

## Puput Arfiandhani

is a lecturer in the Department of English Education at Universitas Muhammadiyah Yogyakarta. She received her master's degree in TESOL from the University of Nottingham, UK. Prior to starting her postgraduate study, as a Fulbright Foreign Language Teaching Assistant, Puput assisted Indonesian language classes at Yale University, U.S. Her research interests include language policy, material design, teacher motivation, and teacher possible-self.

26-38

# Evaluating The CLT-Ness Of *Bahasa Inggris Untuk SMA/ MA/SMK/MAK Kelas X* Semester 1 Coursebook For Secondary School Students In Indonesia

## ABSTRACT

Materials and methodology play a significant role in a language classroom. These two elements need to be in line with each other to help achieve the shared learning goals. One of the methodologies that have been widely employed, but still not well-permeated among teachers in Indonesia is Communicative Language Teaching (CLT). However, not many studies on seeing the relationship between methodology and materials have been conducted. To bridge this gap, this study aims to evaluate the CLT-ness of the national course book *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X Semester 1*. To conduct the evaluation, a checklist adapted from Grant's and Cunningsworth's was employed as an evaluation tool. The research findings indicate that while the coursebook made a clear attempt to uphold CLT, as observed from its learning goals for each chapter and the coursebook introduction, several aspects of the coursebook, such as the tasks and activities, needed to be improved.

Keywords: *materials, evaluation, CLT-ness, coursebook*

## INTRODUCTION

Materials play a pivotal role in a language classroom. Together with teachers and students, learning materials, including coursebooks, could help achieving the learning goals. As stated by Allwright (1981 in Hutchinson and Torres, 1994), the opportunity to learn in the classroom is the result of interaction among learners, teachers and materials. The interaction among learners, teachers and materials is intertwined by the methodology being used. Therefore, it is important that the approach underlying the teaching methodology and materials should be in line with each other. This coherence is to ensure that each element of the learning process could support each other in achieving the shared learning goals.

Within the context of Indonesia, Communicative Language Teaching (CLT) methodology has been implemented in English language classrooms since the implementation of English Curriculum 1984 (Musthafa, 2001). CLT becomes a favorable teaching approach as it focuses on achieving students' communicative competence. This goal serves the aim of English Language Teaching (ELT) in Indonesia, which includes achieving communicative competence, competitive skills and language and cultural understanding (Departemen Pendidikan Nasional, 2006).

One of the educational elements that could help succeeding the learning goals is coursebooks. Coursebooks could help achieve the stated learning goals. According to Tomlinson (2003), learning facilitation includes informing learners about the language, providing experience of the language in use, stimulating language use, and helping learners to discover the language for themselves. Therefore, it is important to ensure that the teaching materials, including the coursebooks and the classroom instruction, embody the same teaching and learning principles.

In Indonesia, to help teachers with the materials and to give a guideline on what to be conveyed, a national coursebook is suggested. More importantly, the suggestion on employing national coursebook is to ensure that every teacher could have access to quality materials. This suggestion is not to impose teachers to use only the national coursebook. Teachers could still choose their own preferred coursebook. However, those who consider that the coursebook provided by the government supports their instructional

practices could use the coursebook in their classrooms.

Due to the significance of a coursebook, it is important that the national coursebook should also represent the teaching approach being nationally promoted. To find out whether the coursebook embody the teaching approach suggested, a coursebook evaluation could be conducted. Evaluating a coursebook could give an overview on how the lessons will be conducted and whether the rationales fit the classroom context so that necessary material adaptation can be performed.

With the introduction of Curriculum 2013, a new coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1* coursebook, is nationally implemented. However, not much research has been conducted. This study aims to evaluate the CLT-ness of the coursebook to see whether the nationally mandated material is in line and gives support towards the approach suggested within the English language classroom contexts in Indonesia. To achieve this goal, this first section of the paper will review the literature on materials and methods, the reasons to do materials evaluation, evaluation stages and evaluation tools. The context of the learners will then be explained before the discussion and conclusion are presented.

## **LITERATURE REVIEW**

### **MATERIALS AND METHODS**

The use of materials, especially coursebooks, could help teachers implement teaching methods. According to McGrath (2002), materials could be encouraging and motivating for teachers in the case where a new approach is being introduced or

where there are many inexperienced teachers. This is especially true if the coursebook in details reflects a certain methodology and provides guidance on how to carry out the lessons based on the new approach (McGrath, 2002). However, in the case where the materials are too rigidly structured, teachers do not have enough space to tailor the materials to suit their own teaching contexts. As McGrath (2002) further points out, it could be frustrating for the experienced teachers to have all the methodology explained in details because they do not have any room and flexibility to adapt the materials to fit in the needs of the class. Therefore, the coursebooks design should also pay attention on whether the teachers are experienced or inexperienced in which an educational reform is being implemented.

One of education reforms in ELT that has gained wide popularity in many parts of the world is Communicative Language Teaching (CLT). CLT, which accommodates the need for meaningful communicativeness within language learning, came in the early 1970. This approach is appealing because it could facilitate the needs for flexibility to suit diverse needs across many contexts. This flexibility is important to help students be able to apply the knowledge they get inside the classrooms into their own life contexts. Additionally, CLT becomes a more favourable approach because CLT design allows the integration of four language skills, which intertwine with each other to achieve communicative competence (Richards & Rodgers, 2001).

Along with the growing global practice of CLT approach, more materials embody communicative approach to compliment the teaching prac-

tices. Those who apply CLT in their classrooms consider materials as an element that affects the quality of classrooms interaction and language use; this consideration gives materials a primary role of promoting communicative approach (Richards & Rodgers, 2001). Therefore, to achieve communicative aims, within this approach, materials should be able to be adapted accordingly to suit different learning contexts.

According to Richards and Rodgers (2001), there are five principles of CLT to be applied into classroom practices: learning by doing, authentic and meaningful communication orientation, focusing on fluency, integrating different language skills in communication, and learning from mistakes as a communicative process.

#### LEARNING BY DOING

In CLT, classroom activities should facilitate learners to be actively involved in the learning process so that they get more target language exposure by practicing it. For instance, to teach students about an argumentative text, instead of spending the whole lesson hours to explain about the text, teachers also need to get students to practice making an argumentative text. In the field of second language acquisition, Munoz's (2011) study on 159 college students in Spain shows that there is a positive correlation between language exposure and their language proficiency. Therefore, exposing learners to language use could positively contribute towards their language mastery.

#### AUTHENTIC AND MEANINGFUL COMMUNICATION ORIENTATION

Authenticity and meaningfulness are two

fundamental elements for effective learning mastery. Even more, along with the widespread use of communicative approach, teachers have made more efforts to simulate life situation in the classrooms (Guariento and Morley, 2001). Furthermore, along with the rise of CLT (Buendgens-Kosten, 2014), the concept of authenticity has drawn various interpretations. According to Clavel-Arroitia and Fuster-Márquez (2014), for some, the scope of authenticity includes texts and materials used in class, while some others also refer to tasks assigned to students. As stated in Buendgens-Kosten (2014), authenticity refers to the realness and genuineness of real life situation in texts or tasks either in the language used, contexts presented or the students' responses expected to be drawn. Meanwhile, as stated in Brandl (2007), activity meaningfulness is what allows the information to be retained and the learning process to be taken place. Authenticity and meaningfulness can happen when the practices facilitate genuine real life communicative needs in the classrooms. To ensure meaningful communication to take place, while the activities should reflect genuine real-life communication purposes, the activity selection should also pay attention to learners' language proficiency.

### FOCUSING ON FLUENCY

CLT also focuses on fostering fluency in language learning. According to Richards (2006), fluency is defined as the ability to perform natural language use in communication. Further, he explains that fluency could be achieved by facilitating learners to perform meaning negotiation, to avoid communication breakdown, to

correct misunderstanding, and to communicate their ideas.

### INTEGRATING DIFFERENT LANGUAGE SKILLS IN COMMUNICATION

One of the most common misconceptions of CLT is that the methodology emphasizes more on speaking and writing practice, whilst, all four competences: reading, writing, listening and speaking should actually receive equal focus (Spada, 2007). Therefore, while oral communication should be practiced a lot, activities like reading that allows intent communication between the authors and the readers should also be promoted. The integration of different language skills in the classroom could help to prepare students to communicate in real life situations where one skill in isolations rarely happens. For example, when interacting with other people, the listening skill to catch what the interlocutor mentions is as important as the speaking skills needed to respond and participate in the conversation. Therefore, to prepare the students to survive the real life communication, different language skills integration in the teaching methodology should be included.

### LEARNING FROM MISTAKES AS A CREATIVE PROCESS

Rather than seen as indications of lacks of cognitive skills, errors and mistakes are considered as a sign of learners' affective situation. In the field of educational psychology, MacIntyre and Gardner (1994 in Dornyei, 2010) observed the performance of 71 students of French with and without camera. The research result indicated that some students' lack of classroom

involvement, rather than showing a sign of cognitive deficit, relates more to learners' anxiety. This finding supports the CLT principle that making errors when learning language is a positive sign for a learning process to occur. Therefore, errors and mistakes should be expected to happen as a normal part of the learning process, which are not to be looked down.

These five CLT principles should be reflected into the learning process to be able achieve the communicative competence. Therefore, all elements of a learning process, including the materials and methodology should reflect these principles. In short, a coherent approach that is represented both in the materials, including the coursebooks, and the teaching approach could contribute positively towards achieving learners' communicative competence.

#### Why Should We Evaluate Materials?

There are several reasons to evaluate materials. Evaluation could help reflecting on the strengths and weaknesses of a program, or in this case the materials, so that this reflection could improve the program. According to McGrath (2002), materials evaluation is important for teachers, so that they could understand the strength and weaknesses of the materials and therefore, could select which coursebook suits their classroom contexts better. For example, a coursebook which emphasizes on the potential resources in tourism areas might serve the needs of schools in tourism areas better, in comparison to coursebook which emphasizes on daily activities.

Additionally, the understanding on the coursebooks' strengths and weaknesses, could be used to inform book publishers on what to improve. Additionally, it could also inform

teachers about what to do more in the classrooms and about what to adjust. Furthermore, the outcome of the evaluation process could help teachers make better decisions regarding to classroom instructions.

Teachers' skills and strategies in evaluating and adapting teaching materials to specific teaching contexts are especially important because they do not always have the authority to select their own materials. Even when the higher authorities, e.g. Ministry of Education officials or course organizers require teachers to use a specific coursebook, the process of evaluating materials could give teachers insights into how the materials are principally organized so that they can adapt the materials accordingly into their teaching practices (McDonough and Shaw, 1993). Similarly, when coursebooks do not sufficiently meet the learning goals or address learners' needs, material evaluation and adaptation can bridge the gap (McGrath, 2002).

#### EVALUATION STAGES

Cunningsworth (1995) suggests three types of materials evaluation depending on the aims of the evaluation: pre-use evaluation, in-use evaluation, and post-use evaluation. Within pre-use evaluation, materials are evaluated based on their potential performance. This type of evaluation is used for selecting which coursebook to be used. Pre-use evaluation is usually conducted when the materials has not been widely used yet. It is used to evaluate the potential strengths and weaknesses, so that the weaknesses could be improved before the materials are widely used. Meanwhile, as the name suggests, in-use evaluation is conducted towards materials that are being in use

and are still being monitored by the authority, e.g. Ministry of Education and course organizers, to determine whether it could achieve the learning goals when being used in real teaching contexts. Lastly, post-use evaluation refers to material evaluation that is conducted after a certain period of time to identify materials' strength and weaknesses, and thus making it the most reliable evaluation. As currently, the current curriculum, Curriculum 2013 is still being reviewed, the in-use evaluation stage is going to be used in this study.

## EVALUATION TOOLS

McGrath (2002) states that a part from linguistic and cultural features, coursebooks should offer methodological support for teachers, so that less experienced teachers can learn how to apply the intended methodology or do experiment with other teaching methodologies. Hence, coursebooks play an important role to help teachers implementing any educational reform, including a new approach.

With regard to evaluating materials, McGrath (2002) mentions that there are three methods to evaluate materials: the impressionistic, the checklist, and the in-depth methods. The impressionistic method refers to evaluating the materials at first glance without further structure and investigation. Within this method, no evaluation tools such as guidelines or checklists are needed. The evaluation is done through scanning the book at glance. Meanwhile, in-depth methods refer to materials evaluation that involves the educational actors' (e.g. teachers and students) perceptions on their experiences when using the coursebooks. The third method, is the checklist

method. Checklists are often used because they are systematic, cost effective, in a convenient format, and explicit (McGrath, 2002). Some adaptation and adjustment of the checklists can be made to fit in the needs of a particular context (McGrath, 2002). However, as mentioned by Tomlinson (2003), one of the principal problems with checklists is that it often generates general judgment about the materials as opposed to in depth and systematic investigation of the contents. Therefore, checklist adaptation should be made carefully in order to avoid leading to a general judgment about the materials. In this study, a checklist is used as the evaluation tool to figure out the strength and weaknesses of the coursebook.

## THE INDONESIAN CONTEXT

Since mid 2013, the Ministry of Education and Culture started the piloting of Curriculum 2013. This curriculum emphasizes on nurturing learners' autonomy. That being said, the curriculum encourages students-centred learning. In the context of English Language Teaching (ELT), students centred learning is promoted and permeated in CLT. In short, in ELT classrooms, CLT is in support of curriculum 2013.

Along with the implementation of Curriculum 2013, Indonesia started to use a new coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*. As a national coursebook, the textbook was designed based on the national syllabus. The goals of ELT instructions in Indonesia include communicative competence, competitive skills, and language and cultural understanding (Departemen Pendidikan Nasional, 2006), which can be seen since from

the competence standards (can-do statements) stated in the coursebook.

There are many challenges that teachers face to utilize teaching materials in a more communicative way. Firstly, most English teachers in Grade 10 in most Indonesian public schools base their English lesson with the same book regardless where they live in Indonesia, which have diverse cultural, social, and economic contexts. This implies that coursebook contents should give teachers flexibility to tailor the lesson to suit their students' diverse needs. Additionally, most teachers might not have experienced CLT when they were students. According to UNESCO Institute for Statistics' report (2006 in Secondary Education Regional Information Base: Country Profile - Indonesia, 2010), almost 50% of upper secondary teachers were 30-39 years old in 2006. This means when these teachers were in secondary schools between 1980s and early 1990s, CLT has not been widely promoted and practiced in Indonesia. This lack of experience with CLT when they were students signifies a need for coursebook which could help teachers implement the approach. Another challenge is that most English teachers in Indonesia may not receive sufficient training to implement the new coursebook due to the lack of resources and the geographical situation. Teacher trainings conducted to facilitate new educational reforms may not be able to include all English teachers. Therefore, only one English teacher from each province was selected to join the training to implement the coursebook, and they are expected to disseminate the knowledge to other English teachers in their areas. The training may unlikely ensure that all teachers, especially in underprivi-

leged areas, could equally gain necessary skills for being critical in using and adapting the coursebook their needs. This problem of teacher training ineffectiveness is also reflected on Choi and Lee's (2008) survey on current trends and issues in English language education in Asia which mentions that the common problems in Indonesia among others are the lack of proper resources and materials and the lack of qualified teachers.

Seeing these challenges, it could be concluded that within Indonesian teaching contexts, many English teachers might be unfamiliar with the CLT. Therefore, it is essential to look at whether the coursebook reflects the particular approach.

## RESEARCH METHODOLOGY

In order to evaluate the CLT-ness of *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*, the framework used in this research is the principles of CLT proposed by Richards and Rodgers (2001) mentioned previously. The last point (e) will not be included into the evaluation tool because handling learners' errors and mistakes is contingent upon classroom situation, which is unobservable from coursebooks.

Those four principles underlie the evaluation tool design of this research. The evaluation tool used was the checklist developed by Cunningsworth (1995) and Grant (1991 in Dewi & Saukah, 2013). Other than complementing each other, these checklists use open-ended question format that gives more room to evaluate more comprehensively and elaboratively. The questions on the checklists were then grouped based on the principles of CLT. The final result of the checklist used in this study to evaluate the

materials can be seen in Appendix A.

## FINDINGS AND DISCUSSION

The findings of the study indicate that the coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*, indicated clear references to CLT. Firstly, the references to CLT are observable in the preface of the coursebook. As stated in its preface, the book aims to foster communicative ability. This aim indicated the coursebook commitment to achieve the similar goal of CLT fostering communicative competence (Richards & Rodgers, 2001).

Secondly, the reference to CLT was also reflected in its syllabus organization. The syllabus organization, which could be observed from the table of contents of the book, showed that seven out of nine chapters named after the linguistic functions to be achieved. This indicated that the coursebook was structured based on functional syllabus., instead of grammar or vocabulary. For example, the theme of seven chapters out of the nine included Talking about Self, Complimenting and Showing Care, Expressing Intention, Congratulating Others, Describing People, Describing Historical Places, and Giving Announcements. However, in two chapters, the goals were less functional. For example, the chapter 6 is Visiting Ecotourism Places and the chapter 7 is Visiting Niagara Falls. These goals were less functional because they do not indicate any language function to be achieved. It could be suggested that the name of the chapters could be adjusted to indicate the communicative goals by revising them, for example, into: Describing Ecotourism Places and Describing Tourism Places. The reference of the place, Niagara Falls,

could be adjusted into Indonesian contexts by choosing a tourism place with which learners were more familiar.

In addition, the learning goals stated in the beginning of each chapter made a reference to communicativeness and real life usage. For example, the learning goals stated for Chapter Five of the coursebook, 'Describing People,' presented can-do statements such as students can

1. show their seriousness in learning about simple descriptive texts about people;
2. show their attention, confidence, and responsibility when applying simple descriptive texts in their real life;
3. identify social functions, text structure, and linguistic components in simple descriptive texts about people;
4. respond meaningfully simple descriptive texts about people, both written or spoken;
5. compose simple descriptive texts about people both written and spoken.

Seeing these references that the coursebook made to CLT, it would be interesting to see whether the coursebook contents also shows commitment to CLT. The detailed applications of CLT in its content is presented below

## LEARNING BY DOING

Within this principle, learners should be facilitated with opportunities to practice the target language in communication (Richards and Rodgers, 2001). In many EFL contexts, including Indonesia, most English classes provide the main source of exposure for learners to practice the language. Therefore, the activities in coursebooks play a pivotal role in allocating how much time



and exposure of English learners may receive in the classrooms.

While guided activities like completing sentences or fill in the gaps might be helpful for learners to practice the language, the number of these guided activities could have been reduced and replaced with activities that gave more freedom for learners to practice the target language based on their needs and actual contexts. For example, in chapter 3 - Expressing Intent, Task 2 required students to fill in an incomplete dialogue about planning a trip, could have been replaced with arranging students' personal trip..

For example, rather than instructing the students to continue the dialogues about two fictional characters' plan on vacation, the task could have been changed into asking students to work with one or two people and talk about things to do together for the upcoming weekend, as well as write down their conversation. In conclusion, more activities stated in the coursebook could have been improved to provide more meaningful and less controlled for the learners to encourage learners' active and creative participation in the learning process.

#### **AUTHENTIC AND MEANINGFUL COMMUNICATION ORIENTATION**

Authenticity and meaningfulness are important ingredients to create a communicative language learning process. Brandl (2008) asserts that meaningfulness is what allows the information to be retained and the learning process to be taken place. Therefore, as an important element of language learning, as mentioned in Tomlinson (2003), materials should reflect the reality of language use and help learners to learn in a way

that is similar to the circumstances in which they will have to use the language.

The coursebook showed authentic and meaningful communication in its activities to the extent that the language activities covered not only classroom situations but also contexts outside of the classrooms, including technology-related communication, e.g. sending email and making phone calls. However, some topics and contents might fit students with a higher level of economic background, but not necessarily with students living in more remote areas with less supported learning environment. For example, in Chapter 1, students were asked to respond to an email which referred to befriending a friend from abroad. Students from underprivileged areas might find it challenging to relate to some of the coursebook's contents like email, some electronic devices, and travelling abroad.

Authenticity and meaningfulness take place when activities facilitate genuine real life communicative needs of the students. Thus, the activities of the coursebook, which were nationally applied in most English classes, should have also paid attention to diverse learning contexts. In short, while the coursebook significantly shows authentic and meaningful communication orientation, some of the contents might not be suitable for all contexts.

#### **FOCUSING ON FLUENCY**

According to Richards (2006), fluency is defined as the ability to perform natural language use in communication. This could be achieved by facilitating learners to perform meaning negotiation, to avoid communication breakdown, to correct misunderstanding, and to communicate

their intent, in addition to demonstrate grammatical accuracy. It is important that coursebooks provide activities that encourage students to also focus on their fluency and not be restrained by merely grammatical or vocabulary accuracy.

The finding showed that in terms of this principle, the coursebook provided many activities that required students to practice their English. For example, one of the tasks on Chapter 2 was for students to give compliments based on given situations. This kind of activity provided students a chance to focus on their fluency when practicing the language.

However, some activities following the section of 'Grammar Review' lacked correlation with the grammatical structure being explained previously. The materials in 'Grammar Review' in each chapter could have been better linked with the next activities. Some of the practices for the grammar learned included fill-in-the-blanks, which were not communicative, let alone focusing on students' fluency. While these activities may be helpful to strengthen students' certain grammatical knowledge, this activity will not be found in real life communication. As a result, students missed the opportunity to practice their language in a communicative way. For example, in Chapter 3 on describing historical places, after vocabulary enhancement part, students were asked to name the things on the pictures. This activity could have been modified to focus more on fluency. Rather than completing and recalling vocabulary, students could have been asked to describe the pictures, so that vocabulary recalling could also take place in a more communicative practice.

## INTEGRATING DIFFERENT LANGUAGE SKILLS IN COMMUNICATION

In terms of language skills integration, the coursebook discussed in this study encouraged learners to practice the language through interactions through its 'Think-Pair-Share' activities. To encourage learners' interaction, many activities placed reading as the input of knowledge, and the task that followed was merely recalling the information from the reading. This information recalling was not a communicative activity.

In addition, in this particular coursebook, language skills were learned individually and were not integrated with other skills. In the case where students are working with their peers, 'writing skill' were not integrated with other skills. For example, writing skills could have been integrated with reading, in which students could have been asked to continue a story that they had just read.

In conclusion, the coursebook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1*, has demonstrated attempts at bringing CLT-ness into English class, which became its strengths. First of all, the coursebook showed a strong explicit reference to CLT. This reference was shown in the preface and learning goals. Secondly, a strong focus on authentic and meaningful communicative orientation can also be found in the coursebook. Additionally, many activities to encourage students to practice English were also available. For example, in Chapter 6, students would speak about tourism places in their hometown.

However, several aspects can be done to improve the CLT-ness of the coursebook. The first aspect to be improved is that various socioeconomics contexts that surround Indone-

sian students should be taken into account. Some of the coursebook contents tended to be unsuitable for students from underprivileged economic background. Because of this, some students may find it hard to relate the materials. Therefore, the contents of the coursebook should be also about teachers of both privileged and underprivileged background as well students from urban and rural areas. Second of all, activities that promote skills integration as opposed to practice one skill in isolation should be encouraged. In addition, listening skills were not offered by this coursebook although this skill is tested in the national exam. Listening activities are also an essential aspect to achieve the language competence.

Considering these areas of weaknesses, improvement to better demonstrate CLT-ness in the coursebook should be made. This coursebook improvement is especially essential in the context of Indonesia, where classrooms, which include the use of coursebook, play a pivotal role in providing learners with language exposure. More importantly, because, as cited in Dardjowidjojo (2000 in Kirkpatrick, 2007), many English teachers in Indonesia may not receive adequate preparation in implementing any educational reforms in Indonesia, referencing their classroom practice to the coursebook which embodies CLT will better help teachers to foster communicative competence.

## CONCLUSION

To sum up, while *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X Semester 1* to some extent reflects the CLT-ness and shows attempts to fulfill the need for communicative approach

within Indonesian ELT contexts, a lot more improvements are needed as the current coursebook does not sufficiently embody CLT. These improvements include the adjustment of themes and choices of situations to better suit broader socioeconomic backgrounds, the authentic and meaningful orientation, and the integration of different language skills. Therefore, the CLT-ness of the coursebook should also be improved to help teacher better practice CLT as well as adapting the coursebook to suit their teaching contexts.

## REFERENCES

- Buendgens-Kosten, J. (2014). Authenticity. *ELT Journal*, 68(4), 457-459.
- Brandl, K. (2007). *Communicative Language Teaching in Action: Putting principles to work*. New Jersey: Prentice Hall.
- Choi, Y. H., & Lee, H. W. (2008). Current trends and issues in English language education in Asia. *The Journal of Asia TEFL*, 5(2), 1-34.
- Clavel-Arroitia, B., & Fuster-Márquez, M. (2014). The authenticity of real texts in advanced English language textbooks. *ELT journal*, 68(2), 124-134.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: MacMillan Heinemann.
- Departemen Pendidikan Nasional. (2006). *Peraturan Menteri Pendidikan Nasional No. 23 Tahun 2006 Tentang Standar Kompetensi Lulusan Satuan Pendidikan Dasar dan Menengah*.
- Dewi, R. R., & Saukah, A. (2013). *The Communicativeness of English in Focus for Grade VIII of Junior High School*. Undergraduate Thesis. Malang: State University of Malang.

- Dörnyei, Z. (2010). The relationship between language aptitude and language learning motivation: Individual differences from a dynamic systems perspective. *Continuum companion to second language acquisition*, 247-267.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT journal*, 55(4), 347-353.
- Hutchinson, T., & Torres, E. (1994). The Textbook as Agent of Change. *ELT journal*, 48(4), 315-328.
- Kanter, C.L.S. (2013). *The Communicative Language Teaching Method in A Korean English Elementary Textbook*. A Capstone Project: Hamline University, Minnesota.
- Kirkpatrick, A. (2007). Teaching English across cultures. What do English language teachers need to know to know how to teach English. *EA Journal* 23(2), 20-36.
- McDonough, J., & Shaw, C. (1993). *Materials and Methods in ELT*. Oxford: Blackwell.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Musthafa. B. (2001). Communicative Language Teaching in Indonesia: Issues of Theoretical Assumptions and Challenges in Classroom Practice. *Journal of Southeast Asian Education*. 2 (2), 296-308.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Savignon, S. J. (1991). Communicative Language Teaching: State of The Art. *TESOL Quarterly*, 25(2), 261-278.
- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), 237-246.
- Spada, N. (2007). Communicative language teaching. In *International handbook of English language teaching* (pp. 271-288). New York: Springer.
- Tomlinson, B. (Ed.). (2003). *Developing Materials for Language Teaching*. London: Continuum.
- UNESCO Bangkok. (2010). *Secondary Education Regional Information Base: Country Profile-Indonesia*.
- Williams, D. (1983). Developing Criteria for Textbook Evaluation. *ELT journal*, 37(3), 251-255.

## APPENDIX 1 – CLT-NESS CHECKLIST BASED ON CUNNINGSWORTH AND GRANT WITHIN RICHARDS AND RODGERS'S PRINCIPLES OF CLT FRAMEWORK

### CLT-NESS CHECKLIST

#### a.) Communicative Claims

- Does the course book claim to be communicative in its aim?
- Are specific communicative aims or objectives indicated, either generally, or in connection with individual units?
- Is the syllabus of the coursebook primarily communicative (e.g.: by using communicative activities, functions, etc. as its primary units)?
- Is there reference to communicative methodology?

#### b.) Learning by Doing

- *They emphasize the communicative functions of language – the job people do using the language – not just the forms.*
- *They emphasize skills in using the language, not just the forms of language, and they are therefore activity based.*

#### c.) Authentic and Meaningful Communication Orientation

- If communicative activities are used as learning material, are they real, in terms of real world, or realistic, i.e. communicative in the classroom situation only?
- Do realistic activities promote the learning of communicative skills and strategies which are transferable to real-life communication?

- *Both content and methods reflect the authentic language of everyday life.*

#### d.) Focusing on Fluency

- *They emphasize fluency, not just accuracy.*

#### e.) Integrating different language skills in communication

- *They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.*
- *They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.*

*\*) Sentences in italics are from Grant's checklist and the rest are from Cunningsworth's checklist.*