

An Analysis of Conversations in Curriculum-based EFL Textbooks for Senior High School in Indonesia and the Comparison with Corpus-based English Textbooks

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Abstract To achieve the purpose of successful language teaching, the materials should represent the actual use of English to equip learners with communicative skills. In fact, some research has shown that there are mismatches between conversations in textbooks and authentic conversations. Regarding the foreign status of English in Indonesia, it is compelling to further study the conversations in the textbooks enabling for the improvement of the materials. This study examines the characteristics and features of conversations in curriculum-based EFL textbooks for senior high school in Indonesia, namely *Bahasa Inggris X*, *Bahasa Inggris XI*, and *Bahasa Inggris XII*. To profoundly elaborate on this topic, this study identifies conversation features in the textbooks and compares them with characteristics of conversations in three corpus-based English textbooks, *Touchstone 1*, *Touchstone 2*, and *Touchstone 3*. The results show that there are some discrepancies between textbooks in Indonesia with the conversational features and with conversations in corpus-based textbooks. Indonesian EFL textbooks predominantly lack hesitation devices and the use of discourse markers is less varied. In terms of topics, Indonesian EFL textbooks are alike corpus-based textbooks; both focus on everyday topics. The other topics,

however, remain problematic since Indonesian EFL textbooks insignificantly talk about school life and mostly talk about social topics and self-topics. Corpus-based textbooks, on the contrary, avoid social topics. These mismatches are inevitably questionable, as conversations in textbooks should exemplify the real conversational features. Pedagogically speaking, textbook writers should consider the naturalness of the conversations to support the EFL teaching practice in Indonesia.

Keywords Conversation, EFL Textbook, Corpus, Naturalness

1. Introduction

English has long been widely used and its role in international communication is inevitably prominent. Thus, the teaching of English as a foreign language (EFL) has gained its peak attention in recent decades. With regard to the foreign status, the teaching of English in EFL context differs from that in ESL context, as studied by Si [1], among others. Many studies on EFL context focusing on

enormous areas, therefore, have been carried out, such as the improvement of language skills [2]–[4], students' motivation [5], [6], learning strategies [7], and the use of communicative language teaching in EFL teaching [8].

To support a successful EFL teaching practice, the quality of the teaching materials plays a vital role. Teaching materials are the key component in many language programs and they are widely recognized as salient elements in teaching practice [9], [10]. One of the most widely used teaching materials is textbook due to its comprehensiveness and completeness and the adjustment based on the learning objectives of the syllabus [11]. Textbooks hold a salient role as they provide learning sources useful for the learners. Römer [12] states that a well-designed EFL textbook will enhance the teaching and learning process. Nonetheless, Richards [13] claims that despite the notorious studies on teachers and learners as part of teaching and learning practice, the attention given to textbook is less significant. Therefore, textbook study is interesting as well as important to conduct.

Relevant to teaching and learning activity, the aim of designing teaching materials, including textbooks, is to equip learners to be communicatively competent in using the target language [13]. In EFL context, this should be taken and managed seriously. To achieve this goal, teaching material writers should not only focus on the pedagogical aspect, but also language input. It then raises a question: is the language input of the textbook in accordance with actual use of English? Using corpus investigation, it is found out that there are some mismatches between language presented in textbooks and the real use [14]–[18].

To assist the investigation of language presented in textbook, some studies rely on the comparison with corpus. Corpus serves as the representation of authentic use of language due to nature and the large size [19], [20] so it shows how people actually use the language, including English. Numerous studies addressing corpus analysis of particular linguistic units or features have been conducted, such as investigating the textbook in comparison with a self-compiled corpus [21], examining the use of future tense makers in textbooks in comparison with some corpora [22], among others. These studies found out that there are some discrepancies between textbooks and the representation of language in the corpora.

As one of teaching materials to teach English, textbook comprises several sections supporting the needs of the students or learners to master all skills, such as speaking, listening, reading, and writing. One of the prominent skills in mastering a foreign language is speaking. By being able to speak fluently, learners can communicate effectively to deliver the message in the target language. To support the speaking skills, particularly, textbooks provide conversation sections to exemplify the actual conversation in the target language. Besides, using a language predominantly means being involved in the conversations.

The content of conversation, therefore, should represent the real use of English to achieve the goal of teaching and learning English. Some studies, however, figure that there are some mismatches between the conversations presented in textbooks and authentic interactions or real use of English [16], [18], [23]. Conversations in textbooks are still influenced by written language features [23] and the topics are not in line with what people are talking about on daily basis [16], [18].

Bringing this issue to Indonesia context, previous studies on textbooks primarily focus on the cultural value or the tasks in the textbooks [24]–[26]. The analysis of linguistic aspect is not specifically discussed. A rigorous study on conversations in textbooks in Indonesia context has been done by Setiaji [27]. This study, however, recorded conversations from several native speakers; hence the data is not qualitatively and quantitatively rich. This study then attempts to investigate the conversations in Indonesian EFL textbooks for senior high school, *Bahasa Inggris*, by identifying the features of conversations and/or spoken language as described by [16], [28], [29]. To solve the problem, this study will identify the features of conversation based on Biber and Quirk [28] in the textbooks and compare the Indonesian EFL textbooks with three corpus-based textbooks, *Touchstone* [30]. The comparison with corpus-based textbook is prominent since corpus-based textbooks are designed based on the results of corpus investigation; thus, they are most likely to represent the actual use of English.

The term 'corpus' is originally from Latin word 'body' and it is specifically defined as computerized storage of text collection [20], [31]–[33]. Corpus is built to assist the analysis of language studies since it can provide qualitatively and quantitatively rich data that enable more comprehensive and accurate investigation [34]. In linguistics, corpus is widely used from grammatical analysis [12], [35] to sociolinguistic analysis [36], genre analysis [37], [38], and critical discourse analysis [39], [40], showing that corpus is actually an approach of studying language which can be applied to any aspect of language studies. It is then relevant for many fields as long as they are dealing with language. On top of that, corpus is also beneficial as data source for linguistic analysis, such as in [41].

Since corpus can provide frequency information drawn from a large scale of data, it is plausible to rely on corpus investigation in considering what should be taught and/or what should be prioritized in teaching [19], [20], [35], [42]. In teaching grammar, as an example, Conrad (2000) emphasizes that teachers cannot teach or cover anything in an ESL/EFL grammar class, so principled decisions about the materials are crucial. These principled decisions, according to Conrad [43], can be based on corpus information, as done by Conrad and Biber [44] who developed a corpus-based grammar book, providing grammar teaching and learning materials that are more

relevant to the daily use of English. Not limited to grammar books, there are also some course books designed by using a corpus-based or corpus-informed approach, such as *In Focus* [45], *Touchstone* [30], *Unlock* [46], among others.

McCarthy [47] says that corpus-informed materials are special. They are different from intuition-based materials since corpus-informed materials are based on the authentic use of English, although the results are adjusted and modified to the teaching needs, the materials are not invented, and the contexts are authentic because the data sources are from empirical usage of language (e.g. newspapers, magazine, talk shows, fictions, academic texts, and so on). It is also argued by Römer [48], [49] claiming that corpus can contribute to pedagogical aspects in terms of its authenticity. Apart from the debate of the term *authenticity* [50], Gilmore [51] emphasizes that what matters in teaching materials is their ability to equip learners to be communicatively competent. On top of everything, the main idea of being authentic is the text is not specifically designed for teaching purpose [20].

Due to the different modes of communication, spoken and written languages are significantly discrete. Spoken language is more interactive, direct, and spontaneous [28]. On the other hand, written language is less interactive and allows revision. The distinct characteristics yield different natures of spoken and written language, though it is misleading to say that written language is more complex than spoken language. Spoken language differs from written language in terms of their intricacy of which spoken language is more dynamic and intricate while written language is more static and dense [29].

Conversations which happen in shared contexts, interactive, and in real time enable the occurrence of dysfluency and error [28]. Based on Biber and Quirk [28], there are several conversational features, such as non-clausal units that tend to be used by speakers in spoken context. Non-clausal units include inserts, such as interjections, response forms, hesitation devices, discourse markers, and so on. These features are described in *Longman Grammar of Spoken and Written English* (LGSWE) designed and developed based on corpus investigation using *Longman Spoken and Written English Corpus* (LSWE corpus). As stated in their work, the grammar designed based on entirely corpus research and contain 6000 authentic examples [28].

In a different yet relevant notion, Gilmore (2004) proposes some discourse features of conversation, namely lexical density, false starts, repetition, pauses, terminal overlap, latching, hesitation devices, back-channels. Biber and Quirk [28] and Gilmore [16] basically share relatively identical concepts. Back channels are equivalent to primarily response form; hesitators are similar to hesitation devices. Therefore, this study incorporates the concepts proposed [16], [28]. Nevertheless, this will be limited and focuses on several features, such as primarily response form, hesitation devices, discourse markers, and

interjections. These decisions are in accordance with the results of corpus investigation in *Cambridge International Corpus* [52] showing there are hesitation devices and response forms such as *mm*, *er*, *yeah* among 20 most frequent words used in spoken contexts. It indicates that these non-clausal units are prominent in spoken language, including in conversations. This study thus will focus on the clausal units found in the EFL textbooks and contrast them with those in corpus-based English textbooks.

This study focuses on conversation since we live our lives in conversation. In real communication, it is primarily done in conversation. We show our existence as a human being through conversations and we go through phases of life through conversations as well [53]. A conversation is undoubtedly a fundamental activity of human beings, thus, the exemplification of conversation for teaching purposes should be realistic and relevant.

The conversation is occurring in particular topics. According to Siegel [18], the topic refers to the subject of conversations and (relatedly) the textbook chapters of the conversations. In language teaching and learning, topic is a salient component because it affects the range of vocabulary the learners are exposed to. In addition, topics in conversations are also prominent in introducing features of spoken language so that learners will be able to be communicatively competent in real-life communication. The relevant topics will facilitate the learners and empower them to practice the target language. More importantly, the appropriate selection of topics has been proven to support the concept of willingness to communicate [18].

With regard to the problems identified in this study, the research questions are as the followings:

1. Are conversations in curriculum-based EFL textbooks for senior high school in accordance with the features of conversations?
2. What are the topics of conversations in Indonesian EFL textbooks for senior high school?
3. To what extent conversations in curriculum-based EFL textbooks gets special spotlight in Indonesian EFL textbooks and corpus-based English textbooks?
4. What is the pedagogical implication?

2. Materials and Methods

This study collected the data from the conversation sections of Indonesian EFL textbooks for senior high school level, namely *Bahasa Inggris X*, *Bahasa Inggris XI*, and *Bahasa Inggris XII* (henceforth *BI X*, *BI XI*, *BI XII* respectively). Three corpus-based textbooks used as comparison are *Touchstone level 1*, *2*, and *3* [47]. *Touchstone 1*, *Touchstone 2*, and *Touchstone 3* textbooks (henceforth, *TS 1*, *TS 2*, *TS 3* respectively) were selected because they were designed based on corpus research, indicating that the linguistic inputs in the textbooks represent the actual use of English. *Touchstone* series were

designed based on the results of the investigation on *Cambridge International Corpus* (CIC) comprising English language data from various registers and genres. The *Touchstone* authors have conducted the research on the corpus for a couple of years, identifying the most useful grammar and vocabulary for learners from a basic to an intermediate level, and investigating how people communicate in real-life situations, especially in conversation [47]. We can notice that conversation gets special spotlight in these books. Thus, this series is the best comparison to identify the naturalness of conversations in EFL textbooks.

The data were collected by observing conversations in EFL textbooks and corpus-based textbooks; and by noting the linguistic features under study (i.e. inserts) to measure the naturalness of the conversation. As for the inserts, this study limits the discussion to four inserts, such as discourse markers (e.g. *well*, *so*), response forms (e.g. *yeah*, *yes*, *no*), hesitation devices (e.g. *mm*, *er*), and interjections (e.g. *oh*). This limitation is based on the investigation of *Cambridge International Corpus* which shows hesitation devices and response form as 20 most frequent words in spoken English [52]. As with the discourse marker, its use is salient to maintain the flow of the conversation. To express abrupt remark, interjection normally occurs in human interaction, so it is naturally part of language use in spoken context.

To analyze topic selection, this study follows the classifications in [18], but with little adjustment on school topics that are not limited to school topics, but it also encompasses office topics. School and office topics are categorized on the same topic because they are basically about a particular place where most people spend their time and having a lot of interactions with others and the characteristics are relatively similar. Therefore, there are four types of topics, i.e. self-topics (personal information, relationship), everyday topics (hobbies, holiday plan, movies, music, food), school/office topics (paper due, final project, etc.) and social topics (social issue, cultural issue, etc.).

3. Findings and Discussion

3.1. Investigation on Indonesian EFL Textbooks

This section discusses the non-causal units as the distinctive features of conversation (i.e. inserts) found in the conversations in three EFL textbooks for senior high school as well as the topics displayed by the conversations.

3.1.1. Discourse Markers

In three EFL textbooks, there found the use of discourse markers. In BI X, there are *well* and *so* used as discourse markers in the conversations. The following are the excerpts of a conversation in BI X.

- (1)
- Bayu: Are you going to bake choco chips cookies like the last time?
- Riri: Well, yes. This is my favorite.
- (BI X, page 41)

- (2)
- Bayu: Stay at home? Well, you could do something more interesting!
- Santi: So, what about you Bayu? Do you have any plans?
- (BI X, page 41)

The markers *well* and *so* in excerpts (1) and (2) are used to maintain the flow of communication, to indicate turn-taking from Bayu to Riri (1) and Bayu to Santi (2). Discourse marker *well* might be used to emphasize the response (*yes*) as in (1); While *so* serves as the introduction of another topic as shown in (2).

In BI XI, the use of discourse marker is less varied as there is only one marker found, i.e. *so*. It is found in a conversation excerpted below.

- (4)
- Jane: Hi Ray! What are you doing?
- Ray: Hey Jane! I'm reading an article on smoking.
- Jane: Smoking! Why?
- Ray: For presentation in Science class
- Jane: So tell me what you learnt about smoking?
- (BI XI, page 75)

The use of *so* as discourse markers to continue to conversation and mark the turn-taking of Jane and to incipient an action (*telling*).

Alike BI XI, in BI XII the variant of discourse marker is scarce since there is only *so* as in the following excerpt.

- (4)
- Stranger: What time will it leave?
- Tania: It will leave at 2.30 p.m. So, you just need to wait for 45 minutes.

In excerpt (4), discourse marker *so* is not a turn-taking signal, but it is a marker to continue the previous utterance. This is important since in doing conversation it is plausible that we need to utter more than sentence. The rest of the conversations in BI XI and BI XII, however, do not apply discourse markers of which this seems unnatural due to the need for discourse markers to make the conversation happen successfully.

3.1.2. Response Forms

Although the number of discourse markers in *Bahasa Inggris* textbooks is negligible, response forms are copious in the textbooks. In BI X, as an example, there are some

response forms used, such as *sure*, *yes*, *no*, *okay*, and *yeah*. Similar to BI X, BI XI and BI XII also exemplify relatively the same response forms: *okay*, *yes*, *no*. The following excerpts are examples for each of them.

(6) **11**
 Slamet: I work for a furniture company. Have you hear about ukir Jepara?
 Edo: Yes, and I want to know more about that.
 (BI X, page 17)

(7) **8**
 Siti: Ah! People like to exaggerate things, bullying as such is no big deal.
 Jane: No, I don't think so. Bullying is prevalent in our society.
 (BI XI, page 19)

(8)
 dr. Nahda: Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?
 Fafa: Okay, doctor.
 (BI XII, page 4)

From the excerpts, it is noted that the use of response forms are o prominent due to the need to respond to interlocutor's utterance (i.e. questions). Despite this fact, there some notable findings, including the use of *sure* that is found only in BI X and BI XII, meanwhile *yeah* is only used in BI X and is absent in BI XI and BI XII. Regarding the previous corpus investigation listing *yeah* as ten most frequent words in spoken English, this absence is definitely provoking. The examples of *sure* and *yeah* are shown in excerpts (9) – (11).

(9) **2**
 Mr. Luqman: If you want to be the chair of OSIS, offer a good program to improve the school environment.
 Nyoman: Sure, I will.
 (BI XII, page 25)

10
 Dika: It must be a memorable experience for you.
 Mida: Yeah, indeed. I will never forget it.
 (BI X, page 112)

11
 Riza: Hmm... It is a remembrance for us to our heroes' struggle on this country.
 Ami: Yeah, many of them became casualties of the war.
 (BI X, page 129)

3.1.3. Hesitation Devices

The usage frequency of hesitation devices is surprisingly insignificant in Indonesian EFL textbooks for senior high school. There are two forms of hesitation devices, such as *uhm* and *hmm*, and all of them are only found in BI X.

12
 Riri: It will be a long weekend soon. Do you have any plans?
 Santi: Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.
 (BI X, page 40—41)

13
 Bayu: It's a good idea! Or will you go fishing with me and my dad?
 Santi: Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you Riri.
 (BI X, page 44)

14
 Ami: Riza, look! That heroic monument stands high and strong.
 Riza: Hmm... It is a remembrance for us to our heroes' struggle on this country.
 (BI X, page 129)

In contrast to BI X, BI XI and BI XII don't exemplify the use of hesitation devices in the conversations at all. With regard to the nature of conversation of the spontaneous and interactive medium and being subjected to dysfluency, this absence is rather unnatural and surprising. This is troublesome that there are no hesitation devices used in conversations in BI XI and BI XII, while hesitation devices such as *er* and *mm* are included in 20 most frequent words in spoken context [47]. This contradictory fact yields another mismatch between authentic English and English as presented in EFL textbooks.

3.1.4. Interjections

The last insert studied here is interjection. Interjection *oh* unsurprisingly can be found in all textbooks under study. This is due to nature of human interaction and expressions. The common interjection is *oh* and *wow* as found in BI X, BI XI, and BI XII.

15
 Wilbur: It's a tool that will help human being to fly!
 Host: Oohhh, is it like a flying car? How did you get the inspirations?
 (BI X, page 97)

Besides *oh*, there are some other interjections, like *wow* and *ah* used in the textbooks as exemplified in excerpt (16)

and (17).

(16)

Hamada: My extended family is going to a surprise birthday party for my grandmother next week.

Diana: *Wow!* That sounds great. How old is she?

(BI XII, page 6)

(17)

Jane: *4* was reading an opinion article on *4* lying. It made me extremely sad.

Siti: *4*! People like to exaggerate things, bullying as such is no big deal.

(BI XI, page 19)

All of them (*oh, wow, ah*) fulfill the function of exclamation as given by the contexts in the conversations.

3.2. Topics of Conversations in Indonesian EFL Textbooks for Senior High School

To investigate the naturalness of conversations, it is also compelling to analyze the topics covered between participants in the conversations. The problem of topic selection is of prominence since textbooks should provide topics relevant to the learners for the use of the target language in real-life communication. Following Siegel (2014), the topics of three EFL textbooks for senior high school are displayed in fig. 1.

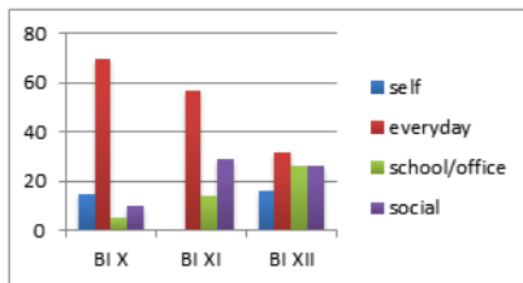


Figure 1. Topics of conversations in BI X, BI XI, BI XII

Fig. 1 shows that topics dominating conversations in the textbooks are everyday topics (occupying 70% in BI X, 57% in BI XI, and 32% in BI XII). These topics include the discussion about holiday plans, complimenting someone, congratulating someone, and so on. It is followed by self-topics in BI X, social topics in BI XI and BI XII. We can note that social topics in the textbooks are of prominence area of discussion for the conversations.

3.3. Investigation on Corpus-Based Textbooks: Touchstone

This section identifies the inserts used in conversations

in *Touchstone* as well as investigates the topics of the conversations. As previously mentioned, *Touchstone* books are corpus-based books of which the identification of the books in this study is important to show the naturalness of conversation, either in the linguistic features or the topics. The results of the investigation are then contrasted with those in *Bahasa Inggris* textbooks, allowing for the identification of gaps (or mismatches) in our textbooks.

3.3.1. Discourse markers

In TS 1, there are several markers used to maintain the flow of communication, namely *so, by the way, well, you know, I mean*. The same markers are also found in TS 2 and TS 3, proving that these markers are widely used and play vital role in conversations. Excerpts (18—22) show the examples of the markers from TS 1, 2, 3.

(18)

Tina: *2* Really? I'm in the business school.

Ray: *2* Oh. *So* do you live around here?

(TS 1, page 38)

(19)

A: *15* I don't watch much television.

B: No, I don't either.

A: *15* I mean, I watch pro football.

(TS 2, page 4)

(20)

Alexis: So, how's your new roommate working out?

Jacob: Well, I don't see that much of him, really. I mean, he's always working, you know, at the library or sitting at the computer.

(TS 3, page 6)

(21)

Kim: This is the most incredible place!

Juan: Yeah, it really is. It feels good to be out of the city.

Kim: It sure does. *You know*, these trees are just awesome.

(TS 3, page 26)

(22)

Eve: Actually no, but my brother's in the band tonight.

Chris: Oh, really? Cool... *By the way*, my name's Chris.

(TS 2, page 6)

Excerpts 18—22 show various discourse markers used in the conversations. One of the most intriguing parts of analyzing the discourse makers is the use of discourse marker *so*. Although theoretically it serves to indicate

logical conclusion, in conversations, it is also used at the beginning to introduce new topic [54]. In *Touchstone* books, it is also found the use of *so* to start a conversation, as in the following.

(22) **10**
 Adam: *So* what do you do after class? Do you go straight home?
 Lori: Well, usually. Sometimes I meet a friend for dinner.
 (TS 1, page 48)

(23)
 Rob: *So* how are your kids doing?
 Paula: Good, but they are pretty busy. It seems like there's a lot of pressures on kids these days.
 (TS 3, page 38)

Discourse marker *so* in excerpt (22) and (23) indicates that the speakers, *Adam* and *Rob*, would like to start the conversation with the interlocutors, *Lori* and *Paula*. This kind of use of *so* is commonly found in spoken context in actual use. TS 1 and TS 3 exemplify real use. TS 2, however, lacks the use of *so* at the beginning of a conversation.

3.3.2. Response forms

The second insert discussed is *response form*. With regard to the nature of conversation as interactive communication, it is then plausible to figure the frequent use of response forms. This also applies to conversations in textbooks like *Touchstone*. In TS 1, for instance, there are *yes, OK, no, yeah, right, sure* found.

(24) **2**
 Tina: Are you a student?
 Ray: Yes. I'm a law student.
 (TS 1, page 38)

(25)
 Alicia: We? You mean, I do! Let's um send them some flowers.
 Dave: OK. Then it's my birthday on the twenty-third.
 (TS 2, page 34)

(26)
 Sergio: Have you been to the new sports complex?
 Peter: No, but I've heard it's fabulous. How about you?
 (TS 3, page 32)

(27)

Alicia: It's a beautiful day.
 Adam: Yeah, it is.
 (TS 1, page 8)

(28)
 Alicia: I'm going to buy her something special, like a necklace. Then it's Mom and Dad's anniversary on the tenth.
 Dave: Right. We usually give them something.
 (TS 2, page 34)

(29) **2**
 Ming-Wei: Excuse me, what's the word for this in English?
 Sonia: Highlighter.
 Ming-Wei: Thanks.
 Sonia: Sure.
 (TS 1, page 18)

3.3.3. Hesitation Devices

In contrast to the limited use of hesitation devices in Indonesian EFL textbooks for senior high school (only found in BI X), *Touchstone* textbooks use diverse devices to show hesitation. In all *Touchstone* textbooks, there are the exemplifications of hesitation devices, such as *um, uh, hmm*. The following excerpts (30—33) provide some exemplifications.

(30) **9**
 Ramon: Hi, Ling. It's Ramon. Is this a good time to talk?
 Ling: Um, not really. I'm late for a seminar. I'm going to have to run.
 (TS 3, page 58)

(31)
 Carla: Who's the guy singing with her? I'm not sure about him.
 Alex: Uh... actually that's me. I'm in the band too.
 (TS 2, page 15)

(33)
 Carla: OK. So I'm going to order some apple pie.
 Leo: Mmm. Sounds good. Maybe I'll have some too.
 (TS 3, page 47)

3.3.4. Interjections

Similar to the other inserts, this feature (i.e. interjection) is also well implemented in *Touchstone* conversation sections, as there are examples of interjections in all *Touchstone* textbooks (excerpts 34—37).

- (24)
Mr. Martin: Yes... Wait. No, you're not. You're in Room 2
Jenny: Oh, no! Carmen. We're not in the same class.
(TS 1, page 5)

- (35)
Hal: Yeah, I've seen most of his movies.
Debra: Have you? Oh, look, here's a Will Smith film.
(TS 3, page 16)

- (36)
A: ...but you'll be back Friday, right? So what about Friday?
B: Uh-oh, I just remembered. My boss is going to have us all work late on Friday.
(TS 2, page 54)

- (37)
Eve: She's from London. But she's in Miami now.
Mark: London? Wow. Is she a student here?
(TS 1, page 28)

Although *Touchstone* has shown diverse usage of interjections, some interjections can only found in a particular book, such as *gosh* in TS 2 and *Oops* in TS 1.

- (38)
Yuki: Oh, that's late. So what time do you go to bed?
Adam: About 1:00...1:30
Yuki: Gosh. So you're only getting about four hours' sleep? That's not much.
(TS 2, page 26)

- (39)
Mr. Evan: Oops! Uh...Where are my glasses? They're not on my desk.
Paula: Uh... They're on your head.
(TS 1, page 17)

In general, the *Touchstone* series use all the conversational features used in real-life conversations and thus are natural and do correspond with the nature of conversation. Furthermore, these textbooks introduce various units of the features. This will equip the learners with sufficient knowledge of doing conversation in English to be communicatively competent, not only in terms of the grammatical aspect but also in terms of the naturalness of the language used by the learners.

3.4. Topics of Conversations in *Touchstone* Level 1, 2, 3

In examining conversations, it is also necessary to

analyze the topics used in the conversations. In TS 1, TS 2, and TS 3, the four topics (i.e. self topic, everyday topic, school/office topic, and social topic) are distributed in the following percentage in fig. 2.

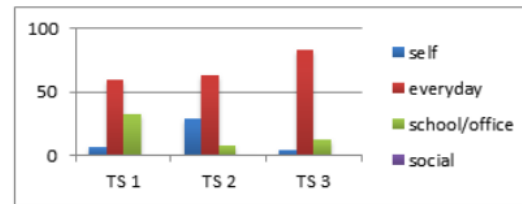


Figure 2. Topics of conversations in TS 1, TS 2, TS 3

As is seen from fig. 2, everyday topics outnumber all other topics in *Touchstone* textbooks. This result, however, is not surprising since that is the topic people talk about on daily basis. In TS 1 and TS 3, school/office topics occupy the second place, but TS 2 talks more about self than school/office. But what makes the finding more appealing is the absence of social topics in all *Touchstone* books. It seems that the conversation does not attempt to equip the learners with the discussion on social issue. Rather, it exemplifies daily life conversation and being as realistic as possible.

According to Siegel [18], textbook topics should have more relevance and practicality for students and show naturally occurring conversations necessary for the learners to communicate. It means that the contexts and topics of the conversation should be as realistic as possible for the learners. Regarding the learners' coverage of *Touchstone* textbooks (school and university students, or workers) so everyday topics, school/office topics, and self-topics are selected for the conversations.

3.5. Comparison between Indonesian EFL Textbooks and Corpus-Based Textbooks

This section compares the results of *Bahasa Inggris* with those of *Touchstone* investigation as well as describes the similarities and differences and what can be pedagogically implied from the comparison. To begin with, there are some similarities found in Indonesian EFL Textbooks and *Touchstone* books. First, in terms of the non-clausal units (i.e. inserts), both textbook series have applied insert features, such as discourse markers, response forms, interjection, and hesitation devices. BI X, XI, and XII are identified vividly using response forms (e.g. *yes*, *no*, *yeah*) and interjections (e.g. *oh*). *Touchstone* series as the representation of real English use definitely cover the use of the inserts as the main features of conversation. TS 1, 2, and 3 deliberately use the discourse markers (e.g. *well*, *so*), response forms, hesitation devices (e.g. *um*, *uh*, *mm*), and interjections.

In relation to the selection of topics, conversations in *Bahasa Inggris* series and *Touchstone* series

predominantly discuss everyday topics. As it is everyday topic, thus its occurrence is clearly significant. Both series will inevitably cover the daily issues (e.g. hobbies, movies, music, weather, friends, etc.) in the conversation sections. Besides everyday topic, both series cover school topics (e.g. paper due, class activity, etc.) and self-topics (e.g. relationship, family)

The distinct nature of the textbooks, however, leads to some notable differences, either in the linguistic features (insert) or in topic selection. In terms of the inserts used in the textbooks, *Bahasa Inggris* series lack of hesitation devices as it is only found in BI X (albeit the small number of the devices). BI XI and BI XII do not exemplify the use of hesitation devices and this absence is definitely provoking. Meanwhile, various hesitation devices (e.g. *uh, um, mm*, etc.) can be found in all *Touchstone* series, enabling the learners to identify numerous features of conversations. Not only the absence of hesitation devices, but *Bahasa Inggris* series also do not provide numerable examples of discourse markers. The discourse markers are limited to *so, well*, and their occurrence is negligible as well. In contrast to BI X, XI, and XII, *Touchstone* series present copious discourse markers, such as *so, I mean, you know, by the way*, thus, again, facilitating the learners with primary feature to be involved in conversation.

There seems another point to highlight, that is the use of *so* at the beginning of conversations, as shown by some examples in *Touchstone* books. This feature is not novel and presumably natural to find in everyday conversation. According to Bolden [54], [55], the use of *so* indicates the introduction to the conversation topic. This is relevant with the uses of *so* in some *Touchstone*'s conversations. The use of *so* to signal incipient actions commonly occur in English conversations [54]–[56], hence the absence of introducing this feature in conversation sections of EFL textbook is undoubtedly questionable. As a discourse marker connecting two ideas, the use of *so* in *Bahasa Inggris* series is quantitatively and qualitatively inadequate, let alone its use for another function.

Moving on to response forms, both textbook series basically use the forms intensively as these features are pretty basic in human interaction, fulfilling the basic need of human communication: giving response. Although there is no huge difference between response forms in *Bahasa Inggris* series and those in *Touchstone* series, yet there is some dissimilarity, including the variants. In *Bahasa Inggris* series, the use of *yeah* is less prominent, occurring

only twice in BI X, and is absent in two other books. As opposed to *Bahasa Inggris* textbooks, this response form is quite frequent in *Touchstone* textbooks, as investigated by Carte and McCarthy [47] and McCarthy [52] that *yeah* belongs to top ten most frequent words in spoken English (using *Cambridge International Corpus*).

With regard to the use of interjections, both textbook series show insignificant differences in terms of the intensiveness. Nevertheless, regarding the variants, *Touchstone* series yield more copious units, e.g. *oh, oops, wow, gosh*, while *Bahasa Inggris* series mainly use *oh* and *wow*. We can notice that the underlined difference between *Bahasa Inggris* and *Touchstone* lies in the variants of the inserts. TS 1, 2, 3 bear more various non-clausal units than BI X, XI, and XII, of which this show the mismatches between them. *Touchstone* series designed based on corpus show relatively similar use of conversational features (covering all four inserts under study, with various types). *Bahasa Inggris* series, on the other hand, show negligible presentation of inserts as conversational features, inadequately equip the learners to communicate in real context.

Not only the linguistic features, but the topic comparison should also be taken into consideration. From the similarity, it is seen that both textbook series cover everyday topics, self-topics, and school/office topics with everyday topics primarily used in all textbooks under study. Despite the similarity, there found several remarkable mismatches between *Bahasa Inggris* and *Touchstone* textbooks. *Touchstone* series as corpus-based textbooks present numerous topics on everyday life, school topics, and self-topics, but deliberately ignore social topics, as these topics are absent in all *Touchstone* books. In BI XI and BI XII, on the contrary, social topics are second favorite topics. Besides, school/office topics don't get sufficient spotlight in all *Bahasa Inggris* textbooks while actually these books are designed for senior high school students. This is relatively similar to the findings of Siegel [18] showing that the textbooks under study did not represent school topics while Siegel's observation on students' daily conversation proves that mainly they talk about school topics. This contradictory fact remains interesting to be questioned and further revisited.

Summing up the comparison, table 1 presents the highlights, which are necessary for further consideration.

Table 1. Summary of comparison

	Bahasa Inggris (BI X, BI XI, BI XII)	Touchstone (TS 1, TS 2, TS 3)
Inserts		
Discourse markers	limited use, limited variants	various use, many variants
Response forms	various use and many variants (though limited use of <i>yeah</i>)	various use and many variants
Hesitation Devices	limited use and variants (only in BI X)	various use, many variants
Interjections	various use, limited variants	various use, many variants
Topics	<ul style="list-style-type: none"> everyday topics are dominant social topics frequently occur the conversations focus on everyday topics and social topics 	<ul style="list-style-type: none"> everyday topics are dominant there is no social topic in the conversations the conversations focus on everyday topics, self-topics, school topics

4. Conclusions

This study examines the conversational features (i.e. non-clausal units: inserts) and topic selection in Indonesian EFL textbooks (*Bahasa Inggris* series for grade X, XI, XII) as comparison with corpus-based textbooks (Touchstone level 1, 2, 3). Based on the results of the study, it is evident that these textbooks share something in common as well as some differences. Both textbook series use discourse markers, response forms, and interjections in the conversations. In addition, all textbooks primarily talk about everyday topics, like music, movie, holiday, etc.

The differences, however, are inevitably significant and show the mismatches of the textbooks. In terms of insert use, Indonesian EFL textbooks *Bahasa Inggris* lack varieties, and the use of hesitation devices is remarkably insignificant while they are prominent features in conversations (as shown by conversations in *Touchstone* textbooks). As with the topics, although everyday topics are dominant in all textbooks, *Touchstone* textbooks do not cover social topics, unlike *Bahasa Inggris* series. On the contrary, school topics are less presented in *Bahasa Inggris* series than in *Touchstone* series. As Siegel [18] claimed that textbooks (for school or university students) should provide topics on school life since these enable them to learn more vocabulary and get closer to the real setting of communication.

To simplify the results for pedagogical purposes, these are some recommendations for textbook writers, especially in Indonesia context, in order to design and develop conversations. In designing the conversations, textbook writers should consider the linguistic features, including the non-clausal units. It is also important to use various discourse markers to maintain the flow of conversation as well as use hesitation devices to be more natural and realistic. As with the topics, textbook writers should also take the selection of topics into account. Since *Bahasa Inggris* textbooks are designed for senior high school students, so the topics should be relevant for them. All of them should be as close as possible to the learners' everyday life in order to empower them to use what they

have learned on daily basis.

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