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

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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 8th 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

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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 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 8th-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 Oprational

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 justthe ification 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 Istiyaningsih 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 freque,ncy 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 carand ds, 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 (22.0role-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 8th Grade. The difference of the ressearch is that research analyzed the using Celce-Murcia theories in 1995 and this research used Celce-Murcia theories in 2007 (Istiyaningsih, 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 8th 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 8th 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 8th 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 8th 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 8th junior high school textbook.

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

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.

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