An Analysis of Speaking Activities in the Textbook "When English Rings a Bell" for 8th Grade Junior High School Based on Littlewood's Communicativeness Continuum

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Abstract

The purpose of this content analysis study is to characterize the types and levels of communicativeness of speaking activities in the textbook 8th grade junior high school "When English Rings a Bell" written by Siti Wachidah, Asep Gunawan, Diyanti, and Yuli's Rulani Khatimah. Two different data formats were used to obtain the data. A table containing the different speaking activities found in the textbook is the initial data format. The second data format, which is an adaptation of Littlwood's (2013), showed that the textbook contains a fair variety of speaking exercises, including role-playing, discussion, game communication, describing picture, storytelling, listen and repeat, and drill. Additionally, with a proportion of 81%, the speaking activities in the textbook have an "excellent" level of communicativeness.

Keywords: *Speaking activities, Textbook, Littlewood's communicativeness continuum.*

INTRODUCTION

Indonesian education heavily relies on English as a worldwide language. Students can communicate with people across the world and gain access to scientific and technical knowledge by making English become a bridge. It makes information more accessible to students. In addition, learning English helps students get into reputable universities and jobs. This is because proficiency in English is now necessary to enroll in college or work, thus language learning will help students succeed in life. Furthermore, the government also recognizes the value of learning English. English is essential for the government to teach junior high school through university.

English has four language skills including speaking, listening, reading, and writing. They are used concurrently during the teaching and learning process. In an EFL context, learners typically do not use the language in real-world scenarios. They are incapable of speaking clearly and respectfully. Speaking is the most important and challenging skill when it comes for teaching and learning foreign languages because it is the foundation of communication. For learners, speaking English is the most challenging. The purpose of teaching and learning English for students is to help them focus, so students can utilize the language for communication and as a tool for their well-being and academic careers.

Speaking is one of the most crucial aspects of learning a language, yet it is not an easy task. As a result, the students do not focus on proper pronunciation or sentence structure, they merely communicate in English. In addition, the students' vocabulary

remains limited due to their infrequent use of the English language. Some students may rather remain silent during a speaking activity because they are bashful when allowed to speak. The researcher discovered during the teaching and learning process that an image, an audiovisual, and a magazine are among the comparable case media.

According to Richards, the most popular type of instructional resources used in language teaching are textbooks. The reason these textbooks offer harmonized content with curriculum standards of competency. According to Cunningsworth, a textbook is the finest tool for assisting students in reaching their learning goals because it has already been prepared with their needs in mind. Teachers find it easier to teach in class when they use textbooks because they can stay on top of the material that needs to be covered. Therefore, textbooks are highly utilized in the teaching and learning process.

Littlewood offers a continuum that spans the range of activities in terms of the communicativeness level when it comes to speaking activities. Its attention shifts from linguistic structure and form to meaning. Real-world verbal communication is plainly purposeful and meaningful, taking place in real life. Therefore, the more meaningful and purposeful an activity is, the more communicative it is. While this does not merely imply that lexical and grammatical knowledge is unnecessary, real-world verbal communication necessitates a deeper understanding of language than merely syntax. Consequently, the majority of speaking exercises in a textbook ought to encourage genuine, meaningful, and intentional communication without omitting exercises that teach language structure.

METHOD

In this research, A content analysis will be used by the researcher. One type of data analysis used in qualitative research is content analysis. According to Krippendorf, content analysis is a research method for drawing reliable conclusions about the context of data. This means that while conducting content analysis, researchers typically describe the source texts into inferred meanings that readers will find easier to understand given the implicit meanings expressed in them and their social context. It showed that the purpose of this type of research is to connect the findings to their context or the setting in which they were generated, meaning that it goes beyond simple counting. Conversely, content analysis, also known as document analysis, is a technique used on textual or visual data to pinpoint particular characteristics of the contents.[1] Donald et. al., specifies that the content can be obtained from a variety of documents, including books, newspapers, television shows, ads, and musical compositions.[2] In this research, content analysis will use to analyze the content of speaking activities of English textbooks "when English Rings a Bell" for 8ᵗʰ grade junior high school which are based on Littlewood's Communicativeness Continuum.

a. Unit of Analysis

Speaking exercises from the textbook "When English Rings a Bell," which is intended for junior high school students in the second grade, serve as the analytical unit for this study. This textbook is divided into thirteen chapters, each of which

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[1] Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* (3rd ed.). Los Angeles: SAGE Publications Inc. (2013).

[2] Ary Donald, Lucy Cheser Jacobs, Asghar Razavieh, Christine K. Sorensen. *Introduction to Research in Education*, *eighth Edition*, (Belmont: Wadsworth, 2010), p. 457.

includes speaking exercises in the form of dialogues and monologues as well as other speaking resources. Next, the researcher uses the entire texts in the speaking section chapters 1 through 13 as the analytical unit.

b. Procedure of Analysis

The researcher will carry out the following study stages as part of the analysis process: the researcher will look through the textbook to locate speaking materials and activities. The researcher then looks up any references that are relevant to the study's subject. The information will be categorized and arranged with specifics regarding the data's source. Subsequently, the researcher begins to examine the information found in the textbook, concentrating on the speaking exercises and resources.

The researcher will analyse the speaking activities in each chapter of the textbook to find out what types of speaking activities provided in the textbook "when english rings a bell". Then, the researcher will categorise it using table data format adapted by Ur and Harmer as stated in Appendix I. After the researcher categorise types speaking activities in the textbook, then the researcher will determine the degree of communicativeness of speaking activities using data format based on Littelwood's communicativeness continuum as stated in page 23.

c. Technique of Analysis

A data format will be used by the researcher as the study tool. A table containing the different speaking activities found in the textbook is the initial data format. The second data format is an adaptation of Littlewood, which includes standards for every activity's degree of communicativeness.

After then, the data analysis will be completed in phases. The researcher examines the data first. The researcher then uses the following formula to determine the percentage of each type of speaking activity as well as each level of communicative speaking activity:

$$P = \frac{n}{t} \times 100\%$$

P = Percentage

n = the number of one type of speaking activity

t = the total speaking activities

Using data format, the researcher determines the degree of communicativeness after obtaining the percentage of each sort of speaking activity. The following formula can be used to determine how communicative the speaking materials are:

Degree of communicativeness = (level 1 x 1) + (level 2 x 2) + (level 3 x 3) + (level 4 x 4) + (level 5 x 5) / (5 x total number of speaking activities) x 100%

Then, the researcher will determine the communicativeness level of the speaking activities by using a quality classification based on the scale in this following table which is adapted from Gay, Geoffery, and Airasian (2009).

Table 1. Quality Classification

Grade	Percentage
Excellent	81-100%
Above average	61-80%
Average	41-60%
Below average	21-40%
Poor	$\leq$ 20%

RESULTS AND DISCUSSION
1. Research Finding

Following data analysis, the researcher identified seven categories of speaking activities indicated by the given indicator, which are as follows; describing pictures, communication game, discussion, role play, storytelling, listen and repeat, and drill as shown in table 2 below.

Table 2. The distribution of speaking activity in the textbook

No	Speaking Activity	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Ch. 5	Ch. 6	Ch. 7	Ch. 8	Ch. 9	Ch. 10	Ch. 11	Ch. 12	Ch. 13	Total	%
1.	Describing Pictures						2	2							4	6,6%
2.	Communication Games								1						1	1,6%
3.	Discussion		1	2	2		1	1	2	1	2	3	2	1	18	30%
4.	Role Play	3	2		7				2	5	1	4			24	40%
5.	Storytelling							2				2	1		5	8,3%
6.	Listen and Repeat					2	1						3	1	7	11,6%
7.	Drill									1					1	1,6%
Total Per Chapter		3	3	2	9	2	4	5	5	6	3	9	6	2	60	100%
Total		60														

Adapted from Ur and Harmer.

Based on table above, it can be seen that role play is the most dominant type of speaking activity in the textbook. This activity exists 24 times (40%). The second most dominant speaking activities are discussion that exist 18 times (30%). The third most dominant speaking activity is listen and repeat that occur 7 times (11,6%). The fourth dominant speaking activity is storytelling activities which occurs 5 times (8,3%). The fifth dominant speaking activity is describing picture activities which were found 4 times (6,6%) in the textbook. Lastly, there are two activities which communication

game and drill activities with 1 time (1,6%) activity in the textbook. Overall, the total of speaking activity in the textbook is 60 activities.

The data of this study were taken from the english textbook "When English Rings a Bell" for 8th grade junior high school. The textbook publish 2017. It was obtained the speaking activities collected from this enSSglish book. There were 13 chapters which included seven activities in the textbook to be analyzed.

The distribution of speaking activities in the textbooks as the researcher has explained earlier, there are 7 types speaking activities according to the theory contained in each chapter in the textbook "When English Rings a Bell" for 8th-grade junior high school, including:

1. Describing Pictures

   A describing activity is an exercise where participants practice their descriptive language skills by providing detailed accounts of objects, images, situations, or concepts. These activities are commonly used in language learning, creative writing, and communication skills training.

   Based on the data as stated in table 1.1 in Appendix I the researcher found there were 4 time describing picture activities in chapter 6 and 7 with the percentage (6,6%). This activity was the fifth dominant activity used in the textbook as shown in figure 1 below.
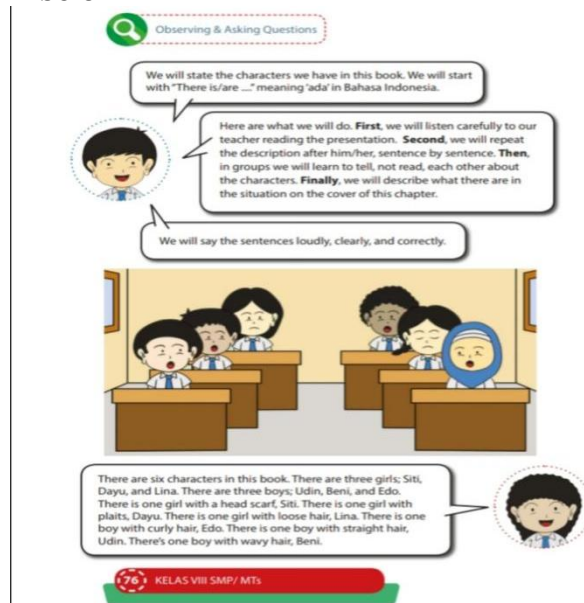

Figure 1: speaking activity, "English Rings a Bell" textbook, 2017, p. 76

From the speaking activity as shown in figure above, the students will state the characters with "there is/are…." expression. They will repeat the description after their teacher. They will describe some characters based on the picture. This activity help students to practice their speaking skill by using describing person as the exercise.

Based on the picture, there are six characters that students should describe. There are three girls; Siti, Dayu, and Lina. There are three boys; Udin, Beni, and Edo. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy with curly hair, Edo. There is one boy with straight hair, Udin. There's one boy with wavy hair, Beni.

2. Communication Games

Communication games are interactive activities designed to improve participants' communication skills, including listening, speaking, collaboration, and understanding non-verbal cues. These games can be used in various settings such as classrooms, team-building events, and workshops.

The researcher discovered that there was one instance of communication activity in chapter 8 with a percentage of 1,6% based on the data shown in table 1.1 in Appendix I. This exercise, which was the sixth most popular activity, was identical to the drill exercise from the textbook's chapter 9 as illustrated in figure 2 below.

Figure 2: speaking activity, "English Rings a Bell" textbook, 2017, p. 117

From the speaking activity as shown in figure above, the students will devide become some groups to do communication game, then every group will be standing in front of the class. A group member will role-play an activity. "What is he/she doing?" will be the other member's question. Second, the other groups will make educated guesses as to what she or he is doing, such "he's swimming." Third, if the response is accurate, the acting group will respond "yes" and proceed to speak the appropriate phrases. Students will say "no" and wait for the correct response if the response is incorrect. They will pause and provide the correct response if they do not receive the correct response.

3. Discussion

A discussion activity is an interactive exercise where participants engage in dialogue to share ideas, opinions, and information on a particular topic. The primary goals are to enhance critical thinking, improve communication skills, and deepen understanding of the subject matter.

Based on the data shown in table 1.1 in Appendix I, the researcher found that there were 18 instances of "discussion" activity in chapters 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, and 13 with a percentage of 30%. Figure 1 below shows this workout, which was the second most popular activity.
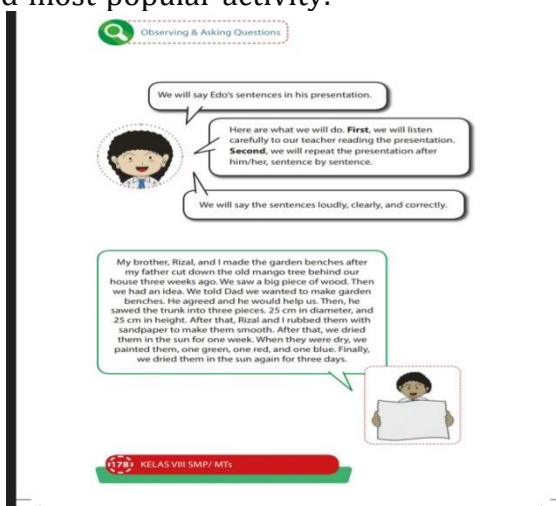

Figure 3: speaking activity, "When English Rings a Bell" textbook, 2017, p. 178

From this speaking activity as shown in figure above, the teacher will do the presentation then the students will listen to their teacher reading the presentasion. After that, the students will repeat the presentation senrtence by sentence with loadly, clearly, and correctly. This activity help students easier to practice their speaking by often to do some presentations in the class with discussion. If there are some problems they asked and answer the question to duscuss it.

Students will mimic the presentation, using examples to support each phrase. "Three weeks ago, my father chopped down the ancient manggo tree behind our house. My brother, Rizal, and I then built the garden seats. We noticed a large chunk of wood. Then an idea struck us. We informed Dad that our goal was to build garden benches...............". after that students will repeat it sentence by sentence.

4. Role Play

A role play activity is an interactive exercise where participants act out scenarios to practice skills, explore different perspectives, and solve problems in a controlled environment.

Based on the data shown in table 1.1 in Appendix I, the researcher found that there were 24 instances of "role play" activity in chapters 1, 2, 4, 8, 9, 10, and 11 with a percentage of 40%. Figure 1 below shows this workout, which was the second most popular activity.

Figure 4: speaking activity, "English Rings a Bell" textbook, 2017, p.4

From the speaking activity as shown in figure above, the teacher and students will play the role in the conversations to get other people's attention. Based on the data role play is the most dominant activity students use in the textbook as speaking activity.

In the activity there are 11 conversations teacher and students do as   play the role to get the attention. Fisrt, students will listen carefully to the teacher reading the conversation. Second, students repeat the conversation after the teacher sentence by sentence. Then, in the groups students will play the role of the speakers in the conversation by loadly, clearly, and correctly.

5. Storytelling

Storytelling as a speaking activity involves narrating a story to an audience, which can range from children to adults. This activity is often used in educational settings, workshops, and even casual gatherings to enhance communicssation skills, entertain, and convey cultural or moral lessons.

The researcher found that "storytelling" activity was prevalent in chapters 7, 11, and 12, with 8.3% of instances, and the workout was the second most popular activity. Figure below shows this workout, which was the second most popular activity.

Figure 5: speaking activity, "English Rings a Bell" textbook, 2017, p.91

From the speaking activity as shown in figure above, the students tell what the zoo keepers do as their routines. Storytelling is good activity students should use to increase their speaking activity. With this activity students could tell their experience or some story.

Based on the book there are six activity that zoo keeper do. First, feed the animals every day, second, prepares foods and drinks for the animals every morning, third, clean the animal's cages every morning. Next, wash the animals everyday. Then, takes care of sick animals regularly. Last, regularly repairs the animals cage. After that, students will listen and repeat after the teacher, then they will tell what zoo keeper's routine jobs in front of the class.

6. Listen and Repeat

"Listen and Repeat" is a common language learning activity designed to help learners improve their pronunciation, listening skills, and overall fluency in a new language. The basic concept involves the instructor or a recording saying a word, phrase, or sentence, and the learners repeating it as accurately as possible. This method is widely used in classrooms, language labs, and self-study programs.

The researcher found that "listen and repeat" activity was the second most popular activity, with 7 instances in chapters 5, 6, 12, and 13. Figure below shows this workout, which was the second most popular activity.

Figure 6: speaking activity, "English Rings a Bell" textbook, 2017, p. 66

From the speaking actvity as shown in figure above, the students will look closely into some birthday greeting cards Lina from her friends on her birthday. This activity called listen and repeat as speaking activity on this page of the textbook. Students will easy to know how to make some greeting card and pratice it into their friends in the class.

Based on the activity in figure there are four kinds of birthday greeting cards. Fisrt, from Siti to Lina "Happy birthday, i wish you all the best". Second, from Dayu to Lina " May all your dreams come true. Third, from Edo to Lina " Congratulations on your birthday". Last, fro Beni to Lina " Best wishes for you!". It called activity Repeat and Listen because the students will listen carefully to the teacher reading the sentences after teacher. Then, the students will repeat the sentences loudly, clearly, and correctly.

7. Drill

A "drill" in language learning is a structured speaking activity aimed at reinforcing language structures through repetition and practice. Drills are designed to help learners internalize specific linguistic patterns, such as vocabulary, pronunciation, and grammar, by repeatedly practicing them.

The researcher found that in chapter 9, there were one "drill" activity with a 1.6% percentage, and this workout was the second most popular activity, as shown in Figure 7.
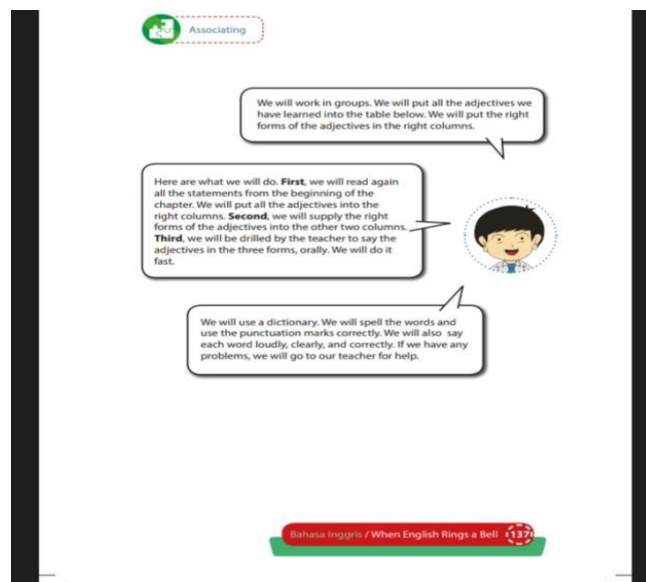
Figure 7: speaking activity, "English Rings a Bell" textbook, 2017, p.137

From the speaking activity as shown in figure above, the students will devide be some groups, then the students put the adjective that they have learned into the table and put the right form of adjectives in the right collum. This activity called drill as the speaking activity on page in the textbook.

The students will read all the statements from the beginning in the chapter and put the adjective into the right collum. Second, students supply the right forms of the adjectives into the other two collums. Last, students will be drilled by the teacher to say the adjectives in three forms, orally and fast. Example "Beautiful - more beautiful the most beautiful".

After analyse the types of speaking activities, the researcher will determine the degree of communicativeness continuum based on Littlewood's theory.

Table 3. The degree of communicativeness of speaking activity in the textbook

No	Activity	Level of communicativeness	Number of activities	Score each activity	Total score	%
1.	Non-communicative learning	Level 1	1	1	1	1,6%
2.	Pre-communicative language practice	Level 2	5	2	10	16,6%
3.	Communicative language practice	Level 3	12	3	36	60%

4.	Structured communication	Level 4	9	4	36	60%
5.	Authentic communication	Level 5	32	5	160	266,6%
Total			**60**		**243**	
Degree of Communicativeness						**81%**

Adapted from Littlewood (2013)

Based on Littlewood's theory, The most form-focused learning occurs in *non-communicative learning*. For instance, it has pronunciation drills, grammar activities, and substitution drills. *Pre-communicative language practice* is still largely focused on formal aspects when we move to the right into column 2, but it is also meaning-oriented. One instance of this is the well-known "question-and-answer" format, where the instructor poses queries to which all students are aware of the answers (e.g., "Who is sitting next to John"? and so forth), yet the pupil is unable to respond without considering the words' meanings. When we talk about *communicative language practice*, we're talking about exercises where students utilize language to communicate information while still using a predictable vocabulary. These could be information-gap or survey exercises, for instance, where students utilize language they have just learned to ask peers or a partner for information to finish a table or graphic. In *structured communication*, the emphasis shifts to meaning communication, but the teacher sets up the scenario so that the students may handle it using the tools at their disposal perhaps even something they've just utilized in more form-focused work. Then, *authentic communication* comprises activities in which there is the strongest focus on the communication of messages and in which the language needed is unpredictable, such as using language for discussion, problem-solving and content-based tasks. These activities may develop into larger scale projects and contribute to students' personal and interpersonal development.

1. Authentic communication

    According to Littlewood's theory of language learning, authentic communication activities are tasks that mimic or imitate real-life communication settings in which the main goal is to use the language to understand and transmit meaning. By giving students the chance to practice language in situations that are similar to those they would encounter outside of the classroom, these exercises hope to improve their capacity to utilize the language in everyday situations.

    In accordance with table 3 above, it is very visible that authentic communication (level 5) is the most dominant first level compared to other levels of the communicativeness continuum. with the number of speaking activities 32 then multiplied by 5 so as to get a total score of 160 with a percentage of 266.6%.

2. Communicative language practice

Within the framework of Littlewood's theory of language learning, communicative language practice refers to activities where the main goal is to use language to interact and communicate meaningfully in real-life or simulated real-life settings. Instead of only focusing on form accuracy, the emphasis is on fluency, comprehension, and the practical use of language. The goal of these exercises is to improve students' proficiency in the target language in a variety of communication situations.

In accordance with table 3 above, Communicative language practice (level 3) is at the second dominant level compared to other levels of the communicativeness continuum. with the number of speaking activities 12 then multiplied by 3 so as to get a total score of 36 with a percentage of 60%.

3. Structured communication

Within Littlewood's theory of language development, structured communication refers to activities that incorporate aspects of communicative and pre-communicative practice. These exercises are intended to help students use language for communication while offering some structure and assistance. The goal is to gradually move students from regulated practice to more natural, authentic language use.

In accordance with table 3 above, Structured communication (level 4) is at the third dominant level compared to other levels of communicativeness continuum. with the number of speaking activities 9 then multiplied by 4 so as to get a total score of 36 with a percentage of 60%. However, it turns out that the total score of Structured communication with Communicative language practice has the same amount so that the percentage of the two is the same.

4. Pre-communicative language practice

Activities that bridge the gap between non-communicative learning—which is strictly form-focused—and communicative learning—which is meaning and usage in context—are referred to as "pre-communicative language practice" in Littlewood's theory of language learning. Exercises used in pre-communicative practice still focus on the correctness of language forms, but they now start to include elements of meaning and context. By offering a more regulated practice setting with some aspects of authentic communication, these activities aid in preparing students for real-world communicative use.

In accordance with table 3 above, Pre-communicative language practice (level 2) is at the fourth dominant level compared to other levels of the communicativeness continuum. with the number of speaking activities 5 then multiplied by 2 to get a total score of 36 with a percentage of 16.6%.

5. Non-communicative learning

According to Littlewood's theory of language learning, "non-communicative learning" describes exercises and activities where mastery of linguistic forms is

prioritized over actual language use in conversation. Without necessarily requiring them to engage in verbal interaction, these activities are meant to assist learners in internalizing the language's rules and structures.

In accordance with table 3 above, Non-communicative learning (level 2) is at the last dominant level compared to other levels of communicativeness continuum. with the number of speaking activities 1 then multiplied by 1 so as to get a total score of 1 with a percentage of 1.6%.

From the results of the data collection above, it can be concluded by the researcher that the level of communicativeness continuum of the textbook 'when English rings a bell' is above average with a total of 60 speaking activities and a total activity score of 243, so that the researcher gets a final score of 81% communicativeness continuum level.

2. Discussion

In relation to speaking activities, the English textbook "When English Rings a Bell" for 8th junior high school includes four main speaking activities based on the theory: role play, discussion, describing pictures, communication games, and another speaking activities are storytelling, repeat and listen, and drill. Regarding the variety of speaking activities, this outcome is consistent with the study carried out by Anisa Fitri Wulandari, Ratmanida, and Sitti Fatimah (2019). There are also seven types of speaking activities found in the textbook entitled *Bahasa Inggris Untuk Siswa SMA-MA/ SMK-MAK Kelas X*. However, the research results regarding the types of speaking activities found are different. There are role play, drill, discussion, interview, information gap activity, reporting, and storytelling activities found in the *Bahasa Inggris Untuk Siswa SMA-MA/ SMK-MAK Kelas X*.

The researchers may have employed disparate theoretical frameworks when analyzing the various speaking activities, which could account for the discrepancies in the speaking genres observed in the textbooks. The theories put out by Lazaraton Mantion were utilized by Anisa Fitri Wulandari et al. to explain how speaking exercises in language acquisition are intended to enhance students' oral communication abilities in a methodical and diverse manner. including role-plays, information-gap exercises, repetition drills, substitution drills, debates, presentations, storytelling, interviews, games, and dialogue practice. Moreover, Prabhu states that speaking activities in language learning must be focused on meaningful communication tasks, which is known as "task-based language teaching" (TBLT). Prabhu identifies three main types of tasks that can be used for speaking activities; Information-gap tasks, Reasoning-gap tasks, and Opinion-gap tasks. In addition, Woods claims that There are several types of speaking activities that can be applied in language learning. This theory emphasizes the importance of variety and context in speaking activities to develop students' communication skills. such as role-plays, Information Gap Activities, Discussions,

Debates, presentations, storytelling, interviews, games, drills, and dialogue practice. Finally, Kayi proposes that in the context of teaching speaking skills, offering various types of activities aimed at improving students' speaking skills effectively. The following are several types of speaking activities according to Hayriye Kayi's theory; Information-gap tasks, simulation, discussion, role play, storytelling, and brainstorming.

Meanwhile, the researcher used the theory of Ur and Harmer. Ur states that There are some speaking activities such as desscribing picture, picture different, things in common, and solving problem. In addition, Harmer also claims that types speaking activities as like Acting from a script, communication game, discussion, and problem solving.

However, of all the speaking exercises that various experts have suggested, there is one that keeps coming up in lists of exercises. Role play is that activity, and it's also the most common speaking activity in the textbook "When English Rings a Bell." We can draw the conclusion that role playing is a typical exercise that is meant to enhance speaking skills, and this textbook has included enough of these exercises. This is an excellent exercise to help students practice speaking in different social contexts. Along with learning the proper language to use while expressing themselves, students also learn how to play specific roles in specific contexts. Furthermore, this task can be tailored and enhanced based on the students' proficiency level and the duration of the course. A basic structured role play at the start of the program, for instance, and a more intricate, imaginative, and extended role play for advanced students are two examples of this.

As previously mentioned, role play is the main activity in the eighth grade junior high school textbook "When English Rings a Bell." With 24 actions, it accounts for about one-third of all speaking activities (40%). Other textbooks, however, do not describe it in the same way. Lesmana and Kusumarasdyati discovered that the monolog activity was the most common speaking exercise in the 2013 Curriculum textbook When English Rings A Bell, which was utilized by seven graders in Indonesia. On the other hand, drill was found to be the most popular activity in junior high school English textbooks in Taiwan, and information gap activity was found to be the most popular in junior high school English textbooks in China, according to a study by Lee and Chang. Since each textbook is written for a certain grade of pupils, it follows that the types and their numbers that are offered in each textbook may differ. Additionally, the variety and organization of speaking exercises in a textbook are influenced by many authors and curricula that serve as the textbook's foundation. Every kind of speaking exercise in the eighth-grade junior high school textbook "When English Rings A Bell" contributes in a different way to the development of students' communicative ability. It might be argued that there is a specific level of complexity in the use of linguistic elements in each sort of speaking action. Drills, for example, require pupils

to master a specific structure as well as pronunciation and intonation. Conversely, conversations require pupils to employ more sophisticated linguistic structures. The pupils must be able to express themselves verbally and clearly while comprehending appropriate language use, tone, and manner. The goal of this action is to communicate information. Since discussions are intended for intermediate to advanced students who possess a reasonable level of grammar proficiency, there is no need for rigid rules about grammar. Even if something is incorrect, it won't be a huge concern and can be fixed quickly. Students are then required to act out language while grasping context, expression, circumstance, role, and tone through role play.

The most prevalent activity in the textbook is authentic communication, which is connected to how communicative the speaking exercises are in order to improve verbal communication skills in real-world situations. The degree of this activity is in the middle of the Littlewood continuum. The findings of Lee and Chang on junior high school English textbooks in Taiwan and China are significantly different. The last predominant activity is speaking activities that foster genuine communication. There isn't even any genuine communicative activity in Taiwanese junior high school English texts.

Then, Communicate language practice stands as the second dominant activity found in textbook "when english rings a bell" for 8th grade junior high school. It is consistent with study by Lee and Chang that found the greatest percentage of communication language practice across all volumes of Chinese junior high school English textbooks. Pre-communicative language preparation, however, received the highest percentage in Taiwanese junior high school English textbooks.

In addition, Structured communication activity stands as the third dominant activity found in textbook "when english rings a bell" for 8th grade junior high school. However, Pre-communicative language as the fourt dominant, with Non-communicative learning. Because every textbook is created, written, and produced in accordance with a particular curriculum, it is evident that each textbook also has a different composition of speaking activities with relation to communicativeness level. Every textbook is written by a particular author and is intended for students in a specific grade. Nonetheless, the outcome indicates that the speaking exercises in the eighth-grade junior high school textbook "When English Rings a Bell" are adequate to foster communicative behaviors. It is advantageous for students to acquire and practice verbal communication skills in the real world through the realistic communication activity, which is the first main activity. Additionally, this textbook continues to emphasize the importance of pronunciation and organization in language learning. It is in line with Yalden in Lee and Chang who states that both linguistic forms and communicative functions are complementary and necessary to develop communicative competence. The percentage of 81% obtained from the calculation of the total score for all speaking activities indicates that, in short, the speaking activities

in the junior high school eighth grade textbook "When English Rings a Bell" have a communicativeness level that is slightly above "Excellent." Nevertheless, it is evident that most of the speaking activities in the textbook fall somewhere in the middle of Littlewood's (2013) continuum, suggesting that many of the speaking activities in the textbook are an attempt to move from a language structure focus to a communicative focus.

CONCLUSION

The textbook "When English Rings a Bell" offers a variety of speaking activities, including role play, discussion, describing pictures, communication games, narrative, listen and repeat, and drill, according to the findings and discussion. According to the research, there are 60 speaking activities in all. A variety of communicative levels are present in some of those speaking exercises, with 32 activities pertaining mostly to authentic communication. Next, there are 12 speaking activities in the communicative language practice activity and 9 in the structured communication activity. Furthermore, there are 5 activities for pre-communicative language practice and 1 activity for non-communicative learning. Since many of the speaking exercises in the textbook serve as a bridge between language form focus activities and communicative activities, it may be stated that the communicativeness level of the speaking exercises is only slightly above average.

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