

**ANALYZING COMMUNICATIVE LANGUAGE TEACHING
IN “BAHASA INGGRIS 2017 REVISED EDITION”**

THESIS



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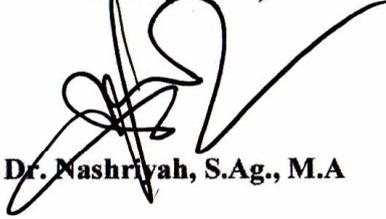
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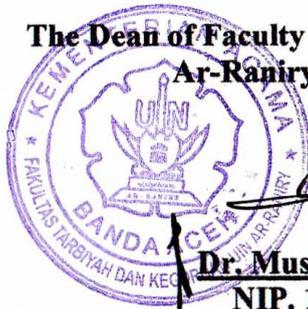

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ABSTRACT

Due to the importance and necessity to have communicative ability in English, teaching materials (textbooks) play vital role in English language teaching. The role of textbook as a guideline should be more communicative and balance in presenting the language skills. This study explored communicative language teaching materials of English textbook for senior high school grade X entitled “*Bahasa Inggris 2017 revised edition.*” This study purposed to examine whether the textbook is in line with the criteria of CLT and how the textbook develops skills within CLT context. This textbook was analyzed by using descriptive qualitative method particularly content analysis. It employed Canale’s (1983) framework about the criteria of CLT and Richards’ (2005) framework about activities within CLT. The analysis of the textbook has revealed some major findings. Firstly, *Bahasa Inggris* for tenth grade dominantly presented linguistic competence materials compared to discourse competence, strategic competence, and sociolinguistic competence. Secondly, among of the three activities, meaningful activities was the most presented dominantly and communicative was the least. In addition, this study also found that there was less quantity of communicative materials provided. Consequently, the researcher suggests that English textbook’s authors should provide more presentation of communicative materials.

Keywords: textbook, communicative language teaching

CHAPTER I

INTRODUCTION

This chapter aims to provide an overview of the study by analyzing background of study, research questions, objectives of study, significances of study, scope of study, and terminologies.

A. Background of Study

As a consequence of globalization, the need of English for communication internationally has become an essential issue in all spheres of life. It is in line with Kirkpatrick's statement (2010, p. 74), "English is primarily used as a lingua franca for communication between people of different language and cultural background." It means, if people or students desire to interact with people around the world and being successful in their future life, they should master speaking as one of four language skills (Richards & Renandya, 2002). In 2008, Gert and Hans (cited in Efrizal, 2012) highlight that speaking is speech or utterances with the intention to be perceived by speaker and the receiver processes statements in order to recognize their intentions. In this case, communicative competence in the target language is more demanded now than previously.

Hence, in order to successfully enhance communication skills, Indonesian governments have been working together to solve the linguistic obstacles and place English as a foreign language to be taught at every level of Indonesian formal

education. Considering this situation, English teachers need to figure out the most acceptable ways and resources for teaching English.

In accordance with demands of 2013 Curriculum, the expected learning approach is an innovative learning approach that can evolve the activity of students in learning. One of them is communicative approach (Chamisah, 2013), as known as Communicative Language Teaching (CLT) as its branch. Communicative approach in language teaching begins from a theory of language as communication. According to Richards and Rodger, the goal of CLT is to develop communicative competence (1999, as cited in Efrizal, 2012). This approach is oriented in language teaching-learning based on communicative tasks and functions. This is trying to make students gain language proficiency. Nevertheless, “it does not only concern on communication, but also on grammar rule which is taught in order to be practiced on communication” (Munzaki, Su’adah, & Risdaneva, 2016, p. 17). In other words, grammar presented not as the end goal, but as facility to carry out the purposes of communication as the function of language.

In 2006 (p. 5), Richards claims, “the worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources.” Then, in 2013, Chamisah observes that various materials in teaching contributed by teachers as well as language teacher to reach the purpose of study and to enhance the students’ ability in learning. Such expansive of teaching English has grown a variety of instructional material, it would be fair to say that textbook hold a primary role which can be applied to teaching English as a foreign language. Due to the goal to promote CLT in English Foreign Language (EFL)

classroom, textbooks should design based on communicative criteria and principle. However, as noted by Buckingham (1958, in Tarigan, 1986, p. 11), “textbooks as the tools of study that are commonly used at schools and colleges to support a teaching program.”

In addition, Mares (2003, as cited in Lawrence, 2011, p. 5-6) also agrees, they are “designed to give cohesion to the language teaching and learning process by providing direction, support, and specific language-based activities aimed at offering classroom practice for students” and advance efficient and fast learning of the language (Cunningsworth, 1995, as cited in Lawrence). From arguments above, the researcher concludes that textbooks needed in the teaching-learning process.

In this era, there are varieties of ELT textbooks widely employed in schools. Consequently, English teachers need to see inside material of the textbook. Textbook selection can have an immense result on the teaching and learning process as teachers would make references to the textbooks (Cunningsworth, 1995; Harmer, 1991; McGrath, 2002, as cited in Lawrence, 2011). In that sight, the success or failure of an ELT course can be decided by the quality of a textbook (Green, 1926; Mukundan, 2007, as cited in Lawrence). Cunningsworth (1995, as cited in Rindawati) explains that course book analysis helps teachers to rise valuable acumen into the nature of the material. In brief, due to the useful of the textbook analysis, it is essential to know the nature of the material explicitly and implicitly for the efficiency usage of a textbook by doing an analysis.

Furthermore, several studies have been undertaken to investigate the implementation of CLT approach in the classroom situation, both internationally and Indonesian context. CLT or communicative approach mostly used to know the effect in skills practice. Then, some studies related to this topic had been conducted by international researcher only. For instance, Tugba Ander (2015) analyzed CLT in a textbook. He found that very complicated in design and vague in terms of the application of CLT principles and the integration of skills was disorganized and unbalanced. On the other hand, Mahdi (2013) points out that those textbooks he analyzed could not meet the learners and teachers' needs within the Iranian educational system, which was ignore the communicative role of the language. However, the researcher did not found any researcher from Indonesia who had been undertaken studies related to this topic. Consequently, the researcher had lack of references related to this topic.

In this study, "*Bahasa Inggris 2017 revised edition*" for tenth grade of senior high school is the English textbook that the researcher would like to analyze. The researcher intends to discover how far the textbook meet the criteria of CLT and how it develops skills within the context of CLT. Furthermore, there are some reasons why the researcher chooses the textbook; first, the series of the textbook is suitable with the current curriculum. Second, they are used for teaching English to tenth grade students of senior high school in Indonesia for general because the Ministry of Education and Culture of Indonesia has been authorized the textbook to cover the needed of the standardized textbook of 2013 revision curriculum. Next, this textbook is different from the previous edition in terms of the content of the

textbook. Therefore, *Bahasa Inggris 2017 revised edition* is crucial to be analyzed in term of CLT.

B. Research Questions

This study intends to figure out the following questions:

1. Is *Bahasa Inggris 2017 Revised Edition* in line with the criteria of Communicative Language Teaching?
2. How does *Bahasa Inggris 2017 Revised Edition* develop skills within the context of Communicative Language Teaching?

C. Objective of Study

1. To find out whether or not *Bahasa Inggris 2017 Revised Edition* is in line with the criteria of Communicative Language Teaching.
2. To find out how *Bahasa Inggris 2017 Revised Edition* develops skills within the context of Communicative Language Teaching.

D. Scope of Study

This study focuses on investigating communicative language teaching materials of English textbook used by tenth grade students of senior high school entitled *Bahasa Inggris 2017 revised edition*. The researcher analyses communicative competence as the goal of communicative language teaching proposed by Canale (1983) and communicative activities based on Richards (2006).

Communicative competence covers 16 criteria, but the researcher only used 14 criteria because of the lack of references. Two criteria that researcher will not use are whether the materials of this textbook contain the convention of its written representation include in linguistic/grammatical competence and whether the materials of this textbook contain clarification include in strategic competence.

E. Significances of Study

a. For English Language Education Study Program (ELESP) Students

The result of this research can give new information and reference for the ELESP, since the topic of this research is new. Hopefully, the ELESP students can enrich their knowledge about selecting an English textbook which promotes communicative use in language.

b. For English Teachers

The outcomes used to discuss the extent to which the textbook in question promotes the communicative use in language. Teachers may also use the findings of the research to plan their lessons by looking at the frequencies of pre-, while, and post stage tasks as reported herein.

c. For Other Researchers

This research could be a reference for further research on the historical development of textbook series prepared by the Ministry of Education and Culture.

F. Terminology

To avoid misunderstanding, it is necessary to clarify some terms provided in this study including communicative language teaching and textbook.

1. Communicative Language Teaching

There is considerable debate as to appropriate ways of defining CLT and no single model of CLT is universally accepted as authoritative (McGroarty, 1984; Markee, 1997). As Duff (2014) points out, CLT is an approach to language teaching that affirm learning a language first and foremost for the purpose of communicate with others.

2. Textbook

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000, as cited in Radic-Bojanic & Topalov, 2016, p. 138). In 1984, Cunningsworth (cited in Fakhomah, 2017, p. 2) defines, "a textbook is a book written by knowledgeable and well-qualified people and the material consisted is usually carefully tested in pilot studies in actual teaching situations before publication." Then, Sheldon (1987) illustrates that "a textbook can be referred to as a published book specially designed to help language learners to evolve their linguistic and communicative abilities" (cited in Lawrence, 2011, p. 5).

Moreover, Tomlinson (1998) confirms a textbook as a book which supply the core materials for a course and which covers many issues in a single volume by

taking into deliberation all the points that students are required to learn during a course period. In addition, Venezky (1992, as cited in Lisa, 2013, p. 2) points out, “from a single set of curriculum guidelines an infinite number of textbooks could be built, each with its own interpretation of the intent of the guidelines.” The last, Yulianti (2011 cited in Rynanta and Ruslan, p. 1) also highlight that “a textbook is an instructional material contains material and content of the subject that well organized in written form and has great contribution in the teaching and learning process.”

To sum up, the definitions of the textbook can conclude that a textbook consists of materials and contents with the specific subject. The textbook used by teacher and students in carrying out a learning-teaching process in the classroom and materials which are provided in the textbook designed based on a valid curriculum.

CHAPTER II

LITERATURE REVIEW

This chapter gives a brief explanation about relevant theories that support this study. The theories related to communicative language teaching explanation, the inclusion of the textbook and several relevant previous studies.

A. History of Communicative Language Teaching

In ideas about syllabus design and methodology, language teaching has seen many changes over the last 50 years and CLT has encouraged a rethinking of approaches to those ideas. Richards (2006) classifies trends in language teaching in the last 50 years into three phases:

1. Phase 1: traditional approaches (up to the late 1960s)
2. Phase 2: classic communicative language teaching (1970s to 1990s)
3. Phase 3: current communicative language teaching (late 1990s to the present)

1. Phase 1: traditional approaches (up to the late 1960s)

According to language teaching in traditional approaches, the basis of language proficiency prioritized grammatical competence. Grammar could be learned through direct instruction and a methodology as the belief. A *deductive* approach was adopted by language teachers to teaching grammar. This approach provided students grammar rules and then given opportunities to practice using them. In contrast to an *inductive* approach, students are given examples of sentences containing a grammar

rule and asked to work out the rule for themselves. Language learning was understood as constructing a strong knowledge of grammatical patterns and sentence structures. The four skills of language, i.e. speaking, listening, reading, and writing were introduced after a basic grasp of the language was constructed through oral drills and controlled practice. *Accuracy* was given emphasis at the expense of *fluency*. From the very beginning stages of language learning, teachers highlighted magnitude of accuracy grammar and pronunciation. Learners were disheartened to make errors since it was reflection that errors could become a lasting part of student's speech.

In North America, Audiolinguism (also known as Aural-Oral Method) initiated, and the Structural-Situational Approach (also known as Situational Language Teaching) initiated in the United Kingdom, are the two methodologies that were based on the assumptions. Syllabuses during this period made up of word lists and grammar lists that were graded across levels.

According to Richards (2006), Situational Language Teaching proposes that a typical language lesson involve a three-phase sequence, known as the *P-P-P cycle*; Presentation, Practice, and Production. *Presentation*: the new grammar is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. *Practice*: students practice using the new structure in a controlled context, through drills or substitution exercises. *Production*: students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

The P-P-P lesson structure has been universally employed in language teaching material and carry on in diversified form. However, the view of language learning that underlies this approach have been vigorously criticized. Noam Chomsky, a linguist and social theorist (1965), criticizes aspect of language instruction.

Due to the influence of CLT theory, grammar-based methodologies such as P-P-P have given way to functional and skills-based teaching, and accuracy activities. Richards (2006) distinguishes two phases in this development called classic communicative language teaching and current communicative language teaching.

2. Phase 2: classic communicative language teaching (1970s to 1990s)

In the 1970s, traditional language teaching approaches began more famous than Audio-lingual (AL) and Situational Language Teaching (SLT) (Richards, 2006), even criticized SLT and rejected AL (Klapper, 2006, as cited in Fang An Ju, 2013). This revolution made British linguists aware of the freckles of SLT. They started to question its theoretical assumptions. “They saw the need to focus in language teaching on communicative proficiency rather than language” (Richards and Rodgers, 2001, as cited in Fang An Ju). Richards (2006) states that since it argued that language ability involved much more than grammatical competence, the centrality of grammar was questioned. What was needed in order to use language communicatively was communicative competence. The notion of communicative competence was grown inside the discipline of linguistics who argued that communicative competence should be the goal of language teaching.

The theory of the communicative approach can be seen to derive from multidiscipline like sociolinguistics, psycholinguistics, language philosophy, anthropology, among which the most influential factor is sociolinguistics. Its focal has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability. Scholars like Habermas (1970), Widdowson (1972, 1973, 1978), Candlin (1978), Holec (1979), and Wilkins put forward communicative analysis to foreign language teaching and syllabus design (as cited in Fang An Ju, 2013).

Meanwhile, in the United States, Hymes (1971) reacted to Chomsky's (1965) characterization of the linguistic competence of the *ideal native speaker* and proposed the term *communicative competence* to represent language using in social context. He defines it as the ability to convey and interpret messages and to negotiate meaning with other speaker in specific context. Over the years, the term has been discussed and redefined by many authors, such as Canale and Swain (1980), Savignon (1997, 2001), and Bachman (1999). The notion of communicative competence centers primarily on the negotiation of meaning in real situational contexts.

At the same vein, Savignon (1972), in a research project at the University of Illinois, used the term *communicative competence* to characterize the ability of learners with other speakers to communicate, to make meaning, as apparent of their ability of grammatical competence. When the rule of language teaching were pattern practice and error avoidance, the effect of using *coping strategies* as part of an instructional program was looked by adult classroom acquisition of French. The

coping strategies identified in that study became the foundation for subsequent identification by Canale and Swain (1980) of *strategic competence* which along with grammatical competence and sociolinguistic competence. It appeared in their three components framework for communicative competence.

The classroom model shows the hypothetical integration of four components that have been advanced as comprising communicative competence (Savignon 1972, 1983, 1987, in press; Canale and Swain 1980; Canale 1983a; Byram 1997). Adapted from the familiar inverted pyramid classroom model proposed by Savignon (1983), it consists *grammatical competence, discourse competence, sociocultural competence, and strategic competence.*

Grammatical competence refers to sentence level grammatical forms, the ability to recognize the lexical, morphological, syntactic, phonological feature of a language, to make use of these features to interpret, and form words and sentences.

Discourse competence is concerned not with isolated words or phrases but with the interconnected of a series of utterances, written words and or phrases to form a text, a meaningful whole. Two familiar concepts of discourse competence are text coherence and cohesion.

Sociolinguistic competence involves knowledge of the social context of language and the discourse in which language is used. It requires the ability to understand the context or situational reality in which we communicate something meaningful.

Strategic competence refers to the verbal and nonverbal communication strategies speakers use to compensate for breakdown in communication due to insufficient levels of competence. In other words, speakers are able to use strategies

to compensate for an imperfect knowledge and a lack of vocabulary in the communicative process. All these competence are valid when learners intend to negotiate meaning.

In 1991, Bachman was modified Canale and Swain's (as cited in Luis, 2010) theory of communicative competence. He puts grammatical competence and textual competence in a category called *organizational competence* to allude to the entire linguistic system of language formation. Bachman also divides *pragmatic competence* into two subcategories; *illocutionary competence*, which deals with the act of receiving or sending intended meanings in formal interaction, and *socio-linguistic competence*, which involves aspects of politeness, dialects, figures of speech, and cultural manifestation. Bachman does not include strategic competence in his classification but only categorize it as a separate element of communicative language ability.

Then, Byram (1997, as cited in Luis, 2010) explains that Hymes (1972), the initiator of the concept of communicative competence, prompted the awareness of the relationship between linguistic and socio-cultural competence. In fact, Hymes describes that linguistic competence as just one kind of cultural competence. He stated that children “develop a general theory of speaking appropriate in their community, which they employ, like other forms of tacit cultural knowledge in conducting and interpreting social life.” In citing Hymes, Byram said that the teaching of foreign languages has been concerned more with the linguistic development of language than the cultural implications language brings about. This

is because language teaching has been influenced largely by linguistic analysis, leaving out cultural competence.

According to Richards (2006), proposals for a communicative syllabus and English Specific Purposes were two important new directions in the 1970s and 1980s. For communicative syllabus, there have been several types proposed by advocates of CLT. These included: a skills-based syllabus, a functional syllabus, a notional syllabus, and a task syllabus. As English for specific purposes, teaching English would be more efficient when the specific kinds of language and communicative skills needed for particular roles, rather than just focus on more general English.

3. Phase 3: current trends in communicative language teaching (2000 to the present)

Based on Richards' (2016, p. 22) statement, "current communicative language teaching theory and practice thus draws a number of different educational paradigms and traditions". Since it produces a number of diverse sources, there is no single or agreed upon set of practices that characterize current CLT. Rather, CLT today refers to a set of generally agreed upon principles that can be applied in different ways, teaching context, the age of learners, their level, their learning goals, etc.

B. Definitions of Communicative Language Teaching

Communicative Language Teaching (CLT) is influential language teaching methodology in the world recently. Lightbown and Spada (1999, p. 172) define CLT, "CLT is based on the premise that successful language learning involves not

only a knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms (emphasis added)". A simply definition by Hendrickson (as cited in Kibbe, 2017), "a communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader. Meaning must be at the center of all communicative exchanges; indeed, it is impossible to communicate without meaning."

Richards & Rodgers agree that CLT is an approach which aims to increase a learner's communicative competence in a foreign language and add that the approach "develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (1986).

We may prefer to regard CLT as an approach to language teaching more than only a method (Richards & Rodgers, 2001). In 2006 (p. 2), Richards points out definition of CLT, "Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom."

From the definition above, Richards (2006) examines CLT in four issues such as the goal of language teaching, learners' learning style, classroom activities and the roles of teachers and learners. Richards, Platt and Platt (1992) in the Dictionary of language teaching and applied linguistics defined CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is

communicative competence. In other words to improve communicative ability, making use of real life situations that necessitate communication will be the consequences of this type of learning.

By definition, CLT put the focus on the learner. Learner communicative needs provide a framework for elaborating program goals on term of functional competence. CLT is not a new idea although it has new name and is enjoying widespread recognition and research attention. Throughout the long history of language teaching, there is always advocate of a focus on meaning and developing learner ability to actually use the language for communication.

C. Characteristics of Communicative Language Teaching

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Larsen-Freeman (2000), Brown (2001), Richards (2006) describe more or less similar key principles of CLT. These are as follows:

1. Classroom goals are focused on communicative competence. The target language is a vehicle for communication not only the object of study.
2. Language techniques are designed to engage learners to use the language for meaningful purposes.
3. Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. Accuracy can be judged not in abstract but in context.

4. Students have to use language productively and receptively as these are needed in authentic communication.
5. Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.
6. The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

D. Principles of Communicative Language Teaching

Unlike many of the other instructional techniques covered in this book, communicative language teaching does not constitute a method in itself. These principles have been summarized by Berns (1990) as follows:

1. Language teaching is based on a view of language as communication.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.

7. Language use is recognized as serving ideational, interpersonal and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language that is, that they use language for a variety of purposes in all phases of learning.

Hymes (1971), in particular, stressed the need for language learners to develop communicative competence, which suggests that successful communication requires "knowing when and how to say what to whom" (Larsen-Freeman & Anderson, 2011, p. 115). In his view, knowledge of grammatical structures and vocabulary were not sufficient to enable communication on a functional level. Hymes' (1971) ideas were supported by an evolving understanding of how communication occurs.

E. Defining Textbook

Textbook is important element in teaching learning process. Using textbook which provides a variety of material that will be taught can help teacher to save time, give directions to lessons, guide discussion, facilitate in giving homework or task and better organization. It also supports teacher in teaching learning process to be going regularly and effectively. Brown states that "the presence of a textbook is necessary to support teaching learning process" (1994, as cited in Lawrence, 2011). It means that with the presence of textbook can facilitate and guide the student to keep track of learning process.

Richards (2001) says that the textbook is the most common form of teaching materials in language teaching. It is because textbook provides materials that have

been matched with a standard of competence in a curriculum. Moreover, Cunningsworth (1995) affirms that textbook is the best resource to help the student in achieving the aims and objectives of learning because it has already set based on the learners' need. From the teachers' point of view, the textbook constitutes a reference point used systematically, and from the students' perspective, it sets the context for instruction (Ur, 2007). In addition, from the students' point of view; textbook provides a grammatical and functional framework that assumes the common needs of learners, as well as enable them to study topics in advance (Hedge, 2008), or revise past topics and consequently keep track of their own progress. By using a textbook, teachers are easier to teach in class, because they can focus on what they should teach to the student. For that reason, textbook is used primarily in teaching and learning process.

F. Roles of Textbook in English Language Teaching

Richards (2010) states that the textbook is the essential component in mostly language programs. Textbook enriches the student's knowledge, not only the linguistic competence, but also communicative competence.

However, Gelfman, Podstrigich, and Losinskaya (2004, as cited in Lisa, 2013) provide a basic outline for the intermediary roles of the textbook:

- a. To teach and encourage students to construct new knowledge,
- b. To balance detail and precision of information,
- c. To provide logical and consistent mathematical systems,
- d. To bring about new questions,

- e. To provide students with active, creative, many-sided information.

While Sewall (1992, as cited in Lisa, 2013) goes so far as to say that it is almost impossible to achieve a high level of education without the use of textbooks. It indicates that textbook is one of the main factors for students' achievement in English language to reach better education in a higher level (Azizifar, Koosha, and Lotfi, 2012, as cited in Akbar, 2016). According to Valverde and Schmidt (1998), the major failing of textbook occurs when teachers try to cover every aspect of it, hindering or ignoring the application of suitable methodologies for teaching and learning where necessary. Also, Horsley and Laws (1992) claim that notion of teachers not using textbooks effectively cannot be correct if there are good textbooks in place. Likewise, Garinger (2002, as cited in Akbar, 2016, p. 111) explains, "a textbook can serve different purposes for teachers: as a core resource, as a resource of supplemental material, as an inspiration for classroom activities even as the curriculum itself."

Another additional from Riazi (2003), who agrees that a textbook used in the EFL classroom plays crucial roles in language teaching and learning process because it can support a teacher to supply miscellaneous learning materials, specifically for English language learning. Similarly, Mikk (2000, p. 17) highlights the need for exciting, imaginative textbooks; "students have many sources of information available, if their textbooks are dull, they are unwilling to study them. Interesting and enthusiastic textbooks develop curiosity and interest in the subject." As Hutchinson and Torres (as cited in Chaisongkram, 2011) comment in 1994, most teachers regard the textbooks choice in order to support them in leading their study.

The concurrence also comes from Allwright (1981), Lee (1997), and Skierso (1991 as cited in Lawrence) that the textbooks can also aid as a means to motivate and instigate language learning.

As M. Isa's (2013) argument, textbook plays as the foundation for the language practice and inputs learner receive that take place in the classroom. By these definitions show that textbook has crucial roles both for teacher and students to build motivation and create a good atmosphere in the classroom. Cunningsworth (1995, p. 7) summarizes the role of materials, particularly course books in language teaching as:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth
- d. A source of stimulations and ideas for classroom activities
- e. A syllabus where it reflects learning objectives that have already been determined
- f. A support for less experienced teachers who have yet to gain in confidence

O'Neill (1982) adds the reasons the use of textbooks: firstly, most parts of textbooks materials are appropriate for students' needs, even if they are not specifically designed for them. Secondly, they make it probable for students to plan future learning and review the previous materials or lessons. Thirdly, textbooks provide students with high-quality materials at a reasonable price. Finally, suitable

textbooks allow a teacher to adapt and modify them to meet the learners' needs and allow for natural interaction to happen.

All in all, the textbook has essential roles in the classroom and in education for both teachers and learners to operate their own roles in order to reach goals in the teaching-learning process.

A. Characteristics of EFL Textbook

Many scholars indicate that textbooks seem to be the main teaching resources in EFL classrooms. Byrd (2001) claims most teachers depend on textbooks often as a required tool because they provide content and activities that shape what happens in the classroom. González (2006) says textbooks became an alternative for three main reasons: they are apparently eclectic alternatives to save time and money, they involve pictures and graphic materials that may be more efficient than the teacher's descriptions, and they contain all kinds of objects that may be difficult to bring into the classroom.

EFL textbooks are, indeed, a major necessity for most teachers, because the bulk of them feature an eclectic approach based on the current theories proposed by communicative trends. For instance, Task-based approach engages learners in problem-solving tasks. Content based approach also offers opportunities to deal with interesting topics and subject matter, rather than coping with grammar-oriented lessons. Moreover, collaborative learning encourages students to work in groups, as an ideal way to exchange information socially and meaningfully. According to Richards and Rodgers (2006), textbooks are designed in such a way

that their tables of contents suggest a gradual development of language forms and functions, going from the most basic to the most complex. All these approaches and features are intended to develop the use of communicative language.

However despite considerable effort on the part of text designers, editors, and publishing houses, a range of grammar-oriented activities and mechanical practice continues to prevail. As a first step, it is crucial to differentiate the three main types of language practice found in most English instructional materials, according to Richards: (2005, p. 15):

- a. **Mechanical practice** refers to controlled activities that involve repetition and substitution drills. They are designed to practice the use of particular grammatical items (Richards). In many textbooks, this practice demands sentence completion (usually with grammar activities in isolation), but lacks authentic language negotiation.
- b. **Meaningful practice** refers to activities in which language still is controlled and “students are required to make meaningful choices when carrying out practice” (Richards)
- c. **Communicative practice** embodies those activities in which language “is not totally predictable.” Language production at this level is more spontaneous and authentic, because meaning negotiation takes place “within a real communicative context” and “real information is exchanged” (Richards).

These three types of language practice essentially define the kinds of activities often featured in communicative textbooks. All three are expected to be included in

the methodological sequence of the various units that constitute English textbook, mainly because students need to go through a process of controlled-practice, by first working on easy-guided mechanical activities, before eventually reaching a degree of free language practice that embraces communicative interaction.

B. Review of Relevant Previous Studies

To ensure the originality of the idea in this study, the researcher took five previous studies that have relevance with this kind of this topic. These four studies have investigated textbooks for teaching English as foreign language around the world. The explanation of related previous studies are presented below:

1. Exploring Communicative Language Teaching in Grade Nationwide Textbook: New Bridge to Success

This study had been conducted by Tugba Ander (2015), a graduate student of The Program of Curriculum and Instruction, Dođramacı Bilkent University in Ankara in July 2015. The objective of his study was to analyze one of the Anatolian high school textbook series, the *New Bridge to Success* for grade 9 from a communicative point of view. The researcher analyzed the stages and sub-skills targeted for teaching skills and elements and then discussed the outcomes within the framework of communicative language teaching. The result of his study that the textbook very complicated in design and vague in terms of application of CLT principles. Also, the textbook could be revised by taking into account how to adopt

the principles of CLT in a classroom setting. The last, the integration of skills found to be disorganized and unbalanced.

2. An Investigation of the Communicative Approach Teaching in Primary English Textbooks in Hong Kong and Malaysia: A Search into Communicative Language Teaching (CLT) Textbooks, And How CLT is Applied in Textbooks

A study had been conducted by Charles Ko (2014) from Open University of Hongkong. In his study, the writer had examined a number of selected textbooks mainly employed in Hong Kong and Malaysia. The researcher analyzed by using a checklist. The result of this research shown that textbooks excerpts has confirmed that the implementation of CLT in Malaysian, Hong Kong and educational contexts of other regions has limited influence on the teaching of grammar in textbook.

This study shown concern over textbooks designing issues and provided recommendations in changing the design of the modern English language textbook. In addition, the researcher suggested several methods of designing activities compiling the CLT approach in English language textbooks.

3. Communicative Textboks: English Language Textbooks in Iranian Secondary School

Mahdi Dahmardeh (2013) carried out a study to know the teachers' perspective and their perceptions of students' needs. The writer used questionnaire survey (author's and teachers' perspectives) as well as introducing the English language

textbooks for secondary schools in Iran. The finding of this study revealed that there were many inconsistencies between the learners' needs. Textbooks are available for learning and teaching the English language are reliable. The writer recommended constructive changes in order to make the textbooks more communicate.

4. Adaptation of Communicative Language Teaching Methodology to an English Textbook for English Language Learning of NIDA Students

A study carried out by Andrew J, West (2016) from National Institute of Development Administration, intended to contribute to the understanding of the subject matter and target language of the textbook as well as assessed students' attitudes and perceptions toward those communicative activities. He focused on assessing the language learning benefits for students of adapting CLT methodology to an English textbook according to Richards (2006), Littlewood (2008) and others. An empirical approach and a pre- and post-test multiple-choice quiz as the research instrument has been used by the writer in the study. The result of his study found that the textbook would not meet the language needs of the students without flexibility although the whole of textbook is appropriate for the students.

5. English Textbook for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?

A professor of Language Department in National Pedagogic, Bogota, D.C, Colombia, Luis Fernando (2010) did a research to know do EFL textbooks include

authentic language activities set in meaningful communicative situations to enhance communicative competence. In his comparative study, the writer analyzed five representative EFL textbooks currently being used to teach English in Colombia. He found the result that teachers need to supplement EFL textbooks with extra materials that is compatible with the particular situations found in language classrooms.

In this study, the researcher used the same framework with the study conducted by Luis (2010) to answer the second research question. The framework is from Richards (2006) about activities in most English instructional materials.

CHAPTER III

METHODOLOGY

This chapter discusses the research method is used in this research. It covers the discussion of the research design, source of data, research instrument, method of data collection and method of data analysis.

A. Research Design

Firstly, it is better to know definition of research. Creswell (2008) states that, “research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.” It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question. A broad definition of research is given by Martyn Shuttleworth (2008, p. 10), “In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge.”

In this research, the researcher used content analysis which categorized as descriptive qualitative research to examine *Bahasa Inggris 2017 Revised Edition for Tenth Grade of Senior High School* considering the extent to which the textbook’ intentions mean for teaching language skills, grammar and vocabulary. Descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video recordings, transcripts, words pictures (Walliman, 2001, as cited in Najmiatul Fauza, 2018). The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical

compositions, or any of a host of other types of documents. In addition, Ahuvia (2001, p. 1) explains, “content analysis is used a more general term for methodologies that code text into categories and then count the frequencies of occurrences within each category.” Also, Weber (1990, p. 12), “a central idea in content analysis is that the many words of the text are classified into much fewer content categories.”

B. Data Source

The primary data source of this study is an English textbook entitled *Bahasa Inggris 2017 Revised Edition for Tenth Grade of Senior High School*. This textbook is the third revision series that developed by the Ministry of Education and Culture of Indonesia since 2017 and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. This textbook were written by Utami Widiati, Zuliati Rohmah, and Furaidah.

The following are the chapter and the topic inside the EFL textbook *Bahasa Inggris 2017 Revised Edition for Tenth Grade of Senior High School*:

Table 3.1. Chapters and Topics in Bahasa Inggris

Chapter	Topic
1	Talking about Self
2	Congrulating and Complimenting Others
3	Expressing Intention
4	Which One Is Your Best Gateway
5	Let's Visit Niagara Falls
6	Giving Announcement
7	The Wright Brothers
8	My Idol
9	The Battle of Surabaya
10	B.J Habibie
11	Cut Nyak Dhien
12	Issumboshi
13	Malin Kundang
14	Strong Wind
15	You've Got a Friend

C. Research Instrument

As this study becomes content analysis of the communicative language aspects which belongs to qualitative design, the main instrument of this research is the researcher herself (Sitoresmi, 2014). Also, as the tool of the research, the researcher has to use the theoretical framework to answer research questions. The instrument used to gather the data in this study were checklists.

Based on the evaluated aspect, there were three checklists had been used. These three checklists were constructed to answer research question number 1 and 2. For this need the researcher used two frameworks:

1. Communicative competence (Canale, 1983)
2. Activities/practices within CLT (Richards, 2006)

D. Methods of Data Collection

One of the main aspects in research is the process of collecting data. According to Gay (1992), there are various methods of collecting data namely test, questionnaires, interview, observation, and documentation.

In collecting the data, the researcher used qualitative method particularly documentation/content analysis. Document analysis is not only collecting and writing in quoting form but also find the result of analysis of the document. In this study, the data was obtained by observing the research object consisting English textbook for tenth grade of senior high school as a current English textbook. The data was collected by selecting all of the materials in 15 chapters related to

framework such as reading passages, texts, dialogues, and activities presented in each chapter of the textbook.

One of the ways to collect the data was setting up a checklist format based on the framework from several experts; 1) To reveal whether this textbook meets the criteria of CLT or not is used framework by Canale (1983); 2) To reveal how the textbook develops skills within the context of CLT is used the framework by Jack Richards (2006).

E. Methods of Data Analysis

Data analysis divided into two main steps. Firstly, in order to reveal whether the textbook is in line with the criteria of CLT, all of the materials in each chapter in the textbook were categorized into four competence; linguistic/grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale, 1983). Then, to reveal how the textbook develops skills within CLT context, it divided into two steps; 1) all of the activities/practices in the textbook were categorized; mechanical activities, meaningful activities, and communicative activities (Jack Richards, 2006); 2) skills, sub skills and tasks were collected and analyzed.

After the analysis of each unit, the frequencies of the data categorized were converted into percentages. The percentages were compared and analyzed to examine which competence presented most frequently and how skills were developed most frequently in the textbook. The findings were presented in the

forms of tables and graphs. Then, the results of the study were discussed qualitatively.

There were several steps of analyzing the data for this study:

1. Constructing checklist

The researcher used the frameworks from several experts to ease coding the materials related to CLT context. Instrument checklists used in this study:

a. Framework from Canale (1983)

As Richards states that the goal of CLT is communicative competence, the researcher used this checklist to analyze the materials categorized communicative competence in *Bahasa Inggris*. Originally, communicative competence covers 16 criteria, but the researcher only used 14 criteria. Table 3.2 and 3.3 below will be showed the original criteria and the criteria that the researcher had been used to answer the first research question.

Table 3.2. Criteria of Communicative Competence

No	Questions	Yes	No
	<p>Linguistic/grammatical competence</p> <ul style="list-style-type: none"> • Does the material of this book contain grammatical rules? • Does the material of this book contain vocabulary? • Does the material of this book contain the convention of its written representation? 		
	<p>Sociolinguistic Competence</p> <ul style="list-style-type: none"> • Does the material of this book contain appropriate setting of the communication in conversation? 		

	<ul style="list-style-type: none"> • Does the material of this book contain appropriate topic of the communication in conversation? • Does the material of this book contain appropriate relationship among the people communicating in conversation? 		
	<p>Discourse Competence</p> <ul style="list-style-type: none"> • Do the organizing words in texts cohesive? • Do the organizing words in texts coherent? • Do the phrases in texts cohesive? • Do the phrases in texts coherent? • Do the sentences in texts cohesive? • Do the sentences in texts coherent? 		
	<p>Strategic Competence</p> <ul style="list-style-type: none"> • Does the material of this book contain repetition? • Does the material of this book contain clarification? • Does the material of this book contain usage of gestures in conversation? • Does the material of this book contain taking turns in conversation? 		

Table 3.3. Criteria as the Checklist 1

No	Questions	Yes	No
1.	<p>Linguistic/grammatical competence</p> <ul style="list-style-type: none"> • Does the material of this book contain grammatical rules? • Does the material of this book contain vocabulary? 		

2.	<p>Sociolinguistic Competence</p> <ul style="list-style-type: none"> • Does the material of this book contain appropriate setting of the communication in conversation? • Does the material of this book contain appropriate topic of the communication in conversation? • Does the material of this book contain appropriate relationship among the people communicating in conversation? 		
3.	<p>Discourse Competence</p> <ul style="list-style-type: none"> • Do the organizing words in texts cohesive? • Do the organizing words in texts coherent? • Do the phrases in texts cohesive? • Do the phrases in texts coherent? • Do the sentences in texts cohesive? • Do the sentences in texts coherent? 		
4.	<p>Strategic Competence</p> <ul style="list-style-type: none"> • Does the material of this book contain repetition? • Does the material of this book contain usage of gestures in conversation? • Does the material of this book contain taking turns in conversation? 		

b. Framework from Richards (2006)

The second framework that was used by the researcher to analyze how activities/practices in the textbook developed skills within CLT context. The following checklists include formats that more usual employed in communicative English texts:

Table 3.4. Checklist 2

Act	No	Format	Chapters (1 – 15)	Total
Mechanical Activities	1	Repetition		
	2	Grammar Study		
	3	Drilling Activities		
	4	Fill in the blanks		
	5	Matching		
	6	Correcting statements		
	7	Checking the correct answer		
	8	Finding the mistake		
	9	Translation		
	10	Practice what was read		
Meaningful Activities	1	Questions		
	2	Matching		
	3	Fill in the blanks		

	4	Information transfer (survey, interview)		
	5	Sentence formation		
	6	Multiple choice		
	7	Playing games		
	8	Putting events in order		
	9	Writing questions		
Communicative Activities	1	Fill in the blank dialogues context		
	2	Writing letters/emails		
	3	Answer open questions in context		
	4	Presentation		
	5	Fill in the gaps (role plays, jigsaw, listening)		
	6	Exchanging ideas		

Table 3.5. Checklist 3

Skills and Elements	Sub Skills	Frequency	Percentage
Speaking			
Writing			
Listening			
Reading			

Grammar			
Vocabulary			
Pronunciation			
Total			

2. Overviewing the Textbook

The researcher read carefully page by page, all materials, looking into line to line, dialogues by dialogues, and activities which contain the element of communicative material.

3. Coding

The researcher gave codes and marks for every element of the communicative materials based on the framework to ease the classification. This study used the open coding. Open coding is one of the processes of analyzing textual content and it includes labelling concepts based on their aspects (Saldana, 2009).

4. Analyzing

The data gained from every chapter of the textbook were analyzed by using three checklists above.

5. Reporting

The results of this analysis were reported in the findings and discussion chapter.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is going to deal with findings and discussion of the research. It intended to answer the problems of the study. The researcher described the research findings of the textbook analysis based on the research questions and analysis criteria. Finally, the data will be presented as the research findings and discussion as follows:

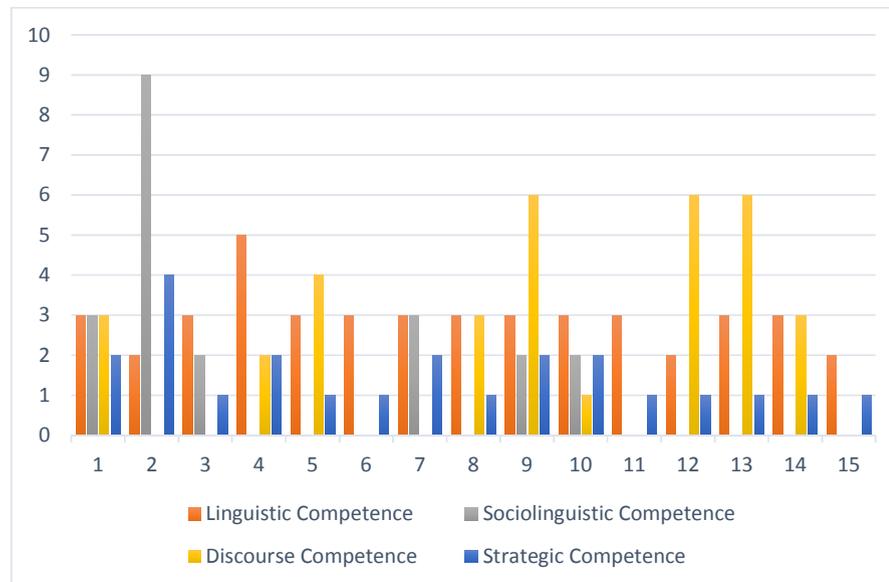
A. Findings

The organization of the findings is presented by some following orders. First, the results of the textbook analysis were explained based on the research questions of this research. Last, the discussion was presented to discuss and to conclude the research findings. The findings were presented as below:

1. Is *Bahasa Inggris 2017 Revised Edition* in Line with the Criteria of Communicative Language Teaching

There were four competences of communicative approach based on framework by Canale (1983) as the checklist 1 that evaluated *Bahasa Inggris*; linguistic/grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These four aspects cover 14 criteria. The chart below can be seen as the result of communicative competence in each chapter of the textbook.

Chart 4.1 The Result of Communicative Competence in *Bahasa Inggris*



The chart above shows that which competence existed most in every chapter of *Bahasa Inggris*. The explanation will be divided based on the competence of communicative approach orderly.

a. Linguistic/grammatical Competence

This competence covers two criteria such as whether the materials of this textbook contain grammatical rules and vocabulary. The chart above showed clearly that this competence was the highest frequency among three competences and every chapter of the textbook consisted linguistic competence. The highest frequency of this competence existed in chapter 4 (5 frequency). It also existed nearly stable frequency in each chapter. This competence presented mostly in vocabulary criteria (see appendix 1).

Picture 4.1 Pronoun Section Representing Materials Contain Grammatical Rule

GRAMMAR REVIEW

Pronouns

In self introduction and also in other communication activities, pronouns are frequently used to prevent unimportant repetition. Pronoun is a word that takes the place of a noun, such as: *I, you, me, it, they, we, she, him, us.*

Read the following sentences:

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

The word Alia is repeated too often and that makes the sentences not interesting. To make the sentences better we can replace Alia with pronouns:

Alia wants to have many pen pals because **she** likes making friends. **Her** pen pals come from many parts of the world. Caroline introduces **her** to Hannah. Now Hannah becomes Alia's pen pals. Hannah likes **her** a lot.

There are several types of pronouns: *subjective, objective, possessive adjectives, and possessive pronouns.* Read the following table and the following explanation.

Subjective	Objective	Possessive adjective	Possessive pronoun
I	Me	my	mine
you	You	your	yours
he	Him	his	his
she	Her	her	hers
we	Us	our	ours
they	Them	their	theirs
it	It	its	its

Picture 4.2 Vocabulary Builder Section Representing Materials Contain

Vocabulary

VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.

pen pal (noun)	kereta komuter
sound (verb)	sangat menyukai
run (transitive verb)	jauh
(be) into (preposition)	nampaknya
attend (school, college) (verb)	sahabat pena
distant (adjective)	bahasa pertama
commuter train (noun)	bersekolah/kuliah
magnificent (adjective)	luar biasa
mother tongue (noun)	mengelola
half sister/brother (noun)	saudara tiri

In addition, vocabulary materials also presented in vocabulary builder and vocabulary exercise. Those criteria of the competence could be found on page 2, 9, 11, 21, 26, 40, and other pages.

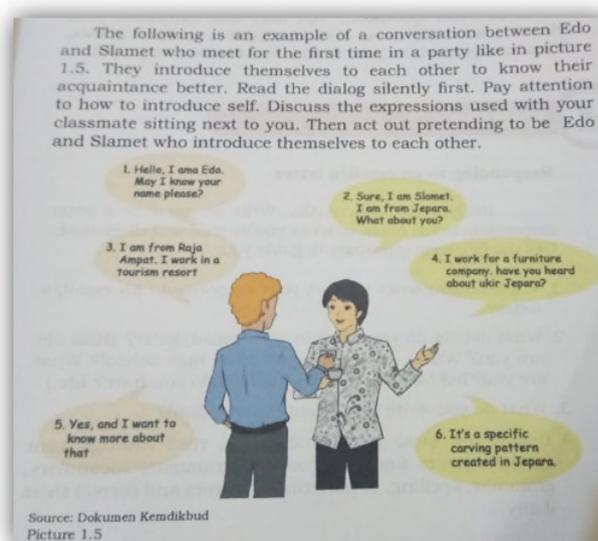
b. Sociolinguistic Competence

The material analysis was based on three criteria of this competence, they are whether the materials of this textbook contain appropriate setting, topic and relationship among the people communicating in conversation. The existence of this competence in the textbook was lower than linguistic competence even it did not provide in some chapters such as chapter 4, 5, 6, 8, 11, 12, 13, 14, and 15. The cause of this case was because some chapters did not had any conversation or dialog.

The highest frequency (see chart 4.1) of this competence was in chapter 2 (9 frequency) while the lowest were in some chapters as chapter 3, 9 and 10 which had same frequency (2 frequency). As the highest frequency of this competence, the material of chapter 2 could be seen on pages 23, 24, and 25. It had several conversations and all of them were in line with the criteria of this competence.

Picture 4.3 Dialogue Section Representing Materials Consist Appropriate Setting,

Topic and Relationship of the Communication in Conversation



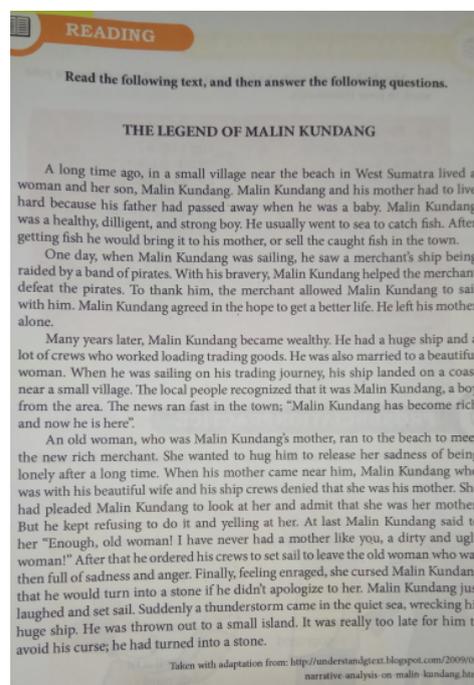
c. Discourse Competence

According to chart 4.1 it can be interpreted that discourse competence was higher than sociolinguistic competence. Its criteria were the effect of the result for this competence. Discourse competence covers six criteria; they are whether the organizing words, phrases and sentences in texts cohesive and coherent.

For the highest frequency of discourse competence were in chapter 9, 12, and 13 (6 frequency). These chapters had same frequency each other because they had all of the criteria of the competence in a text. Otherwise, 6 chapters (2, 3, 6, 7, 11 & 15) were not presented any criteria of this competence. Some of them did not had any text such as chapter 2, 3, 7, and 15.

Additionally, the criteria of this competence that the researcher analyzed was not represented in reading text only but also in other texts each chapter. For instance, there were two texts about an email and a letter on pages 4 and 5. The picture below was one of the examples of material consist discourse competence. It is a recount text about The Legend of Malin Kundang on page 172.

Picture 4.4 The Legend of Malin Kundang Representing Materials Consist
Coherence and Cohesive in Words, Phrases, and Sentences

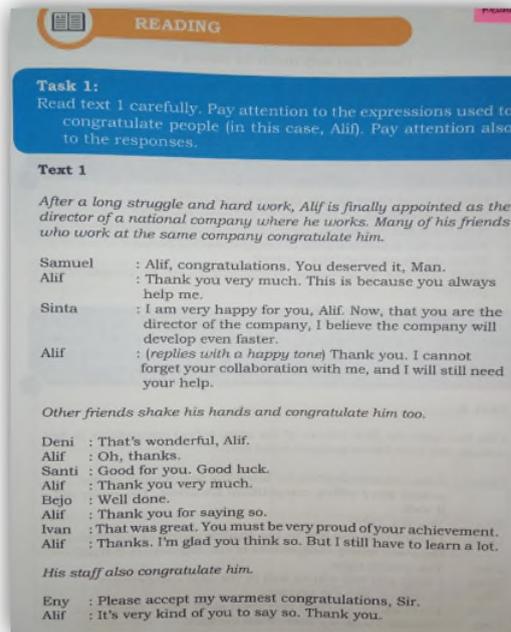


d. Strategic Competence

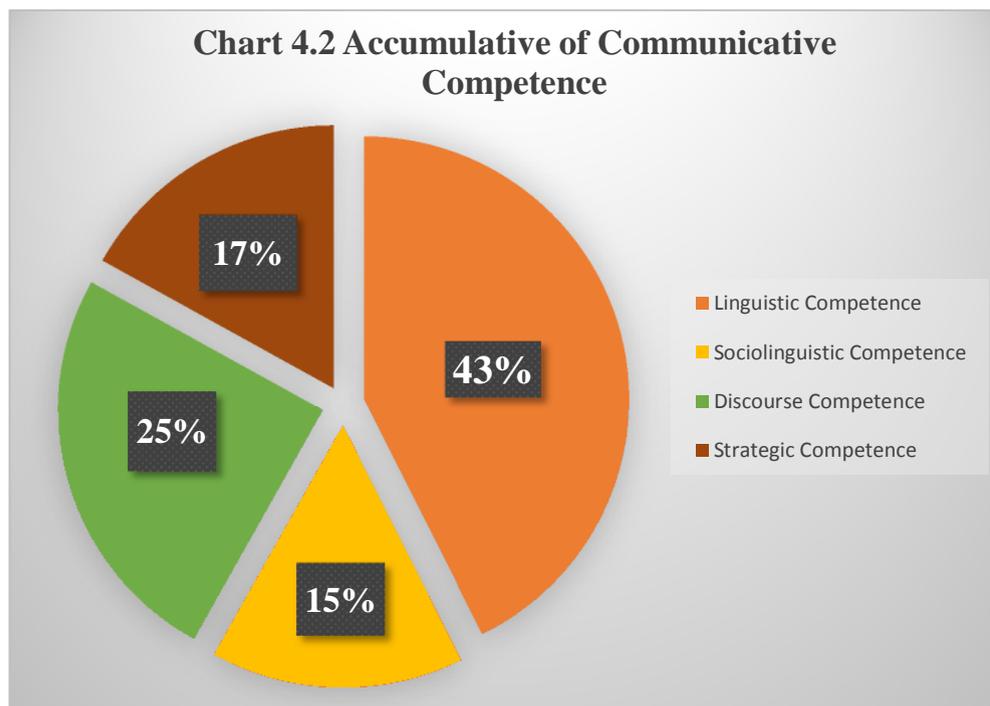
Chart 4.1 showed that strategic competence appeared slightly although it existed in every chapter in the textbook. This competence had three criteria include the material of this book contain repetition, usage of gestures and taking turns in conversation. One of three criteria which is taking turns in conversation material presented most in the chapter 2 (4 frequency) as the highest frequency in this competence. While chapter 2 as the highest frequency, for the lowest had 9 chapters (3, 5, 6, 8, 11, 12, 13, 14 & 15). 8 of 9 chapters did not have any conversation or dialog. These only have repetition criteria, which was rank as the lowest frequency.

Then, pages 23, 24 and 32 were evidences as the material presented in chapter 2. Below was one of materials of this competence presented in this chapter.

Picture 4.5 Dialogue Representing Materials Contain Taking Turns in Dialogs



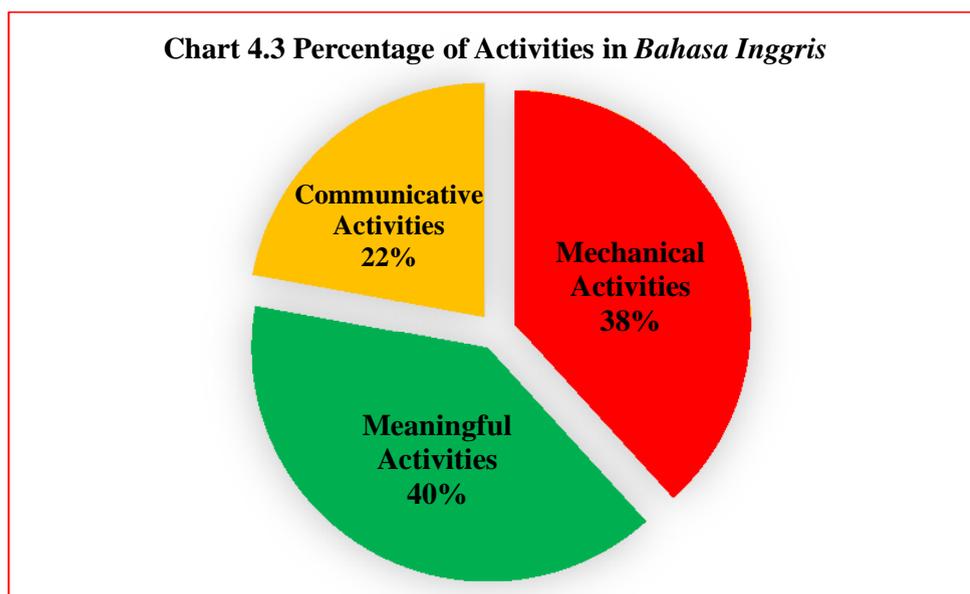
The accumulative result of communicative competence in this textbook can be conclude in the following chart.



2. How Does *Bahasa Inggris 2017 Revised Edition for Grade X* Develop Skills Within the Context of Communicative Language Teaching

For the second research question, the researcher used two checklists. These two checklists provided additional relevant information on how this textbook deal with practice in communicative skills (reading, listening, speaking and writing), plus grammar and vocabulary. To obtain the results presented below, the activities used to develop each skills tailed to determine which skills practiced more often and used less in this textbook.

There were three types of practices proposed by Richards (2006) for CLT; mechanical, meaningful, and communicative activities. The activities in each chapter were classified in a table, pursuant to these categories. (see appendix 2). The number of activities classified in relation to each type of practice tailed and average per chapter (see appendix 2). The accumulation percentage of mechanical, meaningful, and communicative activities in the textbook summarized and included graphically below.



Three pictures below were examples of materials consist mechanical, meaningful, and communicative activities.

Picture 4.7 Matching Vocabulary Representing Mechanical Activities

VOCABULARY BUILDER

Match the words with their Indonesian equivalents. Compare your work to your classmate's.

a sled (<i>noun</i>)	arang
gentle (<i>adjective</i>)	bergetar
jealous (<i>adjective</i>)	lembut
rags (<i>noun</i>)	kereta es
coals (<i>noun</i>)	tali panah
remain (<i>verb</i>)	membakar
bow (<i>noun</i>)	baju lusuh
burn (<i>verb</i>)	tetap
bowstring (<i>noun</i>)	panah
turn into (<i>verb</i>)	mengubah
tremble (<i>adjective</i>)	iri
fear (<i>noun</i>)	kejahatan
meanness (<i>noun</i>)	ketakutan

Picture 4.8 Interview Representing Meaningful Activities

Task 1:
Read the following conversation.

Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?

Orville : We invented airplane.

Host : Airplane? What is the tool for?

Wilbur : It's a tool that will help human being to fly!

Host : Oohhh, is it like a flying car? How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so we have experimented with making our own helicopters for a while now.

Host : But that was only a toy, what about the actual plane?

Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.

Host : Why did you choose Kitty Hawk?

Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.

Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then.

Host : I see. So you've had the newest version of your airplane?

Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.

Host : How amazing! I think this invention will be a big thing soon.

Picture 4.9 Role Play Representing Communicative Activities

SPEAKING

Task 1:
Work with a partner to discuss the important events in Cut Nyak Dhien's life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.

1. Who was Cut Nyak Dhien?
2. Where did she live?
3. Who were her parents?
4. What important events do you remember?

Task 2:
Role Play

Work in groups of 4: 1) Choose a fragment from Cut Nyak Dhien's life, 2) Write a scenario and decide who plays what, 3) Role play your scenario for a maximum of 10 minutes.

Bahasa Inggris textbook focuses on development of four skills (speaking writing, listening, and reading). It also includes grammar, pronunciation, and vocabulary. There were about 189 sub-skills and tasks presented in the textbook as the table 4.1 below showed:

Table 4.1 Skills, Sub-Skills and Tasks

Skills	Frequency	Percentage
Speaking	37	19,60%
Writing	32	16,93%
Listening	19	10,05
Reading	28	14,81
Grammar	25	13,22%
Pronunciation	16	8,46%
Vocabulary	32	16,93
Total	189	100%

According to the table 4.1, there were 37 sub-skills and tasks related to speaking as the most presented in the textbook. Writing and vocabulary followed speaking with about 32 sub-skills and tasks. The least encountered language skill was pronunciation with 16 sub-skills and tasks.

3. Discussion

The purpose of discussion is to interpret and describe the significance of the findings. The result findings of this study revealed some facts. As the result, the

researcher divided the discussion into two points to answer research questions orderly.

Firstly, communicative competences were presented in each chapter in the textbook. Although there were some chapters did not provided one or two competences, it can be covered up by other competences in the chapter. According to communicative competence criteria, the researcher found that none of these criteria used in previous studies. Indeed, it was not in line with any previous studies connected to the first research question of this research.

In fact, in *Bahasa Inggris* for tenth grade, linguistic/grammatical competence was highly presented among other competences. The percentage of linguistic/grammatical competence was 43% surpass other competences. It presented implicitly in the grammar and vocabulary section in all chapters. For the second place, it was discourse competence with 25% percentage. Reading text and text contributed in this competence. Then, it followed by strategic competence, which lower than linguistic and discourse competence, with 17% percentage. This competence existed in repetition materials and dialogs or conversations. Last, the lowest percentage of these principles was sociolinguistic competence, which excelled by three competences, with only 15% percentage. Due to the smallest portion in this textbook, this competence appeared in conversations and dialogs, which only 6 chapters provided dialogs or conversations.

The finding concluded two facts. First, *Bahasa Inggris* was in line with the criteria of communicative competence, despite in different percentage. Unfortunately, these criteria did not found in any previous studies. Second, the

finding showed that *Bahasa Inggris* for grade X contained more linguistic/grammatical competence than other competences. By the finding, the researcher can conclude that this textbook more provided learners the knowledge of how to determine and express accurately the literal meaning of utterances. It can be seen from the total finding of competences existed in the textbook (see chart 4.1).

Secondly, how does *Bahasa Inggris* develop skills within the context of CLT. There were three activities used to analyze this textbook; they are mechanical activities, meaningful activities, and communicative activities. Out of the sample of 15 chapters in this textbook, 39.60% include a high number of meaningful activities. In other word, students are requisite to create meaningful choices, and language result in activities which language persist to be controlled. This decreases students' opportunities to use real language to be more communicative although the chance to make choices and play with language increases. This activity presented explicitly in fill in the blank, questions, information transfer and other activities. The predominant appearance of meaningful activities was similar with findings of three textbooks that Luis Fernando (2010) analyzed.

Surprisingly, as the second level with 38.29% of all language practice is not communicative activities as was expected. The results showed that mechanical activities designed higher than communicative activities. Repetition, grammar study, correcting statements, finding the mistakes and other activities were represented this activities.

As illustrated in table 4.1, only 22.09% of all the activities focus on communicative activities. Task-based exercises such as writing e-mails, letters, reports, giving oral presentations, role-plays, interviews, and working on projects were fewer compared to the amount of meaningful and mechanical activities. In conclude, if real communicative competence is the main goal, the textbook should balancing in the number of activities per chapter contain the three types of language practice.

Thirdly, after an overall analysis, there were four skills and three elements that had been analyzed in this textbook; that were speaking, writing, listening, and reading as four skills and grammar, pronunciation, and vocabulary as language elements. In this study, the researcher found 189 sub-skills and tasks were noticed during the analysis. Speaking skill as the highest frequency presented in this textbook with 19,60%. Then followed by writing and vocabulary with 16,93%. Next, reading rank third with 14,81%, which pursued by grammar with 13,22%. In the second last rank occupied by listening with 10,05%. As the least appeared in the textbook, pronunciation only have 16 sub-skills and tasks with 8,46%. Overall, *Bahasa Inggris* textbook was seen represent a skill-based syllabus with 61, 53% of all productive (36, 53%) and receptive skills (25%), while grammar, pronunciation, and vocabulary were 38,61%. According to Richards (2006, p. 11), skill-based syllabus focuses on the four skills and separates each skill down into its component micro skills. Still the textbook was not found to include a relevantly balanced distribution of skills.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter divided into two sections, they are conclusion and recommendations. The first section explains about the findings on the research questions related to is *Bahasa Inggris* in line with the criteria of CLT and how does the textbook develops skills within CLT. The second section is recommendations, offer the suggestion for the future research related to this topic.

A. Conclusion

The research was undertaken to find out whether *Bahasa Inggris* is in line with the criteria of communicative competence and how it develops skills within CLT context. The criteria of communicative competence were derived from Canale (1983) while the framework from Jack Richards (2006) was adopted to analyze how skills developed. Based on the findings, the researcher would like to conclude the aspects that had been found after the analysis.

The first aspect is the finding of the criteria of communicative competence. Those are linguistic/grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The analysis of *Bahasa Inggris* for tenth grade primarily presented linguistic/grammatical competence and sociolinguistic competence last. All chapters in the textbook contained linguistic/grammatical competence despite one material. It indicated that this textbook met the criteria of communicative competence.

Second, aspect in the finding of skills within CLT context developed by this textbook. They are mechanical activities, meaningful activities and communicative activities. Given the results, the conclusion that the most common type of language practice in this textbook is meaningful, with 40% percentage. In other words, students are required to make meaningful choices and language production in activities of this sort continues to be controlled. They are meaningful in the sense that students are able to make choices and play with the language, but opportunities to use real language not achieved completely. Then, it followed by mechanical activities and excelled communicative activities. The last, the analysis found that the textbook paid more attention to four skills (speaking, writing, listening, and reading).

B. Suggestions

Concerning with the CLT in *Bahasa Inggris* textbook for grade X for senior high school, the researcher intends to suggest several point of view to be studied by the future researchers. The further researchers may use different frameworks and theories to ease the research analysis despite there are not many frameworks that can be used to analyzed communicative aspects in the textbook.

Firstly, if foreign learners are meant to develop communicative competence, the researcher suggests some significant changes in communicative texts are needed. The attempt to design better English textbook should continue. These materials must help learners to use authentic language on a genuinely

communicative basis. So far, this textbook did not include more communicative practice, which enhance communicative language competence effectively.

Secondly, teachers should consider to adapt the text to meet the needs of the students by creating original communicative activities that are specific to the textbook being used as these can evolve the understanding of the students.

Finally, the findings of the current research can be utilized for further researcher as the basic theory under the same topic. Since, it has many limitations, it is possible to conduct other similar researches with different amounts, levels, and publishers of English textbook.

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APPENDICES

Appendices

Appendix 1: the result of communicative competence in textbook *Bahasa Inggris*

No	Competences	Chapters															Total	Total	%	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
1	Linguistic Competence	Material contain grammatical rules	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	14	46	39,66%
		Material contain vocabulary	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2		
2	Sociolinguistic Competence	Material contain appropriate setting in conversation	1	3	0	-	-	-	1	-	0	0	-	-	-	-	-	5	21	18,10%
		Material contain appropriate topic in conversation	1	3	1	-	-	-	1	-	1	1	-	-	-	-	-	8		
		Material contain appropriate relationship among people in conversation	1	3	1	-	-	-	1	-	1	1	-	-	-	-	-	8		
3	Discourse Competence	Words in text cohesive	1	-	-	1	1	0	-	1	1	0	0	1	1	1	-	8	34	29,31%
		Phrases in text cohesive	1	-	-	0	0	0	0	1	1	0	0	1	1	0	-	5		
		Sentences in text cohesive	1	-	-	0	1	0	-	1	1	1		0	1	0	-	6		

		Words in text coherent	0	-	-	0	0	0	-	0	1	0	0	1	1	1	-	4			
		Phrases in text coherent	0	-	-	0	1	0	-	0	1	0	0	1	2	0	-	5			
		Sentences in text coherent	0	-	-	1	1	0	-	0	1	0	0	1	1	1	-	6			
4	Strategic Competence	Material contain repetition	1	1	0	2	1	1	1	1	1	1	1	1	1	1	1	15	15	12,93%	
		Material contain usage of gestures in conversation	0	0	0	-	-	-	0	-	0	0	-	-	-	-	-	-			0
		Material contain taking turns in conversation	1	3	1	-	-	-	1	-	1	1	-	-	-	-	-	-			8
Total																		116			

Appendix 2: The result of mechanical, meaningful and communicative activities each chapter

Chapters	Mechanical activities	Meaningful activities	Communicative activities	Total
1	5	7	2	14
	35,71%	50%	14,29%	100%
2	4	4	3	11
	36,36%	36,36%	27,28%	100%
3	1	4	3	8
	12,5%	50%	37,5%	100%
4	9	9	2	20
	45%	45%	10%	100%
5	4	5	3	12
	33,33%	41,67%	25%	100%
6	8	3	1	12
	66,67%	25%	8,33%	100%
7	6	4	1	11
	54,54%	36,37%	9,09%	100%
8	2	4	4	10
	20%	40%	40%	100%
9	5	4	4	13
	38,46%	30,77%	30,77%	100%
10	4	2	2	8
	50%	25%	25%	100%
11	4	4	2	10
	40%	40%	20%	100%
12	4	6	3	13
	30,77%	46,15%	23,08%	100%
13	4	4	1	9

	44,44%	44,44%	11,12%	100%
14	5	4	3	12
	41,67%	33,33%	25%	100%
15	2	4	2	8
	25%	50%	25%	100%

Chapters	Mechanical Activities	Meaningful Activities	Communicative Activities
1	35,71	50	14,29
2	36,36	36,36	27,28
3	12,5	50	37,5
4	45	45	10
5	33,33	41,67	25
6	66,67	25	8,33
7	54,54	36,37	9,09
8	20	40	40
9	38,46	30,77	30,77
10	50	25	25
11	40	40	20
12	30,77	46,15	23,08
13	44,44	44,44	11,12
14	41,67	33,33	25
15	25	50	25
Total	574,45	594,09	331,46
Percentage	38,29 %	39,60%	22,09%

Appendix 3: speaking sub-skills and tasks

Speaking sub-skills and tasks	Frequency	Percentage
Guessing games	2	5,40%
Introduction game	3	8,10%
Express feelings	8	21,63%
Describe a place	2	5,40%
Make an announcement	1	2,70%
Ask question about experience in the past	2	5,40%
talk about experience in the past	7	18,92%
Interview	1	2,70%
Talk about something	4	10,82%
Retelling the biography	1	2,70%
Role play	4	10,82%
Make up short dialog	1	2,70%
Make a formal speech	1	2,70%
Total	37	100%

Appendix 4: writing sub-skills and tasks

writing sub-skills and tasks	Frequency	Percentage
Write/respond to an email/letter	1	3,12%
Write congratulation cards	1	3,12%
Write about holiday	1	3,12%
Edit the text	2	6,25%
Rewriting description pairwork	2	6,25%
Writing a descriptive essay	2	6,25%
Complete the structure of text	6	18,81%
Edit the announcement	1	3,12%
write interview report	1	3,12%
Answer the questions about the text	2	6,25%
Independent writing	1	3,12%

Write a recount text	1	3,12%
Peer feedback	1	3,12%
Rewrite the biographical	2	6,25%
Fill in the blank	1	3,12%
Write a diary	1	3,12%
Finishing the story	2	6,25%
Write an outline	2	6,25%
Write the meaning of the song	1	3,12%
Write a description of a song	1	3,12%
Total	32	100%

Appendix 5: Listening sub skills and tasks

Listening sub skills and tasks	Frequency	Percentage
Listen and repeat	16	84,21
Listen and answer questions	2	10,52%
Listen and fill the gaps	1	5,27%
Total	19	100%

Appendix 6: reading sub-skills and tasks

reading sub-skills and tasks	Frequency	Percentage
Identify the reference in text	1	3,58%
Identify the main idea	1	3,58%
Answer questions related to the text	15	53,52%
Complete the expression of congratulations	1	3,58%
Rearrange main ideas	1	3,58%
Identify the main idea	2	7,14%
Write the similarity	2	7,14%
Match paragraph with pictures	1	3,58%
Form completion	2	7,14%
Find and describe the character	1	3,58%

Find the doing and thinking verb	1	3,58%
Total	28	100%

Appendix 7: grammar sub-skills and tasks

Grammar sub-skills and tasks	Frequency	Percentage
Read the emails and underline pronouns	1	4%
Fill in the blank	2	8%
Identify and fill with expressions	1	4%
Identify noun phrases	2	8%
Make noun phrases	1	4%
recognize the order of modifier	1	4%
Find and change sentences	5	20%
Identify italic words	1	4%
Complete the sentences	3	12%
Complete the diagram	1	4%
List of verbs	1	4%
Make sentences	4	16%
Underline the past verbs	1	4%
Compare the sentences	1	4%
Total	25	100%

Appendix 8: pronunciations sub-skills and tasks

pronunciations sub-skills and tasks	Frequency	Percentage
Listen and repeat	16	100%

Appendix 9: vocabulary sub-skills and tasks

Vocabulary sub-skills and tasks	Frequency	Percentage
Match the words	9	28,15%
Complete sentences	1	3,12%
Complete words	4	12,5%

Fill in the blank with words	14	43,75%
Make a list of words	1	3,12%
Make sentence	1	3,12%
Rearrange the letter	1	3,12%
Guess the meaning of words	1	3,12%
Total	32	100%

Appendix 10: skills, sub skills, and tasks

Skills	Frequency	Percentage
Speaking	37	19,60%
Writing	32	16,93%
Listening	19	10,05
Reading	28	14,81
Grammar	25	13,22%
Pronunciation	16	8,46%
Vocabulary	32	16,93
Total	189	100%

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