

## AUTHENTIC MATERIAL ORIENTED TASKS IN ENGLISH TEXTBOOKS

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**Abstract:** this research aims to explore authentic material oriented tasks in the two selected textbooks for 10<sup>th</sup> grade of Senior High School in Indonesia. The is qualitative research using the document analysis. The data were collected from two textbooks, i.e., "Bahasa Inggris Kelas X" (Book 1) published by The Ministry of Education and Culture and "Bahasa dan Sastra Inggris Kelas X" (Book 2) published by Yrama Widya. The authentic tasks in the textbooks were analyzed based on skill focus, principles used, and sources used. The result shows that only few tasks are authentic in both textbooks. Only 5 out of 287 tasks are authentic in Book 1. Book 2 has slightly more authentic tasks. 10 out of 211 tasks are authentic in Book 2. Book 1 focuses on reading skill (71%) whereas Book 2 focuses on writing skill (90%). In terms of the principles used, the result shows that both books use slightly different principles. Book 1 uses the principles of 'having a real/genuine communicative purpose' and 'using real/fact information' while Book 2 focuses on 'using a real fact and information'. Moreover, the sources used in authentic material-oriented tasks particularly found in Book 1 are printed media and internet devices while in Book 2, internet devices are mostly used as the source. In conclusion, both English textbooks provide less authentic material-oriented tasks than pedagogical tasks.

**Key words:** Authentic Material, Tasks, Curriculum, Textbooks, Education

### BACKGROUND

The development of effective language teaching has also been done by teachers in Indonesia as various teachers' trainings are conducted by the government. As a result, language learning is no longer monotonous or conveyed in a traditional way in which the students as listeners and the teacher as the main character in the class. CLT emphasizes students as a central point in the classroom. To support students in learning language and using the learned language in everyday life, learning materials must also refer to real circumstances. It is intended that the language learned by students in the classroom can also be used beyond the classroom.

The use of material that reflects real circumstances or real-world situations, according to Richard (2001: 251), is referred to as authentic materials. Authentic material in language teaching and learning is in contrast to the created material made for pedagogical purposes. Alshumaimeri (2015: 299) also mentions that the use of authentic material encourages students to use language naturally. Authentic materials are real materials adapted from the language samples used everyday. Using authentic materials in learning means that the teachers adapt real-world communication into the classroom. For example, teachers assign students to write letters that would actually be given to their friends, write letters to the editor of a book, make a description of a map, and such.

In line with the benefits of using authentic materials in learning, the regulation of Minister of National Education of the Republic Indonesia (*Permendiknas*) no. 22 of 2006

and the regulation of the Minister of Education and Culture (*Permendikbud*) no. 104 of 2014 require the learning process to utilize the surrounding environment to create learning that is more authentic.

One of the teaching materials used in Indonesian education is textbooks used by students during the ongoing learning process. In Indonesian education, textbooks are very dominant and play an important role in every students' activity. Textbooks that they use will affect more or less their achievement of learning objectives in each subject. In addition, the selection of textbooks should consider the content. The textbook used must be of quality and meet the standards of the students' needs to assist them in every learning process (Cunningsworth, 1995: 01). He adds that a textbook would be more communicative if it employs authentic materials based on facts and real information. According to Nunan (in Mishan, 2005: 70), the rationale for 'real-world' tasks is, of course, that they constitute a rehearsal for real-world situations.

The new policy of the government about recent curriculum also covers the rules of designing a textbook both for teachers and students. There are several rules issued by The Ministry of Education and Culture (*Wamendik*, 2014: 35). The government determines some criteria for the textbook design in order to be compatible with 2013 curriculum. Moreover, the rules of the textbook design is also formulated by *Pusat Kurikulum dan Perbukuan* (*Puskurbuk*). One of the criteria promoted by the government in designing textbooks is using authentic materials. The Ministry of Education and Culture (2013) explains that a textbook should facilitate learners to improve their communication skills in English through learner-centered approach taking into account daily life contexts in which the interaction using the learned language is authentic, realistic, and natural.

### **Authentic Materials**

Authentic materials are materials that are adapted from the language samples used every day. Several studies have proven that authentic materials can help students improve their language skills in real context. According to Richards (2001: 252), authentic material differs from material prepared for pedagogical purposes. Using authentic materials in learning means that teachers adapt real-world into the classroom. For example, teachers assign students to write letters that will actually be given to their friends, write letters to the editor of a book, make a description of a map, and such.

Mckay (2013) defines authentic as content-based teaching which is not aimed at pedagogy but rather aims at meaningful purposes and also interaction-based aimed at preparing students for "real" interaction outside the classroom. Meanwhile, Widdowson (1978: 80) has a different opinion about authentic texts and pedagogical texts. According to him, authentic text refers to the text "genuineness" which means the text has a communicative purpose whereby one can take part in it in a social context.

Ahmed (2017) says that authentic material is very well used as long as it contains cultural information about target language, uses real language, considers student needs, and supports a more creative approach to teaching. In line with this, Kilickaya (2004) agrees that cultural content is the key to effective learning where each issue is associated with the culture. In this case, cultural content is meant not only from target language but also the culture of the learner's own language.

The purpose of using authentic materials in the classroom is also to foster students' interest in learning so as to create a different atmosphere within the classroom. As

Cunningsworth points out, the most important thing in learning is how to get students interested and develop in that (1995: 144). In other words, students really experience the learning process, can understand and can take lessons from what they have learned. By using authentic materials, it is expected that students can apply them over a long period of time.

### **The Benefits of Using Authentic Materials in Language Learning**

The benefits of using authentic materials (Phillips and Shettlesworth, 1978; Clarke, 1989; and Peacock in Richard, 2001) are as follows:

1. Authentic material can have a positive impact on students' learning motivation. This is because authentic material is more interesting than created material. As an example of using various media and the Web to build students' interest.
2. Authentic material provides information about the target culture. That is, learning English is not continuous about English but in accordance with the target culture of language learners.
3. Authentic material uses real language instead of using deliberate text. This provides an opportunity for students to acquire more knowledge not only of language structure and grammar.
4. Authentic material tailored to the needs of students according to their level. This is because they will have direct experience in the language they have learned to practice in everyday life.
5. Authentic material supports the development of teaching and learning in the classroom. Using authentic materials, teachers can explore more creative approaches to teaching in the classroom.

From the explanation, it could be said that although students may find difficulties when using authentic materials, along the process they will get accustomed to it and get the outcome of what they have learned.

### **The Tasks**

Prabhu defines task as 'teacher learning and regulating that process' (Prabhu 1987: 24). According to Nunan, a communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing and interacting in the target language while their attention is concentrated on meaning rather than form' (Nunan 1989: 10). Teachers' assignments to students will help develop students' language skills as well as their skills in solving problems, working with their peer, and students can be more independent. It depends on the type of task assigned. In this case, the teacher's role in the classroom is to design tasks that can bring real-world situation into classroom.

### **Authentic Material-Oriented Tasks**

A point that has been frequently reiterated is that it is the relationship between the learner and the input text, and the learner's response to it, that should be characterized as authentic, rather than the input of the text itself (Widdowson 1978: 80). Authenticity, in other words, is a factor of the learner's involvement with the task. Breen (1985: 64) says that every activity in authentic teaching gives 'engagement', 'meaningfulness', and 'authentication by learners'. That way the students experience firsthand how to use the language they are learning. As the example of Widdowson (1972: 16-17) authentic situations can be constructed, for example, when teaching the present continuous tense. The teacher walks

toward the door then says "I am walking to the door" or when the teacher writes on the blackboard and says "I am writing on the blackboard".

### **Principles Used and Sources Used in Authentic Material-Oriented Tasks**

According to Cunningsworth (1995), some authentic material principles are using real facts and information instead of made-up content, using semi-authentic or authentic languages, developing materials to be authentic, etc. In addition, Richard (2001) has his own opinion about authentic materials such as containing authentic language, the text has to be real, reflecting real-world uses of language, increasing students' motivation and interests, providing information about the target culture, providing exposure to real language, and supporting more creative approach to teaching. Moreover, Mishan (2005) argues for the principle of authentic material: creating for a genuine communicative purpose, the original socio-cultural purpose of the text, the authenticity of language learning is integral to the Communicative Language Teaching (CLT), etc.

Some sources used that can be used as authentic material by Richard (2001) are: photographs, video selection, newspaper, articles, maps, diagrams, memo pads, menus forms, broadcast media, advertisements, and instructional leaflets. Meanwhile, according to Cunningsworth (1995) are: films, news, press, encyclopedia, video, novel, short story, article, advertisement, magazine, map, newspaper, and local issues. Mishan (2005) has many categories that can be used as sources used in authentic material such as: novel/story (section/s), short story, film adaptations, poem (narrative, rhyming, shape), newscasts, news items, TC news items, news interviews, documentary, television/radio fiction (dramatic, dialogue, dialogue), 'Star' interviews, weather forecast, etc.

### **Definition of Textbooks**

According to Acklam (1994) in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners. Cunningsworth (1995) said that A textbook shape the students to be independent in their learning and encourage them to think for themselves about the topic and could discuss it with others.

## **METHOD**

### **Research Method**

This is qualitative research. Lodico et al (2006:15) assume that qualitative research approaches is the process that collects data through observations, interviews, and document analysis and summarize the findings primarily through narrative or verbal means. This research employed content analysis since it emphasized on describing messages or certain texts in detail. Content analysis shows the aspects and characteristics of a message (Eriyanto, 2011: 47).

### **Sources of Data**

The data sources of this research were two English textbooks for the tenth grade of Senior High School. The first textbook was *Bahasa Inggris Kelas X*, a textbook published

by the Ministry of Education and Culture in 2014. This textbook consisted of 15 chapters and 220 pages compiled by Utami Widiati, Zuliati Rohmah, and Furaidah. The second textbook was *Bahasa dan Sastra Inggris Kelas X* published by Yrama Widya in 2016. This textbook consisted of 10 units and 198 pages compiled by Otong Setiawan Dj., Supeni, and Ratna Juwita Ningsih.

### **Research System**

The researcher implemented Krippendorf's (2013) research steps: (1) categorization of the data; (2) comparison of the data; and (3) inference.

### **Techniques and Instruments of Collecting Data**

#### *The Study of Document*

The study of document, according to Bowen (2009), is one of methods beside observation and interview for gaining the information or data in qualitative research. Documents are written instruments that sometimes prepared by a school or organization. In this research, the data were collected by means of the study of document by reading carefully and thoroughly of the text in the selected English textbooks.

#### *Data Analysis*

Data analysis was conducted after data collection. The researchers followed Krippendorf's (2013) steps in analyzing the data. The steps were conducted as follows: (1) in Categorization Step, the data were tabulated according to categories that had been determined; the data categorization was done to insert the data of each element into the same categorization as a kind of comparative work in order to facilitate the analysis; (2) in Data Comparison Step, the data were compared to find similar data to be classified into a category; after the data were classified, the data were then presented systematically in tabulation and descriptions; and (3) in Inference Step, the interpretation and inference were done based on the categories that had been obtained during the study. Knowledge of the context of the data strongly influenced the success in making inferences.

## **FINDINGS AND DISCUSSION**

### **1. Authentic Material-Oriented Tasks Reflected in The English Textbooks "Bahasa Inggris Kelas X" (Book 1)**

Book 1 consists of 220 pages and 15 chapters. It was found out that five out of 287 tasks and activities in Book 1 are authentic material-oriented tasks. This section discusses each classification, i.e. Skill Focus, Principle Used, and Source Used in the authentic material-oriented tasks in Book 1.

The first to be discussed is the Skill Focus of Book 1. The results of the analysis found that there were two English language skills, i.e. which use authentic material-oriented tasks. The authentic materials in Book 1 are found in reading and writing skills. From the data, most of the authentic material-oriented tasks in Book 1 are on reading skills. Reading skills accounts for 71% of the four skills in the book. However, authentic material-oriented tasks found in reading skills only account for 29%. From five authentic material-oriented tasks available in Book 1, three of them indicate the number of reading skill is higher than writing skill.

The first task in reading skill requires students to read some announcement texts and identify them with the jigsaw reading method. According to Cunningsworth (1995), communicative learning can help students to better understand the material provided. The jigsaw method gives students the opportunity to identify problems on a regular basis and the opportunity to work well with their friends. The second task requires students to independently search for legends from various sources. This task encourages students to explore the culture of the story they read. According to Tomlinson and Masuhara (2004), cultural awareness consists of the awareness of our own and other people's cultures. The last task requires students to read newspapers or articles about biographies of some prominent figures. The language focus they should look for in this task are the use of the simple past tense and present perfect tense. Utilizing a real piece of information that is in the newspaper and articles will make students learn about other things.

The next task focuses on writing skill. The first task in writing skill requires students to write a "congratulation" greeting card based on the picture contained in the textbook. They can practice writing "congratulation" for various occasions. In addition, using images in authentic learning, according to Richard (2001) can also help students understand the context. The second task demands students to use the language they learn. Students are asked to listen to songs they like to interpret afterwards. Song is one of authentic materials. According to Richard (2001), the song can be a motivational driver for students to learn to interpret a literary work.

The second discussion is about principles used in authentic material-oriented tasks in Book 1. The researchers have classified five principles of authentic materials that should be contained in the task. A task may have one or more principles. The principles are as follows: having a real/genuine communicative purpose, having an original socio-cultural purpose, using a real fact and information, forming a designed package of activities with the skills of work and interaction, and using the text produced by a real speaker/writer for a real audience.

Authentic material-oriented task in Book 1 employs three principles: having a real/genuine communicative purpose, having an original socio-cultural purpose, and using a real fact and information. Two principles are not found in authentic material-oriented tasks in Book 1. The most commonly found principle in authentic material-oriented tasks in Book 1 are having real/genuine communicative purpose and using real fact/information with 43% for each of them. This is in line with what Alshumaimeri (2015) says that it can prepare students to use the learned language in a real context. In addition, another principle found in authentic material-oriented tasks in Book 1 is having an original socio-cultural purpose with 14%. There is no task which is produced by a real speaker/writer for a real audience (0%). The principle of forming a designed package of activities with skills is also not used in Book 1 (0%).

The last discussion is sources used in authentic material-oriented tasks in Book 1. Previously, the researchers had done synthesis from several sources about the types of sources used in authentic materials-oriented tasks. The results of this synthesis classify the sources used into five categories: literary works (poems, songs, descriptive text, etc.), audio and visual audio (pictures, videos, films, etc.), printed media (pictures, magazines, newspapers, etc.), realia objects (forms, menus, brochures, etc.), and internet devices. There are three sources used in Book 1, i.e. printed media, internet devices, and literary work. The use of printed media, internet devices, and literary work are little bit

difference. With 40%, printed media and internet devices have the same percentage of used source in authentic materials-oriented tasks in Book 1. Meanwhile, literary work is used only 20%. There are two kinds of printed media used in Book 1 such as congratulation cards and announcement text. According to Ianiro (2007), the sources used can be used to help teachers and students create authentic material. In addition, the realia object and audio/audio visual are not found in authentic material-oriented tasks in Book 1.

## **2. Authentic Material-Oriented Tasks Reflected in The English Textbooks “Bahasa dan Sastra Inggris Kelas X” (Book 2)**

The second book contains 198 pages and 10 chapters. It was found out that only 10 out of 211 tasks are authentic. This section is divided into three: 1) Skills Focus, 2) Principle Used of Authentic Materials-Oriented Task, and 3) Sources Used in Book 2.

Concerning the skill focus in Book 2, the researchers found two of four language skills which were developed using authentic material-oriented tasks. Those two skills are writing and speaking skills. Meanwhile, authentic material-oriented tasks were not found in listening and reading skills in Book 2. Authentic materials-oriented tasks on writing skills get the highest percentage with 90% in Book 2. It is followed by speaking skills with 10%. Listening and reading skills are not accommodated in this textbook with 0%.

One of the tasks requires the students to find several different types of forms. They must identify what information is needed on each form. Involving students directly to seek information about related material is one of the characteristics of authentic learning (Cunningsworth, 1995). By learning to identify each other, the students are trained to distinguish the function of each of these forms. This is because there are many kinds of forms they can find in everyday life. In another task, students practice how to make a standing order. Here students are trained authentically what if they face the same situation. Preparing students to be able to use the learned language everyday situations is the ultimate goal of authentic learning (Ahmed, 2017). The purpose of such learning will help students find the real problems in the field and teach them how to overcome them.

The second explanation is about principle used in authentic material-oriented tasks in Book 2. There are five principles in authentic material-oriented tasks, i.e., having a real/genuine communicative purpose, having an original socio-cultural purpose, using a real/fact and information, forming a designed package of activities with skills and interaction, and using texts produced by a real speaker/writer for a real audience.

There are four principles that are found in the authentic material-oriented tasks in Book 2. The four principles are having a real/genuine communicative purpose, having an original socio-cultural purpose, using a real fact and information, and forming a designed package of activities with skill work and interaction. The use of real/fact information has a high percentage compared to others. According to Cunningsworth (1995), real/fact information that students learn do have a slightly difficult language level but students will know how the information develops. Mishan (2005) added, it is called the currency. It has a value of 46%, having genuine communicative purpose is 31%, having an original socio-cultural purpose is 15%, forming a designed package of activities with skills work and interaction is 8%, and the text produced by a real speaker/writer for a real audience that counts 0%.

The last explanation is sources used. There are several types of sources used that are included in the five categories of sources used that have been classified by the researcher. The five categories are literary works (poems, songs, descriptive text, etc.), audio/audio visual (interview, video, film, etc.), printed media (pictures, magazines, newspapers, etc.), realia objects (forms, menus, brochures, etc.), and internet devices. The source of internet devices are the most common found in Book 2. Internet devices reached 40%. In addition, there are three other sources used found in authentic material-oriented tasks in Book 2. They are realia objects with 20%. Realia objects in authentic material-oriented tasks are such as forms, purchase payment form, and others. According to Hedge (2003) the use of such used sources can be utilized in authentic learning. Other sources have the same percentage with realia objects are literary works 18% and internet devices 23%. From the chart and explanation, it can be concluded that there are four sources used included in authentic materials-oriented tasks in Book 2 except audio/audio visual.

### **3. The Comparison of Both English Textbooks in Reflecting Authentic Material-Oriented Tasks**

Book 1 consists of 220 pages and 15 chapters. There are five out of 287 tasks that fall into the category of authentic material-oriented tasks. Meanwhile, Book 2 which contains 198 pages and 10 chapters, has 10 out of 211 tasks that are authentic. Book 1 has 2% of authentic material oriented tasks while Book 2 has 5%. Both textbooks provide more pedagogical tasks. Furthermore, this section discusses the similarities and differences between Book 1 and Book 2 in terms of skill focus, principles used, and sources used.

In terms of skill focus, the authentic material-oriented tasks provided in Book 1 focuses on reading and writing skills. From the data collected by researcher, most of the authentic material-oriented tasks in Book 1 are found in reading section (71%) while the tasks found in writing skill only account for 29%. The table also shows that Book 1 is not presenting authentic material-oriented tasks in two aspects of the language, they are in listening and speaking skill. Writing is the most skill found in authentic material-oriented tasks in Book 2. Coming up with 90% authentic materials-oriented tasks, writing skills is the main focus in the formulation of authentic material-oriented tasks reflected in Book 2. Coming in the second place is speaking skills with 10% of authentic material-oriented tasks in Book 2.

In terms of similarities, we clearly see no authentic materials-oriented tasks in the listening skill. In other words, authentic materials-oriented tasks in listening skills in both books have 0% value. Another problem with the listening skill that is not available, in both books found authentic materials-oriented tasks in two language skill and two other are missing. However, it can be said that they provide authentic materials-oriented tasks in both aspects of the language skill. In the case of differences, Book 1 and Book 2 have a few things to address. In Book 1, the main focus is on reading skill with 71%, while in Book 2 reading skill is not found and counted in 0%. The gap between the two is very high enough in giving main proportion of authentic material-oriented tasks in the aspect of reading skill.

Going for further explanation, writing is the most skill found in authentic material-oriented tasks on Book 2 while Book 1 writing is the least-discovered skill. In Book 2 there

are many writing tasks. Therefore, the writing assignments that reflect authentic materials-oriented tasks in the Book 2 vary greatly from Book 1. Turning to speaking skill, Book 1 found no authentic material-oriented tasks in speaking skills. Speaking skill in Book 1 has 0% while in Book 2 is 10%. That means Book 2 is trying to develop speaking skills by building more interaction among students with authentic material-oriented tasks. This is similar to that of Howard and Major (2004) that giving stimulus so that students can interact using the language will help develop their language skills.

In the aspect of principles used, the similarities found in Book 1 and Book 2 concerning the principle used in authentic materials-oriented tasks are the absence of the last principle of 'the text produced by a real speaker/writer for a real audience' in both books. This is because, to be able to determine the principle, in this case the student as a real audiences should see firsthand either the written or oral text produced by a real speaker/writer (Gilmore, 2007). This is different when assigned to students see and listen to a video or movie. To develop comprehension in listening skill, according to Hedge (2003: 68), students can practice by watching some Channels like BBC, CNN, AXN, CN, HBO, ESPN offer news, Animal Planet, National Geographic Channel, talk show, travel show, Adventure1, Star Plus, and movies. In conclusion, unless the principle of 'the text produced by a real speaker/writer for a real audience', four other principles in authentic material-oriented tasks available in Book 1 and Book 2. Another similarity found is that the principle of 'forming a package of activities designed with work and interaction skills' which the principle is at least the second found in the textbook. Although in Book 1 and Book 2 the principle has a different value of 0% and 8%, it still shows that the principle is lower in value than the other three principles. However, the difference in the value of this principle in Book 1 and Book 2 is only 8%.

On the other hand, Book 1 has a principle that can be superior namely the principle of 'having a real/genuine communicative purpose' with 43%. While in Book 2, this principle has a slightly higher percentage than Book 1 with 31%. The difference between the two of them is 12%. This principle determines that activities in the language class must be authentic in accordance with the students' needs in order to use the English language for actual interest in the class. According to Alshumaimeri (2015) it prepares students in using the language in a real context. The 'having an original socio-cultural purpose' principle in Book 1 has 14% and 15% presentation on Book 2. However, the difference between the two is only 1%. In Book 1, cultural content is introduced with tasks that require students to seek information about stories of legends both from domestic and abroad. Tomlinson and Masuhara (2004) said that the introduction of cultural values not only from within the country but also from abroad.

Not much different from Book 1, the introduction of cultural elements in Book 2 is included in tasks that require students to be able to identify and describe a city in Indonesia, which is about its culture, its people, and so on. According to Mishan (as cited in Ahmed 2017: 192), incorporating cultural elements in language learning can connect learners with matter directly because they are familiar with it. The final principle that will be discussed in the principles used in authentic material-oriented tasks is 'using real/fact information' found in Book 1 and Book 2. In Book 1, the principle of 'using real/fact information' has a percentage value of 43% same as the principle 'having a real/genuine communicative purpose'. Meanwhile, on Book 2 is 46%. The difference between 'using real/fact information' principle value in Book 1 and Book 2 is 3%.

In the case of sources used, The existing findings, on Book 1 provide three sources that students can include in completing their tasks except audio/audio visuals and realia objects. The table describes the sources used reflected in Book 1 consist of literary works with 20%, printed media with 40%, and internet devices with 40%. On the other hand in Book 2, there is one source not available, audio/audio visual. Other resources available in Book 2 are literary works with 20%, printed media 20%, realia object with 20%, and internet devices with 40%. The similarities that can be found from what is described in the table are the internet devices have the same presentation in Book 1 and Book 2 with 40%. It is same with the value of literary work sources in both textbooks with 20%. The difference in both is only in the proportion of the sources used percentages that found in Book 1 and Book 2.

Both Book 1 and Book 2 provide less authentic material-oriented tasks. If compared to the pedagogical tasks in both textbooks, the gap is very high. The discovery of authentic material-oriented tasks in both textbooks, although not many, shows that both textbooks try to assist teachers and students to use the learned language for authentic communication not just for pedagogical purposes. In this case, both Book 1 and Book 2 more or less engage the students in an atmosphere of communicative language teaching for effective learning. Moreover, both textbooks, with the presence of authentic material oriented tasks, provide support to teachers to create authentic learning in language classes.

## CONCLUSION

The research shows that the two selected textbooks (*Bahasa Inggris Kelas X* and *Bahasa dan Sastra Inggris Kelas X*) contain less authentic material-oriented tasks. They provide more tasks to serve pedagogical purposes. This finding suggests that the publishers have not met the curriculum 2013 standard in designing a textbook.

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