

**AN ANALYSIS OF AUTHENTICITY OF CONVERSATION TEXTS IN
TEXTBOOK “ENGLISH IN FOCUS” FOR GRADE VII OF JUNIOR
HIGH SCHOOL**

THESIS

*Submitted as partial fulfillment of the requirements to obtain strata one (S1)
degree*



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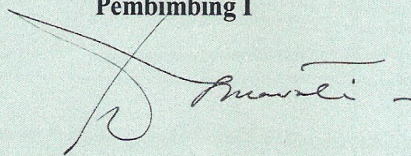
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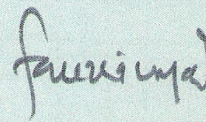
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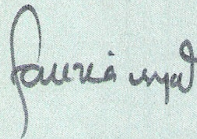
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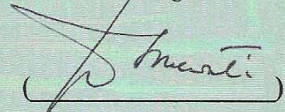
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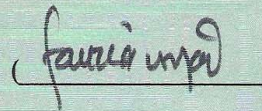
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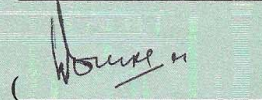
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ABSTRACT

Amelia, Fitri. 2014. *An Analysis of Authenticity of Conversation Texts in the textbook “English in Focus” for Grade VII.* Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini menganalisa keotentikan percakapan dalam buku bahasa Inggris. Penelitian ini bertujuan untuk meneliti teks percakapan yang ada di buku “English in Focus” untuk kelas VII dan melihat sejauh mana teks percakapan yang diberikan mencerminkan percakapan yang sesuai dengan percakapan Bahasa Inggris yang otentik.

Jenis penelitian yang digunakan adalah penelitian deskriptif-kualitatif. Sumber data penelitian ini adalah teks percakapan dalam buku bahasa Inggris berjudul “English in Focus” untuk kelas VII SMP/MTs yang difokuskan pada bagian *speaking*. Instrumen penelitian yang digunakan adalah peneliti sebagai instrumen utama dan *checklist format* yang digunakan untuk mengetahui keotentikan percakapan berdasarkan karakteristik/fitur percakapan bahasa Inggris yang otentik yang dikemukakan oleh Leech (1998).

Hasil penelitian menunjukkan bahwa buku “English in Focus for Grade VII” belum menyajikan model percakapan yang otentik sebagaimana penutur asli Bahasa Inggris bercakap-cakap. Buku teks ini hanya mencakup sebagian fitur percakapan yang otentik, serta cenderung mengabaikan fitur-fitur penting yang ada dalam sebuah percakapan yang otentik.

Keywords: *English in Focus, Conversation text, Authenticity*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The use of English as one of the international language has encouraged people to learn and use the language to interact with other people coming from different parts of the world and having different languages. This has led English as one of the lingua franca and also has encouraged the spreads and developments in English Language Teaching in non-English speaking countries including Indonesia.

Due to its importance, English is included as one of the subjects at schools all over the world whether it is as a second language or as a foreign language. In Indonesia, English has been taught as one of the compulsory subjects in some levels of education such as junior high school and senior high school. This supported by the law about national education system number 2, 1989, Chapter IX, section 39, verse 3 and by Government Regulation (*Peraturan Pemerintah*) number 28, 1990 which stated that English is specified as part of the basic curriculum in Indonesian national education system.

Learning English as a foreign language requires the students to comprehend the target language as a whole set. The learning process should be able to help students developing their ability in using the language in real communication. Students are expected to be able to use the target language outside the classroom; in other words, in order to be communicatively

competent, they need not only the linguistic aspects of language, but the communicative aspects as well.

In the practice of the learning English as a foreign language, the learning process is mostly done in the classroom. Therefore, teachers in foreign language classroom need to help students to develop their curiosity and interest toward the target language.

Beside the teacher, teaching materials also play an important role in English teaching and learning. Materials for language learning are anything that can be used to facilitate the learning of a language, including textbooks, videos, flashcards, games, and websites. According to Tomlinson (2008: 23), materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

As stated above, one of the teaching materials used by the teacher is the textbook. It is even considered as a key component in most language programs. It is because textbooks give language input for both teachers and students. The textbook should be able to convey all aspects needed in learning English. The aim of the textbook should not only help student master the linguistic aspects of English but also show the students the use of language in real communication. By this means, the textbook should reflect the authenticity of language use by providing appropriate models of language use

in order to be able to introduce the target language to the students. In other word, the material provided in the textbook should provide and deal with subjects that are relevance to the daily use of language and real context of the language use. Therefore, through the textbook, students are able to know how to use the language in appropriate way.

When talking about English textbooks, a large number of various textbooks can be obtained in the bookstores. As Hutchinson and Torres (1994: 315) suggest:

The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries...No teaching-learning situation, it seems, is complete until it has its relevant textbook.

However, the authenticity of the material provided in the textbooks is still questionable. It is because in Indonesia, those English textbook are written by local authors or Indonesians. There is a doubt that the material in English textbooks really represent the use of language as native speaker use it in real life. The material in English textbook should show how the language is used in the real life.

One of the ways to introduce the language use to the students is through conversation. English textbook provides various conversation models based on the language functions or the purposes of speaking. These functions of language are to communicate something to the partner of talking. The speakers usually use certain expressions to represent these language functions. It always associates with contexts of situation where the conversation takes

place. The way of people converse with other people can vary based on the contexts of the conversations.

Because the conversation in real life occurred in various situations, the textbook provides various conversation texts with various situations in order to help the students getting involves in experiencing the use of language based on the contexts.

Since the English textbook should provide models of language use based on various situations, the authenticity of conversation texts should be considered in order to give suitable model to the students. That way, the students will be able to use the language in an appropriate way and prevent the misuse of the language. However, some conversation texts in the textbook do not give suitable use of language for example in case of using address system. In authentic English, native speakers use their family name after the title like Mr. Smith, Mrs. Anderson. However, it is found that the material in the textbook follows the Indonesian language system.

Regarding to this consideration, this research is going to analyze the authenticity of the conversation texts in “English in Focus” textbook used in Junior High School Grade VII.

B. Identification of the problem

Based on the background of the problem above, there are some problems that are found regarding the textbooks that have been used in English Language learning classroom. First, most of English textbooks that can be obtained from the market tend to be written by nonnative speaker of English

that the authenticity of the material is still questionable. Second, the conversation texts in English textbook should provide the model of the real use or the authentic use of language as the native speakers of English use it. The language is used to communicate many purposes/ functions that associate with the contexts. In relation with this case, this research investigates whether the conversation text in English textbook really reflects the authenticity of English conversation.

C. Limitation of the problem

Based on the identification of the problem, this study is limited on analyzing the authenticity of conversation texts in the textbook “English in Focus” for grade VII. The authenticity is observed through identifying the language functions and analyzing their authentic conversation features.

D. Formulation of the problem

The formulation of the problem of this research is “to what extent do the conversation texts in textbook “English in Focus” for grade VII reflect the authenticity of English conversation?”

E. Research questions

In this research, the questions that will be answered as follow:

1. What are the language functions introduced in the textbook “English in Focus” for grade VII?
2. To what extent do the conversation texts in the textbook “English in Focus” for grade VII reflect the authenticity of English conversation?

F. Purposes of the research

The purposes of the research are:

1. To identify the language functions introduced in the textbook “English in Focus” for grade VII.
2. To find out to what extents the conversation texts in the textbook “English in Focus” for grade VII reflect the authenticity of English conversation.

G. Significance of the research

This research will contribute both theoretically and practically. Theoretically, this research will give knowledge to the teachers about the authenticity of language use in conversation texts that should appear in the English textbook for Junior High School. Practically, this research is expected for teachers to consider the authenticity of texts in a textbook and take it as a consideration in choosing a good English textbook that will be used in learning process.

H. Definition of the key terms

1. **English in Focus:** one of the published textbook which is used as the source of learning in most Junior High School
2. **Authenticity:** The quality or condition of being real, trustworthy, or genuine.
3. **Conversation text:** the written conversation that is used as the model of language use in English textbook

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis done before, there are some conclusions that can be drawn. The English in Focus textbook divided the lessons based various language functions that was based on by English Curriculum of KTSP 2006. Those language functions are greetings, introducing, thanking/expressing gratitude, apologizing, asking and giving information, commanding/ giving instructions, expressing prohibition, expressing politeness, expressing like and dislike, asking and giving opinion, asking and giving things, describing people, asking and giving facts, and asking and giving clarification. Generally, all the language functions were introduced in the textbook. However, in the speaking sections of the textbook, there was a language function missing that was asking and giving information.

The model conversations texts in speaking section of English in Focus grade VII gave the demonstrations of the language use in real interactions. The texts were developed based on the purposes of speaking and the situations that may occur in real life. There were 32 conversation texts being analyzed in term of the authenticity of the language use. The authenticity of language use was viewed from suitability of the contexts and the language use. The contexts given in conversations were the conversations between family members, friends, colleagues, and other people in both formal and informal situations. The language used in conversation was determined based on these situations.

The finding showed that not all conversations provided in the textbook reflected the real interactions. Out of 32 conversations, most of the conversation texts only has two or three features of authentic conversation out of five features of authentic conversation. These conversation texts were also considered inauthentic because some situations were not existed in native speakers' real life and unsuitable use of language such as wrong use of address system.

B. Suggestions

Based on the study conducted, there are some suggestions that can be proposed:

1. To the teachers.

From the analysis, it was found that not all the material in the textbook reflects the authenticity of the language use. Because of the aims of the language lesson is to introduce the language to the students, teacher should be selective in deciding the textbook that will be used in language classroom. They should choose and evaluate the textbook to see the whether the material in the textbook are giving appropriate model of conversation that are going to teach in the language classroom. Teachers should also need to modify the language material by giving students additional authentic example of language use.

2. To textbook writer

Since the textbook usually used as main media in language process, the textbook writers are expected to review and improve the

content of textbook. Therefore, there is no misleading in using the language.

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