



The Application of Consciousness Raising Activities in Senior High School English Textbooks

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Abstract

This research project explores the application of Consciousness Raising (henceforth C-R) activities in senior high school English textbooks, focusing on their presence and extent of implementation. C-R activities are instructional strategies that encourage learners to develop an explicit understanding of language structures rather than simply memorizing rules. This study seeks to determine whether such activities have been integrated into high school English textbooks and, if so, to what extent they are applied throughout the lessons. The study employs a content analysis research method to systematically examine the inclusion of C-R activities within selected English textbooks used at the high school level. The analysis focuses specifically on the grammar lessons, identifying patterns in how C-R activities are incorporated into the instructional design. The findings indicate that all three textbooks examined consistently integrate C-R activities within their grammar lessons. Notably, these activities are most prominently featured in the Presentation stages of the lessons, where students are introduced to new grammatical structures. This suggests that the textbooks emphasize explicit awareness of grammar rules through structured exercises and discovery-based learning approaches.

Keywords: C-R activities; English textbooks; inductive; deductive

Introduction

The role of teaching grammar has become one of the main issues that are constantly being discussed by researchers and practitioners regarding its use in teaching English. Over the past 30 years, many theorists have put forward different arguments as to whether the teaching of grammar should be given a place in language teaching. Research on second language acquisition and the anti-grammar movement of the 1980s resulted in the reformulation of grammar teaching

from habit formation to grammatical awareness activity (Celce-Murcia, 1991). This condition has in some ways led to the emergence of Consciousness Raising (C-R).

The C-R activity as one of the approaches to teaching grammar has recently received attention from researchers. According to Willis & Willis (1996), C-R activity is not a new concept in grammar teaching because it has been part of language teaching for many years and is practiced in the Grammar Translation Method (GTM). However, in GTM, the use of C-R activities is very limited.

As noted above, there are two different views among researchers in the field of grammatical pedagogy. One of the influential ideas on grammar was proposed by Krashen who showed that the formal teaching of grammar has no or little impact on the acquisition of the target language being studied (Ellis, 1992). He argues that what learners need in natural grammar acquisition is the provision of comprehensible input and opportunities for interaction. He distinguished between acquisition and learning, wherein the former is acquired through natural communicative exposure and the latter is acquired through formal teaching such as teaching grammar. In his perception, acquisition plays a more important role than learning because acquisition indicates the learner's ability to use the target language accurately in communication, whereas learning that results in the learner's knowledge of grammatical forms does not necessarily contribute to their ability to use it accurately in communication. Therefore he is of the view that the knowledge learned can never be an acquisition.

His view of rejecting grammar in language teaching has led to several counter arguments from other researchers such as Ellis (1992) who claim that the formal teaching of grammar contributes indirectly to target language acquisition. Larsen-Freeman (1995) agrees with Krashen in several ways that grammar is acquired naturally, but he argues that teaching grammar is necessary because it can develop mastery of grammar and encourage the process.

In the last decade, a number of empirical studies have been conducted to examine the use of C-R activities in teaching and the impact of using C-R activities on improving the ability of English learners (see Azizifar, 2015; Fatemipour & Hemmari, 2015; Iskandar & Heriyawati, 2015; Miranda et al, 2018 ; Mukhrib, 2020). These studies found that in general the use of C-R activities in learning had a positive impact, and even a significant impact according to the findings of several studies on improving students' English skills.

There is some research urgency from this current research. The findings of a number of studies as mentioned above that the application of C-R activities in learning have a significant impact on student progress in learning English prompted us to carry out research to see the extent to which the application of C-R activities in English textbooks in schools, especially for high school level. Then also, the urgency of this research is related to the application of discovery learning in the learning process based on the 2013 Curriculum, where C-R activity is one of the techniques based on discovery learning, and current English textbooks based on the 2013 Curriculum are expected to include C-R activities. as one of the learning techniques, and thus, this research project is important to do in order to examine the extent to which C-R activities have been integrated in high school English textbooks that apply the 2013 Curriculum. Another rationale is the limited number of research studies that examines this topic, particularly in relation to the context of English textbooks in Indonesia. This research project is, therefore, expected to be one of the efforts to fill areas that are still little explored by second language and foreign language learning researchers, especially in Indonesia.

The purpose of this study is to examine the use of C-R activities in English textbooks. More specifically, this research project examined (a) whether C-R activities are used in high school English textbooks, and (b) if so, the extent to which C-R activities are applied in high school English textbooks.

The findings of this research are expected to provide detailed information about the extent to which high school level English textbooks in Indonesia currently include C-R activities as one of the English language learning techniques, so that these findings will contribute to related parties in the development and preparation of English language textbooks in Indonesia as well as to teachers as users of English textbooks in the learning process in the classroom.

Consciousness Raising (C-R)

Ellis (1997) defines C-R as an instructional activity in which learners are given the structure of the target language, and they are asked to perform some operations on or with it, the purpose of which is for the learner to gain an explicit understanding of some linguistic feature of the target language. In relation to the definition, Willis & Willis (1996) argue that C-R encourages learners to pay attention to the targeted grammatical features, to arrive at conclusions from their observations, and to organize their views on language based on their conclusions. Thus, learners

are not required to spontaneously generate sentences following the grammatical structure they have learned. The underlying principle as suggested by Ellis (1992) is that C-R activities aim to help learners understand the targeted structure, not to engage them in the production of repetitive grammatical features.

According to Ellis (1992), the learner's explicit knowledge of grammar is what C-R seeks to develop. Explicit knowledge is knowledge about language and its uses (Ellis, 2004). Ellis further argues that such knowledge is distinct from the ability to use and recognize metalanguage. That is, explicit knowledge of grammatical structures can be developed with minimal use of grammatical terminology. On the other hand, the development of explicit knowledge can be made easier by using some metalinguistic terminology.

Noticing

Noticing is an idea worth mentioning in relation to consciousness raising. Noticing basically requires the efforts of students to consciously pay attention to the form and meaning of the targeted grammatical features in the data so that they can internalize the rules (Batstone, 1996). In line with Batstone's ideas, Thornbury (2001) establishes two conditions for language learning to occur – namely (a) learners must pay attention to the linguistic features of the inputs they encounter; and (b) learners should pay attention to gaps, i.e. they should make comparisons between their current state of knowledge, as embodied in their output, and the target language system, which is available as input.

So, the role of the C-R activity is to make the learner pay attention to the targeted language features available in the data. Noticing can thus increase learners' awareness and enable them to compare the language features in the input with their current knowledge (Ellis, 1992). The learner's attention to input is expected to allow input to become intake, which when the time is right, will have the effect of triggering a restructuring of the learner's mental grammar. From the C-R perspective, the language learning process can be described as follows: 'input noticing intake output' (Thornbury, 2001, p. 38).

One of the factors to consider with regard to noticing is that language features must be visible to the learner. In order for a language feature to be visible, Hedge (2000) suggests the following criteria: occurs frequently; relates to the learner's understanding of the basic functions of language; and their functions are the ones the learner is most likely to notice.

Inductive and Deductive Approaches

In the field of grammar pedagogy, teachers usually use two teaching approaches: deductive and inductive. The deductive approach has long dominated the teaching of grammar and even many modern textbooks and grammar books still apply this teaching approach (Fortune, 1992). The inductive approach emerged as an alternative to the deductive approach, and its emergence was partly due to dissatisfaction with the deductive approach.

The deductive approach begins with general rules. This is then followed up by providing details and examples. In other words, this approach follows a general to specific order. In relation to grammatical pedagogy, Thornbury (1999) defines a deductive approach or what is called rule-driven learning as an approach that begins with the stage of presenting grammatical points and is followed by examples where grammatical features are applied.

In terms of providing a description of the target language in a deductive approach, several options have to be considered (Ellis, 1997), namely regarding the way in which the information is presented - i.e. verbal or non-verbal, whether the information provided is non-contrastive - relates only to the target language, or contrastive - relates to the L1 and L2 of the learner, and whether the descriptive information is complete and accurate or partial. If information is provided in some partial way, learners need to know its limitations and develop more complete or accurate descriptions of the structures they encounter (Ellis, 1997).

In contrast to the deductive approach, the inductive approach provides details and/or examples from which their principles and/or concepts are induced. Therefore, this approach has a special-to-general order basis. In terms of teaching grammar, this so-called discovery learning approach begins with a few examples from which the learner concludes a rule (Thornbury, 1999). In other words, learners are not presented with grammatical features directly, but their task is to find or encourage them based on the data provided (Richards et al. 1992).

In the inductive approach, two options can be used in terms of how to provide accessible data for learners to develop explicit knowledge (Ellis, 1997). For some learners with implicit knowledge of the language features they are dealing with, the assigned tasks should be geared towards enabling them to analyze that knowledge. Another way is to make the necessary changes to the data to facilitate the learner finding the targeted grammatical features (Ellis, 1997).

After discussing the two teaching approaches, the question arises as to which of the two can be applied to C-R activities. Comparing the characteristics of the two teaching approaches with CR activities, it can be seen that some features of CR activities are found in the inductive approach such as providing language data, focusing on certain language structure features of the text, and encouraging students to analyze the grammatical features available in the text so that they can draw their conclusion. Therefore, it can be said that the inductive approach can be applied and used in C-R activities.

Previous Studies on C-R Activities

A number of studies have been conducted related to the use of C-R activities in learning English. Most of these studies are experimental research that examines the impact of using C-R activities on improving students' English skills. In general, the findings of these experimental researches (see Azizifar, 2015; Iskandar & Heriyawati, 2015; Miranda et al, 2018; Mukhrib, 2020) regarding the application of C-R activities in the English learning process found positive results, where the use of C-R activities in the learning process found positive results; learning English has a significant impact on improving students' English skills. However, there is still very limited research that examines the application of C-R activities in English textbooks, two of which are research conducted by Nitta & Gardner (2005) and Burhansyah & Mustafa (2019).

In their research, Nitta & Gardner (2005) analyzed nine English textbooks related to the types of English structure learning tasks presented in these textbooks. The results of their research show that of the five types of language structure learning tasks identified in the textbooks, three of them are tasks based on the concept of C-R activity, which indicates that in general C-R activities have been well integrated in the English textbooks.

Research conducted by Burhansyah and Mustafa (2019) examined pre-intermediate ELT textbooks in relation to the use of awareness-raising activities (C-R). The findings of the study indicate that the textbooks analyzed in general have paid attention to current trends in grammatical pedagogy by incorporating C-R activities. It was found that New Headway Pre-Intermediate had tried to consistently include C-R activities in the presentation section.

The two studies above examine the application of C-R activities in English textbooks for international learners. Therefore, this study aims to investigate whether

Consciousness Raising (C-R) activities have been integrated into English textbooks used in senior high schools in Indonesia.

Research Methodology

This research is descriptive qualitative using content analysis method based on the theoretical framework proposed by Ellis (2004) and Nitta & Gardner (2005). According to Moleong (2003), qualitative research is a type of research that does not use statistical procedures in data analysis. Creswell (2012) states that by carrying out qualitative research, researchers are able to find the main problems of phenomena or problems related to research. Content analysis is defined as the process of summarizing and reporting written data, the main content of the data and its messages (Cohen, Manion, & Marrison, 2007). Krippendorf (2004) and Wahyuni (2011) state that this method is one of the research methods used to analyse text data, where this research method is used to make conclusions that can be replicated and valid from the text to the context of its use. Furthermore, Elo and Kyngas (2007) stated that content analysis can use qualitative or quantitative data and inductively or deductively. Because this study analyses textbooks as the main data source, this research is categorized as content analysis research. The data for this research are three English textbooks for high school level 10th grade. These textbooks have implemented the 2013 Curriculum.

The research instrument is a measuring instrument designed to obtain data about a topic of interest from the research subject. In this study, researchers used documentation as an instrument in collecting data. Sugiyono (2015) states that documents are records of past events, which can be in the form of writing, pictures, or monumental works. Thus, the documents used in this study are high school level English textbooks, where the contents of English textbooks were analyzed using a documentation checklist based on Ellis (2004) and Nitta & Gardner (2005).

For the purposes of this study, data were collected using content analysis methods, in this case document analysis in the form of textbooks. Bowen as quoted in Wardani (2017, p. 41) states that document analysis is "a systematic procedure for reviewing or evaluating printed electronic material documents". That is, data must be examined and interpreted to gain meaning, increase understanding, and develop empirical knowledge.

In this study, data were collected from 3 high school level textbooks. The data collection process was carried out through the following stages: first, the researcher read quickly to find the sub-units in the textbook containing material on grammatical structures and marked them. After, the sub-units were marked, as the next step, the researcher read carefully each sub-unit to identify whether the sub-unit contained C-R activity and then marked it.

After the data collection stage is completed, the next stage is data analysis. Data analysis was carried out using the procedures recommended by Miles et al (2013), namely data reduction, data presentation and conclusion drawing. The main data source of this study was English textbooks used in high schools for students in grades 10, 11 and 12. The data analysis technique used in this study is content analysis based on Ellis (2004) and Nitta & Gardner (2005).

The data is organized and examined according to the framework of this research in the data reduction stage. At the data presentation stage, the researchers simplify the data in the form of paragraphs and tables (Andriyani & Wulandari, 2020). In this case, the researchers explain the information in the form of paragraphs and tables. The researchers display reduced data to facilitate data interpretation. In the last stage, the researchers draw conclusions from the data that has been analysed in the previous stage. At this stage, after evaluating all the data, the researchers arrive at the conclusion of the study.

Findings and Discussion

Findings

This section presents the results of data analysis in order to answer the two research questions of this research, i.e. (a) whether C-R activities are used in high school English textbooks, and (b) if so, the extent to which C-R activities are applied in high school English textbooks.

Table 1: The distribution of grammatical tasks based on task types in three grade 10 senior high school textbooks.

No	Textbook title (Publisher)	Grammatical task distribution		
		C-R activity (%)	Grammar practice (%)	Total (%)
1	Bahasa Inggris Kelas X (Ministry of Education and Culture)	19 (56)	15 (44)	34 (100)
2	Bahasa Inggris Kelas 10 (Yrama Widya)	16 (36)	29 (64)	45 (100)
3	Talk Active: Senior High School Year X (Yudhistira)	21 (34)	41 (66)	62 (100)
	Total (%)	58 (41)	85 (59)	143 (100)

As shown in the table above, there are 41% of the total tasks in the three textbooks which belong to the task type of C-R activity, while 59% of them are in the forms of grammar practice. As for the textbook Bahasa Inggris Kelas X, published by the Ministry of Education and Culture, it was found that more than half of the grammatical tasks belong to the C-R task type. Meanwhile, the C-R task distribution in Bahasa Inggris Kelas 10, published by Yrama Widya, and Talk Active: Senior High School Year X, published by Yudhistira, is relatively similar, with approximately one third of the total grammatical tasks belonging to C-R activities in the two textbooks. The finding therefore indicates that Bahasa Inggris Kelas X (Ministry of Education and Culture) employs the C-R task types more consistently compared to the other English textbooks in the distribution of the grammatical tasks.

Table 2: The distribution of grammatical task types in the presentation & practice stages

No	Textbook title (Publisher)	Presentation		Practice		Total	
		C-RA (%)	GP (%)	C-RA (%)	GP (%)	C-RA (%)	GP (%)
1	Bahasa Inggris Kelas X (Ministry of Education and Culture)	13 (68)	0 (0)	6 (32)	15 (100)	19 (100)	15 (100)
2	Bahasa Inggris Kelas 10 (Yrama Widya)	14 (88)	0 (0)	2 (12)	29 (100)	16 (100)	29 (100)
3	Talk Active: Senior High School Year X (Yudhistira)	12 (57)	0 (0)	9 (43)	41 (100)	21 (100)	41 (100)
TOTAL (%)		39 (70)	0 (0)	17 (30)	85 (100)	56 (100)	85 (100)

Key: C-RA: consciousness-raising activity; GP: grammar practice.

Table 2 shows the distribution of the two types of grammatical tasks (i.e. C-R activity and grammar practice) in the stages of presentation and practice. As can be seen in the table, 39 (70%) out of 56 C-R tasks are distributed in the presentation stage of the lessons in the three textbooks, while the rest 30% are incorporated in the practice stage. Meanwhile, all grammar practice tasks (or 100% of the total tasks) are distributed in the practice stage of the three books, and none of this grammatical task type is included in the presentation stage.

A closer look at Table 2 shows the details of the distribution of the two grammar task types in each of the textbooks. Concerning the textbook Bahasa Inggris Kelas X, the finding shows that more than two thirds (or 68%) of C-R tasks are distributed in the presentation stage, while 6 out of 15 C-R tasks (32%) are found in the practice stage. As for Bahasa Inggris Kelas 10, it can be seen that C-R tasks are dominantly used in the presentation stage, with almost 90% of the total C-R tasks

being distributed in it, while only 2 out of 16 C-R tasks are found to employ the grammatical task of this type in the practice stage of the textbook.

With regard to the textbook *Talk Active: Senior High School Year X*, the finding indicates that the distribution of C-R activities between the presentation and practice stages is more balanced, where 12 out of 21 C-R activities (or 57% of them) are distributed in the presentation stage and the rest 43% are in the practice stage. The finding also indicates that in the presentation stage, no grammar practice activities are found in the three textbooks analyzed.

Distribution of Grammatical Task Types in the Textbooks *Bahasa Inggris Kelas X*

Table 3: The distribution of grammatical task types in the textbook *Bahasa Inggris Kelas X* published by the Ministry of Education and Culture

No	Book Chapter	Grammatical task distribution		
		C-R activity (%)	Grammar practice (%)	Total (%)
1	Chapter 1	1 (50)	1 (50)	2 (100)
2	Chapter 3	2 (100)	(0) (0)	2 (100)
3	Chapter 4	3 (75)	1 (25)	4 (100)
4	Chapter 5	1 (33.3)	2 (66.6)	3 (100)
5	Chapter 6	1 (50)	1 (50)	2 (100)
6	Chapter 7	2 (40)	3 (60)	5 (100)
7	Chapter 8	2 (100)	0 (0)	2 (100)
8	Chapter 9	0 (0)	2 (100)	2 (100)
9	Chapter 10	1 (50)	1 (50)	2 (100)
10	Chapter 11	1 (50)	1 (50)	2 (100)
11	Chapter 12	1 (50)	1 (50)	2 (100)
12	Chapter 13	3 (75)	1 (25)	4 (100)
13	Chapter 14	1 (50)	1 (50)	2 (100)
	TOTAL (%)	19 (56)	15 (44)	34 (100)

Table 3 above shows the finding of grammatical task distribution in the textbook *Bahasa Inggris Kelas X* published by the Ministry of Education and Culture. In the textbook, grammar tasks are found in virtually all chapters except Chapter 2, which does not include any grammatical tasks in it. As can be seen in the table, there are a total of 34 grammatical tasks found in the textbook. More than half of the tasks belong to the task type of C-R activities, while the other 44% of the tasks are in the form of grammar practice activities.

A closer investigation into the extent of the inclusion of C-R activities in the chapters of the textbook found that C-R activities have been included in almost all chapters but Chapter 9. Based on this finding, it can be concluded that *Bahasa Inggris Kelas X* has attempted to include C-R activities in its chapters consistently, where more attention has been given to C-R activities than to grammar practice in the textbook. In other words, following the current trends in grammar pedagogy,

grammar practice is not given a central place in the textbook *Bahasa Inggris Kelas X*.

Bahasa Inggris untuk SMA Kelas 10

Table 4: The distribution of grammatical task types in the textbook *Bahasa Inggris untuk SMA Kelas 10* published by Yrama Widya

No	Book Chapter	Grammatical task distribution		
		C-R activity (%)	Grammar practice (%)	Total (%)
1	Chapter 1	2 (29)	5 (71)	7 (100)
2	Chapter 2	1 (25)	3 (75)	4 (100)
3	Chapter 3	1 (20)	4 (80)	5 (100)
4	Chapter 4	4 (4)	6 (60)	10 (100)
5	Chapter 6	3 (38)	5 (62)	8 (100)
6	Chapter 7	2 (40)	3 (60)	5 (100)
7	Chapter 8	3 (50)	3 (50)	6 (100)
TOTAL (%)		16 (36)	29 (64)	45 (100)

Table 4 above shows the finding of grammatical task distribution in the textbook *Bahasa Inggris untuk SMA Kelas 10* published by Yrama Widya. The textbook contains 8 (eight) chapters in total, and as shown in the table this textbook has included grammar tasks in all of its chapters. It can be seen in the table that there are a total of 45 grammatical tasks found in the textbook. Of all the tasks, slightly more than one third of them (36%) are in the form of C-R activities. The other two thirds (64%) belong to the task type of grammar practice activities.

Based on the analysis of data concerning the extent of the inclusion of C-R activities in the chapters of the textbook, it was found that C-R activities have been included in all the chapters. The inclusion of C-R activities is the highest (four tasks) compared to the other chapters of the book. Three tasks belonging to C-R activities were identified in Chapter 6 and 8. Meanwhile, Chapters 1 and 7 have included 2 C-R tasks, and lastly Chapters 2 and 3 have included the fewest C-R tasks in the textbook with only one task belonging to C-R activities. The finding demonstrates that *Bahasa Inggris untuk SMA Kelas 10* has included C-R activities consistently, where C-R activities are included in all of its chapters. Furthermore, despite the finding that two thirds of grammar tasks are in the form of grammar practice, it can be seen C-R activities have been given a central place in the textbook. This is indicated by the consistent inclusion of C-R activities in the chapters of the book with a varying degree of inclusion from one to four C-R tasks.

Talk Active: Senior High School Year X

Table 5: The distribution of grammatical task types in the textbook *Talk Active: Senior High School Year X* published by Yudhistira

No	Book Chapter	Grammatical task distribution		
		C-R activity (%)	Grammar practice (%)	Total (%)
1	Chapter 1	3 (38)	5 (62)	8 (100)
2	Chapter 2	0 (0)	3 (100)	3 (100)
3	Chapter 3	1 (17)	5 (83)	6 (100)
4	Chapter 4	4 (4)	6 (60)	10 (100)
5	Chapter 5	5 (50)	5 (50)	10 (100)
6	Chapter 6	3 (33)	6 (67)	9 (100)
7	Chapter 7	1 (20)	4 (80)	5 (100)
8	Chapter 8	2 (67)	1 (33)	3 (100)
9	Chapter 9	2 (24)	6 (75)	8 (100)
	TOTAL (%)	21 (34)	41 (66)	62 (100)

Table 5 shows the result of grammatical task distribution in the textbook *Talk Active: Senior High School Year X* published by Yudhistira. In the textbook, grammar tasks are found in all the chapters but the last Chapter 10, which does not deal with grammatical points but figurative language. *Talk Active: Senior High School Year X* contains 62 grammatical tasks in total, in which approximately one third of the total tasks (or 34%) belong to the task type of C-R activities and about two thirds of them (or 66%) are in the form of grammar practice activities.

With regard to the extent of the application of C-R activities in the nine chapters of the textbook *Talk Active: Senior High School Year X*, it was found that virtually all chapters but Chapter 2 have applied C-R activities as part of grammar tasks, particularly at the stage of grammar presentation. The application of C-R activities in Chapter 5 is the highest with five C-R tasks, followed by Chapter 4 with four C-R tasks. Three C-R tasks were found in two chapters – i.e. Chapters 1 and 6. The rest 6 C-R tasks are included in the other four chapters, namely 2 C-R tasks in each of Chapters 8 and 9, and 1 C-R task in each of Chapters 3 and 7. Based on this finding, it can be concluded that *Talk Active: Senior High School Year X* has attempted to consistently apply C-R activities in the nine chapters examined. Moreover, this finding suggests that the textbook appears to have given C-R activities a central place in its grammar sections, where almost all chapters of the textbook have applied C-R activities with varying degrees of application.

Discussion

The examination of the application of C-R activity in the three English textbooks – i.e. Bahasa Inggris Kelas X, published by Ministry of Education and Culture, Bahasa Inggris Kelas 10, published by Yrama Widya, and Talk Active: Senior High School Year X, published by Yudhistira, reveals that C-R activity tasks have generally been integrated into grammatical tasks in the textbooks with slightly varying degrees of C-R task inclusion among the three textbooks. C-R activities have been incorporated in more than half of grammatical tasks in Bahasa Inggris Kelas X, while for the textbooks Bahasa Inggris Kelas 10 and Talk Active: Senior High School Year X, about one third of the grammatical tasks belong to C-R activities, indicating that grammar practice tasks are still relatively more dominant in the two textbooks as compared Bahasa Inggris Kelas X (Ministry of Education and Culture).

The finding also reveals the distributions of C-R activity and grammar practice tasks in the stages of presentation and practice in the three textbooks, where more than two thirds of C-R tasks are incorporated in the presentation stage of the lessons in the three textbooks, and the rest of them are included in the practice stage. The analysis of data also indicates that all grammar practice tasks are found in the practice stage of the three books, while no grammar practice task is found in the presentation stage. In line with this, Nitta & Gardner (2005) in their research have analyzed nine contemporary ELT coursebooks and found that each is essentially based on a Presentation-Practice approach to grammar teaching.

Based on the analyses of the data from the three textbooks in question, the results demonstrate that the three textbooks have included a relatively high proportion of C-R activities in many grammatical tasks in the presentation stage, albeit with varying degrees of inclusion between one textbook and another. This finding is in accord with the characteristics of C-R activities that the use of this type of activities is mainly aimed at arriving at an explicit understanding of the targeted rule in the language being learned. The tasks in C-R activities provide metalanguage which will likely be used by learners in order to describe the rule.

The general observation in the structures of grammar section also indicates the similarity between the three textbooks in that they follow Presentation-Practice teaching approach. Still, based on the observation, practice seems to be given a more central place in Bahasa Inggris Kelas 10 and Talk Active: Senior High School Year X than in Bahasa Inggris Kelas X.

The results of this present study are generally in line with the previous relevant research. As Nitta & Gardner (2005) found in their examination of the application of C-R activities in nine international English coursebooks, C-R tasks have been well integrated in virtually all the textbooks under scrutiny albeit with varying extents of C-R activity inclusion. Nitta & Gardner (2005) also found that overall grammar practice activities follow C-R tasks in the presentation stage of the lessons in the examined textbooks.

The finding of research by Burhansyah and Mustafa (2019) looking into a pre-intermediate ELT coursebook in relation to the use of C-R activities (C-R) also supports the present research in that the coursebook examined in general has paid attention to current trends in grammar teaching, where it has consistently integrated C-R activity tasks in the presentation section of the lessons in the coursebook. Furthermore, similar to the three textbooks investigated in the present study, the coursebook also follows the Presentation-Practice teaching approach, where grammar practice tasks in the lessons of the textbook are sequenced after the presentation stage.

Conclusion and Suggestion

This paper is aimed to explore the occurrence of C-R activities in three English textbooks for senior high school students of grade one. The textbooks analysed have generally given serious attention to the current trend in grammar pedagogy by incorporating C-R activities. Nonetheless, the extent of their inclusion in the three textbooks seems to be varied. *Bahasa Inggris Kelas X* published by Ministry of Education and Culture has incorporated C-R activities in more than half of the total grammatical tasks, while the other two textbooks, *Bahasa Inggris Kelas 10* published by Yrama Widya and *Talk Active: Senior High School Year X* published by Yudhistira, have included C-R activities in more than one third of the total tasks on English grammar.

Regarding the way grammar lessons are organized in the three textbooks, it was found that the textbooks have a similarity in structuring the grammar section, in which the three textbooks follow the teaching approach of Presentation-Practice. However, the finding indicates that *Bahasa Inggris Kelas X* gives practice a less-central place as compared to the other two textbooks.

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