

**THEMATIC OF CLT ANALYSIS IN THE TEXTBOOK BAHASA INGGRIS FOR
THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOLS**

THESIS



BY

FAHRIZAL RAHMADANI

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2020 M/1442 H**

**THEMATIC OF CLT ANALYSIS IN THE TEXTBOOK BAHASA INGGRIS FOR
THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOLS**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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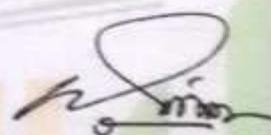
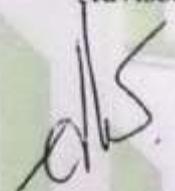
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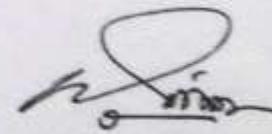
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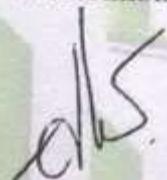
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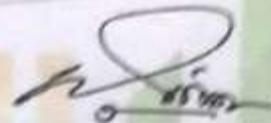
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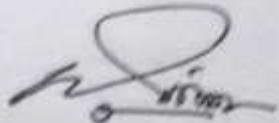

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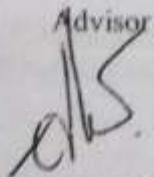
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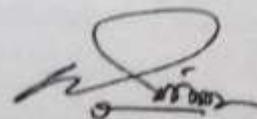
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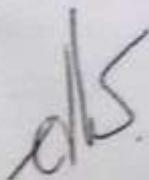
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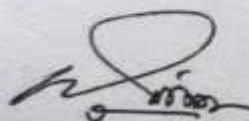
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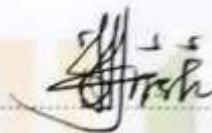
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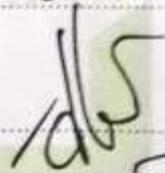
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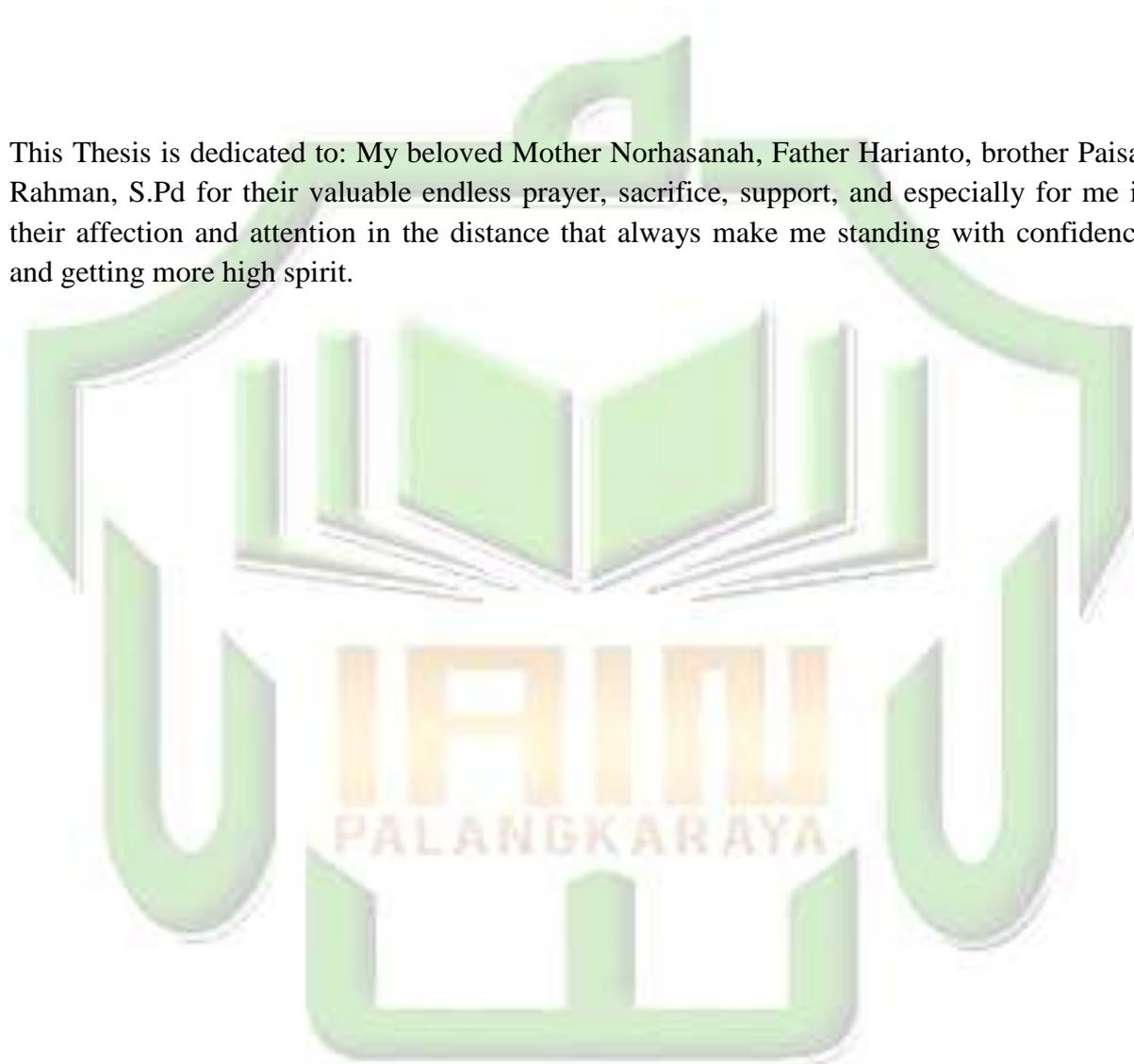
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MOTTO AND DEDICATION

“How foolish is man, he ruins the present while worrying about the future by recalling his past” (Ali bin Abi Thalib)

“A dream if you dream alone it is only dream, a dream if you dream together it is reality” (John Lenon)

This Thesis is dedicated to: My beloved Mother Norhasanah, Father Harianto, brother Paisal Rahman, S.Pd for their valuable endless prayer, sacrifice, support, and especially for me is their affection and attention in the distance that always make me standing with confidence and getting more high spirit.



DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to my other tertiary education
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3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me

Palangka Raya, September 26th 2020

Your Faithfully



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ABSTRACT

Rahmadani, Fahrizal. 2020. *Representation of Communicative Language Teaching Goal In The Textbook "Bahasa Inggris" For The Eleventh Grade Students of Senior High Schools*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Aris Sugianto, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Keyword : CLT, content analysis, and textbook analysis

A teaching and learning process teachers need a good references to their own class in English subject. So the reasons of choosing the textbook entitled "*Bahasa Inggris*" for the eleventh grade of senior high school, first, this book based on the curriculum 2013, second was the book already revision on 2017 as a book recommended for references in learning process in the classroom.

This study was aimed at describing : (1) to know how the theme of the textbook based on the thematic coding (2) to know how the book suitable for the students of the eleventh grade of senior high schools.

The study was descriptive study with qualitative approach. For the data collection, the researcher used the table instrument that there are some categories for coding the data. The subject of this study was English Student Book Entitled "*Bahasa Inggris*" for Grade XI Senior High School which is published by Ministry of Education and Culture of Indonesia.

The result of this study showed that the communicative language teaching goal in the textbook entitled "*Bahasa Inggris*" for the eleventh grade students of senior high schools. Study results developed through textbook Analysis often display signs of an incomplete analyzing process. The researcher has not abstracted the data, or has included too many different things in a single category. However, an abundance of categories is usually a sign of being unable to categorize the data. When the abstracting process is still ongoing, the results may include categories that do not cancel each other out. In addition, when the saturation of the data is incomplete, it may be difficult to link data items to each other. Seemingly simple study results are a sign of incomplete analysis. The textbook entitled "*Bahasa Inggris*" for the eleventh grade students of senior high schools is suitable for the eleventh grade because each chapter is uniting with the grand topic and it is suitable for newest curriculum.

ABSTRAK

Rahmadani, Fahrizal. 2020. *Representasi dari tujuan pengajaran bahasa komunikatif dalam buku teks "Bahasa Inggris" untuk siswa sekolah menengah atas kelas sebelas*. Skripsi. Jurusan Pendidikan Bahasa. Fakultas tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri Palangka Raya. Pembimbing (1) Aris Sugianto, M.Pd. Pembimbing (2) Akhmad Ali Mirza, M.Pd.

Keywords : CLT, analisis konten, dan analisis buku

Dalam proses belajar mengajar guru membutuhkan referensi yang baik untuk kelas mereka sendiri dalam mata pelajaran bahasa Inggris. Maka alasan pemilihan buku teks bertajuk "Bahasa Inggris" untuk kelas sebelas SMA, pertama, buku ini berdasarkan kurikulum 2013, kedua, buku yang sudah direvisi tahun 2017 sebagai buku yang direkomendasikan sebagai referensi dalam proses pembelajaran di kelas.

Penelitian ini bertujuan untuk mendeskripsikan: (1) untuk mengetahui bagaimana tema di buku teks berdasarkan kode tematik (2) untuk mengetahui bagaimana buku teks tersebut sesuai untuk siswa kelas XI.

Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Untuk pengumpulan data, peneliti menggunakan instrument table yang terdapat beberapa kategori untuk pengkodean data. Subjek penelitian ini adalah buku siswa bahasa Inggris berjudul "Bahasa Inggris" untuk kelas sebelas sekolah menengah atas yang diterbitkan oleh kementerian pendidikan dan kebudayaan Indonesia.

Hasil penelitian ini menunjukkan bahwa pembelajaran bahasa komunikatif dalam buku teks berjudul "Bahasa Inggris" untuk siswa kelas sebelas sekolah menengah atas. Hasil penelitian yang dikembangkan melalui buku teks sering kali menunjukkan tanda-tanda proses analisis yang tidak lengkap. Peneliti belum mengabstraksi data, atau memasukkan terlalu banyak hal berbeda dalam satu kategori. Namun, banyaknya kategori biasanya merupakan tanda tidak dapat mengkategorikan data. Saat proses abstrak masih berlangsung, hasilnya mungkin termasuk kategori yang tidak saling meniadakan. Selain itu, ketika data tidak lengkap, mungkin sulit menghubungkan data satu sama lain. Hasil penelitian yang tampak sederhana adalah tanda dari analisis yang tidak lengkap. Buku teks "Bahasa Inggris" untuk siswa kelas sebelas sekolah menengah atas ini cocok untuk siswa kelas sebelas karena setiap bab menyatu dengan topic utama dan cocok untuk kurikulum terbaru.

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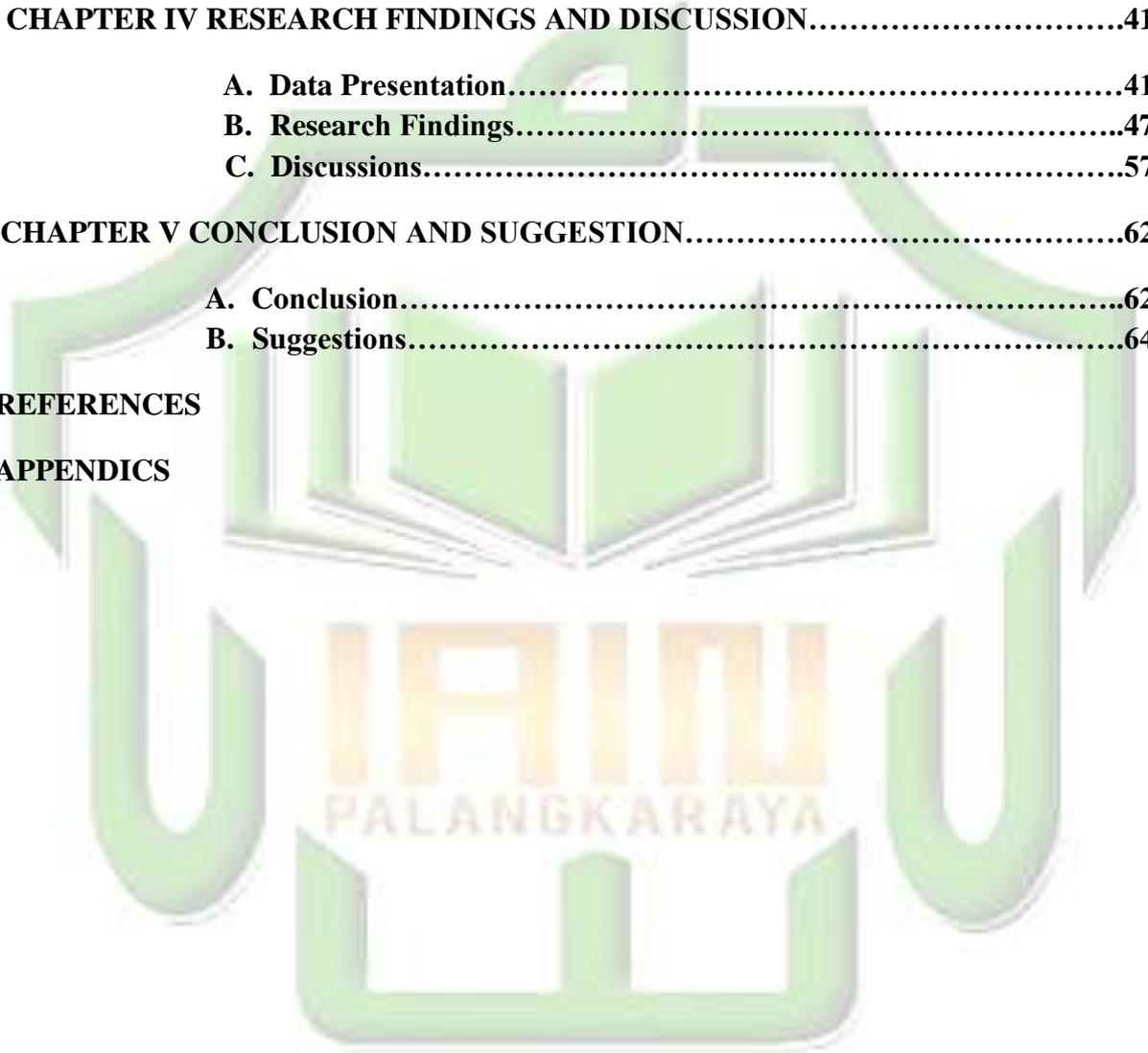
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1. Pictures of the book
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CHAPTER I

INTRODUCTION

This chapter discusses the introduction which is divided into seven parts: background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of The Study

A good communication need is now concerning students to have a good skill to communicate. Besides the skills itself they should increase their own ability for other terms. They have to take a Formal education that is one the place in which they can gather or even increase their communication skills. This communication skill certainly is in English Language.

English is called the lingua franca, the world major language. Certainly it is mean that the language of English is an international language of people not speaking a mother tongue. So, it's not uncommon around the world for people to speak English if they want to communicate with someone not from their country. English can involve, such as business, science, entertainment, radio, and diplomacy or even the education one. Moreover, teacher should have the competence of making a Communicative Language Teaching.

A teaching and learning process teachers need a good references to their own class in English subject. A textbook formally prepared by the teacher itself as a reason that this textbook is suitable with the standardize curriculum. Teachers should really careful to choose which one textbook suitable with the ESL (English as a Second Language) standard.

Basically, a textbook is developed on the basis of written curriculum. Tornroos (2004, p.2) state that “potentially implemented curriculum” to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum. Increased attention is being paid to quality of textbooks across the globe. While the reasons of choosing the textbook entitled “*Bahasa Inggris*” for the eleventh grade of senior high school, first, this book based on the curriculum 2013, second was the book already revision on 2017 as a book recommended for references in learning process in the classroom.

This research want to know the chosen topic or theme inside the textbook and each sub chapter of the reading material. As we know that in each of the reading material or textbook, the author should really consider of choosing each theme to build the unity of each material so it could cover the aim of in teaching learning process in the environment of English as a Second Language. This study aim to know the pattern of the textbook. It's picture figure, it's signs, it's vocabulary and it's topic.

A research problem as a thematic coding of textbook Analysis. Thematic coding involves recording or identifying passages of the text or images by a linked by a common theme or idea allowing you to index the text into categories and therefore establish a framework of thematic ideas about it (Gibbs, 2007, p. 38). It also used to get the point of the content of textbook correlate with the standard to get close with the Communication Language Teaching. Choosing the title “Representation of Communicative Language Teaching Goal in The Textbook “*Bahasa Inggris*” For The Eleventh Grade Students of Senior High Schools”, this research aim to find out the thematic coding of the textbook Analysis way. This research is categorized as a

descriptive qualitative one. It is tried to describe the content validity of the learning textbook with the tools of thematic coding. The textbook which has high quality and to be worth to use as a learning material. Reminding the 2013 curriculum emphasize only at attitude toward the students nor the communication skills, any of standardize textbook has also to have this kind of criteria, to build students good attitude trough learning English language. Trough a good communication with English language then could be used in highly relationship worldwide.

B. Research Problem

According to the background of study, so the formulated of research problem as follows :

1. How is the theme of the textbook based on the thematic coding?
2. How is the book suitable for the students of the eleventh grade of senior high schools?

C. Objective of The Study

The objective of the study are :

1. To know how the theme of the textbook based on the thematic coding.
2. To know how the book suitable for the students of the eleventh grade of senior high schools.

D. Scope and Limitation

The scope and limitation of the research are :

1. The analysis refers to thematic coding of a textbook which concern to cover up the communicative goal of making this book.
2. The textbook that is analyzed is only for eleventh grade of senior high school.

E. Significance of The Study

The result of this study is expected to be able to give the following benefits :

1. Theoretically

The study can be used to analyze the thematic coding of textbook Analysis as one of qualitative research for a good quality of teaching material and students guide in learning English as a Second Language.

2. Practically

- a. This research can be used by teacher of English subject to choose which one of English textbook is suitable with the grade.
- b. This research can be used by a curriculum developer to take account in the way of teaching English for students.
- c. This research is benefit to author of the textbook to revise the textbook to be better.

F. Definition of Key Term

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are as follows :

1. The 2013 Curriculum

The 2013 curriculum means an newest curriculum that used for teaching and learning process in the classroom.

2. Textbook Analysis

Textbook Analysis means an analysis of content of the textbook which is to find a Communicative Language Teaching (CLT) in each unit on the textbook.

3. Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach that guides language teaching for communicative competence. This approach try to advocate the conveyance of meanings, fluency over accuracy, learning in authentic contexts, and the functional feature of the language social context.

4. Thematic Coding in Qualitative Analysis

Thematic coding is a form of qualitative analysis which involves recording or identifying passages of text or images that are linked by a common theme or idea.

5. English Textbook “*Bahasa Inggris*”

This study, English textbook refer to course book for the eleventh grade of senior high school (2017 revision edition) author by Emi Emilia dan Helena I.R. Agustien, reviewer by Lina Mulyanti, and published by curriculum center, Balitbang, and Kemendikbud.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers of the related studies, and the theoretical studies.

A. Related Studies

In this part, there is some previous studies that are relevant to this thesis proposal :

Fitriani (2013, p. 1-70) research about A Textbook Analysis of “When English Rings A Bell” For The Seventh Grade of Junior High School. This research study try to find out what criteria is needed to make a good textbook. It has to have correlation with today’s curriculum in Indonesia. As today curriculum in Indonesia said that English Lesson start to be learned in this phase, the junior high school level. This study aims at discovering to what extent today English textbook in Indonesia is keeping its own communication goal for every young generation. The researcher choose the E- book entitled “ When English Rings the Bell”, an English textbook for seventh grade of Junior high school published by Politeknik Negeri Media Kreatif, Jakarta. Study results developed through textbook Analysis often display signs of an incomplete analyzing process. The researcher has not abstracted the data, or has included too many different things in a single category.

The study conducted by Fitriani with this study, there is similarity and difference. The similarity is both of us use the qualitative research method in our study. The difference is the book that analyzed by me with the book that is analyzed by Fitriyani. The book that is analyzed by me is “*Bahasa Inggris*” for eleventh graders of Senior High School, whereas Fitriyani used “English Ring A Bell” for seventh graders Junior High School.

Fakhomah (2017, p. 1-50) research about An Analysis On English Textbook Entitled “*Bahasa Inggris*” Based On Tomlinson’s Theory. This research paper is aimed to investigate the compatibility of materials in the textbook *Bahasa Inggris* based on Tomlinson’s theory. It also investigates whether the materials in the textbook support students’ language skill or not in English teaching learning process. The writer uses descriptive research as the type of the study. The data of the study are the content of English textbook entitled *Bahasa Inggris*.

The similarity among Fakhomah and this study is use qualitative research method and the textbook that want to analysis. The differences is theory and procedure of analysis.

Agustin (2017, p. 1.100) research about Affective, Cognitive And Psychomotoric Domains In Student Book “*Bahasa Inggris*” For Grade Xi Senior High School. This study was aimed at investigating: (1) the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of affective domain, (2) the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of cognitive domain, (3) the relevance between the materials in the student book entitled “*Bahasa Inggris*” for grade XI senior high school and the core and basic competences in the 2013 curriculum in term of psychomotor domain. The researcher concluded that the materials in that textbook is categorized “**Good**” and relevant with the Affective domain and able to fulfill the purposes of the topic, shows the polite behavior and care in carrying out the interpersonal communication with teachers and friends, shows the behavior of an honest, disciplined, confident, and responsible in implementing transactional communications with teachers and friends,

and show behavior responsibility, caring, cooperation, and peaceful, in implementing functional communication, which are intended to be achieved by the students.

The similarity among Agustin's study and this study is the use of qualitative research method and subject of the study. The difference of these studies is the object of the study.

B. The 2013 Curriculum

The seventh standardized curriculum applied nationally was developed and implemented in 1975. According to Mistar, Sadtono, and Yuwono (2005, p.5), the national curriculum of English was revised in 1984, 1994, 2000, and 2003. According to the 1975 curriculum, the purpose of English teaching in high school was to facilitate the development of advanced science, technology, culture, and arts, and to enhance international relations. The four language skills: reading, writing, listening, and speaking were taught discretely.

The number of vocabulary items students should master when they finished junior high school was 1,500 words and 4,000 words for senior high school student. Mistar said that the method adopted was an audio-lingual approach with the emphasis on the teaching of linguistic patterns through habit-formation drills (2005, p.7). The habit-formation with drill was adapting the military's way. So at that time drilling much more vocabulary believed that their students could master English Language well. Besides mastering 4,000 words to know the English pattern with vocabulary, teachers at that time tried to instruct the objective of reading mastering and structure, and also other instructional objectives such as topics. It means when a teacher asked their students to remember a group of words, it has to have a topic.

The approaches in curriculum 1975 are:

- Purpose oriented
- Integrative oriented
- Emphasized to the aim efficiency and effectiveness inside capacity and time
- Follow instructional system with development procedure instructional system
- Influenced behavior psychology with emphasized to the stimulus responds and drill

In 1984 the ministry of education revised the national curriculum and therefore it is known as the 1984 Curriculum. The teaching method adopted in this curriculum was known as the Communicative Approach. There was a misinterpretation because of its name; most teachers believed that it should only emphasize speaking skills. Mistar said (2005, p.13) Communicative was interpreted as oral communication so other language skills such as reading, listening, and writing were neglected. Grammatical accuracy was sacrificed for fluency; as a result students were almost speaking something similar to English Creole. A creole language, or simply a creole, is a stable natural language developed from the mixing of parent languages.

According to Mistar (2005, p.13) another curriculum was introduced in 1994. There were not many changes in English language teaching. However, there was a change of priority of language skills in the 1994 curriculum. The most important language skill was reading, followed by listening, speaking, and writing. The expected number of words mastered was reduced to 1,000 from 1,500 words for junior high school and 2,500 words for senior high school reduced from 4000 in the

previous curriculum. For the students in senior high school majoring in the languages, they had to master 3,000 words by the end of the program. Language skills and language elements were no longer taught separately as in 1984 curriculum. The teaching was wrapped around language themes and functions.

The lesson of English language was only emphasize on to how children have to mastering communication by using English language. The students have to always practice speaks use English Language in a conversation way. At these curriculums students have to find a native one to practice their mastering in communicate with English. The textbook also has a pattern of every textbook in a way of conversation.

In 2004 a competency-based curriculum was adopted. There were not any significant changes in terms of learning materials. In the previous curriculum trimester the school calendar was used. In the 2004 curriculum a semester school calendar was introduced. The government controls the quality of education by setting basic competencies and standard competencies. These competencies are measured by a standardized national test at the end of year 9 and 12. It's also emphasize in communication to face the global economy and global education.

The students have to already to compete in the entire world by the tools of communication. As we know that the main language to communicate is English language. A high standard value on the graduation emphasize at English lesson. It also use a pattern of learning Listening seventh, then Speaking, Reading and then Writing; the adaptation theory of the way human being produce language or can talk.

In 2006, in line with the implementation of the Regional Autonomy Law, the ministry of education promoted school-based management and school-based curriculum. Schools are expected to developed their own curriculum and be

independent financially. The adoption of a school based management system has only benefited schools in the cities and in the well-developed areas. Schools in the less developed and rural areas suffer a lack of resources because of the significant budget cut from the central government. The government still controls education by suggesting approved teaching materials and administering national standardized tests. So the same things come towards rural area, the rural area were lack of English teacher and the quality of English language there.

This year, government finally decided to try out the new designed curriculum, the 2013 curriculum. Thousands of schools, ranging from elementary (SD), junior high (SMP), and senior high (SMA) have participated in this try out. Despite the debate on the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system.

Deference between the previous one, the 2013 curriculum will be IT-based. Ministry of Education and Culture has set up a website to oversee the implementation of the 2013 curriculum. The website provides details of curriculum implementation, including teachers guide and subject materials.

The difference between Curriculum 2013 and the Education Unit Level Curriculum are located on the competence aspect of knowledge. Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge. So, it says that English, Social Science, and Science subject will be removed from the subject list for elementary school; Social Science and Science will be integrated in other subjects, such as Indonesian Language etc, whereas English can be learned as an extracurricular subject. If the government forgets that for reaching the bright future good attitude must be accompanied by knowledge. Moreover, those subjects are very

important for children's developments. English is the international language, Social science teaches children how to socialize others, and Science tells them about their own nature. I can't imagine how it will be if 6 years in elementary school are wasted without learning about those three important subjects completely.

Indonesian Ministry of Education and Culture has released a new Curriculum for Elementary and High School, called Curriculum 2013. According to Suharyadi (2015, p.51) This curriculum introduces scientific approach to be applied in English language teaching.

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Curriculum must have its standard of competence. The standard competence of English lesson is competence that must be achieved by the students as a result of learning English. There are three standard competences in English lesson:

- Communication both oral and written language by using language variation in the form of narrative, report, news item, etc.
- Communicate both oral and written language by using language variation in the form of descriptive, anecdote and expository paragraph.
- Communicate both oral and written language by using language variation in the form of explanation, discussion, commentary and review.

C. Textbook Analysis

Analysis qualitative data requires understanding how to make sense of text and images so that can form answer to the research problem.

Krippendorff (2003,p. 18) defines handbook textbook Analysis, it is said that textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tools.

With Qualitative methods of textbook analysis depth presides over breadth. As such, the results tend to be richer with regard to understanding the way that information is presented in a text yet more difficult from which to make generalizations.

The core questions of textbook Analysis: "Who says what, to whom, why, to what extent and with what effect?" an offers a broad definition of textbook Analysis as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages", while provides a six-part definition: "Textbook Analysis is a summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity, inter subjectivity, a priori design, reliability, validity, generalizability, replicable, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented."

Textbook Analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights. The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories. The researcher makes a choice between the terms 'concept' and 'category' and uses one or the other. For example, if the purpose of the study is to develop a theory, it is recommended that the term 'concept' be used as a proxy for 'category'. However, in this paper, when describing the analysis process, we use the term 'category' because this is mostly used.

The six questions addressed in Textbook Analysis :

1. Which data are analyzed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analyzed?
5. What are the boundaries of the analysis?

6. What is the target of the inferences?

Qualitatively, textbook Analysis be able involve any kind of analysis where communication content (speech, written text, interviews, images ...) is categorized and classified. In its beginnings, using the seventh newspapers at the end of 19th century, analysis was done manually by measuring the number of lines and amount of space given a subject. With the rise of common computing facilities like PCs, computer-based methods of analysis are growing in popularity. Answers to open ended questions, newspaper articles, political party manifestoes, medical records or systematic observations in experiments can all be subject to systematic analysis of textual data. By having contents of communication available in form of machine readable texts, the input is analyzed for frequencies and coded into categories for building up inferences. Robert Weber notes: "To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way".

Unit of analysis. Since each textbook series differs with regard to the format and the number of the pages, we needed to determine a unit of analysis that fits all the six textbook series. This means that we had to decide how small or how large a unit should be. To avoid extremely large counts, we decided not to count every operation in a column.

D. Communicative Language Teaching

An approach in Communicative Language Teaching (CLT) is guides language teaching for communicative competence. This approach try to advocate the conveyance of meanings, fluency over accuracy, learning in authentic contexts, and the functional feature of the language social context. Characteristics also illustrate

what CLT means in social language teaching and hence its principles serve as evaluation for criteria for textbook development.

The emergence of information technological innovation, English as a world language, and a growing need for a comprehensive language teaching methodology challenge language teaching programs worldwide, especially in Asian countries. Together with the development of CMC technology and the revival of collaborative learning method as one of principal components of communicative language teaching (CLT), foreign language teaching and learning via computer mediated collaborative learning (CMCL) has experienced a remarkable increase in many parts of the world.

In teaching grammar, before having any communicative language practice, we may often want to engage the learners in practicing the language so that they can focus clearly on the structure itself. This can be achieved through some question-and-answer practice. Here, though the information is known and no real communication is taking place, the major purpose is to enable learners to practice the language structure so that they can use it later in authentic communication.

Communicative Language Teaching (CLT) is one of the teaching approaches featured in developing learners' communicative competence. It has been regarded as a teaching innovation and is arguably today's most popular teaching method in the field of English Language Teaching (ELT). It is extensively practiced in the English as a Second Language (ESL) setting; however, it is not so clear if CLT is also being applied in the English as a Foreign Language (EFL) setting.

The traditional grammar-translation teaching/learning approach has caused both teachers and students to neglect the value of communicative competence. Training students to obtain good grades on English tests becomes one of the most vital criteria for being a good English teacher. It is generally acknowledged that the

higher the marks, the higher the students' English proficiency. However, examination-guided instruction and the premium placed on lecturing on selected textbook materials have led to failure in learning real-life communicative English. Many university students with high marks on the TOEFL have difficulties communicating with English-speaking people. Due to such discrepancies, an oral section has been added to the TOEFL test. This dramatic change has prompted language learners adjust their learning strategies.

Communicative Language Teaching is based on the theory that the primary function of language use is communication. Communication activities must be as meaningful as possible and be characterized by aspects of genuine communication such as its basis in social interaction, the relative creativity and unpredictability of utterance, its purposefulness and goal-orientation, and its authenticity. CLT provides opportunities in the EFL/ESL classroom for students to engage in real-life communication using the target language. Students, in unrehearsed context, eventually have to use the language, productively and receptively.

The EFL language teaching tradition in Japan is steeped in audio lingual and grammar translation method, gradually shifted to place more emphasis on communicative approaches. EFL instruction is now intended to foster widespread basic communicative competence in English throughout Japan. MEXT guidelines allow more time in the classroom for developing communicative competence, and position grammar instruction as a support for communication rather than the goal of language teaching. Increasingly, EFL classes are to include “integration of listening, reading, speaking and writing skills” (Stewart, 2009, p. 10) and pay more attention to speaking and listening. Furthermore, the government expects that English classes in

Japan be taught through English. The aim of Communication Language Teaching is to develop language learners' communicative competence.

There is, however, a significant “gap between the stated policies and what is actually done in the classroom” (Tahira, 2012, p. 3) with implementation happening at a “sluggish pace” (Tahirap, 2012, p. 5). Even when teachers held positive beliefs about CLT they tended to use grammar-based, teacher-led activities much of the time with “avoidance [being] the overwhelming reaction” to the increased emphasis on oral communication (Stewart, 2009, p. 10).

Teachers explain the difficulty of integrating CLT into their classes by citing the lack of time available for oral communication activities and the significance of entrance exams that test translation, reading comprehension, and grammar. “The existence of institutional entrance exams, many of which place little or no emphasis on oral communication, significantly impacts the junior and senior high school curricula and how they are taught” (Stewart, 2009, p. 11) and questions the extent to which teachers in Japan are able to teach English through English.

Although government ministries such as MEXT may believe that sending teachers abroad for training may fill gaps left by domestic teacher education programs, this may not be true. For example, even after having learned about CLT, many of the JTEs in the Canadian program abandoned it for a number of reasons, including entrance examination pressures, autonomy issues, student and teacher factors, and teacher beliefs about their own proficiency in English. In order to overcome some of these obstacles:

- That host teacher educators be familiar with a variety of entrance examinations, so that they will understand what students are studying English for and thus prepare teachers to teach to them more communicatively;

- Because mandated textbooks change often, that teacher educators teach how to prepare activities based on any textbook; in other words, that they teach general strategies for activity creation;
- That meaning-focused CLT activities take less than 10 minutes to prepare and execute;
- That activities not depend on audio-visual and/or other media;
- That activities not necessitate colleagues' consensus;
- That activities not be threatening to classroom harmony;
- That activities be culturally sensitive and not demand that students openly display knowledge That teachers be taught how to create an atmosphere conducive to student inclusion and participants.

In lights of this shifted paradigm against Chomsky's components of linguistic competence, proposes four characteristics to describe communicative performance.

These features are:

- 1) Whether (and to what extent) something is formally *possible*;
- 2) Whether (and to what extent) something is *feasible*;
- 3) Whether (and to what extent) something is *appropriate* (adequate, happy, successful) in relation to a context in which it is used and evaluated;
- 4) Whether (and to what extent) something is in fact done, actually *performed*, and what it doing entails.

Among these four characteristics, the phrase 'formally *possible*' may refer to one's linguistic competence. As for the second feature, the term *feasible* emphasizes that the speaker's linguistic production should be comprehensible to the others. The appropriateness mentioned in the third characteristic means that the content produced

by the speaker should be coherent and cohesive to the context. Finally, the fourth feature is focusing on the authenticity of the speaker's production.

Another significant notion related to the field of the Communicative Language Teaching notion of language functions. Language has both macro and micro functions. Macro functions include ideational, manipulative, heuristic and imaginative categories. Avignon (2002, p. 20) suggests that Halliday's function of communicative competence were synthesized into the major categories. If we put these three functions together, they may 'constitute but one of three *basics* functions of language define by Halliday, basic functions that correspond to general categories of needs met by language'. Language has the following functions:

- Language serves for the expression of 'content': that is of the speaker's experience of the real world, including the inner world of his own consciousness. We may call this the *ideational* function.
- Language serves to establish and maintain social relations: through these functions, which we may refer to as *interpersonal*, social groups are delimited, and the individual is identified and reinforced.
- Finally, language has to provide for making links with itself and with features of the situation in which it is used. We may call the *textual* function

The *ideational* function of language emphasizes not just an individual's linguistic knowledge but also its cooperation with the speaker's personal experience and consciousness of the world. As for the *interpersonal* function of language, it is similar to what proposed the notion of social interaction in which language serve as an instrument for people to communicate and interact with one another. One of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well structural aspect of language.

Richards & Rogers (2001, p. 161) suggest that the core meaning of CLT should entail the following elements:

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is to allow interaction and communication.
- 3) The structure of language reflects its functional and communicative uses.
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

E. Thematic In Qualitative Analysis

Thematic coding is a form of qualitative analysis which involves recording or identifying passages of text or images that are linked by a common theme or idea allowing you to index the text into categories and therefore establish a “framework of thematic ideas about it” (Gibbs, 2007, p. 38).

There are a variety of different approaches to thematic analysis each option is still a form of thematic coding. These include: Grounded theory; Interpretative phenomenological analysis; Template analysis; and Framework analysis, It is essential to view the text in a theoretical or analytical way rather than merely approaching it with a descriptive focus. Intensive reading needs to take place during this process to ensure that you are able to identify all of the relevant ideas in the text, including even the most simple. Theme identification is one of the most fundamental tasks in qualitative research. It also one of the most mysterious. Explicit descriptions of theme discovery are rarely described in articles and reports and if so are often relegated to appendices or footnotes.

Techniques are shared among small groups of social scientists and are often impeded by disciplinary or epistemological boundaries. During the proposal-writing

phase of a project, investigators struggle to clearly explain and justify plans for discovering themes. These issues are particularly cogent when funding reviewers are unfamiliar with qualitative traditions.

The goal in creating codebooks and coding forms is to make the set as complete and unambiguous as to almost eliminate the individual differences among coders” (Neuendorf, 2002, p. 132).

The steps of coding:

- 1) Familiarizing with the data.
- 2) Generating initial codes.
- 3) Searching for themes.
- 4) Reviewing and refining themes.
- 5) Defining and naming themes.
- 6) Producing the report.

According to Gibbs (2010, p. 132) "thematic coding as one of the most common forms of qualitative data analysis which is found in grounded theory, several forms of phenomenological analysis and framework analysis. The analyst tries to identify themes, categories or classifications of the data. Passages of the data (commonly an interview transcript) are coded to the themes - that is the passages are tagged or marked with the name of the theme."

Gibbs (2010, p. 132) describes coding as "how you define what the data you are analyzing are about. It involves identifying and recording one or more passages of text or other data items such as the parts of pictures that, in some sense, exemplify the same theoretical or descriptive idea. Usually, several passages are identified and they are then linked with a name for that idea – the code. Thus all the text and so on that is about the same thing or exemplifies the same thing is coded to the same name. Coding

is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it".

There are very many purposes for qualitative coding, and most researchers use it for at least several of the following:

- to reflect on what the coded segments tell you about the category, and its meanings in the project;
- to ask questions about how the category relates to other ideas from the data, and construct theories about those relations;
- to gather all material about a case, from different sources, so you can apply the information about that person or site to everything from there, and compare cases on their attitudes, experiences, etc.;
- to make further, finer categories, from finding different dimensions in the data gathered by the seventh coding;
- to search for blends or combinations of categories, to find patterns in attitudes on this subject, for example by gender, or to compare text at different categories, seeing the category from a different viewpoint;
- to compare how different researchers interpret data.

F. English Textbook “*Bahasa Inggris*”

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

A textbook entitled “*Bahasa Inggris*” is a book that has function as a instruction for the students to start a learning process with their teacher. This book already revised on 2017. Then, thus book also use new curriculum or the 2013 curriculum.

**Table 2.1. Suggested Communicative Function of the Nine Year
Intregated Guidelines**

Communicative function	
Asking about abilities	Expressing concern
Asking about ownership	Expressing likes and dislikes
Asking about prices	Expressing prohibition
Asking about the time, the day. And the date	Expressing wants and needs
Asking about transportation	Extending, accepting, and declining an invitation
Asking for and giving advice	Getting attention
Asking for and giving direction	Giving reason
Asking for and giving information	Greeting people
Asking for and giving instruction	Introducing friends, family, and oneself
Asking for and giving permission	Making appointments
Asking how things are said in English	Making apologies
Asking how words are spell	Making compliments
Asking people to repeat or clarify something	Making plans
Checking and indicating understanding	Making request

Comparing things, people, etc	Making suggestions
Describing action	Making telephone calls
Describing people's appearance	Naming common toys and household objects
Describing emotion and experiences	Offering and requesting help
Describing a sequence	Ordering foods and drinks
Expressing agreement or disagreement	Talking about location
Expressing congratulation	Talking about schedules and daily activities
Expressing gratitude	Talking about frequency
	Talking about past, present, and future events

CHAPTER III

RESEARCH METHOD

This chapter presents a description of research methods. It contains several parts. They are research design, subject of the study, source of data, research instrument, data collection procedures, data analysis procedures, data endorsement.

A. Research Design

This study is qualitative research. According to Creswell (2009, p. 4) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

Ary (2010, p. 29) suggest that there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies. This research was used document or content analysis. Ary (2010, p. 457) adds content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. 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. Content analysis is widely used in education.

B. Subject of The Study

The subject of the research was analyzed on the textbook itself in accordance with the thematic coding to reach the communicative language teaching in 2013 curriculum. It's all would be connect in a way to have a good connecting for having a best result. The aim is to become immersed in the data, which is why the written material is read through several times. No insights or theories can spring forth from the data without the researcher becoming completely familiar with them. After making sense of the data, analysis is conducted using an inductive or deductive approach.

The research subject of this textbook analysis of the “Bahasa Inggris” textbook was the coding itself. On how many times each of the coding is shown to the textbook, its own consistency and to get the pattern of the textbook trough the data coding. Coding here is about the aspects of the each theme going down to this each topic and then each topic of tasks that are shown in the different and various picture figures. Then, the researcher is curious at changing those different and various picture figure into various and different coding.

C. Source of Data

Source of the data was the textbook that has applied the 2013 curriculum as their standard.(1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. In this case, the researcher chose the textbook published by Ministry of Education and Culture of Indonesia entitled *Bahasa Inggris: (2017 revision edition)* for eleventh grade of senior high school author by Emi Emilia dan Helena I.R. Agustien, reviewer by Lina Mulyanti, and published by curriculum center, Balitbang, and Kemendikbud.

D. Research Instrument

The instrument used in this research was human instrument and documentation. Therefore, the researcher is as the primary instrument (Janesick in Ary *et. al.*, 2002, p. 426).

The role of the researcher was as the main research instrument to collect the data. Based on Sugiyono (2010, p. 306) “Qualitative researcher as the human instrument, has a function to state the research focus, select informant as a data source, compile the data, judge the quality of the data, analyze the data, interpreting the data, and make a conclusion about his/her findings”.

E. Data Collection Procedure

The following are data collection procedure of the research :

1. Specifying the Phenomenon to be Investigated

This textbook analysis, the phenomenon to be investigated is to know whether in the English textbook entitled “*Bahasa Inggris*” found a communicative language teaching in each chapter of the English textbook.

2. Formulating the Coding Categories

To find out the categories to analyze the English textbook need to make a formulation in form a code for example “I” mean introduction and “L” mean lesson.

3. Analyzing the Textbook

The last step is the data using observation checklist by 2013 curriculum and communicative function as in the chapter II. The complete analysis will be presented in chapter IV.

Table 3.1 Guideline to collecting the data

PAGES	THEMES/TOPICS	QUALIFICATION CODING
Chapter I Offers and Suggestions		
2	A.Pre activity Conversation 1	
3	Conversation 2	
4	B. Building blocks Suggesting and offering	
5	Example of suggestions	
6	Responding to suggestions	
7	Example of offers	
8	C. Let's Practice Choose the best option for each sentence given below	
9	There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence.	
10	Respond to the suggestions and offers given below	
12	Complete the transactional conversation based on the suggestions and offers given below!	
14	D. Active Conversation Use the thinking technique, "Think, Pair, Share" to	

	offer and suggest a solution to the problem given below	
15	E. Writing Connection With a partner, choose the topic of your choice. Write a dialogue using suggestions and offers	
16	F. Let's Create/Contribute Choose one of the following activities for your project	
Chapter II		
Opinions and Thoughts		
19	A. Pre Activity Conversation	
20	B. Building Block Opinions	
21	Let's look at the sentence structure to express opinions	
22	General point of view	
23	Agreeing with an opinion	
23	Disagreeing with an opinion	
24	Example of opinions	
25	C. Let's Practice Fill in the blank using opinion expressions given in the box below	
25	Below are several opinions. Some of them are polite and some impolite. Highlight an opinion with : ...	
27	D. Active Conversation Complete the following transactional conversation.	

	Using the role-play approach, reenact the conversation with your classmates	
28	E. Writing Connection Choose one of topics given below. Create the dialogue of you opinion about your chosen topic. Follow the opinion giving topic you have learn in the building blocks	
30	F. Let's Create/Contribute Choose one of the activities given below	
Chapter III		
Party Time		
33	A.Pre Activity Read an excerpt of the play given below	
34	B. Building Blocks Formal Invitation	
35	Social Function, linguistic characteristics, format of layout, ways of organizing	
36	Example of formal invitation	
37	Invitation to wedding	
38	Responding to formal invitation	
39	C. Let's Practice In the invitation card below, find out what is missing	
40	Now respond the invitation	
40	D. Active Conversation With a partner create dialogues to accept and decline	

	invitation	
41	Accepting an invitation	
41	Declining an invitation	
42	E. Writing Connection Write a formal invitation for your brother's wedding	
43	F. Let's Create/Contribute Choose one of the activities given below	
Chapter IV		
Natural Disasters – An Exposition		
46	A. Pre Activity Read the text below	
47	B. Building Blocks Analytical exposition text	
48	An exposition text need to	
50	Example of exposition text	
52	C. Let's Practice The article given below is incomplete	
53	D. Active Conversation Choose one of the topics given below	
54	Passive smoking is a silent killer	
55	Why is learning English important?	
56	E. Writing Connection Write an analytical exposition text on any of the recent issues in the media	

59	F. Let's Create/Contribute Choose one of the activities given below	
Chapter V Letter Writing		
62	A. Pre Activities Read the letter given below	
63	B. Building Blocks Personal letter	
64	Structure of personal letter	
65	Some useful expressions for letter writing	
66	Example of expressions used in personal letter	
67	Example of a personal letter	
68	C. Let's Practice Look at the expressions and match them with the purpose of the letter	
68	There are several mistakes (grammatical as well as in the format of the letter) in the letter given below	
70	D. Active Conversation Create the dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates	
71	E. Writing Connection Choose one of the following activities	
72	F. Let's Create/Contribute Choose one of the activities given below	

Chapter VI		
Cause and Effect		
75	A.Pre Activities With a partner, read the conversation given below	
76	B. Building Blocks Cause and effect	
77	A lead to B, cause lead to effect	
78	Some examples of cause and effect relationship	
79	C. Let's Practice Read the following sentences. Decide if the words in bold are cause or the effect	
79	Read the cause, write the effect, and then write the complete sentence using signal words	
80	Read the sentences and find the cause and the effect	
81	Complete the cause and effect transactional conversation given below	
82	D. Active Conversation With a partner, think of 2 endangered animals in Indonesia	
83	E. Writing Connection Choose one of the topics given below and create a dialogue	
84	F. Let's Create/Contribute Cause and effect tree	
Chapter VII		

Meaning Thought Music		
87	A.Pre Activities With a partner, study the lyrics of the following songs	
88	Discuss questions for stand by me	
89	“We shall overcome” by Peter Seeger	
90	Discuss questions for we shall overcome	
91	“Hero” by Mariah Carey	
92	Discuss questions for hero	
93	“Invictus” by William Ernest Henley	
93	Discuss questions for invictus	
94	“The road not taken” by Robert Frost	
94	Discuss questions for the road not taken	
95	“Dreams” by Langston Hughes	
95	Discuss questions for dreams	
96	B. Building Blocks How to figure out a song’s meaning	
97	C. Active Conversation	
Chapter VIII Explain This!!		
100	A.Pre Activities Read the text given below	

101	B. Building Blocks Explanation text	
102	Structure of an explanation text	
103	Passive voice	
104	Changes of pronouns active voice and passive voice	
105	Example	
106	An annotated explanation text	
107	C. Let's Practice The opening statement of a phenomenon is given below	
108	D. Active Conversation Choose one of the topics given below	
109	E. Writing Connection Write an explanation text from any topic given in the active conversation or any topic of your choice	
112	F. Let's Create/Contribute Create a video, power point presentation, poster or a pamphlet to educate people in your Neighborhood about the formation of the tsunamis and earthquakes	

F. Data Analysis Procedure

The data analysis procedure includes open coding, creating categories, abstraction, and coding. As follows :

1. Open Coding

Open coding means that notes and headings are written in the text while reading it. The written material is read through again, and as many headings as necessary are written down in the margins to describe all aspects of the content. The headings are collected from the margins on to coding sheets and categories are freely generated at this stage. After this open coding, the lists of categories are grouped under higher order headings.

2. Creating Categories

The aim of grouping data was to reduce the number of categories by collapsing those that are similar or dissimilar into broader higher order categories. However, points out that creating categories is not simply bringing together observations that are similar or related; instead, data are being classified as 'belonging' to a particular group and this implies a comparison between these data and other observations that do not belong to the same category. The purpose of creating categories is to provide a means of describing the phenomenon, to increase understanding and to generate knowledge. When formulating categories by inductive textbook Analysis, the researcher comes to a decision, through interpretation, as to which things to put in the same category.

3. Abstraction

Abstraction means formulating a general description of the research topic through generating categories. Each category is named using content-characteristic words. Subcategories with similar events and incidents are grouped together as categories are grouped as main categories. The abstraction process continues as far as is reasonable and possible.

4. Coding

Coding is the process of organizing and sorting the researcher data. Codes serve as a way to label, compile and organize the data. They also allow to summarize and synthesize what is happening in the data. In linking data collection and interpreting the data, coding becomes the basis for developing the analysis. It is generally understood, then, that “coding is analysis.” Before we jump into the process of coding data, it is important to think about the big picture. One of the keys in coding the data, and in conducting a qualitative analysis more generally, is developing a storyline. Essentially, this element is primary to analyzing the data. This is the reason that thinking about the purpose of evaluation—before, during and after data collection—is so critical. In thinking about it another way, the purpose of the study is your storyline and it is the analytic thread that unites and integrates the major themes of your evaluation. In this manner, it is the answer to the question: “What is this evaluation about?”.

In the view of this coding, to have an analysis of the data, the process of coding is:

1) Pre-sets code : In creating these codes, it is important to create a “code book,” which is list of the codes and what they mean.

2) Emergent code

While it is good to begin data collection and coding with pre-set codes, another set of codes will emerge from reading and analyzing the data. These “emergent codes” are those ideas, concepts, actions, relationships, meanings, etc. that come up in the data and are different than the presets codes.

3) Coding as a system of organizing data.

4) Refining codes.

Meaning, you will add, collapse, expand and revise the coding categories. This is especially true of the pre-set codes. Oftentimes, what one expects to find in the data is not there. It happens. Moreover, some codes simply do not work or conflate other ideas from different codes. Alternatively, sometimes codes flourish in a way that there is too much data. In this case, the code needs to be broken down into sub-codes in order to better organize the data. The rule of thumb for coding is to make the codes fit the data, rather than trying to make your data fit the code.

5) Coding “notes”

So, as part of the process of coding, it is important to jot down notes of your reactions and ideas that emerge. These ideas are important and vital to the analytic process. These notes may suggest new interpretations, as well as connections with other data. Moreover, if you are mindful of what is growing out of the data, your notes will usually point toward questions and issues for you to look into as you code and collect more data.

In this research in which the title is “Textbook Analysis on Bahasa Inggris an Textbook for the eleventh grade of senior high school” the data analysis use a certain thematic or topic coding. Its code established from the textbook code’s coding. There are some point in the various and different picture figure in any expression and tools. It is why the researcher curious at finding the elaboration on its own code. There are at least four picture figures in the When English Rings the Bell Textbook. To what extent this book a code with some picture figure correlates with its own particular tasks for the target students. It is not a matter of how it could send to the target students but in the field of the balanced point or a balance task that could build students’ understanding to an education element especially for a communication goal

as the researcher know that communication use a language whether verbal or nonverbal. It is a factual term that English language is a global language to communicate.

G. Data Endorsement

The most important aspect to find and make verification of the research findings is the validity of the data. The collected data in this study is suitable in reality. In order to keep the data is true and responsible, there are some techniques to determine the validity of the data, namely credibility and dependability. (Sugiyono: 366). According to that, techniques used to test the validity as follows:

1. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's findings of the study. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design. The researcher has an obligation to represent the realities of the research accurate as possible (Ary, 2010:498).

2. Dependability

Dependability is the consistency or stability of the results, the extent to which the same general result would occur with different set of people or in the different settings and time periods. (Ary *et.al*, 2010:640).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the data presentation, research findings, and discussion. This section covers discussion of data finding toward to the representation of communicative language teaching goal in the textbook “Bahasa Inggris” for the eleventh grade students of senior high school.

A. Data Presentation

Qualitative research findings are often rich, informative and plentiful. When carrying out research of this nature, the researcher will have asked lots of open-ended questions that are designed to garner a detailed response. However, when it comes to writing up your qualitative research, it can be difficult to know what is worth mentioning and what is not, as well as how to organize it into a clear, coherent and logical order. The end aim of qualitative research is to provide your reader with an in-depth view of your research subject through your own experiment and findings, meaning that when you are writing up, it is important to keep it detailed but succinct, informative but interesting, and concise but critical. Moreover, it is specify that this kind of research techniques should have a research finding in replicable one. That is why, the researcher should working at different point of view of the circumstances should get the same result when applying the same techniques to the same data.

Qualitative researchers seek out these places of character and aspect and attempt to make the events and happenings of these parcels of data come alive for the reader. To this artistic end, qualitative researchers have to think how to create "round" informants instead of "flat" ones in their papers. Researchers have to work hard at developing the details of

these plots so that their readers can have a sense of where the data was naturally occurring when it was originally encountered by the researcher. The readers have to have a clear picture of the data's setting so that they can begin to have a perspective from which to judge the observations being made by the researcher regarding the data. Without the setting, without the developed characterization, there can be no context and with no context for the data, there can be no significant meaning in the analysis.

The Exemplar in *Studies of Conversation*," presents another good way qualitative researchers can create context in their data re-presentations. His technique, which I call "letting the tape recorder run," is a very simple process to accomplish a context building goal. In doing a conversation analysis, one major step is to select exemplary pieces of talk for commentary and review. Within a conversation there may be many moments of interaction which pique a conversation analyst's curiosity. After repeated listening and transcribing, the researcher is ready to say something about this bit of winnowed data.

Instead of re-presenting just the slice of talk which is the focus of the analysis, researchers should display their data with ample preceding and following talk so that the readers can get a sense of flow and be able to see the data in its natural setting. In this way, readers can have a better perspective to judge the merits of the researcher's claims regarding the data.

Three sorts of coding are not always clearly different, and to some degree analysis, of course, is involved in all three. But it is worth distinguishing coding that requires interpretation from descriptive and topic coding (both of which are fairly matter-of-fact processes, even to researchers who dispute the existence of facts!) I use the term "analytical coding" here to refer to coding that comes from interpretation and reflection on meaning.

Of the three sorts of coding, it is the hardest and also the most rewarding. Rather than just store information or name the topic of the text, you are considering the meanings in context, and creating categories that express new ideas about the data, coding to gather and reflect on all the data related to them. This is qualitative research! It is not a task to be hurried. The goal is careful interrogation of the data. What is it about? What category will properly represent it? What context should be coded there? Well handled, analytical coding is a prime way of creating conceptual categories and gathering the data needed to explore about them. Coding is a seventh step to opening up meaning.

What meaning is sought, of course, will depend on the project's question and method. In some approaches to text, coding may be used to mark and return to features in the language (e.g. ideological assumptions) or points in the narrative or conversational structure of the text (contradictions, omissions, turning points). In others, it will be a way of creating concepts. In any of these cases, the act of coding has gathered the material that brought the idea and put a pointer to it, so the researcher can return there to think some more.

Analytical coding follows most easily from the quick steps to "taking off" from the data suggested in the previous chapter. In a series of questions, you moved from some detail of the document ("That's interesting") to comment about it; ("Why is it interesting?") And then to the abstraction; ("Why am I interested in that?") The answer to that latest question was an analytical category. Annotations and memos were used to record the insights. Now, replay those steps, for one more time, this time thinking coding.

This research was aimed at knowing (1) To know how communicative language teaching goal represented in the textbook. (2) To know how the textbook can be suitable for the eleventh grade use 2013 curriculum.

To answer the research problem, the researcher analyzed the communicative language teaching in each chapter in the textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools which in each chapter there are eight chapters that analyzed. The presentation of the data in the textbook which has been analyzed:

1. Chapter 1

Chapter 1 of the textbook is entitled “Offers and Suggestions”. This chapter is found on page 2 to 17. This chapter has six materials to be learned by the students. The first material is pre activity which the students asked to read the conversation with their partner, the second material is building blocks which is explanation of the offers and suggestions, the third material is about practice, the fourth material is active conversation, the fifth material is about the writing connection, and the sixth material is about create/contribute. After that, the researcher analyzed each material of the chapter 1, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

2. Chapter 2

Chapter 2 of the textbook is entitled “opinions and thoughts”. This chapter found on page 18 to 31. This chapter has six materials to be learned by the students. The first material is pre activity which the students asked to read the conversation with their partner, the second material is building blocks which is explanation of the opinion, the third material is about practice, the fourth material is active conversation, the fifth material is about writing connection, and the sixth material is about create/contribute. After that, the researcher analyzed each material of the chapter 2, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

3. Chapter 3

Chapter 3 of the textbook is entitled “Party Time”. This chapter found on page 32 to 44. This chapter has six materials to be learned by the students. The first material is pre activity which the students asked to read an excerpt of the play, the second material is building blocks which is explanation of the invitation formal, the third material is about practice, the fourth material is active conversation, the fifth material is about writing connection, and the sixth material is about create/contribute. After that, the researcher analyzed each material of the chapter 3, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

4. Chapter 4

Chapter 4 of the textbook is entitled “Natural Disasters – An Exposition”. This chapter found on page 45 to 60. This chapter has six materials to be learned by the students. The first material is pre activity which the students asked to read the text, the second material is building blocks which is explanation of the analytical exposition text, the third material is about practice, the fourth material is active conversation, the fifth material is about writing connection, and the sixth material is about create/contribute. After that, the researcher analyzed each material of the chapter 4, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

5. Chapter 5

Chapter 5 of the textbook is entitled “Letter Writing”. This chapter found on page 61 to 73. This chapter has six materials to be learned by the students. The first material is pre activity which the students asked to read the letter text, the second material is building blocks which is explanation of the personal letter, the third material is about practice, the

forth material is active conversation, the fifth material is about writing connection, and the sixth material is about create/contribute. After that, the researcher analyzed each material of the chapter 5, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

6. Chapter 6

Chapter 6 of the textbook is entitled “Cause and Effect”. This chapter found on page 74 to 84. This chapter has six materials to be learned by the students. The first material is pre activity which the students asked to read the conversation with their partner in front of class, the second material is building blocks which is explanation of the cause and effect, the third material is about practice, the forth material is active conversation, the fifth material is about writing connection, and the sixth material is about create/contribute. After that, the researcher analyzed each material of the chapter 6, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

7. Chapter 7

Chapter 7 of the textbook is entitled “Meaning Thought Music”. This chapter found on page 86 to 97. This chapter has three materials to be learned by the students. The first material is pre activity which the students asked to study the lyric of the song in the textbook, the second material is building blocks which is explanation how to figure out a song’s meaning, the third material is about active conversation. After that, the researcher analyzed each material of the chapter 7, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

8. Chapter 8

Chapter 8 of the textbook is entitled “Explain This”. This chapter found on page 99 to 112. This chapter has six materials to be learned by the students. The first material is pre activity which the students asked to read the text, the second material is building blocks which is explanation of the explanation text, the third material is about practice, the fourth material is active conversation, the fifth material is about writing connection, and the sixth material is about create/contribute. After that, the researcher analyzed each material of the chapter 8, then chosen the category whether be found a communicative language teaching in each material, and then decided the codes of each material.

B. Research Findings

Based on the data above, it can be illustrated:

Table 4.1 Data presentation of English textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools

PAGES	THEMES/TOPICS	QUALIFICATION CODING
Chapter I Offers and Suggestions		
2	A.Pre activity Conversation 1	I
3	Conversation 2	I
4	B. Building blocks Suggesting and offering	L

5	Example of suggestions	L
6	Responding to suggestions	L
7	Example of offers	L
8	C. Let's Practice Choose the best option for each sentence given below	Q
9	There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence.	Q
10	Respond to the suggestions and offers given below	Q
12	Complete the transactional conversation based on the suggestions and offers given below!	Q
14	D. Active Conversation Use the thinking technique, "Think, Pair, Share" to offer and suggest a solution to the problem given below	P
15	E. Writing Connection With a partner, choose the topic of your choice. Write a dialogue using suggestions and offers	P
16	F. Let's Create/Contribute Choose one of the following activities for your project	P

Chapter II

Opinions and Thoughts

19	A.Pre Activity Conversation	I
20	B. Building Block Opinions	L
21	Let's look at the sentence structure to express opinions	L
22	General point of view	L
23	Agreeing with an opinion	L
23	Disagreeing with an opinion	L
24	Example of opinions	L
25	C. Let's Practice Fill in the blank using opinion expressions given in the box below	Q
25	Below are several opinions. Some of them are polite and some impolite. Highlight an opinion with : ...	Q
27	D. Active Conversation Complete the following transactional conversation. Using the role-play approach, reenact the conversation with your classmates	Q
28	E. Writing Connection Choose one of topics given below. Create the dialogue of you opinion about your chosen topic. Follow the opinion giving topic you have learn in the building blocks	P
30	F. Let's Create/Contribute Choose one of the activities given below	P

Chapter III		
Party Time		
33	A.Pre Activity Read an excerpt of the play given below	I
34	B. Building Blocks Formal Invitation	L
35	Social Function, linguistic characteristics, format of layout, ways of organizing	L
36	Example of formal invitation	L
37	Invitation to wedding	L
38	Responding to formal invitation	L
39	C. Let's Practice In the invitation card below, find out what is missing	Q
40	Now respond the invitation	Q
40	D. Active Conversation With a partner create dialogues to accept and decline invitation	Q
41	Accepting an invitation	Q
41	Declining an invitation	Q
42	E. Writing Connection Write a formal invitation for your brother's wedding	Q
43	F. Let's Create/Contribute Choose one of the activities given below	P

Chapter IV Natural Disasters – An Exposition		
46	A.Pre Activity Read the text below	I
47	B. Building Blocks Analytical exposition text	L
48	An exposition text need to	L
50	Example of exposition text	L
52	C. Let's Practice The article given below is incomplete	Q
53	D. Active Conversation Choose one of the topics given below	Q
54	Passive smoking is a silent killer	Q
55	Why is learning English important?	Q
56	E. Writing Connection Write an analytical exposition text on any of the resent issues in the media	P
59	F. Let's Create/Contribute Choose one of the activities given below	P
Chapter V Letter Writing		

62	A.Pre Activities Read the letter given below	Q
63	B. Building Blocks Personal letter	L
64	Structure of personal letter	L
65	Some useful expressions for letter writing	L
66	Example of expressions used in personal letter	L
67	Example of a personal letter	L
68	C. Let's Practice Look at the expressions and match them with the purpose of the letter	Q
68	There are several mistakes (grammatical as well as in the format of the letter) in the letter given below	Q
70	D. Active Conversation Create the dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates	Q
71	E. Writing Connection Choose one of the following activities	P
72	F. Let's Create/Contribute Choose one of the activities given below	P
Chapter VI Cause and Effect		

75	A.Pre Activities With a partner, read the conversation given below	I
76	B. Building Blocks Cause and effect	L
77	A lead to B, cause lead to effect	L
78	Some examples of cause and effect relationship	L
79	C. Let's Practice Read the following sentences. Decide if the words in bold are cause or the effect	Q
79	Read the cause, write the effect, and then write the complete sentence using signal words	Q
80	Read the sentences and find the cause and the effect	Q
81	Complete the cause and effect transactional conversation given below	Q
82	D. Active Conversation With a partner, think of 2 endangered animals in Indonesia	Q
83	E. Writing Connection Choose one of the topics given below and create a dialogue	Q
84	F. Let's Create/Contribute Cause and effect tree	P

Chapter VII		
Meaning Thought Music		
87	A.Pre Activities With a partner, study the lyrics of the following songs	I
88	Discuss questions for stand by me	Q
89	“We shall overcome” by Peter Seeger	I
90	Discuss questions for we shall overcome	Q
91	“Hero” by Mariah Carey	I
92	Discuss questions for hero	Q
93	“Invictus” by William Ernest Henley	I
93	Discuss questions for invictus	Q
94	“The road not taken” by Robert Frost	I
94	Discuss questions for the road not taken	Q
95	“Dreams” by Langston Hughes	I
95	Discuss questions for dreams	Q
96	B. Building Blocks How to figure out a song’s meaning	L
97	C. Active Conversation	Q
 Chapter VIII Explain This!! 		

100	A.Pre Activities Read the text given below	I
101	B. Building Blocks Explanation text	L
102	Structure of an explanation text	L
103	Passive voice	L
104	Changes of pronouns active voice and passive voice	L
105	Example	L
106	An annotated explanation text	L
107	C. Let's Practice The opening statement of a phenomenon is given below	Q
108	D. Active Conversation Choose one of the topics given below	Q
109	E. Writing Connection Write an explanation text from any topic given in the active conversation or any topic of your choice	Q
112	F. Let's Create/Contribute Create a video, power point presentation, poster or a pamphlet to educate people in your Neighborhood about the formation of the tsunamis and earthquakes	P

Based on the data above, this research study titled “Bahasa Inggris” for the eleventh grade students of senior high schools will then analyzed toward the researcher

coding into some extent. The way the researcher makes a coding based on the way thematic coding of a textbook Analysis process. The codes are:

- “**I**” it means coding for an introduction as a warming up of new lesson starting. It is a point of making brain storming to the students.
- “**L**” it means coding for any lesson giving by the book. The students are asked to analyze the lesson, learning it deeply or imitating it. Lesson gives a structural based on basic communication skills for students.
- “**Q**” it means coding for the activities of such a question or exercise for the students. Its reflect the question marker or any command for the students to do what they have to do or even practice what is in the command.
- “**P**” it means coding for a kind of project lesson for the students. A kind of end of each chapter. Students have to really cover the whole skill trough this project. Making them to build self esteem or even group project.

The difference between **Q** and **P** coding is on the function. The **Q** code is only coding for a light command toward the students while the **P** code is a higher level to know whether students have been catch up the whole lesson. In the textbook itself are shown as difference figure of a picture. The process of the book works is students facing the **I** code seventh then analyze the **L** code, after being understood they have to do any kinds of **Q** code such a mini project then finally did the **P** code as a final lesson of each chapter.

The researcher get the point of each chapter has to cover the whole code in balanced. It also has to cover the grand theme into each code. In the textbook there are eight main chapters and each has their own grand theme. Each chapter has the next sub topics that have to be united. Besides the unity of the theme, there are not found constants pattern of the coding, it means the volume of each question, lesson, practice, and any other terms of textbook were not balance. In the table of 4.2 there is a table of volume of each

coding balanced. There will show the unbalanced of each coding, means there are no balanced whether theme or the element.

Table of 4.2 the coding volume of the textbook titled “Bahasa Inggris” for the eleventh grade students of senior high school

Chapter	Number of “I”	Number of “L”	Number of “Q”	Number of “P”	Number of page
Chapter I	2	4	4	3	15
Chapter II	1	6	3	2	12
Chapter III	1	5	6	1	12
Chapter IV	1	3	5	2	10
Chapter V	-	5	3	2	11
Chapter VI	1	3	6	1	11
Chapter VII	6	1	7	-	12
Chapter VIII	1	6	3	1	11
Volume (Mode)	13	33	37	12	-

C. Discussions

In table of 4.1 and 4.2 shown that there are stable pattern of the coding. But only in chapter V there are no “I” coding and chapter VII there are no “P” coding. It means there are no an introduction for warming up of new lesson starting in chapter V in the textbook and also there are no project lesson for the students in chapter VII in the textbook. While introduction point should be emphasize in the textbook to give the students a warming up before they given a new lesson, and then project point also should be emphasize in the textbook for the homework of the students.

In table 4.2 shown that there are 33 numbers of “L” coding and there are 37 numbers of “Q” coding. While lesson point should be emphasize into a textbook that let the students analyze from a description or textual context of what they should understand. Although the main point of the curriculum 2013 emphasize on the individual finding by the students, that the students have to cover everything by themselves, there should be a minimal point of a lesson.

In data analysis of the chapter before. This kind of research is a kind of qualitative data finding. In this category, the researcher is trying to find the percentage on the qualitative data. The researcher makes more-sophisticated statistical statements about qualitative data by finding out the percentage of the sample that has a specific attribute. Here’s how researcher do so:

1. “I” code

- a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.

The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “I” coding is shown 13 times. While in the chapter VII there are 6 times of this code is shown. So you can begin to answer this question as follows:

The six times of “I” are apart of the whole coding amount of 13 total coding of the “I” code.

- b. Rewrite this statement, turning the numbers into a fraction :

$$\frac{\text{Number who share attribute}}{\text{Number in sample}}$$

So it is 6/13 of the amount of chapter VII codes of “I” coding.

- c. Turn the fraction into a percent.

You find that $6 \div 13 = 0,46$, so 46% of the “I” coding are shown in the chapter VII.

Then, in the point of I coding, there are too much volume on the chapter of I and VII. The writer thought that it is not necessary to have such an introduction or another term of warming up point. There are warming up point before another sub chapter that contains another communication skill. If it is being implemented in the classroom, there will be waste the time for the teacher. In a kind of percent, clearly shown that it is 46%, it means that there are too many of the “I” coding were shown on the textbook. Unless the other are less then this chapter. It shown inconsistency of the coding. So it is inconsistency of the tasks inside the textbook. There are some point most shown then in a very lack of tasks in a chapter, and event its find none of some point could find in a certain chapter.

2. “L” Code

- a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.

The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “L” coding is shown 33 times. While in the chapter II there are 6 times of this code is shown. So you can begin to answer this question as follows:

The six times of “L” are apart of the whole coding amount of 33 total coding of the “L” code.

- b. Rewrite this statement, turning the numbers into a fraction :

$$\frac{\text{Number who share attribute}}{\text{Number in sample}}$$

So it is $6/33$ of the amount of chapter II codes of “L” coding.

- c. Turn the fraction into a percent.

You find that $6 \div 13 = 0,18$, so 18% of the “L” coding are shown in the chapter II.

Then, in the point of L coding, there are too much volume on the chapter of II and VIII. There are lesson or analysis point in sub chapter that contains another communication skill. In a kind of percent, clearly shown that it is 18%, it means that there is a slightly of the “L” coding were shown on the textbook.

3. “Q” Code

- a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.

The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “Q” coding is shown 37 times. While in the chapter VII there are 7 times of this code is shown.

So you can begin to answer this question as follows:

The seven times of “Q” are apart of the whole coding amount of 33 total coding of the “Q” code.

- b. Rewrite this statement, turning the numbers into a fraction :

$$\frac{\text{Number who share attribute}}{\text{Number in sample}}$$

So it is $7/37$ of the amount of chapter VII codes of “Q” coding.

- c. Turn the fraction into a percent.

You find that $7 \div 37 = 0,19$, so 19% of the “Q” coding are shown in the chapter VII.

Then, in the point of “Q” coding, there are too much volume on the chapter of III, VI, and VII. There are question point in sub chapter that contains another

communication skill. In a kind of percent, clearly shown that it is 19% , it means that there is slightly of the “Q” coding were shown on the textbook.

4. “P” Code

- a. Writing a statement that includes the number of members who share that attribute and the total number in the sample.

The research suppose to know to what percentage of how many times each code is shown in the textbook. In the table 4.1 and 4.2 shown that the “P” coding is shown 12 times. While in the chapter I there are 3 times of this code is shown. So you can begin to answer this question as follows:

The seven times of “P” are apart of the whole coding amount of 12 total coding of the “P” code.

- b. Rewrite this statement, turning the numbers into a fraction :

$$\frac{\text{Number who share attribute}}{\text{Number in sample}}$$

So it is $3/12$ of the amount of chapter I codes of “P” coding.

- c. Turn the fraction into a percent.

You find that $3 \div 12 = 0,25$, so 25% of the “P” coding are shown in the chapter I. Then, in the point of “P” coding, there are too much volume on the chapter of I, II, and IV. There are project lesson point in sub chapter that contains another communication skill. In a kind of percent, clearly shown that it is 25%, it means there are many of the “P” coding were shown on the textbook.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter present conclusion from this study and suggestions for everyone who is directly connected with the English textbook.

A. Conclusion

This study to find out the communicative language teaching goal in the textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools. Study results developed through textbook Analysis often display signs of an incomplete analyzing process. The researcher has not abstracted the data, or has included too many different things in a single category. However, an abundance of categories is usually a sign of being unable to categorize the data. When the abstracting process is still ongoing, the results may include categories that do not cancel each other out. In addition, when the saturation of the data is incomplete, it may be difficult to link data items to each other. Seemingly simple study results are a sign of incomplete analysis.

This research study for joining the thematic coding trough the analytical point of view. In order to handle larger blocks of material in statistical way, it seems necessary to reduce the variety of alternatives that must be tabulated. This can be accomplished by putting a wide variety of different word patterns in a single category.

Qualitative research is particularly good for examining whether or not a particular social phenomenon exists and if so, the nature of the phenomenon. It is less use for assessing the extent and distribution of a phenomenon, something that is better left to quantitative research. Qualitative research usually yields extensive data, it descriptive in its initial stages, from which the researcher often seeks to derive an

understanding of key patterns or themes. Does it sound simple? Well, that's the idea with qualitative research: Try to keep your method simple because in qualitative research the complexity is in the data. If you get too complex in your method, the reaction between a complex method and complex data will be disastrous.

From the research there are actually much more category in the “Bahasa Inggris” Textbook, in which each category means to get toward the same meaning of the theme. Actually, from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contains almost the whole communicative function that most of the students are needed to cover the communicative competence thought it. But from the side of age analysis, the book of “Bahasa Inggris” Textbook not necessarily used on their grade although its suitable with the curriculum nowadays, but for the real communication used, almost the students felt too easy to learn the content of this textbook. It is quite simple as their grade level.

The unitizing of the textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools seems goodly done. Some extent of the sub topic is in uniting with the grand topic ones, there was even an repetition on a topic with grand topic.

The textbook entitled “Bahasa Inggris” for the eleventh grade students of senior high schools is suitable for the eleventh grade because each chapter is uniting with the grand topic and it is suitable for newest curriculum.

B. SUGGESTIONS

The researcher hopes this study will be beneficial for everyone in research, especially in book analyze. After did the analysis, the researcher gives some suggestion for the book writer, the book user, government, and the other researchers as follow:

1. For The Book Writer

It is suggested that for making a good and suitable teaching material for students the book should contains a balance material between which one should be a warming up, lesson, practice and even the project one. The book maker should make a clearly explanation in lesson point and should consider about the topic which the students can be analyzed each material in sub topic in the textbook.

2. For the book user

For the user of this textbook or the teachers, although the textbook has some deficient, but this textbook recommended for use in the classroom. For making it better the researcher let the book user to find other book to complete this book.

3. For The Government

After the researcher did analysis and knowing the findings in this research, the researcher suggests the government to regularly evaluate to the implementation of curriculum 2013.

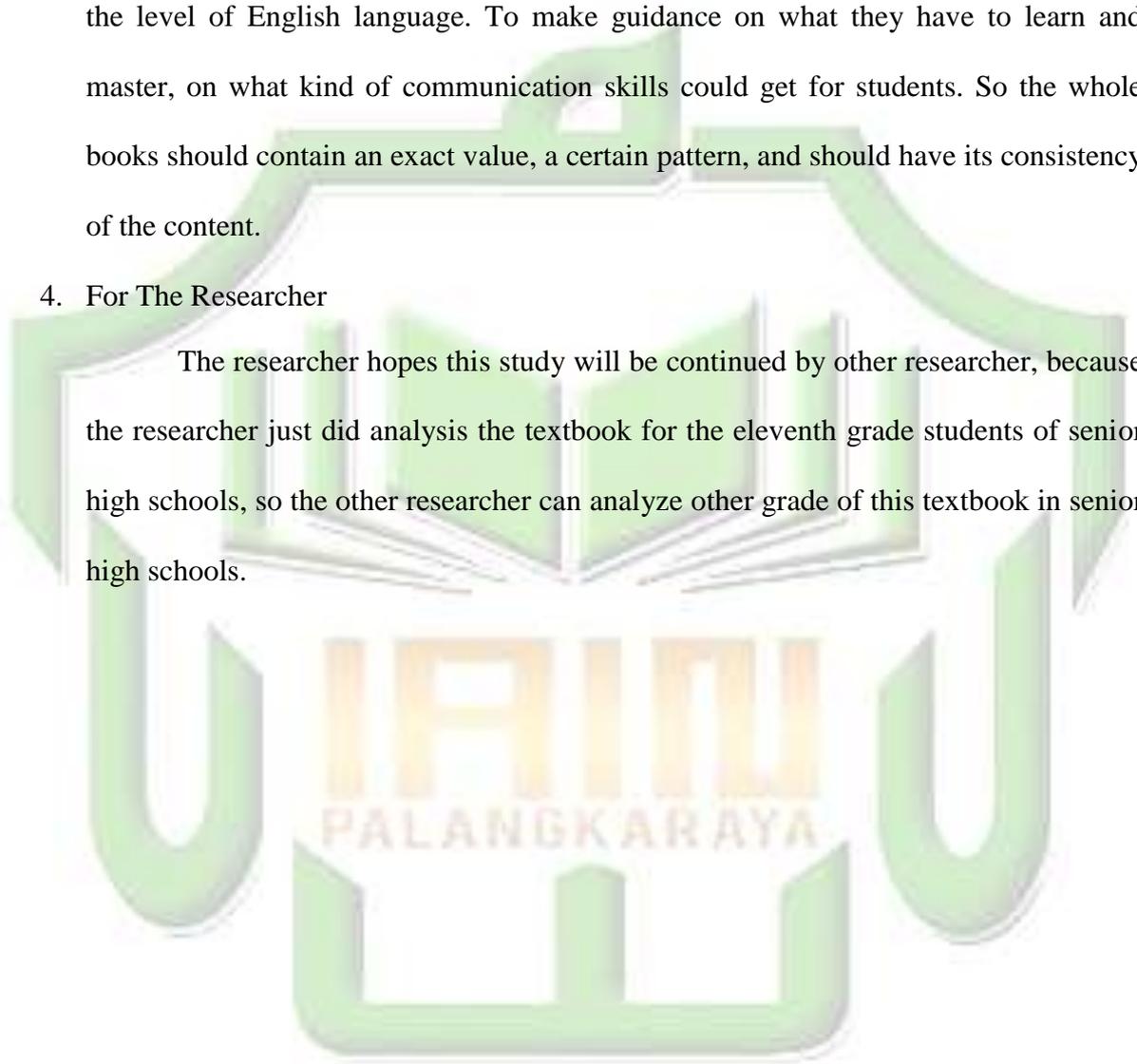
The researcher is then imagining that the book maker should concern seventh at the aim of produce the textbook itself. As if they make a book of a guidance book of tourism. Foreign tourists of a backpacker one always have a pocket guidance book when they come to Indonesia. So its pocket book should have its consistency of the main place. As an example it is a guidance book of Kalimantan island. The maps should show a picture of the Kalimantan island, then the content should have what kind of beautiful places tourist could visit in the entire Kalimantan island, then

downward go to the facilities includes hotel, motel, guest house, restaurant, and any other places to facilitate their vacation. The aim of making a guidance is to make them gather the whole place and do not get lost to get the direction.

It should be persist in making or produce the textbook to learn English language. The main importance here is to make both students and teachers mastering the level of English language. To make guidance on what they have to learn and master, on what kind of communication skills could get for students. So the whole books should contain an exact value, a certain pattern, and should have its consistency of the content.

4. For The Researcher

The researcher hopes this study will be continued by other researcher, because the researcher just did analysis the textbook for the eleventh grade students of senior high schools, so the other researcher can analyze other grade of this textbook in senior high schools.



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