

THE COMMUNICATIVE ACTIVITIES IN “BRIGHT AN ENGLISH” TEXTBOOK

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ABSTRACT

The importance and need to have communicative skills in English, teaching materials (textbooks) play an important role in teaching English. This study was conducted to determine whether the textbook is in accordance with the communicative activities proposed by Richards and Rodgers in the textbook "Bright An English". The English textbook studied is entitled "Bright An English" (ERLANGGA, 2018). The focus of this research is to analyze communicative activities in English textbooks. This study uses a qualitative descriptive method in conducting research. Textbook analysis has revealed several key findings. Data were collected using documentation analysis. In the textbook, Based on the data obtained, it is clear that there are 68 group work activities, 41 fluency activities and 42 meaningful activities in the textbook. The total percentage is 78%. This shows that the textbooks apply more CLT principles based on Richard's theory.

Keywords : Communicative Activities, Communicative Language Teaching, Textbook,

A. INTRODUCTION

Books contain information that can be used to find out what happened in the past, present, and possible future come. In this case, the book serves to broaden the horizons of its readers. Books can be a source of inspiration for new ideas. Books too can contain science, technology, and art that are useful in improve their ability to live a better quality of life. Information in the book can be also provide refreshing entertainment. However, books can also contain propaganda or provocation information that misleads or influences negative emotions of the readers. Worse, books can contain reading material which destroys the morals and mentality of the readers.

Therefore, in order to successfully improve communication skills, Indonesian governments have worked together to break linguistic barriers and put English as a foreign language to be taught at every formal level of Indonesian education. Considering this situation, English teachers need to find out more acceptable ways and resources to teach English.

In accordance with the demands of the 2013 Curriculum, the expected learning is an innovative learning approach that can develop student activities in study. One of them is a communicative approach (Chamisah, 2013), as is well known as Communicative Language Teaching (CLT) as its branch. Communicative The language teaching approach starts from the theory of language as communication. According to Richards and Rodger, the purpose of CLT is to develop communication competence (1999, as quoted in Efrizal, 2012). This approach is Language oriented teaching and learning based on communicative tasks and functions. It's trying to enable students to acquire language skills. However, “not only about on communication, but also on the grammatical rules that are taught to be practiced about communication” (Munzaki, Su'adah, & Risdaneva, 2016, p. 17). In other words, grammar is presented not as an end, but as a means to an end communication as a function of language.

In 2006 (p. 5), Richards claimed, “the worldwide demand for English has been creates a huge demand for quality language teaching and language teaching materials and resources.” Then, in 2013, Chamisah observed that various materials in teaching contributed by teachers and language teachers to achieve goals learning and to improve students' abilities in learning. Such a broad teaching English has grown a variety of teaching materials, it would be fair to say that Textbooks play a major role that can be applied to teaching English as a foreign language language. Due to the aim to promote CLT in English Foreign Language (EFL) classrooms, textbooks should be designed based on communicative criteria and principles. However, as Buckingham (1958, in Tarigan, 1986, p. 11) notes, “textbooks as” learning tools commonly used in schools and colleges to support teaching program.”

In addition, Mares (2003, as quoted in Lawrence, 2011, pp. 5-6) also agrees, they are “designed to provide cohesion to the language teaching-learning process” by providing direction, support, and specific language-based activities aimed at offer classroom practice for students” and promote the efficient and rapid learning of language (Cunningsworth, 1995, as cited in Lawrence). From the above argument, The researcher concludes that textbooks are needed in the teaching and learning process.

In this era, there are various ELT textbooks which are widely used in schools. As a result, English teachers need to look into textbook material. Selection of textbooks can have a huge

impact on the teaching and learning process as a teacher will make references to textbooks (Cunningsworth, 1995; Harmer, 1991; McGrath, 2002, as cited in Lawrence, 2011). In that view, success or the failure of an ELT course can be determined by the quality of the textbook (Green, 1926; Mukundan, 2007, as quoted in Lawrence). Cunningsworth (1995, as quoted in Rindawati) explained that textbook analysis helps teachers to rise to value sharpness into the properties of matter. In short, because of the benefits of textbooks analysis, it is important to know the properties of materials for efficient use of textbooks by conducting analysis.

In this study, "Bright an English 2018" for ninth graders SMP/MTS is an English textbook that researchers want to analyze. The author will analyze the material that focuses on communicative action using the principles of CLT. The researcher intends to find out to what extent the textbooks meet the CLT principles. Besides, there are some reasons why researchers choose textbooks; first, the textbook series is according to the existing curriculum. Second, they are used to teach English to 9th grade students of SMP/MTS in Indonesia in general because The Indonesian Ministry of Education and Culture has inaugurated a textbook for meet the needs of standard textbooks for the revised 2013 curriculum. In short, this will make it easier for the author to analyze the communicative activities in the textbook "Bright an English" in terms of the communicative activities proposed by Richards.

In recent years, Communicative Language Teaching (CLT) has become a popular language teaching practice around the world. "CLT is based on the assumption that successful language acquisition entails not just a grasp of the language's structures and forms, but also the roles and purposes that a language performs in various communication circumstances," say Lightbown and Spada (1999, p. 172). This kind of instruction prioritizes meaning communication over grammatical form practice and manipulation (emphasis added)". "A communicative approach to language training entails the negotiation of meaning between speaker and listener or author and reader," according to Hendrickson (as stated in Kibbe, 2017). All communicative exchanges must have meaning at their core; indeed, communication without meaning is inconceivable."

Richards & Rodgers agree that CLT is an approach which aims to increase a learner's communicative competence in a foreign language and add that the approach "develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (1986). We may prefer to regard CLT as an approach to language teaching more than only a method (Richards & Rodgers, 2001). In 2006 (p. 2), Richards points out definition of CLT, "Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom."

From the definition above, Richards (2006) examines CLT in four issues such as the goal of language teaching, learners' learning style, classroom activities and the roles of teachers and learners. Richards, Platt and Platt (1992) in the Dictionary of language teaching and applied linguistic defined CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. In other words to improve communicative ability, making use of real life situations that necessitate communication will be the consequences of this type of learning. Communicative language teaching replaced the situation language teaching which had been used to teach English as a second or foreign language.

B. METHOD

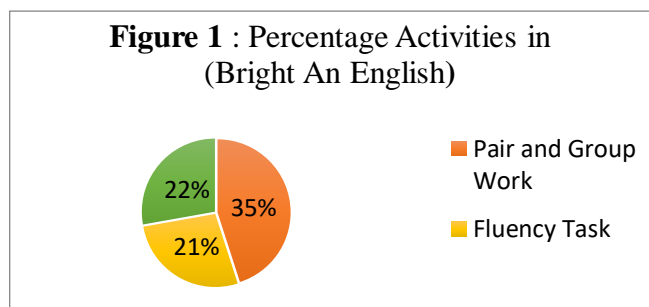
In this study, the researcher used a qualitative descriptive method. This study analyzes how far the communicative activities in the English Text Book entitled "Bright an English" with the principles of CLT. The author uses content analysis to explain this research. The author wants to know whether the textbook "Bright an English" is in accordance with the principles of CLT. According to Richard (2006) CLT is described as a set of principles about the purpose of language, the types of classroom activities that most enhance learning, and the roles of teachers and students in the classroom.

C. FINDINGS AND DISCUSSION

Researchers try to describe the research activities they carry out on the object of research clearly and systematically using content study techniques or called content analysis using descriptive research. The descriptive analysis research was conducted on the ninth grade

Bright an English textbook which consisted of 11 sub themes. the communicative activities in the textbook will be analyzed using the 3 principles of CLT. The first is the communicative principle, the second is the task principle, and the third is the meaning principle. where each activity contained in the Bright an English textbook for ninth grade SMP/MTS will be analyzed for its level of conformity with the CLT principle.

Communicative activities are found through documentation procedures. The findings consist of group work activities, fluency tasks, and meaningfulness tasks. Based on the data obtained, that there are three group work activities, two fluency activities and three meaning focus activities in the textbook. To obtain the results presented below, the activities used to develop each skill to determine which skills are practiced and used more often lacking in this textbook. There are three types of practice proposed by Richards (2006) for CLT; task fluency, task meaningful, and task group. Activities in each chapters are classified in tables, according to these categories. Number of activities classified in relation to each type of exercise and average per chapter. The percentage of mechanical accumulation, meaningful, and communicative activities in the textbook are summarized and included graphically below



Based on the data obtained in the diagram above, with 68 group work activities, and tasks related to communicative as presented in textbooks are the most numerous. 41 fluency task activities and 42 meaningful task activities. of the total activities in the book "Bright an English" get 78%. The communicative activities in the textbook "Bright An English" clearly fulfill the communicative activities. Because all communicative practices fulfill Richard's principles, and all principles balance each other and become better. The explanation will be divided based on sequential competence with a communicative approach.

The purpose of the discussion is to interpret and describe the importance findings. The findings of this study reveal several facts. This study uses the theory proposed by Richards to analyze the textbook "Bright An English".

There are relevant studies that have the same characteristics as this study. A study conducted by Wahyuni (2013) on the analysis of the titles of speaking exercises/activities from English textbooks used at SDN Pakis 02 Bringin seen from the communicative activities proposed by Richards (2007). In this study, the authors found that speaking activities do not really represent the concept of communicative activities to be used in teaching and learning English based on individual group work, fluency accuracy level and meaningful mechanical practice.

On the other hand, this study uses the theory proposed by Richards to analyze the textbook "Bright An English". Several principles have been put forward by Richards and Rodgers (2001) related to language learning: 1) Communication principle: Pairs and group work will be the main activity that must be carried out as an interaction task 2) Task principle: Fluency task should be emphasized more than accuracy task 3) Meaningfulness principle: The practice of meaningfulness should be emphasized more than mechanical. textbooks for analysis related to theory.

First, from three communicative activities in textbooks that the author has analyzed. Many activities are not easy to do as individual tasks. The best solution is to make assignments as group assignments, which aim to build cooperative and interactive relationships between students. In fact, in the book Bright an English for the ninth grade, communicative tasks are highly presented among other tasks. based on the book "Bright an English" can be seen in group activities. From all group work activities in the book, there are 68 group task activities presented in each chapter. The total activity of group assignments outperformed other tasks. This means that by giving assignments in groups, students are encouraged to interact with each other, and it is hoped that this can be done in the target language. This textbook has communicative exercises, including activities involving contact that require regular interaction between students to exchange information and solve problems (Canale and Swain as cited in Richards, 2007).

For the second, task fluency. Based on the book "Bright an English", it can be seen that there are 2 fluency tasks. the first is learning grammar and correcting statements with a total of 41 tasks presented in each chapter. Increasing fluency is one of the targets for achieving communicative activities (Brown as quoted in Richards, 2007). To achieve a good level of fluency, Fluency exercises describe real tasks, such as learning grammar. Rodgers et al (2001) concluded that speaking practice would concentrate on fluency tasks in the best way. For this reason, the author believes that the fluency of tasks in the textbook is indeed an example of a good speaking practice, because it can be done in pairs/groups to achieve real communication between students.

Third, the findings of the meaningfulness task. In the activities in the book "Bright an English" there are three meaningful activities. The first activity is a matching task, filling in the blanks, and a multiple choice task with 42 activities presented in each chapter. Richard (2007) mentions in his book, significant practice refers to activities where language teaching is provided but where students are asked to make meaningful choices while practicing. In other words, students are required to make meaningful choices, and language produces activities whose language is still mastered. This reduces opportunities for students to use real language to be more communicative although opportunities to make choices and play with language increase. This activity is presented in filling vacancies, matchmaking and other activities. This means that language learning activities must be carried out in such a way as to enable students to engage in meaningful and authentic use of language and group and pair work can enable students to increase the quantity and quality of target language training.

After doing an overall analysis, there are three elements that the authors analyze in this textbook, based on the data obtained, namely; communicative tasks, fluency tasks, and meaningful tasks. In this study, the researcher found 190 sub-activities to consider during the analysis. communicative task as the highest frequency. then followed by the meaningfulness of the task, then in the third place there is the task of fluency with. This shows that textbooks apply more CLT principles based on Richard's theory. The number of activities including focused meaning or meaningful exercises, fluency and group work are the criteria for communicative activities. Therefore, the textbook used in this study is considered successful in describing communicative competence in communicative activities. The results of this

study indicate that speaking activities in textbooks are considered communicative enough with a percentage of 78% to be used in learning English based on individual functions, fluency levels and meaningful task exercises.

D. CONCLUSION

This last chapter presents the conclusions of this qualitative research. The main purpose of this study revealed that the communicative activities in the textbook “Bright an English” were used at the Mts N 8 Muaro Jambi school. publications from Erlangga fully comply with the CLT principles proposed by Richards (2007). Based on the data collected and analyzed, the researcher wants to conclude the aspects that have been found after the analysis: The first principles is that the communicative activities in the textbook “Bright an English” (2018) support students' communicative competence because most of the activities provided by all chapters in the textbook contain communicative activities. group work in the book "Bright an English" with the most activity results compared to other principles as many as 68 activities. the second principle is that the communicative activities in the textbook “Bright an English” (2018) support students' communicative competence because 41 communicative activities in the textbook focus on fluency tasks. the third principle is that communicative activities from the textbook “Bright an English” (2018) support students' communicative competence because 42 communicative activities emphasize meaningful practice. The results showed that communicative activities reached 78% in textbooks and were considered communicative enough to be used in learning English.

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