

**AN ANALYSIS OF COMMUNICATIVE COMPETENCE ON  
"WHEN ENGLISH RINGS A BELL" TEXTBOOK FOR  
GRADE 8<sup>TH</sup> JUNIOR HIGH SCHOOL**



**AN UNDERGRADUATE THESIS**  
**Submitted to Faculty of Tarbiya and Teacher Training of**  
**State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto**  
**as a Partial Fulfillment of Requirements for *Sarjana Pendidikan***  
**(S.Pd.) Degree**

**by:**

**RETNO INDAH KURNIATI**  
**Student Number. 1817404038**

**ENGLISH EDUCATION STUDY PROGRAM**  
**EDUCATION DEPARTMENT**  
**FACULTY OF TARBIYA AND TEACHER TRAINING**  
**STATE ISLAMIC UNIVERSITY**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**2022**

## STATEMENT OF ORIGINALITY

Herewith with I,

Name : Retno Indah Kurniati  
Student Number : 1817404038  
Grade : Undergraduate  
Faculty : Tarbiya and Teacher Training  
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, "**An Analysis of Communicative Competence on "When English Rings A Bell" Textbook For Grade 8<sup>th</sup> Junior High School**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, May 20, 2022

I who declare,



**Retno Indah Kurniati**  
**S.N. 1817404038**

## APPROVAL SHEET

This thesis, entitled  
**AN ANALYSIS OF COMMUNICATIVE COMPETENCE ON “WHEN  
ENGLISH RINGS A BELL” TEXTBOOK FOR GRADE 8<sup>TH</sup> JUNIOR  
HIGH SCHOOL**


Written by Retno Indah Kurniati (Student Number. 1817404038) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 13 July 2022 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

Purwokerto, July, 13<sup>th</sup> 2022

Approved by:

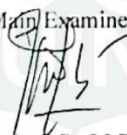
Examiner I/Head Examiners/Supervisor,

Examiner II/Secretary,

  
Desi Wijavanti Ma'rufah, M.Pd.  
NIP. 199212152018012003



  
Irra Wahdijati, M.Pd.  
NIP. 198311302019082001

The Main Examiner

  
Muflihah, S.S., M.Pd.  
NIP. 197209232000032001

Legalized by:

The Head of Education Department

  
  
Retno Indah Kurniati, M. Si.  
NIP. 1817404038

## OFFICIAL MEMORANDUM OF CONSULTANT

To the Honorable  
Dean of Faculty of Tarbiyah and Teacher Training  
State Islamic University of Prof. K.H. Saifuddin  
Zuhri  
In Purwokerto

*Assalaamu 'alaikum Warahmatullahi Wabarakatuh*


After having guided, analyzed, directed, and corrected thesis writing by Retno Indah Kurniati, Student Number: 1817404038 entitled:

**AN ANALYSIS OF COMMUNICATIVE COMPETENCE ON “WHEN ENGLISH RINGS A BELL.” TEXTBOOK FOR GRADE VII JUNIOR HIGH SCHOOL**

I think that the thesis has been able to be submitted to the Dean of Faculty of Tarbiya and Teacher Training of UIN Prof. K.H. Saifuddin Zuhri Prwokerto to be examined to get Undergraduate Degree in Education (S.Pd.).

*Wassalaamu 'alaikum Warahmatullahi Wabarakatuh*

Purwokerto, May 20, 2022  
Consultant

  
Desi Wijayanti Ma'rufah, M.Pd.  
NIP. 19921215201801200

## MOTTO

*Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia. (H.R. Ahmad)*  
*Let's create goodness without limits*



## DEDICATION

*I dedicate this thesis to:*

*My beloved parents, Holib Widodo and Almh. Ros Naini*

*My Grandmothers Almh. Ratini and Almh. Sanis*

*My beloved brother (Gangsar Wahyudi) and my sister (Ikke Bektu Yuliantika)*

*My beloved uncles, aunties, cousins, and families*

*My beloved friends*

*All readers who have given the time to read this thesis.*



## PREFACE

The most beautiful opening word is *Alhamdulillah*, all praises to Allah, the God of the universe who has given strength and guidance so that the thesis entitled An Analysis of Communicative Competence on “When English Rings A Bell” Textbook For Grade VII Junior High School can be completed. Sholawat may always be devoted to Prophet Muhammad SAW who always becomes a role model for all humans in the world.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. In the process of completing this thesis, many parties have provided help, support, and suggestions useful for completion of this thesis. The deep gratitude and appreciation are expressed to:

1. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, S.Ag, M.A., as the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Dr. Subur, M.Ag., as the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M.Ag., as the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto
5. Dr. Maria Ulpah, M.Si., as head of *Tadris* department of Faculty of Education and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M.Pd. as Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto and the advisor of this thesis who always supports and motivation for finishing this thesis.
7. All lecturers of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto especially lecturer of

English Education Study Program, who patiently convey the knowledge and open up the insights as provisions for the future.

8. All staffs and officials of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
9. My beloved parents, Holib Widodo and Almh. Ros Naini whose prayers and support have always been an infinite power.
10. My beloved Grandmothers, Almh. Ratini and Almh. Sanis has become my motivation to learn.
11. My beloved brother and sister, Gangsar Wahyudi and Ikke Bektu Yuliantika who given positive supports.
12. My beloved uncles, aunties, cousins, and families who always give their best attention.
13. My supporting partner, Andrianto. Thanks for helping my condition when I was in difficult.
14. All of my friends TBI A 2018 of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, who have been a part of my 4 years of life and always.
15. My beloved playmate who always helps me every time, Riza, Warnindah, Zulfah, Ikfina, Yeni, Mba Ani, Lina, Eka, Nur, Mustika, Dina, Ulfa, Aenun, Prima, Euis, Ulya, Medita, Teguh Septiana, and Puni.
16. My beloved partners in, An-Najah Room, Ath-Thohiriyyah Boarding School, Nabila Boarding House, Urup Project, Paws Indonesia, and DEMA FTIK 2021.
17. My beloved friends and neighbors in Lahat, South Sumatera who always help and give attention to me and my family.
18. All people who helped and supported me. Thank you so much.

No sentence is more appropriate than the deepest thanks for all your help and support. Only Allah can reply with better replies. Hopefully, this thesis can be useful for the writer and all readers.



Purwokerto, May 20, 2022



Retno Indah Kurniati

1817404038



**AN ANALYSIS OF COMMUNICATIVE COMPETENCE ON “WHEN  
ENGLISH RINGS A BELL” TEXTBOOK FOR GRADE VII JUNIOR  
HIGH SCHOOL**

**Retno Indah Kurniati  
S.N. 1817404038**

**Abstract:** This research focuses on the analysis of questions and related content with components in communicative competence in the most widely used teaching materials, namely English textbooks. The purpose of this research is to find out and explained the types of English tasks that have been designed to develop communicative competence in a compulsory English textbook and to find out the type of competence that dominates each question and the existing content. This research used the textbook Analysis method with quantitative descriptive. To collect data, this study used primary data, namely the textbook "When English Rings A Bell" for junior high school students in 8<sup>th</sup> grade. This textbook is regulated by the Ministry of Indonesian Education and Culture. The data collection technique used in this research is documentation with a checklist table instrument. This study uses data analysis techniques from Krippendorff, namely using a content analysis research scheme consisting of 6 stages, namely: Unitizing, Sampling, Recording/coding, Reducing, Inferring, and Narrating. The results of this study indicate that textbooks consist of 124 tasks and communicative competencies, all of which are found, namely Socio-cultural, Discourse, Linguistic, Formulaic, Interactional, and Strategic competence. In addition, the most dominant communicative competence in textbook content is strategic competence, which is 100.00%.

**Keywords:** content analysis, communicative competence, English textbook

## TABLE OF CONTENT

	Page
<b>COVER PAGE</b> .....	0
<b>STATEMENT OF ORIGINALITY</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>OFFICIAL MEMORANDUM OF CONSULTANT</b> .....	iii
<b>MOTTO</b> .....	iv
<b>PREFACE</b> .....	vi
<b>TABLE OF CONTENT</b> .....	x
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of the Study.....	1
B. Definition Operational .....	3
C. Research Questions.....	4
D. Aims and Significances of the Study .....	4
E. Previous Studies.....	5
F. Methodology .....	9
<b>CHAPTER II LITERATURE REVIEW</b> .....	12
A. Notion of Communicative Competence.....	12
1. Definition of Communicative Competence.....	12
2. Components of Communicative Competence.....	12
B. Notion Textbook .....	16
1. Definition of Textbook.....	16
2. Function of Textbook.....	17
<b>CHAPTER III PROFILE OF THE TEXTBOOK</b> .....	22
A. Identity and Context of Book.....	22
B. Structure and Content of Book.....	22
<b>CHAPTER IV ANALYSIS OF COMMUNICATIVE COMPETENCE ON THE 'WHEN ENGLISH RING A BELL' TEXTBOOK FOR GRADE 8<sup>th</sup> JUNIOR HIGH SCHOOL</b> .....	24
A. Analysis of Communicative Competence Aspect on "When English Ring A Bell" Textbook for grade 8 <sup>th</sup> Junior High School.....	24
B. Analysis of Communicative Competence in Tasks from "When English Rings A Bell" Textbook for grade 8 <sup>th</sup> Junior High School ...	34
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	55
A. Conclusion .....	55
B. Limitation of Study .....	56
C. Suggestion.....	56
<b>REFERENCES</b> .....	55
<b>APPENDICES</b> .....	LV
<b>BIOGRAPHY</b> .....	LXXIII

## LIST OF TABLES

	Page
Table 1 Socio-cultural Competence Related to Textbook Analysis.....	24
Table 2 Discourse competence Related to Textbook Analysis .....	27
Table 3 Linguistic Competence Related to Textbook Analysis .....	28
Table 4 Formulaic Competence Related to Textbook Analysis.....	30
Table 5 Interactional Competence Related to Textbook Analysis .....	32
Table 6 Strategic Competence Related to Textbook Analysis .....	33



## LIST OF PICTURES

	Page
Picture 1 Communicative Competence Framework (Celce-Murcia, 2007) .....	13



## LIST OF APPENDICES

	Page
A. The comparison aspects of communicative competence in textbook.....	LVI
B. Profile and identity of textbook .....	LXII
CURRICULUM VITAE .....	LXIII



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is the language for international communication that is often used in the world. Indonesia has realized the importance of English so it has decided that English can be a compulsory subject in schools (Wah Kam & Ruth Y.L. Wong, 2004). English subjects are then applied in schools in Indonesia. As part of communication, both spoken and written, English is a very important part of connecting information and innovation. English is an uncommon status among foreign languages in Indonesia. This was chosen because English is considered a wider language of communication and now seems to be a foreign language that is a compulsory subject in schools. Other languages such as Arabic, French, Chinese, or Japanese are alternative foreign language subjects. English is not easy to learn, especially for high school students.

Education is considered as one of the most important aspects to foster students as the nation's successors, one of which is learning a language such as English (Ningsih et al., 2021). Realizing the importance of English, it is no less important to prepare a teacher who will teach it. The teaching and learning process involves four factors, namely teacher, student, method, and material. The material in teaching can be delivered to students in an instructional manner. Teaching material is all kinds of material that help teachers to carry out the teaching and learning process in classroom activities. According to Suharsimi Arikunto, giving an opinion about the importance of teaching materials, namely teaching materials are of the core that is in learning activities, because teaching materials are what one strives to be mastered (Erviana, 2018). Teaching material is very important for teachers to plan and analyze teaching applications.

According to Supriadi, textbooks act as teaching materials or the dominant instructional media during teaching and learning activities (Supriadi, 2000). Teachers can use the teaching materials contained in textbooks as a source of information to carry out the teaching and learning process in the classroom to make it easier to convey teaching materials to students. The textbook is the best choice of teaching materials for English Language Teaching. It is the best choice as being used as a resource in achieving the goals and objectives that have been set regarding student needs. Textbooks have an important role in the teaching and learning process and they are the main source for imparting knowledge to students. In addition, one of the basic functions of textbooks is to create clear knowledge for students with the method chosen in an easy and organized manner. (Paulikova, 2020). This relates to the communicative competence that leads to effectiveness not only have communication but also acquire knowledge in it.

This study explains how communicative competence affects students' cognitive and metacognitive skills in terms of learning English (Celce-Murcia, 2007). Because of the importance of communicative competence in the language, a book should contain adequate content that is adequate for its learning. Therefore, the quality of teaching materials in English needs to be given attention so that teachers can provide good teaching and can make students in Indonesia able to learn English properly.

The English textbook “When English Ring A Bell” for the 8th grade of Junior High School become analyzed for two principal reasons. First, because this textbook was written based on the 2013 curriculum, and secondly, it's far was hoped that it could be used by 8<sup>th</sup>-grade students of comprehensive junior high school whilst the 2013 curriculum is completed by all schools in Indonesia simultaneously (Reti Indriastuti, 2020). This research desires to analyze a textbook assignment based on one concept of Marianne Celce-Murcia. This research is interested in researching those tasks which might be presented withinside the communicative factor of



competence in “English When English Rings a Bell” English for grade eighth of Junior High School.

## **B. Definition Operational**

In this part, some definitions will be explained:

### **1. Communicative Competence**

Communicative competence is an ability to convey the results of activities that have been carried out during learning both orally and in writing. In this activity, students must be able to write and speak communicatively and effectively. Communicative competence has been around extensively in just theification and explanation of communicative language teaching (Celce Murcia, 2007). Communicative competence as including linguistic, strategic, sociolinguistic (socio-cultural), formulaic, interactional, and discourse competencies (Herdiawan, 2020).

### **2. Textbook**

The term “Textbook” is formed from the words Text and Book. As contained in journals and textbooks, they are primarily used in educational institutions and schools and are usually equipped with exercises and teaching materials (Supriadi, 2001). Textbooks are effective sources of self-study, presentations of effective materials, sources of ideas and activities, reference books for students, curriculum materials including language learning goals, and inexperienced teachers. Used as support. There are many things in this definition. In general, textbooks have different definitions depending on the author or expert. It depends on how and in what context the textbook is used for learning. But there is one thing in common is the textbook source of material for both teachers and as well as learners.

### C. Research Questions

Based on the background of this research, the problem can be formulated as follows:

1. What is the communicative competence on "When English Rings A Bell" textbook for grade 8th Junior High School?
2. What are the dominant types of communicative competence tasks used in "When English Rings A Bell" textbook for grade 8th Junior High School?

### D. Aims and Significances of the Study

1. Aims of this research

The aims of this research are:

- a. To analyze the communicative competence on "When English Rings A Bell" textbook for grade 8th Junior High School
- b. To describe the dominant communicative competence shown in the task of "When English Rings A Bell" textbook for grade 8th Junior High School.

2. Significances of this research

This research is expected to provide the following meanings:

- a. Significance of The Research

This research is expected to add and develop insight, especially for writers and readers about analyzing the quality of English textbooks from the aspect of communicative competence and the provision based on the 2013 Curriculum as a mandatory book for learning foreign languages which are implemented in English books for the eighth grade of junior high school.

- b. Significances of The Practical

- 1) For English Teacher

This research is expected to be a reference for teachers to be able to use English textbooks and develop content and exercise student communicative competence.

## 2) For Researchers

This research expands the knowledge of researchers in analyzing the quality of English textbook exercises in the aspect of communicative competence

## 3) For Book Writer

This research is expected to be one of the considerations for writing English textbooks in the future so that they can pay more attention to communicative competence as foreign language material for students, especially in Indonesia.

### **E. Previous Studies**

Based on existing research on the sources used such as scientific papers, journals, and theses that have relevance to the topic of this research, here are the results of several studies related to this research.

First, an article by Hayati Istiyarningsih in 2018. The research entitled "English Tasks to Develop Students Communicative Competence: Textbook Analysis on Bahasa Inggris 'When English Rings A Bell' For Grade 8 of Junior High School". The objectives of this thesis are to explain English tasks designed for five components of communicative competence development reflected in the English textbook, the frequency and the dominant type of tasks in each competence. The results of the study show that the textbook consists of 172 questions and there are four competencies communicative competence (linguistic, sociocultural, action and discourse). English questions designed to develop students' linguistic competence (54.07%) are writing sentences, paragraphs, journals, cards invitations, greeting cards, neat handwriting that uses proper punctuation and spelling. The questions designed to develop sociocultural competence (1.10%) are to write conversations using polite words and pronounce sentences from the narrative correctly and clearly. Questions designed to develop action competence (22.0%) are role-playing playing about introductions, accepting and refusing invitations, daily act providing information,

describing, and explain. The questions designed to develop students' competence (22.67%) were writing short texts, writing expressions from the boxes provided to complete the conversation. The similarity of this research is about writing exercises using the textbook *When English Rings A Bell* 8<sup>th</sup> Grade. The difference of the research is that research analyzed the using Celce-Murcia theories in 1995 and this research used Celce-Murcia theories in 2007 (Istiyarningsih, 2018).

Second, an thesis by Sri Anjani Putra in 2015. The research entitled "Material Design To Improve Students Communicative Competence: Textbook Analysis On *I Can Do It*, English For Senior High School Students Grade XI". The objective of this thesis is task analysis in the communicative aspect of competence in English textbooks. This research gets results showed that the material designed in the textbook was "very good" for developing students' communicative competence because the authors found that the task expected to develop students' communicative competence was one in one hundred and fifty-eight (158) assignments from two hundred and three (203) assignments in the textbook. That is, there are 77.85% of assignments designed to develop students' abilities and communicative competence..The similarity of this research is about communicative competent analysis in a textbook task. The difference of the research is that research analyzed the using Celce-Murcia theories in 1995 and this research used Celce-Murcia theories in 2007 the book used in the research was different from this research (Putra, 2015).

Third, a thesis by Wahyu Purnaningtyas in 2016. The research entitled "The Quality Of English Textbook Entitled 'When English Rings A Bell' In Supporting Communicative Competence Of Junior High School Students". The objectives of this thesis are to explain what English assignments are designed for the five components development of communicative competence reflected in English textbooks and what are the frequency and dominant type of assignments in each competency. The results showed that textbooks consist of 181 questions and there are four

communicative competencies (linguistic, action, sociocultural, and discourse) developed in question. Designed English questions to develop students' discourse competence are cohesion, deixis, coherence, genre, and conversation structure. English questions designed to develop competence Students' linguistics are syntax, lexicon, phonology, and orthography. Designed English questions To develop students' action competence is knowledge of language functions including interpersonal exchanges, information, feelings, opinions, and future scenarios. Those questions used to develop sociocultural competence is the stylistic suitability factor. The frequency of questions designed based on discourse competence is 54.14%, based on linguistic competence 27.07%, based on action competence 17.68, and based competence socio-cultural 1, 10%. There is one competency that is not developed in textbooks, namely: strategic competence. The dominant type of question in discourse competence is a genre, in competence Linguistics is phonology, action competence is knowledge of language functions especially information, in socio-cultural competence is politeness. The similarity of this research is about communicative competence in 8<sup>th</sup> junior high school textbooks. The difference in the research is that the research analyzed the using Celce-Murcia theories in 1995 and this research using Celce-Murcia theories in 2007, then the other difference is the textbook used in this research revised version (Purnaningtyas, 2016).

Fourth, a thesis by Windy Widiyastuti in 2020. The research entitled "A Textbook Analysis on Communicative Competence Of Forward An English Course For Vocational School Students Grade XI". The objective of this thesis is to analyze communicative competence aspects in an English textbook entitled "Forward an English Course for Vocational School Students Grade XI" and it is compatible with the KI and KD of curriculum 2013. This study revealed that most of the material presented in the textbook was by the 2013 KI and KD curriculum, and (2) as many as 81.7% of the assignments contained important aspects of Communicative Competence. Furthermore, 20.55% consists of Linguistic Competence, 21.46% consists

of Discourse Competence, 2.74% consists of Socio-Cultural Competence, 2.28% consists of Formulation Competence, 17.81% consists of Interactional Competence, and 16,87% consists of Strategic Competencies. This means that the textbook contains a large number of Communicative Competencies aspect. It is suggested that English textbooks need to have more Aspects of Socio-Cultural Competence and Formulation Competence in order to: achieve language learning goals. The similarity of this research is about communicative competence from a textbook. The difference is in the research is that research analyzed the using Celce-Murcia theories in 1995 and this research used Celce-Murcia theories in 2007 then the book used in the research is different from this research (Widiyastuti, 2020).

Fifth, the journal by Klaudia Pauliková in 2020. The research is entitled “Communicative Competence In Primary English Textbooks A Content Analysis”. This journal aims to find communicative competence in the complexities discussed in the textbook selected by this research. The results of the study show which of the components of communicative competence are represented the most and the least and also which of the three textbooks covers communicative competence the most complexly. The similarity of this research is the analysis of communicative competence in English textbooks. The difference in this study is this research use different books and examine more books in one study (Paulikova, 2020).

Sixth, the journal by Ezis Japar Sidik in 2018. The research is entitled Representation of Communicative Competence in English Textbooks in Indonesia. This journal aims to explain the representation of aspects of communicative competence in examples of spoken dialogues contained in the Indonesian EFL textbook. The results of this study suggest textbooks do not yet provide sufficient dialogue to provide a useful model for students to use in communication. Amid the scarcity of models, the available dialogues also do not reflect much on how authentic spoken dialogue occurs in real-life communication due to the inability to reflect real-life communication as an inadequate representation of communicative

competence, especially in the existing dialogue model. The similarity of this research is the analysis of communicative competence in English textbooks. The difference in that study is the research focuses more on implementing the contents of the book on dialogue or speaking activities that are supported by communicative competence (Sidik, 2018).

## **F. Methodology**

### **1. Types of Research**

Based on the object of study, this research is Textbook analysis with descriptive quantitative because the research uses English textbooks as the main research material and contains data in the form of numbers which be explained in a few sentences. The textbook analysis is a research method that uses books to make conclusions that can be replicated and valid from data to context, to provide new knowledge, insights, and representation of facts and practical guidelines for action. The goal is to achieve clarity and a broad picture of the phenomenon, and the result of the analysis is a concept or category that describes phenomena. It can be studied and separated from the personal authority of the research. Research techniques as well as textbook analysis provide new insights, increase the research understanding of a particular phenomenon, or inform practical action. Textbook analysis, as a research method, is a systematic and objective way to describe and measure phenomena. This method is also known as the document analysis method (Krippendorff, 1985).

From this explanation, it can be concluded that textbook analysis is a research method for making replicable and valid inferences from data to its context, to provide knowledge, new insights, presentation of facts, and practical guidelines for action. The goal is to obtain a brief and broad basic competency analysis, as well as the results of a concept or category analysis that describes the quality of this textbook. It is important to state that this study assessed the relevance of textbooks based on seven main

criteria namely the physical appearance and format of the textbooks, companion materials, content and topics, exercises and activities, cultural presentation, four language skills, and methods other than the adoption of textbooks.

## 2. Data Source

Sources of data used to complete the necessary research data. Primary data is data collected using observation, interviews, field notes, and the use of documents. Primary sources are data sources that directly provide data for research (Sugiyono, 2015). As for in this study the primary data sources are “When English Rings A Bell” for Junior High School in 8<sup>th</sup> grade. The textbook is arranged by the Ministry of Education and Culture of Indonesia. The textbook has 226 pages with 13 chapters (Wachidah et al., 2017).

## 3. Data Collection Technique

Data collection techniques are the most strategic steps in a study because the main purpose of research is to obtain data that meets the standards of data collection techniques that have been set in research. The data used in this research is documentation. Documentation is data in the form of data or records that have passed. Documentation can be in the form of writing, pictures, or monumental works (Sugiyono, 2015). The documentation method in this research is used to know the level of feasibility of the book in terms of the feasibility of the content, and the feasibility of language.

The instrument in presenting the data to be used is a checklist with Celce-Murcia criteria in Communicative Competence in 2007. The checklist is an instrument used to collect data and obtain information. In presenting the results of data processing, it is displayed in the form of a table adapted from research relevant to this research, namely by Wahyu Purnaningtyas in 2016 entitled The Quality of English textbook Entitled 'When English Rings A Bell' In Supporting Communicative Competence of Junior High School Students. The reason the research



uses the table is that the topic and research objectives are the same namely analyzing the implementation of communicative competence in an English book and looking for the dominating competence.

The research used several procedures in applying this method, namely: reading and understanding all the tasks in the text several times, marking content with a checklist on the table included in the six components of communicative competence from Celce-Murcia.

#### 4. Data Analysis Technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others. This study uses content analysis in analyzing the research.

According to Krippendorff, content analysis is a research technique that aims to make replicas and validity conclusions from the text (or other meaningful things) with the context used. As a technique, content analysis involves special procedures (Krippendorff, 1985). Contents of information in the form of writing or symbols, including books, writings, and pictures that are closely related to the subject or object under study (Sukardi, 2013). Content analysis can be used to analyze all forms of communication, both newspapers, radio news, television advertisements, and all other document materials such as novels.

Krippendorff provides an overview of the stages in this research. He made a content analysis research scheme into 6 stages, namely: Unitizing, Sampling, Recording/coding, Reducing, Abductively inferring dan Narrating.

- a. Unitizing, is an effort to retrieve the right data with research interests that include text, images, sounds, and other data that can be observed further. A unit is a whole that is considered special and interesting by the analyst which is an independent element. Unitizing in this research was carried out on six communicative competencies which were divided into several aspects of competence.

- b. Sampling, is an analyst's way of simplifying research by limiting observations to all types of units. The units with the same theme/character are collected. Sampling in this research is taken on all the content in the textbook "When English Rings a Bell" for grade 8<sup>th</sup> Junior High School.
- c. Recording, in this stage, the research tries to give the distance between the units found and the readers. The recording here means that the units can be played/used over and over again without changing the meaning. Recording in this research is displayed through a checklist table. This study uses several formulas to determine the percentage of results from the number of aspects and communicative competence in the book "When English Rings a Bell" for class VIII SMP.

Aspect Percentage Formula:

$$\frac{\text{Total of competence checklists}}{\text{Total number of tasks} \times \text{number of aspects of competence}} \times 100\%$$

Competences Percentage Formula:

$$\frac{\text{Aspect Percentage}}{\text{Total of communicative competence}}$$

- d. Reducing, this stage is needed for efficient data provision. Simply put, the units provided can be based on the frequency level. That way the results of the unit collection can be made available more concisely, concisely, and clearly. Reducing in this research is done by specifying all the results in the aspect of the six communicative competencies possessed.
- e. Inferring, this stage tries to analyze the data further, namely by looking for the meaning of the existing data units. That way, this stage will connect several descriptive data with the meaning, cause, lead, or

even provoke the audience/users of the text. Inferring in this research, the conclusion is made by the results of the data obtained.

f. Narrating, is the last hold. The narrative is an attempt to answer research questions. The narrative usually also contains important information for research users so that they understand better or can make further decisions based on the results of existing research. Narrating in this research is written in paragraph form.

### **G. Organization of the Paper**

Research discusses research in the following structure:

Chapter I presents an introduction, which consists of background problems, operational definitions, research questions, research objectives and benefits, a review of relevant studies, and a research structure.

Chapter II presents the theory of communicative competence analysis in English textbooks which consists of explanations, namely textbooks and communicative competence.

Chapter III presents the identity, structure, and content of “When English Rings A bell” for Junior High School grade 8<sup>th</sup> junior high school textbook.

Chapter IV presents an overview of English textbooks for communicative competencies in textbooks “When English Rings A bell” for Junior High School for grade 8<sup>th</sup> junior high school textbook.

Chapter V presents conclusions, limitation of Study, and research suggestions.

## **CHAPTER II**

### **LITERATURE REVIEW**

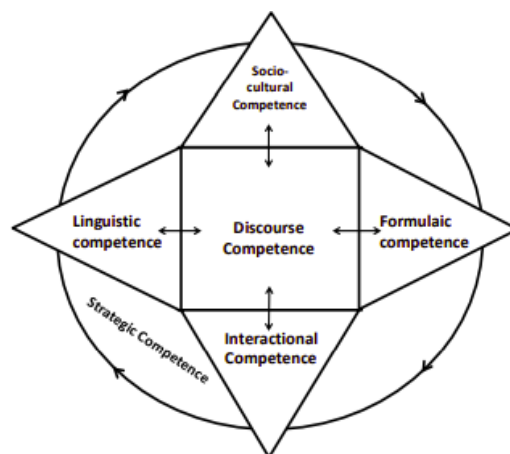
#### **A. Notion of Communicative Competence**

##### **1. Definition of Communicative Competence**

The term “Communicative Competence” has been developed over the years. Hymes stated that Communicative communication is the ability to use language or interpret language correctly in the process of interactions with the social environment such as the use of language in appropriate social practice settings (Poolsawad et al., 2015). In addition, according to experts such as Celce-Murcia, it also supports Hymes’s idea. Communicative Competence is the ability to use language correctly, according to the situation, and express appropriate behavior in language cultural context of communication (Hymes, 1967). It’s also in line with Celce-Murcia who states that the communicative competence model suggests several principles for the design and implementation of language courses that aim to provide students with the knowledge and skills they need to master the language and be culturally competent in a second or foreign language.

##### **2. Components of Communicative Competence**

Communicative competence has shifted over the years, and finally, they revised and updated the 1995 communicative competency model. Meanwhile, the new model contains six competencies of which action competencies are part of interactional, and formulaic competencies are included in it. With these additional competencies, the Celce-Murcia version of the communicative competency framework was formed.



Picture 1 Communicative Competence Framework (Celce-Murcia, 2007)

According to Celce-Murcia, communicative competence is divided into six competencies, followings (Herdiawan, 2020):

a. Socio-Cultural Competence

Socio-cultural competence refers to the speaker's pragmatic knowledge, and how to express a message appropriately within the overall social and cultural context of communication. This includes knowledge of language variation concerning sociosocio-cultural and knowledge of the life and traditions of the target language. Celce-Murcia classifies several socio-cultural variables, namely social contextual factors, stylistic harmony, and cultural factors. Social contextual factors include participants' age, gender, status, social distance, and their relationship to one another: power and influence. Stylistic appropriateness includes politeness strategies, sense of genre, and register. Cultural factors include background knowledge of the target language group, major dialects/regional differences, and cross-cultural awareness.

b. Discourse Competence

Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. Celce-Murcia elaborates on several

types of discourse competence, four of them are most important about the current model, namely Cohesion, Deixis, Coherence, and Generic Structure. Cohesion includes conventions regarding the use of a reference (anaphora/cataphora), substitution/ ellipsis, conjunction, and lexical chains. Deixis includes situational grounding achieved through the use of personal pronouns, spatial terms (here/there), temporal terms (now or then; before or after), and textual reference (the following table, the figure above). Coherence includes expressing purpose or intent through appropriate content schemata, managing old and new information, maintaining temporal continuity, and other organizational schemata through conventionally recognized means. The generic structure includes formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc.

#### c. Linguistic Competence

Linguistic competence includes four types of knowledge Phonological, lexical, morphological, and syntactic. Phonological includes both segments (vowels, consonants, syllable types) and suprasegmental (prominence or stress, intonation, and rhythm). Lexical includes knowledge of both content words (nouns, verbs, adjectives) and function words (pronouns, determiners, prepositions, verbal auxiliaries, etc). Morphology includes parts of speech, grammatical inflections, prod, and active derivational processes. Syntactic includes constituent or phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, and embedding.

#### d. Formulaic Competence

Formulaic competence is the counterbalance to linguistic competence. Linguistic competence entails the recursive, open-ended systems listed above. Formulaic competence refers to those fixed and prefabricated chunks of language that speakers use heavily in everyday interactions. There are at least four areas in line with formulaic competence, as follows routines, collocations, idioms, and lexical frames. Do routines include fixed phrases like of course, all of a sudden and formulaic chunks like How do you do? I'm fine, thanks; how are you? Collocations in verb-object: spend money, play the piano adverb adjective: statistically significant, mutually intelligible adjective-noun: tall building, legible handwriting. Idioms, for example, Easy Peasy = very easy. Lexical frame includes I'm looking for \_\_\_\_\_. See you (yesterday/later/ next week, etc). Lexical frames for example I'm looking for \_\_\_\_\_. See you (later/tomorrow/ next week, etc).

e. Interactional Competence

Interactional competence has three sub-components relevant to current models actional competence conversational competence, and non-verbal/paralinguistic competence. Actional competence includes knowledge of how to perform common speech acts and speech act sets in the target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinion and feelings, problems (complaining, blaming, regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc.) According to Celce-Murcia for more detailed information regarding actional competence. Conversational competence includes inherent to the turn-taking system in the conversation described by Sachs but may be extendable to other dialogic genres: how to open and close conversations, how to establish

and change topics, how to get, hold, and relinquish the floor, how to interrupt, how to collaborate and backchannel, etc. Non-verbal/paralinguistic competence includes kinesics (body language), non-verbal turn-taking signals, backchannel behaviors, gestures, affect markers, eye contact., proxemics (use of space by interlocutors), haptic behavior (touching), non-linguistic utterances with interactional import (e.g. aah Uh-oh. Huh?) the role of silence and pauses.

f. Strategic Competence

According to Oxford, strategies for language learning and use are specific behaviors or thought processes that students use to enhance their second language learning. The behavior is either: a learning strategy or a communication strategy. The Strategic Competencies include achievements, stalling or time gaining, self-monitor, interaction, and social.

Achievements, for example, approximation strategy, circumlocution, code-switching, mimicking, etc. Stalling or gaining time for example: using phrases such as Where was I? Can you repeat it? Self-monitoring, for example: using phrases that allow for self-improvement as I mean... Interact, for example, is a strategy that includes a request for help or clarification, which involves negotiating to mean, or which involves checking understanding and confirmation, etc. Social for example this strategy involves finding native speakers to practice and actively looking for opportunities to use the target language.

## B. Notion Textbook

### 1. Definition of Textbook

Cortazzi and Jin state that textbooks are a teacher, map, resources, coach, and authority (Spencer & Mathur, 2017).



Textbooks are seen as resources because they contain a set of material and activities available to the selected teachers. Can also trait for novice teachers who need valuable instruction, support, and guidance.

## 2. Function of Textbook

Textbooks provide the basis for learner language input and language practice in the classroom (Kartini, 2015). For students, textbooks provide a source of language knowledge. It is part of the teaching materials that have been taught by the teacher. Jack C. Richard state, that the function of the textbook is as follows:

### a. To Provide Structure and Syllabus for A Program

Textbooks are not only a provider of material but also a syllabus. Because textbook is developed based on the syllabus in the curriculum.

### b. To Help Standardize Instruction

Most teachers in Indonesia teach at the same level in several classes. Then, most students get a similar explanation of the material. Moreover, they get some way of checking. Thus, textbooks can become the standard instruction.

### c. To Efficient Time

The textbook can help teachers to save time. That means they don't spend their time organizing the material. They have to choose the type of material and assignments to teach students at each meeting. It makes it easier because Teachers have more space to teach than to prepare the material.

### d. To Train a Teacher

A teacher who may not be experienced can learn the material from textbooks. Therefore, the teacher's ability can be practiced from the textbook. Overall, textbooks have many functions. In general, it take an important role in education.

Become a mentor, and giver of material, and complete the teaching and learning process.

### 3. English Foreign Language Textbook

The textbook provides a plan for studying, a visible outline of what is to come learned in class, as well as a collection of resource materials and ideas. To use English Foreign Language. Textbooks systematically and flexibly, a teacher needs to understand how they are structured and content that can be customized to meet student language learning needs. English textbook needs to pay attention to an aspect that supports their completeness because the textbook has a very important role in English Foreign Language education because in general, many people learn through a textbook (Fahriany et al., 2019). Other experts such as Shaldon say that a textbook not only represents the visible core of any English Language Teaching program but also offers considerable advantages for students and teachers when they are used in English as a Second or Foreign Language class (David R.A, 2005).

According to Grant, there are two types of English textbooks, namely traditional textbooks, and communicative textbooks. A traditional textbook is a book that aims to try to make students learn the language as a system. Meanwhile, communicative textbooks aim to create an opportunity for students to use language in class, before using it in real life. Communicative textbooks aim to develop students' communicative competence by presenting real-life conditions for students to be studied. In other words, communicative textbooks will lead to successful Communicative Language Teaching (Grant, 1989). Therefore, books used for foreign language students should have content that contains communicative competence because the function of this type of book is very suitable for English foreign language students in implementing it in life because English is an international language like in Indonesia today.

According to Cunningsworth, a textbook has multiple roles in English Language Teaching and can serve as:

- a. Resource for presentation material (spoken and written)
- b. Source of activities for learner practice and communicative interaction
- c. The reference source for learners on grammar, vocabulary, pronunciation, etc
- d. Source of stimulation and ideas for classroom language activities
- e. Syllabus (where they reflect learning objectives that have already been determined)
- f. Resource for self-directed learning or self-access work
- g. Support for less experienced teachers who have yet to gain confidence

From Cunningsworth's statement on the second point, an English book also acts as a source for learners to do communicative interaction, so the book must have various communicative competencies in its learning content.

#### 4. Criteria of English Textbook

The English textbook has a substantial role in the instructional and language learning process. The English textbook can be a handbook, module, student worksheet, and test compilations. Besides, according to Cunningsworth, four guidelines underlie most of more criteria for English textbook selection: (Cunningsworth, 2008)

##### a. Aims and approaches

A textbook should be for teaching by adjusting the program and to the needs of learners. Textbooks are selected based on their suitability in teaching and learning situations and how comprehensive is the coursebook in covering most or all of what is required. This makes it a great resource for students and teachers as well as a flexible textbook that allows for different teaching and learning styles.

b. Design and organization.

There are many types of books in language learning such as student books, teacher books, workbooks, tapes, etc. The content in the book is also organized by several points for example by structure, function, topic, skill, etc. so you can see the organization contained in the book is right for students and teachers. In addition, the grading and progress contained in the book are suitable for students to enable them to do the work needed to meet the requirements of the syllabus. In addition, we should see there is a reference section for grammar so that the book materials used are suitable for individual study and the layout is clear to read or implement in language learning.

c. Language content

Textbooks should include major grammatical items appropriate for each level, taking into account the needs of learners. In addition to materials for teaching vocabulary adequate in terms of quantity and range need to be seen as well as vocabulary, emphasis is placed on vocabulary development and strategies for individual learning. Textbooks should also include material for language pronunciation work such as individual sounds, word stress, sentence stress, and intonation. In addition, the style and suitability of language contents to the social situation of the students.

d. Skill

Four skills (Reading, Listening, Speaking, and Writing) are adequately covered, bearing in mind your course aims and syllabus. Then a book contains material for integrated skills work and includes reading and activities for the student level

e. Topic

A book should have enough material that is interesting for students with includes a variety and range of topics to help

broaden students' learning awareness and enrich their experiences. In addition, the topics chosen are quite sophisticated in content, but at the language level, the learner can relate to the social and cultural context presented in the course textbooks. Topics in the textbook also contain topics related to gender equality or not.

f. Methodology

In this criterion, the book must pay attention to the language learning approach used as well as its suitability with the existing teaching and learning situation. In addition, the level of active learner involvement that can be expected in the book also needs to be considered by teachers and students. After that look at the techniques used to present or practice new language items in the book. In addition, students' communicative abilities can be developed through books. The material also includes advice or assistance to students on study and learning skills so that students are expected to take certain responsibility for their learning.

g. Teachers' books

In language learning books, adequate guidelines for teachers who will use textbooks and their contents also need to be considered. Language textbooks for teachers are sufficient to cover teaching techniques, language items, and specific cultural information such as the 5 rules of grammar, whether the author establishes and justifies the basic underlying premises and principles, and whether key exercises are given.

h. Practical considerations

The last criteria regarding practical considerations such as price, condition of the strength and durability of books, appearance, ease of obtaining books, book supplies, additional tools to support books, etc.

From Cunningsworth's statement on the 8 points, English books have a role to pay attention to communicative abilities in students so that they can be developed through books in the methodology, meaning that communicative competence must be in the book.



## **CHAPTER III**

### **PROFILE OF THE TEXTBOOK**

This part explains the profile contained in the book used in this study.

#### **A. Identity and Context of Book**

This study discusses the English textbook *When English Rings A Bell* for class VIII SMP students. By conducting research based on textbook sources, this research wants to analyze the content of learning in textbooks. This textbook is also the book that is most often used by 8<sup>th</sup>-grade junior high school students in Indonesia because of its suitability with the school Curriculum 2013. This textbook was written by several authors, namely Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khaimah. This book is published by the Ministry of Education and Culture in 2017 and consists of 226 pages and 13 chapters. By the objectives of the textbooks in the 2013 Curriculum, a textbook also aims to help students learn English. As a learning resource that is widely used in Indonesia, especially in the subject of English, the textbook *When English Rings A Bell* published by the Ministry of Education and Culture has an important role in supporting the teaching of English and the learning process (Wachidah et al., 2017).

#### **B. Structure and Content of Book**

*When English Rings A Bell* Textbook for Grade VII SMP The school consists of 226 pages. There are 13 chapters in this textbook. Each chapter has a specific theme (Wachidah et al., 2017). The explanation can be seen below:

##### **First Semester**

Chapter I. It's English time!

Chapter II. We can do it, and we will do it

Chapter III. We know what to do

Chapter IV. Come to my birthday, please!

Chapter V. I'm so happy for you!

Chapter VI. Our busy roads

**Second Semester**

Chapter VII. My uncle is a zookeeper

Chapter VIII. What are you doing?

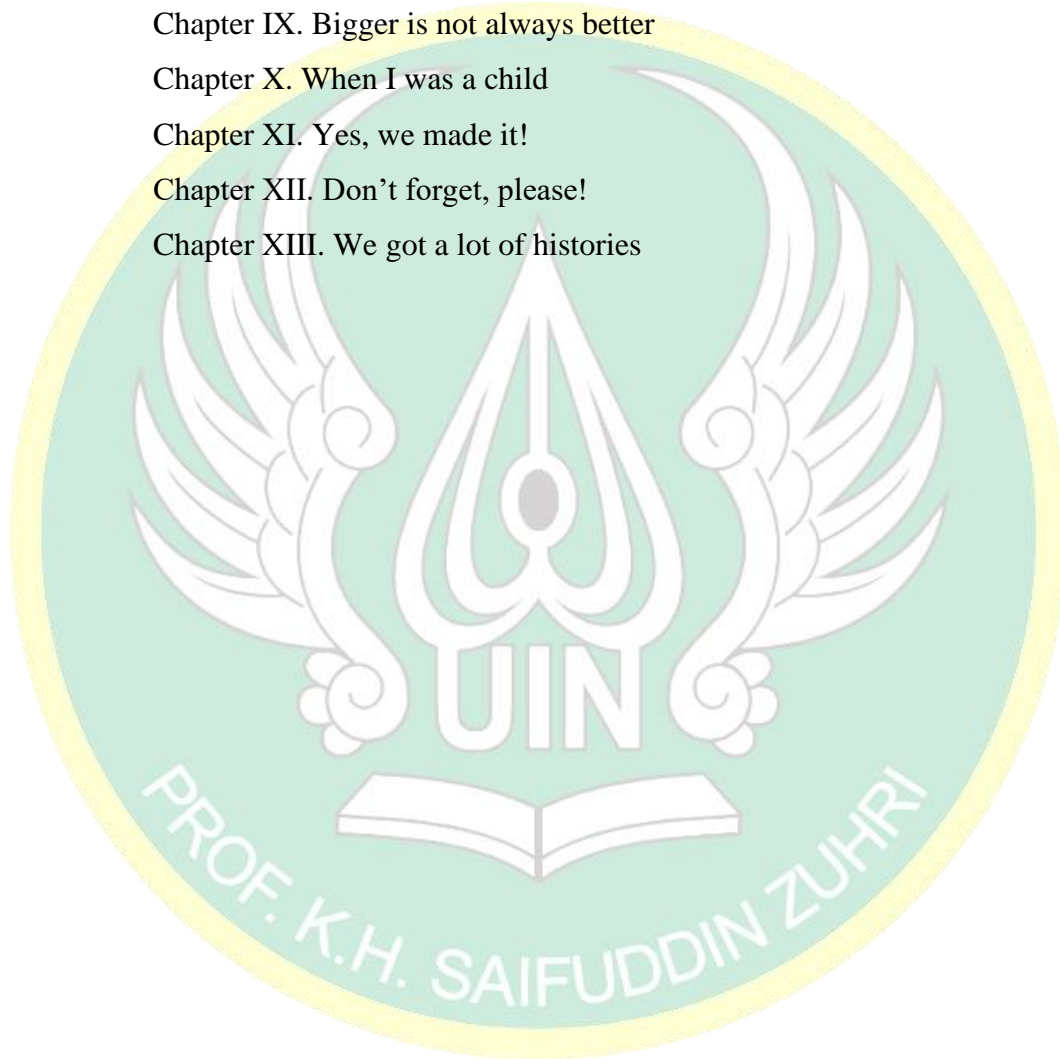
Chapter IX. Bigger is not always better

Chapter X. When I was a child

Chapter XI. Yes, we made it!

Chapter XII. Don't forget, please!

Chapter XIII. We got a lot of histories





**CHAPTER IV**  
**ANALYSIS OF COMMUNICATIVE COMPETENCE ON THE**  
**‘WHEN ENGLISH RING A BELL’ TEXTBOOK FOR GRADE 8<sup>th</sup>**  
**JUNIOR HIGH SCHOOL**

There are thirteen chapters which consist of 124 tasks in the textbook entitled “When English Rings A Bell”. The result of the data analysis can be seen in the explanation.

**A. Analysis of Communicative Competence Aspect on "When English Ring A Bell" Textbook for grade 8<sup>th</sup> Junior High School**

According to Celce-Murcia, several aspects exist in each communicative competence, so this study also analyzes the design of the book content that contains these aspects.

1. Socio-cultural Competence

Socio-cultural competence refers to the speaker's pragmatic knowledge, namely how to express messages in the overall social and cultural context of communication. The reason is that socio-cultural accuracy and acceptability greatly determine the success of oral communication and cultural blunders are much more serious than linguistic errors (Celce-Murcia, 2007).

Table 1 Socio-cultural Competence Related to Textbook Analysis

No.	Aspects in Socio-cultural Competence	The Amount of The Tasks	Percentage	Description
1	Social contextual factors	108	66,40%	Page 4-7
2	Stylistic harmony	105		
3	Cultural factor	34		



**Observing & Asking Questions**

We will play the roles of the students and the teachers in the conversations to get other people's attention.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after her/his sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Everybody, may I have your attention, please?

Yes, Ma'am.

Yes, Ma'am.

From now on we will use English in our English class. OK? We will use English in our English class. So, what did I say?

We will use English in our English class.

**Relaxing with video**

**Observing & Asking Questions**

Right. From now on we will use English in the English class. Everybody, what do you think? Are you ready?

Yes, Ma'am.

What do you think, Edo?

Yes, Ma'am. I'm ready.

Attention, please! Attention, please!

Yes, Ma'am.

Yes, Ma'am.

**Bahasa Inggris / When English Rings a Bell**

**Observing & Asking Questions**

Attention, please. Now let's say it together. Yes, we are ready. We will use English in the English class.

Hey Class, stop doing that, please. What do you think? Are you ready to use English in the English class?

Yes, we are ready. We will use English in the English class.

It's so sorry, Ma'am. Yes, I am.

Edo, say it again, loudly.

Yes, we are ready. We will use English in the English class.

**Relaxing with video**

**Observing & Asking Questions**

Excuse me, Ma'am. What's different in Bahasa Indonesia?

Attention is (/peh'atshv/).

So, may I wash my hands?

Sure.

Hey, guys. Are you coming with me?

Sure. Let's go.

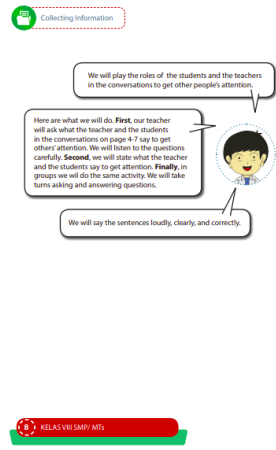
**Bahasa Inggris / When English Rings a Bell**

From the table above it can be concluded, that content contains 66,40% Social-cultural competence and that tasks cover aspects; Social contextual factors, Stylistic Harmony, and Cultural Factor. The dominant type of tasks in Socio-cultural competence is in the aspect of Socio contextual factor, and the lowest amount of tasks in Socio-cultural competence is Cultural factor. In the book “When English Rings a Bell”, most of them contain socio-cultural competence in group-related tasks. In the aspect of the Social contextual factor, the content that is owned is related to group assignments and teacher interactions, so there is a social class that is formed when the task is carried out. In the aspect of Stylistic Harmony, the content that is owned is mostly related to politeness and a sense of genre which is formed implicitly in the assignments in the book, especially in group assignments and when there is a guidance session from the teacher. In the aspect of the Cultural Factor, the content that is owned is mostly related to regional and cross-cultural differences. Such as the participation of Indonesian as the meaning of a vocabulary used in book conversations or terms originating from Indonesia that appear in a discourse.

## 2. Discourse competence

Discourse competence, refers to the selection, ordering, and arrangement of words, structures, and utterances to achieve a coherent oral message. This is where top-down communicative intent and socio-cultural knowledge intersect with lexical and grammatical resources to express messages and attitudes and create coherent texts. Discourse competence or discourse consists of. Discourse is a manifestation of a person's ability to speak effectively both orally and in writing (Celce Murcia, 2007).

Table 2 Discourse competence Related to Textbook Analysis

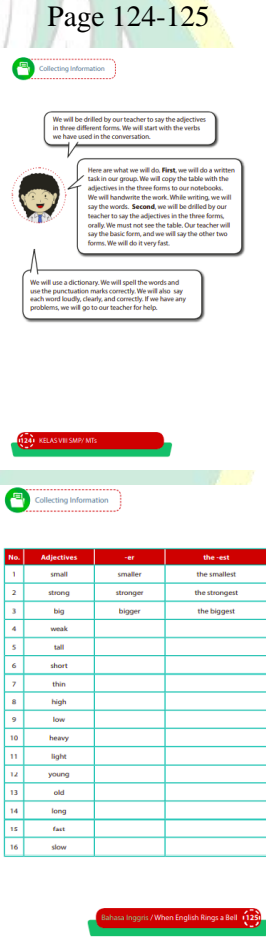
No.	Aspects in Discourse Competence	The Amount of The Tasks	Percentage	Description
1	Cohesion	111	91,73%	<p>Page 8</p> 
2	Deixis	124		
3	Coherence	113		
4	Generic Structure	107		


From the table above it can be concluded content that contains 91,73% Discourse competence and that tasks cover aspects; Social contextual factors, Stylistic Harmony, and Cultural Factor. The dominant type of tasks in Discourse competence is in the aspect of Deixis, and the lowest amount of tasks in Discourse competence is Generic Structure. In the book “When English Rings a Bell”, most of them contain Discourse competence content in tasks related to conversation and essay questions that have one discussion. In the aspect of cohesion, the content is related to the text that has cohesive markers, namely pronouns, demonstratives, conjunctions, and repeated words. In the aspect of Deixis, the content that is owned is related to the text that contains pronouns of people, spatial terms, temporal terms, and textual references. In the aspect of Coherence, the content that is owned is related to the integration of meaning in a text such as between images and sentences, conversations and tables, etc. In the aspect of Generic Structure, the content owned is related to the text that can be expressed orally such as conversational dialogue, song lyrics, etc.

### 3. Linguistic Competence

Linguistic competence has mastery of four kinds of knowledge, namely Phonological, Lexical, Morphological, and Syntactic. Linguistic competence is the mastery of the four open systems mentioned above, which allow creativity but by following the rules, which Chomsky calls creativity within grammaticality (Celce Murcia, 2007).

Table 3 Linguistic Competence Related to Textbook Analysis

No.	Aspects in Linguistic Competence	The Amount of The Tasks	Percentage	Description
1	Phonological	100	44,96%	<p>Page 124-125</p>  <p>Page 140</p>
2	Lexical	36		
3	Morphological	6		
4	Syntactic	81		

				
--	--	--	--	------------------------------------------------------------------------------------

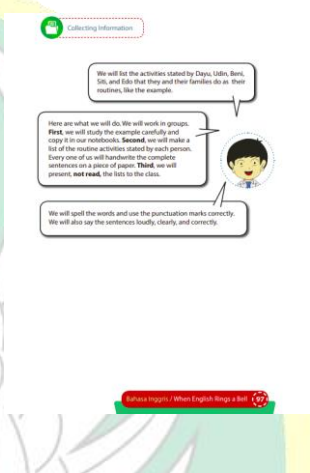
From the table above it can be concluded that contains 44,96% Linguistic competence and that tasks have the dominant type of tasks in Linguistic competence is in the aspect of Phonological, and the lowest amount of tasks in Linguistic competence is Morphological. In the book "When English Rings a Bell" Linguistic content is quite diverse. In the Phonological aspect, the content is contained in almost all types of assignments, especially in dialogue texts and reflection assignments which contain tasks to do a loudly, clearly, and correct pronunciation. In the aspect of Lexical, the content is related to the identification of a vocabulary such as a noun, verb, adjective, etc in a dialogue text, and most of it is displayed in table form. In the Morphological aspect, the content that is owned is related to the function of adding affixes in words, and most of them are displayed in a table as well. In the aspect of Syntactic, the content is related to students' ability to write sentences according to the correct grammar and word order.

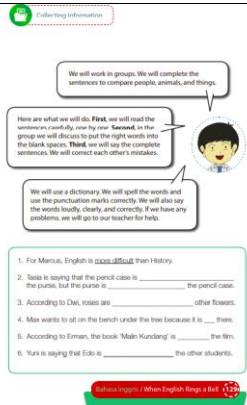
#### 4. Formulaic Competence

Formulaic competence refers to a fixed and always available piece of language that speakers use a lot in their daily interactions. So far, as acknowledged by Celce-Murcia, this competence has been neglected until several works (Lwaley & Snyder, 1983; Pawley, 1992; Nattinger & DeCarrico, 1992) have brought this issue of formulaic competence to the

fore and received attention. Formulaic competencies consist of Routines, Collocations, Idioms, and Lexical frames (Celce Murcia, 2007).

Table 4 Formulaic Competence Related to Textbook Analysis

No.	Aspects in Formulaic Competence	The Amount of The Tasks	Percentage	Description
1	Routines	29	9,27%	Page 97
2	Collocations	9		
3	Idioms	3		Page 82
4	Lexical frames	5		Page 129

				 <p><b>Understanding Information</b></p> <p>We will work in groups. We will complete the sentences to compare people, animals, and things.</p> <p>Here are what we will do. <b>First</b>, we will read the sentences carefully, one by one. <b>Second</b>, in the group we will discuss to put the right words into the blank spaces. <b>Third</b>, we will say the complete sentences. We will correct each other's mistakes.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p> <ol style="list-style-type: none"> <li>1. For Marcus, English is <u>more difficult</u> than History.</li> <li>2. Tania is saying that the pencil case is _____ the pencil case. The pencil case is _____ the pencil case.</li> <li>3. According to Dadi, roses are _____ other flowers.</li> <li>4. Miki wants to sit on the bench under the tree because it is _____ there.</li> <li>5. According to Erman, the book 'Mahn-Kundang' is _____ the film.</li> <li>6. Yuki is saying that Edo is _____ the other students.</li> </ol> <p><b>Kuliah Inggris II (When English Rings a Bell)</b> 120</p>
--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

From the table above it can be concluded that contains 9,27% Formulaic competence and that tasks have the dominant type of tasks in Formulaic competence is in the aspect of Routines, and the lowest amount of tasks in Formulaic competence is Idiom. In the book "When English Rings a Bell" Formulaic content is less than other competencies. In the aspect of Routines, the content that is owned is related to text containing phrases of daily activities or material in chapters that specifically discuss student routines. In the aspect of Collocations, the content that is owned is related to the task of identifying sentences that contain several phrases from Verb-Object or Adjective-Noun, this aspect is usually displayed in the form of tables or short answers. In the aspect of Idiom, the content that is owned only appears on material related to song lyrics. In the aspect of Lexical frames, the content that is owned is related to the task that has the form of a blank sentence.

#### 5. Interactional Competence

Interactional Competence is a practical component with three sub-components: Actional Competence, Conversational Competence, and Non-verbal/paralinguistic competence (Celce Murcia, 2007).



Table 5 Interactional Competence Related to Textbook Analysis

No	Aspects in Interactional Competence	The Amount of The Tasks	Percentage	Description
1	Actional Competence	123	66,13%	<p>Page 79-80</p>
2	Conversational Competence	43		
3	Non-verbal/paralinguistic competence	80		


From the table above it can be concluded that contains 66,13% of Interactional competence and that tasks have a dominant type of tasks in Interactional competence is in the aspect of Actional Competence, and the lowest amount of tasks in Interactional competence is Conversational. In the book “When English Rings a Bell” interactional content appears in every book material, although in different aspects. In the aspect of actional, the content owned is mostly related to the exchange of information and opinions made by students about the material being studied. In the Conversational aspect, the content that is owned is related to student activities doing role play according to the dialogue text in the book, besides that, most of it is also related to student activities to listen and imitate the pronunciation of sentences in the dialogue text by the teacher. In the aspect of Non-

verbal/paralinguistic competence, the content owned is mostly related to student activities to write essay answers to questions in the book.

## 6. Strategic Competence

The last is strategic competence, which in the learning process includes aspects of learning strategies and communication strategies (Celce Murcia, 2007).

Table 6 Strategic Competence Related to Textbook Analysis

No.	Aspects in Interactional Competence	The Amount of The Tasks	Percentage	Description
1	Learning Strategies	124	100,00%	<p>Page 198</p> 
2	Communication Strategies	124		

From the table above it can be concluded that contains 100,00% Strategic competence and that tasks have no dominant type of tasks in Strategic competence because both aspects are contained in all tasks in the book. In the book "When English Rings a Bell" Learning Strategies content appears in every material of the book, most of the content relates to Cognitive Exercises (Use of logic and analysis) and metacognitive (plan-making and self-assessment). In the aspect of Communication Strategies, the content is related to achievement strategies (imitating), interaction strategies (asking for clarification and checking to understand), and social strategies (target language practice).

## **B. Analysis of Communicative Competence in Tasks from "When English Rings A Bell" Textbook for grade 8<sup>th</sup> Junior High School**

In the textbook "When English Rings A Bell" there are 124 tasks that have various communicative competencies in the content presented. The following is an explanation of the results of the analysis of book content related to communicative competence that has been carried out.

The 39<sup>th</sup> task on page 81 discusses *the conditions of our roads in our town/village, by saying what there are there*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological, lexical, and syntactic), Interactional competence (actional, conversational, and non verbal/paralinguistic), and Strategic (learning and communication). In this task, there is no formulaic competence.

The 36<sup>th</sup> task on page 76 discusses about *the state of the characters in this book with "There is/are..." meaning 'ada' in Indonesian*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological, lexical, and syntactic), Interactional competence (actional and conversational), and Strategic (learning and communication). In this task, there is no formulaic competence.

Task 1<sup>st</sup> on pages 4-7 discusses *play the roles of the students and the teachers in the conversations to get other people's attention*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological and lexical), Formulaic competence (routine), Interactional competence (actional and conversational) and strategic (learning and communication).

The 61<sup>st</sup> task on pages 113-116 contains questions for *looking closely at the 12 pictures below and guessing what the people are doing*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological and syntactic), Formulaic competence (routine), Interactional competence (actional and non-verbal/paralinguistic), and strategic (learning and communication).

The 40<sup>th</sup> task on page 82 discusses *a song lyric*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological and syntactic), Formulaic competence (idiom), Interactional competence (actional, conversational, and non-verbal/paralinguistic), and strategic (learning and communication).

The 37<sup>th</sup> task on pages 77-78 discusses *describing things by stating what there are*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological and syntactic), Interactional competence (actional and conversational), and strategic (learning and communication). In this task, there is no formulaic competence.

The 44<sup>th</sup> task (pages 87-88) discusses about *describe the animals in the zoo, one by one*, 47 (pages 91-92) discusses *what the zookeepers do as their routines*, and 94 (pages 175-177) discusses *writing Udin's statements that match each of the pictures*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological and syntactic), Interactional competence (actional and non-verbal/paralinguistic),

and strategic (learning and communication). In this task, there is no formulaic competence.

The 2<sup>nd</sup> task on page 8 discusses about *play the roles of the students and the teachers in the conversations to get other people's attention*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factors), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological), Formulaic competence (routine), Interactional competence (actional and conversational) and Strategic (learning and communication).

The 78<sup>th</sup> task (page 142-144) which discusses about *play the roles of the speakers in the conversations* and task 93 (page 173-174) which discusses *discussion to help Udin to tell how his class won the First Prize in the Classroom competition. We will play the roles of the speakers*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factors), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological), Interactional competence (actional, conversational), and strategic (learning and communication). In this task, there is no formulaic competence.

The 118<sup>th</sup> task on page 211 discusses to *learn to write the notices in the correct form*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological), Interactional competence (actional and non-verbal/paralinguistic), and Strategic (learning and communication). In this task, there is no formulaic competence.

The 117<sup>th</sup> task on page 210 discusses to *learn to read several messages for a general audience (notices) to each other*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse

competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological), Interactional competence (actional), and Strategic (learning and communication). In this task, there is no formulaic competence.

The 76<sup>th</sup> task on page 139 discusses about *work in groups to reflect on our learning*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (morphological, and syntactic), Interactional competence (actional and non-verbal/paralinguistic), and Strategic (learning and communication). In this task, there is no formulaic competence.

The 41<sup>st</sup> task on page 83 discusses about to *read the lyrics very carefully to understand the message*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (syntactic), Formulaic competence (idiom), Interactional competence (actional, conversational, and non-verbal/paralinguistic), and Strategic (learning and communication).

The 70<sup>th</sup> task on page 130 discusses about *work in the groups to reflect on our learning*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, and coherence), Linguistic competence (lexical and syntactic), Formulaic competence (Lexical frame), Interactional competence (actional), and Strategic (learning and communication).

The 62<sup>nd</sup> task on page 117 discusses about *play a guessing game*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (deixis and coherence), Linguistic competence (phonological, and syntactic), Formulaic competence (routine), Interactional

competence (actional, and non-verbal/paralinguistic), and Strategic (learning and communication).

The 45<sup>th</sup> task on page 89 discusses *look closely at the descriptions of the animals and using a table to analyze the information about them*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (deixis and generic structure), Linguistic competence (phonological, lexical, and syntactic), Formulaic competence (collocation), Interactional competence (actional and non-verbal/paralinguistic), and Strategic (learning and communication).

Task 33<sup>rd</sup> (page 72) discusses about *identifying what the greeting cards say*, task 51 (page 99) discusses about *to make a long list of activities that good people do to take care of their animals and pets*, and task 54 (page 104) discusses about *tell what the other people around us are doing*, task 25 (pages 54-56) discusses about *look closely into the previous conversations and learn how the speakers tell or invite other people to do something*, and task 46 (page 90) discusses about *find three different animals and describe them one by one*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors and stylistic harmony), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological, lexical, and syntactic), Formulaic competence (routine and collocation), Interactional competence (actional and non-verbal/paralinguistic), and Strategic (learning and communication).

Task 25 (pages 54-56) discusses about *to look closely into the previous conversations and learning how the speakers tell or invite other people to do something*, and task 46 (page 90) discusses *finding three different animals and describing them one by one*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors and stylistic harmony), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological, lexical, and syntactic),

Formulaic competence (collocation), Interactional competence (actional and non-verbal/paralinguistic), and Strategic (learning and communication).

The 117<sup>th</sup> task on page 210 discusses about *the conditions of our roads in our town/village, by saying what there are there*. The content presented has several communicative competencies, namely Social-cultural competence (social-contextual factors, stylistic harmony, and cultural factor), Discourse competence (cohesion, deixis, coherence, and generic structure), Linguistic competence (phonological, lexical, morphological, and syntactic), Formulaic competence (routine, collocation, idiom, and Lexical frame), Interactional competence (actional, conversational, and non-verbal/paralinguistic), and Strategic (learning and communication). In this task, there is no formulaic competence.

The 86<sup>th</sup> task (pages 159-161) discusses about *identify Dayu's statements about herself in the past and at present*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological, Lexical, and Syntactic), Formulaic competence (Lexical Frame), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication).

The 69<sup>th</sup> task (page 129) discusses *complete the sentences to compare people, animals, and things*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological, Lexical, and Syntactic), Formulaic competence (Lexical Frame), Interactional competence (Actional), and Strategic (Learning and Communication).

The 68<sup>th</sup> task (page 127-128) discusses about *play the roles of the speakers*, the 82<sup>nd</sup> task (page 151-153) discusses about *learn to read entries written by Dayu to each other*, and the 85<sup>th</sup> task (page 157-158) discusses about *learn to read entries written by Dayu to each other*. The content presented has



several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological, Lexical, and Syntactic), Interactional competence (Actional and Conversational), and Strategic (Learning and Communication). In these tasks, there is no formulaic competence.

The 16<sup>th</sup> task (page 38) discusses about *make many suggestions that the students in this school should do to be better students and better persons* and 19<sup>th</sup> task (page 43) discusses about *state the rules and obligations that we, as students and as persons, must do at school and at home*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological, Lexical, and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In these tasks, there is no formulaic competence.

The 9<sup>th</sup> task (page 25-26) discusses about *write about three people in our class and tell what they can and cannot do in English, music, sports, housework, and others* and 29<sup>th</sup> task (page 62-63) discusses about *look closely into the conversations again, read the speaker's sentences below and learn how the speakers tell or invite other people to do something*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor, Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological, Lexical, and ), Formulaic competence(Collocation), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 14<sup>th</sup> task (pages 34-35) discusses about *read to each other the teacher's advice to use more English with each other*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence

(Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Lexical), Interactional competence (Actional and Conversational), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 105<sup>th</sup> task (page 190-191) discusses about *put the events and the sentences in each event of Lina's experience on page 191 in the right order* and 106<sup>th</sup> task (page 192-193) discusses about *put the events and the sentences in each event of Siti's experience in the right order*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Lexical), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 18<sup>th</sup> task (pages 40-42) discusses about *learned to give suggestions, what we should and should not do, and will learn to say what we must do and must not do, like rules and obligations*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Lexical), Interactional competence (Actional), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 58<sup>th</sup> task (page 109) discusses about *ask and answer questions about what people are doing right now* and the 60<sup>th</sup> task (pages 111-112) discusses about *play the roles of the speakers in the conversations*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Formulaic competence (Routine), Interactional competence (Actional, Conversational, and Non-Verbal/paralinguistic), and Strategic (Learning and Communication).

The 57<sup>th</sup> task (pages 107-108) discusses about *play the roles of the speakers in the conversation*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Formulaic competence (Routine), Interactional competence (Actional, Conversational), and Strategic (Learning and Communication).

The 49<sup>th</sup> task (page 94-96) discusses about *tell our experience*, the 53<sup>rd</sup> task (page 102-103) discusses about *learn to say what Edo, Siti, Lina, Dayu and Udin are doing*, the 55<sup>th</sup> task (page 105) discusses about *put the information in our table into meaningful sentences*, 56<sup>th</sup> task (page 106) discusses about *to learn to present orally, not read, the 10 facts to each other*, 59<sup>th</sup> task (page 110) discusses about *ask and answer questions about ten activities that the people around us are doing right now*, and 112<sup>th</sup> task (page 201-203) discusses about *rewrite the sentences in the note below and use capital letters and punctuation marks correctly*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Formulaic competence (Routine), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication).

The 73<sup>rd</sup> task (page 134) discusses about *complete the following sentences according to the above statements*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Formulaic competence (Lexical Frame), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication).

The 38<sup>th</sup> task (pages 79-80) discusses about *write the things that make many roads busy and not safe, stated by the girls and the boys on pages 77-78*,

*like the example.* The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Interactional competence (Actional, Conversational, and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 64<sup>th</sup> task (pages 120-121) discusses about *play the roles of the speakers in the conversations*, 65<sup>th</sup> task (page 122-123) discusses about *play the roles of the speakers*, 72<sup>nd</sup> task (page 133) discusses about *play the roles of the speakers*, and 74<sup>th</sup> task (page 135-136) discusses about *play the roles of the speakers on the next page*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Interactional competence (Actional and Conversational), and Strategic (Learning and Communication). In these tasks, there is no formulaic competence.

The 8<sup>th</sup> task (page 22-24) discusses about *orally present to each other what eight people say what they can and cannot do*, 11<sup>th</sup> task (page 29-30) discusses about *orally present to each other what eight people say what they will and will not do*, 12<sup>th</sup> task (page 31) discusses about *write about each one of us in our group after that make a list of 5 things that we can do but we will not do, and 5 things that we can do and we will do*, 15<sup>th</sup> task (page 36-37) discusses about *learn to give advice to people in the following situations, by saying what they should or should not do*, 31<sup>th</sup> task (page 66-67) discusses about *look closely into some birthday greetings cards Lina got from her friends on her birthday*, 32<sup>th</sup> task (page 68-71) discusses about *look closely into some other greeting card*, 34<sup>th</sup> task (page 73) discusses about *make 3 different greeting cards for 3 different occasions*, 83<sup>th</sup> task (page 154) discusses about *handwrite Dayu's statements about her in the past*, 92<sup>th</sup> task (page 170-172) discusses about *Edo's*

*statement that matches each of the pictures*, 101<sup>th</sup> task (page 184-185) discusses about *find the sentences that state each event or happening*, 104<sup>th</sup> task (page 188-189) discusses about *find the sentences that state each event or happening*, 107<sup>th</sup> task (page 194) discusses about *tell our experience*, 111<sup>th</sup> task (page 199-200) discusses about *identify the messages according to the time he has to do the activities*, 114<sup>th</sup> task (page 205-206) discusses about *learn to write three different notes, one for our brother, one for our sister and one for our parents*, and 116<sup>th</sup> task (page 209) discusses about *text our friends five different short messages based on the situations below*, 120<sup>th</sup> task (page 215) discusses about *learn to write the notices in the correct form*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In these tasks, there is no formulaic competence.

The 71st task (pages 131-132) discusses about *play the roles of the speakers on the next page*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological and Syntactic), Interactional competence (Actional), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 5<sup>th</sup> task (page 13-17) discusses about *play the roles of the students and the teachers in the conversations to check if they are understood*, 7<sup>th</sup> task (page 20-21) discusses about *play the roles of the students in the conversations to say what they can or cannot do or what they will and will not do*, 10<sup>th</sup> task (page 27-28) discusses about *play the roles of the students in the conversations to say what they will or will not do*, 21st task (page 46-47) discusses about *play the roles of Beni and Lina in the conversations. They are on the phone*, 22nd task (page 48-49) discusses about *play the roles of the speakers in the*

*conversation about tell and inviting each other to do some things*, 23rd task (page 50-51) discusses about *play the roles of the students in the conversations, they are celebrating Lina's birthday*, 24<sup>th</sup> task (page 52-53) discusses about *play the roles of the students in the conversations, they invite each other to do some things*, 26<sup>th</sup> task (page 57-58) discusses about *play the roles of the teacher and the students in the conversations and learn to ask the teacher for permission to do something*, 27<sup>th</sup> task (page 59-60) discusses about *play the roles of the students in the conversations, They are celebrating Lina's birthday*, 28<sup>th</sup> task (page 61) discusses about *play the roles of the students in the conversations below*, and 115<sup>th</sup> task (page 207-208) discusses about *read the short telephone messages to each other in groups*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological), Formulaic competence (Routine), Interactional competence (Actional and Conversational), and Strategic (Learning and Communication).

The 122nd task (pages 218-219) discusses about *read the lyrics of a song*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological), Formulaic competence (Idiom), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication).

The 3rd task (pages 9-11) discusses about *play the roles of the students and the teacher in the conversations to tell and ask what we or other people think of something*, 4<sup>th</sup> task (page 12) discusses about *ask our teacher what he/she thinks about some people and things in the classroom*, 91st task (page 168-169) discusses about *play the roles of the speakers in the conversations*, 95<sup>th</sup> task (page 178) discusses about *say Edo's sentences in his presentation*, 96<sup>th</sup> task (page 179) discusses about *say Udin's sentences in his presentation*, 96<sup>th</sup> task (page 179) discusses about, 97<sup>th</sup> task (page 180) discusses about *learn to say Edo's and*

*Udin's experiences to each other play the roles of the speakers in the pictures*, 99<sup>th</sup> task (page 182-183) discusses about, 102<sup>nd</sup> task (page 186-187) discusses about, and 108<sup>th</sup> task (page 195) discusses about *play the roles of the speakers in the pictures*, and 108 (page 195) present our work. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological), (Actional and Conversational), and Strategic (Learning and Communication). In these tasks there is no formulaic competence.

The 110<sup>th</sup> task (page 198) discusses about *learn to read a long note from a mother to her son* and 119<sup>th</sup> task (pages 212-214) discusses about *learn to read short notices that we often see around schools*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Phonological), Interactional competence (Actional), and Strategic (Learning and Communication). In these tasks there is no formulaic competence.

The 17<sup>th</sup> task (page 39) discusses about *reflect on our learning and discuss to complete the statements in the box*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 81<sup>st</sup> task (page 150) discusses about *reflect on our learning and discuss to complete the statements in the box*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, and Coherence), Linguistic competence (Phonological, Lexical, and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic),

and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 79<sup>th</sup> task (pages 145-146) discusses about *identify the speakers' statements about themselves in the past and at present*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion, Deixis, and Coherence), Linguistic competence (Phonological and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 123<sup>rd</sup> task (pages 220-221) discusses about *read the lyrics very carefully to understand the message and using some sentences that will guide us to do it*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Cohesion and Deixis), Linguistic competence (Phonological and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 80<sup>th</sup> task (pages 147-149) discusses about *be drilled by our teacher to say the verbs in four different forms and use all the verbs in this chapter*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Deixis), Linguistic competence (Phonological, Lexical, and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 66<sup>th</sup> task (pages 124-125) discusses about *be drilled by our teacher to say the adjectives in three different forms and start with the verbs we have used in the conversation*, 75<sup>th</sup> task (pages 137-138) discusses about *put all the adjectives we have learned into the table below and put the right forms of the adjectives in the right columns*, 84<sup>th</sup> task (pages 155-156) discusses about *be*



*drilled by our teacher to say the verbs in four different forms and use the verbs we have learned*, and 87<sup>th</sup> task (pages 162-163) discusses about *be drilled by our teacher to say the verbs in four different forms and use the verbs we have learned*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Deixis), Linguistic competence (Phonological and Lexical), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In these tasks there is no formulaic competence.

The 88<sup>th</sup> task (page 164) discusses about *write five statements about activities we and other people around us did or experienced and when they happened*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Deixis), Linguistic competence (Phonological and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 89<sup>th</sup> task (page 165) discusses about *reflect on our learning and discuss what we have learned*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Deixis), Linguistic competence (Lexical, and Syntactic), Formulaic competence (Lexical Frame) Interactional competence (Actional and Conversational), and Strategic (Learning and Communication).

The 98<sup>th</sup> task (page 181) discusses about *work in groups to reflect on our learning and discuss what we have learned*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Deixis), Linguistic competence (Lexical, and Syntactic), Interactional competence (Actional and Conversational), and Strategic (Learning and Communication).

The 113<sup>th</sup> task (page 204) discusses about *work in groups to reflect on our learning and discuss what we have learned*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Stylistic Harmony), Discourse competence (Deixis), Linguistic competence (Lexical, and Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 67<sup>th</sup> task (page 126) discusses about *reflect on our learning and discuss to complete the statements in the box*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Cultural Factor), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Lexical), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 48<sup>th</sup> task (page 93) discusses about *rewrite the sentences by stating the names of the zookeepers, like the given example*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor and Cultural Factor), Discourse competence (Deixis and Coherence), Linguistic competence (Phonological, Lexical, and Syntactic), Formulaic competence (Routine), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication).

The 50<sup>th</sup> task (page 97) discusses about the *list of the activities stated by Dayu, Udin, Beni, Siti, and Edo that they and their families do as their routines, like the example*. The content presented has several communicative competencies, namely Social-cultural competence (Social Contextual Factor), Discourse competence (Cohesion, Deixis, and Coherence), Linguistic competence (Phonological, Lexical, and Syntactic), Formulaic competence (Routine and Collocation) Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication).

The 6<sup>th</sup> task (page 18), 13<sup>th</sup> task (page 32), 20<sup>th</sup> task (page 44), 30<sup>th</sup> task (page 64), 35<sup>th</sup> task (page 74), 42<sup>nd</sup> task (page 84), 52<sup>nd</sup> task (page 100), 63<sup>rd</sup> task (page 118), 77<sup>th</sup> task (page 140), 90<sup>th</sup> task (page 166), 109<sup>th</sup> task (page 196), 121<sup>st</sup> task (page ), and 124<sup>th</sup> task (page 222) discusses about *handwrite our reflection on our learning process and use English or Bahasa Indonesia*. The content presented has several communicative competencies, namely Social-cultural competence (Cultural Factor), Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Linguistic competence (Syntactic), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no formulaic competence.

The 100<sup>th</sup> task (page 183) and 103<sup>rd</sup> task (page 187) disc about *analysis into the text and will show you that the experience consists of five events*. The content presented has several communicative competencies, namely, Discourse competence (Cohesion, Deixis, Coherence, and Generic Structure), Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In these tasks there is no social-cultural competence, linguistic competence, and formulaic competence.

The 43<sup>rd</sup> task (page 86) discusses about *analysis of the picture of animals do you see*. The content presented has several communicative competencies, namely, Discourse competence (Deixis and Coherence), Linguistic competence (Lexical), and Interactional competence (Actional and Non-Verbal/paralinguistic), and Strategic (Learning and Communication). In this task, there is no social-cultural competence and formulaic competence.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this research. The conclusions and suggestions are drawn based on the findings and discussions.

#### **A. Conclusion**

In this study, there are several results found in the analysis of communicative competence in English textbooks based on the Celce-Murcia theory. Based on the results that have been described in the data analysis, the content of the subject matter in the book "When English Rings a Bell" for grade 8 SMP contains all Communicative Competencies according to Celce-Murcia's theory (2007), namely with details of Socio-Cultural Competencies 11.07%, Competencies Discourse 15.29%, Linguistic Competence 7.49%, Formulation Competence 1.55%, Interactional Competence 11.02% and Strategic Competence 16.67%, so that the entire content of textbooks containing communicative competence is 63.08%.

The six Communicative Competencies in addition to the Strategic competence aspects, namely Learning and Communication, are contained in the entire contents of the book. This makes Strategic competence the most dominant communicative competence in the book.

The design of communicative competence in the textbook "When English Rings a Bell" for class VIII SMP is not by the arrangement of the communicative competence framework from top to bottom in the Celce-Murcia version of the theory. From the results of the research conducted, it was found that the top position was in strategic competence, not socio-cultural. Furthermore, the content that contains linguistic competence is more and is not balanced with the amount of content in formulaic competence, besides that the content found is less than interactional competence as a framework that fits the two competencies. In this textbook, discourse as a central framework is found quite a lot and strategic competencies have become competencies that cover all other competencies in the book's content.

**B. Limitation of Study**

This study limitation caused by two factors:

1. Limited of journals and books related to the topic of discussion so this study is sufficient to experience difficulties in conducting problem analysis.
2. This research is more suitable to be applied to learning that supports student's language understanding as in the 2013 curriculum.

**C. Suggestion**

At the end of this thesis, this research would like to give some suggestions:

1. For teachers can help develop teaching materials that will be used for teaching, especially from textbooks, so that they can further develop students' language skills according to the needs and the existing curriculum.
2. For Book writers are expected to pay more attention to several factors that can make an English book function according to the existing curriculum, one of which is communicative competence which has the same goals as the current curriculum, which places more emphasis on students' communication skills.
3. For further researchers to explore other aspects that can support the perfection of the development of student textbooks, especially in developing students' language communication skills for the better.

## REFERENCES

- Celce Murcia, M. (2007). Rethinking the Role of Communicative Competence. *Intercultural Language Use and Language Learning*, 41–57.
- Cunningsworth, A. (2008). *Choosing Your Coursebook* Alan Cunningsworth (p. 166). Macmillan Publishers Limited.
- David R.A, L. (2005). Textbook evaluation and Elt management: a South Korean case study. *Asian EFL Journal*, 48(1), 1–53. [https://www.asian-efl-journal.com/Litz\\_thesis.pdf](https://www.asian-efl-journal.com/Litz_thesis.pdf)
- Erviana, V. Y. (2018). Bahan Ajar Berbasis Sosiokultural Dan Karakteristik Dalam Menghadapi Masyarakat Ekonomi Asean (Mea). *Jurnal Pemberdayaan: Publikasi Hasil Pengabdian Kepada Masyarakat*, 1(2), 265. <https://doi.org/10.12928/jp.v1i2.341>
- Fahriany, F., Alek, A., & Wekke, I. S. (2019). Gender Representation in English Textbooks for Islamic Junior High School Students. *Kafa`ah: Journal of Gender Studies*, 8(2), 149. <https://doi.org/10.15548/jk.v8i2.221>
- Grant, N. (1989). *Making The Most of Your Textbook*. Longman.
- Herdiawan, R. D. (2020). Communicative Competences in EFL Learning. *Journal of English Language Learning (JELL)*, 2(1), 43–46.
- Hymes, D. (1967). On communicative competence. In: Pride JB, Holmes J (eds) *Sociolinguistics: Selected Readings*. Harmondsworth, Penguin.
- Istiyarningsih, H. (2018). *English Tasks To Develop Students' Communicative Competence: Textbook Analysis On Bahasa Inggris When English Rings A Bell For Grade 8 Of Junior High School*. Muhammadiyah University of Surakarta.
- Kartini. (2015). *a Content Analysis on Speaking Materials and Activities Written on " English Alive I " the Department of English Education Faculty of Tarbiyah and Teachers ' Training " Syarif Hidayatullah " State Islamic University Jakarta*.
- Krippendorff, K. (1985). Content Analysis An Introduction to Its Methodology. In *Physical Review B* (Vol. 31, Issue 6). Sage Publications. <https://doi.org/10.1103/PhysRevB.31.3460>
- Ningsih, T., Ma'rufah, D. W., Hermawan, R., Sholehuddin, M. S., & Fatimah, S. (2021). Shaping students' character through edutainment strategies. *Journal of Educational and Social Research*, 11(6), 173–185. <https://doi.org/10.36941/jesr-2021-0138>

- Paulikova, K. (2020). Communicative Competence in Primary English Textbooks – a Content Analysis. *Ad Alta: Journal of Interdisciplinary Research*, 10(1), 214–220.  
<https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=144554342&site=ehost-live>
- Poolsawad, K., Kanjanawasee, S., & Wudthayagorn, J. (2015). Development of an English Communicative Competence Diagnostic Approach. *Procedia - Social and Behavioral Sciences*, 191, 759–763.  
<https://doi.org/10.1016/j.sbspro.2015.04.462>
- Purnaningtyas, W. (2016). *Quality Of English Textbook Entitled 'When English Rings A Bell' In Supporting Communicative Competence Of Junior High School Students*. Muhammadiyah University of Surakarta.
- Putra, S. A. (2015). *Material Design To Improve Students' Communicative Competence: Textbook Analysis On I Can Do It, English For Senior High School Students Grade XI* (Issue 2). Muhammadiyah University of Surakarta.
- Reti Indriastuti, N. (2020). *Kecukupan Buku Teks "When English Rings A Bell" Dalam Memeenuhi Kompetensi Dasar Bahasa Inggris Di Smpn1 Ponorogo*. 8(2), 64–71.
- Sidik, E. J. (2018). *Representation of Communicative Competence in English Language Textbooks in Indonesia*. 3(2).
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (11th ed.). Alfabeta.
- Sukardi. (2013). *Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Pengembangannya* (1st ed.). Bumi Aksara.
- Supriadi, D. (2000). *Anatomi Buku Sekolah di Indonesia* (1st ed.). Adicita Karya Nusa.
- Supriadi, D. (2001). *Anatomi buku sekolah di Indonesia : problematik penilaian, penyebaran dan penggunaan buku pelajaran, buku bacaan dan buku sumber*. Adicita Karya Nusa.
- Wachidah, S., Gunawan, A., Diyantari, & Khatimah, U. R. (2017). *Bahasa Inggris, When English Rings a Bell* (2nd ed.). Kementerian Pendidikan dan Kebudayaan.
- Wah Kam & Ruth Y.L. Wong. (2004). ). *Language Policies and Language Education: The Impact in East Asian Countries in the Next Decade* (2nd ed.). Eastern Universities Press.

Widiyastuti, W. (2020). *A Textbook Analysis On Communicative Competence Of "Forward An English Course For Vocational School Students Grade XI"* (Vol. 2507, Issue February). Semarang State University.





