A CONTENT ANALYSIS ON THE EXERCISES OF THE ENGLISH TEXTBOOK “PATHWAY TO ENGLISH” USED BY TENTH GRADE SENIOR HIGH SCHOOL BASED ON COMMUNICATIVE LANGUAGE TEACHING

Asterifani Az Zahra, Suparno, A. Handoko Pudjobroto

English Education Department of Teacher Training and Education Faculty
Sebelas Maret University

Correspondence Address: faniazzahra@gmail.com

Abstract
The purposes underlying this study are: 1) to analyze to what extent the textbook of “Pathway To English for Grade X Senior High School” develop communicative exercises and 2) to analyze to what extent the exercises in “Pathway To English for Grade X Senior High School” use the types of CLT materials. This study uses descriptive method, which refers to content analysis or documentary analysis. The result of the study shows that: 1) there are seven kinds of communicative exercises developed in the textbook consisting of information gap principle, task continuity principle, information transfer principle, authenticity principle, problem solving principle and opinion-sharing information. The result of the research shows that the percentage of developing the communicative exercises in the textbook is 70% which means good in developing the communicative exercises. 2) there are all types of CLT materials developed in the textbook which are text-based materials, task-based materials and realia. The result of the study shows that the percentage of developing the types of CLT materials in the textbook is 100% which means very good in developing the communicative materials. It means that the textbook can be used in teaching and learning English.

Keywords: content analysis, textbook, CLT, communicative exercises, types of CLT materials.

Abstrak
Tujuan yang mendasari penelitian ini adalah: 1) menganalisis sejauh mana buku teks “Pathway To English for Grade X Senior High School” mengembangkan latihan komunikatif dan 2) menganalisis sejauh mana buku teks “Pathway To English for Grade X Senior High School” menggunakan material CLT. Penelitian ini
menggunakan metode deskriptif yang berkaitan dengan analisis konten atau analisis dokumen. Hasil dari penelitian ini menunjukan bahwa 1) ada tujuh jenis latihan komunikatif yang dikembangkan dalam buku teks yaitu information gap principle, task continuity principle, information transfer principle, authenticity principle, problem solving principle and opinion-sharing information. Hasil menunjukan bahwa persentase pengembangan latihan komunikatif pada buku teks adalah 70% yang dikategorikan baik dalam mengembangkan latihan komunikatif. 2) ada semua tipe material CLT yang dikembangkan pada buku teks yaitu text-based materials, task-based materials and realia. Hasil dari penelitian ini menunjukan bahwa persentase pengembangan tipe material CLT pada buku teks adalah 100% yang dikategorikan sangat baik dalam mengembangkan materi komunikatif. Hal ini berarti bahwa buku teks dapat digunakan dalam pembelajaran Bahasa Inggris.

Kata kunci: analisis konten, buku teks, CLT, latihan komunikatif, tipe materi CLT

INTRODUCTION

English becomes one of the compulsory subjects in school. Moreover, many factors influencing the teaching and learning English. According to Zahara Idris and Lisma Jamal (1992: 38), there are some factors influencing the teaching and learning, including teacher, counselor, administrator, non-human factors like instructional materials such as facilities and teaching method. This statement is also supported by Mulyasa (2013: 190-191) saying that there are factors influencing students’ learning achievement such as materials, environment, instrumental factors and learners’ condition. From those factors, it can be concluded that materials can affect the success of teaching and learning. Materials being studied can be categorized into a textbook. In teaching and learning process, textbook is often used in class.

Textbook has an important role in teaching and learning process. According to Cunningsworth (1995: 7), textbooks have multiple roles in ELT and can serve as 1) a resource for presentation material (spoken and written), 2) a source of activities for learner practice and communicate interaction, 3) a reference source for learners on grammar, vocabulary, pronunciation, etc, 4) a source of stimulation and ideas for classroom language activities, 5) a syllabus (where they reflect learning objectives which have already been determined), 6) a resource for self-directed learning or self-access work, and 7) a support for less experienced teachers who have yet to gain in confidence.

The evaluation results can help the effectiveness of the use of the textbook by helping teachers to
understand what areas of the textbook need further modification or to what extent adaptation of other new teaching materials. (Wong Pak, 2011: 4). Moreover, Cunningsworth (1995: 15) states that evaluation for suitability involves matching the textbook against a specific requirement including the learners’ objectives, the learners’ background, the resources available, etc. Moreover, textbook should also be compatible with curriculum used, which means that it must have competence standards and basic competences to reach the indicators.

Education in Indonesia has experienced several changes of curriculum. Current curriculum used is 2013 Curriculum. 2013 Curriculum is a curriculum developed by perfecting the way of thinking such as 1) learning pattern which was centered on teacher changes into students-centered learning pattern, 2) one way learning pattern becomes interactive learning pattern. In this activity, students and teacher have more interaction in the class and communicative as well, 3) Isolated learning pattern becomes explored learning pattern. Students can get knowledge from any sources such as internet, books, magazines and others, 4) passive learning pattern becomes active learning pattern. Students are expected to be active in class because it is proven that in this curriculum uses students-centered learning pattern. Then, students are more active in expressing opinion, delivering ideas, and group working with their friends.

Based on the explanation above, it can be concluded that 2013 Curriculum expects the students to be more active and communicative in the class or social life. Thus, to support the purpose, the teaching and learning activity should be in active and communicative way. One of the ways supporting the teaching and learning activity is to use the instructional material in the class contained in a textbook. Thus, textbook used by teachers must support the communicative exercises to make students communicative in class. Moreover, the use of textbook in language teaching is to use the materials and activities inside as the source activities and interaction (Cunningsworth: 1995), so it can help students not only to develop their language skills but also enable them to communicate.

From the explanation above, it can be concluded that communicative exercises have close relation with Communicative Language Teaching (CLT). CLT is used to promote communicative language use. Moreover, CLT aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence, the goal
of language and communication (Freeman, 2000: 121). In CLT, students will get a chance to develop their communicative competence. In addition, students are actively engaged in negotiating meaning – in trying to make themselves understood and in understanding other – even when their knowledge of target language is incomplete (Freeman, 2000: 129). Thus, the activities in classroom of CLT must be in real communication and carry out meaningful task in order for students to be able to communicate. Moreover, some activities will encourage students to think about the nature of language and ways of learning imply a more critical and reflective learner role than those in which the student is memorizing and manipulating language (Nunan, 1989: 83). When designing activities, teacher needs to decide whether he wants students to rehearse in class tasks which they will, potentially at least, want to carry out in the real world. In addition, teacher needs to consider the roles that both he and students will adopt in carrying out the task and assess whether the roles are appropriate to the given group.

From the explanation above, teachers should be careful in choosing and designing materials for teaching learning activity. Then, selecting a good textbook is really necessary. Teachers should consider whether the materials used in the textbook contain communicative exercises or not, so that by using the textbook, the goals of communication among students and teacher are achieved.

The purposes underlying this study are: 1) to analyze to what extent the textbook of “Pathway To English for Grade X Senior High School” develop communicative exercises and 2) to analyze to what extent the exercises in “Pathway To English for Grade X Senior High School” use the types of CLT materials.

The writer analyzes the English textbook entitled “Pathway To English” for grade X Senior High School in revised edition because it is a book using 2013 Curriculum and as primary book in several schools. It is published by Erlangga Publisher written by Th. M Sudarwati and Eudia Grace. The writer wants to analyze to what extent the textbook provides activities integrated to language skills such as listening, speaking, reading and writing or not. In addition, the writer analyzes this textbook by using Communicative Language Teaching to investigate the communicative exercises used in the textbook to conclude this textbook is communicative or not. Therefore, the writer wants to analyze the content of this textbook used by Senior High School students. Based on the reasons, the writer conducted a research.
entitled *A Content Analysis on the Exercises of the English Textbook “Pathway To English” Used by Tenth Grade Senior High School based on Communicative Language Teaching”.*

**RESEARCH METHOD**

Research methodology is scientific method chosen by the writer to find, develop, and examine the truth of science and method itself related to a procedure in research consisting of techniques of collecting and analyzing data (Sutrisno Hadi, 1983: 4). Since this study uses descriptive method, the research is non-hypotheses research. Descriptive method is one of methods conducted by collecting data, analyzing data, and drawing a conclusion based on the data only, without taking a general conclusion (Sutrisno Hadi, 1983: 4).

The researcher analyzed the exercises in the textbook in six out of the eleven chapters. The researcher took the odd number chapters to be analyzed. The chapters are Chapter 1 (All About Me), Chapter 3 (Are You Okay?), Chapter 5 (Congratulations!), Chapter 7 (Describing People), Chapter 9 (It’s Missing!) and Chapter 11 (A Long Time Ago…).

In this research, the researcher used data reduction which can be interpreted as the process of selection, simplification, and transformation of the data to the field notes (Miles and Huberman, 1992: 16). In this study, data reduction was done in these steps:

a. Listing the kinds of exercises and types of CLT materials.

b. Finding out the kinds of exercises and types of CLT materials.

c. Classifying them based on the kinds of exercises and types of CLT materials.

d. Giving codes to each material based on the kinds of exercises and types of CLT materials.

In giving codes to each material, the writer used the abbreviation as follows:

Ch…/PTE/Pg…/… (IGP, JP, TCP, ITP, AP, PSP, GRP, CC, RP, OSI, TeBM, TaBM, Re).

In which,

Ch : Chapter
PTA : The title of textbook “Pathway to English”
Pg : Page
IGP : Information Gap Principle
JP : Jigsaw Principle
TCP : Task Continuity Principle
ITP : Information Task Principle
AP : Authentic Principle
PSP : Problem Solving Principle
GRP : Games and Relaxed Principle
CC : Correction for Content
RP : Role Play
OSI : Opinion Sharing Information
TeBM : Text Based Material
TaBM : Task Based Material
Re : Realia
RESEARCH RESULTS

1. Communicative Exercises
   There are seven types of communicative which are available in the textbook of “Pathway To English” for tenth grade students of Senior High School including information gap principle, task continuity principle, information transfer principle, authenticity principle, problem solving principle, role plays and opinion-sharing information.

   a. Information Gap Principle
   An information gap principle requires students to communicate with each other to find out the information they do not possess. In this principle, students are commonly asked to fill in the blanks or gaps by looking for the information they need (Richards, 2006: 18).

   The following is the exercise of the textbook using information gap principle:

   a.1. Datum 1: Ch1/PTE/Pg11/IGP

      1. Code : Ch1/PTE/Pg11/IGP
      2. Topic : All About Me
      3. Number of Pages : 11
      4. Number of Parts : 3
      5. Content Coverage:

      The skills provided in this exercise are speaking and writing. In speaking, students exchange personal information. In writing, students write down the information they get from their friend. The exercise is personal information including name, hometown, date and place of birth, phone number, family, education, hobby, and idols.

      It is communicative exercise using information gap principle. It consists in completing a task by looking for the missing information and filling the gaps. Real communication occurs as people naturally communicate with others when they need to get information they do not possess.

      Students have to fill the form of personal information by asking questions to their friend.

   6. Strength and Weakness:
   This exercise does not cover some skills such as listening, reading, grammar and vocabulary. Although the exercise does not provide all skills, the exercise has provided speaking skill which in this exercise, students are expected to be able to ask questions and answer the questions. Thus, the exercise is appropriate to be applied in speaking class which students have to communicate with each
other to get information they do not possess in order to make students communicative

b. Task Continuity Principle

Task continuity principle requires students to complete the prior activity to do the next activity. Thus, the successful completion of prior activities is prerequisite for succeeding ones (Nunan, 1998: 119).

The following is the exercise of the textbook using task continuity principle:

b.1. Datum 1: Ch1/PTE/Pg13/TCP

1. Code : Ch1/PTE/Pg13/TCP
2. Topic : All About Me
3. Number of Pages : 13
4. Number of Parts : 4
5. Content Coverage :
The skills provided in this exercise are speaking, writing and grammar.
In speaking, students ask and answer questions to fill in the form given. In writing, students complete the text related to the introduction of someone. In grammar, students learn the structure of sentences in the text by filling the blanks with adjective, noun, verb etc. They have to learn form of singular or plural. The exercise is a description with some blanks to fill in about introducing someone including his/her name, address, birthday, family education, hobby and idol.

It is communicative using task continuity principle. It refers to the chaining of activities together to form a sequence, in which the successful completion of prior activities is prerequisite for succeeding ones. Students are asked to fill the gaps in the form. Before filling the gaps in this form, they should get to know by asking their friend some questions and filling the form in prior activity.

6. Strength and Weakness :
This exercise almost covers all skills. However, it still does not cover all skills. Thus, to complete all skills in one exercise, teacher must be creative in creating the exercise to be more complete.

c. Information Transfer Principle

Information transfer principle requires students to take information that is presented in one form and represent it into another form or in a different form (Richards: 2006: 19). The following is the exercise of the textbook using information transfer principle:
c.1. Datum 1: Ch1/PTE/Pg15/ITP
1. Code : Ch1/PTE/Pg15/ITP
2. Topic : All About Me
3. Number of Pages: 15
4. Number of Parts : 4
5. Content Coverage : The skills provided in this exercise are writing, grammar and speaking. In writing, students make some questions and answers related to the family tree given. In grammar, creating the questions and answers, students need to pay attention to the structure or grammar of making questions and answers. In speaking, students creating questions and answers will directly speak up to ask about the family tree given and answer directly. The exercise is a diagram of family tree of The Smiths and two boxes with ten numbers of each box and two examples of questions in each box. It is communicative using information transfer principle. It deals with taking information that is presented in one form, and represent it in a different form. Students are asked to get some questions related to the Smiths by looking for the information in a diagram or family tree of the Smiths. Thus, they transfer the information on a diagram into some questions and answer those questions.
6. Strength and Weakness : This exercise is quite complete because it almost covers all skills in one exercise so that it can be applied in teaching learning process in class. However, teachers can also develop this exercise more to cover all skills in order to achieve students’ learning goals.

d. Authenticity Principle
Authenticity principle deals with the activity which should be suitable in students’ real world. In this case, methods and materials should concern on the language which is not medium but a message (Clarke and Silberstein in Richards, 2006: 20). The following is the exercise of the textbook using task authenticity principle:

d.1. Datum 1: Ch1/PTE/Pg27/AP
1. Code : Ch1/PTE/Pg27/AP
2. Topic : All About Me
3. Number of Pages: 27
4. Number of Parts : 4
5. Content Coverage: The skills provided in this exercise are reading, writing and grammar. In reading, students read the letter carefully. This purpose is to make students
comprehend the content of the letter in order to reply the pen pal letter. In writing, students have to write down a replying pen pal letter. In grammar, they need to consider the structure of sentences they make to reply the pen pal letter. The exercise is a reply letter to a pen pal about introducing self. In prior, there is a letter of introducing self from Helen to Suzan. The example of Helen’s letter given is about telling her intention to have a pen pal and her personal information. Then, in this exercise, students are asked to be Suzan replying a letter from Helen to accept her request for being her pen pal. This exercise is categorized as communicative exercise using authenticity principle. It expects the classroom activity to be in a real situation. To support this principle, the exercise or the activity can use the authentic materials found in daily activity such as flight ticket, posters, letter etc.

6. Strength and Weakness :
This exercise still does not cover all skills so that the role of teacher is important to create it to be more complete.

e. Problem Solving Principle
Problem solving principle focuses on the solution of a specified problem. The students’ attention is focused on finding a correct answer to a question, a problem or a situation (Littlewood, 1981: 37).

The following is the exercise of the textbook using task authenticity principle:

**e.1. Datum 1: Ch1/PTE/Pg25/PSP**
1. Code : Ch1/PTE/Pg25/PSP
2. Topic : All About Me
3. Number of Pages : 25
4. Number of Parts : 2
5. Content Coverage:
The skill provided in this exercise is reading. In reading, students read the text and answer some questions by finding out the answer on the text. Students have to find the main ideas in the paragraphs. The exercise is personal information of someone named Tom. This exercise checks the students’ comprehension about the text. It is communicative using problem solving principle. In problem solving principle, students’ attention is focused on finding a correct answer to a question, a problem or a situation. Students have to find a correct
answer or solution to the questions or problems. They can find the answer by reading the text served.

6. Strength and Weakness:

This exercise is not complete because it only covers one skill so that it is not good enough to fulfill their competences in all skills. To support the exercise to be good and complete enough, teacher should create other activities related to this exercise. Teachers can develop this exercise into speaking like asking students to work in groups to discuss about the text, questions and answers. Thus, the exercise can also achieve another skill besides reading skill.

f. Role Play

Role play is kind of activity in which students are assigned roles and improvise a scene or exchange based on given information or clues (Richards, 2006: 20). The following is the of the textbook using role play.

f.1. Datum 1: Ch1/PTE/Pg9/RP

1. Code: Ch1/PTE/Pg9/RP
2. Topic: All About Me
3. Number of Pages: 9
4. Number of Parts: 2
5. Content Coverage:

The skill provided in this exercise is speaking. Students have to act out the conversation between three speakers. The exercise is a dialog between three speakers named Jack, Rosy and Budi. In the dialog, they have attended a party which they have not known each other. The dialog is about giving personal information like name, hometown, and occupation. It is communicative using role play. It is a kind of activity in which students are assigned roles and improvise a scene or exchange based on given information or clues. Students are asked to perform a role play which has three speakers about introducing self to one another with correct intonation.

6. Strength and Weakness:

This exercise is good enough to encourage students to speak up and make them learn to speak up with good intonation and correct pronunciation. Thus, this exercise can be good exercise to apply in speaking skill. However, this exercise is not complete because it only covers one skill. It will be better if the exercise covers all skill at once. Thus, teachers can improve it to be a complete exercise.
g. Opinion-Sharing Information

Opinion-Sharing Principle deals with the activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse (Richards, 2006: 19). The following are the exercises of the textbook using opinion-sharing principle:

1. **Datum 1: Ch1/PTE/Pg5/OSI**
   1. Code: Ch1/PTE/Pg5/OSI
   2. Topic : All About Me
   3. Number of Pages : 5
   4. Number of Parts : 2
   5. Content Coverage:
      - The skill provided in this exercise is speaking. Students have to speak up to share their ideas about the personal information. The exercise is a list of some expressions used in personal information which are provided some boxes for students to give checks on the expressions related to personal information. Opinion-sharing information deals with the activities which students compare their opinions, values, or beliefs. The main point of this exercise is to expect students to share their opinions. Students are asked to discuss about what commonly people ask about personal information. Students should give the checks on the expressions according to their opinions which can be used in personal information.
   6. Strength and Weakness :
      - In this exercise, they share their ideas with their friends which lead them to have courage in speaking. This is a good exercise in speaking because it will make students have different ideas and share those ideas to each others. However, this exercise is not complete enough because it only covers one skill.

2. **Types of CLT Materials**

   Materials have the primary role of promoting communicative language use. Thus, there are three types of CLT materials proposed by Richards and Rodgers which are text-based materials, task-based materials and realia. In this research finding, the writer finds all types of CLT materials in the textbook which are text-based material, text-based material, and realia.

   The following are the exercises using CLT materials in the textbook:

   a. **Text-based materials**

   There are numerous textbooks designed to direct and support
Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice like those found in structurally organized text. Some of these are in fact written around a largely structural syllabus, with slight reforming to justify theory claims to be based on a communicative approach (Richards and Rodgers, 2001: 168).

a.1 Datum 1: Ch1/PTE/Pg24/TeBM
1. Code : Ch1/PTE/Pg24/TeBM
2. Topic : All About Me
3. Number of Pages : 24
4. Number of Parts : 2
5. Content Coverage:
   The skill provided in this exercise is reading. Students read the text and answer some questions by finding out the answer on the text. Students have to find the main ideas in the paragraphs. A text telling about a person named Tom. The text is about personal information of Tom telling about his name, address, age, family, education, interest, favorite music, favorite books, idols etc. Students have to read carefully the text about personal information of Tom and answer some questions which the answer can be found on the text. The material in the exercise above uses CLT materials of Text-based material. It can be seen from students have to read the text and answer the questions related to the text.

6. Strength and Weakness:
   This exercise is not complete because it only covers one skill so that it is not good enough to fulfill their competences in all skills. To support the exercise to be good and complete enough, teacher should create other activities related to this exercise.

b. Task-based materials
   A variety games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-kind items: exercise handbooks, cue cards, activity cards, pair communication practice material, and student-interaction practice booklets (Richards and Rodgers, 2001: 168).

b.1 Datum 1: Ch1/PTE/Pg11/TaBM
1. Code : Ch1/PTE/Pg11/TaBM
2. Topic : All About Me
3. Number of Pages : 11
4. Number of Parts : 2
5. Content Coverage:
The skill provided in this exercise Students work in group to match the column A with the column B providing expressions related to introducing. It includes speaking knowledge because it provides some expressions for students to speak up when they want to introduce themselves or others. The exercise provides two columns which are column A and column B. Column A is provided by some questions and some answers on column B.

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-kind items: exercise handbooks, cue cards, activity cards, pair communication practice material, and student-interaction practice booklets. The exercise is the sample of task based material. Students are asked to work in pair to match the options. Thus, they have pair communication with their friend.

6. Strength and Weakness:
It is good enough because students will learn about the expressions which they can use in a conversation. Moreover, it is a good exercise because the task above belongs to pair communication practice because it asks students to work in pair to match the options whose purpose is to make students communicate with other students. However, it still does not cover all skills. Thus, teachers have to create and develop the exercise broader.

c. Realia

Many proponents of Communicative Language Teaching have advocated the use of “authentic”, “from-life” materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers or graphics and visual sources around which communicative activities can be built (Richards and Rodgers, 2001: 168).

c.1. Datum 1: Ch5/PTE/Pg103/Re
1. Datum 1
   Ch5/PTE/Pg103/Re
2. Topic
   Congratulations!
3. Number of Pages: 103
4. Number of Parts: 2
5. Content Coverage:
The skills provided in this exercise are writing and grammar. In writing, students arrange the jumbled part of a congratulation...
card. In grammar, students recognize the vocabulary used in a card so that they can arrange the jumbled parts correctly. The exercise is a blank congratulation card which students have to complete it with eight clues. This exercise requires students to learn about real thing based on their real lives. This exercise provides a blank congratulation card which they have to fill the blanks with some clues given. It is quite the same as an exercise using information gap principle. However, this exercise adapts an authentic material for students to practice. In this exercise, students can recognize the structure of a congratulation card when they fill the blanks in. It is CLT material using realia which the proponents of CLT have advocated the use of “authentic”, “from-life” materials in the classroom.

6. Strength and Weakness:
   It is a good exercise because the activity is fun like arranging the puzzles. Moreover, it covers more than one skill. In this exercise, students can recognize the things existing in their real lives such as congratulation card. They can recognize the function and structure of each congratulation card.

CONCLUSION AND SUGGESTION

Based on the analysis of the textbook “Pathway To English” for Tenth Grade Senior High School written by Th. M. Sudarwati and Eudia Grace, published by Erlangga, the writer presents the conclusions dealing with the analysis of the textbook as follows:

1. Communicative Exercises
   The research finds that there are seven kinds of communicative exercises developed in the textbook “Pathway To English” for tenth grade Senior High School which are information gap principle, task continuity principle, information transfer principle, authenticity principle, problem solving principle and opinion-sharing information. The result of the research shows that the percentage of developing the communicative exercises in the textbook is 70% which means good in developing the communicative exercises.

2. Types of CLT Materials
   The research finds that there are all types of CLT materials developed in the textbook “Pathway To English” for tenth grade Senior High School which are text-based materials, task-based
materials and realia. The result of the research shows that the percentage of developing the types of CLT materials in the textbook is 100% which means very good in developing the communicative materials.

Based on the result of English textbook “Pathway to English” analyses, the writer would like to give some suggestions as follows:

1. The writers of the textbook
   The writers of the textbook should provide the kinds of communicative exercises which are not available in the textbook such as jigsaw principle, correction for content and games or relaxed principle. Thus, the activities in the textbook can fully be communicative in order to fulfill the students’ need to be able to communicate in the target language.

2. The teachers
   The teachers of using this textbook also should look for other exercises which are not available in the textbook in other sources such as internet, other textbooks etc to fulfill students’ need in communication. They can develop the exercises from the textbook itself and from other sources. Moreover, it will make students interested in doing the activities in class.

3. Other researchers
   Other researchers who are interested in analyzing the textbook can learn from other aspects used in the textbook such as the communicative exercises, the types of CLT materials et cetera.

BIBLIOGRAPHY


Nunan, David. 1989. Designing Task for the Communicative
Classroom. Cambridge: Cambridge University Press.

Regulation of Minister of Education and Culture Number 69, 2013


