

## Abstract

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Program : Applied Linguistics

Title : Communicative Approach in Locally and Internationally Published Textbooks. (A case study from the use of *Interchange 3*, an internationally published textbook, and *Look Ahead 2*, a locally published one, in SMAN I Cisauk)

This study analyzed two textbooks, *Interchange 3*, an internationally published textbook, and *Look Ahead 2*, a locally published one. This study aimed to find out which of the two implements the principles of CLT and which one has a methodology which was more suitable to equip learners with communicative competence in the given school setting. The findings show us that *Interchange 3* better implements CLT in terms of its design, learning materials, and activities than *Look Ahead 2*. However, when each book is seen against the school circumstance, both textbooks could not equip learners with communicative competence. *Interchange 3* was not used appropriately to equip learners with communicative competence. Teachers could not see the benefits of using *Interchange 3*, despite its suitability to the principles of CLT and KTSP 2006. *Look Ahead 2*, on the other hand, was used more frequently than *Interchange 3* although it did not implement many principles of CLT. (3) Moreover, the assumption that internationally published textbooks contain materials against the school educational values was not proven. On the opposite, the locally published textbook represents some culturally sensitive materials; brutality and degrading women. In general, this study found out that there is no guarantee that a communicative-based textbook will be used appropriately to equip learners with communicative competence. Teachers' lack of knowledge of communicative approach may hamper the successful use of the textbook.

Key words: Communicative Language Teaching (CLT), authenticity, meaningfulness, communicative interactions

## Abstrak

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Judul : Ancangan Komunikatif dalam Buku Ajar Lokal dan Internasional

(Studi kasus penggunaan buku ajar internasional *Interchange 3* dan buku ajar lokal *Look Ahead 2* di SMAN I Cisauk)

Penelitian ini menganalisis di antara dua buku ajar internasional *Interchange 3* dan buku ajar lokal *Look Ahead 2*, manakah yang lebih mengejawantahkan prinsip-prinsip ancangan komunikatif (CLT) dan sejauh mana kedua buku ajar tersebut dapat membekali siswa dengan kompetensi komunikatif dengan latar pembelajaran di sekolah. Hasil penelitian ini menunjukkan *Interchange 3* mengejawantahkan CLT lebih baik dari *Look Ahead 2* dalam hal rancangan, bahan ajar, dan latihan yang disajikan dalam buku ini. Meskipun *Interchange 3* secara metodologis lebih mengakomodasikan ancangan komunikatif dan sesuai dengan tujuan pembelajaran dalam KTSP 2006, pengajar masih enggan menggunakannya karena ketidakpahaman mereka akan pentingnya ancangan komunikatif dalam pembelajaran. *Look Ahead 2* digunakan lebih sering oleh pengajar, meskipun buku ini mengandung banyak kekurangan. Selain itu, asumsi pengajar bahwa buku internasional mengandung muatan budaya yang bertentangan dengan nilai edukasi sekolah, tidak terbukti dalam *Interchange 3*. Sebaliknya, buku lokal *Look Ahead 2* mengandung bahan ajar yang brutal dan merendahkan perempuan. Kesesuaian bahan ajar dengan prinsip-prinsip ancangan komunikatif tidak menjamin buku ini akan digunakan oleh pengajar di kelas. Kekurangpahaman pengajar terhadap ancangan komunikatif dapat menghambat keberhasilan penggunaan buku ajar yang dilandasi oleh ancangan ini.

Kata kunci: Pembelajaran Berbasis Komunikatif (PBK), otentisitas, kebermaknaan, interaksi komunikatif