

ANALISIS PENDEKATAN KOMUNIKATIF DALAM TEKS BAHASA INGGRIS

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ABSTRAK : Tujuan penelitian ini adalah untuk mendapatkan informasi mengenai penerapan pendekatan komunikatif dalam teks bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah analisis konten dimana instrumen utamanya menggunakan analisis teks, observasi, wawancara, serta dokumentasi. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa pendekatan komunikatif telah diterapkan baik dalam disain maupun dalam bentuk susunan dari buku teks tersebut. Silabus komunikatif juga telah digunakan sebagai panduan dalam menyusun unit per unit. Bahasa serta gaya bahasa yang digunakan sangat sesuai dengan kebutuhan siswa. Tujuan pembelajarannya juga sesuai dengan standar kompetensi siswa. Materi-materinya dipilih secara tepat untuk memastikan kesesuaian dengan kebutuhan serta minat siswa. Cara memahami materi *grammar* secara induktif juga merupakan penerapan pendekatan komunikatif. Dalam penelitian ini dapat disimpulkan bahwa buku teks bahasa Inggris yang digunakan sudah memenuhi kaidah pendekatan komunikatif berdasarkan disain dan bentuk, bahasa, materi, *skill* serta metode. Adapun saran-saran dalam penelitian ini sebaiknya buku teks bahasa Inggris agar dapat disesuaikan dengan kebutuhan siswa, pola tata bahasa yang diberikan harus jelas, dikemas secara menarik dan lengkap, materi-materi atau tema yang dipilih sebaiknya bervariasi serta dapat menyediakan lebih banyak kegiatan-kegiatan yang menarik yang sesuai dengan tuntutan kurikulum.

Kata kunci: Pendekatan komunikatif, desain dan organisasi, konten bahasa.

THE ANALYSIS OF COMMUNICATIVE APPROACH IN ENGLISH TEXTBOOK

ABSTRACT: The objective of the research is to obtain information about the implementation of communicative approach in English textbook. The research methodology in this research is content analysis and the main instruments are text analysis, observation, interview and documentation. Based on the result of the research, it is concluded that communicative approach has been implemented in the design and organization of English textbook. Communicative syllabus has been used as a guideline in creating the organization of the book and each unit. Language content and language style are appropriate with student's need. The goal of classroom activities focuses on communicative competence. Topic has been selected carefully to ensure that they match the student's need and interest. The methodology in teaching grammar inductively is also the implementation of communicative approach. The conclusion of this research can be said that English textbook uses communicative approach based on design and organization, language content, topic, skill, and methodology, whereas the suggestions of this research are English textbook should be appropriate with student's need, give grammar rules clearly, have accessories package completely, topic should be variety and provide more activities or skills that appropriate with the demand of curriculum.

Keywords: communicative approach, design and organization, language content.

INTRODUCTION

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To support the demand of good English ability, education needs something to guide the teaching-learning process. Basically, curriculum (syllabus) is the core to answer the need above. The curriculum is based on the communicative competence at all situations and conditions. The implementation of curriculum in teaching English also considers the use of English textbook.

Textbook is best seen as a source in achieving aims and objectives that have already been set in terms of learners' need (Cunningsworth, 1995:7) in Zhang Ya-Ni (2007). In other words, a textbook means a created material design as materials the students' knowledge and experience. Textbook also can be defined as a book prepared for students in teaching-learning process. The language content should be simple and relevant to the student's real life. Relevant themes or topics will help teachers in creating a relevant context in the classroom. Simple and meaningful task types make the learning enjoyable for students. A good English textbook should be relevant with the curriculum.

There are many publishers that have published English textbook for the fifth year of Elementary School. The textbook should hold a main instrument to do curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet.

Considering the problem, the researcher would like to review *Stairway* which is one of the titles of English textbook based on school used by students of Elementary School. From the explanation, the researcher would like to review the strength and weakness of *Stairway* textbook based on design and organization, language content, skills, topic and methodology. And also, the researcher would like to analyze communicative approach in English textbook through checking with the syllabus.

Formulation of the Problem

How is communicative approach applied in designing English textbook based on the design and organization, language content, skill, topic and methodology?

Objective of the Research

The objective of the research is to review about how is communicative approach applied in English textbook that used by the fifth year of SD Islam Tirtayasa Serang.

Scope of the Research

Scope of this research is the analysis of communicative approach in English textbook at the fifth year of SD Islam Tirtayasa Serang. The subject of this research is the fifth year of SD Islam Tirtayasa Serang and the object is *Stairway* textbook.

Uses of the Research

The researcher hopes the result of this research can uses as guidelines to develop teaching learning material in English class and uses as references for other researcher who will analyze more detail about communicative aspect in English textbook.

Teaching Material (Textbook)

Teaching material is used as a mean of main to influence quality of interaction in class and language usage. Richards and Rodgers (2005:169) is divided teaching material into three groups that are *text based materials*, *task based materials* and *mass media (realia)*. According to Litz (2000:8) there are some aspects of textbook. They are textbook package, methodology, layout and design, activities and tasks, skills and language content.

The Role of Textbook

According To Cunningsworth (1995:7), in English Language Teaching (ELT), there are some roles of the textbook: (1) As source of learning material (oral or

written), (2) As source of activity for student practice and communicative interactively, (3) As source of reference for student to learn structure, vocabulary, pronunciation, etc. (4) As source of stimulation and idea for language activity in the class. (5) Syllabus which express learning target. (6) As source of student learn autodidact. (7) Give motivation and support to the teacher who still lack of knowledge.

Criteria of Communicative Textbook

According to Cunningsworth (1995), criterions of communicative textbook are (1) textbook should correspondent to students' needs. They should match the aim and objectives of the language learning program. (2) Textbook should reflect the uses (present and future) which students will make of the language. (3) Textbook should be chosen that will help equip students to use language effectively for their own purposes. (4) Textbook should take account of students' need as learners and should facilitate their learning process, without dogmatically imposing a rigid "method". (5) Textbook should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

The Nature of Communicative Approach

Communicative approach as an approach rather than a method since it is defined in rather broad terms and represents a philosophy of teaching that is based on communicative language use. According to Anthony (1963) in Richards and Rodgers (2001:19), communicative approach is a set of correlative assumptions dealing with the nature of language and nature of language teaching and learning. It means that there is a set assumption or nature of language theory and language teaching as basic of communicative approach.

Communicative Syllabus

Syllabus as aims to simplify and rationalize the curriculum (Richard, 2001:42) influences the selecting of material and the method used in classroom. The content of the book shows that the syllabus design is structural syllabus which main focus is structure. There are six steps of developing this syllabus; (1) writing subject identity, (2) formulating standard competence, (3) deciding basic competence, (4) deciding material and its explanation, (5) deciding learning strategy, and (6) deciding time allocation and resources (Dikdasmen, 2004:25).

METHODS

In this research, the researcher use qualitative method as research method. The type of qualitative method that will use in this research is content analysis. This research applies descriptive content analysis. Relate to textbook, content analysis also uses to measure readability communication.

This research would be conducted in the fifth year of SD Islam Tirtayasa Serang. Data of this research is *Stairway* English textbook. These sub focus researches are design and organization, language content, skill, topic and methodology.

In this research, the data would be collected by some approaches such as text analysis, observation, interview and documentation. In text analysis, the researcher will review all the aspects (design and organization, language content, skill, topic and methodology), the strength and the weakness of textbook. In observation, the researcher will observe students' readability by using *Stairway* English textbook. In this research, the researcher would interview English teacher to get some information from her/him how is the communicative approach applied in *Stairway*

English textbook of SD Islam Tirtayasa Serang. Documentations in this research are *Stairway* English textbook for the fifth year of SD Islam Tirtayasa Serang, the syllabus and some pictures that show students activities when they used the book in classroom.

DISCUSSION

Text Analysis

Design and Organization

Finding:

The content of *Stairway* English textbook is found in the introductory table of contents. They are preface, guideline, teaching program analysis, topic, semester review, bibliography, and tape scripts. Topics in *Stairway* English textbook are divided into 14 chapters. Each unit is designed to have the following sub units: *Come on, Keywords for You, Let's Practice, Grab the Stars, Work It out, Useful Expressions*, and *Time to Relax*. The unit also has supportive materials for the theme being discussed such as *Want More?, Around the World, Creative Hands, Glossary*, and *Chapter Review*.

To assess the learning progress, *Reflection* is provided in the last part of each unit for the students to complete personally. Although the units of the book are arranged in such a flow, teachers have freedom to organize and to develop the teaching and learning process dealing with the students' needs. Moreover, *Cutting Pictures* are displayed in the last pages of the book to be exploited as supplementary materials for the learning process. The description of the way on each unit works is displayed in the *Concept Map*.

Discussion:

From the design and organization aspect, it can be seen that compilation of book *Stairway* is influenced by communicative consideration because most of activities in this book emphasizes on activity to communicate based on requirement of reality, for example information gap. *Stairway* English textbook is also completed by CD for listening activities. But the CD is only for audio form not audio visual form, therefore, the students only listening. They cannot watching.

Language Content

Finding:

In *Stairway* English textbook consists of 14 chapters. Both of semesters consist of 7 chapters. *Stairway* English textbook starts from Chapter *In the Beginning* about introduction. In this chapter, students learn expressions of greeting, introducing self. Most of tenses used in this unit are simple present tense, included usage of to be "is" or "am". For example: *Hello! I'm Sasha.* (p.7)

Discussion:

From the language content, the most of grammar that used are simple present tense and action verbs. Language styles applied in this book are easy going, informal and appropriate with students' life.

Skill

Finding:

Language skill in this criteria (listening, speaking, reading, writing), will be studied as integrative. The following is table about amount of activities based on language skill in each unit:

Tables 1.
Number of skills of language taught on every unit

<i>Chapter</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>
<i>In the beginning</i>	3	3	6	2
1	3	1	6	2
2	2	3	7	2
3	2	2	8	2
4	4	2	5	2
5	3	2	4	3
6	3	1	8	2
7	3	2	7	1
8	3	2	9	2
9	4	3	6	2
10	4	2	7	1
11	3	3	8	3
12	2	1	8	2
13	1	1	7	2
TOTAL	40	28	96	28

There are 31 tracks in CD for listening activities. The speakers in listening material were woman and man. Most of listening activities in this book in the form of conversation. Accent applied is standard accent American English. Listening skill in this book related to other skill such as writing and speaking, for example:

- Listen and match (tape script) (p.18)
Teacher A person who teaches students
 man who manages a school
- Say what they are (p.20)
You : Is he a...? (Based on the picture)
Your friend : Yes, he is.

Speaking activities in this book quite a lot and at each chapter. The type of speaking activities or practice in the form of dialogue, role play, group presentation (p.51), pairs (p.65). For example:

Lisa : May I borrow your sandals?
Anne : Sure
Lisa : Where are the sandals?
Anne : They are under the bed.

Reading skill that is implemented in this book was giving information of interest to students. Most of reading activities in each chapter were reading text and related to other skill activities such as writing and speaking.

For example: There was reading text with the title "My bedroom" (p.67). Then below the reading text, there were some question that is reflected writing activities with the instruction:

Answers the questions:

1. Where is the blanket?
2. Where is the bolster?

Writing activities in this textbook were normally of controlled or guided kind, where a model is given and the student's task is to produce something similar, usually based on additional information given. The types of writing task given in this book could be quite varied such as write short text, filling in forms, complete sentence, chooses the correct form. For example: There was reading text with the title "My two Rabbits" (p.151). Then below the reading text, there were some questions that is reflected writing activities with the instruction:

Chooses the correct form of adjective or adverb in the brackets.

1. I have two rabbits, Kaka and Nana. They look (healthy / healthily)
2. He eats the carrots (quick / quickly)

Discussion:

From the skills aspect, *Stairway* implemented four skills, listening, speaking, reading and writing integrative. Students can develop their skill through do some exercise in this book. Communicative approach is applied by practicing the four of language skills with objectives of language competence which involved organizational competence (grammatical and textual) and pragmatic competence (illocutionary and sociolinguistic). In every form of skill practice, student introduced language appropriate with the student's age but polite.

Topic

Finding:

In *Stairway* English textbook, there were 14 topics. They were *Hi, Everybody! I'm Sasha, She is a Librarian, Get Me the Bag, Please?, Let's Make a Kite!, May I Borrow..?, Could You Stir it?, Let's Go to the Bank!, The Table is Clean, Isn't it?, I Always do my homework, how do I look?, Where is the Bank? We'll Go Camping, We're Going to Have a Party, and He is Friendlier than Others.*

Discussion:

From the topic of *Stairway* English textbook is varied. It is appropriate with students' need. The topic related to students' self, family and classmate. From the methodologies aspect, *Stairway* English textbook is an instructional English book for building Basic English skill of elementary schools' students. This book covers chosen materials and practices to fulfill the students' need of learning in fun and easy way. It uses familiar daily context so that students quickly manage to adapt to English atmosphere.

Methodology

Finding:

Stairway English textbook is an instructional English book for building basic English skill of elementary schools' students. This book covers chosen materials and practices to fulfill the students' need of learning in fun and easy way. It uses familiar daily context so that students quickly manage to adapt to English atmosphere. To help the learning process, there are many interesting features in this book such as *Let's Practice, Grab the Stars, Useful Expressions, Want More? Around the World, Work it Out, Time to Relax, Creative Hands, Glossary, and Reflection.*

The objective of *Let's Practice* is to check the students' ability after learning a certain skill. *Grab the Stars* is an activity which stimulates the students to do their best in English and "get as many stars". *Useful Expressions* summarizes essential expressions used in each chapter. *Want More?* Presents deeper knowledge related to the topic. *Around the World* gives extra information or light news that is useful for general knowledge. *Work It Out* demands the students to do a project outside the classroom but still related to the chapter's topic. *Time to Relax* is the session where students can play educational games or do other activities while still having much fun. *Creative hands* invite the students to create useful or artistic stuffs. *Glossary* contains difficult words or expressions. It presented in bilingual English and Indonesia. *Reflection* is an activity to measure the students' comprehension after learning each chapter.

Discussion:

From the methodologies aspect, *Stairway* English textbook is an instructional English book for building basic English skill of elementary schools' students. This book covers chosen materials and practices to fulfill the students' need of learning in fun and easy way. It uses familiar daily context so that students quickly manage to adapt to English atmosphere.

Interview

Finding:

Stairway English textbook is used in SD Islam Tirtayasa because it is relevant with KTSP Curriculum, It has good design and makes students enjoy in learning English. According to English teacher of SD Islam Tirtayasa, the strengths of this textbook are (1) it has a good structure of sentence, and (2) it has good design and glossary. Besides this book has many pictures and full color. Therefore, it can motivate students to read the textbook. The weaknesses of the textbook are it has a big size and heavy weight, not simple. Sometimes it can make the students lazy to read this book. For listening activities, the book used CD, but it is only audio form not audio visual form.

Discussion:

Based on the result of interview, the researcher concluded that *Stairway* English textbook is communicative textbook.

Observation

Finding:

Based on observation conducted on Monday, August 9th 2010, the researcher got the result that the teacher used *Stairway* English textbook in teaching English subject in the fifth year (V Syiria) class. The teacher understood the material in textbook well. She explained about kind of professions, vocabularies that related to the topic and she explained the material related to the students' real life. For example: the teacher asked to the student

Teacher : *Who is your father?*
Student : *My father is police.*
Teacher : *What is your idea?*
Student : *I want to be a teacher.*

Discussion:

Based on the finding above, the researcher concluded that the teacher understood the material in textbook well. She has implemented the principles of communicative approach. She emphasize on communicative activities.

Documentation

Finding:

In documentation instrument, the researcher takes some picture that related to usage of Stairway English textbook in SD Islam Tirtayasa. Besides, the researcher asked syllabus (curriculum) that used in the school. After analyzing objective with standard of competence and basic competence in syllabus, the researcher concluded that most of the objective in each chapter appropriate with Curriculum.

Discussion:

After analyzing the data of skills or activities available on the *Stairway* English textbook for five year of Elementary school, which are suitable with those in the Curriculum, the researcher finds that the textbook fulfill the eight indicators. It means that in developing the skills or activities, the textbook belongs to good categories and it shows that the textbook is compatible with the Curriculum. A good textbook is a textbook that provides discovery activities and practicing, the language of the textbook should be acceptable, understandable, and communicative.

CONCLUSION

From the design and organization aspect, it can be seen that compilation of book *Stairway* is influenced by communicative consideration because most of activities in this book emphasizes on activity to communicate based on requirement of reality, for example information gap. From the language content, the most of grammar that used are simple present tense and action verbs. Language styles applied in this book are easy going, informal and appropriate with students' life. From the skills aspect, *Stairway* implemented four skills, listening, speaking, reading and writing integrative. Topic of *Stairway* English textbook is varied. It is appropriate with students' need. From the methodologies aspect, *Stairway* English textbook is an instructional English book for building basic English skill of elementary schools' students.

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