

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

One of the goals of high school English learning is to allow students to master their language skills, one of that is speaking (Widyaningsih & Robiasih, 2018). Speaking is an aspect of English language skills, as well as listening reading, and writing skills. It is mainly used by many individuals to engage with other members of their own culture or the broader world (Khaerana & Nurdin, 2018).

To achieve the goal in the English teaching and learning process, as well as for helping teachers prepare the materials, the government created textbooks to be commonly used as primary tools in classrooms (Ratmanida & Suryanti, 2020). Ideally, a textbook is written and organized by harmonizing the content with the existing curriculum, (Wulandari & Fatimah, 2019). Also, (Kementrian Pendidikan dan Kebudayaan, 2017) in the English syllabus stated that generally, communicative competence for students is in three styles of language. Namely, interpersonal, transactional, and functional, both orally and in writing, at the level of knowledge literacy, is the ability to perform social functions in the sense of personal, socio-cultural, academic, and professional life, using various text formats, with an appropriate structure that is consistent and coherent and linguistic.

Basic competencies are then formulated for the use of English in three types of text, namely interpersonal, transactional and functional. In the

interpersonal text, the text functions to maintain interpersonal relationships; in the transactional text, the purpose is to share information, products, and services; in the functional text, the text functions to execute the task or activity.

Besides as a teaching and learning tool, the use of textbooks is considered beneficial because much of the goals and expectations have already been prepared based on what students need to understand in a sequence of practices. The textbook not only allows teachers to plan content and accomplish instructional goals and priorities but also helps students to fulfill their learning needs. The obligatory textbook used in the Indonesian sense is the textbook that published by the government. The textbook is a format that requires teachers to coordinate a method of teaching and studying. Thus, teachers should not waste a lot of time planning textbooks (Ratmanida & Suryanti, 2020).

Furthermore, textbooks are listed as one of the principal components of the curriculum in the Indonesian education system. As a result, The Ministry of Education then offers textbooks in this curriculum. The textbook that has been provided by the Ministry to execute the legitimacy No. 19 of the Ministry of Education, 2005 Article 43 Paragraph (5) about the textbook and its suitability evaluated by *Badan Standar Nasional Pendidikan (BSNP)* (Kurnihayati, 2018).

The English textbook for eleventh-grade students of the Senior High School level is one of the textbooks that has been published by the government. This textbook has been commonly found in Senior High Schools in Indonesia. Because of the widespread use of this textbook, it is predicted that it will have an important impact on the English proficiency of students (Kurnihayati, 2018). This

textbook includes a wide variety of activities, divided into four skills. So, there are listening activities, speaking activities, reading activities, writing activities, and even some combined activities and formative assessments. Including the materials contained in the textbook, such as the topic, the texts, and the language features.

Related to the aim of teaching communicative languages is to improve the communicative skill of students in the target language (Firiady, 2018); therefore, the speaking activities given in the textbooks must be appropriate to make students be able to communicate with English in diverse contexts. The variety of activities found in the textbook has to be in line with the learning outcomes of the curriculum, which concerns the obtainment of communicative competencies (Wulandari & Fatimah, 2019). The content for teaching speaking skills should be following certain attributes of speaking skills in acquiring these competencies (Ratmanida & Suryanti, 2020).

Communicative competence is taken into account by this approach as a significant element in promoting the learning of language by learners through meaningful communication experiences (Lim, 2019). The activities in which service could indeed all contribute to the opportunity to communicate. This does not mean that any classroom activity includes learners in daily conversations, but that each activity's function and importance is measured according to how it relates to the capacity of learners to participate in real communication (their 'communicative competence').

Some activities may include actual conversation, but some may concentrate on particular aspects of communication abilities, such as structural

mastery, language, or grammar (communication 'part skills). A significant tendency to resist (and a disappointment for many strategies in the past) is to pay too much attention to the component skills that are overlooked to activity in real conversation. For this reason, (Littlewood, 2018) has ranged the speaking activities by their continuum. Which is called the 'communicative continuum'. The communicative continuum distinguishes between activities that concentrate on the types of language and activities that concentrate on the meanings that are conveyed.

Correspondingly, the previous researchers have conducted studies on speaking activities in a textbook. These researches have been carried out to evaluate English textbooks for speaking activities.

One of them is (Wulandari & Fatimah, 2019), who have investigated the types of speaking activities and the degree of communicativeness contained in the textbook using Littlewood communicativeness level in *Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X* published by Yrama Widya. The first result showed the textbook has relatively varied speaking activities namely role play, drill, discussion, interview, information gap activity, reporting, and storytelling.

The second result showed, some of those speaking activities also have a different level of communicativeness in each type, with non-communicative learning has 16 activities, pre-communicative language practice has 5 activities, communicative language practice has 27 activities, structured communication has 4 activities, and authentic communication has 20 activities. The third result stated

that the degree of communicativeness in the textbook is above average with 61.94%.

Further, the researcher took a look at the speaking activities in the English textbook for eleventh-grade students at SMA Swasta PAB 1 Medan Estate. Based on the syllabus, it is stated that in the first chapter of the textbook, students are expected to implement the social function, text structure, and language features of spoken and written transactional text about offers and suggestions as well as arranging the spoken and written transactional text about offers and suggestions.

Firstly, there were two activities instructed that “With a partner, read the conversation given below”. Indeed, those conversations are scripted and set, don’t focus to help students in innovative and unexpected ways to produce customized meaningful vocabulary. So, the activity was considered non-communicative learning because deals with pronunciation, vocabulary lessons, and drills.

Secondly, the researcher encountered the question-and-response activity that every student has already known the answer to. The activity stated, “Respond to the suggestions and offers given below”. It concerns completing structured dialogue about responding to the suggestions and offers by applying the list of structural responses; it was simply found on page 10 in the textbook. The activity belonged to pre-communicative language practice because the activity has already paid attention to meaning but there is no new message offers there.

Furthermore, the researcher concerns that, if the speaking content as the model of natural language does not allow students to get real communication

experience, as well as cannot help them to improve their communicative skills, the researcher remarks about what is persisted in the speaking activities.

Because of this, an in-depth analysis should be carried out to obtain a concrete and explicit explanation of how communicative competence is obtained by using the communicative continuum proposed by (Littlewood, 2018). This research, therefore, aims to investigate how communicative competence of speaking activities in the English textbook for eleventh-grade students through the study entitled “Communicative Competence in Speaking Activities of English Textbook for Eleventh Grade Students at Senior High School”.

#### **B. The Problem of the Study**

Following the problem before, the problem of this research is stated as: How are communicative competence of speaking activities in the English textbook for eleventh-grade students?

#### **C. The Objective of the Study**

The study is conducted to specifically investigate how communicative competence of speaking activities in the English textbook for eleventh-grade students.

#### **D. The Scope of the Study**

There are many activities provided in the English textbook. To get a deeper analysis, the researcher only concerns the instructions of speaking activities contained in the eight chapters of the English textbook in the 2017 revised version which is published by the Ministry of Education for second-grade

level students in high school. Which will be analyzed using the communicative continuum proposed by (Littlewood, 2018).

### **E. The Significances of the Study**

The outcome of this analysis is entirely intended to deliver certain theoretical and practical advantages:

1. Theoretically, in having a general knowledge of the way to analyze English textbooks, this analysis gives useful and referential inputs.
2. Practically, the researcher expects the outcome of the study will be beneficial for:
  - 1) The researcher, the analysis will provide practice to improve her experience and expertise in reviewing English textbooks.
  - 2) The English teachers, the outcome of the analysis will provide useful information in choosing and reviewing good textbooks before agreeing to use them in classroom activities.
  - 3) The English textbook authors, the outcome of the study can enable English textbook authors to be more conscientious in creating English textbooks for students and to be more aware of the validity of the material, the accuracy and suitability of the language, and the structure of the books.