

**AN ANALYSIS OF SPEAKING COMMUNICATIVE
ACTIVITIES IN “EXPERIENCING ENGLISH I” TEXTBOOK**

THESIS

Submitted by

SEPTI ARISKA
NIM. 150203130

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of The Requirements for The Degree
Bachelor of Education in English Language Teaching

By:

Septi Ariska
NIM. 150203126

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co- Supervisor,

Dr. Nashriyah, S. Ag., MA

Mulia, M.Ed

Date: 15 / 7 / 2020

Date: 16 / 7 / 2020

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday,

6 Agustus 2020

16 Dzul Hijjah, 1441 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

Dr. Nashriyah, S. Ag., M. A.

Secretary,

Fera Busfina Zalha, M. A.

Member,

Mulia, M. Ed.

Member,

Azizah, M. Pd.

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001



SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Septi Ariska
NIM : 150203130
Tempat/ tanggal lahir : B. Aceh, 01 September 1997
Alamat : Setui, Lr. T Padang, Gg. Buntu no. 12 Banda Aceh.

Menyatakan dengan sesungguhnya bahwas skripsi yang berjudul:

The Main Title of the Thesis (**An Analysis of Speaking Communicative Activities
in “Experiencing English I” Textbook**)

Adalah benar-benar karya saya,kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 28 juli 2020

g membuat surat pernyataan,



Septi Ariska

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahilahi rabbil ‘alamin, I would like to express my highest gratitude to Allah SWT for the blessing, love, mercy, health and opportunity to complete this thesis. *Shalawat* and *salam* are to our Prophet Muhammad SAW and his relatives who had delivered the truth to human beings in general and Muslim in particular.

This thesis is submitted as the final requirement in accomplishing the S-1 Degree at English Department of *Fakultas Tarbiyah dan Keguruan* in UIN Ar-Raniry Banda Aceh. In completing this thesis, I got a lot of motivation, advice, support and help from many people. In this valuable chance, I would like to express my gratitude and high appreciation to my supervisors, Dr. Nashriyah, S. Ag., M.A. and Mulia, M. Ed. who have helped me in guiding, advising, Motivating and finishing this thesis. I also want to deliver my sincere thanks to Dr. Mustafa AR, M.A., Ph.D as my academic advisor, Dr. T. Zulfikar, S.Ag., M.Ed as the Chief of English Department and to all the lectures and staffs of Department of English Education for their dedication during the teaching learning process. My greatest sincere appreciation is for my family. My beloved parents Muhammad Daman and Evi Sukmanita; who endlessly support, love, and pray for me. Without them I would not be able to finish this study. Furthermore for my beloved siblings Sukma Disrsyah and Rahmad Maulidiansyah, who always

support, Motivate, entertain and pray for me. Also to my beloved fiance Rizki Irfanda that always be my support system in making thesis.

In addition, to my lovely friends in guarding thesis especially for; Rizka Maulinda, Haya Zhafira, Nadia Maunlidar, Siti Ichtiarni Oktari and Cut Suci Mustika. To all my friend in unit 4 especially for; Fira Rahmatillah, Intan Fadhillah, Rizqa Fajria, Rahmi, Marizka Indah, Dhea Riskya, Arjuna, Reza Fhalevi, Adelia Sofiani, Titin Arifa, Nadia Maulida, and etc. My bohalia squad Eka Safrida, Miranda, Nanda Shalihan, Nurul Fajri, Shafira Ludjan and Dedek Riski. To my girlssquad Riska Amalia, Maulida, Rizka Maulidya, Nurul Fauza and Mikial Oktarina. And the last one for my lovely friend Rauza Sandria, Eva Andriani, Sukma Armuna, and Diwi Yana Thanks for giving me supports to complete this thesis. In addition to all of the people who have given their dedication for me directly or indirectly in finishing this thesis. Finally, I realize that this thesis is very far from perfection. Therefore, constructive criticisms and suggestions are expected for the better improvement in the future.

جامعة الرانير
A R - R A N I R Banda Aceh, Juli 25th, 2020

Septi Ariska

ABSTRACT

Name : Septi Ariska
NIM : 150203130
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working : An Analysis of Speaking Communicative Activities In
“Experiencing English I “Textbook
Main Supervisor : Dr. Nashriyah, S. Ag., MA
Co-Supervisor : Mulia, M. Ed
Keywords : Textbook, Speaking Communicative Activities, CLT
Principles

The research was conducted to investigate the extent to which speaking activities reflect the communicative activities proposed by Richards and Rodgers in the textbook "Experiencing English I". The English textbook studied is entitled "Experiencing English I" (TIM MASMEDIA BUANA PUSTAKA, 2014). The focus of the study was to analyze the speaking activities inside the English textbook. This study used descriptive qualitative method in conducting the research. The data were collected using the textual analysis. In the textbook, According to the data that has obtained, it is clearly shown that there were five groups work activities, four fluency activities and five meaning-focused activities in the textbook. It demonstrates that the textbook applies more CLT principles based on Richard theory. The large number of those activities includes meaning focused or meaningful practise, fluency and group work are the criteria of the communicative activities. The results showed that the activities that communicate embody the principle of communicative activities. In addition, the speaking activities were deemed sufficiently communicative to be used in English teaching and learning based on its group-individual function, its degree of fluency-accuracy and meaningful-mechanical activity.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
 CHAPTER I INTRODUCTION	 1
A. Backgrounds of The Study	1
B. Research Question	7
C. Research Aims	7
D. Significance of The Study	7
E. Terminology	8
 CHAPTER 2 LITERATURE REVIEW	 10
A. Speaking	10
1. The Definition of Speaking	10
2. Classroom Speaking Activities	11
3. Types of speaking performances	14
B. Textbook	15
1. Textbook Evaluation	16
C. CLT Principles	16
D. Previous Study	20
 CHAPTER 3 RESEARCH METHODOLOGY	 23
A. Research Design	23
B. Material of Analysis	23
C. Instrument For Data Collection	24
D. Method of Data Analysis	24
 CHAPTER 4 FINDINGS AND DISCUSSION	 26
A. Findings	26
1. Group Work Vs Individual Work	26
2. Fluency Vs Accuracy	29
3. Meaningful Practice Vs Mechanical Practice	32
B. Discussion	36

CHAPTER 5 CONCLUSIONS AND SUGGESTIONS.....	40
A. Conclusions	40
B. Suggestions	41
REFERENCES	42
APPENDICES	
AUTOBIOGRAPHY	



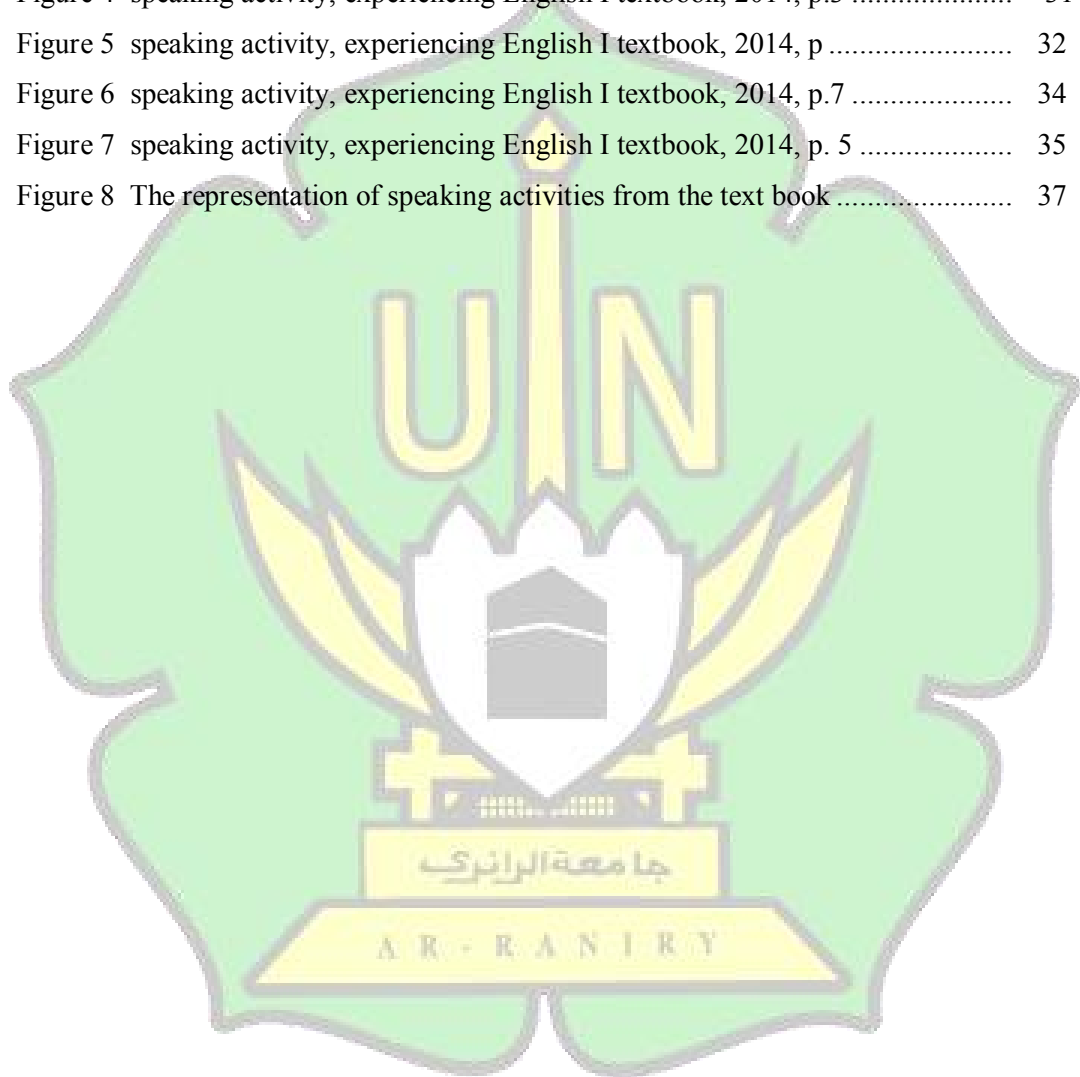
LIST OF TABLES

Table 3. 1 List of six criteria based on the theory	26
Table 4. 2 List of the selected activities from the textbook	36



LIST OF FIGURES

Figure 1 Littlewood's Contonuum of Communicativess of activities (2004)	18
Figure 2 speaking activity, experiencing English I textbook, 2014, p.13.....	28
Figure 3 speaking activity, experiencing English I textbook, 2014, p.35.....	29
Figure 4 speaking activity, experiencing English I textbook, 2014, p.3	31
Figure 5 speaking activity, experiencing English I textbook, 2014, p	32
Figure 6 speaking activity, experiencing English I textbook, 2014, p.7	34
Figure 7 speaking activity, experiencing English I textbook, 2014, p. 5	35
Figure 8 The representation of speaking activities from the text book	37



CHAPTER I

INTRODUCTION

A. Background of Study

In today's global world and with the help of modern technology, English has become the most common and dominant language spoken and used both at the national and international levels. It has been playing a major role in many sectors and especially in educational sector in Indonesia, English becomes a foreign language. By mastering English, students can communicate with other people around the world and it opens the door to scientific and technical knowledge. It allows students to have better access to any information.

Nowadays, curriculum changes are common in the education system in Indonesia. Recently, the government has implemented the 2013 Curriculum at several levels of education. Teaching English as an academic subject competing with the enactment of the 2013 curriculum. The government decided to abolish English subjects at the Elementary School level. Head of the Centre for Curriculum and Bookkeeping (*Kapuskurbuk*), Ministry of Education and Culture, Mohandas (2012) said, the term abolition of English subjects was because from the beginning it was not part of the curriculum. In fact, English subjects are only local content, which means the teacher may or may not include English as a subject. There are also those who argue that English subjects should not be taught at the Elementary School level. The goal is that students can love and appreciate Indonesian culture more and foster a sense of nationalism. In primary schools,

there is no English language education, especially for public schools. Even students don't necessarily understand Indonesian language well, "said Deputy Minister of Education and Culture in the Field of Education (*Wamendikbud*), Musliar Kasim during the National Character Development Trainer Training for one hundred Teachers and Principals in DKI Jakarta, at the Park Hotel, Jakarta, Wednesday (10/10). In high school, English is studied 4 hours per week only for language majors, and science and social science students only study English for 2 hours per week. At the Education Unit Level Curriculum (KTSP), English is studied 4 hours or two meetings per week for all majors.

Education curriculum in Indonesia seems to be changing again. This was revealed when Minister of Education and Culture (Mendikbud) Nadiem Makarim invited a number of teacher organizations to his office. He wants to hear stories and solutions the problems of homeland education from teachers. The Indonesian Teachers Association (IGI) asked the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim to shorten the number of subjects in schools through the new curriculum. This was conveyed by IGI in a meeting with Nadiem at the Ministry of Education and Culture, Monday (11/4). Nadiem (2019) said "we are not inspectors but servants, we are not mere regulators but also servants for schools by creating flexible school curriculum and managing organizations in school". However, Nadiem admitted the results of the changes can only be seen in the next decade or 15-years.

The significance of learning English is supported by the government in Indonesia. The government places English as a compulsory subject that is taught

from junior high school up to university. And all processes require the teacher to play an active role; the teacher should design the syllabus, lesson plan and teaching procedures in the classroom. Richards (2001) states that in most language programs, teaching materials are a key component. Whether the teacher use textbooks, institutionally prepared materials or use their own materials. General teaching materials that function as language activities that can be easily accepted by students and can be applied in class. One of the materials in learning English is textbooks.

Textbook becomes an important material that can support the teaching learning process to achieve the learning objectives. Pamungkas (2010), mentions that textbooks are one of the various types of books used as teaching materials in learning and usually written carefully orderly, and become an important role in learning. In long situations a teacher and the students cannot do learning well without using textbook in their class. In almost in every class meeting, students in Indonesia uses textbook. According to Sadker and Zittleman (2007), almost the entire teaching and learning process uses books. Students get a lot of knowledge or information that they get from books and books as their guide in the learning process. Without using textbook the learning process will not be structured and successful, and also textbooks are very important parts in teaching and learning process. Both teachers and students, mostly, use them as the basic foundations of courses in the classrooms. This research paper analyses speaking communicative activities in “Experiencing English I” English textbook. The writer will use CLT principles to analyze the teaching materials that focused on speaking

communicative activities. CLT or communicative language teaching is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Richards and Roger (2001, p. 24) said “CLT is the best considered as an approach rather than a method”. From all three types of CLT that often used, the writer choses text based materials as her data. It is one of important approach in learning communicative activity. Then the writer chooses the principles of CLT that stated by Richards (2007) to analyze the data.

There are some criteria to choose good speaking materials and activities. Harmer (2007) said that one of the criteria needed is speaking opportunities for students to carry out speaking activities and get results or benefits not only for teachers but also for students from these activities. It means the material that can give them the opportunity to apply English in their daily lives. By speaking and good material, it can increase student enthusiasm in following the learning process. To help students improve their speaking skills, one way is to provide good speaking material and activities.

However, Nugroho (2008) says the evaluation of the textbook is an important thing and part of the professionalism of the teacher. It means the teacher or school sometimes less pay attention in choosing good and suitable English textbook for students. This could be a problem when the teachers or the school did not evaluate the English textbook before selecting it. According to *Badan Standar Nasional Pendidikan* (BSNP: 2006) the ability that was expected to be acquired by the student covers their interactional skill using English as the medium of communication in order to prepare their upcoming learning in Junior high school.

It means that the Indonesian government wants teachers to pay more attention in developing the ability of students. Specifically, in communicative and good communicative textbooks are needed. However, the researcher want to know is whether or not the material or activities in the textbook fulfill the communicative expectation. This research focuses on speaking activity; the result of this study is expected for everyone involved in Teaching English for the first year junior high school.

To support this research, the writer also has read some related reference and research undertaken. The first research is by Wahyuningsihan (2013) on title analysis of speaking exercises/activities of an English textbook used in SDN Pakis 02 Bringin seen from communicative activities. The study was conducted to examine to what extent speaking exercises/activities of the textbook which was used in SDN Pakis 02 Bringin embodies the communicative activities.

The second is by Kartini (2015) on title “A content analysis on speaking activities materials and activities written on “English Alive 1”, an analytical study on English textbook for first year senior high school. The purpose of this study was to describe the speaking materials and activities of the English textbook entitled “English Alive 1” for ten grade of senior high school student compatible with school-based curriculum or KTSP. Then, the writer also studies about the feasibility of content and presentation of the textbook.

Lastly, the research is by Lesmana (2015) on title “The analysis of English speaking activity in students’ textbook entitled when English rings a bell is used by seventh graders in 2013 curriculum”. One of the goals of the educational

system in Indonesia is producing students who have good competence to face the global era. In this era, students not only should master the materials that given in class but also should be able to show what they know to others fluently and accurately. In this case, having good communication skills is needed especially speaking skill. Therefore the speaking activity given should belong to the communicative activity in order to help them improve their speaking ability. This research focus on speaking activity in students' textbook entitled *When English Rings a Bells* which used by students in seventh graders in 2013 curriculum.

The writer used "Experiencing English 1" textbook as her data because the textbook has been used as the references by several schools in Aceh, one of the school is Darul Ihsan. Even it is not a famous one as the references in Aceh but she chooses this book because she wants to analyze whether the book suitable to use or not and is it a good textbook to learn English in the school or not. The writer expects English teachers and people who work in English Education will have a better and deeper understanding of the English textbooks used and the textbook can be a recommendation for other schools aimed for adding new learning references for students there.

So, this study aims to identify whether the textbooks really fit the needs of students and whether textbooks are included agreement with the expectation of communicative skill. In short, this will be easier for the writer to analyze the speaking activities in "Experiencing English I" textbook seen from communicative activities proposed by Richard.

B. Research Question

Based on the problems that stated above, the research question of the study is: To what extent speaking communicative activities in “Experiencing English I” textbook, met the notion of CLT principles?

C. Research Aim

Based on the problem that stated above, the research aims: To find out whether speaking communicative activities of “Experiencing English I” textbook, met the notion of CLT principles.

D. Significances of The Study

The study of this research gives some significance to the readers in some ways to elevate their knowledge that will be distinguished into two, theoretically and practically. Theoretically, the results of this study are beneficial for everyone who gets involved in teaching English at the first year of junior high school. Practically, hopefully this study will be useful for the teachers or everybody who gets involved in teaching English, particularly for young learners. This study could also make a contribution to further research about English textbook evaluation in Indonesia, especially textbook for the first year junior high school.

At least, this research will help future researcher who conducts a research in the same object of researchers, so they get some input in their research. And give some help for authentic data about this research.

E. Research Terminology

1. Speaking Activities

Activities that are implemented in the classroom to teach speaking should be interactive and communicative. These communicative activities should be in a form of small groups. Brown (2001) stated that there are many communicative activities that could be implemented in the classroom in group.

2. Textbook

The use of textbooks has become an important role in English learning activities, specifically in the classroom of English as a Foreign Language (EFL) where it provides the main (maybe only) form of linguistic input (Kim & Hall, 2002). It means that the teacher and students cannot do learning well without using textbook in their class, the process of learning and the learning process will not be structured and successful. Textbooks may not be able to fulfill all the needs of the teaching and learning process but their existence as teaching sources is still paramount.

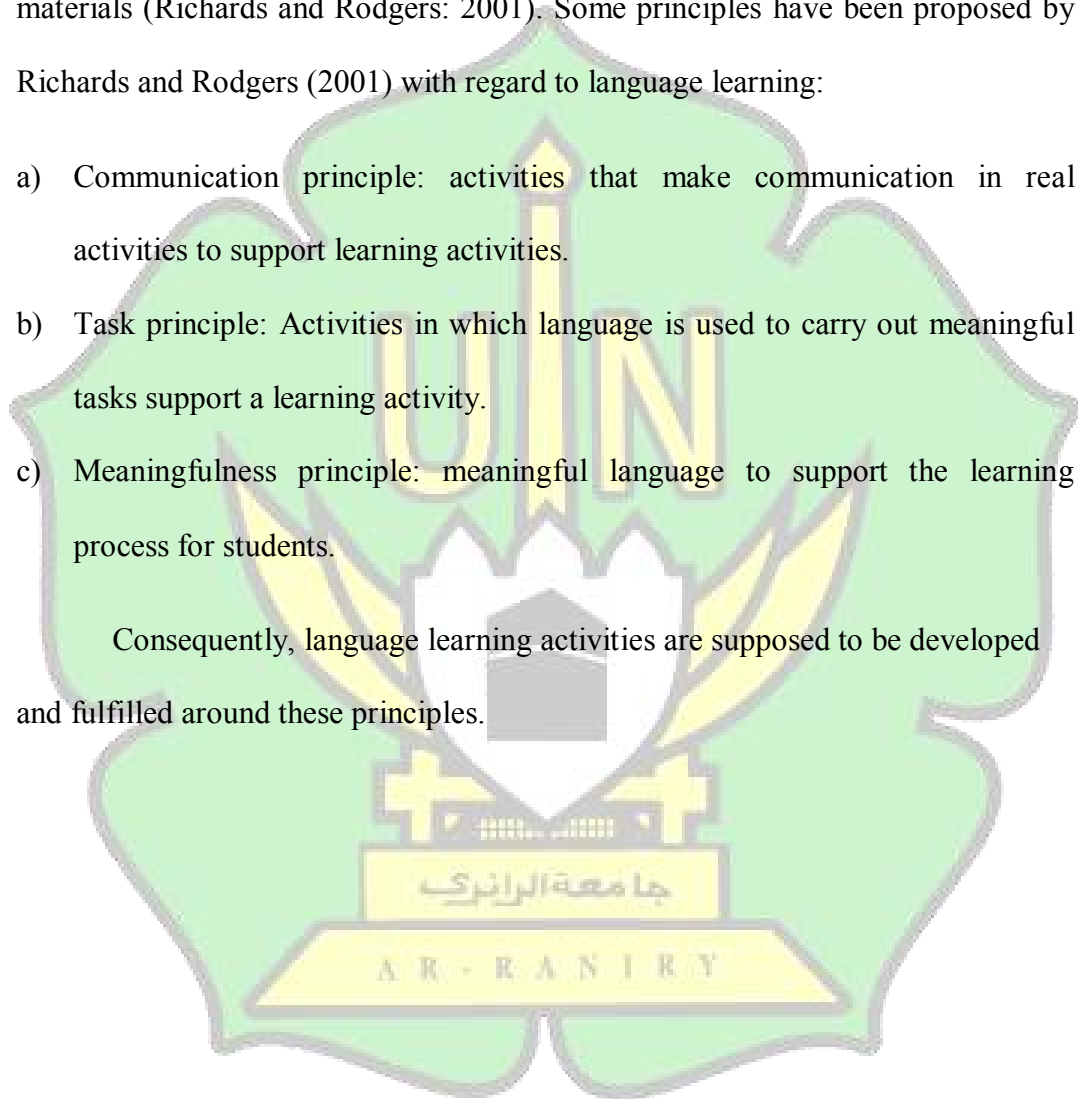
3. CLT Principles

According to Richard (2006) CLT itself is described as a collection of principles about the purpose of language teaching, how students learn languages, the types of classroom activities that most enhance learning, and the role of teachers and students in the classroom. It means the goal of communicative language teaching is to develop communicative competence of student in the target language. There are various types of teaching and learning activities in

CLT. However, according to Richards & Rodgers (2001) each type should involve students in communicative process with information sharing. It means that can include text based materials which establish pair work or role play, task-based materials such as jigsaws, gesture/cue cards, activity cards, authentic materials (Richards and Rodgers: 2001). Some principles have been proposed by Richards and Rodgers (2001) with regard to language learning:

- a) Communication principle: activities that make communication in real activities to support learning activities.
- b) Task principle: Activities in which language is used to carry out meaningful tasks support a learning activity.
- c) Meaningfulness principle: meaningful language to support the learning process for students.

Consequently, language learning activities are supposed to be developed and fulfilled around these principles.



CHAPTER II

LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking

Brown (2001) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Richards and Renandya (2002) stated that effective oral communication is used for the use of appropriate language in real life with the community which requires not only verbal communication, but also paralinguistic communication such as tone, pressure and intonation. In addition, non-linguistic such as movements, body language and adjustments are needed in direct message conversations without anyone following them. Brown (2007) notes that social contact is an important key in speech in interactive language functions, but not in verbal form, but how you communicate what you express with body language, movements, eye contact, physical distance and other nonverbal messages. The researcher argues, therefore that talking is the ability to produce the language and share their ideas.

2. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001)

states six classroom speaking activities. They are acting from script communication games, discussion, prepared talks, questionnaires, simulation and role play.

a) Acting From Script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b) Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001) is divided into several stages from highly formal, full-group events to casual interactions between small groups. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any

Stage the lesson and nominate students to say the first thing that comes into their heads. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d) Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks. The questionnaires activities are involved interviewing classmates by asking several questions using proper expression that has been taught. It is in line with Harmer (2007), which claimed that questionnaire is simple equipment for collecting any details or issues that needed by the interviewer. Surely, the students should be prepared the questions that going to be asked before they do the interview. These questions are guidance for the learner to do the interview (Harmer, 2007).

f) Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It

may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

3. Types of Speaking Performances

Nunan (in Brown, 2001) writes that generally there are two types of spoken language, as follow:

a) Monologue

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. Brown states that monologue is someone who conveys a matter, news broadcast, readings, speeches and the lectures then the listeners have to think what the speakers means depending on the length of time.

a) Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involves two people or more. The interruption may happen in the speech when the interlocutor does not comprehend the speaker means.

B. Textbook

The words textbook and course books are used interchangeably in the field of English language teaching. The use of textbooks has become an important part of English learning practices, especially in the English as a Foreign Language

(EFL) classroom where the key (perhaps only) form of language feedback is given (Kim & Hall, 2002). Nevertheless, some EFL experts define textbook as a set of instructional material of English taught as subject matter at school. Further, they are also specifically designed for specific target audiences in specific context. For instance, textbooks are generally used in a specified educational context throughout the country. While textbook refers to materials used in teaching English as subject matter in a specific educational context, course books are specifically developed for generalized target groups utilized in both English as well as non-English speaking countries. Textbook are inseparable parts of education now days. They also become the integral part of teaching learning process comprising the output aspect of an instructional system. Because they are part of the textbook the teaching system has played an important role in education system.

In short, textbook are learning materials specifically designed for specific educational settings in order to be used throughout the country. Textbooks are seen beneficial in the teaching and learning process for several reasons. First, they provide a guideline or a map to be followed during the lessons. Second, textbook provide a statement of belief comprising theories, principles, or approaches as a framework for developing a course. Next, they also provide both input and output of language for the students which will facilitates language acquisition process.

1. Textbook Evaluation

An evaluation is important to know the purpose and the function of the materials which are used in the teaching-learning process. The evaluation of the

English textbook is to know the function of English textbook. It can increase the student's ability in learning English. Tomlinson (2008), it also written by professional writers are usually of good quality in terms of organization, packaging and design, they tend to be lacking in qualities of being creative and imaginative.

In summary, it is very important for us to conduct EFL textbook evaluation so as to ensure ELT textbooks can effectively facilitate the attainment of our teaching objectives, and at the same time, be economically viable to teachers and students. Wrong choice of textbooks would be likely to negatively affect both teaching and learning. Financial resources would also be wasted.

C. CLT Principles

According to Richard (2006) CLT itself is described as a collection of principles about the purpose of language teaching, how students learn languages, the types of classroom activities that most enhance learning, and the role of teachers and students in the classroom. It means the goal of communicative language teaching is to develop communicative competence of student in the target language. There are various types of teaching and learning activities in CLT. However, each type should involve students in the communicative process with information sharing, negotiation of meaning and interaction (Richards & Rodgers, 2001, p. 106). It can include text based materials which establish pair work or role play, task-based materials such as jigsaws, cue cards, activity cards, authentic materials (Richards and Rodgers, 2001, p. 106). Some principles have been proposed by Richards and Rodgers (2001) with regard to language learning:

1. Communication principle: Activities that involve real communication promote learning.
2. Task principle: Activities in which language is used for carrying out meaningful tasks promote learning.
3. Meaningfulness principle: Language that is meaningful to the learner supports the learning process.

Consequently, language learning activities are supposed to be developed and fulfilled around these principles. Richards (2007, p.3) stated in his book that "communicative skill was the ability to know what to say and how to say it on the basis of the situation, the participants and their positions and intentions". There should be content, lessons, and activities in line with this concept that support students in improving their communicative skills. Communicative resources.

Language in class activities that will be the best to support the teaching and learning process. Based on the theory, the main communicative activity types that would be in accordance to enhance the students' communicative competences were described as follow:

1. Pair and group work would be the main activities to be done in class so that there would be communication practice between learners in the target language, those activities could be in the form of social interaction games, role-play, information gap, jigsaw and simulations.
2. Fluency task should be more emphasized rather than accuracy task; however both of the tasks were important to be considered in designing the activities. The tasks included should be authentic text, in which the characteristic of the

task must refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes

3. Meaningfulness practice should be more emphasized rather than mechanical practice in the material and tasks provided. The activities mostly should be focused on meaning rather than form.

Richards in his book supported what Littlewood has described in his journal about communicative activities. Littlewood (2004) classify that the communicativeness of activity into several themes which comprises a five-category continuum with varying degrees of focus on forms or meaning. We can see the continuum below:

Focus on forms		←	→	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 exercises, 'discovery' and awareness-raising activities	Practising language with some attention to meaning but not communicating new messages to others, e.g. 'question-and-answer' practice	Practising pre-taught language in a context where it communicates new information, e.g. information-gap activities or 'personalized' questions	Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and simple problem-solving	Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving and discussion
'Exercises'	←	(Ellis)	→	'Tasks'
'Enabling tasks'	←	(Estaire and Zanon)	→	'Communicative tasks'

Figure 1: Littlewood's Continuum of Communicativeness of activities (2004)

In terms of the dual distinctions mentioned above, the five categories relate to a progression from clearly defined exercises (or enabling tasks) to clearly defined tasks (or communicative tasks), passing through middle categories which

possess features of both (p.323). At the left of the diagram, non-communicative learning involves the strongest focus on forms. It includes, for example, contextualized grammar exercises, substitution drills, and pronunciation drills. As we move to the right into column 2, pre-communicative language practice still focuses primarily on formal features, but also oriented towards meaning. An example of this is the familiar question-and-answer practice, in which the teacher asks questions to which everyone knows the answer but the student cannot answer without paying attention to the meaning of the words. The structured communication and authentic communication will be reached if the exercises or the activities engaged all of the features in the learning process.

In short, according to Rodgers (2007) the best textbook activities, in this case speaking activities, must pay more attention to the communicative orientation than the structured orientation where the activity will suit with the learning needs of students.

D. Previous Study

Lesmana (2015) on title the analysis of English speaking activity in students' textbook entitled *When English Rings A Bell* used by seventh graders in 2013 curriculum. One of the goals of the educational system in Indonesia is producing students who have good competence to face the global era. In this era, students not only should master the materials that given in class but also should be able to show what they know to others fluently and accurately. In this case, having good communication skills is needed especially speaking skill. Therefore the speaking activity given should belong to the communicative activity in order to

help them improve their speaking ability. This research focus on speaking activity in students' textbook entitled *When English Rings a Bells* which used by students in seventh graders in 2013 curriculum. There are two research questions those are; what kinds of speaking activities that presented in students textbook and do the speaking activities belong to the communicative activity. This research uses descriptive qualitative in order to get information about the contents of the textbook. The data sources that used is textbook entitled *When English Rings a Bell* used by seventh graders. Then, the instrument that used is observation by using field note in order to collect data from data sources. Next, when the data has been gotten, it will analyze by using the theory from Harmer (2007) about kinds of classroom speaking activities and theory from Littlewood (2004) which about the stages of activity from focus on form to focus on meaning. The result of this research shows that there are seven kinds of speaking activities those are conversation practice, monolog, prepared talk, discussion, questionnaires, role play, and communication games. Then, based on the analysis, all the activities in the textbook belong to the communicative activity because there is no activity which totally focuses on language form.

Wahyuningsihan (2013) on title analysis of speaking exercises/activities of an English textbook used in SDN Pakis 02 Bringin seen from communicative activities proposed by Richards (2007). The study was conducted to examine to what extent speaking exercises/activities of the textbook which was used in SDN Pakis 02 Bringin embodies the communicative activities proposed by Richards and Rodgers (2006). The English textbook that was being analyzed entitle

Permata, Pendorong Kreatifitas Belajar Siswa volume 6 for 2nd semester (Surya Badra Team, 2012). The focus of the study was to analyze the speaking exercises/activities inside the English textbook. The findings showed that the speaking exercises/activities did not really represent the concept of communicative activities. Besides, the speaking exercises/activities were considered not communicative enough to be used in teaching and learning English based on its group-individual work, its degree of fluency-accuracy and its meaningful-mechanical practice.

Kartini (2015) on title a content analysis on speaking activities materials and activities written on “English Alive 1”, an analytical study on English textbook for first year senior high school. The purpose of this study was to describe the speaking materials and activities of the English textbook entitled “English Alive 1” for ten grade of senior high school student compatible with school-based curriculum or KTSP. Then, the writer also studies about the feasibility of content and presentation of the textbook. This study uses descriptive method by using document analysis. The data collected for this study will be gathered from the English textbook. “English Alive 1” published by Yudhistira. The data is about speaking materials and activities written on the textbook. The findings of this study concluded that (1) the score of the feasibility of content is 3.4 it means content textbook of “English Alive 1” is “good”. (2) The score of feasibility of presentation is 3.3. It means the presentation of “English Alive 1” is “good”. The final score of both feasibility are 3.3. Based on the result above, it

can be drawn conclusion that speaking materials and activities are appropriate with school-based curriculum and it has met criteria of good textbook.

Most of the previous studies mentioned above are related to English textbook which tend to know the quality of speaking activities in English textbook by evaluating the content of the textbook with a particular theory proposed by an expert. The difference between this study and those studies mentioned are this study tries to evaluate to the specific content of an English textbook that is the speaking activities of the textbook. Then, the evaluation is not only based on one particular theory proposed by the expert, but the syntheses from some different theory proposed by expert. So those, this research entitle an analysis of speaking communicative activities in “Experiencing English I” textbook.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, a research method used a qualitative method. This study focuses on descriptive qualitative. According to Hamidi (2008, p.12), he explains “the qualitative method is a procedure which results in a descriptive data”. According to Dymon and Holloway (2002, p.14), state “Qualitative research focuses on words rather than numbers, although occasionally numbers are used to indicate the frequency that a theme is found in transcripts or the extent to which a form of action occurs”. It means that qualitative research is description of data in the form of words; that is not focus on statistic discussion in this research, this method will be applied.

B. Material of Analysis

The data in this research are the headline referring to analysis of speaking communicative activities of textbook used in one of school in Banda Aceh. The data have been taken from textbook “Experiencing English I” as the source of data. The textbook published in 2014. The researcher chooses this textbook because the textbook has been used as the references by several schools in Aceh, one of the school is Darul Ihsan.

C. Instrument for Data Collection

The researcher used Textual analysis. Textual analysis is the interpreter of the selected text or texts. In textual analysis, the researcher rarely seeks other's interpretations; the researcher's own interpretation is salient. (Vanderstoep and Johnston, 2009, p. 211). The purpose of textual analysis is to describe the content, structure, and functions of the messages contained in texts. The important considerations in textual analysis include selecting the types of texts to be studied, acquiring appropriate texts, and determining which particular approach to employ in analyzing them.

D. Method of Data Analysis

This research is a descriptive research that is used to build the existence of phenomena by describing them precisely and clearly. In this research phenomenon, what the writer wants to explain clearly and appropriately is a commercial English textbook entitled "Experiencing English I" for junior high schools, which is used in Darul Ihsan Islamic boarding school. This is also in the applied research section, because the purpose of this study is to solve problems that are direct and practical. This analysis finds whether textbooks claimed to follow the School-Based Curriculum are actually included in accordance with the idea of communicative competence by Richards.

There are four steps of data analysis in qualitative research that the writer used to the data analysis is below:

1. The writer will make six criteria based on the theory.
2. And then the writer will make a checklist table to group the emerging themes and the activities.

No	Criteria	Number of Activities
1	Group work	
2	Individual work	
3	Fluency	
4	Accuracy	
5	Meaning-focused used	
6	Form-focused	

Table 1: List of six criteria based on the theory

3. After grouping the activities, the writer will count the total number of activities based on the emerging theme.
4. Next, the writer will show the data into bar graph to make the data display easier to be read.

There were six units which included seven speaking activities in the textbook. The writer grouped the six themes above to be three emerging themes for the analysis, such as pair versus group work, fluency versus accuracy, and meaningful practice versus mechanical practice. And finally the results of the study would be presented in the discussion part of this research.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this study is to find out whether speaking communicative activities of “Experiencing English I” textbook met the notion of CLT principles and describes the types of meaning. To identify the speaking activities, descriptive qualitative research was used. There are six types of CLT principles based on Richard (2007).

A. Findings

The data of this study were taken from “Experiencing English I” as the source of data. The textbook published in 2014. It was obtained the speaking activities collected from this English textbook. There were six units which included seven speaking activities in the textbook to be analyzed which related to the theory.


1. Group Work Vs Individual Work.

From seven speaking activities in the textbook which the writer has analyzed, all the assignments were five group work and two individual works. Such a large number of students are not easy to take individual activities in class because of the limit of time in class. The most possible solution for the teacher may be a compromising way to cater for most students as a group. It means that by having the assignment in group, the students are encouraged to talk to each other, and it is expected to be carried out in the target language. However, among

the seven speaking activities, the writer gets five group assignments in the textbook, this is one example of the assignment:


Activity 3
Work with a partner. Try to make a short dialogue for one of the situations below. When you finish, try the dialogue with your partner.

1




The school has just finished. It is raining outside. You don't have a raincoat or an umbrella with you. Your friend is going to be picked up by his father and she offers you a lift home.

2




It is after lunch break. You are on the way back to classroom from the library carrying a lot of books. Your classmate passes by and offers you a help to carry some of the books.

3



Your teacher is going to start the lesson, but the whiteboard hasn't been cleaned yet. You want to help her clean the whiteboard. Your teacher is very happy about it.

4



Some of your relatives are coming for a dinner over your house tonight. Your mother is busy cooking for the dinner. You and your sister want to help her preparing for the dinner. Your mother is very happy about it.

Unit 1 How's everything going? 13

Figure 2: speaking activity, *experiencing English I* textbook, 2014, p.13

From the speaking exercise as shown in figure above, the instruction is clear that the students were supposed to work with her partner to make a short dialogue provided by textbook. So, they would have the chance to communicate the language and practice them in real communication with their peer. Although the students might use *Bahasa Indonesia* rather than English to speak with their

friends, but the possibility to use English could not be ignored. This could be seen from the other activity in form of crossword under the speaking skill topic below:

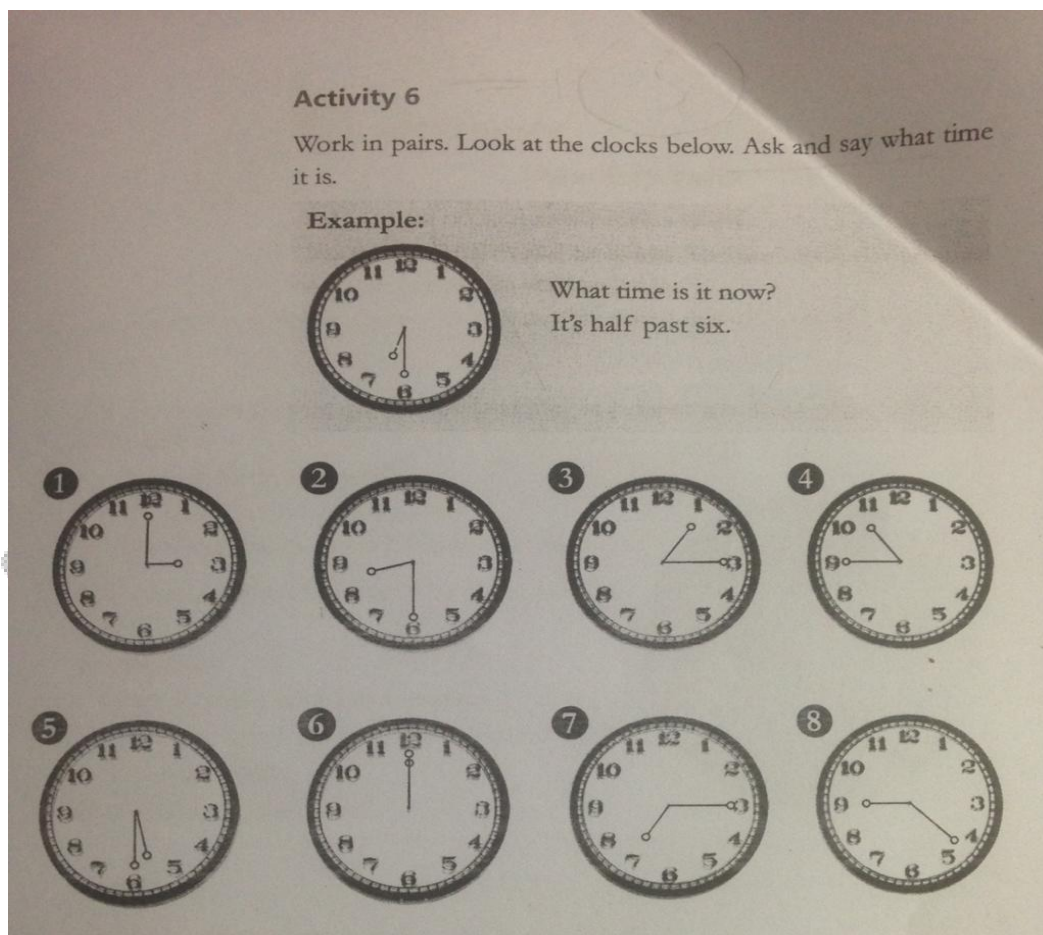


Figure 3: speaking activity, *experiencing English I* textbook, 2014, p.35

Obviously like the example above the writer of the textbook completes his book with questions that are good enough to make the class more active, and this is an information gap activity that can give students valuable communicative practice if it is well prepared and given. The textbook lists these activities as group work. Therefore, this activity is very effective in developing students' interest to interact and communicate with their friends using the target language.

As Richards (2001) states that collaborative learning has also been applied in communicative methods, there must be involvement between teachers and students. Interaction usually requires students' input and output, so students cannot just listen to information. Instead, they must be active participants in conversations that communicate and negotiate forms of feedback they received. It means to avoid conversational trouble or when trouble occurred. In this way, the interaction functioned like a medium which promoted language acquisition.

Unfortunately, the data found that there were six group works to be done by the students in the textbook. Therefore, this textbook has communicative exercises, including activities that involve contacts that require regular interaction between students to exchange information and solve problems.

2. Fluency Vs. Accuracy

The findings show there were only 4 out of 7 fluency exercises. The other three operations can be categorized as tasks relating to accuracy. To accomplish excessive fluency level, the accuracy speaking activities sometimes also needed in order to help the students create meaningful communication practices. Fluency exercises reflect the real world tasks, e.g. dialogs or dialogue of questions-answers, which encourage students to generate vocabulary that might not be predictable. In the meantime, accuracy exercises present the tasks with an emphasis on training correct language examples and expressed language use in the classroom. This can be seen as an example of the fluency of the task in the form of the following speaking activity topics:

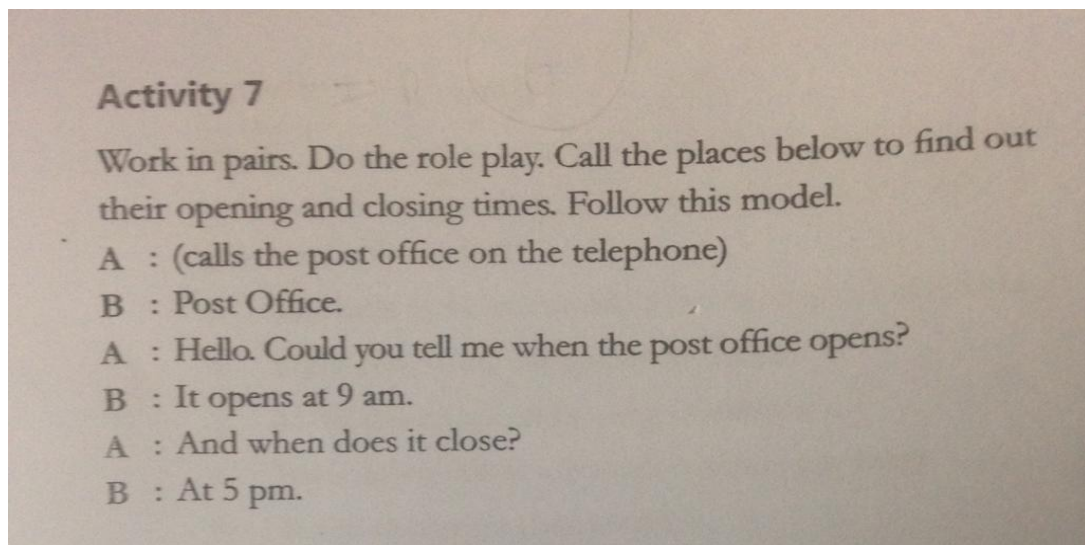


Figure 4: speaking activity, *experiencing English I* textbook, 2014, p.36

From the above figure, students required to do the role-play activities based on examples of the dialogue. In this kind of activity students pretend as if they are in the real condition society in various social contexts and have a variety of roles. In role-play, the teacher gives information to the learners such as who they are and what they think or feel. From the speaking activities written in the textbook "Experiencing English I", there were 4 out of 7 fluency activities that were displayed. The writer can concluded that fluency task should be more emphasized rather than accuracy task in many possible way.

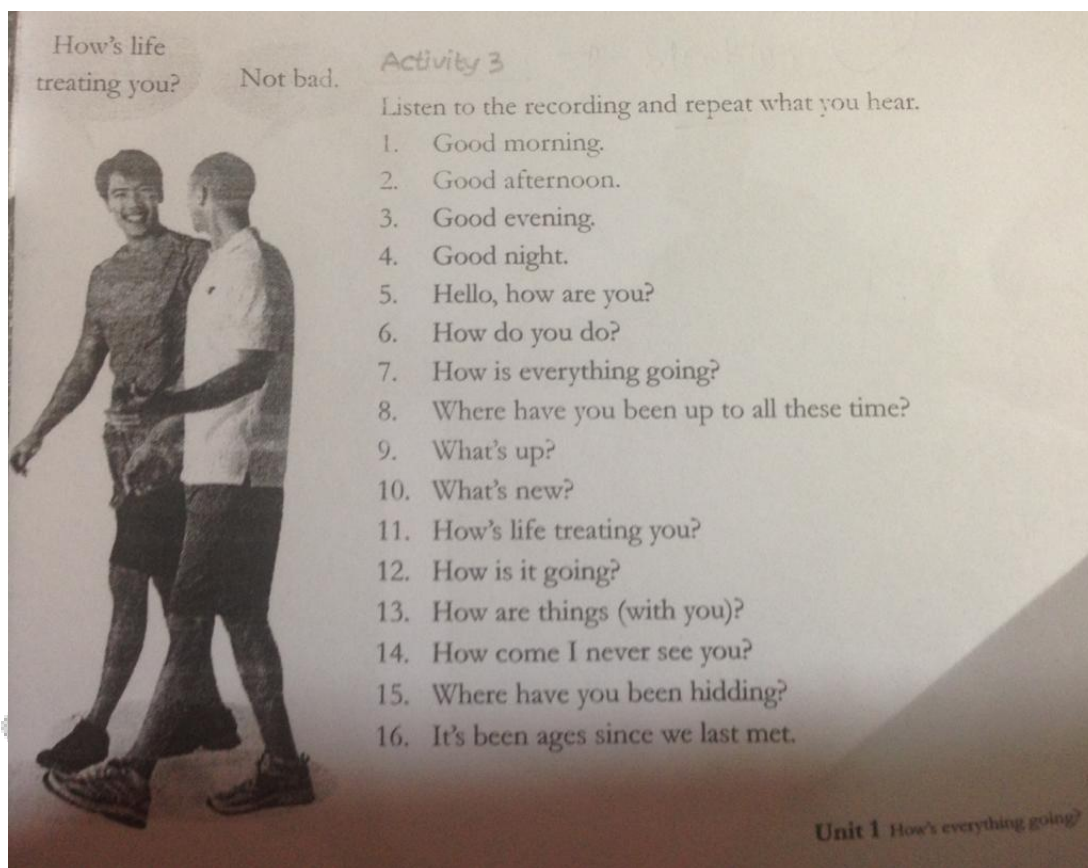


Figure 5: speaking activity, *experiencing English I* textbook, 2014, p.5

From speaking activities as shown in Figure 5, students are asked to listen, record and repeat them. Nevertheless, based on the data found, as we can take one example from Figure 5, speaking activity can include as an accuracy activity. This type of activity is categorized as a mechanical practice.

For this reason, the writer believes that the fluency and accuracy of the tasks in the textbook are indeed good examples of speaking exercises, because they can be done partner/ group work to achieve real communication between students. As the writer mentioned earlier that most speaking activities are quite good, textbooks clearly qualify communicative competence that the writer has concluded before. It seems that the textbook does not oppose the role of students

as it provides speaking activities that employ students as the main role of class learning. Therefore, teacher and students will be able to interact properly according to their learning tasks.

3. Meaningful Practice Vs. Mechanical Practice

The findings show that there were five meaning focused exercises. The significant of practice refers to an activity where language instruction is still provided but where students are required to make meaningful choices while practicing. From this statement the writer would conclude that grammar is still observed, yet the emphasis is on how students use the pattern or how they choose the pattern to use when constructing sentences in real world communication.

Activity 6

Complete the dialogue, then practise it with your friend.

1. Galih : Good afternoon, Wawan. ____?
Wawan : ____ I'm fine, thank you. And you?
Galih : ____
2. Tedi : Hi, Karin, how are you?
Karin : Hi, ____ How about you?
Tedi : ____ I have a sore throat.
Karin : I'm sorry to hear that. Take care of yourself,

Tedi : Bye, Karin.
3. Mr. Bond : ____ Hani.
Mr. Smith : Good afternoon, Mr Bond. What's new?
Mr. Bond : Nothing much. And you?
Mr. Smith : ____

Figure 6: speaking activity, *experiencing English I* textbook, 2014, p.7

From the activities above, the textbook expects students to complete dialogue, and then practice with their friends. As the writer explained earlier, the language learning activities must be conducted in such a way as to allow students to engage in meaningful and authentic language use and also pair and group work may enable learners to improve the quantity and quality of target language practice. The writer claims that the textbook offered the right language to engage students in practical activities, and the author of the textbook provides a good example of a textbook-speaking operation. Other activities below show how the creator of textbook takes seriously in realizing good material in communicating:

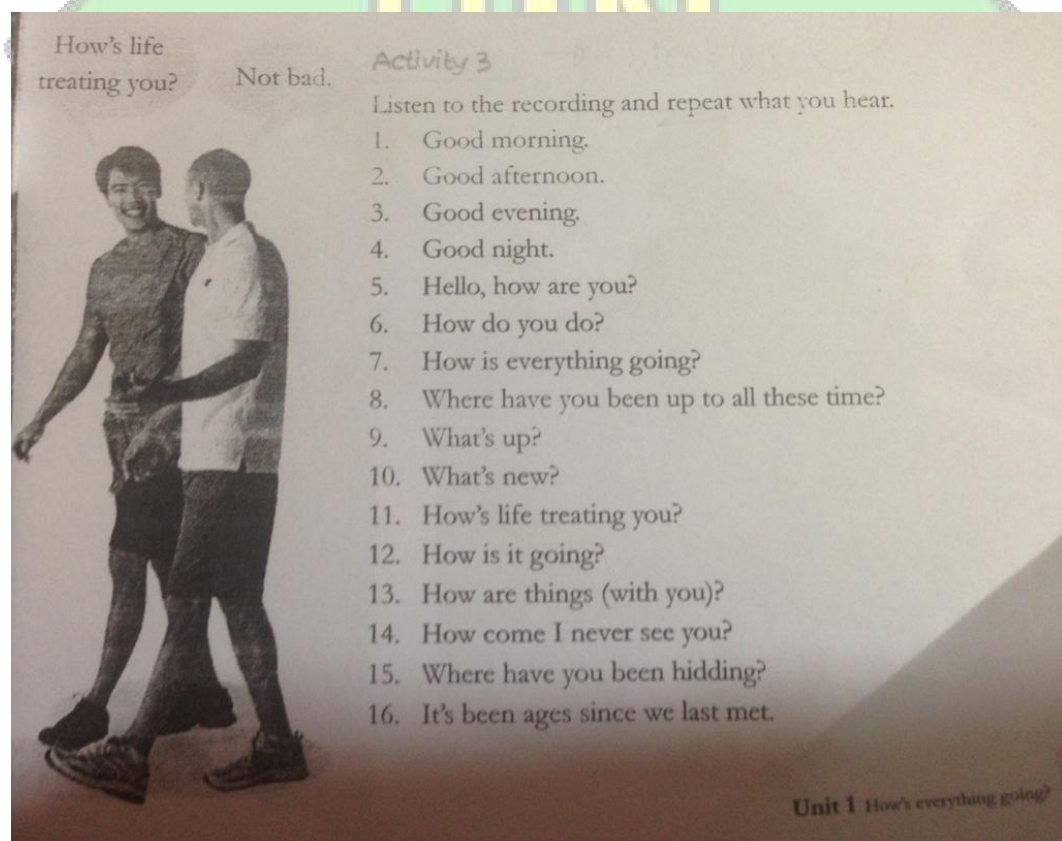


Figure 7: speaking activity, *experiencing English I* textbook, 2014, p. 5

From speaking activity as shown in figure 7, students were asked to listen the recording and repeat what they hear from it. These repeated training exercises in the textbook concentrated only on the accuracy of saying the sentences and the right phrase form. While concentrating on the form is okay, but the writer concerns is how the students would know the correct pattern if they didn't have partner to practice and interact with. This type of assignment represents a mechanical practice.

To sum up, the fact that one of communicative competence required the material to encourage the students in such an activity which offered meaningful practices, the speaking activities in “Experiencing English I” textbook clearly meet the communicative activities. Because, all speaking exercises fulfill from the richard's principles, and all the principles are balanced between one another and it gets better. Table 1 below the representation of the table checklist data of speaking activities:

No	Criteria	Number of Activities
1	Group work	5
2	Individual work	2
3	Fluency	4
4	Accuracy	3
5	Meaning-focused used	5

6	Form-focused	2
---	--------------	---

Table 2: List of the selected activities from the textbook

According to the data that has obtained, it is clearly shown that there were five groups work activities ,four fluency activities and meaning-focused activities in the textbook. The large number of those activities indicates that the textbooks used in this study success to contemplate the communicative competence in their speaking activities. Further explanation about the findings was described below. Figure 8 below the representation of the data of speaking activities display:

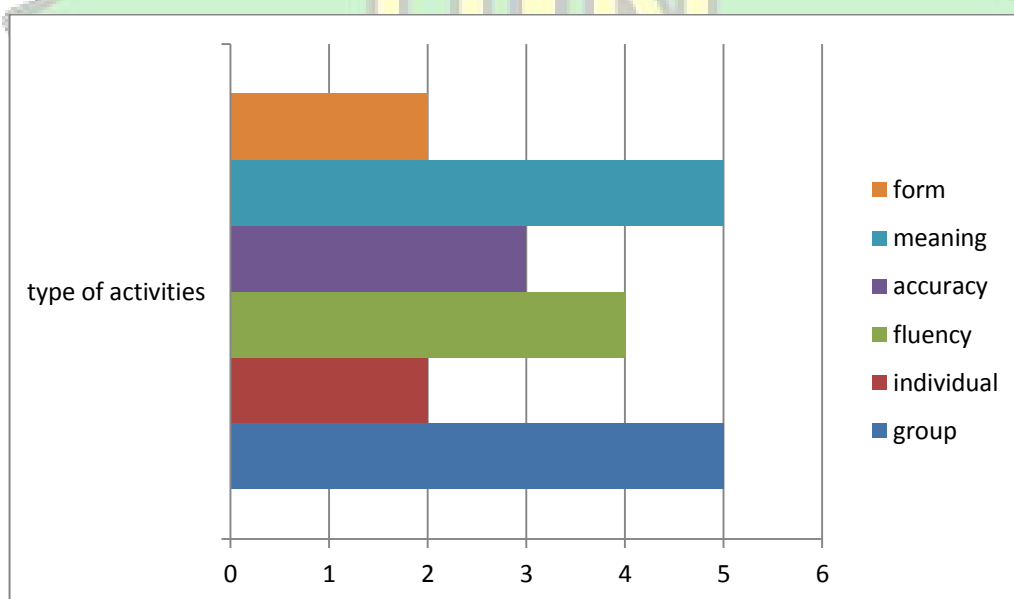


Figure 8: The representation of speaking exercises/activities from the textbook

B. Discussion

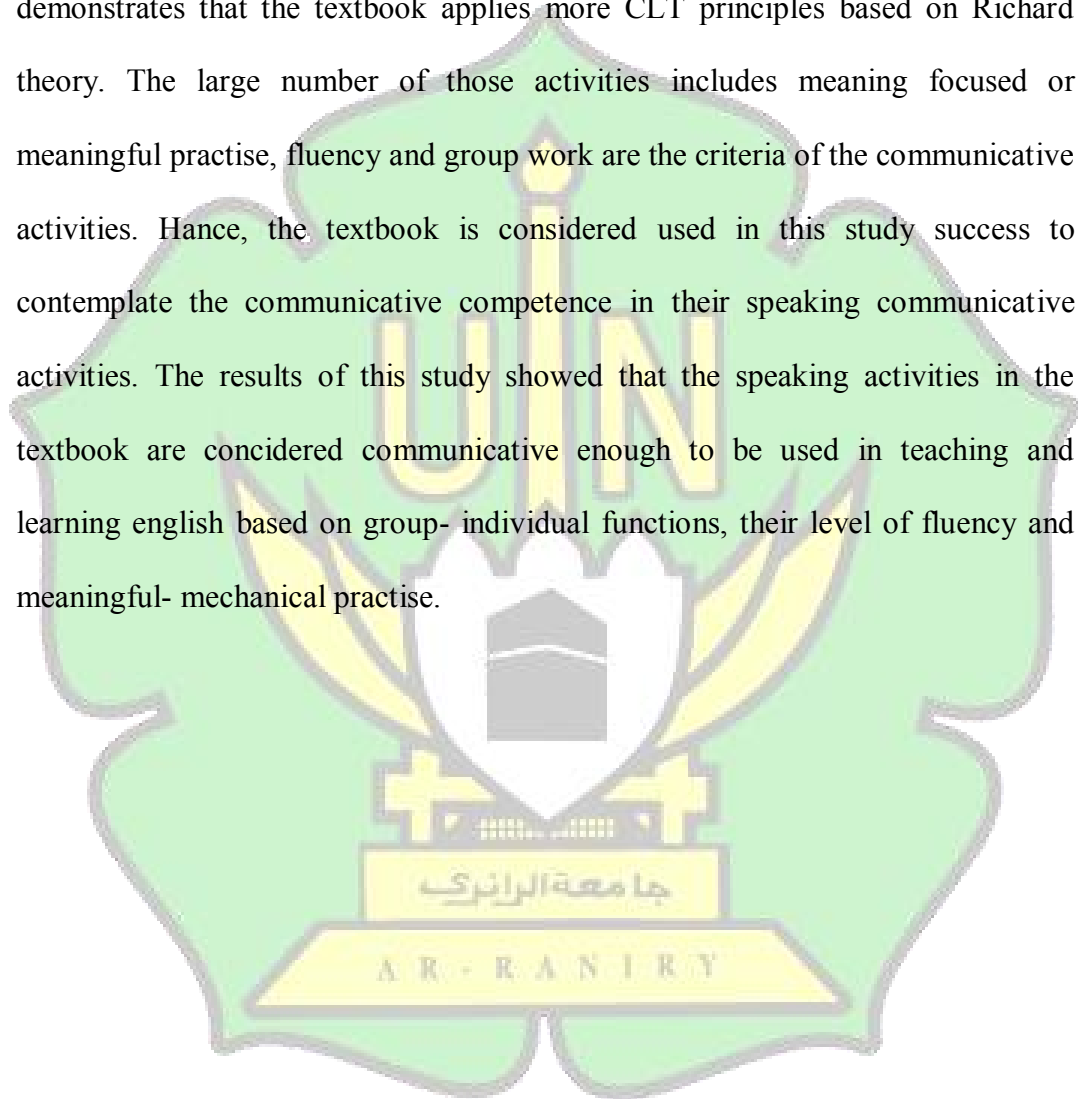
There is a relevant study that has similar characteristics with this study. A study conducted by Wahyuni (2013) on title analysis of speaking exercises/activities of an English textbook used in SDN Pakis 02 Bringin seen from communicative activities proposed by Richards (2007). In this study, the writer found that the speaking activities did not really represent the concept of communicative activities to be used in teaching and learning english based on its group-individual work, its degree of fluency-accuracy and its meaningful-mechanical practise.

On the other hand, this study using theory that proposed by richard to analyze “Experiencing English I “ textbook. Some principles have been proposed by Richards and Rodgers (2001) with regard to language learning: 1). Communication principle: Pair and group work would be the main activities to be done in class. 2). Task principle: Fluency task should be more emphasized rather than accuracy task. 3). Meaningfulness principle: Meaningfulness practice should be more emphasized rather than mechanical. In textbook based on result, There were six units which included seven speaking activities in the textbook to be analyzed which related to the theory. First, From seven speaking activities in the textbook which the writer has analyzed, all the assignments were six group work and one individual work. Such a large number of students are not easy to take individual activities in class because of the limit of time in class. The most possible solution for the teacher may be a compromising way to cater for most students as a group. According to Richard (2007), he underlines bunch work/pair

exercises would profit the learning forms as the correspondence occurs between the students which would build their enthusiasm in speaking and learning the objective language. It means that by having the assignment in group, the students are encouraged to talk to each other, and it is expected to be carried out in the target language. Unfortunately, the data found that there were five group works to be done by the students in the textbook. Therefore, this textbook has communicative exercises, including activities that involve contacts that require regular interaction between students to exchange information and solve problems (Canale and Swain as cited in Richards, 2007). Second, The findings show there were only 4 out of 7 fluency exercises. The other three operations can be categorized as tasks relating to accuracy. Whereas the improvement of fluency is one of the targets to achieve communicative activities (Brown as cited in Richards, 2007). To accomplish excessive fluency level, the accuracy speaking activities sometimes also needed in order to help the students create meaningful communication practices. Fluency exercises reflect the real world tasks, e.g. dialogs or dialogue of questions-answers, which encourage students to generate vocabulary that might not be predictable. In the meantime, accuracy exercises present the tasks with an emphasis on training correct language examples and expressed language use in the classroom. From the speaking activities written in the textbook "Experiencing English I", there were 4 out of 7 fluency activities that were displayed. Rodgers et al (2001) concluded that speaking practices would concentrate on fluency tasks rather than accuracy tasks in the best possible way. For this reason, the writer believes that the fluency and accuracy of the tasks in

the textbook are indeed good examples of speaking exercises, because they can be done partner/ group work to achieve real communication between students. Especially that speaking activities in textbooks can clearly be classified as "authentic" material because there are tools such as cultural texts, photos, video choices, and other AVA resources specifically prepared for pedagogical purposes (Richards, 2001). Third, The findings show that there were five meaning focused exercises. Richard (2007) mentioned in his book, significant practice refers to an activity where language instruction is still provided but where students are required to make meaningful choices while practicing. Storch and Aldosari (2012), propose that students are on a meaning focused language mission in the classroom setting and discuss the problem of finding a solution and sharing their linguistic knowledge when they encounter a linguistic question. It means the language learning activities must be conducted in such a way as to allow students to engage in meaningful and authentic language use and also pair and group work may enable learners to improve the quantity and quality of target language practice. The repeated training exercises in the textbook concentrated only on the accuracy of saying the sentences and the right phrase form. While concentrating on the form is okay (Doughty and Long, 2003), but the writer concerns is how the students would know the correct pattern if they didn't have partner to practice and interact with. This type of assignment represents a mechanical practice that says "It is a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using." (*CLT Today*, 2007, p.16).

based on result, the main of the criteria based on theory more covers some of the activities in the textbook. In the textbook, According to the data that has obtained, it is clearly shown that there were five groups work activities, four fluency activities and five meaning-focused activities in the textbook. It demonstrates that the textbook applies more CLT principles based on Richard theory. The large number of those activities includes meaning focused or meaningful practise, fluency and group work are the criteria of the communicative activities. Hance, the textbook is considered used in this study success to contemplate the communicative competence in their speaking communicative activities. The results of this study showed that the speaking activities in the textbook are considered communicative enough to be used in teaching and learning english based on group- individual functions, their level of fluency and meaningful- mechanical practise.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents a summary of the findings, conclusions, and recommendations Based on the data analyzed in the previous chapter.

A. Conclusions

This last chapter presents the conclusions of this qualitative study. The overriding purpose of this study was revealed that the speaking activities in “Experiencing English I” textbook used in one of school in B. Aceh published by TIM MASMEDIA BUANA PUSTAKA, fully meet up with CLT principles that proposed by Richards (2007). Based on the data gathered and analyzed, the writer introduced three reasons why the textbook meet the notions:

1. The speaking activities of “Experiencing English I” textbook (2014) supports the students’ communicative competence because most of the activities provided inside the textbook were group work instead of individual work.
2. The speaking activities of “Experiencing English I” textbook (2014) supports the students’ communicative competence because most of the speaking activities in the textbook focused on fluency rather than accuracy.
3. The speaking activities of textbook Experiencing English I” textbook (2014) supports the students’ communicative competence because most of

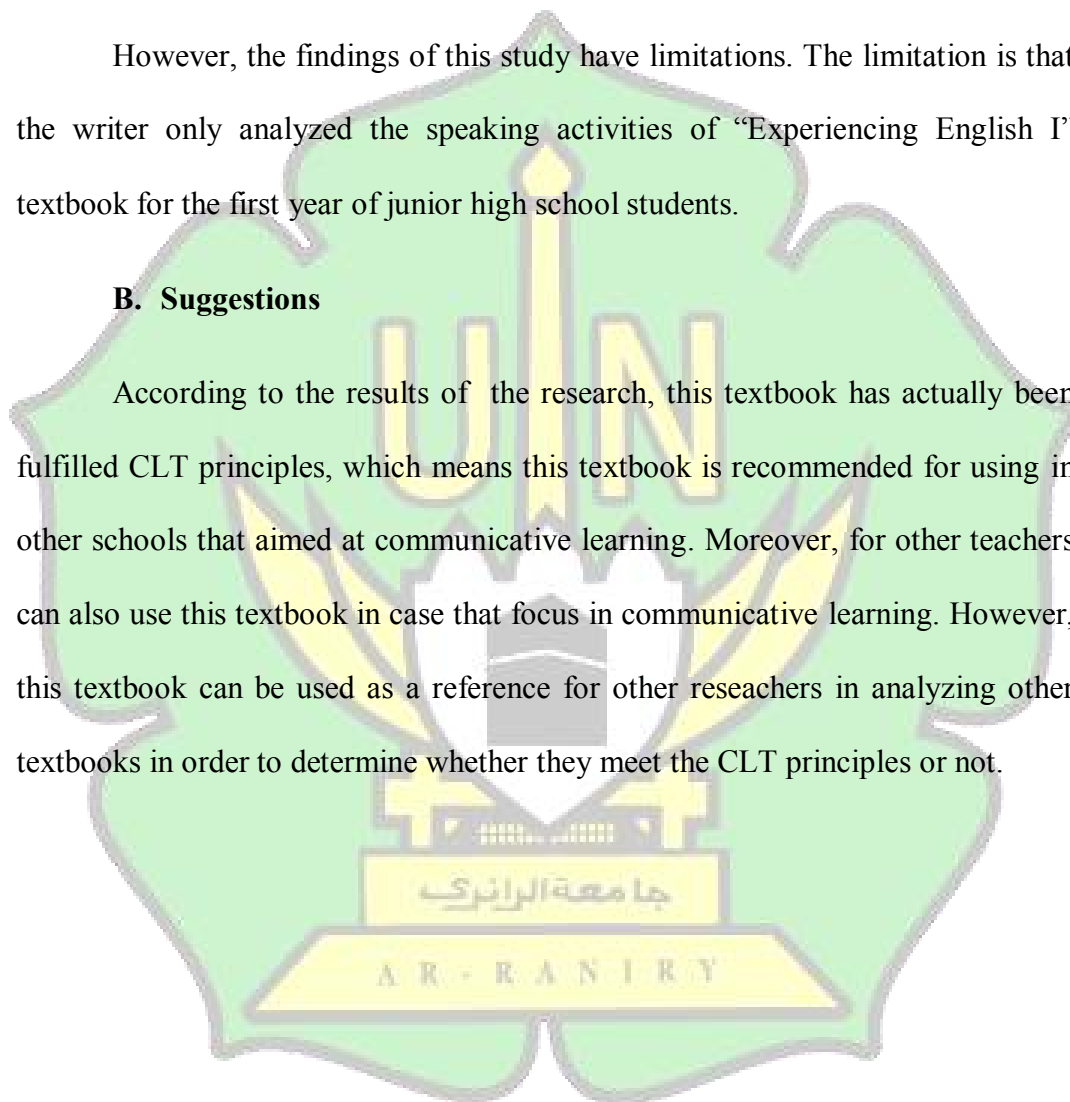
the speaking activities gave emphasis on meaningful practice in place of mechanical practice.

From the study, the result shows that the speaking activities in the textbook were considered communicative enough to be used in learning English.

However, the findings of this study have limitations. The limitation is that the writer only analyzed the speaking activities of “Experiencing English I” textbook for the first year of junior high school students.

B. Suggestions

According to the results of the research, this textbook has actually been fulfilled CLT principles, which means this textbook is recommended for using in other schools that aimed at communicative learning. Moreover, for other teachers can also use this textbook in case that focus in communicative learning. However, this textbook can be used as a reference for other reseachers in analyzing other textbooks in order to determine whether they meet the CLT principles or not.



REFERENCES

- BNSP. (2006). *Standar kompetensi dan kompetensi tingkat smp dan mts: mata pelajaran bahasa inggris*. Jakarta: Badan Standar Nasional Pendidikan.
- Brown, H. D. (2007). *Principles of language learning and teaching fifth edition*. San Francisco: State University.
- Brown, H. D. (2001). *Teaching by principles*. San Francisco: Addison Wesley Longman, Inc.
- Daniati, I. (2012). *Using communicative activities to improve the English*. Education Department, 27.
- Diane, L. F. (2000). *Techniques and principles in language teaching. second edition*. Oxford: Oxford University Press.
- Doughty, C., & Long, M. H. (Eds.). (2003). *Handbook of second language acquisition*. New York: Basil Blackwell.
- Dymon, C., & Halloway, I.(2002). *"Qualitative Research Method in public relation and marketing communication"*. London: Rouledge.
- Farsia, L. (2016). Re-conceptualizing communicative language teaching through sociocultural perspective. *Englisia Journal*, 3(2), 119-128.
- Firiady, M. (2018). Communicative language teaching. *Language and Language Teaching Journal*, 106.
- Hamidi. (2008). *Metode penelitian kualitatif*. Malang: UMM Press.
- Harmer, J. (2007) . *How to teach English*. England: Longman.
- Harmer, J. (2001). *The practice of English language teaching*. Edinburgh: Longman.

- Ju, f.-a. (2013). *Communicative language teaching (CLT): a critical and comparative perspective*. Finland: Academy Publisher.
- Lesmana, S. I. (2015). *The analysis of english speaking activity in students' textbook entitled*. Surabaya: English Education Languages and Art Faculty State University of Surabaya. 3(3).
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58 (4), 319–326.
- Makarim, A. N. (2019). *Nadiem makarim envisions a flexible education curriculum*. Jakarta: Tempo.co.
- Miles, Huberman., & Sandana. (2014). *Qualitative data analysis: a sourcebook of new methods. third edition*. USA: Sage Publications.
- Nashriyah, Maulida, R. Setianingsih, Y., & Yusuf, Q. Y. (2020). Addressing gender bias issues in elementary school ELF textbooks: An analysis of grow with English. *Humanities & Social Sciences Reviews*, 8 (3), 56-63.
- Nugroho, B. (2008). *Aplikasi pemrograman web dinamis dengan php dan mysql*. Yogyakarta: Gava Media.
- Nunan, D. (1991). *Language teaching methodology: a textbook for teachers*. Upper Saddle River, NJ: Prentice Hall.
- Pamungkas, D. A. (2010). *The quality of the Englsih textbook used by International Standart Junior High school*. (Unpublished Thesis). English Department, Faculty of letters. State University of Malang.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press. Print.

- Richard, J. C., & Willy, A. R. (2002). *Methodology in language teaching*. An Anthology of Current Practice. Cambridge University.
- Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J. C. (2007). *Communicative language teaching today*. New York: Cambridge University Press.
- Sadker, D., & Zittleman, k. (2007). Gender bias from colonial america to today's classrooms. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 135-169). Hoboken, NJ: John Wiley & Sons, Inc.
- Storch, N., & Aldosari, A. (2013) Pairing learners in pair work activity. *Language Teaching Research*, 17 (1), pp. 31-48.
- Tomlinson, B. (2008) *English language learning material: A Critical Review*. London: Continuum International Publishing Group.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), p. 143-179.
- Vanderstoep, S. W., & Johnston. D. D. (2009). *Research methods for everyday life*. San Francisco: Jossey-Bass.
- Wahyuni, A. D. (2016) The effectiveness of short movie for teaching speaking (an experimental research on the eighth grade students at SMP Negeri 3 Kalimanah in the Academic Year 2015/2016). Bachelor thesis, Universitas Muhammadiyah Purwokerto