

# ENGLISH TASK TO DEVELOP THE STUDENTS' COMMUNICATIVE COMPETENCE: A STUDY OF *EDUKATIF WORK BOOK* FOR JUNIOR HIGH SCHOOL STUDENTS

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## ABSTRAK

*Penelitian ini dimaksudkan untuk mengetahui seberapa jauh latihan yang ada dalam LKS Edukatif didesign untuk mengembangkan kemampuan komunikatif siswa. Secara khusus, penelitian ini bertujuan untuk mengetahui seberapa jauh latihan yang ada dalam LKS Edukatif dapat mengembangkan kompetensi wacana, linguistik, aksional, sosiolinguistik, dan strategi siswa. Penelitian ini adalah penelitian kualitatif, utamanya analisis isi. Data dalam penelitian ini adalah latihan dalam LKS Edukatif yang digunakan oleh siswa kelas delapan pada semester satu dan dua. Data dikumpulkan dengan metode 'dokumentasi. Analisis data menggunakan teori Miles dan Hiberman yang mencakup reduksi data, pemaparan data, dan simpulan serta verifikasi data. Temuan penelitian ini menunjukkan bahwa di antara lima kompetensi komunikatif dan komponen-komponennya, beberapa komponen tidak dikembangkan dalam kedua LKS tersebut. Latihan dalam LKS mengembangkan semua komponen yang ada dalam kompetensi wacana kecuali salah satu kompetensi linguistik, yaitu phonology. Latihan dalam LKS mengembangkan kompetensi aksional kecuali tindak tutur. Latihan dalam LKS mengembangkan kompetensi sosiolinguistik, kecuali faktor budaya dan non verbal. Selanjutnya, latihan dalam LKS hanya mengembangkan satu komponen dari kompetensi strategi, yaitu strategi berhenti atau mencuri waktu. Simpulan penelitian ini adalah latihan dalam LKS Edukatif cukup memadai untuk mengembangkan kompetensi wacana, linguistik, dan aksional tetapi kurang memadai untuk mengembangkan kompetensi sosiolinguistik dan strategi berkomunikasi.*

**Kata Kunci:** *LKS, kompetensi komunikatif, latihan.*

## ABSTRACT

*This study is mainly intended to find out the extent to which tasks in English work books are designed to develop the students' communicative competence. The objective of this study is to describe how the tasks in Edukatif work books are designed to develop students' discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence. This study is a qualitative research which involves content analysis approach. The data are the tasks in Edukatif work books used by eight grade students of the first and second semester. In collecting*

*the data, the writer uses documentation method. The data analysis used Huberman and Miles' concept which involves data reduction, data display and verification. The findings show that among the five competences and its components of communicative competence, some components are not well developed in the work books. The tasks develop all components of discourse competence except one aspect in linguistic competence, that is, phonology. The tasks develop all components of actional competence except the speech act. The tasks develop components of sociolinguistic competence except the cultural and non-verbal communicative factor. The tasks develop only one component of strategic competence, that is, time gaining strategy. The conclusion is that the tasks in Edukatif work books are sufficient to develop the students' discourse, linguistic, and actional competence. The tasks, however, are not sufficient to develop students' sociolinguistic and strategic competence.*

**Keywords:** *work book, communicative competence, tasks.*

## INTRODUCTION

Learning material plays important role in English language teaching. It provides information needed by teacher or learner to facilitate and support the teaching and learning process. There are many kinds of learning materials including cassette, videos, CD-Rooms, dictionaries, grammar books, readers, work books, photocopied exercises, newspapers, etc. (Tomlinson, 1998: 2).

The contents of learning material in EFL learning context always changes due to the influence of the Indonesian government policy about the change of curriculum in the secondary education level. As materials are components of curriculum, they should comply with the curriculum guidelines. According to Sukmadinata (2008: 103-110) there are some components of curriculum, namely; aim, material, teaching strategy, teaching media, and teaching evaluation.

Nowadays, common learning materials used by English teachers are text books and work books. In fact, teacher often use work books rather than textbooks as compulsory materials for the students because they help teachers to teach a lesson-in which there is summary of materials- and provide some tasks for students. According to Tomlinson (1998: xiii) work book is a book which contains extra practices for learners to work on in their own time.

The use of work book is inclined on the use of its tasks. According to Breen in Nunan (1989: 6) "Tasks is assumed to refer to a range of work plans which have the overall purpose of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making". The tasks in the work book used by teacher as source of exercises in each material.

Indonesian government has implemented several models of curriculum. Recently, Curriculum in the Unit Level of Education (*Kurikulum Tingkat Satuan Pendidikan*) or *KTSP* is introduced. It is common that in *KTSP* curriculum, English teachers should develop students' communicative competence. In addition, the Regulation of the Ministry of National Education Number: 22 / Year 2006 (number I) stated that the Content Standard for the English language learning in Junior secondary school should develop students' language skills which enable them to communicate in spoken and written English.

The description of Curriculum and Regulation above shows that language learning in Junior secondary school emphasizes to develop students' communicative competence in which the model of communicative competence by Celce-Murcia, Thurrell, and Dornyei (1995) is applied. Communicative competence includes several competencies, namely, linguistic competence, actional competence, sociocultural competence, and strategic competence. The pedagogical implication is that formulating English competence and its indicator that used in English language learning based on the competencies above. Therefore, the indicator in curriculum as well as the work book should develop the five competences and its components.

In the current study the writer is interested in investigating the work books used in Indonesian EFL learning context, *Edukatif* which is used by the eight grades of Junior high school students in Sragen. The problem of this study is to what extent tasks in *Edukatif* work book are designed to develop students' communicative competence. To answer this question the writer raised some subsidiary questions as follows: "To what extent are tasks in *Edukatif* work book designed to develop students' (1) discourse competence, (2) linguistic competence, (3) actional competence, (4) sociolinguistic competence, and (5) actional competence"? Thus, the objective of this study is to describe how the tasks in *Edukatif* work book are designed to develop these five competences of communicative competence.

### 1. Communicative Competence by Celce- Murcia, et al.

The latest model of communicative competence is proposed by Celce-Murcia, Dornyei and Thurrell. It is represented in a pyramid enclosing a circle and surrounded by another circle as bellow:

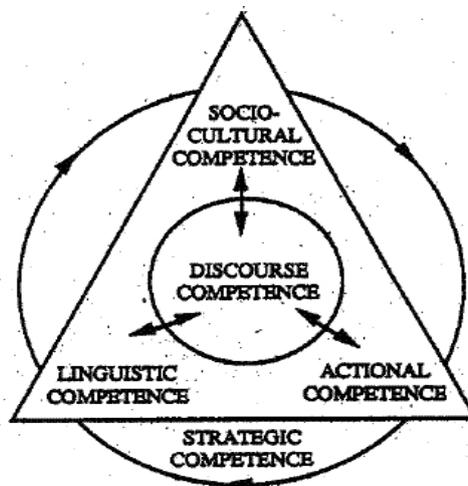


Figure 1: Schematic Representation of Communicative Competence  
(Celce-Murcia et al. 1995: 10)

The figure above shows that the main competence in language learning is discourse competence. It means that if people involve in such communication whether in oral or written form, they involve in cultural and situational context that cover it. To gain discourse competence people need to develop its supporting competence, such as linguistic competence, actional competence, sociocultural competence, and strategic competence. Moreover, each competence above is divided into

sub-components (micro competence) which is used as guide in language learning (Fauziati and Hikmat, 2009: 8-9).

The Pedagogical implication is that in formulating the competences and indicators of English language should be based on those competences in order to achieve discourse competences in educational process. Therefore, the indicator which is stated in curriculum as well as the analysis of this study is decided based on the five competences.

## 2. The Component of Communicative Competence

This part outlines the main components of each the five competencies based on Celce-Murcia, et al. The discussion begins with discourse competence, the core, then linguistic competence, the most familiar among the five, and is followed by actional, sociolinguistic, and strategic competencies.

### a. Discourse Competence

Discourse Competence concerns the selection, sequencing, and arrangement of word, structure, sentences, and utterance to achieve a unified spoken or written text Celce-Murcia et al. (1995: 13). There are many sub-areas that contribute to discourse competence, they are cohesion, deixis, coherence, genre, and the conversational structure.

### 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).

### c. Actional Competence

Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of inventory of verbal schemata that carry illocutionary force (speech act and speech act sets). The conceptual of actional competence domain divided into two main components, *knowledge of language function* and *knowledge of speech act*. Therefore, actional competence also involves knowledge of how speech act and language function can be pattern and sequenced in real life situation (Celce-Murcia, et al., 1995: 20-21).

### d. Sociolinguistic Competence

Sociolinguistic competence refers to the speaker's knowledge of how to express message 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

Strategic Competence conceptualized as knowledge of communication strategies and how to use them. In other word, it is the ability to solve communication problems despite an inadequate command of the linguistic and sociocultural code. According to Celce-Murcia et al. (1995, 28) this competence consists of five main parts, namely, avoidance and reduction strategies, achievement and compensatory strategies, stalling and time gaining strategies, self-monitoring strategies, and interactional strategies.

## RESEARCH METHOD

This study is qualitative research which involves content analysis approach. Bogdan and Taylor in Moelong (2007: 4) said that qualitative method is research procedure that yields descriptive data in the form of written or oral speech and observable behavior.

The data of this study are the tasks written in the *Edukatif* work book published by *Akik Pusaka* Sragen. The source of data is English work book entitled *Edukatif* used for the eight graders of Junior high school. This study includes the work books for the first and second semester. Each work book consists of three chapters related to certain theme.

In collecting the data, the writer uses documentation method. After collecting the whole data, the next step is analyzing the data. This study uses theory of Huberman and Milles (1994) in analyzing the data. It involves three linked processes, namely, (a) data reduction, (b) data display, and (c) data conclusion drawing and verification

## FINDINGS AND DISCUSSION

The descriptions present the tasks and how these are designed to develop the students' competence of communicative competence which includes discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence. The analysis of each competence is shown separately over both work books.

*Edukatif* work book one and two provide some tasks that develop all components of discourse competence. The examples of the tasks are seen in:

- (1) ....I could not forget it. "it" refers to.....
- (2) Identify the structure by listening to the happenings according to these categories: Orientation, events, re-orientation.

The first task above develops students' ability in reference by identifying the word 'it' in the sentence. Meanwhile, the second task can develop students' ability in generic structure of text. It develops students' ability to classify the part of certain text based on its generic structure.

Both *Edukatif* work books develop most components of linguistic competence except phonology. The examples of the tasks are as below.

Complete the sentence like the example!

- (1) A dog run fast but a horse is faster
- (2) A bear is big anima but an elephant is bigger.

Complete the sentences with the correct words!

- (1) When the harvesting time, the farmer has abundant of rice.
- (2) Koala is a kind of solitary animal. It can't live socially in group

The first task above may develop students' ability in morphology. The task appears in the form of inflectional morpheme, by adding 'er' in adjective. The second tasks relates to lexicon. It appears in the tasks through completing a sentence with suitable word.

The work books also contain some tasks related to actional competence. This competence has two main components, they are knowledge of language function and knowledge of speech act. Each component above consists of some key areas. The examples of the tasks are as in:

Bram : *Would you like* to come and watch the foot ball game with me? The Indonesian team is going to play against the all star team.

Benny : I would very much.

Cyntia : *What do you think* of Indonesian movie today?

Sita : In my opinion, it is good

The tasks relate to this competence are in the form of dialogues; they appear through completing the dialogues with suitable response, role-play, and listening or reading certain task of dialogues which concern certain language function.

The first dialogue above relates to ‘interpersonal exchange key area’. Indeed, it includes in ‘inviting’ language function. Whereas, the second dialogue relates to opinion key area and it includes in ‘expressing opinion’ language function.

Both *Edukatif* work book one and two provide some tasks relate to sociolinguistic competence, but they only develop certain components of sociolinguistic competence. The examples of the tasks are as below.

Nita : *Do you want to come to my house?* we can do our homework together.

Leo : *Yes, certainly.* We can discuss it together.

Someone : *Excuse me. Could you tell me where the restroom?*

You : Yes, it is near the record store.

The tasks above appear in the form of dialogue. Both dialogues can develop the component of social contextual factor (relates to participant and communicative situation) and stylistic factor. The first dialogue is between Nita and Leo. It seems that they are friends and have close relation. Based on that condition, the first dialogue uses less formal language. In contrary, the second dialogue is between the foreigner and you as the reader (there is social distance); it also takes place in a mall. So, the second dialogue uses more formal language. Relating to stylistic factor, the first dialogue shows the positive politeness and less of formal. Meanwhile, the second dialogue shows negative politeness and uses more formal language.

*Edukatif* work books also provide some tasks to develop strategic competence. In fact, there are some components of this competence, but the tasks provided in both work books only develop one component, that is, time gaining. The examples of the tasks are as in:

Father : Rian, the plants are dead. I’ve told you to water them. Did you water them yesterday?

Rian : *Umm.....yes,* I did.

- Dewi : Hi, Nisa! What are you doing  
 Nissa : *Well*, I am reading an English book. We're having a test tomorrow, remember?

The tasks which develop this competence appear in the form of dialogue. They only develop one component of this competence that is 'time gaining strategy'. It appears through filler and hesitation word (indicated by the word *umm...*, *well...*).

In general, the frequencies of the tasks in both *Edukatif* work book which develop the communicative competence are summarized in the table below.

Table 1: Frequency of Task based on Competence

Competences	Total Frequency	
	Work Book I	Work Book II
Discourse	146	110
Linguistic	27	40
Actional	68	53
Sociolinguistic	16	13
Strategic	7	5

Among the five competences of communicative competence, work book one provides the tasks that develop all components of discourse competence (146 tasks). The work book also provides some tasks that develop students' linguistic competence (27 tasks), but there is one component that is not developed in the work book, that is, phonology. There are some tasks in work book one which develops actional competence (68 tasks), but speech act does not appear in the tasks. The work book also provides some tasks that develop students sociolinguistic competence (16 tasks), but there are two components that do not appear in the tasks, they are, cultural and non verbal communicative factors. With regards to strategic competence, work book one only provides the tasks that develop one component of this competence, that is, stalling and time gaining strategy (7 tasks).

*Edukatif* work book two also provides some tasks that develop students' discourse competence and all of its components (110 tasks). The work book also provides some tasks to develop linguistic competence (40 tasks), but there is one component that is not stated in the work book, that is, phonology. Regarding with actional competence, the work book also provides some tasks that develop this competence (53 tasks), but problem key area of language function does not appear in the work book. The work book also provides some tasks that develop students' sociolinguistic competence (13 tasks), but there are two components that do not appear in the tasks, they are, cultural and non verbal communicative factor. Finally, the tasks in work book two only develop one component of actional competence, that is, stalling and time gaining strategy (5 tasks).

Based on the findings, the researcher concludes that the tasks in both *Edukatif* work books one and two are not enough to develop students' communicative competence. Three competencies, namely, discourse, linguistic, and actional are well developed meanwhile the two competencies (sociolinguistic and strategic) are not well developed in both work books.

## CONCLUSION

After analyzing the tasks in both *Edukatif* work books, the writer finds out that among the five competences of communicative competence and their components the tasks in both work books can develop all components of discourse competence. But the tasks do not develop one component in linguistic competence that is phonology. Moreover, work book one and two can develop most of all components of actional competence, except speech act (in work book one and problem key area (in work book two). Some tasks in the work books also develop two components among four components of sociolinguistic competence, except cultural and non-verbal communicative factor. Finally, the work books only develop one component among five components of strategic competence, namely, time and gaining strategy.

From the discussion above, the writer concludes that the tasks in both *Edukatif* work books are not sufficient to develop the students' communicative competence. Especially, the task lacks exercises to develop sociolinguistic and strategic competence. In fact, both competences are important aspect that should be developed in order to foster students' ability to communicate appropriately within overall social and cultural context; and also to use some strategies to compensate the limitation of their language competence.

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