coat [cowt]
ʊ or U	could [kʊd]

u	cooed [kuwd]
ʌ	cud [kʌd]
ə	(unstressed vowel in) array [əréy]

Table 1. Phonetic Transcription Symbol of Vowel (Odden, 2005: 20)

Consonant is a kind of speech sound production that is determined by place of articulation, manner of articulation, and voicing (Eyres, 2000: 31). According to Odden (2005), Place of articulation is the place where the major constriction occurs. Manner of articulation is the way that a consonant is produced in a certain place of articulation. Voicing refers to the laryngeal activity when the speech sound is produced. The kinds of consonant can be seen in the following table of IPA symbol:

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Till	ʙ			ɾ					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

Figure 3. The IPA Symbol of Consonant (Odden, 2005: 39)

In syllable, the smallest unit consists of vowel (V), while usually, syllable consists of consonant and vowel (CV) or consonant, vowel, and consonant (CVC). Based on the understanding, syllable can be differentiated into open syllable which has a vowel (V) or a consonant followed by the vowel (CV) and close syllable which has a vowel that is followed by consonant (VC) and/or preceded by

consonant (CVC) (Eyres, 2000). The structure of the syllable consists of onset, peak, and coda. Onset is the consonant (C) that occurs before peak in a set of syllable in a word. Peak is a vowel (V) that becomes the core or the nucleus of the syllable. Coda is the consonant that occurs after the peak.

Suprasegmentals are defined as the pronunciation aspect that affect more than single sound (Yoshida, 2013). It is important for the speakers to make the hearers understand of the words they have uttered and to avoid misunderstanding in terms of the meaning. Suprasegmental aspect deals with stress, intonation, and rhythm. Stress refers to the extra emphasis in one syllable of a word with more than one syllable; it deals with the weight in pronouncing the syllable if it is heavy or light (Duanmu, Kim, and Stiennon, 2005). The followings are the example of stress in some English words:

Word	Syllable	Weight
Carpenter	[kɑr.pən.tər]	HHL
Agenda	[ə.jen.də]	LHL
Banana	[bə.nə.nə]	LLL

Table 2. Example of stress in English Words

In the weight collumn, H stands for heavy, while L stands for light. So, the syllable of the word *carpenter* is pronounced in heavy-heavy-light. The syllable of *agenda* is pronounced in light-heavy-light, while the word *banana* is pronounced in light-light-light.

Intonation refers to the sentence pitch pattern (up and down melody) when it is spoken; Rhythm deals with the characteristic pattern of syllables in a language (longer and shorter, stressed and unstressed) (Yoshida, 2013).

2.4.3.2 Lexical Aspect

Content word consists of nouns, verbs, adjectives and adverb that are also well known as part of speech. Noun is semantically defined as person, place, or thing but morpho-syntactically, it is commonly characterized as the sentence's subject or object, adjectives modification, occurs after determiners, marked by the case, number, or gender endings, and can be added by derivational endings; Verb is an action or state but in morphosyntactical way, it is the clause or sentence's predicate, adverbs modification and take the auxiliaries, occurs after subject and before object, uses tense, aspect, and mood endings, can be positive or negative (Carnie, 2002: 50). Adjective is a kind of word category that shows the properties of something (Valin, 2004: 7). While, adverb means "a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence" (Richards and Schmidt, 2010: 14).

Function word consists of pronouns, determiners, prepositions, auxiliaries, etc. Pronoun is used in a sentence to avoid repetitions (Eyres, 2000: 77). There are some kinds of pronoun. They are nominative pronoun, objective pronoun, possessive pronoun, reflexive pronoun, demonstrative pronoun, relative pronoun, and indefinite pronoun.

Determiner can be found before nouns and it is used to identify them. The kinds of determiners involves article (a, an, the), possessive pronoun, demonstrative

pronoun, indefinite pronoun, cardinal number (one, two, three, etc), ordinal number (first, second, third, etc), etc). Preposition is a kind of adposition that is located before the object (Valin, 2004: 7). It is used to indicate locations. In English, the examples of preposition are *in, on, above, under*, etc. Verbal auxiliary is a verb that shows the mood, tense, or aspect of the other verb in a sentence.

2.4.3.3 Morphology

Morphology is not only about the words formation but it is also about the way of how they are used in a set of grammatical structure. According to Lieber (2009: 2), Morphology talks about "... words formation, including the ways new words are coined in the language of the world, and the way forms of words are varied depending on how they're used in sentences". In conclusion, Morphology is the study that talks about the words formation and the usage in the variation of grammatical structures.

Part of speech that is also called as syntactical categories refers to noun, verb, preposition, adverb, and adjective (the definitions and the examples have been explained above in content word). In modern linguistic, the kinds of part of speech cannot be defined merely in semantic ways. It is in line with Valin (2004: 6) who stated that the kinds of part of speech are defined in morphosyntactical ways in the property of grammatical terms. Again, according to Carnie (2002: 30) the definition of part of speech depends on the position of the words in the sentence and based on the morphology, not based on the meaning.

Morphology is also closely related to Inflection and derivation. Inflection can be defined as the process of affixation that is influenced by the grammatically

conditioned variants (Carstairs & McCarthy, 2002: 28). For example, the word ‘work’ will become ‘works’ if the subject is occupied by the third singular person, but it becomes ‘worked’ if it is in the past tense. It means that, that affixation process is based on the grammatical or syntactical term. Opposite from inflection, Derivation is the process of affixation that is not influenced by any grammatical or syntactical rule (Carstairs & McCarthy, 2002: 44). It can change the word category. To make it clear, the word ‘natural’ and ‘naturalize’ can be the example of derivation. The word ‘natural’ belongs to a noun and after being attached by suffix ‘-ize’, it changes to be a verb.

2.4.3.4 Syntax

Phrase is a group of words that related to each other and it stands as the part of a clause or a sentence. The smallest unit of phrase is at least consists of *Head* and *Modifier* that is related to the head itself (Valin, 2004:122). *Head* can be seen as the main part or the key word that the phrase refers to, while *modifier* is the part that explains the head. Again, according to Valin (2004: 125), more complex phrase can consist of *head*, *specifier*, *modifier*, and *complement*. *Specifier* is the part of the phrase that determines the *head*, while *complement* is the additional part that explains the *head*. Phrase can be differentiated into some kinds of phrases based on the kind of lexical category that acts as the *head*. They are Verb Phrase, Noun Phrase, Adjective Phrase, Adverbial Phrase, and Prepositional Phrase.

Basically, sentence is divided into four kinds; they are declarative sentence, interrogative sentence, imperative sentence, and exclamatory sentence. Declarative sentence is a sentence that shows a statement and it ends up with a period mark (.),

imperative sentence is functioned to give command and it usually ends up with exclamation mark (!), exclamatory sentence is functioned to show a strong feeling and it ends up with exclamation mark (!), and interrogative sentence is used to ask a question and it ends up with question mark (?).

Modification is a process of syntactical construction that a single word is modified by another word. Modification deals with phrase structure that have been explained above.

Coordination is a process of joining two or more words, phrases, and clauses together to be a compound sentence. It deals with the conjunction process that have been explained before.

Subordination is also a process of joining clauses, but it joins dependent clause with independent clause.

2.4.4 Formulaic Competence

Formulaic Competence refers to (a) routines that consist of fixed phrases and formulaic chunks (b) collocations that consist of verb-object, adverb-adjective, adjective-noun (c) idiom (d) lexical frame.

2.4.4.1 Routines

Baker (2011) in Murdoch (2017) defined fixed phrases as expressions that leads to the mind of speaker or hearer that involves a range of associations related to the specific context where the expressions are used. According to Murdoch (2017),

“salutations such as ‘happy birthday’, ‘merry christmas’, and greetings such as ‘yours sincerely’, or ‘yours faithfully’ are examples of fixed expressions that commonly occur in and are associated with specific occurrences, such as

social events and written correspondence respectively and which are to be literary interpreted”

Thus, fixed phrases means expressions that have been familiar to the speakers and hearers that they are commonly used in a social events. Formulaic chunks refers to “sequence of words that are stored and retrieved as a unit from memory at the time of use” (Richards and Schmidt, 2010: 229). Same as fixed phrase, formulaic chunks are also familiar expressions to the speakers and hearers but they more tend to be in a more complete sentence. The example of the chunks are ‘I’m fine, thanks’, ‘how are you?’, ‘How do you do?’, etc.

2.4.4.2 Collocations

Collocations mean a framework of how parts of speech can be used together (Richards and Schmidt, 2010: 229). The connection between the parts of speech are usually fixed and familiar to the speakers and hearers and it feels strange if if one of the parts of speech is changed with another. It consists of verb-object, for example ‘spend money’, adjective-noun, for example, ‘tall building’ and adjective-noun, such as, ‘statistically significant’ (Murcia, 2007).

2.4.4.3 Idioms

Ideoms are a set of words that the meaning cannot be figured out literally. Svensen (2009) in Murdoch (2017) stated that ideoms had literal meaning that became more figurative and finally the original meaning of the components had faded. For example, ‘killing two birds with one stone’ which means accomplish two activities in one step.

2.4.4.4 Lexical Frame

Lexical frame is defined as language use pattern that become institutionalized by frequent usage (Richards and Schmidt, 2010). It would rather violate the grammatical and literal meaning but it is frequently used by the speakers and hearers. For example, 'you must be kidding me'.

2.4.5 Interactional Competence

It has three branches of competence: (a) actional competence (b) conversational competence (c) non-verbal/paralinguistic competence

2.4.5.1 Actional Competence

Actional competence means the language functions knowledge such as information, feelings and opinions expression, interpersonal exchanges, problems, and future scenarios. Murcia, Dornyei, & Thurrel (1995) defined it as the competence in delivering and comprehending communicative purpose, the matching process between actional intention and linguistic form based on verbal schemata inventory that brings illocutionary force.

Informational exchanges deal with the exchanges that convey giving and receiving informations. It is such as asking for and giving informations, reporting, remembering, explaining and discussing (Murcia, Dornyei, & Thurrel, 1995).

Interpersonal exchanges deal with the exchanges that include the personal communication such as greeting and leavetaking, introduction, complimenting and congratulating, accepting and declining invitations, making and breaking

appointment, and responding to speaker's speech such as showing sympathy, attention, surprise, happiness, interest, or dissatisfaction (Murcia, Dornyei, & Thurrel, 1995).

Opinion expressions deal with the expressions that delivering a view or a judgement toward something. It includes expressing opinions, attitudes, agreement and disagreement, satisfaction and dissatisfaction, approval and disapproval, (Murcia, Dornyei, & Thurrel, 1995).

Feeling expressions deals with expressions that involve the speaker's and hearer's reaction of their emotion. The example include love, sadness, happiness, anxiety, anger, embarrassment, pleasure, fear, annoyance, surprise, etc. (Murcia, Dornyei, & Thurrel, 1995).

Problem exchanges deal with the exchange of how the problem arise and how to cope or solve it. It involves complaining, criticizing, blaming, accusing, admitting, denying, regretting, apologizing, and forgiving (Murcia, Dornyei, & Thurrel, 1995).

Future scenario deals with the exchanges that contains the things related to the next time. For example, expressions of wishes, hopes, desires, goals, plans, intentions, predicting, speculating, promising, discussing possibilities and capabilities (Murcia, Dornyei, & Thurrel, 1995).

2.4.5.2 Conversational Competence

Murcia, Dornyei, & Thurrel (1995: 16) stated that conversational competence deals with interactive procedures that are performed by gambits and conversational routines. It involves turn-taking system in conversation, such as the way to open

and close, the way to set up and change the topic, the way to keep and release the floor, the way to interrupt, backchannel and collaborate, adjacency pairs, etc.

2.4.5.3 Paralinguistic Competence

Richards & Schmidt (2010) defined paralinguistic as the use of non-vocal way of communication such as head or eye movements, gestures, or facial expressions, which give additional support, emphasis, or shades the meaning of what people are uttering. It can be said that paralinguistic competence is the ability to have communication without enhancing verbal functions but it tends to use other parts of the body to communicate. Murcia, Dornyei, & Thurrel (1995) divided the non-verbal communication into five components, they are elaborated as follows :

No.	Non-verbal communication components	Examples
1.	Kinesic/body language	Breath intake, body tensing, leaning forward, facial expression, gestures, eye contacts.
2.	Proxemic	The use of physical distance between the locutors and interlocutors.
3.	Haptic	The role of touching act.
4.	Paralinguistic	Acustical sound, nonvocal noises.
5.	Silence	Pausing, silent.

Table 3. Table of the components of non-verbal communication

2.4.6 Strategic Competence

The communicative competence element that is most ignored by language coursebooks and teachers is strategic competence (Dornyei & Thurrel, 1991). It deals with communication strategies which include (a) achievement (b) stalling (c) self-monitoring (d) interacting (e) social

Achievement strategy is done by the learners by balancing their deficiencies (Dornyei & Thurrel, 1991). The following are the types of achievement strategies:

No.	Strategy	Definition	Example
1	Circumlocution	Exemplifying or describing the target word.	The things to open the bottle with = corkscrew, a small plane for military = fighter
2	Approximation	Using a terms which has the closest meaning of the target word.	'ship' for 'sailing boat', 'fish' for 'carp'
3	Non linguistic means	Uttering intention without using any linguistic features.	Mime, gesture, imitation
4	Borrowed or invented word	Using the other term, (for example the source language) to utter the target word (code-switching).	'auto' for 'car',

Table 4. Table of Achievement Strategy According to Dornyei & Thurrel (1991)

Stalling deals with time-gaining strategy that includes fillers, gambits and repetitions (Murcia, Dornyei, & Thurrel, 1995). Fillers deal with hesitation devices or gambits such as *well... ,I mean... , where was I... ?, uhm... eh...* etc. Repetitions for example, repeating the other's said while thinking.

Self-monitoring deals with correcting or changing one's speech (self-repair) or rephrasing one's message to further elaboration (Murcia, Dornyei, & Thurrel, 1995). The example of self-repairing is such as, *I mean ... , what I'm saying is ... ,etc.* Rephrasing is such as, *so what you're saying is ... , In other words ... , So you mean that ... etc.*

Interacting deals with appeals of help and meaning negotiation strategies. Appeals of help can be delivered through direct and indirect way of speaking. Direct strategy for example, *What do you call ...?*, while the example of indirect strategy is *I don't know the word in English ...* . Meaning negotiation strategies can be delivered by requesting, such as *could you say that again, please?*, Non understanding expressions such as *Sorry, I think I'm not sure that I understand ...*, raising eyebrow, etc, and comprehension check, such as *Am I making sense?, Are you still there?*, etc.

Social deals with the practice in a real situation. It involves the way of looking for the native speakers to practice with or looking for a chance to use the target language (Celce-Murcia, 2007)

2.5 Parameter of Student's Competence for Tenth Grade of Senior High School

Based on syllabus of *kurikulum 2013*, the English mastery that the students should achieve in Semester I are as follows :

1. The students are able to analyze the social function, text structure, and language function in terms of *Introduction*.
2. The students are able to create a simple text both in written and orally in explaining, questioning, and responding to *Introduction* by regarding to social function, text structure and language function correctly and according to the context of situation.
3. The students are able to analyze the social function, text structure, and language function in terms of *Extended Complimenting Expression* according to the context of situation.
4. The students are able to create a simple text both in written and orally in explaining, questioning, and responding to *Extended Complimenting Expression* by regarding to social function, text structure and language function correctly and according to the context of situation.
5. The students are able to analyze the social function, text structure, and language function in terms of *Showing Care Expression* according to the context of situation.
6. The students are able to create a simple text both in written and orally to express and to respond *Showing Care Expression* by regarding to social function, text structure, and language function correctly and according to the context of situation.

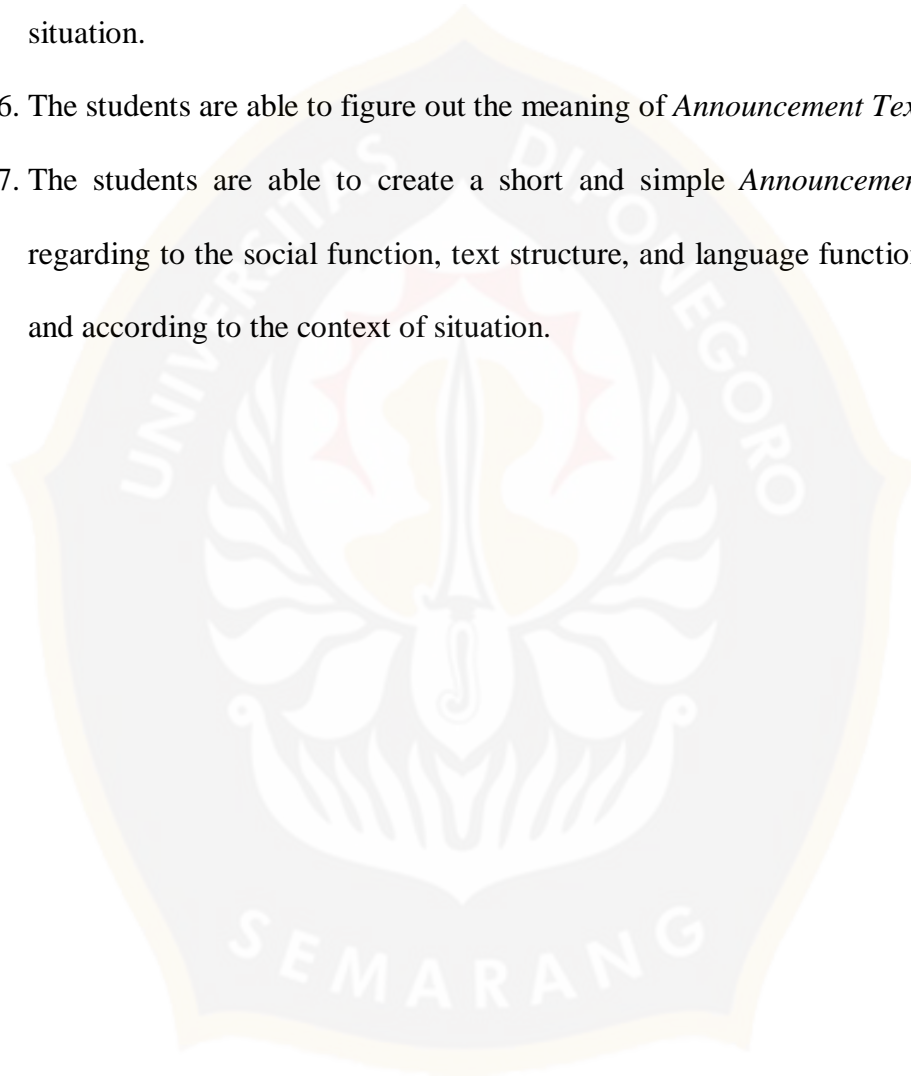
7. The students are able to analyze the social function, text structure, and language function in terms of *Expressing Intention* according to the context of situation.
8. The students are able to create a simple text both in written and orally to express and to ask for the *Intention* by regarding to social function, text structure, and language function correctly and according to the context of situation.
9. The students are able to analyze the social function, text structure, and language function in terms of *Extended Congratulating* according to the context of situation.
10. The students are able to create a text both in written and orally to express and to respond *Extended Congratulating* by regarding to the purpose, text structure, and language function correctly and according to the context of situation.
11. The students are able to analyze the social function, text structure, and language function in terms of *Simple Descriptive Text about People, Tourism Object, and Famous Historical Places* according to the context of situation.
12. The students are able to figure out the meaning of simple *Descriptive Text* both in written and orally.
13. The students are able to edit a simple *Descriptive Text about People, Tourism Object, and Famous Historical Places* by regarding to the social function, text structure, and language function correctly and according to the context of situation.
14. The students are able to create a simple *Descriptive Text about People, Tourism Object, and Famous Historical Places* by regarding to the social

function, text structure, and language function correctly and according to the context of situation.

15. The students are able to analyze the social function, text structure, and language function in terms of *Announcement Text* according to the context of situation.

16. The students are able to figure out the meaning of *Announcement Text*.

17. The students are able to create a short and simple *Announcement Text* by regarding to the social function, text structure, and language function correctly and according to the context of situation.



CHAPTER III

RESEARCH METHODS

3.1 Research Design

This research was designed through content analysis which used descriptive approach. Krippendorff (2004: 16) defined content as a technique in research to make a replicable and valid conclusion from a text or other media to the context of their use. This research investigated the content of a textbook in order to draw conclusion based on a certain criteria. Descriptive approach is used to design the report of the research. It works through formulated category system and registering the existence of the category in a nominal way or in frequencies (Mayring, 2014).

3.2 Object of the Research

The first object used in this research was a textbook entitled “*Bahasa Inggris*” which is a student book for tenth grades of Senior High School for odd semester that was published by the Ministry of Education and Culture. It was composed by writer team of the Ministry of Education and Culture.

The textbook consists of nine chapters, they are 1) Talking about Self, 2) Complimenting and Showing Care, 3) Expressing Intention, 4) Congratulating Others, 5) Describing People, 6) Visiting Ecotourism Destination, 7) Visiting Niagara Falls, 8) Describing Historical Places, and 9) Giving Announcement. They are systematically organized into some parts that are elaborated as follows:

Chapter	Organization
I	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Reading, E. Vocabulary Exercises, F. Text Structure, G. Grammar Review, H. Speaking, I. Writing, J. Reflection.
II	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Dialog, E. Dialog, F. Speaking, G. Writing, H. Reflection.
III	A. Warmer, B. Vocabulary Builder, C. Dialog D. Vocabulary Exercises, E. Grammar Review, F. Speaking, G. Writing, H. Reflection, I. Further Activities.
IV	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Reading, E. Vocabulary Exercises, F. Speaking, G. Writing, H. Reflection.
V	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Reading, E. Vocabulary Exercises, F. Text Structure, G. Grammar Review, H. Speaking, I. Writing, J. Further Activities, K. Reflection.
VI	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Reading, E. Vocabulary Exercises, F. Grammar Review, G. Writing, H. Speaking, I. Reflection, J. Further Activities.
VII	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Reading, E. Vocabulary Exercises, F. Grammar Review, G. Speaking, H. Writing, I. Reflection.
VIII	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Reading, E. Vocabulary Exercises, F. Text Structure, G. Grammar Review, H. Speaking, I. Writing, J. Reflection.
IX	A. Warmer, B. Vocabulary Builder, C. Pronunciation Practice, D. Reading, E. Vocabulary Exercises, F. Text Structure, G. Grammar Review, H. Speaking, I. Writing, J. Reflection.

Table 5. Organization of the textbook

In order to know the implementation of the textbook in the class, an observation was held in SMA Sultan Agung Semarang. The observed activities were the whole activities that were implemented in the class for one chapter (Chapter 5). It was because the observation was started when the class was discussing chapter 5 and because the time limitation and school activities that the whole students in the

school had to participate, the observation could not be continued to the next chapter. The aim of the observation is to know whether the five steps of Scientific Approach and the six elements of Communicative Competence are implemented well in the class using the textbook in each chapter. One Chapter is considered enough to represent the observation. It is then become the second object.

3.3 Source of the Data

The primary data in this research was taken from textbook entitled “*Bahasa Inggris*” which is a student book for tenth grades of Senior High School for odd semester that was published by the Ministry of Education and Culture. As the secondary data, the recordings are used to investigate the implementation of the textbook in a class.

3.4 Method of Collecting Data

Since this research belongs to the document analysis, the data were collected through analyzing document. Below are the elaboration of the steps in collecting the data :

1. Deeply reading the textbook.
2. Listing the indication of scientific approach elements in the textbook.
3. Listing the indication of communicative competence elements in the textbook.

Then, to obtain the secondary data, observation method was done by doing the steps as follows:

1. Preparing observation through coordinating with the school and the teachers, preparing the observation sheet and recording equipments.
2. Observing the class in English lesson schedule.
3. Filling observation sheet while doing the observation.
4. Transcript the conversations that happened in the class.

3.5 Method of Data Analysis

In analyzing the data, the stages suggested by Hutchinson (1987) were used. They are 1) defining criteria, 2) Subjective Analysis, 3) Objective Analysis, 4) Matching.

The following chart shows the procedure of the data analysis.

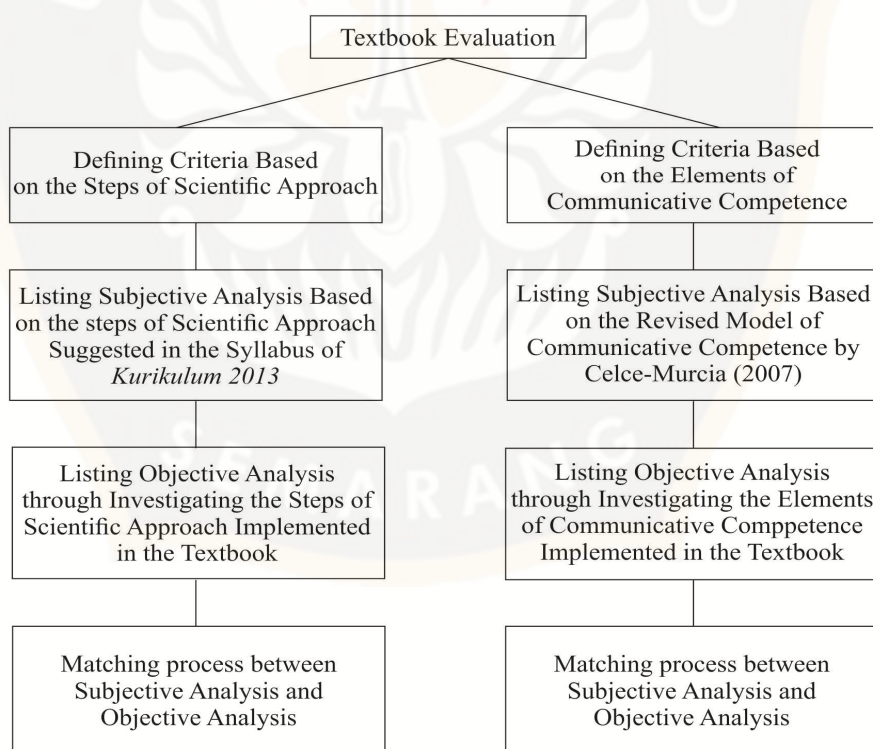


Figure 4. Procedure of Data Analysis

To measure to what extent the textbook develop the aspects of scientific approach and communicative competence, I used percentage in the following formula:

$$\text{Percentage} = \frac{\text{Frequency}}{\text{Total Frequency}} \times 100\%$$

Figure 5. Formula of Percentage

Frequency in this case contains the number of matched data between subjective analysis (activities suggested in syllabus of *kurikulum 2013* and elements of communicative competence) and objective analysis (activities based on the syllabus of *kurikulum 2013* and the elements of communicative competence that are implemented in the textbook). Total Frequency contains the total number of each aspects (aspects of observing, questioning, exploring, associating, communicating, and aspects of sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence).

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