THE COMMUNICATIVENESS OF ENGLISH IN FOCUS FOR GRADE VIII OF JUNIOR HIGH SCHOOL

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ABSTRACT: In English teaching, a communicative textbook is important in order to help students develop their communicative competence since the goal of learning a language is to be able to use the language learned communicatively. This research investigates how much the textbook entitled *English in Focus for Grade VIII of Junior High School* is communicative in terms of communicative components and communicative activities.

Keywords: English textbook, *English in Focus*, communicativeness

Indonesian education is now implementing *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*). This curriculum is implemented to empower regions and schools in planning, implementing, managing, and also assessing the learning outcomes based on their condition and aspiration (Muslich, 2008:10). Since *KTSP* is flexible in which its implementation is based on the region and school needs, teachers as the actors of teaching, may use any strategies and methods, kinds of media, and evaluation techniques in their teaching as long as the learning objectives are reached. In addition, they may use any relevant materials from any learning sources. It is stated by Sanjaya (2008:174) that “Learning materials must be obtained from any learning sources relevant to the competencies that must be achieved.” Maghfiroh (2011:5) adds, “Regarding to the implementation of *KTSP*, ideally, teachers get the opportunity to select and develop their own materials which are appropriate to their class and meet their students’ needs but still in line with the curriculum.” Indeed, the selection and development of materials are the teachers’ rights. They can employ materials that they get from any learning sources or develop their own materials.

In the case of English teaching, in spite of the availability of varied strategies and methods, media, materials, and the evaluation techniques, English teachers should consider Communicative Language Teaching (CLT) as the approach of language teaching. Students’ communicative competence should be developed by using every single aspect in in language teaching, such as
strategies and methods, materials, and learning activities employed. In this research, the focus will be on the material used in the form of a textbook entitled *English in Focus for Grade VIII of Junior High School*.

Communicative textbook gives emphasis on developing students communicative competence. Grant (1991:13) argues that communicative textbooks create opportunities for the students to use the language in the classroom, as short of “halfway house” before using it in real life. Communicative textbooks will stimulate students to apply their language in their nearest environment first, their classroom, with their teacher and peers. Then, he identifies some characteristics of communicative textbook as follows:

1. They emphasize the communicative functions of language – the job people do using the language – not just the forms.
2. They try to reflect the students’ needs and interests.
3. They emphasize skills in using the language, not just the forms of language, and they are therefore activity based.
4. They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
5. They tend to be very specific in their definition of aims.
6. Both content and methods reflect the authentic language of everyday life.
7. They encourage work in groups and pairs, and therefore make heavier demands on teachers’ organizational abilities.
8. They emphasize fluency, not just accuracy.

The analysis on the communicativeness of a textbook is important to be done by teachers to obtain the advantages of the textbook and minimize the shortcomings of the textbook.

**METHOD**

To answer the research problems of this study, content analysis method was employed. Ary et al. (2006) states, “Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.” In this study, the terms of specified characteristic mentioned by Ary et al. is the communicativeness of the components and also the activities contained in *English in Focus for Grade VIII of*
Junior High School.

The object of the research is English textbook entitled *English in Focus for Grade VIII of Junior High School*. This textbook was chosen because the textbook has passed the BSNP (*Badan Standard Nasional Pendidikan*) selection and has been asserted as a textbook that properly fulfills the requirements as a qualified book. Moreover, the textbook claims itself to be communicative. Other consideration is that the textbook is widely used by Junior High Schools in Malang and perhaps by teachers and students all over Indonesia since it is down loadable and costs affordably in the printed form. Furthermore, the researcher herself has an experience of using the book as her teaching aid when she was in her internship program.

The instrument used in this study was checklist. There were two kinds of checklist. The first checklist was adapted from Grant (1991), Cunningsworth (1995), Crawford (1996), Wijayanti (2011) and Maghfiroh (2011). The adapted checklist was utilized to analyze the quality of communicative components of the textbook that covers 11 components: the aim, the topic and subject content, the reflection of students’ needs and interest shown by the textbook, the appropriateness of grammatical materials, the appropriateness of vocabulary exercises, the appropriateness of pronunciation materials, the organization of conversation, the stylistic difference, the quality of authentic materials, the quality of semi/non-authentic materials, and last the availability of cross cultural understanding aspect. Each component has certain description points. And each description point had range of score: 0, 1, 2. Score 0 meant that the content of the textbook did not fulfill certain description point at all, score 1 meant that the content of the textbook partly fulfilled certain point, and last, score 2 meant that the content of the textbook fulfilled certain description point well.

Then, the second checklist, adapted from Tsaqif (2010), was used to analyze each activity whether it fulfilled some or all of the principles of communicativeness; language use, real context, unpredictability, information gap, interactivity, and beyond classroom. These principles were taken from Richards' (2006) definition on communicative practice and some communicative principles proposed by experts. Thus, the researcher used these principles as the
basis in analyzing each activity contained in the textbook.

The data obtained by using the checklists were analyzed by using certain formulae. Then, the percentage obtained was classified into textbook score criteria based on Aniroh (2009).

**FINDINGS AND DISCUSSIONS**

There were two major findings in this research. The first finding was about the quality of communicative components, and the second one, is about the quality of communicative activities of the textbook.

From the data analyzed, it could be found that the quality of communicative components of the textbook was classified into good category since the level of communicativeness of the components is 80%. According to Aniroh (2009), 80% is classified into good category. Below is the result of the calculation on the communicative components of the textbook:

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Total Score</th>
<th>Max. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The aim of the course book</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>The topic and subject content</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>The reflection of students’ needs and interest</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>The appropriateness of grammatical materials</td>
<td>5</td>
<td>8</td>
</tr>
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<td>5</td>
<td>The appropriateness of vocabulary exercises</td>
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<td>The appropriateness of pronunciation materials</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>The organization of conversation</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>The stylistic difference</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>The authentic materials</td>
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<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>The availability of cross cultural understanding aspect</td>
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<td>4</td>
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<tr>
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<td><strong>80</strong></td>
</tr>
<tr>
<td><strong>Level of communicativeness</strong></td>
<td></td>
<td><strong>80%</strong></td>
<td></td>
</tr>
</tbody>
</table>
1. The Aim of the Textbook

The aim of the textbook should be communicative. Based on the checklist developed, when a textbook claims to be communicative in its aim, it should stated the aim in the introduction, it should explicitly stated that it used communicative approach, the aim and objective presented draw the students’ needs both in language content and communicative competence, the underlying principles of the course were stated that would provide balance activities developing the four English skills, every unit has certain communicative objectives to achieve, and last, the course book included a detailed overview of the lesson that taught in each unit. And from the data analyzed, the textbook had fulfilled all of those points presented in the checklist well. Accordingly, the textbook possessed maximal score in this first criterion.

2. The Topic and Subject Content of the Textbook

The topic and subject content of a textbook should be interesting, informative, challenging, amusing, and exciting (Cunningsworth, 1995).

For this criteria, the textbook also possessed maximal score since the textbook included real topics inside that would interest students. Then, the contents were relevant and useful to the present and future needs of the students. Moreover, the textbook contributed to expanding learners’ awareness and enriching their experience by presenting features and activities that were interesting and challenging. For example, students were asked to fill in a passport with their personal identity, reply an email, and recognize the first aid kid equipment. Additionally, the textbook is indeed related to and engaged the learners” knowledge system in which it would help motivating the learners in learning English. It was in line with Cunningsworth (1995), “Learners come to class with, among other attributes, knowledge, attitudes, skills, cognitive abilities, curiosity, and experience. Language learning as a process will relate to and engage these attributes so that the learning process is enriched and made more meaningful”.

3. The Reflection of Students’ Needs and Interests

The reflection of students’ needs and interests in Indonesian context can be seen in standard of competence and basic competence from the government. Standard of competence and basic competence for grade VIII require students to learn various kinds of language function, short functional text, and genre types of text. Thus, a course book should contain these three main materials in its units. However, the existence of language contents, such as grammar, vocabulary, and pronunciation should not be left behind as they are the actual items of language taught that form the foundation of everything else contributing to the complex process of language teaching (Cunningsworth, 1995:31).

*English in Focus for Grade VIII of Junior High School* provided language function, short functional texts, and text types in each chapter. The materials were spread in all of the chapters. The examples of language function materials were *meminta, memberi, menolak barang; meminta, memberi, menolak jasa; mengakui, mengingkari fakta; meminta dan memberi pendapat*, etc. They were taught in context and were recycled under the heading *Speech Act* and *Learning Essential*. Then, some short functional texts were also available for students to learn such as signs, memo, leaflets, notes, notices, etc. And then, students could also recognize many text types, such as descriptive, recount, and narrative contained in the textbook. The text types were introduced by the explanation of the aims of the text and generic structure under the heading *Note* and *Learning Essential*. The fulfillment of the requirement set by the standard of competence and basic competence by the textbook, led the textbook to maximal score.

4. The Appropriateness of Grammatical Materials

As Cunningsworth (1995:31) says that grammar is one of the actual items of language taught, its existence in a textbook needs to be evaluated. However, firstly, it was worthy to clarify the terms of grammar means. According to Brown (207:420), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

The grammatical structures suitable for grade VIII students based on the text types taught; descriptive, recount, and narrative, were simple present tense
and simple past tense. The researcher found that those tenses were explained after discussing a type of text. Those grammatical items were explained under the headings Grammar Stage and Learning Essential. The grammatical items taught were not only tenses, but also some other items such as degree of comparison, articles, qualifier, etc. Thus, the textbook had score 2 for this point of criteria.

In English in Focus for Grade VIII of Junior High School, the grammatical items were indeed taught inductively. Inductive learning was thought to resemble the way in which children acquire their mother tongue and is, therefore, considered by some language teachers to be more natural than deductive learning (Cunningsworth, 1995:99). As stated above, these grammatical items were explained after discussing text types through providing the students with examples first rather than directly telling them the formula. It means that the textbook had fulfilled well the characteristic of communicative textbook. Consequently, the textbook successfully obtained score 2 for this point of criteria.

However, the exercises that facilitated students to explore more about grammar were insufficient. The researcher only found grammatical exercises in Chapter 1 on page 25, Chapter 3 on page 58, Chapter 4 on pages 95 and 96, Chapter 5 on page 114, and last, Chapter 6 on pages 140 and 146. Chapter 2 did not possess any grammatical exercises. Due to the lack, the textbook got score 1 in this point.

Then, the researcher also did not find any grammatical exercises that led the students to produce their own utterances and use language for their own purposes as they might need to communicate with others using their own utterances which were grammatically correct. It opposed Nunan’s saying (1998:103):

We need an approach through which they learn how to form structures correctly, and also how to use them to communicate meaning. Such a methodology will show learners how to use grammar to get things done, socialize, obtain goods and services, and express their personality through language. In other words, it will show them how to achieve their communicative ends through the appropriate deployment of grammatical resources.

From Nunan’s point of view, it can be inferred that students should be given a chance where they can explore and manipulate the grammatical items learned in order to use them to communicate meaning so that they can achieve
their communicative ends. However, the textbook did not take that kind of exercise into account. Due to the lack, score 0 was given to the textbook for this point.

5. The Appropriateness of Vocabulary Exercises

The appropriateness of vocabulary exercises in the textbook could be analyzed, firstly, from the formats of the exercises. Secondly, the way it is taught, and last, whether or not there were exercises that enable the students to expand their own vocabulary independently by helping them to develop their own learning strategies.

First, *English in Focus for Grade VIII of Junior High School* indeed had various formats of vocabulary exercises such as translation in Chapter 1 on page 3, antonym in Chapter 1 page 6, synonym in Chapter 3 on page 65, collocation in Chapter 4 on page 95. Consequently, the textbook got score 2 for this point.

Next, teaching vocabulary in context was another important consideration in Communicative Language Teaching. Cunningsworth (1995:38) explains, “We would not expect to see just wordlists or dictionary definitions of new words. Nor would we expect to see words taught in isolation or outside of context.” And from the textbook, it can be found that the vocabulary items were taught in context rather than in isolation. The vocabulary items were taught or discussed after a text was presented and these vocabulary items came from the text itself. Some of the vocabulary exercises were in the form of blank dialogues in which students must fill in the blanks with suitable words that went together to form a complete dialogue. Look at Practice 1 on pages 8-9. Thus, the textbook got score 2 for this point of criteria.

Although there were various formats of vocabulary exercises such as translations, synonyms, antonyms, and collocations, the students were not allowed to create their own utterances or sentences by using the newly-learned vocabulary in order to develop their own learning strategies. Students were only asked to accomplish the vocabulary tasks that mostly were in the forms of matching, filling in the blanks, and puzzles. It meant that the textbook did not support one of the
characteristics of good learners mentioned by Brown (2007:259) that good language learners are creative, developing a “feel” for the language by experimenting with its grammar and words. Since the textbook failed fulfilling this point of criteria, the textbook did not reach the maximal score of the criteria. The textbook got score 0 for this important point.

6. The Appropriateness of Pronunciation Materials

The appropriateness of pronunciation materials in the textbook were analyzed, firstly, from its formats, secondly, whether there were emphasis on areas of particular importance such as weak forms, word and sentence stress, and some aspects of intonation, and thirdly, whether some of pronunciation work was built on to other types of work.

Unlike the vocabulary exercises which have various formats, the pronunciation materials contained in the textbook mostly were only in the form of list of words in which students had to do imitation drills according to the phonetic transcriptions available such as in Chapter 1 on page 6, Chapter 2 on page 32, and in Chapter 6 on page 128. Other formats like minimal pairs and tongue twisters did not exist in the textbook. Thus, score 1 was considered suitable for this point. Then, emphasis on areas of particular importance such as weak forms, word and sentence stress, and some aspects of intonation were available in the textbook.

However, the amount was extremely insufficient since, as said previously, most of the pronunciation materials were in the forms of list of words completed with phonetic transcription in which students had to pronounce them. Moreover, intonation was not given special attention. There was no special explanation about the different intonation, falling or raising, that could characterize the degree of formality. Since the attention given on that kind of particular importance was inadequate, the textbook only obtained score 1 for this point.

Some of the pronunciation work was built on to other types of work such as listening on page 33, dialogue on pages 53-54, answering questions orally on page 76, reading aloud on pages 88 and 135, and doing monologue on page 111. This pronunciation work might help students memorize how to pronounce words better as the pronunciation materials were taught in context and integrated into
other activities. Then, score 2 was given to the textbook in this point of criteria.

7. The Organization of Conversation

A communicative course book should organize the conversation in its materials so that it can reflect natural spoken interactions. Based on Cunningsworth (1995), conversation that reflects natural spoken interactions should include features such as fillers and incomplete sentences, adjacency pairs, and preferred sequences.

The researcher found that *English in Focus for Grade VIII of Junior High School* indeed inserted the features of natural spoken interaction, such as fillers and incomplete sentences in its dialogues or conversations well. Fillers such as *ummm, oh, ah*, etc did exist as can be seen in Practice 2 on page 2, Practice 4 on page 36, and Practice 2 on page 126. Then, incomplete sentences, such as *I wonder...* and *the bird from Papua...what’s its name?* also can be found in some dialogues. Since the textbook fulfilled this point of criteria well, score 2 was given to the textbook.

Next, adjacency pairs or paired utterances, such as question-answer, offer-acceptance, request-compliance were presented and practiced in the textbook. All dialogues and conversations contained adjacency pairs. Question- answer can be found in all of the dialogues, for example in Practice 1 on pages 8-9. Offer-acceptance pattern can be found in Practice 6 on page 78, and request-compliance can be seen in Practice 8 on page 86. Thus, the textbook was considered perfectly fulfilled this point of criteria and got score 2.

Preferred sequences (eliciting an offer rather than making a direct request) should be available in the dialogues or conversations of language function especially about asking an item and asking a help. However, the researcher did not find that kind of preferred sequences in any dialogues and conversations that contained language function of asking an item and asking a help. Due to the lack of preferred sequences injected in the dialogues and conversations, the textbook got score 0 for this point.
8. The Stylistic Difference

The different level of formality in both spoken and written communication should be presented by a textbook to make students aware on how they respond in a particular situation appropriately. For example, communicating with a stranger or older people require more polite words to say than that with close friends. It is strengthened by Cunningsworth (1995:50), “When we use language, we need to be able to perceive the social situations in which we are operating and to be able to match language style to situation.” In this case, the textbook should give explanation, examples, and practices to sensitize students to be aware of the style that match to use in a particular situation they are involved in.

First, in the grammar area, the use of passive form of verbs as opposed to the active one can be cited as an example of formal style. The researcher found some examples of passive forms that signaled the formal style in writing products in some text types as can be seen in Practice 9 on page 57. The type of this short functional text was announcement. There were some examples of passive sentences. However, there was no explanation why passive was used and there were no practices on how to use passive sentences in different situations. Thus, the textbook obtained score 1 in this point.

Secondly, the use of contractions such as can’t and won’t in writing to signal informality was also included in some writing products contained in the textbook such as in Practice 9 on page 107. This practice showed an excerpt of Beni’s diary so that the language used was informal. However, there was no such explanation on when contracted words were best used. Thus, score 1 was suitable for the textbook in this point.

The formality of language use also can be seen from the use of vocabulary employed. The textbook indeed provided the distinctions on vocabulary used, especially on the speech act of language function. The distinction contrasted how to use language function to communicate with peers and with older or stranger people. Moreover, there were some practices that asked the students to practice on how to use the formal and informal language functions as can be found in practice 4 on page 55. Since the textbook provided examples and also practices on how to use vocabulary in two different situations, formal and informal, the textbook
obtained score 2 for this point.

Turning to discourse, the discourse structure was in a formal and informal talks was different. As discussed previously, there were some exercises that trained the formal and informal talks. The formal and informal situations were presented by the textbook. The informal talks can be found in almost all pages. Meanwhile, the formal talks such as those with older people and stranger can be seen in Practice 9 on page 87, practice 2 on page 130, and on Practice 7 on page 133. The textbook deserved score 2 for this point.

9. The Quality of Authentic Materials

One of many important characteristics of communicative textbook is the integration of authentic materials inside the textbook. Cunningsworth (1995:141) states, “Authentic content is using real facts and information instead of made-up content. The language used for this authentic content may itself be authentic, semi-authentic, or specially written, depending on the level.” Furthermore, there are arguments in favor of the use of authentic materials such as they provide cultural information about the language target, they provide exposure to real language, they relate more closely to learners' needs, and they support a more creative approach to teaching (Richards, 2006:20).

Considering the authenticity in a communicative textbook, it means that the language presented must be genuine. The researcher found that kind of genuine language in some texts inside the textbook such as in Chapter 1 on pages 16 and 24, Chapter 2 on pages 40, 42, 43, 44, and 45, Chapter 5 on pages 115-116, and last, in Chapter 6 on pages 141 and 147. Chapters 3 and 4 did not contain any authentic materials that contained genuine language. Moreover, considering genuine language in the textbook as a whole, the artificial language was far more dominant than the genuine language. Most of the language presented, both in materials and activities, was made up or not genuine. Consequently, score 1 was given to the textbook for this point.

The use of authentic materials is important. However, referring to Cunningsworth saying above, the authentic materials must be suitable with the students' level of proficiency so that they can be easily understood by the students.
The researcher found that the authentic materials were suitable for the students’ level of proficiency which can be seen from their needs, that was learning about many text types: descriptive, recount, and narrative. For instance, the one that appeared on pages 115-116 was actually specially written authentic materials to match the topic of the chapter, Personal Experience. The textbook got score 2 for this point.

Next, the presentation of authentic materials was very good when they were able to accommodate students to be involved in communicative activities which they can employ their language use. Unfortunately, not all of the authentic materials contained in the textbook were followed by communicative activities. Some of the authentic materials were not intended for communicative activities, for example, the one which was on page 16. This text was authentic. However, the activities that followed were intended for reading comprehension only. Then, some of authentic images were not necessarily inserted. There were many authentic images inserted in the textbook. However, actually they were not really important such as the ones on pages 53, 60, 90, 91, and some other images. The textbook deserved score 1 for this important point of communicative textbook.

Then, since authentic materials used real facts and information, they should be able to help students to bridge the gap between the classroom and outside world. Authentic materials existed in the textbook indeed could help the students to reach outside world since they were taken from internet and other sources. Real images and authentic texts obtained from websites were followed by sources attached that gave the website addresses so that the students could access the websites themselves if they wanted to explore them more, and so other authentic materials obtained from other books, magazines, or newspaper. Also, the content of the materials was useful since they contain real information and facts. The textbook deserved score 2 for this point.

Next, the authentic materials should be amenable to exploitation for language teaching purposes. The authentic images in Practice 5 on pages 21-22 were significant because they were clue for students in producing writing products. Furthermore, texts such as those found on pages 16, 40, 43, and on the
other pages could be exploited for teaching purposes especially for reading comprehension. However, as said previously, some images seemed not really important because their existence was only for decoration of the pages. They were not really purposed for the importance of teaching. Consequently, score 1 was given to the textbook.

10. The Quality of Semi/Non-Authentic Materials

The portion of authentic materials available in English in Focus for Grade VIII of Junior High School was less than the portion of semi/non-authentic materials. When such kind of semi-/non-authentic materials are used, they should be good models for learners to follow.

Firstly, it was representative of real-life language use. Indeed, the language used in the textbook reflected the daily-life language. The language models showed the interactions that commonly take place in real life since the materials of language function indeed characterized communicative interactions. The interactions could occur between friends, with teacher, older people, or strangers. For this point, score 2 was given to the textbook.

Secondly, the language presented and practiced were good models for learning purposes. The language presented in the textbook was appropriate models for students as their learning materials. The textbook provided examples or models that could be imitated when students were asked to practice the materials they had learned. The textbook deserved score 2 for this point.

Thirdly, the material brought greater realism and relevance and could increase learners’ motivation. The availability of materials and activities such as song on pages 23-24, puzzles on pages 18, 68, and 118, role plays, and map reading were realistic and relevant to real life. Those kinds of activity were enjoyable because they were fun and they were not test oriented. Thus, those kinds of activity could increase learners” motivation in learning English since they could learn it in fun ways. Moreover, as said before, the models of English available in textbook were drawn from everyday life which meant that the models were relevant and close to real life. The textbook deserved score 2 for this point.
11. The Cross Cultural Understanding Aspect

Cross cultural understanding aspect is an important part in a course book to introduce and bridge the culture differences of Indonesian culture and the target language culture. As stated by Putri (2012:2), “For whatever reason, learning culture attached to a language is encouraged.” Moreover, The Board of Standards of National Education, abbreviated as BSNP (Badan Standard Nasional Pendidikan) states that since English is a global communication media, the mastery of English should help students understand and strengthen local and national culture as well as recognize and understand international culture (BSNP, 2011:1-2). In this case, the international culture refers to target language culture, or USA, UK, and Canada (Putri, 2012). Course book can provide cross cultural understanding aspect through the materials and activities in its chapters.

Activities that asked the students to identify, experience, analyze, produce, or discuss tangible products of Indonesian culture and the target language culture were not adequately provided by the textbook. Not all chapters contained such kinds of tangible products that became the characteristics of Indonesian culture and the target language culture. Chapter 3 had no materials and activities that introduce the tangible products of the target language culture. Other chapters had that kind of tangible products presented through texts, such as describing a special animal from Australia, kangaroo, on page 21 and reading an Indonesian map and its animal living in on page 23 of Chapter 1, in Chapter 2 there were texts about Nusa Tenggara on page 40, Mount Rushmore on page 43, and the White House on page 44. And then, in Chapter 4, there were so many narrative texts that were products from the target language culture. Next, in Chapter 5, there was a text entitled Personal Experience which introduced some famous figures or inventors of medical science. Last, on Chapter 6, there were narrative texts entitled The Owl and the Nightingale on page 134 and The Calliph and the Clown on page 135. Meanwhile, a text that contained Indonesian culture entitled Telaga Warna, could be seen on pages 140-142. Since Chapter 3 had no any examples of Indonesian and the target language tangible products, the textbook only got score 1 in this point.

After discussing the tangible products, the expressive ones is something
important that should not be left behind. Expressive products such as songs and poems can increase learners’ motivation as they can learn English in a fun way. The expressive products can come from Indonesian culture as well as the target language culture. Unfortunately, the researcher did not find many of the product. Song was only available in Chapter 1 on pages 23-24. The researcher did not find any expressive product, such as songs or poems that characterize Indonesia culture and the target language culture in any other chapters of the textbook. Consequently, score 1 was given to the textbook.

Now, the second finding revealed the quality of communicative activities contained in the textbook. *English in Focus for Grade VIII of Junior High School* consisted of six chapters. From the data analyzed, the researcher found that the textbook contained 264 activities. The activities in each chapter were arranged based on four language skills: listening, speaking, reading, and writing. Based on the result of analysis, it showed that Chapter 4 had the highest degree of communicativeness, 25%. And the degree of communicativeness as a whole textbook was 20%. According to the textbook score criteria proposed by Aniroh (2009), the percentage was categorized into very poor which meant that the communicativeness of activities was very low because the principles of communicativeness were inadequately fulfilled by the activities.

Table 2 Presentation of Communicative Activities

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Number of Activities</th>
<th>Percentage of Communicativeness</th>
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<td>54</td>
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<td>2</td>
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</tr>
<tr>
<td>Degree of communicativeness</td>
<td>20%</td>
<td>Very Poor</td>
<td></td>
</tr>
</tbody>
</table>

The existence of communicative activities in *English in Focus for Grade VIII of Junior High School* is considered low. Most of the activities are for reading
comprehension.

The examples of communicative activities that could be cited were ‘question-and-answer’ activities that asked students’ personal life and experiences. This kind of activity was communicative since the students used their language ability in answering the questions, both spoken and written, the context was real, and it was unpredictable. This activity always appeared in every chapter and in every section of skill.

Another example that fulfilled the principles of communicativeness was follow-up activity on page 5 where the students were asked to plant a flower, looked for some information in taking care of it, and then compared its growth with their friend’s. This activity obtained score 10 because the students had to use their language in comprehending the information of taking care of the plant and in applying the information they obtained, the context was absolutely real, the talk with their friend was unpredictable, interactive, and it was applicable to the world outside the classroom.

Discussing a sign with a peer as can be seen in Chapter 1 on page 19 was another example of communicative activity. This activity was very good because it almost fulfilled all of the principles of communicativeness; language use, real context, unpredictability, interactivity, and the knowledge obtained after discussing the sign could be applied to the world outside the classroom when the students find similar sign beyond the classroom. This activity was an example of an open ended discussion where students can discuss, share their thoughts and opinions. Thus, this activity was communicative.

Each chapter contained communicative activities. Chapter 1 had 18 communicative activities, Chapter 2 had 11, Chapter 3 had 12, Chapter 4 had 19, Chapter 5 had 14, and Chapter 6 had 12 communicative activities.

As can be seen at Appendix I, there was only one activity that contained ‘information gap’ principle. It was in Chapter 5 on page 121 in which the activity was a classroom survey. In this activity, the students were asked to get information on who were not at school last week because of being ill. Students had to change information with their friends in a group and report it, both spoken and written, on who were ill last week and could not attend the school.
Then, based on the researcher analysis, it was concluded that the level of communicativeness of the textbook as a whole, seen both from the communicative components and communicative activities, was 50% which was categorized into poor category.

CONCLUSIONS

There are some conclusions and suggestions that can be drawn from the findings and discussions presented in the previous chapter.

Firstly, the components of the textbook that consisted of 11 components had good quality since the textbook fulfilled 80% criteria of communicativeness. Meanwhile, the activities of the textbook only fulfilled 20% principles of communicativeness. In this case, the quality of communicative activities of the textbook was categorized into very poor.

Secondly, the quality of communicativeness of the textbook as a whole was considered poor since the level of communicativeness of the textbook as a whole was only 50%.

Thirdly, the textbook has some strengths and weaknesses. Some strength of the textbook were, first, it had real topics presented for the students.

Second, it contained complete materials as recommended by BSNP and the content was relevant and useful for present and future needs of the students. Additionally, although most of the language used in this textbook was non-authentic, it was nevertheless a good model to follow. Meanwhile, some weaknesses of the textbook that could be exposed were the insufficiency of grammar and vocabulary exercises, the monotony of pronunciation material formats, the insufficiency of stylistic difference presented by the textbook, and the inadequacy of communicative activities.

SUGGESTIONS

From the analysis, there are some suggestions that can be proposed. Firstly, for English teachers of grade VIII, it is strongly recommended that the English teachers use supplementary materials to cope with the weaknesses of the textbook.

Secondly, for authors of English textbooks or material developers, it is
important to bear in mind the communicativeness aspect of the materials they develop.

Thirdly, for future researchers who will conduct a similar study, the suggestions proposed derive from the weaknesses or limitations of this study. First, the future researchers should validate the checklists they are going to use to an expert to confirm the validation of the checklists. Next, they should try the checklists out on another textbook before they use them to evaluate the textbook they are going to use in their study. That way, they may be able to develop more sophisticated and complete checklists. Then, they also can consult teachers more intensively to discuss the quality of the textbook.

REFERENCES


English Competencies for the Grade X Senior High School”. Malang: State University of Malang.
