

**AN ANALYSIS OF READING ACTIVITIES IN ENGLISH
TEXTBOOK “BAHASA INGGRIS TINGKAT LANJUT” FOR
SENIOR HIGH SCHOOL GRADE XI BASED ON
COMMUNICATIVE LANGUAGE TEACHING**

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana*



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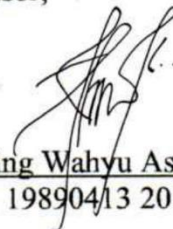
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DEDICATION

The thesis is dedicated to:

1. My beloved parents
2. My one and only big brother
3. My thesis advisor
4. My friends
5. My Almamater UIN Raden Mas Said

MOTTO

The process of writing *was* important. Even though the finished product is completely meaningless.

—HARUKI MURAKAMI, *Kafka on the Shore*

As long as you wish with all your heart, the God will hear your wish and make it come true.

—MARIUS VON HAGEN, *Tears of Themis*

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “An Analysis of Reading Activities in English Textbook “Bahasa Inggris Tingkat Lanjut” for Senior High School Grade XI Based on Communicative Language Teaching” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 21 December 2023

The researcher

Risma Rahmawati

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ABSTRACT

Rahmawati. 2023. *An Analysis of Reading Activities in English Textbook “Bahasa Inggris Tingkat Lanjut” for Senior High School Grade XI Based on Communicative Language Teaching*. Thesis. English Education Department, Cultures and Languages Faculty.

The focus of Communicative Language Teaching (CLT) is to help learners analyze and understand concepts. The communicative competencies of CLT align with the objectives of the Merdeka curriculum. Therefore, further research is needed to investigate how CLT is represented in textbooks. This study aims to analyze the criteria of communicative reading activities and investigate the most frequently presented types of communicative reading activities in the textbook “Bahasa Inggris Tingkat Lanjut”.

This study used a qualitative approach specifically content analysis. The subject was an English textbook “Bahasa Inggris Tingkat Lanjut”. In this study, 42 reading activities from all five units were analyzed. Documentation was used to collect the data. The research instruments used were the communicative criteria by Richards (2006). To ensure the reliability of the data, investigator triangulation was employed. There were six phases in analyzing the data namely organizing the data, coding, describing, representing the findings, interpreting, and validating findings.

The results revealed that all the criteria of communicative activities were presented in “Bahasa Inggris Tingkat Lanjut”. Fluency criterion (49; 36,8%) was the most-frequently criteria, followed by meaningful practice (47; 35,5%), and the least fell on the communicative practice criteria (37; 27,8%). The study identified four out of nine types of communicative activities. The reading activities primarily focused on task-completion and opinion-sharing activities, with 7 activities each (39%). Information transfer and reasoning-gap activities were given less emphasis, with only 2 activities each (11%).

Keywords: *CLT, communicative activities, communicative criteria*

CHAPTER I

INTRODUCTION

This chapter consists of seven sections. The researcher introduces the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, benefits of the study, and definition of the key terms.

A. Background of the Study

In teaching and learning process, instructional materials have significant importance to achieve successful learning. Providing instructional materials are necessary to create an engaging learning environment since it helps learners to focus and stimulate their interest during the class (Utami et al., 2019). Instructional materials vary widely not only printed materials, but also in form of audio, visual, audio visual, or even electronic interactive. Instructional materials include coursebooks, workbooks, cassettes, CDs, posters, flashcards, videos, and so forth (Ghosn, 2019). In spite of the various forms of instructional materials, textbooks become the most commonly used in Indonesia.

In Indonesian context, textbooks are regarded as essential teaching source. Textbooks not only contain learning materials but also practices and tests. Teachers frequently explore textbooks to provide assignments for learners. Therefore, it is common for teachers depend on textbooks. Teachers and learners consider textbooks as their navigators, learning sources, and

learning motivations (Kodriyah, 2018). Not only do they see textbooks as learning sources, they also value textbooks as a vehicle to achieve learning goals.

Beside of its importance as learning sources, the appliance of textbooks is more efficient since they do not cost much money and time. For teachers, textbooks become convenient choices because they may improve or adapt the materials from the textbooks based on their learners' needs. Moreover, adapting or improving materials benefit for teacher since they do not need to make materials from scratch to begin with.

When selecting reading activities, it is crucial to take into account certain criteria. According to Harmer (2007a), reading activities must have a definite purpose and give learners opportunities to comprehend what they have read. Collaborative activities can be implemented to facilitate information exchange between learners. The utilization of authentic materials also promotes teamwork (Susanti et al., 2020). Furthermore, learners are more likely to read if text materials are diverse, captivating, and easily accessible (Grabe & Stoller, 2014). Teachers should come up with ways to make them engaging. Therefore, it is essential to provide appropriate reading activities.

The newest curriculum in Indonesia is Merdeka curriculum. In the midst of curriculum reform, it is important to understand the concept of Merdeka curriculum. The current curriculum is learner-centered and competency-based, just like the previous one (Ariestina & Haryanto, 2022;

Sopiansyah et al., 2021). It emphasizes literacy and numeracy skills that are useful in real life (Kurniadi, 2022). Learners are expected to be able to analyze and comprehend the concepts behind the passages that they have read. In order to attain these goals, communicative language teaching (CLT) gets a spotlight. CLT proposes communicative competences that allow learners to explore the target language by expressing, interpreting, and negotiating (Savignon, 2002).

The researcher in this study has decided to use the CLT approach because its core principles align with the objectives of the Merdeka curriculum. The current curriculum promotes learners to practice using the target language in real-life situations, within relevant contexts. Nowadays, it is not surprising if CLT is applied in the classroom. CLT stands out among the other approaches because it has some characteristics that encourage learners to use target language actively not only in the classroom but also outside the classroom as well. In CLT, target language is seen as vehicle of communication, not as material studied. In addition, materials are provided with communicative intent (Larsen-Freeman & Anderson, 2011). The teachers implemented this approach are expected to prepare learning activities that enable learners to communicate with others.

Undeniably, many changes have been brought about by the transition from the 2013 curriculum to the Merdeka curriculum. Among of them is the availability of textbook. Since the new curriculum arise, textbooks circulate in the marketplaces adjust their contents to fit in the curriculum. Unfortunately, it is not certain that all the books on the market lead to communicative

competences. An analysis is a feasible way to discover whether the content of a textbook has any significance as outlined in the national curriculum (You et al., 2019). Considering that, further research is required to study how CLT is represented in the textbook. This research aims to analyze reading communicative activities. The principles of CLT is used to investigate the teaching materials mainly on reading activities.

To prove the novelty of this study, the researcher presents three previous studies related to CLT. First, research conducted by Kurniati (2022) aimed to analyze communicative competence based on the theory of Celce-Muria (2007). The English textbook “When English Rings a Bell” for junior high school grade eight was analyzed. The textbook implemented the 2013 curriculum. The result showed that the textbooks scored 63.09% in communicative competence: 11.07% in socio-cultural competence, 15.29% in discourse competence, 7.49% in linguistic competence, 1.55% in formulation competence, 11.02% in interactional competence, and 16.67% strategic competence.

Second, research conducted by Ariska (2020) aimed at investigating the communicative activities in an English textbook “Experiencing English I,” taught for first grade in junior high school in Indonesia. The study focused on investigating whether the speaking activities met the principles of CLT. The findings revealed that the speaking activities were group-oriented, focused on fluency, and emphasized meaningful practice. Since the activities met the

principles of CLT proposed by Richards (2007), the textbook “Experiencing English I” was considered communicative enough.

Third, research conducted by Wulandari et al. (2019) aimed to analyze the speaking activities based on the communicative criteria of Littlewood (2004). They analyzed the English textbook “Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X” published by Yrama Widya. The textbook implemented the 2013 curriculum. The finding showed that the textbook was communicative enough since 47 out of 72 activities were communicative. There were 27 communicative language practice activities and 20 authentic communication activities.

Numerous studies have been conducted on related topics, however, there is a limited number of studies on the use of Communicative Language Teaching (CLT) in reading activities in the context of Indonesia. Additionally, there is a gap in the literature regarding English textbooks, specifically those that have implemented the new curriculum known as the Merdeka curriculum. The textbooks in the previous studies still used the 2013 curriculum. Moreover, few studies discuss the new English textbook of the Merdeka curriculum corresponding to CLT.

Considering the three previous studies and the gap, the novelty of this current research lies in the subject of the study and the focus of the study. The subject of the study is the English textbook “Bahasa Inggris Tingkat Lanjut” for senior high school grade eleven which implements the Merdeka curriculum.

Next, this current study focuses on analyzing the reading activities based on the communicative criteria of Richards (2006).

The reasons why chose “Bahasa Inggris Tingkat Lanjut” are the textbook implements the Merdeka Curriculum, and it is the latest English textbook published by the Indonesian Ministry of Education and Culture. The textbook has been applied as teaching materials in high schools in Indonesia. SMA Batik 1 Surakarta uses “Bahasa Inggris Tingkat Lanjut” and the internet as learning sources (Santoso, 2023).

Textbook analysis is indeed required since it may help teachers in choosing appropriate textbook. In addition, textbook analysis brings benefits for textbooks’ authors in designing a good textbook with proper contents in the future. Therefore, the researcher would like to conduct a research entitled “An Analysis of Reading Activities in English Textbook “Bahasa Inggris Tingkat Lanjut” for Senior High School Grade XI Based on Communicative Language Teaching”.

B. Identification of the Problems

According to the background of the study, several problems are identified as follows:

1. There are countless of textbooks particularly English textbooks circulated in the marketplace, but there is uncertainty of their contents whether they have already relevant with the curriculum requirements or not.

2. There is no guarantee if activities provided in textbooks lead to communicative activities.
3. Textbook analysis is necessary to investigate the relevancy of textbook contents with the recent curriculum.

C. Limitation of the Problems

We may encounter various problems related to textbook analysis. However, the researcher exclusively limited the study on reading activities in English textbook “Bahasa Inggris Tingkat Lanjut” for senior high school grade XI published in 2021 by Indonesian Ministry of Education and Culture.

D. Formulation of the Problems

In order to attain the objectives of the study, the researcher formulates the problems as follows:

1. What are the criteria of communicative reading activities provided in English textbook “Bahasa Inggris Tingkat Lanjut” for senior high school grade XI?
2. What are the types of communicative reading activities that often present in English textbook “Bahasa Inggris Tingkat Lanjut” for senior high school grade XI?

E. Objectives of the Study

According to the problems above, the objectives of the study are:

1. To analyze the criteria of communicative reading activities provided in “Bahasa Inggris Tingkat Lanjut”.

2. To investigate the most frequently presented types of communicative reading activities in “Bahasa Inggris Tingkat Lanjut”.

F. Benefits of the Study

There are theoretical and practical benefits achieved by conducting this research. Further details regarding the benefits are outlined below.

1. Theoretical Benefits

- a. The findings of the analysis give opportunity for teachers to deeply understand about communicative activities and its types presented in the textbook “Bahasa Inggris Tingkat Lanjut”.
- b. This study hopefully can be advantageous for scholars having interest in the field of content analysis.

2. Practical Benefits

- a. This study is expected to provide new insight for teachers in choosing appropriate textbook for teaching-learning process.
- b. This study can be beneficial for teachers to determine whether the activities within the textbook are communicative enough or not to be implemented in their English class.
- c. The findings of this study can be taken as consideration for Ministry of Education and Culture in developing textbook in the future.

G. Definition of Key Terms

In order to avoid misunderstanding, the researcher defines several terms related to the topic as follows: reading, communicative language teaching, and textbook.

1. Reading

Reading is a process of language acquisition that offers learners chances to study vocabulary, grammar, punctuation, sentences, paragraphs, and texts (Harmer, 1998). Acquisition is probably more successful if the reading text is engaging. A good reading text also presents an interesting topic, encourages discussion, stimulates creative response, and makes the class come alive.

2. Communicative Language Teaching

Communicative competence is the goal of CLT. Within this approach, learners are expected to be able to communicate in target language appropriately as well as choosing form and understanding social context (Larsen-Freeman & Anderson, 2011). Learners stand as communicators who are engaging themselves to communicate with other learners using the target language. On the other hand, teacher stands as facilitator that prepare the activities for learners and co-communicator who sets up the situation for communication. In CLT, activities facilitate learners to work cooperatively in group rather than individually and encourage learners to communicate with other learners (Richards, 2006). According to Richards (2006), there are nine types of communicative

activities associated with CLT namely information-gap activities, jigsaw activities, task-completion activities, information gathering activities, opinion-sharing activities, information-transfer activities, reasoning gap-activities, role-plays, and authentic materials.

3. Textbook

Cunningsworth (1995) described textbooks as a teaching material which become a resource in achieving learners' learning objectives as long as it fits with learners' needs. Furthermore, textbooks stand as a source of activities for practice and communicative interaction. It also becomes a source of stimulation and idea for classroom language activities.

CHAPTER II

LITERATURE REVIEW

This chapter consists of two main sections. The first section discusses the theoretical review regarding reading, teaching reading, Communicative Language Teaching (CLT), and the textbook. The second section presents the previous related studies regarding Communicative Language Teaching.

A. Theoretical Review

1. Reading

a. The Notion of Reading

Reading is a process of language acquisition that offers learners chances to study vocabulary, grammar, punctuation, sentences, paragraphs, and texts (Harmer, 1998). Acquisition is probably more successful if the reading text is engaging. A good reading text also presents an interesting topic, encourages discussion, stimulates creative response, and makes the class come alive.

In the same way, McDonough and Shaw (2003) consider reading as a way to learn new vocabulary, grammar, and structure. For instance, exposition texts use different grammar and structure from recount texts. Not only as a vehicle to learn a language but reading is also regarded as an activity to get information or simply for enjoyment. Reading encompasses more than consuming newspapers,

academic books, article journals, or other materials with serious topics. As long as it brings us happiness, reading comics, novels, or magazines is also considered a reading activity.

In an academic context, reading is a learning process that calls for readers to interpret the texts in light of the established tasks and goals (Grabe & Yamashita, 2022). In these situations, readers require to synthesize, interpret, evaluate, and use information from texts selectively. Readers connect the words, meanings, and text structures with their prior knowledge as they read. However, reading outside the academic classroom, like daily interactions with newspapers and emails or leisurely reading novels, is an important key to enhancing academic reading skills.

To summarize, reading is a process of acquiring new information from texts. Through reading, readers can learn new vocabulary, grammar, and structure. Daily reading is essential to develop the fundamentals of academic reading skills.

b. Sequence of Reading Activities

When a reading lesson begins, students are not immediately asked to analyze the text. It is necessary to do warming up before entering the main course. Therefore, Watkins (2017) classifies reading into three stages: pre-reading activities, while-reading activities, and post-reading activities.

Pre-reading activities are a stage to activate and build the background knowledge of the learners. Learners are frequently asked to reflect on what they already know about the topic or encouraged to make predictions based on the title, visual contents, or vocabulary related to the text. Besides that, the teacher also has the chance to pique learners' interest.

Next, there are while-reading activities. This one is the core of reading activities. At this stage, the teacher establishes activities that motivate learners to read and lead them to the most important part of the text, encouraging them to comprehend the main ideas. The common examples of while-reading activities are: answering multiple choice questions; answering *True/False* questions; answering *Yes/No* questions; answering *Who, What, When, Where, How* type questions (where the answer is clearly stated in the text); putting pictures into a sequence; inserting sentences/paragraphs into gaps in the text from which they were previously removed; matching pictures to parts of a text; matching sub-headings to parts of a text; correcting errors in a summary of a text (Watkins, 2017: 47).

The final stage is post-reading activities. Here, an activity is carried out as a follow up to text under discussion. The frequent activities are discussion or role-playing.

2. Teaching Reading

a. The Notion of Teaching Reading

According to Johnson (2008), the reading teacher serves as a reading-condition-creator, playing a crucial role in helping learners develop their reading skills. The teacher's primary responsibility is to guide learners to immerse themselves in the language by providing appropriate support and feedback. To achieve this, the teacher must help learners develop a love for books.

Brown (2014: 8) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” It implies that teaching reading involves two parties: the one who guides and gives instructions (teacher) and the others who are guided (students).

A similar perspective was shared by Mulatu and Regassa (2022). They believe that teaching reading is a collaborative effort that involves teachers, students, text, reading purpose, and context to construct meaning and acquire reading strategies. This process includes various literacy events such as reading, writing, discussions, and journal writing. Furthermore, a great reading teacher not only stresses the significance of reading but also the enjoyment it brings. Reading is a learned skill that requires active teaching from teachers, as learners cannot acquire it passively.

Taking everything into account, teaching reading is a collaborative activity between teacher and learners to broaden learners' knowledge and to understand a text. The teacher not only gives guidance and feedback but also fosters a love for reading.

b. Principles of Teaching Reading

In teaching reading, the teacher may have different principles compared with teaching the other skills. According to Harmer (2007a), there are six principles of teaching reading as follows:

- 1) Encourage students to read as often and as much as possible

Encouraging extensive reading is essential for improving students' academic performance. Promote it as much as, or more than, intensive reading and discuss it with students.

- 2) Students need to be engaged with what they are reading

During periods outside the regular lesson times, when students are engaged in extensive reading, it is important to make sure that they are enjoying what they are reading as much as possible. Similarly, during lessons, we will make every effort to ensure that students remain engaged with the topic of the reading text and the activities that accompany it. We will strive to make the learning process as enjoyable as possible.

- 3) Encourage students to respond to the content of a text (and explore their feeling about it), not just concentrate on its construction

Students should study reading texts in class not only to understand the language but also to comprehend the message. Therefore, they must respond to the text and express their feelings about the topic to engage personally with it. This is crucial for extensive reading, as reading for pleasure is different from reading for study.

4) Prediction is a major factor in reading

Before we start reading texts in our native language, we usually have an idea of what they are about. Book covers, headlines, and photographs provide us with clues about the content, and we can identify reports from their appearance without reading a single word. As soon as we get these clues, our brain starts predicting what we are going to read. This sets up our expectations and prepares us for the reading process. In the classroom, teachers should provide students with hints to help them predict what is coming. When it comes to extensive reading, students should be encouraged to look at covers and back cover copy to help them select what to read and to get into a book.

5) Match the task to the topic when using intensive reading texts

After selecting a reading text for the students based on their level, the topic of the text, and its linguistic and activation potential, we must choose appropriate reading tasks. These tasks include the right kind of questions, activities that can be done

before, during, and after reading the text, and useful study exploitation, among others. It is important to note that even the most interesting text can be boring if paired with inappropriate tasks, while simple passages can be made exciting through imaginative and challenging activities. The key is to find the right level of challenge that can be easily completed by the students.

6) Good teacher exploit reading texts to the full

Reading is an essential part of any class, but simply reading a text and moving on is not an effective method. Good teachers incorporate the reading material into engaging lesson plans, using the topic as a basis for discussion and further activities, studying and practicing the language within the text, and using a variety of exercises to make the text come alive. When students have been doing extensive reading, teachers should take advantage of opportunities to receive useful feedback from students. Therefore, integrating the reading text into the lesson plan is an important part of ensuring effective learning.

3. Communicative Language Teaching

a. The Notion of Communicative Language Teaching

Communicative language teaching (CLT) is a whole process and goals in language teaching and learning with communicative competence as the core (Savignon, 2002). The term “communicative competence” refers to the ability of learners to express, interpret, and

negotiate using the target language. Larsen-Freeman and Anderson (2011) are also in line with Savignon, and they state that CLT is a language teaching approach that focus on communicative competence as the goal.

In the same way, Harmer (2007: 69) sees CLT as a concept of how language is used. CLT promotes plentiful opportunities for learners to use the target language in order to enhance their knowledge and skill. Similar to Harmer, Duff (2014) defines CLT as a language teaching approach that aims on utilizing the target language to communicate with others. Rather than focusing on grammar and vocabulary enrichment, CLT tends to motivate learners to use the language to improve their speaking or writing skills, which are frequently neglected by other approaches. In addition, Richards (2006: 2) describes CLT as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

To sum up, communicative language teaching (CLT) is a language teaching approach that includes learning objectives, information about how learners learn, and various activities that motivate learners to use the language in real-world situations. Activities in CLT help learners express themselves, negotiate with others, and interpret newly acquired information.

b. The Characteristics of Communicative Language Teaching

Comparatively speaking to other approaches, the communicative language teaching (CLT) is unique. The features that the communicative approach possesses serve as evidence. As summarized by Celce-Murcia (2014), the CLT has some of the following traits:

- 1) The aim of language teaching is the ability of learners to communicate in the target language.
- 2) Aside from linguistic forms, semantic notions and social functions are also part of the language course.
- 3) Learners frequently work in pairs or group to transfer and negotiate meaning in situation in which one person has information that the others do not.
- 4) Learners often do role-play to practice the language target in various social contexts.
- 5) Meaningful activities, such as authentic tasks and projects, are often provided in the classroom.
- 6) A given activity may involve reading, speaking, listening, and writing. Language skills are integrated from the start.
- 7) The role of the teacher is as a facilitator in promoting communication and an advisor.
- 8) Considering their crucial position, the teacher should be proficient with the target language.

c. Criteria of Communicative Activities

Communicative activities encourage learners to perform the target language meaningfully with total skill. There are certain conditions for activities to be categorized as communicative activities. According to Richards (2006), the criteria of communicative activities cover fluency, meaningful practice, and communicative practice. Table 2.1 presents the criteria of communicative activities.

Fluency refers to the natural use of language by a speaker during meaningful interactions, despite any limitations in communicative competence. Teachers can foster fluency by designing classroom activities that require students to negotiate meaning, use communication strategies, correct misunderstandings, and work towards avoiding breakdowns in communication.

Meaningful practice refers to an activity that provides language control while requiring students to make meaningful choices during the practice. It also requires students to use their language resources to solve a problem. For instance, to practice giving opinions on a story, students can read their favorite book and tell which part is their favorite.

Communicative practice involves engaging in activities that replicate real-life communicative contexts. Such contexts are characterized by uncertainty and unpredictability when exchanging

information and using language. For instance, students could be asked to draw a map of their neighborhood and answer questions regarding the location of different places, such as hospital, school, and bank. This type of practice helps students develop their language skills by providing them with a practical and interactive learning experience.

To make the categorization easier, the researcher simplified the criteria of communicative activity in the form of a table. Table 2.1 shows the criteria of communicative activity based on Richards' theory.

Table 2.1 Criteria of Communicative Activity by Richards (2006)

Criterion	Indicator
Fluency	Problem solving or advanced thinking skill is necessary to complete the task
	Activity requires the use of personal knowledge and language skills
	Activity involves variety of language items
Meaningful Practice	Participants learn and use content knowledge by doing the activity
	Activity requires participants to make meaningful choices
	Activity must be enjoyable and engaging
Communicative Practice	Interaction is necessary to complete the task
	Activity makes the participants to communicate
	Activity occurs within or imitates a real-life situation

d. Types of Communicative Activities

A CLT expert, Richards, distinguishes nine types of communicative activities. The following are communicative activities proposed by Richards (2006: 18-21).

1) Information-gap activities

Activities where students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information they do not possess. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

According to Prabhu (1987: 46), information-gap activity involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

2) Jigsaw activities

In jigsaw activities, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. The procedures of the jigsaw activity are demonstrated as follows:

- a) Learning materials are broken into several parts;
 - b) Each part of the materials is given to a different student group. Each group is required to read, discuss, and learn the given material;
 - c) Each group is representative of a certain material. When the discussion session has ended, together with students from other groups, each group member forms a jigsaw learning group;
 - d) The jigsaw group members share what they have learned with one another;
 - e) To ensure complete understanding, the teacher called the entire class back together for a review and the last few questions. (Silberman, 2000; Olsen & Kagan, 1997, as cited in Fauziati, 2009)
- 3) Task-completion activities

These include puzzle, games, map-reading, and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task.

Another example of task-completion activities is scrambled sentences. In scrambled sentences, the students are given a scrambled passage, where the sentences are not in their original order. This could be a passage they have seen before or a new one. The task given to them is to unscramble the sentences and

restore them to their original order. This exercise helps the students understand the cohesion and coherence of language (Larsen-Freeman & Anderson, 2011).

4) Information gathering activities

Student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.

5) Opinion-sharing activities

Activities where students compare values, opinions, beliefs, such as ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

6) Information-transfer activities

These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

7) Reasoning gap-activities

These involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's timetable on the basis of given class timetables. According to Prabhu (1987), reasoning-

gap activities involve understanding and communicating information, similar to an information-gap activity, but the information we conveyed may not be the same as the information initially comprehended.

8) Role-plays

Activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

9) Authentic materials

Classroom activities should as far as possible mirror the real world and use real world or “authentic sources” as the basis of classroom learning. Further, reading passages are designed to look like magazine articles (if they are not in fact adapted from magazine articles). For examples, materials may be adapted from paper or magazine, restaurant menu, timetables, brochures, advertisements, and leaflets (Fauziati, 2009).

Engaging in meaningful activities is one of the principles of CLT. It indicates that the tasks and projects are set up to resemble actual situations. Since real-life communication is dynamic, teachers must assign various activities to avoid monotonous and repetitive tasks.

4. Textbook

a. The Notion of Textbook

Richards (2017) defines textbooks (also known as coursebooks) as instructional materials that hold an essential role in the curriculum of language programs. In the past, textbooks stood as the primary teaching resource. Nevertheless, textbooks nowadays are simply used as a resource. Moreover, Richards (2017: 245) distinguishes textbooks in the form of (a) printed materials such as books, workbooks, worksheets, or readers; (b) non-print materials such as audio materials, videos, or computer-based materials; (c) materials that comprise both print and non-print sources such as self-access materials and materials on the internet.

Cunningsworth (1995) values textbooks as a resource for achieving learning objectives that have been set beforehand. A textbook consists of comprehensive materials and learning activities that can be used to plan and oversee continuous lessons within a certain period of time (Byrd & Schuemann, 2014). Furthermore, material in textbooks not only reveals the authors' principles and assumptions but also the approach and design adopted by the authors (McDonough & Shaw, 2003).

As a conclusion, a textbook is a resource consisting of materials and learning activities that help teachers and learners achieve the

learning objectives. Textbooks can be in the form of printed materials, non-print materials, or a combination of both printed and non-printed materials.

b. The Roles of Textbook

In general, the role of textbooks is to assist teacher and learners in achieving the learning goals. According to Cunningsworth (1995: 7), there are seven roles of textbooks in English language teaching, as follows:

- 1) a resource for presentation material (spoken and written)
- 2) a source of activities for learner practice and communicative interaction
- 3) a reference source for learners on grammar, vocabulary, pronunciation, etc
- 4) a source of stimulation and ideas for classroom language activities
- 5) a syllabus (where they reflect learning objectives which have already been determined)
- 6) a resource for self-directed learning or self-access work
- 7) a support for less experienced teachers who have yet to gain in confidence.

c. Advantages and Disadvantages of Textbook

Harmer (2007b) explains that the use of textbooks has numerous advantages for both teachers and students. Well-written textbooks offer materials that are well-organized and sequenced, inspiring text, and attractive additional materials such as audio cassettes, video/DVD material, or QR codes. In Harmer's view, textbooks provide assurance for under-pressure teachers that even when forced to make last-minute plans, they may use materials they can trust. Textbooks come with detailed teacher's guides, suggestions, extra activities, and additional resources that are convenient for teachers to make use of. Harmer also states that textbooks help students feel like they are making progress as they finish units and then books. Moreover, textbooks offer materials that students can review once they finish learning and encourage students with their visual and topic appeal.

In agreement with Harmer, Graves (2000) implies that a textbook has benefits for teachers and students. These are some advantages of using a textbook as stated by Graves (2000: 174):

- 1) It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.
- 2) It provides security for the students because they have a kind of road map of the course: they know what to expect, they know what is expected of them.

- 3) It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials.
- 4) It provides teachers with a basis for assessing students' learning. Some texts include tests or evaluation tools.
- 5) It may include supporting materials (e.g., teacher's guide, cassettes, worksheets, video).
- 6) It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.

Despite its advantages, the textbook has some significant disadvantages as well. As Graves (2000: 174-175) pointed out, some disadvantages of using a textbook are as follows:

- 1) The content or examples may not be relevant or appropriate to the group you are teaching.
- 2) The content may not be at the right level.
- 3) There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
- 4) There may not be the right mix of activities (too much of X, too little of Y.)
- 5) The sequence is lockstep.
- 6) The activities, readings, visuals, etc. may be boring.

- 7) The material may go out of date.
- 8) The timetable for completing the textbook or parts of it may be unrealistic.

d. Criteria of Good Textbook

Numerous lessons in a textbook are intended to help learners meet their learning objectives. The teacher must carefully choose the textbook because it is essential to the learners' success. When selecting a quality textbook, Hutchinson and Torres (1994) identify that three factors are crucial: (1) the textbook foreshadows what the teacher and students will learn and provides lessons that prompt students to negotiate; (2) textbook materials may be able to connect teacher and students in order to build an active interaction; and (3) the textbook provides knowledge (expectations, desirable contents, scheduled lessons, and so on) to assure the teacher and students by allowing them to assess their performance.

Comparably, Cunningsworth (1995) proposes four characteristics of a good textbook as follows:

- 1) Textbooks should be intended to meet the needs of learners. They should be harmonious with the aims and objectives of a learning program.
- 2) Textbooks should manifest the language content, language skills, and patterns of language use that are relevant to the needs of the

learners. Choose textbooks that motivate learners to use the language effectively.

- 3) Textbooks should allow learners to decide their own learning styles. They also assist learners to review their progress and their learning achievements.
- 4) Textbooks should have a clear role as a supporter and a mediator between the learners and the target language. Textbooks support learners by providing activities and exercises that are significant to their language proficiency level in order to foster their fluency in the target language. They also support teachers by contributing ready-made materials.

B. Previous Related Studies

The researcher presents six previous studies which have relevance to the current study. The first one is a study conducted by Saputri (2022) entitled “The Communicative Activities in “Bright an English” Textbook”. The textbook implemented the 2013 curriculum for junior high school. The study aimed to analyze the materials using the principles of CLT proposed by Richards (2006) namely communicative task, fluency task, and meaningful task. Qualitative method particularly content analysis was applied. All the chapters of the textbook were analyzed. The study resulted that there were 68 communicative activities, 41 fluency activities, and 42 meaningful activities developed.

The second was conducted by Ja'afreh (2020) entitled "A Content Analysis of the Communicative Activities in the English Textbook "Action Pack Nine" in the Jordanian Governmental Schools". The study aimed to identify, categorize, and analyze the most frequently presented types of communicative activities in Action Pack Nine. The method included quantitative method namely Holsti's equation to calculate the reliability of the data and qualitative analysis namely Bilash's criteria to analyze the types of communicative activities. The limitation lied in communicative activities in Action Pack Nine from module 1 to module 9. The findings presented that 85.2% activities in Action Pack Nine was categorized communicative. The highest percentage of communicative activities was presented in module three. In addition, the most frequently presented types were language functions, discussions, information gaps, and communication with peers.

The third study was an article journal originated by Alharbi (2020) entitled "Exploring Communicative Language Teaching Principles Alignment of English Textbook in Saudi Arabia Middle School". The study aimed to analyze the activities in terms of the CLT approach's principles using Brown's theory. The study design was qualitative. The researcher conducted interviews, observations, and documentation for the data collection. The findings presented that the textbook, *Lift Off 6* for the third year of middle school in Saudi Arabia was considered not communicative enough. Although communicative activities showed up, they were limited and most of them tended to controlling. As a result, learners were unable to express their ideas freely. Moreover, the

activities provided focused on pronunciation practices and deviated from CLT principles. Alharbi stated that *Lift Off 6* tended to adopt the traditional curriculum style centered on the teacher.

The fourth study is a thesis originated by Ariska (2020) entitled “An Analysis of Speaking Communicative Activities in “Experiencing English I” Textbook”. The study aimed to analyze whether the textbook had the principles of communicative activity as proposed by Richards (2007). Activities from a total of six units was analyzed. The findings showed that there were 5 group work activities, 2 individual work, 4 fluency activities, 3 accuracy activities, 5 meaning-focused activities, and 2 form-focused activities.

The fifth is a thesis originated by Merdekawati (2019) entitled “A Content Analysis on the Exercises of English Textbook “Bahasa Inggris: Think Globally Act Locally” for Ninth Grade of Junior High School Based on Communicative Language Teaching”. The study aimed to analyze due to what extent communicative exercises were developed and investigate the types of CLT presented in the exercises. It applied qualitative method. Particular chapters were analyzed specifically chapter 2, 4, 6, 8, and 10. Richards’ framework and Larsen-Freeman’s framework were combined to categorize the types of communicative exercises. The findings discovered that 7 out of 10 types of communicative exercises were integrated in the textbook, namely scrambled sentence, authenticity, problem-solving, information transfer, opinion-sharing information, task continuity, and roleplay. Two up until five communicative exercises were presented in each chapter.

The sixth study was conducted by Istiqomah (2018) entitled “A Content Analysis of Communicative Exercises in the English Textbook “Forward for Vocational School Grade XII” Based on Communicative Language Teaching”. The study aimed to figure out how far exercises in *Forward* textbook lead to CLT. The research design was qualitative. Three out of ten units was analyzed namely unit 1, 2, and 4. It combined four frameworks from four CLT experts namely Richards, Larsen-Freeman, Nunan, and Johnson in order to investigate the communicative exercises. It was discovered that 14 out of 29 exercises had implemented the principles of CLT. The percentage of communicative exercises was 48.27%. There were 10 out of 11 communicative activity types in CLT presented, including exchanging information, working in pairs or group, using language resources to complete task, sharing opinions, representing information in different form, eliciting information, practicing information in different social contexts and roles, transferring information using realia, chaining the information of one task to complete the other tasks, and using information for language productions.

Compared with the previous studies, this current research is different particularly in the subject of the study and the focus of the study. The subject of the study is an English textbook implementing Merdeka Curriculum for eleventh grade senior high school entitled “Bahasa Inggris Tingkat Lanjut” published in 2021 by Indonesian Ministry of Education and Culture. The focus of the study lies in the types of communicative activities based on Richards’

theory. Further details regarding the similarities and differences of the researches are presented in Table 2.2.

Table 2.2 The Similarities and Differences between the Previous Study and the Current Research

No.	Title	Similarities	Differences
1.	The Communicative Activities in “Bright an English” Textbook by Saputri (2022)	It focused on the analyzing the principles of communicative activity used the theory of Richards (2006)	The textbook being analyzed was for junior high school which applied the 2013 curriculum
2.	A Content Analysis of the Communicative Activities in the English Textbook “Action Pack Nine” in the Jordanian Governmental Schools by Ja’afreh (2020)	It focused on analyzing the types of communicative activities.	The textbook being analyzed was for junior high school level; it used qualitative and quantitative research method; Bilash’s criteria was used to distinguish the communicative and non-communicative activities.
3.	Exploring Communicative Language Teaching Principles Alignment of English Textbook in Saudi Arabia Middle School by Alharbi (2020)	The study design was qualitative; it investigated whether the activities were communicative or uncommunicative.	The textbook analyzed was an English textbook for third grade of middle school; it used Brown’s theory; the researcher conducted interviews, observations, and documentation for the data collection.
4.	An Analysis of Speaking Communicative Activities in “Experiencing English I” Textbook by Ariska (2020)	It focused on the analyzing the principles of communicative activity used the theory of Richards (2007)	It focused on speaking activities; the textbook analyzed was for junior high school and it applied the 2013 curriculum.
5.	A Content Analysis on the Exercises of English Textbook “Bahasa Inggris: Think Globally Act Locally” for Ninth Grade of Junior High	It investigated the types of communicative exercises; it applied qualitative method.	The subject of the study was a textbook for ninth grade of junior high school; it combined two theoretical frameworks: Richard’s

No.	Title	Similarities	Differences
	School Based on Communicative Language Teaching by Merdekawati (2019)		framework and Larsen-Freeman's framework.
6.	A Content Analysis of Communicative Exercises in the English Textbook "Forward for Vocational School Grade XII" Based on Communicative Language Teaching by Istiqomah (2018)	The researcher aimed to analyze the types of communicative exercises; it used qualitative method.	The textbook analyzed was for vocational high school grade twelfth; it combined four frameworks from four experts: Richards, Nunan, Johnson, and Larsen-Freeman.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of eight sections. In this chapter, the researcher presents the research design, research setting, research subject, data and source of the data, research instrument, techniques of collecting the data, trustworthiness of the data, and technique of analyzing the data.

A. Research Design

This study applies a qualitative approach to analyze and explore communicative activities in the English textbook in Indonesia. Hammersley (2013: 12) views qualitative research as a form of social inquiry that tends to adopt a flexible and data-driven research design, to use relatively unstructured data, to emphasize the essential role of subjectivity in the research process, to study a small number of naturally occurring cases in detail, and to use verbal rather than statistical forms of analysis. Further, the phrase ‘flexible research design’ means that qualitative researchers prioritize creating and developing descriptions and explanations than testing pre-determined hypotheses. As a result, at the analysis stage, the focus is to generate categories instead of testing the pre-determined ones.

At each research stage, qualitative research has extraordinary characteristics. Creswell and Guetterman (2019) remark that researchers explore a problem and have the literature review in the early stage. The next

step is stating the purpose and research questions in an open-ended way. The data is collected from words or images, and later on, it is going through text analysis. Eventually, the researchers interpret the meaning of the findings. Writing the report using a flexible structure is the final process. The report format can be modified to meet the needs on condition that it is clear enough to convince the reader that the study is accurate and credible.

Content analysis is adopted to investigate the research problems. Krippendorff (2018: 24) defines content analysis as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The phrase ‘or other meaningful matter’ refers to works of arts, images, maps, sounds, signs, symbols, and even numerical records supposing that they witness or prove the phenomena outside. This present study relies on texts as the subject of analysis.

B. Research Setting

The design of this study is content analysis, which does not require a specific location for conducting research. The study is conducted from March 2022 to December 2023. There are six activities done by the researcher.

First of all, the researcher writes a research proposal. The second is doing a research proposal presentation. Next, the researcher collects the data. After that, analyzing the data is conducted. Then, the researcher writes the final result. The last is doing the final examination. Table 3.1 presents the timeline of the research.

Table 3.1 Timeline of the Research

Activity	2022											2023										
	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Research proposal writing	█											█										
Research proposal presentation																						
Collecting the data																						
Analyzing the data																						
Writing the result																						
Final examination																						

C. Research Subject

The subject of this study is an English textbook entitled “Bahasa Inggris Tingkat Lanjut” for senior high school grade XI. The researcher would like to analyze and explore the types of communicative activities within the textbook based on Communicative Language Teaching (CLT). The present study focuses on analyzing reading activities presented in the textbook.

D. Data and Source of the Data

The reading activities from the English textbook “Bahasa Inggris Tingkat Lanjut” for senior high school grade XI serve as the data source of this study. There are five units altogether. The analysis is concentrated on the communicative reading activities in all units. The title of each unit is presented in Table 3.2.

Table 3.2 List of Unit in “Bahasa Inggris Tingkat Lanjut”

Unit	Title	Number of Reading Activities
1	Legend	9
2	Fairy Tale	9
3	Fantasy	8
4	Analytical Exposition Text	8
5	Hortatory Exposition Text	8
Total reading activities		42

E. Research Instrument

To determine whether an activity is communicative or not, the researcher uses Richards’ criteria, which consists of nine indicators. These indicators include the need to use personal knowledge and language skills, replicating real-life situations, the novelty of the task, and so on. An activity is

considered a communicative activity if it fulfills at least 6 of 9 indicators of Richards' criteria. Table 3.3 shows the format of data collection table for the Richards' criteria of communicative activity.

After knowing that the activity is communicative, the next step is categorizing its type based on the communicative activity by Richards' theory. Table 3.4 shows the form of the type of communicative reading provided in the textbook.

Table 3.3 Instrument for Analyzing the Communicative Activity by Richards (2006)

Criterion	Indicator	U.../A.../P...	U.../A.../P...	U.../A.../P...	U.../A.../P...	U.../A.../P...	U.../A.../P...	U.../A.../P...	U.../A.../P...	U.../A.../P...
Fluency	Problem solving or advanced thinking skill is necessary to complete the task									
	Activity requires the use of personal knowledge and language skills									
	Activity involves variety of language items									
Meaningful Practice	Participants learn and use content knowledge by doing the activity									
	Activity requires participants to make meaningful choices									
	Activity must be enjoyable and engaging									
Communicative Practice	Interaction is necessary to complete the task									
	Activity makes the participants to communicate									
	Activity occurs within or imitates a real-life situation									
	TOTAL SCORE									

Table 3.4 An Example of Data Collection Table for the Types of Communicative Reading

Data Code	Data	Researcher	Validator	Explanation
U1/A2/P.4-5	<p>Work in pairs. Pick two or three questions to discuss with your partner. Ask and answer each other's questions. Include the words in bold for your answer.</p> <ol style="list-style-type: none"> 1. Are there any holy items from the place of your origin? What are they? 2. Tifa is a traditional musical instrument in Indonesia, what do you know about it? Are there any difference with the traditional musical instruments from your area? 3. What is sago for in the Indonesian culture? 4. How do you maintain the tolerance in worshiping and praying? 5. Have you ever seen people chanting? What it is for? 	TCA	TCA	Students work in pairs to complete a task regarding holy items in their place and discuss tolerance and traditional instruments in Indonesia. To finish this task indeed personal knowledge and critical thinking are involved. The activity is also amusing since it makes students know better about their environment.
U.../A.../P...
U.../A.../P...
U.../A.../P...
U.../A.../P...

F. Techniques of Collecting the Data

The researcher applies documentation techniques to collect the data. For a qualitative study, documents present a reliable source of text data (Creswell & Guetterman, 2019). Documentation may be the shape of written (such as newspapers, textbooks, letters, comic strips, and personal journals) or audiovisual material (such as photographs, pictures, paintings, digital images, and video recordings). The data for this study is an English textbook “Bahasa Inggris Tingkat Lanjut” for senior high school grade XI.

The researcher goes through three steps to collect the data. First, the researcher reads all the reading activities in every unit. The next step is identifying the reading activities. Richards’ criteria are used to identify between communicative activities and non-communicative activities. Lastly, the researcher collects and organizes the obtained data. The data is gathered by choosing the reading-related activities from each of the five units, including reading passages, tables, and pictures.

Along with documentation, the activities in the textbook have been organized using a systematic coding. In qualitative research, a code is a word or phrase that captures the essence of language-based or visual data (Saldaña, 2016). Consequently, coding involves analyzing and interpreting the meaning of the data (Miles et al., 2014). The data coding for this research are shown in Appendix 1.

G. Trustworthiness of the Data

According to Lincoln and Guba, as cited in Korstjens and Moser (2018), trustworthiness in qualitative research has five criteria. They are credibility, transferability, dependability, confirmability, and reflexivity.

Credibility is the degree of assurance that the research findings are accurate. Credibility determines whether the research findings are a valid interpretation of the participants' original views and represent reliable information derived from the participants' original data. In this study, the data came from the original data, namely English textbooks. The researcher invested sufficient time to understand the data to obtain rich data. Further, the strategy to ensure credibility is triangulation. Specifically, the researcher uses investigator triangulation. An expert is asked to review and validate the findings.

In qualitative research, transferability refers to the ability to apply findings in different contexts. This involves providing thick descriptions to help outsiders understand the research. In this study, transferability is achieved through classifying communicative activities in the reading section with in-detailed descriptions.

Next, there are dependability and confirmability. Dependability refers to the consistency of findings over time, while confirmability is the degree to which other researchers can confirm the research study's findings. To ensure dependability, the researcher carefully reviews and analyzes the data about the

research questions. Confirmability is achieved by having an expert validate the findings.

The last is reflexivity. Qualitative researchers must be aware of their role in the research process, known as reflexivity. Researchers may include reflexive notes with data analysis to ensure reflexivity.

H. Techniques of Analyzing the Data

The researcher analyzes the data using Creswell's theory. Creswell and Guetterman (2019) mentioned that there are six phases in analyzing qualitative data: (1) organizing the data, (2) coding, (3) describing, (4) representing the findings, (5) interpreting, and (6) validating findings. The phases are explained below.

1. Organizing the data

In the initial phase of qualitative data analysis, the researcher organizes the data into computer files and converts them into appropriate text units for manual or computerized analysis. In this study, the researcher considers organizing the materials by unit and making them into the tables for easier analysis.

2. Coding

After organizing the data, the researcher immerses in the details by reading the materials multiple times. Writing memos also aids in exploring the materials. Along with that, the activities in the textbook have been organized using a systematic coding. In qualitative research, a code is a

word or phrase that captures the essence of language-based or visual data (Saldaña, 2016). Consequently, coding involves analyzing and interpreting the meaning of the data (Miles et al., 2014).

In the coding phase, the researcher analyzes the communicative or non-communicative activities using Richards' criteria (2006) as explained in the previous chapter. Then, after knowing which are the communicative, the researcher categorizes them based on the types of communicative activities by Richards (2006).

3. Describing

After intensive reading and coding, the following phase is describing. Qualitative research often includes detailed descriptions of people, places, or events in a setting, known as a description phase. In this phase, description is used to describe, "What is the activity like?". It can provide the reader with a better understanding of the research context.

4. Representing the findings

In a qualitative study, the findings are often displayed visually by using pictures or figures that are relevant to the discussion and constructed narratively. In this study, the researcher prefers to display the findings using figures and tables.

5. Interpreting

Qualitative research involves the researcher interpreting the data by comparing it with past studies and personal views. The interpretation is presented in the final section of the study under headings such as

“Discussion” or “Conclusion”. This section includes (a) A review of the main findings and how the research questions were answered, (b) Personal reflections of the researcher on the meaning of the data, (c) A comparison or contrast of personal views with existing literature, and (d) Identification of study limitations and recommendations for future research.

6. Validating findings

Validating findings involves verifying the accuracy and credibility of the findings using methods like member checking and triangulation. This research applies investigator triangulation. An expert in English language teaching is requested to verify and review the research findings. In this study, the researcher requested Mrs. Lungit Proborini, S.Pd., an experienced English tutor, to validate the findings. Mrs. Lungit completed her associate’s degree from ABA Pignatelli Surakarta in 2005 and later pursued her undergraduate degree from Slamet Riyadi University, which she obtained in 2011. She has been teaching English for almost 20 years since 2004.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter consists of two sections. In this chapter, the researcher presents the research findings and discussions.

A. Research Findings

The research findings present the data analysis results obtained by the researcher to answer the formulation of the problems previously mentioned in Chapter I. Those problem formulations are (1) the criteria of communicative reading activities provided in the textbook “Bahasa Inggris Tingkat Lanjut”, and (2) the types of communicative reading activities in the textbook “Bahasa Inggris Tingkat Lanjut”.

1. Criteria of Communicative Reading Activities in “Bahasa Inggris Tingkat Lanjut”

Based on the analysis of all the reading activities in every unit using Richards’ criteria (2006), it was discovered that out of 42 activities, 18 (43%) satisfied all the criteria for communicative activities including fluency, meaningful practice, and communicative practice. However, the remaining 24 activities (57%) were non-communicative activities, meaning they did not meet all the criteria for communicative activities. These activities lacked interactions, did not require advanced thinking skills, and provided limited opportunities for communication using the

target language. Additionally, they were not based on real-life situations and did not give students the freedom to make choices.

Table 4.1 Communicative VS Non-communicative Reading Activities

Activities	Unit					Frequencies	Percentages
	1	2	3	4	5		
Communicative	5	4	5	3	1	18	43
Non-communicative	4	5	3	5	7	24	57
Total	9	9	8	8	8	42	100

Table 4.2 Distribution of Communicative and Non-Communicative Reading Activities

Unit	Communicative	Non-Communicative
1 Legend	<ol style="list-style-type: none"> U1/A2/P.4-5 (discussion) U1/A4/P.7-8 (opinion-sharing) U1/A5/P.9 (scrambled sentences) U1/A7/P.13 (scrambled sentences) U1/A8/P.13 (opinion-sharing) 	<ol style="list-style-type: none"> U1/A1/P.3 (vocabulary building) U1/A3/P.5-7 (reading a legend) U1/A6/P.9-12 (learning generic structure of a legend) U1/A9/P.14 (reflection)
2 Fairy Tale	<ol style="list-style-type: none"> U2/A3/P.47-49 (opinion-sharing) U2/A6/P.50-51 (information-transfer) U2/A7/P.51-52 (scrambled sentences) U2/A8/P.52 (opinion-sharing) 	<ol style="list-style-type: none"> U2/A1/P.42-43 (vocabulary building) U2/A2/P.44-47 (reading a fairy tale) U2/A4/P.49 (matching sentences) U2/A5/P.50 (listing expressions in introducing characters/settings) U2/A9/P.53 (reflection)
3 Fantasy	<ol style="list-style-type: none"> U3/A3/P.78 (opinion-sharing) U3/A4/P.79 (information-transfer) U3/A5/P.79-80 (scrambled sentences) U3/A6/P.80-81 (reasoning-gap) 	<ol style="list-style-type: none"> U3/A1/P.72-73 (vocabulary building) U3/A2/P.73-77 (reading a fantasy story) U3/A8/P.82 (reflection)

Unit	Communicative	Non-Communicative
	5. U3/A7/P.81 (opinion-sharing)	
4 Analytical Exposition Text	1. U4/A4/P.125 (discussion) 2. U4/A6/P.127-128 (reasoning-gap) 3. U4/A8/P.130 (opinion-sharing)	1. U4/A1/P.119 (vocabulary building) 2. U4/A2/P.120 (fill in the blanks) 3. U4/A3/P.120-124 (reading an analytical exposition text) 4. U4/A5/P.126-127 (learning structure of analytical text) 5. U4/A7/P.129-130 (categorizing sentences into fact or opinion)
5 Hortatory Exposition Text	1. U5/A4/P.154-155 (discussion)	1. U5/A1/P.149 (vocabulary building) 2. U5/A2/P.150 (fill in the blanks) 3. U5/A3/P.151-154 (reading a hortatory text) 4. U5/A5/P.156 (learning structure of hortatory text) 5. U5/A6/P.156-158 (learning language features of hortatory text) 6. U5/A7/P.159 (finding action verbs by putting a tick) 7. U5/A8/P.159-160 (finding abstract nouns by putting a tick)

Throughout the course, different units have varied in their emphasis on communicative and non-communicative activities. In Unit 1 (Legend), communicative reading activities dominated, with 5 out of 9 activities being communicative. The communicative reading activities in Unit 1 were in form of discussion, opinion-sharing, and scrambled sentences. There were 4 non-communicative reading activities such as

vocabulary building, reading a legend, learning the structure of legend, and reflection (see Table 4.2).

On the other hand, Unit 2 (Fairy Tale) was dominated by non-communicative activities, with 5 non-communicative activities and 4 communicative activities. The communicative reading activities were in form of opinion-sharing, information-transfer, and scrambled sentences. As for the non-communicative reading activities, they only promoted such a simple activity such as vocabulary building, reading a fairy tale, matching sentences, listing expressions in introducing characters or settings, and reflections. These activities did not require advanced thinking skills and promote less interactions (refer to Table 4.2).


In Unit 3 (Fantasy), communicative activities were frequently presented, with 5 out of 8 activities being communicative. The communicative reading activities were in form of opinion-sharing, information-transfer, scrambled sentences, and reasoning-gap. The rest of 3 activities were non-communicative such as vocabulary building, reading a fantasy story, and reflection (for details see Table 4.2).

However, in Unit 4 (Analytical Exposition Text), communicative activities were fewer than non-communicative activities, with only 3 communicative activities. They were discussion, reasoning-gap, and opinion sharing. The rest of five reading activities were non-communicative such as vocabulary building, fill in the blanks, reading an

analytical exposition text, learning the structure of analytical text, and categorizing sentences into fact or opinion.

Finally, in Unit 5 (Hortatory Exposition Text), communicative activities barely appeared, with only 1 communicative activity namely discussion. There were 7 non-activities such as vocabulary building, fill in the blanks, reading a hortatory text, learning its structure, learning its language features, finding action verbs, and findings abstract nouns (see Table 4.2).

Reading activities were categorized as non-communicative if they scored lower than 6 in communicative reading analysis. For instance, one activity like vocabulary building that did not require advanced thinking skills, interaction, and communication to complete it, as mentioned in U4/A1/P.119: “*Learn words below. Vocabulary items of Benefits of Getting a Covid-19 Vaccine*”. To complete this activity students could read it individually, so it did not trigger interactions among students.

 **Activity 1**
Learn words below.

Vocabulary Items of Benefits of Getting a Covid-19 Vaccine

No.	Words	Meaning
1.	suggest	to offer something for consideration or as a hypothesis
2.	state	to express in words
3.	believe	to accept the word or evidence of
4.	mistake	a wrong action or statement proceeding from faulty judgment, inadequate knowledge, or inattention
5.	issue	something that people are talking about, thinking about, etc. : an important subject or topic

Figure 4.1 Example of Non-Communicative Activity in U4/A1/P.119

Another example of non-communicative reading activity is learning generic structure of a specific text. This activity did not require students to make meaningful choices, tend boring, and did not trigger interaction and communication, as mentioned in U1/A6/P.9-12: “Now, learn about the story structures. Reread ‘The Legend of The Holy Stone.’” To complete the activity students could read the text individually.

Now, learn about the story structures. Reread ‘The Legend of The Holy Stone.’ Answer the questions provided in the table with details from the story and highlight the expressions.

Structures	Text	Language Features
Orientation: • Who are the characters? • When did the story take place?	A long time ago, Kamboi Rama mountain, there were two villages, Kamboi Rama and Aroempu. Kamboi Rama was a residence for Kamboi people, and Aroempu was a sago plantation owned by God Iriwonawani, who also owned a <i>tifa</i> . Whenever the <i>tifa</i> sounded, all Kamboi people would gather. Every	Highlight the expressions to show: • Characters (E.g.: ...a sago plantation owned by God Iriwonawani, who also owned a tifa.

Figure 4.2 Example of Non-Communicative Activity in U1/A6/P.9

The data in form of communicative criteria as discovered in 18 activities were varied and comprised all the communicative criteria, i.e. fluency, meaningful practice, and communicative practice. Nevertheless, the findings showed slightly different distribution of the communicative criteria (see Table 4.3). Table 4.3 shows that fluency criterion (49; 36,8%) was the most-frequently criteria, followed by meaningful practice (47; 35,5%), and the least fell on the communicative practice criteria (37; 27,8%).

Table 4.3 Distribution of Communicative Criteria

Criteria	N	Percentage (%)
Fluency	49	36,8
Advanced thinking skills (F1)	17	12,8
Using personal knowledge (F2)	18	13,5
Using variety of language items (F3)	14	10,5
Meaningful Practice	47	35,3
Practicing content knowledge (MP1)	18	13,5
Making meaningful choices (MP2)	18	13,5
Fun activity (MP3)	11	8,3
Communicative Practice	37	27,8
Requiring interaction (CP1)	8	6
Stimulating communication (CP2)	17	12,8
Imitating real-life situations (CP3)	12	9
Total	133	100

a. Fluency

Fluency refers to the natural use of the target language during the activities. The fluency criterion consists of three indicators. The first indicator (F1) is problem-solving or advanced thinking skills required to complete the task. The second indicator (F2), requires the use of personal knowledge and language skills. The third indicator (F3), requires the use of a variety of language items.

Referring to Table 4.3, fluency becomes the most frequently appeared criterion in developing communicative activity. For instance, one activity required students to discuss their views on maintaining tolerance during worship, as mentioned in U1/A2/P.4-5: *“How do you maintain tolerance in worshipping and praying?”*. Another fluency criterion was introduced in a different activity, where students were encouraged to talk about their personal experiences of

doing good or bad things, as stated in U2/A3/P.47-49: “*Have you ever been surprised with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience*”. In general, activities that emphasize fluency criterion involved students sharing their personal experiences and connecting them to the activity’s topic.

Table 4.4 Distribution of Fluency Indicators

No.	Codes	Indicators			Total
		F1	F2	F3	
1	U1/A2/P.4-5	1	1	1	3
2	U1/A4/P.7-8	1	1	1	3
3	U1/A5/P.9	1	1	0	2
4	U1/A7/P.13	1	1	0	2
5	U1/A8/P.13	1	1	1	3
6	U2/A3/P.47-49	1	1	1	3
7	U2/A6/P.50-51	0	1	1	2
8	U2/A7/P.51-52	1	1	0	2
9	U2/A8/P.52	1	1	1	3
10	U3/A3/P.78	1	1	1	3
11	U3/A4/P.79	1	1	1	3
12	U3/A5/P.79-80	1	1	0	2
13	U3/A6/P.80-81	1	1	1	3
14	U3/A7/P.81	1	1	1	3
15	U4/A4/P.125	1	1	1	3
16	U4/A6/P.127-128	1	1	1	3
17	U4/A8/P.130	1	1	1	3
18	U5/A4/P.154-155	1	1	1	3
Total		17	18	14	49

Table 4.4 displays that each activity consists of a minimum of two indicators. The findings demonstrate that the most commonly found indicator in the fluency criterion was using personal knowledge (F2), which was present in 18 activities. It was followed by advanced thinking skills (F1), which were present in 17 activities. The least

commonly found indicator was using a variety of language items (F3), which was present in 14 activities. The thorough analysis of activities in the textbook “Bahasa Inggris Tingkat Lanjut” that signify the fluency criterion is explained as follows:

1) U1/A2/P.4-5

This activity indicated thinking skills (F1) as students may have different understanding in maintaining tolerance in worshipping and praying (refer to question no. 4). In addition, the students were encouraged to share their personal knowledge (F2) about holy items in their surroundings, traditional instruments in Indonesia, and chanting (question no. 2 and 5). Through this activity, students have the opportunity to learn new vocabulary, including Tifa, sago, worship, and holy. It also promotes the expression of opinions and experiences (refer to question no. 5) using various language items such as new vocabulary, present perfect tense, and opinion expression (F3). This activity scored 3 out of 3 for the fluency criterion.

Work in pairs. Pick two or three questions to discuss with your partner. Ask and answer each other's questions. Include the words in bold for your answer.

1. Are there any **holy** items from the place of your origin? What are they? ^{F2}
2. **Tifa** is a traditional musical instrument in Indonesia, what do you know about it? Are there any difference with the traditional musical instruments from your area? ^{F2}
3. What is **sago** for in the Indonesian culture?
4. How do you maintain the tolerance in **worshipping** and praying? ^{F1}
5. Have you ever seen people chanting? What is it for? ^{F2, F3}

Figure 4.3 Fluency in U1/A2/P.4-5

2) U1/A4/P.7-8

The activity indicated advanced thinking skill (F1) as students try to make correlation between proverb and the story of the holy stone (question no. 1). Students asked about what action would they do if they were Irimiami or Isoray and encouraged to share their experiences in being curious about things which required the use of personal knowledge (F2). The activities involved variety of language items (F3) such as proverb in question no. 2, conditional sentences in question no. 6, and present tense in question no. 7. This activity scored 3 out of 3 for the fluency criterion.

Work in pairs. Discuss these questions.

Integrate and interpret

4. How did Irimiami and his wife finally learn from things that happened to them?

Answer: _____

5. There is a saying, 'Curiosity killed the cat, but satisfaction brought it back.' It means that being curious can sometimes lead someone to danger or misfortune, but it may also lead them to satisfaction because they manage to find what they're searching for. How does this saying apply to the legend of the holy stone?

Answer: F1 _____

Reflect and evaluate

6. What would you do if you were Irimiami or Isoray? Why would you do that? F2 F3

Answer: _____

7. What do you learn from Irimiami's and Isoray's curiosity?

Answer: F3 _____

8. Have you ever been really curious about things? How did you handle it? Did it bring you good or bad things? F2

Answer: _____

Figure 4.4 Fluency in U1/A4/P/7-8

3) U1/A5/P.9

The activity indicated problem solving skills (F1) as students matched the scrambled main ideas with the correct

paragraphs. Students should be able to synthesize the main ideas of the long paragraphs. Students also asked about their favorite part of the story which required the use of personal knowledge (F2). There was no indication of the use of a variety language items (F3). This activity scored 2 out of 3 for the fluency criterion.

F2

Which part of the legend do you like best? In order to ensure your understanding, match the paragraphs with the main ideas. F1

Paragraphs	Main Ideas
1	a couple left on Kamboi Rama mountain
2	how Kamboi people earned foods
3	the discovery of the holy stone
4	the fire
5-6	the feast
7-9	God Iriwonawani's anger
10-12	Irimiami's and Isoray's curiosity
13-14	villages in Kamboi Rama mountain

Figure 4.5 Fluency in U1/A5/P.9

4) U1/A7/P.13

The activity focused on problem-solving skills (F1) as students arranged the events in the correct order. This type of activity helps students improve their coherence and cohesion when comprehending stories. Before completing the main activity, which involved scrambled events, students re-read the story. Comprehending a lengthy passage requires the use of personal knowledge and language skills (F2). There is no indication of involving a variety of language items (F3) since it only used past tense. This activity scored 2 out of 3 in the fluency criterion.

F2 Read 'The Legend of The Holy Stone' again. Then, put these events in order. **F1**

	Years passed and the sago trees were becoming scarcer that made God Iriwonawani furious.
	Being curious, they put anything on the rock and let it burn until one day they accidentally caused some forest fires.
	Daily, Kamboi Rama consumed sago which was taken from God Aroempu plantation people.
	In short, God Iriwonawani helped them extinguish the fire and since that day, people kept on worshipping the stone and called it as "the holy stone"
	Kamboi people left Kamboi Rama mountain and left a husband and wife who insisted to stay there.
	When Irimiami and Isoray were about to rest, they found a hot flat rock.
	In the old days, there were Kamboi people who lived side by side with God Iriwonawani.

Figure 4.6 Fluency in U1/A7/P.13

5) U1/A8/P.13

The activity indicated problem solving (F1) skills as students discussed about what kind of applicable solutions for forest fires (question no. 2). Students also asked about their opinions in seeing the actions done by Irimiami and Isoray. This activity required the use of personal knowledge, since every student may have different perspectives (F2). Further, the activity used variety of language items (F3) such as giving opinions, giving suggestions, and past tenses. This activity scored perfectly, 3 out of 3 for the fluency criterion.

Let's have further discussion on one of the problems raised in the legend you have read. State your opinion and have a discussion with your partner.

1. Being curious of the holy stone, Irimiami and Isoray kept on testing the stone until they set the forest on fire several times. What do you think about their actions? **F2, F3**
2. The forest had been burned due to Irimiami's and Isoray's curiosity, and that surely caused damage to the ecosystem. What actions can you take to repair that damage? **F1, F3**

Figure 4.7 Fluency in U1/A8/P.13

6) U2/A3/P.47-49

The activity indicated advanced thinking skill (F1) as students synthesized the passage to decide whether the queen's deeds were considered as betrayal or political. Advanced thinking skill was also showed when students were constructing moral values from the story. Students were asked about their previous experiences about having acquaintance like Selia, their experiences in doing bad or good things, and how far they understood fairy tales that required the use of personal knowledge (F2). The activity involved the use various language items (F3) such as giving opinion, conditional sentences, and past tense. This activity scored 3 out of 3 for the fluency criterion.

Read "The Goose Girl" story again. Answer the questions. Compare and discuss your answer with your classmates'.

Integrate and interpret

- How did Ani's character change in the story?
Answer: _____
- Describe Ani's and the queen's characteristics? What differences and similarities are there?
Answer: _____
- In the story, it was told that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal? Is it a political move? Or is it a selfish act? Why? Explain. **F1, F3**
Answer: _____
- What lessons can you learn from the story? **F1**
Answer: _____

Reflect and evaluate

- Have you ever found **F2** a similar character to Selia around you? Tell us the person's characteristics. If you are asked to give the person an advice, what would the advice be? **F3**
Answer: _____
- Have you ever been surprised **F2** with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience. **F2**
Answer: _____
- After reading "The Goose Girl" story, how do you understand fairy tales? **F2**
Answer: _____

Figure 4.8 Fluency in U2/A3/P.47-49

7) U2/A6/P.50-51

The activity required the use of personal knowledge (F2) as students were asked to choose a character in “The Goose Girl” and explained that character reminded students with their family member or acquaintance. It also involved the use of various language items (F3) such as adjectives to describe appearance and personality, and hierarchy of royalty to describe the role of the character. There is no indication of the using of advanced thinking skill (F1). This activity scored 2 out of 3 for the fluency criterion.

Learn more about how to describe a character in a fairy tale. You will need this when you write or retell your own tale. Pick one of the characters in “The Goose Girl” tale and use the chart below to describe her/his characterization. Share your work to your classmates.


Character's name :	F3 Description of Appearance (Use list of words to describe it)
picture of the character 	
The character reminds me of: F2	F3 Description of Personality (Use list of words to describe it)
The character is related to:	What is the character's role in the tale? F3

Figure 4.9 Fluency in U2/A6/P.20-51

8) U2/A7/P.51-52

Students were required to use their problem-solving skills (F1) to arrange the events in the correct order. This activity helps improve students' ability to comprehend a passage with better coherence and cohesion. While doing the activity, they had to rely on their memory and personal knowledge (F2) and not allowed to refer back to the passage “The Goose Girl”. Only past tense was

used in this activity, so there was no variety of language items involved (F3). The activity scored 2 out of 3 in the fluency criterion.

F2 Without looking back at “The Goose Girl” tale, put these events in order. **F1**
When you finish ordering the events, check your answers by looking back at the story.

	She was depressed because she lived under her mother's shadow and her unpreparedness to be the future queen.
	The condition was getting even worse when the queen decided Calib to be the next ruler while Ani had to go to Bayern and marry the crown prince of Bayern.
	Ani had been in an unstable condition since the absence of her aunt and father.
	Ani had to fight for her own identity and became a goose girl in the kingdom of Bayern.
	With her persistent efforts and the helps from some loyal friends, Ani was finally able to reclaim her true identity and marry Geric, the crown prince of Bayern.

Figure 4.10 Fluency in U2/A7/P.51-52

9) U2/A8/P.52

Students were encouraged to engage in a discussion about the protagonist of the fairy tale “The Goose Girl”. To answer the question “If you were Ani, what would you do?”, advanced thinking skills were required as students had to put themselves in Ani’s shoes and consider how their choices would affect the kingdom (F1). To complete the self-image of Ani, students used their knowledge to gain a complete understanding of the story (F2). This activity also introduced students to various language items (F3) such as past tenses, sequence words for telling fairy tales, action verbs (e.g. began to open up), adverbs (e.g. gradually), giving opinions, and conditional sentences. This activity scored 3 out of 3 for the fluency criterion.

Let's have a further discussion about Ani's characteristics in "The Goose Girl" story. Answer the following questions. Then, explain your reasons for choosing the answer.

In the story, it is said that the young Ani struggled with her self-image. Ani had a gift to talk with animals and nature that made her so special; however, the gift made her isolated because the gift is considered shameful and terrible. Furthermore, her self-image was also affected by how her mother's shadow and the pressures of being a crown princess.

Nevertheless, as Ani moved to Bayern, she gradually changed her way of thinking about herself. She started to accept the gift and use it for the good deeds. She also began to open up to others about her identity and made friends.

What do you think about how Ani developed her self image? ^{F3} F2, F3



Picture 2.4 Ani The Goose Girl

Your reasons:

If you were Ani, what would you do? Would you do the same thing? Why? ^{F3} F1, F3

Figure 4.11 Fluency in U2/A8/P.52

10) U3/A3/P.78

The activity indicated advanced thinking skills (F1) as students investigated the reasons why Edmund did not believe in Mr. Beaver and discovered the personality of Edmund by reading the passage thoroughly (integrate and interpret section no. 1 to 2). Students also asked about their opinions regarding the decision made by Lucy to enter the forest and the kids' decision to save Tumnus. This activity required the use of personal knowledge since students might have different perspective in seeing the action done by someone (F2). The activity involved the use of various language items (F3) such as giving opinions, conditional sentences, expressing agreements or disagreements. This activity scored 3 out of 3 for the fluency criterion.

Integrate and interpret

1. Why was Edmund reluctant to trust Mr. Beaver? Why did he reveal his siblings' plan to the White Witch? **F1**

Answer: _____

2. How is Edmund's personality? Use the information in the text to support your answer. **F1**

Answer: _____

Reflect and evaluate **F2**

1. What are your opinions on Lucy's decision to enter the forest by herself? Was it prudent, brave, or foolish? What would you do if you were Lucy? Why? **F2, F3**

Answer: _____

2. Do you agree with the kids' decision to rescue Tumnus? Why or why not? **F2, F3**

Answer: _____

Figure 4.12 Fluency in U3/A3/P.78

11) U3/A4/P.79

The activity focused on problem-solving skills (F1) as students synthesize the passage to discover the personality and physical appearance of Faun Tumnus that was explicitly stated in the passage. When students were doing the activity, students were allowed to looking back at the passage “The Lion, the Witch, and The Wardrobe”. They relied on their comprehension of the story “The Lion, the Witch, and The Wardrobe” and it required the use of personal knowledge (F2). This activity involved a variety of language items (F3) to describe the physical appearance of Faun Tumnus and his personality. This activity scored 3 out of 3 in the fluency criterion.

F2 Read the story again and describe Faun Tumnus by completing three ovals below. In the first oval, write the description of Tumnus' physical appearance. In the second oval, draw Tumnus' picture and in the third oval, tell Tumnus' personality.

The activity consists of three overlapping ovals. The left oval is labeled "Tumnus' Physical Description" and "F1, F3". The middle oval is labeled "Faun Tumnus". The right oval is labeled "Tumnus' Personality" and "F1, F3". Each oval contains horizontal lines for writing or drawing.

Figure 4.13 Fluency in U3/A4/P.79

12) U3/A5/P.79-80

The activity focused on problem-solving skills (F1) as students arranged the events in order. This type of activity helps students improve their coherence and cohesion when comprehending a passage. When students were doing the activity, students were not allowed to looking back at the passage “The Lion, the Witch, and The Wardrobe”. Therefore, they relied on their comprehension of the story “The Lion, the Witch, and The Wardrobe” and it required the use of personal knowledge (F2). There is no indication of involving a variety of language items (F3) since it only used past tense. This activity scored 2 out of 3 in the fluency criterion.

Understand the story more by putting these events in order.	
F2	F1
	Lucy met Tumnus and found out that Narnia was under the spell of the White Witch.
	Under the influence of the Witch's spell, Edmund told his siblings' plan to save Tumnus.
	With the help from Aslan, the children could save all creatures from the witch's enchantment and inherit Narnia's thrones.
	Lucy and her siblings explored the house and she found out a magical wardrobe that led her to Narnia.
	One day, all of the children accidentally discovered Narnia and found that Tumnus had been imprisoned.
	All of her siblings did not believe in Lucy's story about Narnia until one day Edmund found out himself about it.
	Lucy and her siblings moved to Professor Kirke's house in the country.

Figure 4.14 Fluency in U3/A5/P.79-80

13) U3/A6/P.80-81

The activity indicated advanced thinking skills (F1) as students synthesized the passage to figure out which character who had the personality based on the table provided. Students

used their personal knowledge (F2) to share the moral values learnt from the story. In addition, they also provided explanations and evidences to support the characters’ personality. This activity involved the use of variety language items (F3) such as nouns (honesty, integrity, courage, self-sacrifice), giving opinions, and past tense. The activity scored 3 out of 3 for the fluency criterion.

Reread "The Lion, the Witch, and the Wardrobe" story. What lessons did you learn from each characters? Discuss with three different mates and compare to your answer.

There are many moral lessons that you can learn from the story, such as honesty, integrity, forgiveness, courage, and self-sacrifice. The lessons are presented by the characterization of each character in the story. Complete the following chart with the names of the characters that best describe the characterizations provided. You also have to provide evidence from the story that supports each character's characterization. **F2, F3**

F1 Honesty and Integrity Character's Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>
F1 Forgiveness Character's Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>
F1 Courage Character's Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>
F1 Self-sacrifice Character's Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>

Figure 4.15 Fluency in U3/A6/P.80-81

14) U3/A7/P.81

The activity focused on the use of advanced thinking skills (F1) as students were encouraged to explain how reading the story affected their choices. Students were asked to make a decision reflecting their current knowledge before reading the story and after reading the story, did they agreed with the statements

provided or not (F2). The activity involved the use of various language items (F3) such as expressing opinions and giving suggestions. This activity scored 3 out of 3 for the fluency criterion.

Read each of the statements in the first column. Make a decision on whether you agree or disagree with the statements. Compare your answer before and after reading the story. Explain your choices and reasons for changing/ not changing your choices. There are no right or wrong answers. F2, F1, F3

Statement	Before Reading		After Reading		Your Explanation
	Agree	Disagree	Agree	Disagree	
You should not believe something unless you see it yourself.					
Even if someone has done something wrong, you should forgive them.					
Sacrifice is a way to show love.					

Figure 4.16 Fluency in U3/A7/P.81

15) U4/A4/P.125

The activity indicated advanced thinking skills (F1) as students shared their opinions with the statement that vaccines can protect and help health workers. The statement stimulated students to discover the advantages of vaccines. In question no. 3 to 5 and no. 7, students were asked about the structure of the analytical exposition text. It required the use of personal knowledge and language items (F2). This activity involved various use of language items (F3) such as vocabularies related to science field (vaccine) and expressing rational arguments. This activity scored 3 out of 3 for the fluency criterion.

Work in pairs and discuss.**Integrate and interpret**

3. What is the writer's opinion about the vaccination?

Answer: F2

4. How many arguments does the writer state? What are they?

Answer: F2

5. What data does the writer present to support the argument?

Answer: F2

Reflect and evaluate

6. "Third, vaccines can protect and help health workers." (p. 4) Do you agree with this statement? Explain your answer.

Answer: F1, F3

7. Do you think that the last sentence of the text is an appropriate reiteration of the thesis? F2, F3

Answer: _____

Figure 4.17 Fluency in U4/A4/P.125

16) U4/A6/P.127-128

The activity focused on the problem-solving skills (F1) as students were encouraged to develop supporting evidence for the arguments provided related to the effect of pandemic situations. Before doing the activity, students re-read the passage "Benefits of Getting Covid-19 Vaccine" to gain understanding about the structure of analytical exposition text. It involved the use of personal knowledge and language items to comprehend the structure (F2). The activity also involved the use of various language items (F3) such as vocabularies related to science (vaccine), the structure of analytical text, expressing opinions, conjunctions to show logical relations between arguments, and present tense. This activity scored 3 out of 3 for the fluency criterion.

- F2** Take a closer look at the text entitled "Benefits of Getting a Covid-19 Vaccine" again. Every argument has its supporting evidence.
- Now, write the supporting evidence for the following arguments.
- Argument: the pandemic causes some people lose their jobs. **F1, F3**
Supporting evidence 1: _____
Supporting evidence 2: _____
 - Argument: the pandemic opens new jobs. **F1, F3**
Supporting evidence 1: _____
Supporting evidence 2: _____
 - Argument: the pandemic causes secondary needs to increase. **F1, F3**
Supporting evidence 1: _____
Supporting evidence 2: _____

Figure 4.18 Fluency in U4/A6/P.127-128

17) U4/A8/P.130

The activity indicated problem-solving skills (F1) as students made reasoning for the given situation. Students shared their beliefs if they met people who did not wear masks in public facility during pandemic. Expressing beliefs required the use of personal knowledge since not all of students would be brave enough to give advice to strangers (F2). This activity also involved variety of language items (F3) such as conditional sentences and how to give advice in thoughtful manner. This activity scored 3 out of 3 for the fluency criterion.

Work in pairs. Discuss the following questions.

Imagine that in the midst of Covid-19 pandemic you have to be in a bus station and there are some people who do not wear mask.

- What will you do? **F2, F3**
- What will be the reason for doing that? **F1, F3**

You can write down your answer below or simply discuss it with a partner. Listen to each other seriously and respect one another.

Figure 4.19 Fluency in U4/A8/P.130

18) U5/A4/P.154-155

The activity indicated advanced thinking skills (F1) as students shared their opinions with the statement that people

nowadays do not write often like they used to be. In additions, students also synthesize the passage to figure out the recommendations given by the writer. In question no. 3 to 5 and no. 8, students were asked about the structure of hortatory text and the meaning of a word “deprive”. It required the use of personal knowledge and language items (F2). This activity involved various use of language items (F3) such as expressing opinions, present tense, and temporal connectives. This activity scored 3 out of 3 for the fluency criterion.

Work in pairs and discuss.

Integrate and interpret

3. How many arguments does the writer state? What are they?

Answer: F2

4. What data does the writer present to support the argument?

Answer: F2

5. What does the argument tell us about the writer's opinion?

Answer: F2

Reflect and evaluate

6. "First of all, let us face reality: people do not write as much today as they used to several years ago." (p. 2) Do you agree with this statement?

Answer: F1, F3

7. What recommendations are given by the writer?

Answer: F1, F3

8. "Not allowing students to use smartphones and laptops in class means to **deprive** them of something that is almost a part of them and of their daily lives." The word in bold means F2

Figure 4.20 Fluency in U5/A4/P.154-155

b. Meaningful Practice

Meaningful practice refers to an activity that provides language control while requiring students to make meaningful choices during the practice. Students are given the freedom to share their opinions as

long as their responses remain relevant to the discussed themes. The meaningful criterion consists of three indicators. The first indicator (MP1) is participants learn and use content knowledge by doing the activity. The second indicator (MP2) is activity requires participants to make meaningful choices. The third indicator (MP3) is activity must be enjoyable and engaging.

Meaningful practice is the second most frequent criteria after fluency in developing communicative activity. For instance, one activity required students to make decision and gave freedom to choose to agree or disagree with the statements provided, as stated in U3/A7/P.81: *“Read each of the statements in the first column. Make a decision on whether you agree or disagree with the statements. Compare your answer before and after reading the story. Explain your choices and reasons for changing/ not changing your choices. There are no right or wrong answers”*. Another meaningful practice criterion was introduced in a different activity, where students were given freedom to choose their favorite character and describe the characterization, as presented in U2/A6/P.50-51: *“Learn more about how to describe a character in fairy tale. You will need this when you write or retell your own tale. Pick one of the characters in “The Goose Girl” tale and use the chart below to describe her/his characterization...”*. Overall, activities that encourage meaningful

practice require students to apply the knowledge they have gained and make choices freely.

Table 4.5 Distribution of Meaningful Practice Indicators

No.	Codes	Indicators			Total
		MP1	MP2	MP3	
1	U1/A2/P.4-5	1	1	1	3
2	U1/A4/P.7-8	1	1	0	2
3	U1/A5/P.9	1	1	1	3
4	U1/A7/P.13	1	1	1	3
5	U1/A8/P.13	1	1	1	3
6	U2/A3/P.47-49	1	1	0	2
7	U2/A6/P.50-51	1	1	1	3
8	U2/A7/P.51-52	1	1	1	3
9	U2/A8/P.52	1	1	1	3
10	U3/A3/P.78	1	1	0	2
11	U3/A4/P.79	1	1	1	3
12	U3/A5/P.79-80	1	1	1	3
13	U3/A6/P.80-81	1	1	0	2
14	U3/A7/P.81	1	1	1	3
15	U4/A4/P.125	1	1	0	2
16	U4/A6/P.127-128	1	1	0	2
17	U4/A8/P.130	1	1	1	3
18	U5/A4/P.154-155	1	1	0	2
Total		18	18	11	47

Table 4.5 shows that each communicative reading activity consists of a minimum two indicators. The findings reveal that the most frequently found indicators in the meaningful practice criterion were practicing content knowledge (MP1) and making meaningful choices (MP2), which was found in 18 activities each. On the other hand, the least frequently found indicator was the attractiveness of the activity (F3), which was present in only 11 activities. The analysis of activities in the textbook “Bahasa Inggris Tingkat Lanjut” that indicate meaningful practice criterion is explained as follows:

1) U1/A2/P.4-5

In the previous activity, students learned new vocabulary such as *holy*, *tifa*, and *sago*. The current activity was designed to help students practice using this new vocabulary correctly (MP1). Questions 1 to 3 encourage students to use the new words in the appropriate context. Question 1 also allowed students to share information about holy items from their region (MP2). This activity was enjoyable (MP3) because it helped students learn about different cultural aspects of Indonesia, including traditional musical instruments and holy items. This activity scored 3 out of 3 for the meaningful practice criterion.

Work in pairs. Pick two or three questions to discuss with your partner. Ask and answer each other's questions. Include the words in bold for your answer.

MP1, MP2

1. Are there any **holy** items from the place of your origin? What are they? MP1, MP2
2. **Tifa** is a traditional musical instrument in Indonesia, what do you know about it? Are there any difference with the traditional musical instruments from your area? MP1, MP3
3. What is **sago** for in the Indonesian culture? MP1, MP3
4. How do you maintain the tolerance in **worshipping** and praying?
5. Have you ever seen people chanting? What it is for?

Figure 4.21 Meaningful Practice in U1/A2/P.4-5

2) U1/A4/P.7-8

The activity indicated the use of content knowledge (MP1) as students were encouraged to find the moral value from the story “The Holy Stone” (refer to questions no. 4 and 7). Question 6 allowed students to share their actions if they were Irimiami or Isoray. Students had the freedom to express what kind of actions they would do (MP2). There was no indication of excitement in

this activity (MP3). This activity scored 2 out of 3 for the meaningful practice criterion.

Work in pairs. Discuss these questions.

Integrate and interpret

4. How did Irimiami and his wife finally learn from things that happened to them? **MP1**
Answer: _____

5. There is a saying, 'Curiosity killed the cat, but satisfaction brought it back.' It means that being curious can sometimes lead someone to danger or misfortune, but it may also lead them to satisfaction because they manage to find what they're searching for. How does this saying apply to the legend of the holy stone?
Answer: _____

Reflect and evaluate

6. What would you do if you were Irimiami or Isoray? Why would you do that? **MP2**
Answer: _____

7. What do you learn from Irimiami's and Isoray's curiosity? **MP1**
Answer: _____

8. Have you ever been really curious about things? How did you handle it? Did it bring you good or bad things?
Answer: _____

Figure 4.22 Meaningful Practice in U1/A4/P.7-8

3) U1/A5/P.9

The activity indicated the use of content knowledge (MP1) as students were given scrambled paragraphs to ensure their understanding of the story "The Holy Stone". Students also had the freedom to share their favorite part of the legend which helped them in making meaningful choices (MP2). The activity was enjoyable since students matched the main ideas with the correct paragraphs as if they were playing a puzzle (MP3). This activity scored 3 out of 3 for the meaningful practice criterion.

MP2

Which part of the legend do you like best? In order to ensure your understanding, match the paragraphs with the main ideas. MP1

MP3

Paragraphs	Main Ideas
1	a couple left on Kamboi Rama mountain
2	how Kamboi people earned foods
3	the discovery of the holy stone
4	the fire
5-6	the feast
7-9	God Iriwonawani's anger
10-12	Irimiami's and Isoray's curiosity
13-14	villages in Kamboi Rama mountain

Figure 4.23 Meaningful Practice in U1/A5/P.9

4) U1/A7/P.13

By doing the activity, students gained content knowledge (MP1) as they learned the sequence of events (i.e. years passed, daily, in short, in the old days) that helped them to arrange the scrambled sentences in order. Students had the freedom to arrange the event in order as long as it sounded good and coherent (MP2). The activity was enjoyable since students arranged the scrambled sentences as if they were solving a puzzle (MP3). The activity scored 3 out of 3 for the meaningful practice criterion.

Read 'The Legend of The Holy Stone' again. Then, put these events in order. MP2, MP3

MP1	Years passed and the sago trees were becoming scarcer that made God Iriwonawani furious.
	Being curious, they put anything on the rock and let it burn until one day they accidentally caused some forest fires.
MP1	Daily, Kamboi Rama consumed sago which was taken from God Aroempu plantation people.
MP1	In short, God Iriwonawani helped them extinguish the fire and since that day, people kept on worshipping the stone and called it as "the holy stone"
	Kamboi people left Kamboi Rama mountain and left a husband and wife who insisted to stay there.
	When Irimiami and Isoray were about to rest, they found a hot flat rock.
MP1	In the old days, there were Kamboi people who lived side by side with God Iriwonawani.

Figure 4.24 Meaningful Practice in U1/A7/P.13

5) U1/A8/P.13

The activity indicated the use of content knowledge (MP1) as students made opinions about the action done by Irimiami and Isoray and they gave solutions to repair ecosystem damage. Students also had the freedom to share their opinions and suggestions as long as it was not out of topic (MP2). The activity was engaging since students were encouraged to share their opinions and get different views by discussing with their classmates (MP3). This activity scored 3 out of 3 for the meaningful practice criterion.

Let's have further discussion on one of the problems raised in the legend you have read. State your opinion and have a discussion with your partner. **MP2**

1. Being curious of the holy stone, Irimiami and Isoray kept on testing the stone until they set the forest on fire several times. What do you think about their actions? **MP1, MP2, MP3**
2. The forest had been burned due to Irimiami's and Isoray's curiosity, and that surely caused damage to the ecosystem. What actions can you take to repair that damage? **MP1, MP2, MP3**

Figure 4.25 Meaningful Practice in U1/A8/P.13

6) U2/A3/P.47-49

The activity indicated the use of content knowledge (MP1) as students were encouraged to compare the differences and similarities of the characteristics of Ani and the Queen. In addition, question 3 in the reflection section helped students practice their content knowledge about the structure and characteristics of fairy tales. Students had the freedom to decide (MP2) the action made by the Queen and share their advice if they

had a friend that had a similar personality to Selia. There was no indication of excitement in this activity (MP3). This activity scored 2 out of 3 for the meaningful practice criterion.

Read "The Goose Girl" story again. Answer the questions. Compare and discuss your answer with your classmates'.

Integrate and interpret

- How did Ani's character change in the story?
Answer: _____
- Describe Ani's and the queen's characteristics? What differences and similarities are there? **MP1**
Answer: _____
- In the story, it was told that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal? Is it a political move? Or is it a selfish act? Why? Explain. **MP2**
Answer: _____
- What lessons can you learn from the story?
Answer: _____

Reflect and evaluate

- Have you ever found a similar character to Selia around you? Tell us the person's characteristics. If you are asked to give the person an advice, what would the advice be? **MP2**
Answer: _____
- Have you ever been surprised with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience.
Answer: _____
- After reading 'The Goose Girl' story, how do you understand fairy tales? **MP1**
Answer: _____

Figure 4.26 Meaningful Practice in U2/A3/P.47-49

7) U2/A6/P.50-51

By doing the activity, students used their content knowledge (MP1) as they described the selected character of the fairy tale "The Goose Girl". Students would understand the character better by summarizing the characterization in the chart. Students had the freedom to choose one character that piqued their interest (MP2). The activity was engaging since students worked to describe the characterization from the long passage

into a simple chart (MP3). The activity scored 3 out of 3 for the meaningful practice criterion.

Learn more about how to describe a character in a fairy tale. You will need this when you write or retell your own tale. Pick one of the characters in "The Goose Girl" tale and use the chart below to describe her/his characterization. Share your work to your classmates. MP2
MP3

MP1

<p>Character's name :</p> <p>picture of the character</p> <div style="background-color: #f8d7da; width: 100px; height: 50px; margin: 5px auto;"></div> <p>The character reminds me of:</p> <p><u>The character is related to:</u></p> <p style="text-align: center;">MP1</p>	<p>Description of <u>Appearance</u> (Use list of words to describe it)</p> <p>Description of <u>Personality</u> (Use list of words to describe it)</p> <p>What is the <u>character's role in the tale?</u></p> <p style="text-align: right;">MP1</p>
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Figure 4.27 Meaningful Practice in U2/A6/P.50-51

8) U2/A7/P.51-52

By doing the activity, students gained content knowledge (MP1) as they learned past tense (i.e. she was depressed, the condition was getting even worse, Ani had to go, Ani had been in an unstable, Ani had to fight for, Ani was finally able to reclaim) that helped them in understanding the structure of fairy tale. Students had the freedom to arrange the event in order as long as it sounded good and coherent (MP2). The activity was enjoyable since students arranged the scrambled sentences as if they were solving a puzzle (MP3). The activity scored 3 out of 3 for the meaningful practice criterion.

Without looking back at “The Goose Girl” tale, put these events in order. When you finish ordering the events, check you answers by looking back at the story. MP2, MP3

MP1	She was depressed because she lived under her mother's shadow and her unpreparedness to be the future queen.
MP1	The condition was getting even worse when the queen decided Calib to be the next ruler while <u>Ani had to go</u> to Bayern and marry the crown prince of Bayern. MP1
MP1	Ani had been in an unstable condition since the absence of her aunt and father.
MP1	Ani had to fight for her own identity and became a goose girl in the kingdom of Bayern.
	With her persistent efforts and the helps from some loyal friends, <u>Ani was finally able to reclaim</u> her true identity and marry Geric, the crown prince of Bayern. MP1

Figure 4.28 Meaningful Practice in U2/A2/P.51-52

9) U2/A8/P.52

The activity indicated the use of content knowledge (MP1) as students analyzed the development of Ani’s self-image based on the story “The Goose Girl”. Students had the freedom to express what kind of actions they would do if they were Ani (MP2). The activity was engaging since students were encouraged to share their opinions and get different views by discussing with their classmates (MP3). The topic was relatable to the current situation where teenagers were struggling to deal with their insecurities. This activity scored 3 out of 3 for the meaningful practice criterion.

Let's have a further discussion about Ani's characteristics in "The Goose Girl" story. Answer the following questions. Then, explain your reasons for choosing the answer.

In the story, it is said that the young Ani struggled with her self-image. Ani had a gift to talk with animals and nature that made her so special; however, the gift made her isolated because the gift is considered shameful and terrible. Furthermore, her self-image was also affected by how her mother's shadow and the pressures of being a crown princess.

Nevertheless, as Ani moved to Bayern, she gradually changed her way of thinking about herself. She started to accept the gift and use it for the good deeds. She also began to open up to others about her identity and made friends.

What do you think about how Ani developed her self image? **MP1**



Picture 2.4 Ani The Goose Girl

Your reasons:

If you were Ani, what would you do? Would you do the same thing? Why? **MP2, MP3**

Figure 4.29 Meaningful Practice in U2/A8/P.52

10) U3/A3/P.78

The activity indicated the use of content knowledge (MP1) as students were encouraged to investigate the personality of Edmund and give evidence based on the passage "The Lion, the Witch, and the Wardrobe". Students were given the freedom (MP2) to share their views on seeing Lucy's decision to enter the forest alone and share their actions if they were Lucy. They also were allowed to share their agreement or disagreement with the kids' decision to save Tumnus. There was no indication of excitement in this activity (MP3). This activity scored 2 out of 3 for the meaningful practice criterion.

Integrate and interpret

1. Why was Edmund reluctant to trust Mr. Beaver? Why did he reveal his siblings' plan to the White Witch?

Answer: _____

2. How is Edmund's personality? Use the information in the text to support your answer. **MP1**

Answer: _____

Reflect and evaluate

1. What are your opinions on Lucy's decision to enter the forest by herself? Was it prudent, brave, or foolish? What would you do if you were Lucy? Why? **MP2**

Answer: _____

2. Do you agree with the kids' decision to rescue Tumnus? Why or why not? **MP2**

Answer: _____

Figure 4.30 Meaningful Practice in U3/A3/P.78

11) U3/A4/P.79

By doing the activity, students used their content knowledge (MP1) as they practiced developing the characterization of Faun Tumnus. Students would understand the character better by summarizing the characterization of Tumnus in the oval charts. Students had the freedom to make the descriptions (MP2), they could list the descriptions or make it into simple paragraphs. The activity was engaging since students worked to describe the characterization from the long passage into a simple chart and drew the visual of Tumnus (MP3). The activity scored 3 out of 3 for the meaningful practice criterion.

Read the story again and describe Faun Tumnus by completing three ovals below. In the first oval, write the description of Tumnus' physical appearance. In the second oval, draw Tumnus' picture and in the third oval, tell Tumnus' personality. **MP3**

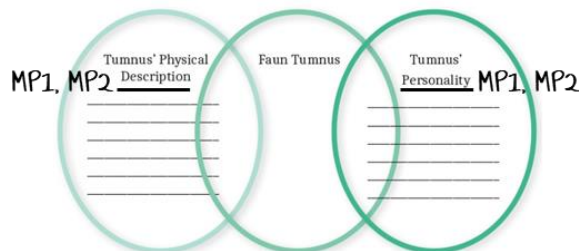


Figure 4.31 Meaningful Practice in U3/A4/P.79

12) U3/A5/P.79-80

By doing the activity, students gained content knowledge (MP1) as they learned past tense (i.e. Lucy met Tumnus, Edmund told his siblings', the children could save all the creatures, Lucy and her siblings explored the house, all of the children accidentally discovered Narnia, all of her siblings did not believe in Lucy's story, Lucy and her siblings moved to Professor Kirke's house) that helped them in understanding the structure of fantasy story. Students had the freedom to arrange the event in order as long as it sounded good and coherent (MP2). The activity was enjoyable since students arranged the scrambled sentences as if they were solving a puzzle (MP3). The activity scored 3 out of 3 for the meaningful practice criterion.

Understand the story more by putting these events in order.	
MP2, MP3	
	<u>Lucy met</u> Tumnus and <u>found out</u> that Narnia was under the spell of the White Witch.
	Under the influence of the Witch's spell, <u>Edmund told his siblings'</u> plan to save Tumnus.
	With the help from Aslan, <u>the children could save</u> all creatures from the witch's enchantment and <u>inherit Narnia's</u> thrones.
	<u>Lucy and her siblings explored</u> the house and <u>she found out</u> a magical wardrobe that <u>led her</u> to Narnia.
	One day, <u>all of the children accidentally discovered</u> Narnia and found that Tumnus had been imprisoned.
	<u>All of her siblings did not believe in</u> Lucy's story about Narnia until one day <u>Edmund found out</u> himself about it.
	<u>Lucy and her siblings moved</u> to Professor Kirke's house in the country.

MP1

Figure 4.32 Meaningful Practice in U3/A5/P.79-80

13) U3/A6/P.80-81

The activity indicated the use of content knowledge (MP1) as students were encouraged to discover which character had the

characterization provided and give evidence based on the passage “The Lion, the Witch, and the Wardrobe”. The activity would help students to understand the pattern of fantasy stories. Students were given the freedom to share their views (MP2) on deriving moral values from each character. There was no indication of excitement in this activity (MP3). This activity scored 2 out of 3 for the meaningful practice criterion.

Reread “The Lion, the Witch, and the Wardrobe” story. What lessons did you learn from each characters? Discuss with three different mates and compare to your answer. **MP2**

There are many moral lessons that you can learn from the story, such as honesty, integrity, forgiveness, courage, and self-sacrifice. The lessons are presented by the characterization of each character in the story. Complete the following chart with the names of the characters that best describe the characterizations provided. You also have to provide evidence from the story that supports each character’s characterization.

MP1 <u>Honesty and Integrity</u> Character’s Name(s):	<u>Explanation and Evidence:</u> MP1 _____ _____ _____
MP1 <u>Forgiveness</u> Character’s Name(s):	<u>Explanation and Evidence:</u> MP1 _____ _____ _____
MP1 <u>Courage</u> Character’s Name(s):	<u>Explanation and Evidence:</u> MP1 _____ _____ _____
MP1 <u>Self-sacrifice</u> Character’s Name(s):	<u>Explanation and Evidence:</u> MP1 _____ _____ _____

Figure 4.33 Meaningful Practice in U3/A6/P.80-81

14) U3/A7/P.81

The activity indicated the use of content knowledge (MP1) as students explained how reading the story could affect their beliefs. Students fully had the freedom to choose their answer since the answer was relative depending on the person’s

perspective. The activity was engaging since students were encouraged to share their beliefs before and after reading the story (MP3). This activity scored 3 out of 3 for the meaningful practice criterion.

Read each of the statements in the first column. ^{MP2} Make a decision on whether you agree or disagree with the statements. Compare your answer before and after reading the story. ^{MP3} Explain your choices and reasons for changing/ not changing your choices. There are no right or wrong answers.

Statement	Before Reading		After Reading		Your Explanation ^{MP1}
	Agree	Disagree	Agree	Disagree	
You should not believe something unless you see it yourself.					
Even if someone has done something wrong, you should forgive them.					
Sacrifice is a way to show love.					

Figure 4.34 Meaningful Practice in U3/A7/P.81

15) U4/A4/P.125

The activity indicated the use of content knowledge (MP1) as students analyzed the passage “Benefits of Getting a Covid-19 Vaccine” to comprehend the generic structure of an analytical text. Questions 3 to 5, and 7 encouraged students to figure out the writer’s opinion, the total of arguments stated by the writer, the data supporting the arguments, and the reiteration of the thesis. Students learned analytical exposition text by doing the activity (MP1). Students were given chance to share their opinion (MP2) about the effect of vaccines. There was no indication of excitement in this activity (MP3). This activity scored 2 out of 3 for the meaningful practice criterion.

Work in pairs and discuss.**Integrate and interpret**

3. What is the writer's opinion about the vaccination?
Answer: MP1
4. How many arguments does the writer state? What are they?
Answer: MP1
5. What data does the writer present to support the argument?
Answer: MP1

Reflect and evaluate

6. "Third, vaccines can protect and help health workers." (p. 4) Do you agree with this statement? Explain your answer.
Answer: MP2
7. Do you think that the last sentence of the text is an appropriate reiteration of the thesis? MP1
Answer: _____

Figure 4.35 Meaningful Practice in U4/A4/P.125

16) U4/A6/P.127-128

The activity indicated the use of content knowledge (MP1) as students looked back to understand the generic structure of analytical exposition text. Students also practiced making supporting evidence based on the arguments provided. The activity gave students the freedom to make the supporting evidence as long as it was reasonable enough to support the arguments. There was no indication of excitement in this activity (MP3). This activity scored 2 out of 3 for the meaningful practice criterion.

- MP1** Take a closer look at the text entitled "Benefits of Getting a Covid-19 Vaccine" again. Every argument has its supporting evidence. Now, write the supporting evidence for the following arguments. **MP1, MP2**
- Argument: the pandemic causes some people lose their jobs.
Supporting evidence 1: _____
Supporting evidence 2: _____
 - Argument: the pandemic opens new jobs.
Supporting evidence 1: _____
Supporting evidence 2: _____
 - Argument: the pandemic causes secondary needs to increase.
Supporting evidence 1: _____
Supporting evidence 2: _____

Figure 4.36 Meaningful Practice in U4/A6/P.127-128

17) U4/A8/P.130

The activity indicated the use of content knowledge (MP1) as students provided logical reasoning to support their argument in dealing with rebellious passengers in a bus station during the Covid-19 pandemic. Students also had the freedom to decide what kind of action they would take towards people who were not wearing masks in critical situations (MP2). The activity was engaging since students were encouraged to share their arguments and get different views by discussing with their classmates (MP3). This activity scored 3 out of 3 for the meaningful practice criterion.

Work in pairs. Discuss the following questions.

MP3

Imagine that in the midst of Covid-19 pandemic you have to be in a bus station and there are some people who do not wear mask.

1. What will you do? **MP2**
2. What will be the reason for doing that? **MP1**

You can write down your answer below or simply discuss it with a partner. Listen to each other seriously and respect one another.

Figure 4.37 Meaningful Practice in U4/A8/P.130

18) U5/A4/P.154-155

The activity indicated the use of content knowledge (MP1) as students analyzed the passage “Students Should be Allowed to Use Mobile Technologies in Class” to comprehend the generic structure of a hortatory exposition text. Questions 3 to 5, and 7 encouraged students to figure out the total arguments stated by the writer, the supporting sentences, how the arguments represent the writer’s opinion, and the recommendation proposed by the

writer. By doing the activity, students learned and gained knowledge about hortatory exposition text. Students were also given the freedom to share their opinions (MP2) regarding the statement provided in question 6. There was no indication of excitement in this activity (MP3). This activity scored 2 out of 3 for the meaningful practice criterion.

Work in pairs and discuss.

Integrate and interpret

3. How many arguments does the writer state? What are they?

Answer: MP1

4. What data does the writer present to support the argument?

Answer: MP1

5. What does the argument tell us about the writer's opinion?

Answer: MP1

Reflect and evaluate

6. "First of all, let us face reality: people do not write as much today as they used to several years ago." (p. 2) Do you agree with this statement?

Answer: MP2

7. What recommendations are given by the writer?

Answer: MP1

8. "Not allowing students to use smartphones and laptops in class means to **deprive** them of something that is almost a part of them and of their daily lives." The word in bold means _____

Figure 4.38 Meaningful Practice in U5/A4/P.154-155

c. Communicative Practice

Communicative practice refers to the activity that encourages students to interact and communicate with each other using the target language. The activity is set up like in real-life situations. Three indicators make up the communicative practice criterion. The first indicator (CP1) states that interaction is necessary to complete the task. The second indicator (CP2) highlights that the activity makes the participants communicate. Lastly, the third indicator (CP3)

emphasizes that the activity occurs within or imitates a real-life situation.

As previously mentioned, communicative practice is the least criterion that appears not frequently like fluency or meaningful practice. For instance, one activity required students to work in pairs and discuss the effects of vaccines, as stated in U4/A4/P.125: *“Work in pairs and discuss...”* *“Third, vaccines can protect and help health workers.”* (p. 4) *Do you agree with this statement? Explain your answer.”*. Another communicative practice was introduced in a similar way, where students were encouraged to discuss about the massive use of mobile technologies, as presented in U5/A4/P.154-155: *“Work in pairs and discuss...”* *“First of all, let us face reality: people do not write as much as today as they used to several years ago.”* (p. 2) *Do you agree with this statement?”*. In general, activities that emphasize communicative practice involve students to communicate and interact. The activity also puts students in real-life context.

Table 4.6 Distribution of Communicative Practice Indicators

No.	Codes	Indicators			Total
		CP1	CP2	CP3	
1	U1/A2/P.4-5	1	1	1	3
2	U1/A4/P.7-8	1	1	1	3
3	U1/A5/P.9	0	1	1	2
4	U1/A7/P.13	0	1	0	1
5	U1/A8/P.13	1	1	1	3
6	U2/A3/P.47-49	1	1	1	3
7	U2/A6/P.50-51	0	1	0	1

No.	Codes	Indicators			Total
		CP1	CP2	CP3	
8	U2/A7/P.51-52	0	1	0	1
9	U2/A8/P.52	0	1	1	2
10	U3/A3/P.78	0	0	1	1
11	U3/A4/P.79	0	1	0	1
12	U3/A5/P.79-80	0	1	0	1
13	U3/A6/P.80-81	1	1	0	2
14	U3/A7/P.81	0	1	1	2
15	U4/A4/P.125	1	1	1	3
16	U4/A6/P.127-128	0	1	1	2
17	U4/A8/P.130	1	1	1	3
18	U5/A4/P.154-155	1	1	1	3
Total		8	17	12	37

Table 4.6 reveals that each activity consists of a minimum of one indicator. The findings demonstrate that the most commonly found indicator in the communicative practice criterion was stimulating communication (CP2), which was present in 18 activities. it was followed by imitating real-life situations (CP3), which was present in 12 activities. The least commonly found indicator was requiring interaction (CP1), which was present in 7 activities. The analysis of activities in the textbook “Bahasa Inggris Tingkat Lanjut” that indicate communicative practice criterion is explained as follows:

1) U1/A2/P.4-5

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students worked in pairs and discuss with their partner to answer the questions. The topics of the activity were based on real-life context (CP3) where students were asked to mention holy items

from their place, explain the difference between traditional instruments from their place, and share their personal experience in seeing people chanting. This activity scored 3 out of 3 for the communicative practice criterion.

CP1, CP2 CP1, CP2

Work in pairs. Pick two or three questions to discuss with your partner. Ask and answer each other's questions. Include the words in bold for your answer.

CP3

1. Are there any **holy** items from the place of your origin? What are they?
2. **Tifa** is a traditional musical instrument in Indonesia, what do you know about it? **Are there any difference with the traditional musical instruments from your area?** CP3
3. What is **sago** for in the Indonesian culture?
4. How do you maintain the tolerance in **worshiping** and praying?
5. **Have you ever seen people chanting?** What it is for?

CP3

Figure 4.39 Communicative Practice in U1/A2/P.4-5

2) U1/A4/P.7-8

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students worked in pairs and discussed with their partners to answer the questions about the story “The Holy Stone”. Question 8 was based on real-life context (CP3) where students were encouraged to share their experiences about curiosity, did it lead them to bad things or good things. This activity scored 3 out of 3 for the communicative practice criterion.

CP1, CP2

Work in pairs. Discuss these questions.

Integrate and interpret

4. How did Irimiami and his wife finally learn from things that happened to them?

Answer: _____

5. There is a saying, 'Curiosity killed the cat, but satisfaction brought it back.' It means that being curious can sometimes lead someone to danger or misfortune, but it may also lead them to satisfaction because they manage to find what they're searching for. How does this saying apply to the legend of the holy stone?

Answer: _____

Reflect and evaluate

6. What would you do if you were Irimiami or Isoray? Why would you do that?

Answer: _____

7. What do you learn from Irimiami's and Isoray's curiosity?

Answer: _____

8. Have you ever been really curious about things? How did you handle it? Did it bring you good or bad things? CP3

Answer: _____

Figure 4. 40 Communicative Practice in U1/A4/P.7-8

3) U1/A5/P.9

The activity stimulated students to communicate (CP2) by sharing their favorite part of the legend. It also imitated real-life situations since students were asked to match the scrambled main ideas into the correct order (CP3). By doing the activity, students could enhance their critical thinking in finding the main ideas of the long passage. It would help students in extracting the main information from a long passage or news in real life. The activity did not require interaction to complete it (CP1). Therefore, this activity scored 2 out of 3 for the communicative practice criterion.

CP2

Which part of the legend do you like best? In order to ensure your understanding, match the paragraphs with the main ideas.

CP3

Paragraphs	Main Ideas
1	a couple left on Kamboi Rama mountain
2	how Kamboi people earned foods
3	the discovery of the holy stone
4	the fire
5-6	the feast
7-9	God Iriwonawani's anger
10-12	Irimiami's and Isoray's curiosity
13-14	villages in Kamboi Rama mountain

Figure 4.41 Communicative Practice in U1/A5/P.9

4) U1/A7/P.13

The activity potentially made students communicate with each other as they shared their answers after arranging the events in order (CP2). The activity did not require students to do interaction yet (CP1). There was no sign of the activity imitating a real-life situation (CP3). Therefore, it scored 1 out of 3 for the communicative practice criterion.

Read 'The Legend of The Holy Stone' again. Then, put these events in order.

CP2

	Years passed and the sago trees were becoming scarcer that made God Iriwonawani furious.
	Being curious, they put anything on the rock and let it burn until one day they accidentally caused some forest fires.
	Daily, Kamboi Rama consumed sago which was taken from God Aroempu plantation people.
	In short, God Iriwonawani helped them extinguish the fire and since that day, people kept on worshipping the stone and called it as "the holy stone"
	Kamboi people left Kamboi Rama mountain and left a husband and wife who insisted to stay there.
	When Irimiami and Isoray were about to rest, they found a hot flat rock.
	In the old days, there were Kamboi people who lived side by side with God Iriwonawani.

Figure 4.42 Communicative Practice in U1/A7/P.13

5) U1/A8/P.13

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students worked in pairs and discuss with their partner to answer the questions provided. The question no. 2 was based on the real-life situation (CP3). Students were asked for solutions to deal with the ecosystem damage. The activity scored 3 out of 3 for the communicative practice criterion.

Let's have further discussion on one of the problems raised in the legend you have read. State your opinion and have a discussion with your partner. CP1, CP2

1. Being curious of the holy stone, Irimiami and Isoray kept on testing the stone until they set the forest on fire several times. What do you think about their actions?
2. The forest had been burned due to Irimiami's and Isoray's curiosity, and that surely caused damage to the ecosystem. What actions can you take to repair that damage? CP3

Figure 4.43 Communicative Practice in U1/A8/P.13

6) U2/A3/P.47-49

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students worked in pairs and discussed with their partners to answer the questions about the passage “The Goose Girl”. In the section reflect and evaluate, questions 1 and 2 were based on real-life context (CP3). Students were encouraged to share their advice if their acquaintance had a personality like Selia (see question 1). In addition, students also shared their experiences in doing good or

bad things followed by their consequences (see question 2). This activity scored 3 out of 3 for the communicative practice criterion.

Read "The Goose Girl" story again. Answer the questions. Compare and discuss your answer with your classmates'.

Integrate and interpret CP1, CP2

- How did Ani's character change in the story?
Answer: _____
- Describe Ani's and the queen's characteristics? What differences and similarities are there?
Answer: _____
- In the story, it was told that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal? Is it a political move? Or is it a selfish act? Why? Explain.
Answer: _____
- What lessons can you learn from the story?
Answer: _____

Reflect and evaluate

- Have you ever found a similar character to Selia around you? Tell us the person's characteristics. If you are asked to give the person an advice, what would the advice be? CP3
Answer: _____
- Have you ever been surprised with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience. CP3
Answer: _____
- After reading 'The Goose Girl' story, how do you understand fairy tales?
Answer: _____

Figure 4.44 Communicative Practice in U2/A3/P.47-49

7) U2/A6/P.50-51

The activity encouraged students to communicate with their classmates (CP2) as they presented the chart of their favorite character from the story "The Goose Girl". The activity did not require students to do interaction yet (CP1). There was no sign of the activity imitating a real-life situation (CP3). Therefore, it scored 1 out of 3 for the communicative practice criterion.

Learn more about how to describe a character in a fairy tale. You will need this when you write or retell your own tale. Pick one of the characters in "The Goose Girl" tale and use the chart below to describe her/his characterization. Share your work to your classmates. CP2


Character's name :	Description of Appearance (Use list of words to describe it)
<p>picture of the character</p> 	
Description of Personality (Use list of words to describe it)	What is the character's role in the tale?
The character reminds me of:	
The character is related to:	

Figure 4.45 Communicative Practice in U2/A6/P.50-51

8) U2/A7/P.51-52

The activity potentially made students communicate with each other as they shared their answers after arranging the events in order (CP2). The activity did not require students to do interaction yet (CP1). There was no sign of the activity imitating a real-life situation (CP3). Therefore, it scored 1 out of 3 for the communicative practice criterion.

Without looking back at "The Goose Girl" tale, put these events in order. When you finish ordering the events, check you answers by looking back at the story. CP2

	She was depressed because she lived under her mother's shadow and her unpreparedness to be the future queen.
	The condition was getting even worse when the queen decided Calib to be the next ruler while Ani had to go to Bayern and marry the crown prince of Bayern.
	Ani had been in an unstable condition since the absence of her aunt and father.
	Ani had to fight for her own identity and became a goose girl in the kingdom of Bayern.
	With her persistent efforts and the helps from some loyal friends, Ani was finally able to reclaim her true identity and marry Geric, the crown prince of Bayern.

Figure 4.46 Communicative Practice in U2/A7/P.51-52

9) U2/A8/P.52

The activity stimulated students to communicate (CP2) by sharing opinions about the characteristics of Ani from the story “The Goose Girl”. The activity also imitated real-life situations (CP3) by providing a certain situation if the students were Ani, what would they do? It would help students to develop their empathy by putting them in someone else’s shoes. The activity did not require interaction to complete it (CP1). Therefore, this activity scored 2 out of 3 for the communicative practice criterion.

CP2 **Let's have a further discussion about Ani's characteristics in "The Goose Girl" story. Answer the following questions. Then, explain your reasons for choosing the answer.**

In the story, it is said that the young Ani struggled with her self-image. Ani had a gift to talk with animals and nature that made her so special; however, the gift made her isolated because the gift is considered shameful and terrible. Furthermore, her self-image was also affected by how her mother's shadow and the pressures of being a crown princess.

Nevertheless, as Ani moved to Bayern, she gradually changed her way of thinking about herself. She started to accept the gift and use it for the good deeds. She also began to open up to others about her identity and made friends.

What do you think about how Ani developed her self image?



Picture 2.4 Ani The Goose Girl

Your reasons:

If you were Ani, what would you do? Would you do the same thing? Why? CP3

Figure 4.47 Communicative Practice in U2/A8/P.52

10) U3/A3/P.78

The activity imitated a real-life situation (CP3) by providing a certain situation if the students were Lucy, what would they do? Did they decide to enter the forest alone or not?

This would help students to develop their empathy by putting themselves in someone else's shoes. The activity did not require interaction to complete it (CP1). It also did not indicate any necessary communication among students (CP2). Therefore, this activity scored 1 out of 3 for the communicative practice criterion.

Integrate and interpret

1. Why was Edmund reluctant to trust Mr. Beaver? Why did he reveal his siblings' plan to the White Witch?

Answer: _____

2. How is Edmund's personality? Use the information in the text to support your answer.

Answer: _____

Reflect and evaluate

1. What are your opinions on Lucy's decision to enter the forest by herself? Was it prudent, brave, or foolish? What would you do if you were Lucy? Why? CP3

Answer: _____

2. Do you agree with the kids' decision to rescue Tumnus? Why or why not?

Answer: _____

Figure 4.48 Communicative Practice in U3/A3/P.78

11) U3/A4/P.79

The activity encouraged students to communicate with their classmates (CP2) as they presented the chart of the characterization of Faun Tumnus from the story "The Lion, the Witch, and the Wardrobe". The activity did not require students to do interaction (CP1). There was no sign of the activity imitating a real-life situation (CP3). Therefore, it scored 1 out of 3 for the communicative practice criterion.

CP2 **Read the story again and describe Faun Tumnus by completing three ovals below. In the first oval, write the description of Tumnus' physical appearance. In the second oval, draw Tumnus' picture and in the third oval, tell Tumnus' personality.**

Figure 4.49 Communicative Practice in U3/A4/P/79

12) U3/A5/P.79-80

The activity potentially made students communicate with each other as they shared their answers after arranging the events in order (CP2). The activity did not require students to do interaction yet (CP1). There was no sign of the activity imitating a real-life situation (CP3). Therefore, it scored 1 out of 3 for the communicative practice criterion.

Understand the story more by putting these events in order.
CP2

	Lucy met Tumnus and found out that Narnia was under the spell of the White Witch.
	Under the influence of the Witch's spell, Edmund told his siblings' plan to save Tumnus.
	With the help from Aslan, the children could save all creatures from the witch's enchantment and inherit Narnia's thrones.
	Lucy and her siblings explored the house and she found out a magical wardrobe that led her to Narnia.
	One day, all of the children accidentally discovered Narnia and found that Tumnus had been imprisoned.
	All of her siblings did not believe in Lucy's story about Narnia until one day Edmund found out himself about it.
	Lucy and her siblings moved to Professor Kirke's house in the country.

Figure 4.50 Communicative Practice in U3/A5/P.79-80

13) U3/A6/P.80-81

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students discuss with their three different mates to complete the characterization of each character in the story “The Lion, the Witch, and the Wardrobe”. There was no sign of the activity imitating a real-life situation (CP3). Therefore, it scored 2 out of 3 for the communicative practice criterion.

Reread “The Lion, the Witch, and the Wardrobe” story. What lessons did you learn from each characters? Discuss with three different mates and compare to your answer. CP1, CP2

There are many moral lessons that you can learn from the story, such as honesty, integrity, forgiveness, courage, and self-sacrifice. The lessons are presented by the characterization of each character in the story. Complete the following chart with the names of the characters that best describe the characterizations provided. You also have to provide evidence from the story that supports each character’s characterization.

Honesty and Integrity Character’s Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>
Forgiveness Character’s Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>
Courage Character’s Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>
Self-sacrifice Character’s Name(s): <hr/>	Explanation and Evidence: <hr/> <hr/> <hr/>

Figure 4.51 Communicative Practice in U3/A6/P.80-81

14) U3/A7/P.81

The activity stimulated students to communicate (CP2) by sharing the choices that they had made about the statements provided. The provided statements could be taken into

consideration in real life (CP3): should we not believe in something unless we see it ourselves; should we forgive someone who has done something wrong; is it sacrifice a way to show love? The activity did not require interaction to complete (CP1) since it depended on personal preferences. Therefore, this activity scored 2 out of 3 for the communicative practice criterion.

Read each of the statements in the first column. Make a decision on whether you agree or disagree with the statements. Compare your answer CP2 before and after reading the story. Explain your choices and reasons for changing/ not changing your choices. There are no right or wrong answers.

CP3 Statement	Before Reading		After Reading		Your Explanation
	Agree	Disagree	Agree	Disagree	
You should not believe something unless you see it yourself.					
Even if someone has done something wrong, you should forgive them.					
Sacrifice is a way to show love.					

Figure 4.52 Communicative Practice in U3/A7/P.81

15) U4/A4/P.125

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students worked in pairs and discussed with their partners to answer the questions about the passage “Benefits of Getting a Covid-19 Vaccine”. Question 6 was based on real-life context (CP3) where students were encouraged to share their views about the advantages of getting vaccines for workers. This activity scored 3 out of 3 for the communicative practice criterion.

Work in pairs and discuss. CP1, CP2**Integrate and interpret**

3. What is the writer's opinion about the vaccination?
Answer: _____
4. How many arguments does the writer state? What are they?
Answer: _____
5. What data does the writer present to support the argument?
Answer: _____

Reflect and evaluate

6. "Third, vaccines can protect and help health workers." (p. 4) Do you agree with this statement? Explain your answer.
Answer: CP3 _____
7. Do you think that the last sentence of the text is an appropriate reiteration of the thesis?
Answer: _____

Figure 4.53 Communicative Practice in U4/A4/P.125

16) U4/A6/P.127-128

The activity stimulated students to communicate (CP2) by sharing supporting evidence for the arguments provided related to the pandemic. The activity also imitated real-life situations (CP3) by bringing up a topic such as the good and bad impact of the pandemic situation. The activity did not require interaction to complete it (CP1). Therefore, this activity scored 2 out of 3 for the communicative practice criterion.

Take a closer look at the text entitled "Benefits of Getting a Covid-19 Vaccine" again. Every argument has its supporting evidence.

CP2 Now, write the supporting evidence for the following arguments.

1. Argument: the pandemic causes some people lose their jobs. CP3
Supporting evidence 1: _____
Supporting evidence 2: _____
2. Argument: the pandemic opens new jobs. CP3
Supporting evidence 1: _____
Supporting evidence 2: _____
3. Argument: the pandemic causes secondary needs to increase. CP3
Supporting evidence 1: _____
Supporting evidence 2: _____

Figure 4.54 Communicative Practice in U4/A6/P.127-128

17) U4/A8/P.130

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students worked in pairs and discussed with their partners to convey the proper action in dealing with people who did not wear masks in a pandemic situation. The activity was set as if in real life which was advising on the importance of using masks in public facilities. This activity scored 3 out of 3 for the communicative practice criterion.

Work in pairs. Discuss the following questions.

CP1, CP2

Imagine that in the midst of Covid-19 pandemic you have to be in a bus station and there are some people who do not wear mask.

1. What will you do? CP3
2. What will be the reason for doing that? CP3

You can write down your answer below or simply discuss it with a partner.
Listen to each other seriously and respect one another. CP1, CP2

Figure 4.55 Communicative Practice in U4/A8/P.130

18) U5/A4/P.154-155

The activity required interaction (CP1) and stimulated communication (CP2) among students to complete it. Students worked in pairs and discussed with their partners to answer the questions about the passage “Students Should be Allowed to Use Mobile Technologies in Class”. Question 6 was based on real-life context (CP3) where students were encouraged to share their views about the recent situation and whether people did not write as much as they used to. This activity scored 3 out of 3 for the communicative practice criterion.

Work in pairs and discuss. CP1, CP2

Integrate and interpret

3. How many arguments does the writer state? What are they?
Answer: _____
4. What data does the writer present to support the argument?
Answer: _____
5. What does the argument tell us about the writer's opinion?
Answer: _____

Reflect and evaluate

6. "First of all, let us face reality: people do not write as much today as they used to several years ago." (p. 2) Do you agree with this statement?
Answer: _____ CP3
7. What recommendations are given by the writer?
Answer: _____
8. "Not allowing students to use smartphones and laptops in class means to **deprive** them of something that is almost a part of them and of their daily lives." The word in bold means _____

Figure 4.56 Communicative Practice in U5/A4/P.154-155

2. Types of Communicative Reading Activities in "Bahasa Inggris Tingkat Lanjut"

Aside from the communicative criteria, the researcher found various types of communicative reading activities in the "Bahasa Inggris Tingkat Lanjut". The research recognized four out of nine communicative activity types as per Richards' theory (2006). These types included task-completion activities, opinion-sharing activities, information-transfer activities, and reasoning-gap activities.

a. Task-completion activities (TCA)

Task-completion activities include puzzle, games, map-reading, scrambled sentences, and other kinds of classroom tasks in which the focus was using on one's language resources to complete a task. Based

on the data, the researcher discovered 7 activities that were classified as task-completion activities.

Table 4.7 Task-completion activities (TCA)

Codes	Types of Communicative Reading Activities
U1/A2/P.4-5	Reading, working in pairs, and discussion to answer the questions regarding holy items in their place, differentiate traditional instruments from their area, how they maintain tolerance in worshipping, and the aims of chanting.
U1/A5/P.9	Reading and matching scrambled paragraphs with the correct main ideas of the story “The Holy Stone” that have been provided
U1/A7/P.13	Reading and arranging scrambled events of the story “The Holy Stone” in correct order
U2/A7/P.51-52	Reading and arranging scrambled events of the story “The Goose Girl” in correct order
U3/A5/P.79-80	Reading and arranging scrambled events of the story “The Lion, the Witch, and the Wardrobe” in correct order
U4/A4/P.125	Discussing the passage “Benefits of Getting a Covid-19 Vaccine” to answer the questions regarding vaccination, analyzing the arguments and supporting evidences of the passage, and the advantages or disadvantages of getting vaccination
U5/A4/P.154-155	Discussing the passage “Students Should be Allowed to Use Mobile Technologies in Class” to answer the questions regarding the structure of hortatory text based on the passage provided, their agreement related to the statement

The thick descriptions of task-completion activities in “Bahasa Inggris Tingkat Lanjut” are presented as follows:

1) **Discussion to complete the task**

These activities focus on using students’ language resource to complete the task by encouraging students to discuss with their classmates. The analysis revealed that there were three activities

classified into discussion to complete the task. Those were in U1/A2/P.4-5; U4/A4/P.125; U5/A4/P.154-155.

The reading activity in U1/A2/P.4-5 is classified as task-completion activities (TCA). Students work in pairs and are given a task related to holy items in their place of residence. They also have to discuss tolerance and traditional instruments in Indonesia. To complete this task, personal knowledge and critical thinking skills are required. The activity is also enjoyable, as it helps students to gain a better understanding of their surroundings. Since the focus is on the use of language resources, it falls under the category of task-completion activities.

Work in pairs. Pick two or three questions to discuss with your partner. Ask and answer each other's questions. Include the words in bold for your answer.

1. Are there any **holy** items from the place of your origin? What are they?
2. **Tifa** is a traditional musical instrument in Indonesia, what do you know about it? Are there any difference with the traditional musical instruments from your area?
3. What is **sago** for in the Indonesian culture?
4. How do you maintain the tolerance in **worshipping** and praying?
5. Have you ever seen people chanting? What it is for?

Figure 4.57 TCA in U1/A2/P.4-5

The activity in U4/A4/P.125 is classified as task-completion activities (TCA). Students work in pairs to complete an activity about vaccination by using their language resources and prior knowledge. Questions 3 to 5 are provided to ensure that students understand the passage “Benefits of Getting a Covid-19 Vaccine”. Furthermore, advanced thinking skills are required to complete questions 6 and 7. In question 6, students use their

language resources and prior knowledge to determine whether they agree or disagree with the statement “Third, vaccines can protect and help health workers” and provide an explanation based on the passage. In question 7, students will use their language resources to decide whether the statement is appropriate for reiteration or not.

Work in pairs and discuss.

Integrate and interpret

3. What is the writer’s opinion about the vaccination?

Answer: _____

4. How many arguments does the writer state? What are they?

Answer: _____

5. What data does the writer present to support the argument?

Answer: _____

Reflect and evaluate

6. “Third, vaccines can protect and help health workers.” (p. 4) Do you agree with this statement? Explain your answer.

Answer: _____

7. Do you think that the last sentence of the text is an appropriate reiteration of the thesis?

Answer: _____

Figure 4.58 TCA in U4/A4/P.125

The activity in U5/A4/P.154-155 is classified as task-completion activities (TCA). During this activity, students work in pairs to complete a task that pertains to hortatory exposition text. They utilize their language skills and prior knowledge to accomplish this task. To ensure that students have a clear understanding of the passage “Students Should be Allowed to Use Mobile Technologies in Class”, questions 3 to 5 are provided. In question 6, it requires students to use their critical thinking skills to determine whether they agree or disagree with the statement

“First of all, let us face reality: people do not write as much today as they used to several years ago”. Questions 7 to 8 require students to use their language resources to find the recommendations of the writer based on the passage and to determine the meaning of the word “deprive” based on the context.

Work in pairs and discuss.

Integrate and interpret

3. How many arguments does the writer state? What are they?

Answer: _____

4. What data does the writer present to support the argument?

Answer: _____

5. What does the argument tell us about the writer’s opinion?

Answer: _____

Reflect and evaluate

6. “First of all, let us face reality: people do not write as much today as they used to several years ago.” (p. 2) Do you agree with this statement?

Answer: _____

7. What recommendations are given by the writer?

Answer: _____

8. “Not allowing students to use smartphones and laptops in class means to **deprive** them of something that is almost a part of them and of their daily lives.” The word in bold means _____

Figure 4.59 TCA in U5/A4/P.154-155

2) Scrambled sentences

These activities focus on using students’ language resource to complete the task by arranging scrambled sentences in correct order. The analysis revealed that there were four activities classified into scrambled sentences category. Those were in U1/A5/P.9; U1/A7/P.13; U2/A7/P.51-52; U3/A5/P.79-80.

The activity in U1/A5/P.9 is classified as task-completion activities (TCA). The activity in question involves a process

where students are provided with a set of scrambled main ideas from the story “The Legend of The Holy Stone”. The primary objective of this activity is to encourage students to restore the ideas in the correct order, which fosters advanced thinking and comprehension skills. Specifically, the activity requires students to identify the main ideas from the given text, analyze them, and then arrange them in a logical sequence that accurately represents the story’s flow. By doing so, students develop their cognitive abilities to form connections between various ideas and concepts, which ultimately leads to a better understanding of the text. The activity thus serves as an effective tool for enhancing reading comprehension skills in learners.

Which part of the legend do you like best? In order to ensure your understanding, match the paragraphs with the main ideas.

Paragraphs	Main Ideas
1	a couple left on Kamboi Rama mountain
2	how Kamboi people earned foods
3	the discovery of the holy stone
4	the fire
5-6	the feast
7-9	God Iriwonawani's anger
10-12	Irimiami's and Isoray's curiosity
13-14	villages in Kamboi Rama mountain

Figure 4.60 TCA in U1/A5/P.9

The given activity in U1/A7/P.13 falls under the task-completion activities (TCA) classification. Students have presented a set of scrambled sentences from the story “The Legend of The Holy Stone”. In this activity, students identify the

scrambled sentences, analyze them, and arrange them in the correct order. This activity helps students foster their cohesion and coherence of language. Scrambled sentences activity is one example of task-completion activities.

Read 'The Legend of The Holy Stone' again. Then, put these events in order.

	Years passed and the sago trees were becoming scarcer that made God Iriwonawani furious.
	Being curious, they put anything on the rock and let it burn until one day they accidentally caused some forest fires.
	Daily, Kamboi Rama consumed sago which was taken from God Aroempu plantation people.
	In short, God Iriwonawani helped them extinguish the fire and since that day, people kept on worshiping the stone and called it as "the holy stone"
	Kamboi people left Kamboi Rama mountain and left a husband and wife who insisted to stay there.
	When Irimiami and Isoray were about to rest, they found a hot flat rock.
	In the old days, there were Kamboi people who lived side by side with God Iriwonawani.

Figure 4.61 TCA in U1/A7/P.13

The activity in U2/A7/P.51-52 is classified as task-completion activities (TCA). Task-completion activities, or TCAs, are a vital tool for enhancing students' language coherence and cohesion capabilities. A specific example of such an activity is the scrambled sentences activity, which aims to help students understand language structure better. The activity involves providing students with a set of mixed-up sentences from the story "The Goose Girl," which they must organize and analyze to form the correct sequence. By doing so, students can develop their language skills and improve their ability to structure sentences coherently. This activity is just one of many examples of task-

completion activities that educators can use to help their students improve their language abilities.

Without looking back at “The Goose Girl” tale, put these events in order. When you finish ordering the events, check you answers by looking back at the story.

	She was depressed because she lived under her mother's shadow and her unpreparedness to be the future queen.
	The condition was getting even worse when the queen decided Calib to be the next ruler while Ani had to go to Bayern and marry the crown prince of Bayern.
	Ani had been in an unstable condition since the absence of her aunt and father.
	Ani had to fight for her own identity and became a goose girl in the kingdom of Bayern.
	With her persistent efforts and the helps from some loyal friends, Ani was finally able to reclaim her true identity and marry Geric, the crown prince of Bayern.

Figure 4.62 TCA in U2/A7/P.51-52

The given in U3/A5/P.79-80 activity falls under the task-completion activities (TCA) classification. Students have presented a set of scrambled sentences from the story “The Lion, the Witch, and the Wardrobe”. In this activity, students identify the scrambled sentences, analyze them, and arrange them in the correct order. This activity helps students foster their cohesion and coherence of language. Scrambled sentences activity is one example of task-completion activities.

Understand the story more by putting these events in order.

	Lucy met Tumnus and found out that Narnia was under the spell of the White Witch.
	Under the influence of the Witch's spell, Edmund told his siblings' plan to save Tumnus.
	With the help from Aslan, the children could save all creatures from the witch's enchantment and inherit Narnia's thrones.
	Lucy and her siblings explored the house and she found out a magical wardrobe that led her to Narnia.
	One day, all of the children accidentally discovered Narnia and found that Tumnus had been imprisoned.
	All of her siblings did not believe in Lucy's story about Narnia until one day Edmund found out himself about it.
	Lucy and her siblings moved to Professor Kirke's house in the country.

Figure 4.63 TCA in U3/A5/P.79-80

b. Opinion-sharing activities (OSA)

Opinion-sharing activities are activities where students compare their values, opinions, and beliefs. Based on the data, the researcher discovered 7 activities that were classified as opinion-sharing activities.

Table 4.8 Opinion-sharing activities

Codes	Types of Communicative Reading Activities
U1/A4/P.7-8	Sharing opinions about what would they do if they were Irimiami or Isoray; sharing beliefs about the moral values from the story; sharing personal experiences about curiosity
U1/A8/P.13	Discussing and sharing opinions about the actions done by Irimiami and Isoray; sharing opinions in repairing ecosystem damage
U2/A3/P.47-49	Discussing and sharing opinions about how students see the decision made by the Queen; what kind of life lesson they can learn from Ani's story; how students advise if they have people similar to Selia's personality; sharing their good and bad deeds
U2/A8/P.52	Sharing opinions about Ani's self-image; sharing personal beliefs if they were Ani, what would they do?
U3/A3/P.78	Sharing opinions in seeing Edmund's personality; sharing values in seeing Lucy's decision to enter the forest alone; sharing opinions in seeing the kids' decision to save Tumnus
U3/A7/P.81	Comparing opinions about whether students agree or disagree about the provided statements; comparing opinions before and after reading the story "The Lion, the Witch, and the Wardrobe"
U4/A8/P.130	Discussing and sharing beliefs regarding the importance of using masks during the pandemic in public facilities

The thick descriptions of opinion-sharing activities in "Bahasa Inggris Tingkat Lanjut" are presented as follows:

The activity in U1/A4/P.7-8 falls into the category of opinion-sharing activities (OSA). Students work in pairs to read “The Legend of Holy Stone” and then discuss the questions outlined in activity 4. These questions will challenge the students’ critical thinking skills, such as question no.5, which asks why curiosity can sometimes lead to danger and how that relates to the story. In question no.6, students compare their opinions as if they were in the position of Irimiami or Isoray, and provide personal reasoning for their choices. Question no.7 teaches students to identify moral values from the story, which can vary based on each student’s unique perspective. This activity also helps students develop empathy and learn to see things from someone else’s point of view. Lastly, in question no.8, students are encouraged to share their experiences related to curiosity and whether it has ever brought them fortune or misfortune.

Work in pairs. Discuss these questions.

Integrate and interpret

4. How did Irimiami and his wife finally learn from things that happened to them?

Answer: _____

5. There is a saying, ‘Curiosity killed the cat, but satisfaction brought it back.’ It means that being curious can sometimes lead someone to danger or misfortune, but it may also lead them to satisfaction because they manage to find what they’re searching for. How does this saying apply to the legend of the holy stone?

Answer: _____

Reflect and evaluate

6. What would you do if you were Irimiami or Isoray? Why would you do that?

Answer: _____

7. What do you learn from Irimiami’s and Isoray’s curiosity?

Answer: _____

8. Have you ever been really curious about things? How did you handle it? Did it bring you good or bad things?

Answer: _____

Figure 4.64 OSA in U1/A4/P.7-8

The particular activity in U1/A8/P.13 is classified as opinion-sharing activities (OSA). In pairs, students share their viewpoints regarding Irimiami and Isoray's repeated burning of the forest to test the stone's power, as referenced in question one. Furthermore, students are prompted to discuss their perspectives on the actions of Irimiami and Isoray. In question two, students also deliberate on potential solutions for repairing the damaged ecosystem, specifically the burnt forests. This activity is an excellent opportunity for students to enhance their critical thinking skills concerning ecosystem management.

Let's have further discussion on one of the problems raised in the legend you have read. State your opinion and have a discussion with your partner.

1. Being curious of the holy stone, Irimiami and Isoray kept on testing the stone until they set the forest on fire several times. What do you think about their actions?
2. The forest had been burned due to Irimiami's and Isoray's curiosity, and that surely caused damage to the ecosystem. What actions can you take to repair that damage?

Figure 4.65 OSA in U1/A8/P.13

The activity in U2/A3/P.47-49 falls into the category of opinion-sharing activities (OSA). Students engage in interactive discussions with their classmates to share their opinions and viewpoints on various topics. These discussions cover a wide range of topics, such as the choices made by the Queen, the lessons that can be learned from Ani's story, the advice they would provide to someone similar to Selia's personality, and their personal experiences, both their good and bad deeds that they did. Through these discussions, students get an

opportunity to express themselves and gain insights into their peers' perspectives, thus developing their critical thinking, communication, and social skills.

Read "The Goose Girl" story again. Answer the questions. Compare and discuss your answer with your classmates'.

Integrate and interpret

1. How did Ani's character change in the story?

Answer: _____

2. Describe Ani's and the queen's characteristics? What differences and similarities are there?

Answer: _____

3. In the story, it was told that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal? Is it a political move? Or is it a selfish act? Why? Explain.

Answer: _____

4. What lessons can you learn from the story?

Answer: _____

Reflect and evaluate

1. Have you ever found a similar character to Selia around you? Tell us the person's characteristics. If you are asked to give the person an advice, what would the advice be?

Answer: _____

2. Have you ever been surprised with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience.

Answer: _____

3. After reading 'The Goose Girl' story, how do you understand fairy tales?

Answer: _____

Figure 4.66 OSA in U2/A3/P.47-49

The activity in U2/A8/P.52 falls into the category of opinion-sharing activities (OSA). The objective of this activity is to encourage students to engage in a discussion where they can express their viewpoints on Ani's self-image, providing their reasoning behind their opinions. Besides, this activity also aims to promote empathy by prompting students to consider how they would handle Ani's situation if given the power. Through this activity, students can develop a better

understanding of their peers, learn to appreciate their differences, and develop compassion towards others.

Let's have a further discussion about Ani's characteristics in "The Goose Girl" story. Answer the following questions. Then, explain your reasons for choosing the answer.

In the story, it is said that the young Ani struggled with her self-image. Ani had a gift to talk with animals and nature that made her so special; however, the gift made her isolated because the gift is considered shameful and terrible. Furthermore, her self-image was also affected by how her mother's shadow and the pressures of being a crown princess.

Nevertheless, as Ani moved to Bayern, she gradually changed her way of thinking about herself. She started to accept the gift and use it for the good deeds. She also began to open up to others about her identity and made friends.

What do you think about how Ani developed her self image?



Picture 2.4 Ani The Goose Girl

Your reasons:

If you were Ani, what would you do? Would you do the same thing? Why?

Figure 4.67 OSA in U2/A8/P.52

The activity in U3/A/3/P.78 belongs to opinion-sharing activities (OSA). During this activity, students engage in a discussion where they are encouraged to share their opinions on three specific topics related to a literary work entitled: "The Lion, the Witch, and the Wardrobe". Firstly, students analyze Edmund's personality, supported by relevant evidence. Secondly, they examine Lucy's decision to enter the forest alone, discussing the possible consequences of her actions. Lastly, students discuss the children's decision to rescue Tumnus, weighing the risks and benefits of their actions. The primary goal of this exercise is to help students develop their critical thinking and reasoning abilities by providing them with

an opportunity to analyze complex situations and articulate their opinions effectively.

Integrate and interpret

1. Why was Edmund reluctant to trust Mr. Beaver? Why did he reveal his siblings' plan to the White Witch?

Answer: _____

2. How is Edmund's personality? Use the information in the text to support your answer.

Answer: _____

Reflect and evaluate

1. What are your opinions on Lucy's decision to enter the forest by herself? Was it prudent, brave, or foolish? What would you do if you were Lucy? Why?

Answer: _____

2. Do you agree with the kids' decision to rescue Tumnus? Why or why not?

Answer: _____

Figure 4.68 OSA in U3/A3/P.78

The activity in U3/A7/P.81 belongs to opinion-sharing activities (OSA). In this activity, students compare their personal opinions before and after reading the story “The Lion, the Witch, and the Wardrobe”. This allows them to reflect on the impact of the story on their opinions. Furthermore, students are required to provide relevant explanations for their opinions. This helps them to articulate their thoughts and develop their critical thinking skills. Overall, this activity fosters open communication, encourages respectful dialogue, and helps students to appreciate diverse perspectives.

Read each of the statements in the first column. Make a decision on whether you agree or disagree with the statements. Compare your answer before and after reading the story. Explain your choices and reasons for changing/ not changing your choices. There are no right or wrong answers.

Statement	Before Reading		After Reading		Your Explanation
	Agree	Disagree	Agree	Disagree	
You should not believe something unless you see it yourself.					
Even if someone has done something wrong, you should forgive them.					
Sacrifice is a way to show love.					

Figure 4.69 OSA in U3/A7/P.81

The activity in U4/A8/P.130 belongs to opinion-sharing activities (OSA). During this activity, students collaborate in pairs to discuss their personal beliefs regarding the significance of wearing masks in public spaces during the pandemic. Initially, they are prompted to consider how they would react if they encountered individuals who were not wearing masks at a bus station. Would they choose to ignore them or offer advice? Following this, students share their reasons for their chosen course of action. This activity serves to enhance their ability to articulate their ideas effectively and cultivate their critical thinking abilities. Ultimately, this activity fosters open communication, promotes respectful discourse, and encourages students to value diverse perspectives.

Work in pairs. Discuss the following questions.

Imagine that in the midst of Covid-19 pandemic you have to be in a bus station and there are some people who do not wear mask.

1. What will you do?
2. What will be the reason for doing that?

You can write down your answer below or simply discuss it with a partner. Listen to each other seriously and respect one another.

Figure 4.70 OSA in U4/A8/P.130

c. Information-transfer activities (ITA)

Information-transfer activities requires students to take information that is presented in one form, and represent it in a different form, such as chart or graph. Based on the data, the researcher found 2 activities that were classified as information-transfer activities.

Table 4.9 Information-transfer activities

Codes	Types of Communicative Reading Activities
U2/A6/P.50-51	Extracting valuable information from a long passage “The Goose Girl” and transforming into a chart
U3/A4/P.79	Taking information regarding Faun Tumnus on the passage “The Lion, the Witch, and the Wardrobe” and representing its key elements in an oval chart

The thick descriptions of information-transfer activities in “Bahasa Inggris Tingkat Lanjut” are presented as follows:

The activity in U2/A6/P.20-51 belongs to the information-transfer activities (ITA) group, which involves students extracting valuable information from a lengthy passage and transforming it into a chart format. As part of this exercise, the students are given the freedom to choose their preferred character from the story “The Goose Girl” and conduct an in-depth analysis of their personality traits. By doing so, the students not only enhance their analytical abilities but also promote their creativity in creating the chart. The students are then required to present their work to their classmates during a final showcase, which allows them to showcase their newly developed skills and knowledge. Overall, this task aims to promote critical thinking, creativity, and presentation skills among students.

Learn more about how to describe a character in a fairy tale. You will need this when you write or retell your own tale. Pick one of the characters in "The Goose Girl" tale and use the chart below to describe her/his characterization. Share your work to your classmates.


Character's name :	Description of Appearance (Use list of words to describe it)
<p>picture of the character</p> 	
The character reminds me of:	Description of Personality (Use list of words to describe it)
The character is related to:	
	What is the character's role in the tale?

Figure 4.71 ITA in U2/A6/P.50-51

The activity in U3/A4/P.79 is classified as information-transfer activities (ITA) designed to help students transfer information from one form to another. This particular activity focuses on the passage "The Lion, the Witch, and the Wardrobe". The activity aims to help students gain a deeper understanding of the story by representing its key elements in a different format, an oval chart. To complete this task, students need to read the story thoroughly, identify important details, and then transfer this information to the oval chart provided. Specifically, students focus on the character of Faun Tumnus and describe his physical appearance and personality traits in the chart. By completing this activity, students not only develop their comprehension skills but also their ability to transfer and represent information in different ways.

Read the story again and describe Faun Tumnus by completing three ovals below. In the first oval, write the description of Tumnus' physical appearance. In the second oval, draw Tumnus' picture and in the third oval, tell Tumnus' personality.

Figure 4.72 ITA in U3/A4/P.79

d. Reasoning-gap activities (RGA)

Reasoning-gap activities involve students to derive some new information through the process of inference and practical reasoning. Based on the data, the researcher found two activities that were classified as reasoning-gap activities.

Table 4.10 Reasoning-gap activities (RGA)

Codes	Types of Communicative Reading Activities
U3/A6/P.80-81	Requiring the process of text inference to understand the personalities of the characters on the story “The Lion, the Witch, and the Wardrobe”
U4/A6/P.127-128	Requiring practical reasoning to develop supporting evidences for three pandemic-related arguments

The thick descriptions of reasoning-gap activities in “Bahasa Inggris Tingkat Lanjut” are presented as follows:

The activity in U3/A6/P.80-81 is classified as reasoning-gap activities (RGA). It is designed to help students gain a better understanding of the personalities of the characters in the story “The Lion, the Witch, and the Wardrobe” by requiring them to derive new

information through inference and reasoning. This process involves analyzing information that is not explicitly stated in the text to draw conclusions and make connections. This type of activity is essential for developing critical thinking and analytical skills, which are valuable in many aspects of life.

Reread “The Lion, the Witch, and the Wardrobe” story. What lessons did you learn from each characters? Discuss with three different mates and compare to your answer.

There are many moral lessons that you can learn from the story, such as honesty, integrity, forgiveness, courage, and self-sacrifice. The lessons are presented by the characterization of each character in the story. Complete the following chart with the names of the characters that best describe the characterizations provided. You also have to provide evidence from the story that supports each character’s characterization.

<p>Honesty and Integrity Character’s Name(s):</p> <hr/>	<p>Explanation and Evidence:</p> <hr/> <hr/> <hr/>
<p>Forgiveness Character’s Name(s):</p> <hr/>	<p>Explanation and Evidence:</p> <hr/> <hr/> <hr/>
<p>Courage Character’s Name(s):</p> <hr/>	<p>Explanation and Evidence:</p> <hr/> <hr/> <hr/>
<p>Self-sacrifice Character’s Name(s):</p> <hr/>	<p>Explanation and Evidence:</p> <hr/> <hr/> <hr/>

Figure 4.73 RGA in U3/A6/P.80-81

The activity in U4/A6/P.127/128 falls into the category of reasoning-gap activities (RGA) designed to enhance students’ argumentative abilities and ability to provide evidence. Students read and understand the article entitled “Benefits of Getting a Covid-19 Vaccine” before being urged to develop supporting evidence for three pandemic-related arguments. The arguments cover job losses, new employment opportunities, and an increase in secondary needs caused

by the pandemic. Developing supporting evidence necessitates the use of inference and practical reasoning.

Take a closer look at the text entitled "Benefits of Getting a Covid-19 Vaccine" again. Every argument has its supporting evidence.

Now, write the supporting evidence for the following arguments.

1. Argument: the pandemic causes some people lose their jobs.
Supporting evidence 1: _____
Supporting evidence 2: _____
2. Argument: the pandemic opens new jobs.
Supporting evidence 1: _____
Supporting evidence 2: _____
3. Argument: the pandemic causes secondary needs to increase.
Supporting evidence 1: _____
Supporting evidence 2: _____

Figure 4.74 RGA in U4/A6/P.127-128

According to the research findings, the "Bahasa Inggris Tingkat Lanjut" textbook only addressed 4 out of 9 types of communicative activities. These included task-completion activities (TCA), opinion-sharing activities (OSA), information-transfer activities (ITA), and reasoning-gap activities (RGA).

Table 4.11 Types of CRA in "Bahasa Inggris Tingkat Lanjut"

Type of CRA	Unit					Frequency	Percentage
	1	2	3	4	5		
IA	0	0	0	0	0	0	0
JA	0	0	0	0	0	0	0
TCA	3	1	1	1	1	7	39
IGA	0	0	0	0	0	0	0
OSA	2	2	2	1	0	7	39
ITA	0	1	1	0	0	2	11
RGA	0	0	1	1	0	2	11
RP	0	0	0	0	0	0	0
AM	0	0	0	0	0	0	0
Total	5	4	5	3	1	18	100

The reading activities primarily focused on task-completion and opinion-sharing activities, with 7 activities each (39%). Information

transfer and reasoning-gap activities were given less emphasis, with only 2 activities each (11%). However, the reading activities did not cover other important types of communicative activities such as information-gap activities (IA), jigsaw activities (JA), information-gathering activities (IGA), role-plays (RP), and authentic materials (AM).

B. Discussions

1. Criteria of Communicative Reading Activities in “Bahasa Inggris Tingkat Lanjut”

The study’s data analysis has uncovered insightful results concerning the two main research issues being explored. The findings indicate that the reading activities in “Bahasa Inggris Tingkat Lanjut” encompass all three communicative criteria as proposed by Richard (2006). Communicative criteria were presented in every unit of the textbook.

Notably, the fluency criterion was the most frequently presented criterion. Fluency with the using of personal knowledge is the most massively developed within the textbook, followed by advanced thinking skills, and the using of variety language items. The typical activities in “Bahasa Inggris Tingkat Lanjut” that develop fluency often encourage students to share their personal experiences or synthesize a long passage to figure out the characterization of a character. The result accords with the finding reported by Ariska (2020) that fluency is the most dominating criteria.

After fluency, there is meaningful practice. Meaningful practice with practicing the content knowledge and making meaningful choices are equally and perfectly developed within the textbook, followed by the attractiveness of the activity. The typical activities in “Bahasa Inggris Tingkat Lanjut” that emphasize meaningful practice often require students to discuss the generic structure of a text under discussion. The availability of such activities undeniably gives students opportunities to comprehend what they have read and facilitates them in working collaboratively to exchange information (Harmer, 2007a).

The last criterion is communicative practice. Communicative practice with stimulating communication indicator is the most frequently developed, followed by imitating real-life situations and requiring interaction. In general, the typical activities in “Bahasa Inggris Tingkat Lanjut” that emphasize communicative practice are in the form of discussion and working in pairs. A noteworthy finding is that the number of communicative practice criteria is considerably lower in comparison to the other criteria. However, the results of a study by Saputri (2022) reported that communicative principles should be prioritized since students work in pairs and groups to promote interaction. In addition, the distribution of communicative practice should be enhanced since work in pairs or group to transfer and negotiate meaning in certain situation is the special traits of CLT (Celce-Murcia, 2014).

2. Types of Communicative Reading Activities in “Bahasa Inggris Tingkat Lanjut”

Aside from the communicative criteria, the data analysis reveals four out of nine types of communicative activity as per the theory of Richards (2006). The results show that task-completion activities are the most presented activity within the textbook. Task-completion activities has been well distributed since it has presented at least one in every unit. The activities are also varied, for instance scrambled sentences and discussion to complete the task.

Opinion-sharing activities become the second lead. It has been distributed in four units with an average of 2 activities in each unit. By doing the opinion-sharing activities, students are given a chance to convey their beliefs, values, or opinions. Students commonly write down their answers in their notes before they present it in front of their mates. Therefore, it requires students not only reading but also writing, speaking, and listening. Language skills are integrated by doing the activity (Celce-Murcia, 2014).

The following is information-transfer activities and reasoning-gap activities. In this context, the information-transfer activities emphasize on taking information from a long passage, and represent it in form of chart. As for the reasoning-gap, the activities are encouraging students to derive some new information through the process of inference and practical reasoning. For instance, students complete the characterization of the story

and creating logical supporting paragraphs. The activity where students are asked to create supporting paragraphs based on the arguments given has aligned with the trait of CLT which involving not only linguistic forms, but also semantic notions and social functions as well (Celce-Murcia, 2014).

The results of this study have important implications for English language teaching. The reading activities in “Bahasa Inggris Tingkat Lanjut” are considered communicative enough to be used in the teaching and learning of English since it has fulfilled all the three criteria of communicative activities based on the theory of Richards (2006) namely fluency, meaningful practice, and communicative practice. On the other hand, the reading activities in “Bahasa Inggris Tingkat Lanjut” have not developed all types of communicative activities, only four out of nine were presented. However, the teachers may modify the activity and adjust it so that it is in line with the communicative competence. Additionally, the teacher can explore alternate sources to offer students more communicative reading activities not found within the textbook.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. In this chapter, the researcher presents the conclusion of the research and provides suggestion for future research.

A. Conclusions

In this section, the researcher would like to draw conclusions based on the findings and discussions in the previous chapter. This research aims to find out the criteria for communicative reading activities and to investigate the most frequent types of communicative reading activities in the textbook “Bahasa Inggris Tingkat Lanjut”. In analyzing the criteria and the types of communicative reading activities, the researcher applied Richards’ theory (2006).

Based on the findings and discussions in the previous chapter, it can be concluded that the reading activities in the English textbook “Bahasa Inggris Tingkat Lanjut” have already fulfilled all the criteria of communicative activities by Richards (2006). The criteria are fluency, meaningful practice, and communicative practice. The most frequently presented criterion is fluency (49; 36,8%). Thus, fluency consists of three indicators that all of the indicators have been well distributed with slightly different frequencies: the use of personal knowledge (18; 13,5%), the use of advanced thinking skills (17; 12,8%), and the use of a variety of language items (14; 10,5%). The second criterion is meaningful practice (47; 35,3). It also consists of three indicators with nearly perfect distributions: practicing content knowledge (18; 13,5%), making meaningful choices (18;

13,5%), and enjoyable activity (11; 8,3%). The last criterion is communicative practice (37; 27,8%). It also consists of three indicators with various distributions namely stimulating communication (17; 12,8%), imitating real-life situations (12; 9%), and requiring interaction (8; 6%).

According to a study, the textbook only covers four out of the nine types of communicative activities proposed by Richards (2006). These four activities include task-completion, opinion-sharing, information-transfer, and reasoning-gap activities. Among these, task-completion and opinion-sharing activities are the most commonly addressed types of communicative reading activities, with each having seven activities (39%). On the other hand, information transfer and reasoning-gap activities are given comparatively less attention, with only two activities each (11%).

Although this study focuses on the reading activities related to the contextualization of the studied topic, it is important to note that the findings on the reading activities in the “Bahasa Inggris Tingkat Lanjut” may not be representative of all the activities in the textbook. Therefore, the researcher suggests conducting further research on a similar topic by analyzing all the activities present in the textbook. This will help discover the distributions of communicative criteria in the textbook that implemented the Merdeka curriculum.

B. Suggestions

The researcher humbly submits a set of recommendations based on the findings of the present study to benefit three distinct groups. Those three distinct groups are the author of the textbook, the teachers, and fellow researchers who may find this study of interest.

1. The author of the textbook

The findings of this study can provide valuable insights for enhancing the English textbook, particularly in terms of developing the communicative practice criterion and variety of presented communicative activities. The activities should be more fun, encourage students to interact with each other using the target language, and set like in real-life situations. Further, the author may add various types of communicative reading activities such as information-gap activities, jigsaw activities, information-gathering activities, role-plays, and authentic materials.

2. The teachers

The “Bahasa Inggris Tingkat Lanjut” English textbook is good choice for reading classes. Nearly half of the activities are communicative, which is fairly good. However, if the teacher identifies any non-communicative activities, they can modify them by evaluating which criterion is missing. Is it fluency, meaningful practice, or communicative practice? Additionally, the teacher can explore alternate sources to offer students more communicative reading activities not found within the textbook. The internet or other textbooks can provide a wealth of activities

to help students learn and develop their knowledge from varied perspectives.

3. Fellow researchers

This study offers valuable insights for researchers who are keen on communicative language teaching in the future. By conducting a more comprehensive analysis of English textbooks, particularly those aligned with the Merdeka curriculum, scholars can fill the gap in content analysis on communicative activities. They can also broaden their investigations to include all activities in the textbook, including listening, speaking, and writing, rather than solely focusing on reading. Furthermore, researchers can compare the communicative activities in English textbooks published by the Indonesian Ministry of Education and Culture with those from other publishers.

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APPENDICES

APPENDIX 1 Data Coding

Coding of Communicative Activities by Jack J. Richards

Communicative activities by Jack J. Richards	Code	Explanation
Information-gap activities	IA	Type of communicative activities based on Jack J. Richards' theory
Jigsaw activities	JA	Type of communicative activities based on Jack J. Richards' theory
Task-completion activities	TCA	Type of communicative activities based on Jack J. Richards' theory
Information gathering activities	IGA	Type of communicative activities based on Jack J. Richards' theory
Opinion sharing activities	OSA	Type of communicative activities based on Jack J. Richards' theory
Information-transfer activities	ITA	Type of communicative activities based on Jack J. Richards' theory
Reasoning gap-activities	RGA	Type of communicative activities based on Jack J. Richards' theory
Role-plays	RP	Type of communicative activities based on Jack J. Richards' theory
Authentic materials	AM	Type of communicative activities based on Jack J. Richards' theory

Coding of Reading Activity in the Textbook "Bahasa Inggris Tingkat Lanjut"

Part of the textbook	Code	Explanation
Unit	U	Unit in the textbook "Bahasa Inggris Tingkat Lanjut"
Activity	A	Activity in the textbook "Bahasa Inggris Tingkat Lanjut"
Page	P	Page in the textbook "Bahasa Inggris Tingkat Lanjut"

APPENDIX 2 Analysis of Communicative Activities

GUIDELINES FOR COMMUNICATIVE ACTIVITIES ANALYSIS

Here are the instructions for the communicative activity checklist:

1. For each indicator mentioned, if the activity meets the requirement and is checked off with a symbol (✓), one point is earned per indicator. If not, a hyphen (-) is used and zero points are awarded.
2. The “activity” column shows the total number of activities for each unit. For instance, Unit 1 has 9 activities while Unit 3 has 8.
3. To be considered communicative, the activity should score 6 or above.

Codes:

U.../A.../P...

U : Unit in the textbook “Bahasa Inggris Tingkat Lanjut”

A : Reading activity in the textbook

P : Page of the activity in the textbook

IA : Information-gap activities

JA : Jigsaw activities

TCA : Task-completion activities

IGA : Information gathering activities

OSA : Opinion sharing activities

ITA : Information-transfer activities

RGA : Reasoning-gap activities

RP : Role-plays

AM : Authentic materials

Types of communicative activities

COMMUNICATIVE ACTIVITIES IN UNIT 1 LEGEND

Criterion	Indicator	U1/A1/P.3	U1/A2/P.4-5	U1/A3/P.5-7	U1/A4/P.7-8	U1/A5/P.9	U1/A6/P.9-12	U1/A7/P.13	U1/A8/P.13	U1/A9/P.14
Fluency	Problem solving or advanced thinking skill is necessary to complete the task	-	✓	-	✓	✓	✓	✓	✓	-
	Activity requires the use of personal knowledge and language skills	✓	✓	-	✓	✓	✓	✓	✓	✓
	Activity involves variety of language items	-	✓	✓	✓	-	✓	-	✓	✓
Meaningful Practice	Participants learn and use content knowledge by doing the activity	-	✓	-	✓	✓	✓	✓	✓	-
	Activity requires participants to make meaningful choices	-	✓	-	✓	✓	-	✓	✓	-
	Activity must be enjoyable and engaging	-	✓	✓	-	✓	-	✓	✓	-
Communicative Practice	Interaction is necessary to complete the task	-	✓	-	✓	-	-	-	✓	-
	Activity makes the participants to communicate	✓	✓	-	✓	✓	-	✓	✓	-
	Activity occurs within or imitates a real-life situation	-	✓	-	✓	✓	-	-	✓	-
	TOTAL SCORE	2	9	2	8	7	4	6	9	2

COMMUNICATIVE ACTIVITIES IN UNIT 2 FAIRY TALE

Criterion	Indicator	U2/A1/P.42-43	U2/A2/P.44-47	U2/A3/P.47-49	U2/A4/P.49	U2/A5/P.50	U2/A6/P.50-51	U2/A7/P.51-52	U2/A8/P.52	U2/A9/P.53
Fluency	Problem solving or advanced thinking skill is necessary to complete the task	-	-	✓	✓	-	-	✓	✓	-
	Activity requires the use of personal knowledge and language skills	✓	-	✓	✓	✓	✓	✓	✓	✓
	Activity involves variety of language items	✓	✓	✓	✓	✓	✓	-	✓	✓
Meaningful Practice	Participants learn and use content knowledge by doing the activity	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Activity requires participants to make meaningful choices	-	-	✓	-	-	✓	✓	✓	-
	Activity must be enjoyable and engaging	-	-	-	✓	-	✓	✓	✓	-
Communicative Practice	Interaction is necessary to complete the task	-	-	✓	-	-	-	-	-	-
	Activity makes the participants to communicate	-	-	✓	-	-	✓	✓	✓	-
	Activity occurs within or imitates a real-life situation	-	-	✓	-	-	-	-	✓	-
	TOTAL SCORE	3	2	8	5	3	6	6	8	3

COMMUNICATIVE ACTIVITIES IN UNIT 3 FANTASY

Criterion	Indicator	U3/A1/P.72-73	U3/A2/P.73-77	U3/A3/P.78	U3/A4/P.79	U3/A5/P.79-80	U3/A6/P.80-81	U3/A7/P.81	U3/A8/P.82
Fluency	Problem solving or advanced thinking skill is necessary to complete the task	-	-	✓	✓	✓	✓	✓	-
	Activity requires the use of personal knowledge and language skills	✓	✓	✓	✓	✓	✓	✓	✓
	Activity involves variety of language items	✓	✓	✓	✓	-	✓	✓	✓
Meaningful Practice	Participants learn and use content knowledge by doing the activity	✓	✓	✓	✓	✓	✓	✓	-
	Activity requires participants to make meaningful choices	✓	-	✓	✓	✓	✓	✓	-
	Activity must be enjoyable and engaging	-	-	-	✓	✓	-	✓	-
Communicative Practice	Interaction is necessary to complete the task	-	-	-	-	-	✓	-	-
	Activity makes the participants to communicate	-	-	-	✓	✓	✓	✓	-
	Activity occurs within or imitates a real-life situation	-	-	✓	-	-	-	✓	-
	TOTAL SCORE	4	3	6	7	6	7	8	2

COMMUNICATIVE ACTIVITIES IN UNIT 4 ANALYTICAL EXPOSITION TEXT

Criterion	Indicator	U4/A1/P.119	U4/A2/P.120	U4/A3/P.120-124	U4/A4/P.125	U4/A5/P.126-127	U4/A6/P.127-128	U4/A7/P.129-130	U4/A8/P.130
Fluency	Problem solving or advanced thinking skill is necessary to complete the task	-	-	-	✓	-	✓	✓	✓
	Activity requires the use of personal knowledge and language skills	✓	✓	✓	✓	✓	✓	✓	✓
	Activity involves variety of language items	✓	✓	✓	✓	✓	✓	✓	✓
Meaningful Practice	Participants learn and use content knowledge by doing the activity	-	✓	✓	✓	✓	✓	✓	✓
	Activity requires participants to make meaningful choices	-	✓	-	✓	-	✓	-	✓
	Activity must be enjoyable and engaging	-	-	-	-	-	-	-	✓
Communicative Practice	Interaction is necessary to complete the task	-	-	-	✓	-	-	-	✓
	Activity makes the participants to communicate	-	-	-	✓	-	✓	-	✓
	Activity occurs within or imitates a real-life situation	-	-	-	✓	-	✓	-	✓
	TOTAL SCORE	2	4	3	8	3	7	4	9

COMMUNICATIVE ACTIVITIES IN UNIT 5 HORTATORY EXPOSTION TEXT

Criterion	Indicator	U5/A1/P.149	U5/A2/P.150	U5/A3/P.151-154	U5/A4/P.154-155	U5/A5/P.156	U5/A6/P.156-158	U5/A7/P.159	U5/A8/P.159-160
Fluency	Problem solving or advanced thinking skill is necessary to complete the task	-	-	-	✓	-	-	-	-
	Activity requires the use of personal knowledge and language skills	✓	✓	✓	✓	✓	✓	✓	✓
	Activity involves variety of language items	✓	✓	✓	✓	✓	✓	✓	✓
Meaningful Practice	Participants learn and use content knowledge by doing the activity	-	✓	✓	✓	-	✓	✓	✓
	Activity requires participants to make meaningful choices	-	-	-	✓	-	-	-	-
	Activity must be enjoyable and engaging	-	-	-	-	-	-	-	-
Communicative Practice	Interaction is necessary to complete the task	-	-	-	✓	-	-	-	-
	Activity makes the participants to communicate	-	-	-	✓	-	-	-	-
	Activity occurs within or imitates a real-life situation	-	-	-	✓	-	-	-	-
	TOTAL SCORE	2	3	3	8	2	3	3	3

RECAPITULATION OF THE COMMUNICATIVE CRITERIA

No.	Code	Fluency			MP			CP			TOTAL
		F1	F2	F3	MP1	MP2	MP3	CP1	CP2	CP3	
1	U1/A2/P.4-5	1	1	1	1	1	1	1	1	1	9
2	U1/A4/P.7-8	1	1	1	1	1	0	1	1	1	8
3	U1/A5/P.9	1	1	0	1	1	1	0	1	1	7
4	U1/A7/P.13	1	1	0	1	1	1	0	1	0	6
5	U1/A8/P.13	1	1	1	1	1	1	1	1	1	9
6	U2/A3/P.47-49	1	1	1	1	1	0	1	1	1	8
7	U2/A6/P.50-51	0	1	1	1	1	1	0	1	0	6
8	U2/A7/P.51-52	1	1	0	1	1	1	0	1	0	6
9	U2/A8/P.52	1	1	1	1	1	1	0	1	1	8
10	U3/A3/P.78	1	1	1	1	1	0	0	0	1	6
11	U3/A4/P.79	1	1	1	1	1	1	0	1	0	7
12	U3/A5/P.79-80	1	1	0	1	1	1	0	1	0	6
13	U3/A6/P.80-81	1	1	1	1	1	0	1	1	0	7
14	U3/A7/P.81	1	1	1	1	1	1	0	1	1	8
15	U4/A4/P.125	1	1	1	1	1	0	1	1	1	8
16	U4/A6/P.127-128	1	1	1	1	1	0	0	1	1	7
17	U4/A8/P.130	1	1	1	1	1	1	1	1	1	9
18	U5/A4/P.154-155	1	1	1	1	1	0	1	1	1	8
	Frequencies	17	18	14	18	18	11	8	17	12	133
	Percentages	12,8	13,5	10,5	13,5	13,5	8,3	6,0	12,8	9,0	100,0

APPENDIX 3 Analysis of the Types of Communicative Activities

TYPES OF COMMUNICATIVE ACTIVITIES IN THE TEXTBOOK

Title of the textbook : “Bahasa Inggris Tingkat Lanjut” SMA Kelas XI

Researcher : Risma Rahmawati

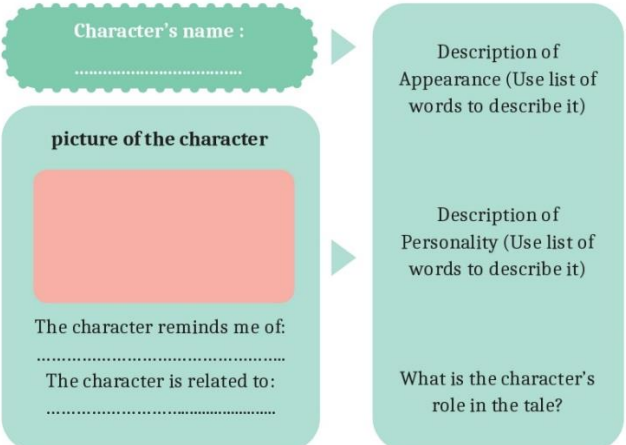
Validator : Lungit Probo Rini, S.Pd.


Codes	Activities	Researcher	Validator	Explanations
U1/A2/P.4-5	<p>Work in pairs. Pick two or three questions to discuss with your partner. Ask and answer each other's questions. Include the words in bold for your answer.</p> <ol style="list-style-type: none"> Are there any holy items from the place of your origin? What are they? Tifa is a traditional musical instrument in Indonesia, what do you know about it? Are there any difference with the traditional musical instruments from your area? What is sago for in the Indonesian culture? How do you maintain the tolerance in worshiping and praying? Have you ever seen people chanting? What it is for? 	TCA	TCA	Students work in pairs to complete a task regarding holy items in their place and discuss tolerance and traditional instruments in Indonesia. To finish this task indeed personal knowledge and critical thinking are involved. The activity is also amusing since it makes students know better about their environment.
U1/A4/P/7-8	<p>Work in pairs. Discuss these questions.</p> <p><i>Integrate and interpret</i></p> <ol style="list-style-type: none"> How did Irimiami and his wife finally learn from things that happened to them? <p>Answer: _____</p>	OSA	OSA	Students work in pairs to compare their opinions as if they were in the position of Irimiami or Isoray. This activity may develop students' empathy and

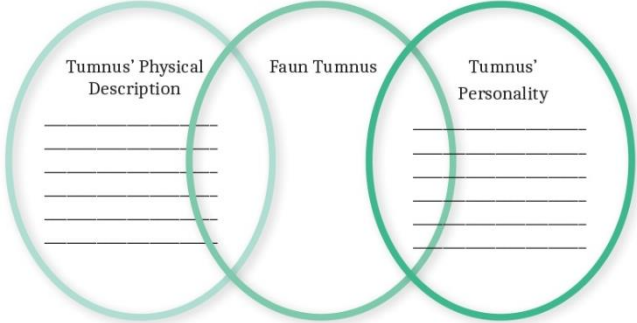
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	<p>5. There is a saying, 'Curiosity killed the cat, but satisfaction brought it back.' It means that being curious can sometimes lead someone to danger or misfortune, but it may also lead them to satisfaction because they manage to find what they're searching for. How does this saying apply to the legend of the holy stone?</p> <p>Answer: _____</p> <p>Reflect and evaluate</p> <p>6. What would you do if you were Irimiami or Isoray? Why would you do that?</p> <p>Answer: _____</p> <p>7. What do you learn from Irimiami's and Isoray's curiosity?</p> <p>Answer: _____</p> <p>8. Have you ever been really curious about things? How did you handle it? Did it bring you good or bad things?</p> <p>Answer: _____</p>			encourage them to walk in someone else's shoes.																		
U1/A5/P.9	<p>Which part of the legend do you like best? In order to ensure your understanding, match the paragraphs with the main ideas.</p> <table border="1" data-bbox="477 943 1113 1313"> <thead> <tr> <th data-bbox="477 943 685 995">Paragraphs</th> <th data-bbox="685 943 1113 995">Main Ideas</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 995 685 1034">1</td> <td data-bbox="685 995 1113 1034">a couple left on Kamboi Rama mountain</td> </tr> <tr> <td data-bbox="477 1034 685 1072">2</td> <td data-bbox="685 1034 1113 1072">how Kamboi people earned foods</td> </tr> <tr> <td data-bbox="477 1072 685 1110">3</td> <td data-bbox="685 1072 1113 1110">the discovery of the holy stone</td> </tr> <tr> <td data-bbox="477 1110 685 1149">4</td> <td data-bbox="685 1110 1113 1149">the fire</td> </tr> <tr> <td data-bbox="477 1149 685 1187">5-6</td> <td data-bbox="685 1149 1113 1187">the feast</td> </tr> <tr> <td data-bbox="477 1187 685 1225">7-9</td> <td data-bbox="685 1187 1113 1225">God Iriwonawani's anger</td> </tr> <tr> <td data-bbox="477 1225 685 1264">10-12</td> <td data-bbox="685 1225 1113 1264">Irimiami's and Isoray's curiosity</td> </tr> <tr> <td data-bbox="477 1264 685 1313">13-14</td> <td data-bbox="685 1264 1113 1313">villages in Kamboi Rama mountain</td> </tr> </tbody> </table>	Paragraphs	Main Ideas	1	a couple left on Kamboi Rama mountain	2	how Kamboi people earned foods	3	the discovery of the holy stone	4	the fire	5-6	the feast	7-9	God Iriwonawani's anger	10-12	Irimiami's and Isoray's curiosity	13-14	villages in Kamboi Rama mountain	TCA	TCA	Students are given scrambled main ideas of the story "The Legend of The Holy Stone". The activity encourages students to restore it in the proper order. This activity involves advanced thinking in understanding the passage and enhances reading comprehension skills.
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U1/A7/P.13	<p data-bbox="488 347 1106 405">Read ‘The Legend of The Holy Stone’ again. Then, put these events in order.</p> <table border="1" data-bbox="488 440 1106 858"> <tr> <td data-bbox="488 440 546 497"></td> <td data-bbox="546 440 1106 497">Years passed and the sago trees were becoming scarcer that made God Iriwonawani furious.</td> </tr> <tr> <td data-bbox="488 497 546 555"></td> <td data-bbox="546 497 1106 555">Being curious, they put anything on the rock and let it burn until one day they accidentally caused some forest fires.</td> </tr> <tr> <td data-bbox="488 555 546 612"></td> <td data-bbox="546 555 1106 612">Daily, Kamboi Rama consumed sago which was taken from God Aroempu plantation people.</td> </tr> <tr> <td data-bbox="488 612 546 670"></td> <td data-bbox="546 612 1106 670">In short, God Iriwonawani helped them extinguish the fire and since that day, people kept on worshipping the stone and called it as “the holy stone”</td> </tr> <tr> <td data-bbox="488 670 546 727"></td> <td data-bbox="546 670 1106 727">Kamboi people left Kamboi Rama mountain and left a husband and wife who insisted to stay there.</td> </tr> <tr> <td data-bbox="488 727 546 785"></td> <td data-bbox="546 727 1106 785">When Irimiami and Isoray were about to rest, they found a hot flat rock.</td> </tr> <tr> <td data-bbox="488 785 546 858"></td> <td data-bbox="546 785 1106 858">In the old days, there were Kamboi people who lived side by side with God Iriwonawani.</td> </tr> </table>		Years passed and the sago trees were becoming scarcer that made God Iriwonawani furious.		Being curious, they put anything on the rock and let it burn until one day they accidentally caused some forest fires.		Daily, Kamboi Rama consumed sago which was taken from God Aroempu plantation people.		In short, God Iriwonawani helped them extinguish the fire and since that day, people kept on worshipping the stone and called it as “the holy stone”		Kamboi people left Kamboi Rama mountain and left a husband and wife who insisted to stay there.		When Irimiami and Isoray were about to rest, they found a hot flat rock.		In the old days, there were Kamboi people who lived side by side with God Iriwonawani.	TCA	TCA	The activity focuses on using students’ language resources to complete it. Scrambled sentences are one of the kinds of task-completion activities.
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	In the old days, there were Kamboi people who lived side by side with God Iriwonawani.																	
U1/A8/P.13	<p data-bbox="488 874 1106 954">Let’s have further discussion on one of the problems raised in the legend you have read. State your opinion and have a discussion with your partner.</p> <ol data-bbox="488 1002 1106 1171" style="list-style-type: none"> 1. Being curious of the holy stone, Irimiami and Isoray kept on testing the stone until they set the forest on fire several times. What do you think about their actions? 2. The forest had been burned due to Irimiami’s and Isoray’s curiosity, and that surely caused damage to the ecosystem. What actions can you take to repair that damage? 	OSA	OSA	Students work in pairs to discuss their opinions about the action done by Irimiami and Isoray who burn the forest several times. Further, students are welcome to share their opinions on repairing ecosystem damage. The topic is relatable to today’s condition.														
U2/A3/P.47-49	<p data-bbox="488 1244 1106 1292">Read “The Goose Girl” story again. Answer the questions. Compare and discuss your answer with your classmates’.</p>	OSA	OSA	Students discuss with their classmates and share their opinions: how students see														

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	<p>Integrate and interpret</p> <ol style="list-style-type: none"> How did Ani's character change in the story? Answer: _____ Describe Ani's and the queen's characteristics? What differences and similarities are there? Answer: _____ In the story, it was told that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal? Is it a political move? Or is it a selfish act? Why? Explain. Answer: _____ What lessons can you learn from the story? Answer: _____ <p>Reflect and evaluate</p> <ol style="list-style-type: none"> Have you ever found a similar character to Selia around you? Tell us the person's characteristics. If you are asked to give the person an advice, what would the advice be? Answer: _____ Have you ever been surprised with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience. Answer: _____ After reading 'The Goose Girl' story, how do you understand fairy tales? Answer: _____ 			<p>the decision made by the Queen; what kind of life lesson they can learn from Ani's story; how students advise if they have people similar to Selia's personality; sharing their good and bad deeds.</p>
U2/A6/P.50-51	<p>Learn more about how to describe a character in a fairy tale. You will need this when you write or retell your own tale. Pick one of the characters in "The Goose Girl" tale and use the chart below to describe her/his characterization. Share your work to your classmates.</p>	ITA	ITA	<p>Students take information from a long passage and represent it in a chart. Students are having the freedom to choose their</p>

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	 <p>Character's name :</p> <p>picture of the character</p> <p>The character reminds me of:</p> <p>The character is related to:</p> <p>Description of Appearance (Use list of words to describe it)</p> <p>Description of Personality (Use list of words to describe it)</p> <p>What is the character's role in the tale?</p>			<p>favorite characters and analyze his/her personality.</p>										
<p>U2/A7/P.51-52</p>	<p>Without looking back at "The Goose Girl" tale, put these events in order. When you finish ordering the events, check you answers by looking back at the story.</p> <table border="1" data-bbox="483 922 1106 1254"> <tr> <td data-bbox="483 922 546 983"></td> <td data-bbox="546 922 1106 983">She was depressed because she lived under her mother's shadow and her unpreparedness to be the future queen.</td> </tr> <tr> <td data-bbox="483 983 546 1062"></td> <td data-bbox="546 983 1106 1062">The condition was getting even worse when the queen decided Calib to be the next ruler while Ani had to go to Bayern and marry the crown prince of Bayern.</td> </tr> <tr> <td data-bbox="483 1062 546 1123"></td> <td data-bbox="546 1062 1106 1123">Ani had been in an unstable condition since the absence of her aunt and father.</td> </tr> <tr> <td data-bbox="483 1123 546 1174"></td> <td data-bbox="546 1123 1106 1174">Ani had to fight for her own identity and became a goose girl in the kingdom of Bayern.</td> </tr> <tr> <td data-bbox="483 1174 546 1254"></td> <td data-bbox="546 1174 1106 1254">With her persistent efforts and the helps from some loyal friends, Ani was finally able to reclaim her true identity and marry Geric, the crown prince of Bayern.</td> </tr> </table>		She was depressed because she lived under her mother's shadow and her unpreparedness to be the future queen.		The condition was getting even worse when the queen decided Calib to be the next ruler while Ani had to go to Bayern and marry the crown prince of Bayern.		Ani had been in an unstable condition since the absence of her aunt and father.		Ani had to fight for her own identity and became a goose girl in the kingdom of Bayern.		With her persistent efforts and the helps from some loyal friends, Ani was finally able to reclaim her true identity and marry Geric, the crown prince of Bayern.	<p>TCA</p>	<p>TCA</p>	<p>The activity requires students' prior knowledge to complete the task.</p>
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U2/A8/P.52	<p data-bbox="479 347 1104 432">Let's have a further discussion about Ani's characteristics in "The Goose Girl" story. Answer the following questions. Then, explain your reasons for choosing the answer.</p> <p data-bbox="479 475 1104 608">In the story, it is said that the young Ani struggled with her self-image. Ani had a gift to talk with animals and nature that made her so special; however, the gift made her isolated because the gift is considered shameful and terrible. Furthermore, her self-image was also affected by how her mother's shadow and the pressures of being a crown princess.</p> <p data-bbox="479 624 1104 724">Nevertheless, as Ani moved to Bayern, she gradually changed her way of thinking about herself. She started to accept the gift and use it for the good deeds. She also began to open up to others about her identity and made friends.</p> <p data-bbox="479 730 1104 751">What do you think about how Ani developed her self image?</p> <p data-bbox="479 778 1104 826">_____</p> <p data-bbox="479 842 1104 890">_____</p> <div data-bbox="479 842 719 1091">  </div> <p data-bbox="734 842 1104 858">Your reasons:</p> <p data-bbox="734 890 1104 938">_____</p> <p data-bbox="734 954 1104 1002">If you were Ani, what would you do? Would you do the same thing? Why?</p> <p data-bbox="734 1034 1104 1082">_____</p> <p data-bbox="734 1098 1104 1145">_____</p> <p data-bbox="501 1098 696 1114">Picture 2.4 Ani The Goose Girl</p>	OSA	OSA	Students have a discussion to share their opinions about Ani's self-image and share their reasoning. Also, the activity encourages students to develop their empathy. If they were Ani, what would they do?
U3/A3/P.78	<p data-bbox="479 1134 685 1155">Integrate and interpret</p> <p data-bbox="479 1171 1077 1219">1. Why was Edmund reluctant to trust Mr. Beaver? Why did he reveal his siblings' plan to the White Witch?</p> <p data-bbox="510 1235 1070 1251">Answer: _____</p> <p data-bbox="479 1267 1077 1315">2. How is Edmund's personality? Use the information in the text to support your answer.</p> <p data-bbox="510 1331 1070 1347">Answer: _____</p>	OSA	OSA	Students engage in discussion to share their opinions seeing Edmund's personality by providing relevant evidence, the decision made by Lucy in entering the forest alone, and

Codes	Activities	Researcher	Validator	Explanations
	<p>Reflect and evaluate</p> <p>1. What are your opinions on Lucy's decision to enter the forest by herself? Was it prudent, brave, or foolish? What would you do if you were Lucy? Why?</p> <p>Answer: _____</p> <p>2. Do you agree with the kids' decision to rescue Tumnus? Why or why not?</p> <p>Answer: _____</p>			<p>the decision of the kids to save Tumnus. The activity helps in developing students' good reasoning skills.</p>
U3/A4/P.79	<p>Read the story again and describe Faun Tumnus by completing three ovals below. In the first oval, write the description of Tumnus' physical appearance. In the second oval, draw Tumnus's picture and in the third oval, tell Tumnus' personality.</p> 	ITA	ITA	<p>Students take information that is presented in a long passage and represent it in a different form, a chart. After reading the long story, students filter it and complete the physical description and the personality of Tumnus in the oval chart.</p>

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U3/A5/P.79-80	<p data-bbox="479 341 1106 368">Understand the story more by putting these events in order.</p> <table border="1" data-bbox="479 405 1106 831"> <tr> <td data-bbox="479 405 533 469"></td> <td data-bbox="533 405 1106 469">Lucy met Tumnus and found out that Narnia was under the spell of the White Witch.</td> </tr> <tr> <td data-bbox="479 469 533 533"></td> <td data-bbox="533 469 1106 533">Under the influence of the Witch's spell, Edmund told his siblings' plan to save Tumnus.</td> </tr> <tr> <td data-bbox="479 533 533 596"></td> <td data-bbox="533 533 1106 596">With the help from Aslan, the children could save all creatures from the witch's enchantment and inherit Narnia's thrones.</td> </tr> <tr> <td data-bbox="479 596 533 660"></td> <td data-bbox="533 596 1106 660">Lucy and her siblings explored the house and she found out a magical wardrobe that led her to Narnia.</td> </tr> <tr> <td data-bbox="479 660 533 724"></td> <td data-bbox="533 660 1106 724">One day, all of the children accidentally discovered Narnia and found that Tumnus had been imprisoned.</td> </tr> <tr> <td data-bbox="479 724 533 788"></td> <td data-bbox="533 724 1106 788">All of her siblings did not believe in Lucy's story about Narnia until one day Edmund found out himself about it.</td> </tr> <tr> <td data-bbox="479 788 533 831"></td> <td data-bbox="533 788 1106 831">Lucy and her siblings moved to Professor Kirke's house in the country.</td> </tr> </table>		Lucy met Tumnus and found out that Narnia was under the spell of the White Witch.		Under the influence of the Witch's spell, Edmund told his siblings' plan to save Tumnus.		With the help from Aslan, the children could save all creatures from the witch's enchantment and inherit Narnia's thrones.		Lucy and her siblings explored the house and she found out a magical wardrobe that led her to Narnia.		One day, all of the children accidentally discovered Narnia and found that Tumnus had been imprisoned.		All of her siblings did not believe in Lucy's story about Narnia until one day Edmund found out himself about it.		Lucy and her siblings moved to Professor Kirke's house in the country.	TCA	TCA	The activity focuses on using students' language resources to complete it. Scrambled sentences are one of the kinds of task-completion activities.
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	Lucy and her siblings moved to Professor Kirke's house in the country.																	
U3/A6/P.80-81	<p data-bbox="479 842 1106 927">Reread "The Lion, the Witch, and the Wardrobe" story. What lessons did you learn from each characters? Discuss with three different mates and compare to your answer.</p> <p data-bbox="479 970 1106 1134">There are many moral lessons that you can learn from the story, such as honesty, integrity, forgiveness, courage, and self-sacrifice. The lessons are presented by the characterization of each character in the story. Complete the following chart with the names of the characters that best describe the characterizations provided. You also have to provide evidence from the story that supports each character's characterization.</p> <table border="1" data-bbox="479 1171 1106 1348"> <tr> <td data-bbox="479 1171 725 1348"> <p data-bbox="501 1214 703 1267">Honesty and Integrity Character's Name(s):</p> <p data-bbox="479 1310 703 1348">_____</p> </td> <td data-bbox="725 1171 1106 1348"> <p data-bbox="748 1193 1084 1214">Explanation and Evidence:</p> <p data-bbox="748 1230 1084 1251">_____</p> <p data-bbox="748 1262 1084 1283">_____</p> <p data-bbox="748 1294 1084 1315">_____</p> <p data-bbox="748 1326 1084 1347">_____</p> </td> </tr> </table>	<p data-bbox="501 1214 703 1267">Honesty and Integrity Character's Name(s):</p> <p data-bbox="479 1310 703 1348">_____</p>	<p data-bbox="748 1193 1084 1214">Explanation and Evidence:</p> <p data-bbox="748 1230 1084 1251">_____</p> <p data-bbox="748 1262 1084 1283">_____</p> <p data-bbox="748 1294 1084 1315">_____</p> <p data-bbox="748 1326 1084 1347">_____</p>	RGA	RGA	Students derive new information regarding the particular personalities of the characters in the story "The Lion, the Witch, and the Wardrobe". This activity requires students to derive new information through the process of inference and reasoning.												
<p data-bbox="501 1214 703 1267">Honesty and Integrity Character's Name(s):</p> <p data-bbox="479 1310 703 1348">_____</p>	<p data-bbox="748 1193 1084 1214">Explanation and Evidence:</p> <p data-bbox="748 1230 1084 1251">_____</p> <p data-bbox="748 1262 1084 1283">_____</p> <p data-bbox="748 1294 1084 1315">_____</p> <p data-bbox="748 1326 1084 1347">_____</p>																	

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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> Forgiveness Character's Name(s): _____ </td> <td style="padding: 5px;"> Explanation and Evidence: _____ _____ _____ </td> </tr> <tr> <td style="padding: 5px;"> Courage Character's Name(s): _____ </td> <td style="padding: 5px;"> Explanation and Evidence: _____ _____ _____ </td> </tr> <tr> <td style="padding: 5px;"> Self-sacrifice Character's Name(s): _____ </td> <td style="padding: 5px;"> Explanation and Evidence: _____ _____ _____ </td> </tr> </table>	Forgiveness Character's Name(s): _____	Explanation and Evidence: _____ _____ _____	Courage Character's Name(s): _____	Explanation and Evidence: _____ _____ _____	Self-sacrifice Character's Name(s): _____	Explanation and Evidence: _____ _____ _____																									
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Self-sacrifice Character's Name(s): _____	Explanation and Evidence: _____ _____ _____																															
U3/A7/P.81	<p>Read each of the statements in the first column. Make a decision on whether you agree or disagree with the statements. Compare your answer before and after reading the story. Explain your choices and reasons for changing/ not changing your choices. There are no right or wrong answers.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #f28b82; color: white;"> <th rowspan="2" style="width: 30%;">Statement</th> <th colspan="2">Before Reading</th> <th colspan="2">After Reading</th> <th rowspan="2">Your Explanation</th> </tr> <tr style="background-color: #f28b82; color: white;"> <th>Agree</th> <th>Disagree</th> <th>Agree</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;">You should not believe something unless you see it yourself.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Even if someone has done something wrong, you should forgive them.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left; padding: 5px;">Sacrifice is a way to show love.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Statement	Before Reading		After Reading		Your Explanation	Agree	Disagree	Agree	Disagree	You should not believe something unless you see it yourself.						Even if someone has done something wrong, you should forgive them.						Sacrifice is a way to show love.						OSA	OSA	<p>Students compare their opinions about whether they agree or disagree on statements. They can also compare their opinions before and after reading the story, along with relevant explanations.</p>
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U4/A4/P.125	<p>Work in pairs and discuss.</p> <p>Integrate and interpret</p> <p>3. What is the writer's opinion about the vaccination? Answer: _____</p> <p>4. How many arguments does the writer state? What are they? Answer: _____</p> <p>5. What data does the writer present to support the argument? Answer: _____</p> <p>Reflect and evaluate</p> <p>6. "Third, vaccines can protect and help health workers." (p. 4) Do you agree with this statement? Explain your answer. Answer: _____</p> <p>7. Do you think that the last sentence of the text is an appropriate reiteration of the thesis? Answer: _____</p>	TCA	TCA	Students work in pairs to complete the activity about vaccination by using their language resources and prior knowledge.
U4/A6/P.127-128	<p>Take a closer look at the text entitled "Benefits of Getting a Covid-19 Vaccine" again. Every argument has its supporting evidence. Now, write the supporting evidence for the following arguments.</p> <p>1. Argument: the pandemic causes some people lose their jobs. Supporting evidence 1: _____ Supporting evidence 2: _____</p> <p>2. Argument: the pandemic opens new jobs. Supporting evidence 1: _____ Supporting evidence 2: _____</p> <p>3. Argument: the pandemic causes secondary needs to increase. Supporting evidence 1: _____ Supporting evidence 2: _____</p>	OSA	RGA	The researcher analyzes this activity including comparing students' opinions, but the validator states that it includes reasoning skills. Students have to make reasoning for supporting arguments. Therefore, it belongs to RGA

Codes	Activities	Researcher	Validator	Explanations
U4/A8/P.130	<p>Work in pairs. Discuss the following questions.</p> <p>Imagine that in the midst of Covid-19 pandemic you have to be in a bus station and there are some people who do not wear mask.</p> <ol style="list-style-type: none"> 1. What will you do? 2. What will be the reason for doing that? <p>You can write down your answer below or simply discuss it with a partner. Listen to each other seriously and respect one another.</p>	OSA	OSA	Students work in pairs and discuss their beliefs regarding the importance of using masks during the pandemic in public facilities.
U5/A4/P.154-155	<p>Work in pairs and discuss.</p> <p>Integrate and interpret</p> <ol style="list-style-type: none"> 3. How many arguments does the writer state? What are they? Answer: _____ 4. What data does the writer present to support the argument? Answer: _____ 5. What does the argument tell us about the writer's opinion? Answer: _____ <p>Reflect and evaluate</p> <ol style="list-style-type: none"> 6. "First of all, let us face reality: people do not write as much today as they used to several years ago." (p.2) Do you agree with this statement? Answer: _____ 7. What recommendations are given by the writer? Answer: _____ 8. "Not allowing students to use smartphones and laptops in class means to deprive them of something that is almost a part of them and of their daily lives." The word in bold means _____ 	TCA	TCA	Students work in pairs to complete the activity about hortatory exposition text by using their language resources and prior knowledge.

RECAPITULATION OF THE TYPES OF COMMUNICATIVE ACTIVITIES

Types of Communicative Activities

Unit	Data Code	Types of Communicative Activities	Frequency
1	U1/A2/P.4-5	Task-completion activities	5
	U1/A4/P.7-8	Opinion-sharing activities	
	U1/A5/P.9	Task-completion activities	
	U1/A7/P.13	Task-completion activities	
	U1/A8/P.13	Opinion-sharing activities	
2	U2/A3/P.47-49	Opinion-sharing activities	4
	U2/A6/P.50-51	Information-transfer activities	
	U2/A7/P.51-52	Task-completion activities	
	U2/A8/P.52	Opinion-sharing activities	
3	U3/A3/P.78	Opinion-sharing activities	5
	U3/A4/P.79	Information-transfer activities	
	U3/A5/P.79-80	Task-completion activities	
	U3/A6/P.80-81	Reasoning-gap activities	
	U3/A7/P.81	Opinion-sharing activities	
4	U4/A4/P.125	Task-completion activities	3
	U4/A6/P.127-128	Reasoning-gap activities	
	U4/A8/P.130	Opinion-sharing activities	
5	U5/A4/P.154-155	Task-completion activities	1
Total			18

Percentage of the Types of Communicative Activities

No.	Types of Communicative Activities	Frequency	Percentage
1	Information-gap activities	0	0%
2	Jigsaw activities	0	0%
3	Task-completion activities	7	39%
4	Information gathering activities	0	0%
5	Opinion-sharing activities	7	39%
6	Information-transfer activities	2	11%
7	Reasoning-gap activities	2	11%
8	Role-plays	0	0%
9	Authentic materials	0	0%
	Total	18	100%

APPENDIX 4 Validator's Sheet**VALIDATOR'S SHEET**

After conducting a thorough review of the data, I, as the validator, hereby declare that the thesis of

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has successfully passed validation. This validation can be appropriately used.

Thank you for your attention.

Sukoharjo, 2 December 2023

Validator,



Lungit Probo Rini, S.Pd.