

DIFFERENT LEVELS OF COMMUNICATION ACTIVITIES IN SPEAKING EXERCISES OF *BSE* ENGLISH TEXTBOOK.

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Abstract

The use of a textbook is a crucial one, since a textbook plays an important role in learning activities, a textbook can be a source of the lesson. And evaluating a textbook should be applied as a way to keep the usefulness of the textbook. So, this study has an aim to evaluate the speaking exercises in curriculum 2013 textbook. The concern of this study is the different levels of communication activities in the textbook that mentioned by Littlewood (2004). According to Littlewood, there are five different levels of communicative activities; those are non-communicative, pre-communicative, communicative, structured communication and authentic communication. In gathering the data, it was used checklists from Littlewood (2004) to analyze fifteen speaking exercises from the textbook. After analyzing the exercises, it is found that communicative level which has good level. The results of this study is one speaking exercise is non-communicative, two speaking exercises for each pre-communicative, communicative and structured communication. And eight speaking exercises in this textbook are in authentic communication level. The findings of this study can be used as the inputs for the consideration in using this textbook.

Keywords: *Communicative activity, speaking exercises, Curriculum 2013, Textbook*

Abstrak

Penggunaan buku ajar sangat penting dalam pembelajaran karena buku ajar menjadi salah satu sumber pembelajaran. Mengingat betapa pentingnya buku ajar dalam proses pembelajaran maka evaluasi pada buku ajar dapat difungsikan untuk menjaga mutu dari buku ajar tersebut. Berkaitan dengan keadaan tersebut maka penelitian ini memiliki tujuan untuk mengevaluasi latihan-latihan dalam kemampuan berbicara di buku kurikulum 2013 yang dibagikan oleh pemerintah. Fokus dari penelitian ini adalah perbedaan level komunikatif yang disebutkan oleh Littlewood (2004). Littlewood mengklasifikasikan lima level komunikatif dalam kegiatan berbicara siswa; non-komunikatif, pre-komunikatif, komunikatif, komunikatif yang tersusun dan komunikatif yang autentik. Dalam mengumpulkan data, digunakan cek lis dari Littlewood untuk menganalisis 15 latihan berbicara dari buku ajar tersebut. Setelah dianalisis, ditemukan bahwa latihan-latihan berbicara adalah komunikatif. Hasil dari penelitian ini ada satu kegiatan yang non- komunikatif, dua kegiatan yang pre-komunikatif, komunikatif dan komunikatif yang tersusun. Dan delapan kegiatan yang autentik. Hasil dari penelitian ini bisa dipakai sebagai masukan untuk bahan pertimbangan evaluasi buku ajar tersebut.

Kata kunci : *Kegiatan komunikatif, Latihan berbicara, Kurikulum 2013, Buku ajar*

INTRODUCTION

Some years ago, a curriculum had been implemented by the government; call it as 'Curriculum 2013'. During the implementation of this curriculum, some problems were appeared. Those problems are needed to be evaluated. One of the problems that should be evaluated in the implementation of 2013 curriculum is the textbook. In this curriculum, Ministry of Education provides e-textbook or '*Buku Sekolah Elektronik*' (BSE). BSE is a textbook which is provided by the government as an effort of implementing the Ministry of education regulation No. 19 Year 2005 article 43 Paragraph (5) on *Badan Standard Nasional Pendidikan* (BSNP). It is written that "*Kelayakan isi, bahasa, penyajian, dan kegrafikaan buku teks pelajaran dinilai oleh BSNP dan ditetapkan dengan Peraturan Menteri.*" (The suitability of content, language, presentation, and graphics in a textbook assessed by BSNP and assigned by the Regulation of the Minister.) Government provides BSE as a way to give an alternative textbook which is easy to access through internet. It is also free to download, print, and copy. But, the problems are some of the content in

the textbooks contain some controversial issues such as in *Pendidikan Agama Islam* and *Budi Pekerti* textbook (Sisdiknas, 2015). This caused some teachers propose to the government to evaluate the 2013 curriculum. As what has been reported by Idhom (2013) that teachers in Yogyakarta suggested the government to revise the 2013 curriculum.

In fact, "Course books play a significant role in EFL teaching and learning by providing useful material to both teachers and students." (Charalambous, 2001) The role of a textbook which is mentioned by Charalambous shows that a textbook has an important role in teaching activity, not only as useful material but also as guidance in teaching activities. In addition, According to Hutchinson and Torres (1994), a textbook helps teachers in their learning activities as a part of teaching learning system that must take it carefully in applying a textbook. Stated by Richards (2001), a textbook serves as the basis of input in acquiring a new knowledge and in this term is a language.

There are several theories are used to evaluate the speaking exercises in

this textbook. a theory is mentioned by Byrd in Celce (2001), evaluating a textbook, the evaluator can evaluate the textbook in three aspects. One of them is the communicative level in speaking exercises, recall that 2013 curriculum's materials focus on competence in using the language as a mean of communication to express ideas and transfer knowledge. (Hamied, 2014). communicative continuum is differentiate between tasks which focus on language forms and task which focus on the meanings that are communicated. This continuum are introduced by Littlewood (2004). There are five categories in this level, non-communicative learning, pre-communicative language practice, communicative language practice, structured communication, and authentic communication.

In accordance with the explanation above, this study attempts to answer research a question : How are the communicative levels available in the speaking exercises in 'Bahasa Inggris X semester 2'?

Literary Review

Speaking is the first skill that uses in acquiring a language. Since baby born, a child does interactions in speaking. This skill is a skill that should be taught in every level of learning stages. In fact, English in Indonesia is as foreign language. Generally, speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Richards and Renandya, 2002: 204). Since an EFL students should learn another language that has different vocabulary, grammar, pronunciation even cultures. So, teaching speaking to EFL students is different by their first language.

Luoma (2004) mentioned three variations within spoken language. They are talking to chat and talking to inform, talking in different social situations, and Roles, role relationships and politeness. Here are the explanations of each variation spoken language:

1) Talking to chat and talking to inform

The first variation of spoken language is to differentiate the purpose of spoken. "one way in which speech

events differ from each other is the purpose for which the people are talking to each other.” (Luoma, 2004: 22). The difference purpose of spoken effects to the way they interact each other. So, knowing the purpose of spoken helps the speaker to choose right way in communicate.

According to Brown et al (in Louma:2004), there are two characteristics of speaking, they are chatting or listener-related talk and information-related talk. First, chatting or listener-related talk has purpose to make social contact. And information-related talk has purpose to transform information.

2) Talking in different social situation

Second variation is talking in different social status. “one set of features that has an influence on what gets said in a speech event and how it is said is the social and situational context in which the talk happens” (Luoma : 24). Different situation effects to the way they speak. In formal and informal situation have different style in spoken.

3) Roles, role relation and politeness

Another feature that influences speakers’ choice of words in interaction is speaker roles and role relationships. Together with the social

and con-textual features of the speaking situation, they can particularly be seen in the way that politeness appears in the talk. (Luoma: 26)

Status has some effect to the way the speaker speaks. For the higher status, the speaker speaks more politely and using different vocabulary that used to speak with to the equal or the lower status.

Considering those variation of spoken, and when it is implemented in speaking activity, According to Littlewood (2004:321), there are two different dimension between activities. First dimension is focused on language forms and the other is focused on meanings to communicate. Littlewood (2004) wrote communication continuum between dimensions. Those dimensions are separated by five different levels of communication activities. First is *Non-communicative learning*, this qualification focuses in structuring and forming a language, and knows the meaning of that structured and forms are. The samples of activities in this qualification are substitution exercises, discovery and awareness-raising activities.

The second qualification is *Pre-communicative language practice*. In this qualification, learners are practicing a language with meaning but have not communicative enough, the example of this qualification is in the activity of ‘question-and answer’ practice. Third qualification is *communicative language practice* where learners practice an activity to communicate and share new information in simple way, this qualification can be seen in the information-gaps activities or ‘personalized’ questions. Fourth is *structured communication* when learners learn to use language to communicate in situations which have been designed before with some cues in the activity. This qualification can be seen in structured role-play and simple problem-solving activity.

The last one is *authentic communication*. In this qualification, learners learn to use language to communicate in situations where the meanings are unpredictable, such as in creative role-play, more complex problem-solving and discussion. Those qualifications show like a process of communicative activity which is purposed by Nunan (1989). The difference between Nunan and Littlewood is Littlewood mentioned the process into five stages, Nunan only mention three stages. There are comprehend, productive, and interactive activity. But, littlewood has more complex qualification rather than Nunan.

Littlewood write down the continuum to draw the relation among the qualifications.

Table 1 Communicative continuum

Focus on form	← →		Focus on meaning	
Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication
Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercise ‘discovery’ and	Practicing language with some attention to meaning but not communicating new message to others, e.g. ‘question-and-	Practicing pre-taught language in a context where it communicates new information, e.g. information-gap activities or	Using language to communicate in situation which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and	Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex

awareness-raising activities	answer' practice	'personalized' question	simple problem solving	problem-solving and discussion
'Exercises'	←	(Ellis)	→	'Task'
'Enabling tasks'	←	(Estaire and Zanon)	→	'Communicative tasks'

Adopted from Littlewood (2004)

METHOD

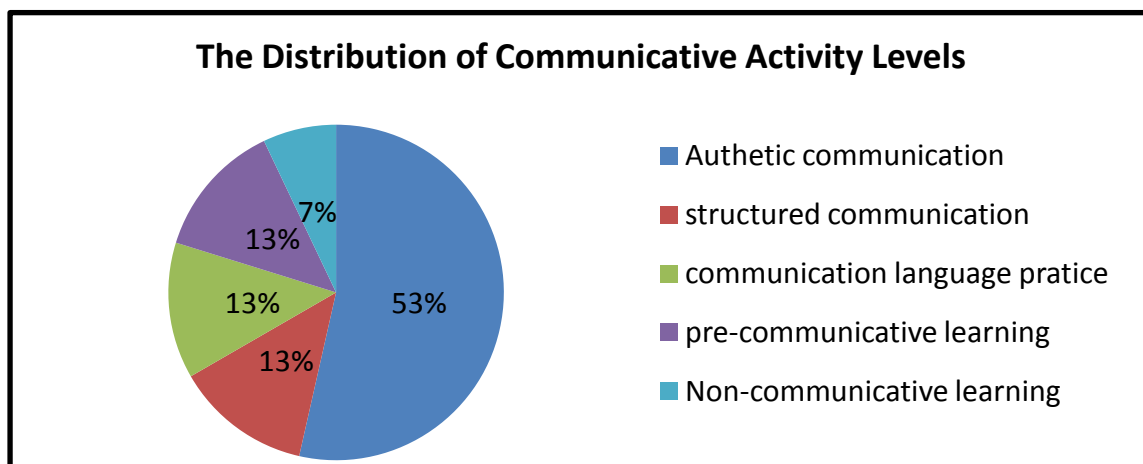
This study is a descriptive qualitative research. The data of this research were speaking exercises in a textbook entitle 'Bahasa Inggris X Semester 2' for 10th grade of senior high school. The instrument was checklists to analyze the communicative activity levels in speaking exercises that used the communicative continuum introduced by Littlewood (2004). In analyzing the data, writer classified all speaking exercises in the textbook

based on five type communicative activities.

FINDING AND DISCUSSION

The communicative level in speaking exercises was evaluated using Littlewood's classification (2004). Littlewood mentioned 5 communicative activity levels. After analyzing the speaking exercises, graphic 1 shows the percentages of communicative activity level in the speaking exercise.

Graphic 1 The percentages of each the communicative activity levels



This graphic shows the percentages of each communicative activity level. The highest percentage is authentic communication which gets 53% and three levels such as structured communication, communication language practice, and pre-communicative learning get 13% and the last is 7% for non-communicative learning. Here are the explanations of each communicative activity level.

a. Non-communicative

The first level is non-communicative where there are no turn-taking only giving the information without any responses. This level gets 7% or only one exercise. In this exercise, the students identify an idol's parents, education, job, contribution to the society, etc. After they find the information, they write the information in the circle. The students only send the information in written form, without give the responses.

b. Pre-communicative

The second level is pre-communicative. In this exercise, the students practice the language and try to convey the meaning in the turn-taking. This level gets 13% or two exercises. Both of the exercises are an interview

activity which only makes some questions relate to the statements that have been written in the previous exercise. The differences between them are the tenses, one is about past tense and another is present perfect tense.

Here an example of the exercise, in the exercise, the students should make some questions where the answers have been provided in the previous exercise (p.83). In the textbook on page 83, it is written '*I have helped my mum in the kitchen since I was 12 years old*', the students should make a question that relates to the statements, example '*How have you helped your mum in the kitchen?*' This exercise is applied the present perfect tense, it proof that the main focuses of this exercise is the language form.

c. Communicative language

The third level is communicative language practice. This communicative level emphasizes the students to do communication in simple way. There is some turn takings in order to do the communication and send new information. there are two speaking exercises which apply the third level of communication activity.

Those exercises in this communicative level are held in simple way, there is only send some information and the other students give response about the information. In the exercise, a student gives three clues about idol's characteristics and another student response the clues by asking the next clues or guessing. They do the turn taking to do the communication even not in complete sentences.

d. Structured communicative

The fourth level is structured communication. In this level, some patterns are provided to help the students to communicate each other. This level gets 13% or only two speaking exercises. In an exercise, it is an interview activity but different from interview in pre-communicative leaning, in this activity the students are asked the questions to get some information and make a short story from the result of the interview. In this textbook, the questions have been provided such as:

1. Can you tell me an interesting experience that you wrote in your diary, if you have a diary; or an interesting experience that you remember?

2. a. What was your experience about?
 - b. Where did it happen?
 - c. When did it happen?
 - d. Who was/were involved?
 - e. What happened first, second, third and so forth?
 - f. What happened then?
 - g. What happened finally?
 - h. How did you feel about that?
- e. Authentic communication

The last level is authentic communication. This level is the strongest communicative activity where the language forms are used by students which are unpredictable and the highest level which has 54% or eight exercises. There are three different activities in this level, discussion, role play, and interview activity.

First is discussion activity, There are three exercises. All of them discuss about some stories in the textbook, *Cut Nyak Dhien*, *Malin Kundang*, and *Strong Wind*. In this exercises, the students are freely to give and share their opinions about the story. Second is role play activity. Those exercises are proposed to do a mini drama of *Cut Nyak Dhien*, and *Malin Kundang*. The scenarios of the drama are created by the students without any patter that used. And the last is an interview. It is

an interview where students in pairs create a simulation of interviewing a famous person. They make some questions and answers with accurate detail, one of them as interviewer and other as the famous person.

CONCLUSION

The communicative level in speaking exercises in the 'Bahasa Inggris X Semester 2' text book. After doing the analysis, the writer found only one speaking exercise is non-communicative learning level, two speaking exercises for each pre-communicative language practice, communicative language practice and structured communication. And eight speaking exercises in this textbook are in authentic communication levels.

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