

**A CONTENT ANALYSIS ON THE EXERCISES IN THE ENGLISH TEXTBOOK
"FORWARD: AN ENGLISH COURSE FOR VOCATIONAL SCHOOL STUDENTS GRADE
X" BASED ON COMMUNICATIVE LANGUAGE TEACHING**

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Abstract: The objectives of this study are to analyze (1) the emphasis of language functions and (2) the grammar focus presented in the exercises in the textbook *"Forward: An English Course for Vocational School Students Grade X"*. This study is a content analysis using descriptive qualitative. The research results show that (1) the textbook gives emphasis on language functions in its exercises and covers certain language functions in every unit. (2) The textbook presents grammar focus through contextual activities which helps students to improve their grammatical accuracy in meaningful ways. The tasks are learner-centered and the students are also required to have interaction with their partners in accomplishing the collaborative works. It is in line with the Curriculum 2013 which shows CLT characteristics (learner-centered, interactive way of teaching, autonomous learner, and group work).

Keywords: *content analysis, communicative language teaching, language functions, grammar focus, textbook.*

INTRODUCTION

Teachers use a wide variety of tools to support learning including instructional materials. Instructional materials used in EFL classrooms may take these two forms: printed ones, such as textbook, instructor's guidebook, workbook, etc.; and non-printed ones, such as audio, video, and computer-based materials. One of the sources of instructional materials mostly used in Indonesia is textbooks. Cunningsworth (1995: p.7) mentions the roles of textbooks in ELT include a source of activities for learner practice and communicate

interaction and a reference source for learners on grammar, vocabulary, pronunciation, etc.

Most of the textbooks used in Indonesian schools implement Curriculum 2013. The final objective of English teaching in Curriculum 2013 is the development of communicative competence in the English language (Regulation of the Minister of Education and Culture, No. 64, 2013). Curriculum 2013 contains Communicative Language Teaching (CLT) characteristics

(learner-centered, interactive way of teaching, autonomous learner, and group work).

As one of the popular approaches in teaching a foreign or second language, Communicative Language Teaching (CLT) has a major focus on developing students' ability to use language appropriately in context. CLT contrasts sharply with existing traditions that emphasize students' knowledge of formal feature (Savignon, 2003). The implementation of CLT in a classroom will develop the communicative competence of the learners by using the target language in their communication. Therefore, the materials should lead to activities that rise communications between the students.

In CLT, materials should deliver the foundation for communication among the students. Richards (2001: p. 168) mention there are three types of communicative materials. Those types of communicative materials are text-based materials, task-based materials, and realia. Text-based material like textbooks will provide learners with many kinds of the topic which will trigger students to communicate with each other. Task-based material consists of exercise books, cue cards, activity cards. Realia in communicative language teaching is authentic material, for example, magazines, memo, brochure, etc.

A CLT-related study conducted by Ko (2014) shows that most of the grammar activities in the selected primary textbooks in Hong Kong and Malaysia still feature the traditional pattern rather than following the communicative principle. Although some parts of the textbooks have integrated the communicative elements, most exercises are mainly structural with the inclusion of grammar-rule explanation. Nevertheless, the

textbooks usually contain the exposed target vocabularies and text-writing guidelines, that this design method is based on the structural approach.

Another analysis administered by Al-Mashaqba (2017) on a textbook entitled "Mosaic One: Listening and Speaking (Student's Book)" reports that the textbook has implemented all the elements of communicative competence and is not limited to grammatical or linguistic competence. In his study, Al-Mashaqba concludes that the textbook implements task-based approach with functional language activities, and the emphasis is more on the usage of language structures with concentrated exercise, to assist learners set a firm foundation in English so that they can use the language they have learned appropriately and confidently in real communication. Although it is unsatisfactory in some activities, for example, the listening and speaking lessons were not presented in a meaningful context in most of the activities.

Thus, the writer is interested in conducting analysis on the English textbook entitled "*Forward: An English Course for Vocational School Students Grade X*" which uses the revised Curriculum 2013. It is published by Erlangga Publisher and written by Eka Mulya Astuti and Shyla K. Lande. The writer intends to analyze this textbook by using CLT principle to investigate whether the communicative exercises in the textbook facilitate the students in learning language functions and using grammar in communication appropriately.

LITERATURE REVIEW

Textbook

According to Cunningsworth (1995: p. 5), a textbook is created materials designed as a material for the teaching-learning process in order to accumulate the learners' knowledge and experience. They help provide the base content of a lesson and also the kind of activities the pupils take part in. A textbook can be defined as a formal text for instruction in a specific subject especially used as the full or partial basis of a course of study (Mules, 2011: p. 148). To conclude, a textbook is a created material made to assist students in the teaching-learning process as a primary source to help teachers how to plan and teach the lesson in order to increase the learners' knowledge and experience.

Communicative Language Teaching

According to Richards and Rodgers (2001: p. 158), CLT is defined as a theory of language teaching that starts from a communicative model of a language and language use, and that seeks to translate this into a design for instructional system, materials, teacher, and learner's roles and behaviors, and for classroom activities and techniques. Littlewood (1981: p. 1) states that one of the characteristics of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

Language Functions

According to Harmer (2008: p. 48), a language function is a purpose one wishes to achieve when one says or writes something. It can be concluded that if a student is performing the function, the student is automatically performing an act of communication. For example, when a student is saying "I invite

you", the student is performing the function of inviting. A language function refers to the purpose for which the speech or writing is being used. CLT puts emphasis on using the language being learn for communication which put emphasis on function. Therefore, providing materials which promote students in learning language functions are necessary. Students will have opportunities to perform some linguistic functions like asking permission, asking for information and making a request.

Grammar Focus

Celce-Murcia and Larsen-Freeman (1999: p. 109) explain that grammar is not merely a collection of forms but rather involves the three dimensions of syntax, semantics, and pragmatics. Grammatical structures not only have a syntactic form, but they are also used to express meaning (semantics) in context-appropriate use (pragmatics). In other words, if students know a grammatical form, they should understand the structure, rule, and usage of the form in communication.

For these reasons, Long (1991) introduced the focus on form approach, which maintains the strengths of CLT but compensates for its weaknesses. Specifically, focus on form provides sufficient comprehensible input and interaction between learners in order for them to acquire a language in a natural way. Additionally, focus on form helps students to improve their grammatical accuracy by drawing students' attention to a certain linguistic form with several techniques during verbal communication.

Communicative Exercises

According to Savignon (2002: p. 187), communicative exercise is an exercise which makes students work together in pairs or small groups whose purpose is to teach students how

to communicate in a foreign language. Freeman (2000: p. 129) explains that communicative exercise demands the students to use language as an important tool in communication. The communicative exercise focuses on using language communication context, students are expected to exchange real information and use language spontaneously.

In conclusion, communicative exercise refers to the activities which make students work together, where the focus is the students' uses of language in real communication in order to enable students to communicate in the target language.

Teaching Stage

As the basic approach for teaching all subjects in the 2013 Curriculum, five stages of Scientific Approach (SA) is adapted (Regulation of the Minister of Education and Culture, No. 103, 2014). In English subject, it is combined with Genre-Based Approach (GBA) through stages of instruction, namely building knowledge of the field, modelling of text, joint construction of text, independent construction of text (Hammond, 2001).

Building Knowledge of Field (Bkof)

The goal of this stage is to establish students' background knowledge relating to the topic they are going to write or discuss. At this stage, it may be relevant to encourage students with mother tongue literacy backgrounds to draw upon this resource to help them locate, evaluate and analyze information. Key vocabulary related to the topic needs to be collected and activated.

Modelling of Text (Mot)

This step has a goal to build students' knowledge of the focus genre. The teacher gives a text model to be explained to the students including its organizational structures

and language features. The teacher may also demonstrate to his or her students by giving a text of certain genre thus the students will know the way their teacher write, revise, and edit the text.

Joint Construction of Text (JCoT)

Joint construction involves the teacher and students working together to collaboratively construct a text. The teacher scaffolds the students through questions, thinking aloud, explanations etc., as they write the text together. The teacher should support the students to engage in a joint construction of text when they have been learning about a topic and have completed some research in Bkof stage and have been explicitly taught something about the particular genre which is the focus of the joint construction in the Mot stage. It works better with small groups where the students work together before running to an individual task in the following stage.

Independent Construction of Text (ICoT)

In the stage of independent construction of text (ICoT), the students construct the text individually. The teacher withdraws support as far as possible as students have developed knowledge of the topic and genre they have equipped from previous stages, they should now be able to construct and communicate a text independently. ICoT stage can be seen in the following activities: role plays, spoken presentation to class, simulated or authentic dialogs, etc.

RESEARCH METHOD

This research is a documentary analysis or content analysis. Krippendorff (2004: p. 18) defines content analysis as a research technique for making replicable and valid inferences

from texts (or other meaningful matter) to the contexts of their use.

The data of this study are the exercises provided in the English textbook entitled "*Forward: An English Course for Vocational School Students Grade X*" consisting of 9 units and 162 pages.

Descriptive qualitative method is used by the researcher in analyzing the data. The researcher uses the interactive model consisting of four steps as stated by Miles and Huberman (1992: p. 16):

Data Collection

Data collection deals with the activities done by the writer in his attempts to find the early data. This activity is done in these steps:

1. Listing the kinds of exercises.
2. Finding out the kinds of exercises.
3. Classifying them based on the kinds of exercises.
4. Giving codes to each material based on the kinds of exercises.

Data Reduction

Data Reduction can be interpreted as the process of selection, simplification, and transformation of the data to the field notes (Miles and Huberman, 1992: p. 16). In this study, data reduction is done by these steps:

1. Preparing data of exercises.
2. Giving a description to each exercise developed by exercises.
3. Counting them based on the exercises

Data Display

According to Miles and Huberman (1992: p. 17), data display is a set of information which has been classified and organized on the data reduction which leads to a conclusion. In this research, the data display is conducted in some steps, including sample data (U.../FWD/C.../T.../P...) or code, topic,

number of pages, number of parts, and content coverage.

General Conclusion Drawing

The final step is drawing a conclusion which the result of the research is to describe the communicative exercises of the textbook relied on the theories by experts.

RESEARCH FINDINGS

A. The emphasis of the language functions reflected in the exercises in the textbook

The research data show that each sample unit has specific language functions to be taught: Unit 2 prepares the students to be able to use expressions of giving compliments, Unit 3 prepares the students to be able to use expressions of telling future intentions, Unit 4 prepares the students to be able to describe people, places and things, and Unit 7 prepares the students to be able to tell their experience or stories about famous figures. Thus, it shows that the textbook provides activities that make the students communicate for different purposes.

Based on the data, the researcher finds out that the textbook "*Forward: An English Course for Vocational School Students Grade X.*" emphasizes language functions through its exercises in the teaching steps the teacher takes, including (a) modelling, (b) joint constructions and (c) independent constructions of text.

Modelling of Text

In this teaching step, the students are given examples of sentences or texts where the language functions are used. The activities draw students' attention to what situations or contexts the language functions can be used appropriately. The model texts are given in both written and spoken forms. The samples of

the activities can be found in the textbook in Table 1.

Joint Constructions of Text

In joint constructions, the language functions are given through activities where the students work collaboratively to accomplish them. The activities could be focused on answering questions, discussing texts, or performing dialogs. The activities aim to give students additional aid before they produce their own texts or expressions. The

sample of the activities can be found in the textbook as shown in Table 2.

Independent Constructions of Text

In independent constructions, the language functions are emphasized within activities where the students construct text or sentences individually. The activities include completing unfinished sentences, arranging jumbled sentences or dialogs, or making expressions of the intended language functions. The sample of the activities can be found in the textbook as shown in Table 3.

Table 1. Sample of Tasks of Modelling of Text

Code	Activities in the textbook
U2/FWD/C2/T1/P20	Task 1 1. Listening to the pronunciation of some words used in expressing compliments from an audio. 2. Choosing the correct stress placement of some words used in expressions of compliments played in audio.
U3/FWD/C7/T1/P43	Task 1 1. Listening and repeating expressions of future plans with appropriate intonation.
U4/FWD/C13/T14/P71	Task 14 1. Reading a descriptive text about Kuta Beach.
U7/FWD/C20/T21/P127	Task 21 1. Reading a recount text about Bali Bombing. 2. Answering some questions based on the text.

Table 2. Sample of Tasks of Joint Constructions

Code	Activities in the textbook
U2/FWD/C3/T10/P24	Task 10 1. Comparing the compliments that student has experienced with a partner. 2. Answering questions regarding to those expressions of compliments.
U3/FWD/C9/T22/P60	Task 22 1. Creating dialog consisting plans and intentions in pairs. 2. Performing the dialog with partners.
U4/FWD/C14/T18/P74	Task 18 1. Discussing about descriptive text with friends.
U7/FWD/C20/T20/P127	Task 20 1. Discussing a recount text about R.A. Kartini with a friend.

Table 3. Sample of Tasks of Independent Constructions

Code	Activities in the textbook
U2/FWD/C5/T32/P37	Task 32 1. Making exclamations based on the given pictures.
U3/FWD/C9/T17/P57	Task 17 1. Writing sentences about plans and future intentions.
U4/FWD/C14/T20/P75	Task 20 1. Describing some tourist spots in Indonesia.
U7/FWD/C19/T17/P124	Task 17 1. Arranging utterances to make a good conversation about past experiences.

B. The grammar focus presented in the exercises in the textbook

Based on the research data, the exercises in the textbook present grammar not merely in the form of forms but also of patterns. Besides, the research data show that the textbook presents grammar in relation with contexts where the forms and patterns are used. The researcher also finds out that the textbook presents form-based grammar in the teaching steps the teacher takes, including (a) modelling, (b) joint constructions and (c) independent constructions of text.

Modelling of Text

In modelling of text, the students are given examples of sentences or texts where certain sentence patterns used. The sample of the activities can be found in the textbook as shown in the Table 4.

Joint Constructions of Text

In joint constructions, the activities provide the students opportunities to practice the rule they learnt in the modelling of text stage. The activities are aimed to make the students work collaboratively in learning the grammar used in the intended language functions. The samples of the activities can be found in the textbook as seen in the Table 5.

Independent Constructions

In independent constructions, the activities provide the students opportunity to construct sentences or text independently. The expressions constructed can be written or spoken. The samples of the activities can be found in the Table 6.

Table 4. Sample of Tasks in Modelling of Text

Code	Activities in the textbook
U2/FWD/C2/T6/P21	Task 6 1. Writing all the compliments found in the dialog in Task 5.
U3/FWD/C7/T4/P45	Task 4 1. Underlining plans and future intentions expressions of a text.
U4/FWD/C12/T9/P69	Task 9 1. Reading an e-mail consisting people's descriptions.
U7/FWD/C17/T7/P118	Task 7 1. Reading the structure of a recount text.

Table 5. Sample of Tasks in Joint Constructions

Code	Activities in the textbook
U2/FWD/C3/T13/P25	Task 13 1. Reading a text in the textbook about how to congratulate someone. 2. Discussing the text with friends.
U3/FWD/C9/T22/P60	Task 22 1. Creating dialog consisting plans and intentions expressions in pairs. 2. Performing the dialog with partners.
U4/FWD/C11/T2/P66	Task 2 1. Performing dialogs about describing something with a partner.
U7/FWD/C18/T15/P121	Task 15 1. Telling friends in group about most memorable event in life.

Table 6. Sample of Tasks of Independent Constructions

Code	Activities in the textbook
U2/FWD/C5/T28/P34	Task 28 1. Making good expressions of compliments with the provided adjectives.
U3/FWD/C9/T18/P58	Task 18 1. Writing sentences about prediction in the next 10 years.
U4/FWD/C14/T20/P75	Task 20 1. Describing some tourist spots in Indonesia.
U7/FWD/C18/T14/P120	Task 14 1. Writing a short biography of a well-known person.

DISCUSSION

1. The emphasis of the language functions reflected in the exercises in the textbook.

The research results showed that the exercises in the textbook *“Forward: An English Course for Vocational School Students Grade X”* puts its emphasis on language functions, it is marked by its exercises that reflect certain language functions in every unit. The exercises can be classified into modelling, joint constructions, and independent constructions.

In the modelling, the language functions are reflected in activities such as reading model text, listening to expressions, and repeating expressions with correct pronunciation. The students are given input in forms of text or audio regarding to the intended

language functions. The tasks aim to familiarize the students to common expressions used in certain purposes. 27 out of 27 exercises of modelling stage give emphasis on language functions. For instance, U3/FWD/C7/T1/P43 (see Table 1.) provides the students an audio containing expressions of future plans and intentions.

In the joint constructions, the language functions are reflected in the activities such as group discussions, performing provided dialogs, questioning and answering, comparing and other activities where the students work collaboratively in groups or pairs. The tasks lead the students to work collaboratively in accomplishing the tasks. 18 out of 18 exercises of joint constructions stage give emphasis on language functions. For example, in U2/FWD/C3/T10/P24 (see Table 2.), the

students work in pairs comparing compliments they had experienced in real life and answering some questions relating to the compliments.

In the independent constructions, the language functions are reflected through activities such as arranging sentences into dialog, constructing sentences or texts based on given context, and questioning and answering. The activities lead the students to construct the expressions for certain language functions individually. 58 out of 66 exercises of independent constructions stage give emphasis on language functions. For instance, in U3/FWD/C9/T17/P57 (see Table 3.), the students are encouraged to make exclamations based on the given context in the pictures.

Overall, most of exercises meet the characteristics of CLT such as collaborative work, student-centered activities, emphasis on real contexts, and targeting on overall skills. Features of communicative exercises are also found in the exercises such as information gap filling, task continuity principle, information transfer principle, and role play.

2. The grammar focus presented in the exercises in the textbook.

The research results indicate that the exercises in the textbook lead the students to focus on the language functions. Meanwhile, grammar is integrated with language functions in its exercises. The grammar is presented in exercises that are classified into modelling, joint constructions, and independent constructions.

In modelling, the grammar is presented in activities where the students are given consciousness-raising tasks such as observing and identifying the structure used in the expressions of the intended language function. 13 out of 27 exercises of modelling stage give

can be used to practice grammar. For example, in U3/FWD/C7/T4/P45 (see Table 4.) where the students pay attention to the used forms by identifying plans and future intentions expressions in the text.

In joint constructions, the grammar is presented in activities where the students are given tasks to construct text using the pattern used in the intended language functions collaboratively. The text can be written or spoken. 10 out of 18 exercises of joint constructions stage give can be used to practice grammar. For instance, in U7/FWD/C18/T15/P121 (see Table 5.) where the students work in group sharing their memorable events in life using pattern of declarative clause and past tense.

In independent constructions, the grammar is presented in activities where the students are encouraged to work individually using the pattern used in a certain language function. 35 out of 66 exercises of independent stage give can be used to practice grammar. For instance, the students construct the expressions of telling plans and intentions in U3/FWD/C9/T18/P58 (see Table 6.) using pattern of declarative clause and future tense.

The textbook provides both classical and communicative exercises in bringing students' attention to grammar. Classical exercises lead the students to learn the grammar through activities such as translation, dictation, and rote memorization. The example of translation activities in the textbook can be found on task U4/FWD/C13/T12/P70 and U2/FWD/C3/T12/P25 where the students are expected to learn grammar by translating some expressions from L1 to L2 or vice versa. The dictation activities in the textbook are shown in task U3/FWD/C7/T2/P44 and

U4/FWD/C12/T6/P67 where the students learn the grammar by listening to an audio to complete unfinished sentences or dialogs. The rote memorization activities can be seen on task U2/FWD/C3/T14/P26 and U3/FWD/C7/T8/P47 where the students learn or memorize grammar by repetition.

Meanwhile, communicative exercises lead the students to learn and practice the grammar not as a discrete material. Instead, the grammar exercises in the textbook are presented contextually embedded with certain language function. The communicative exercises for learning grammar such as noticing, consciousness-raising, checking task. Sample of noticing tasks can be found in task U2/FWD/C5/T29/P35 (see Table 4.2.5.) and U3/FWD/C7/T5/P45 (see Table) where the students are asked to notice or underline certain grammatical aspects in a text. Sample of consciousness-raising task can be found in task U2/FWD/C3/T13/P25 (see Table 4.2.3.) and U4/FWD/C14/T18/P74 (see Table 4.2.14.) where the students discover how the target language structure works by analyzing texts, it can be done individually or collaboratively by group discussions. Sample of checking tasks can be found in U2/FWD/C4/T19/P28 (see Table 4.2.4) and U4/FWD/C12/T6/P67 (see Table 4.2.12) where the tasks are meant to check students' understandings on how the structure of the target language works.

As can be seen in the explanation above, the grammar is presented both classically and communicatively in the textbook. The classical exercises aim the students to do memorizing or translation the expressions. Meanwhile, communicative exercises are intended in such a way that they promote students' awareness of the

grammatical forms of the target language along with engaging them in communicative interaction. The communicative exercises are more learner-centered and require the students to have interaction with their partners in finishing the collaborative works. It is in line with the Curriculum 2013 which contains CLT characteristics (learner-centered, interactive way of teaching, autonomous learner, and group work).

CONCLUSION AND SUGGESTION

The results of the study show that the exercises in the textbook put significant emphasis on language functions. It can be seen that the exercises presented lead the students to learn the target language by focusing on the different language functions in each unit or chapter of the textbook. Hence, the main outcome of the learning is to enable the students to use the language to communicate for certain purposes.

The grammar is integrated in the communicative and meaningful contexts instead of discrete grammar exercises. The grammar exposures are given simultaneously while the students' attentions are led to a certain language function. The grammatical forms required are different for each language function in every unit of the textbook. The grammar exercises including noticing, analyzing, consciousness-raising, checking.

The exercises in the textbook can be classified into three stages of learning, namely modelling, joint constructions, and independent constructions. In modelling activities, the students are given input in form of text model. In joint constructions, the students are encouraged to work collaboratively thus interaction can be

happened. As a result, the students are expected to construct the expressions of the intended language functions appropriately in independent constructions activities. It is in line with the Curriculum 2013 which contains CLT characteristics (learner-centered, interactive way of teaching, autonomous learner, and group work).

However, not each exercise in the textbook can lead the students practice to use language in interacting with their classmates. The teacher should be selective in giving the exercises from the textbook and pick only exercises that can promote communicative activities in the classrooms.

After finishing the research and finding the result of the analysis, the researcher offers suggestions.

For the authors of the textbook, they can add more activities which lead the students to be involved actively in using English not only in communication but also bearing grammar as an important part in an EFL learning.

For the teachers, they should select communicative tasks in the textbook used in the classroom. Thus the outcome of the lessons is not only to make the students gain knowledge about the target language but also to implement the knowledge in their communication.

For other researchers, this study is limited in the emphasis of language functions and grammar focus presented in the textbook. Hopefully, other researchers can use it as a reference or any consideration for further study.

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