

ANALYSIS OF SPEAKING MATERIAL IN ENGLISH TEXTBOOK AT GRADE XII PUBLISHED BY KEMENDIKBUD 2018

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Abstract

In a learning process of learning English, teaching materials are needed to support the learning process such as textbooks. Therefore, this research analysed English speaking material in “Bahasa Inggris” English textbook for twelfth grade of Senior High School Published by Kemendikbud 2018. The research problem of the study were: (1) What types of speaking material are there in “Bahasa Inggris” English textbook?, and (2) How is the content of the material on speaking English textbook for twelfth grades published by Indonesian government?. Therefore, the purposes of this study were: (1) To describe types of speaking material in “Bahasa Inggris” English Textbook., and (2) To identify the contain of material of speaking skills found in English textbook for twelfth graders published by Indonesian government. In carrying out this research, researcher used a qualitative approach with content analysis method. Data collected by carrying out evaluation checklist, interview, and documentation. The main research findings were: (1) The speaking materials contained in “Bahasa Inggris” English textbooks for twelfth graders published by Indonesian government contains material in the form of dialogue, and (2) The speaking material in the book can help students based on the teacher's perspective and evaluation checklists.

Keywords: Speaking Material, Textbook Analysis, English Textbook

INTRODUCTION

Textbooks is one of the main things that are important for the learning process and are supported by explanations from the teacher. According to Stará, Chvál, & Starý (2017), textbooks play a prominent role in the teaching or learning process. Furthermore, one of the primary functions of textbooks is to make established information accessible and visible to learners in a select, easy, and structured manner. What teachers teach and what students understand is influenced by the material of English language textbooks.

Textbook is one of the most important for learning procces. Robiyati (2015) states that the significant media ultimately coursebook ought to be acceptable and appropriate with the condition, levels of the understudies, and generally simple to read and understand. This subject book can provide understanding in addition to the teacher's explanation. It can be seen from the English language, which is not a language mastered by students. Therefore textbook is a way to help in the student learning process, especially in English subjects.

Mayangsari, Nurkamto, & Supriyadi (2018) explains about Students in the Indonesian educational system are also required to have a textbook. The textbooks for all subjects are provided by the government. For each subject, each student receives one textbook. Instead of

focusing on the culture of English-speaking countries, Indonesian students should concentrate on talking about and debating Indonesian culture in English.

Speaking is a useful ability to have when studying a language. It includes communicative efficiency as well as other essential aspects including pronunciation, intonation, grammar, vocabulary, and so on. They ought to be instructed in any language sorting out some way to prepare the understudies to use the target language to pass on. Speaking is one of four skills that important to learn. In a real-life environment, the learners will be judged most on their ability to talk. It is an integral aspect of daily interaction, and most people's first impressions are focused on their ability to communicate clearly and fluently. Thus, the teachers have an obligation to set up the students however much as could reasonably be expected to have the option to communicate in English in the genuine circumstance.

Based on the explanation, the researcher analyzed the speaking material in English textbook. The analyzing books is done to determine the effect on student development. The material in the book can develop students' speaking skills and see the quality of the book based on the views of the teacher who uses the English textbook

METHOD

This research used qualitative study. Since this research is focused on analyzing the content of a textbook, specifically in the form of a document book. According to Ary, Jacobs, Sorensen, & Razavieh (2010, p. 648) a qualitative research is approach that investigates phenomena in their natural environment without making any assumptions.

The researcher's instruments were three instruments which were interview, evaluation checklist and documentation. This research used evaluation checklist instrument based on the English textbook evaluation and interview two teachers. It saw in table below:

a. Evaluation Checklist

Table 1. Evaluation Checklist

I. General attributes					
A. The book in relation to syllabus and curriculum					
1. It matches to the specifications of the syllabus.	①	①	②	③	④
B. Methodology					
2. The activities can be exploited fully and can embrace the various methodologies in ELT.	①	①	②	③	④
3. Activities can work well with methodologies in ELT.	①	①	②	③	④
C. Suitability to learners					
4. It is compatible to background knowledge and level of students.	①	①	②	③	④
5. It is compatible to the socio-economic context.	①	①	②	③	④
6. It is culturally accessible to the learners.	①	①	②	③	④
7. It is compatible to the needs of the learners.	①	①	②	③	④
D. Physical and utilitarian attributes					
8. Its layout is attractive.	①	①	②	③	④
9. It indicates efficient use of text and visuals.	①	①	②	③	④
10. It is durable.	①	①	②	③	④
11. It is cost-effective.	①	①	②	③	④
12. Its size is appropriate.	①	①	②	③	④
13. The printing quality is high.	①	①	②	③	④
II. Learning-teaching content					
A. General					
14. Tasks move from simple to complex.	①	①	②	③	④
15. Task objectives are achievable.	①	①	②	③	④
16. Cultural sensitivities have been considered.	①	①	②	③	④

17. The language in the textbook is natural and real.	①	①	②	③	④
18. The situations created in the dialogues sound natural and real.	①	①	②	③	④
19. The material is up-to-date.	①	①	②	③	④
20. It covers a variety of topics from different fields.	①	①	②	③	④
21. The book contains fun elements.	①	①	②	③	④
C. Speaking					
22. Activities are developed to initiate meaningful communication.	①	①	②	③	④
23. Activities are balanced between individual response, pair work and group work.	①	①	②	③	④
24. Activities motivate students to talk.	①	①	②	③	④
D. Pronunciation					
25. It is contextualized.	①	①	②	③	④
26. It is easy to learn	①	①	②	③	④
E. Exercises					
27. They have clear instructions.	①	①	②	③	④
28. They are adequate.	①	①	②	③	④
29. They help students who are under/over-achievers.	①	①	②	③	④

b. Question of interview transcript

1. As an English teacher, does English textbook “Bahasa Inggris” has been appropriate with students need ? if yes, why ? if no, why ?
2. Is there any decent speaking content in the English textbook "Bahasa Inggris" for the 12th grade of Senior High School? If this is the case, please explain why.
3. By using “Bahasa Inggris” for twelvegrade of Senior High School, do the speaking skill can improving with their material? and please give the reasons.
4. Do the practice activities if yes, why ? if no, why ?
5. Do you accept, as a teacher, that the school should use the English textbook "Bahasa Inggris" for the 12th grade of Senior High School? If so, what is the reason? If not, what is the reason?

RESULTS AND DISCUSSION

Results

a. Result of Interview

For interview, the researcher had two people as interviewee. They are a teacher of twelve grade in SMAN 3 Sampit, and they had information that related with what the researcher found out.

Data of first instrument was the result of interview. The first interviewee was Mam ETR, and she answered :

1. Yes, I think it's appropriate because In the book, there are all the skills that can help students in the learning process. All of these materials can help students understand the lesson
2. In my opinion this book has good speaking material, where in this book there are statements or exercises for students to improve their speaking skills.
3. In my opinion, the speaking material in the book can improve students' abilities, where there is a dialogue or discussion in the book that can be used to help students reach their full potential.
4. As has been said before that in this book there are dialogues or conversations which can help students understand the material easily, besides, the question is practiced in front of the class as a form of speaking practice
5. Yes, I strongly agree because the book includes all skills, especially speaking skills, The questions contained in the book also helped students because they were easy to understand and could be used as exercises

The second interviewee was Mam JW, and she answered:

1. I think this book is appropriate because there are skills that students need to increase their ability to speak English.
2. In this book, there are speaking materials which are mostly conversational, in my opinion that is a good thing, conversation can spur students' speaking ability with fellow friends. But besides that, there are also texts that trigger students' speaking skills besides dialogue.
3. Using this book students can develop their speaking skills through existing questions or exercises
4. This book has practice questions in the form of conversations where this must be practiced directly, for example with classmates, this can make students develop especially in speaking ability.
5. I agree, This book can be used to help students understand or improve their skills, and the content is comprehensive enough to aid the learning process.

b. Result of Evaluation Checklist

Here, the result of evaluation checklist consisted of textbook and evaluated by two teachers.

Table 2. The Result of Evaluation Checklist From Mam ETR

Table 2: The Result of Evaluation Checklist Form Main ELT						
CATEGORY					COMMENT	
I. General attributes						
A. The book in relation to syllabus and curriculum						
1. It matches to the specifications of the syllabus.	①	①	②	③	④	This book is in accordance with the existing curriculum
B. Methodology						
2. The activities can be exploited fully and can embrace the various methodologies in ELT.	①	①	②	③	④	The methodology can be adapted to what is in the book as well as what the teacher does
3. Activities can work well with methodologies in ELT.	①	①	②	③	④	
C. Suitability to learners						
4. It is compatible to background knowledge and level of students.	①	①	②	③	④	In accordance with the student's previous knowledge and meet the needs of students
5. It is compatible to the socio-economic context.	①	①	②	③	④	
6. It is culturally accessible to the learners.	①	①	②	③	④	
7. It is compatible to the needs of the learners.	①	①	②	③	④	
D. Physical and utilitarian attributes						
8. Its layout is attractive.	①	①	②	③	④	This book is of standard quality with good quality and attractive
9. It indicates efficient use of text and visuals.	①	①	②	③	④	
10. It is durable.	①	①	②	③	④	
11. It is cost-effective.	①	①	②	③	④	
12. Its size is appropriate.	①	①	②	③	④	
13. The printing quality is high.	①	①	②	③	④	
II. Learning-teaching content						
A. General						
14. Tasks move from simple to complex.	①	①	②	③	④	This book contains assignments from various fields but sometimes there are things that are not familiar to students
15. Task objectives are achievable.	①	①	②	③	④	
16. Cultural sensitivities have been considered.	①	①	②	③	④	
17. The language in the textbook is natural and real.	①	①	②	③	④	
18. The situations created in the dialogues sound natural and real.	①	①	②	③	④	
19. The material is up-to-date.	①	①	②	③	④	
20. It covers a variety of topics from different fields.	①	①	②	③	④	
21. The book contains fun elements.	①	①	②	③	④	

C. Speaking						The speaking activity section contains a balance of individual responses and group work
22. Activities are developed to initiate meaningful communication.	①	①	②	③	④	
23. Activities are balanced between individual response, pair work and group work.	①	①	②	③	④	
24. Activities motivate students to talk.	①	①	②	③	④	
D. Pronunciation						Many words are easy to pronounce
25. It is contextualized.	①	①	②	③	④	
26. It is easy to learn	①	①	②	③	④	
E. Exercises						The book has clear instructions for each section of the assignment
27. They have clear instructions.	①	①	②	③	④	
28. They are adequate.	①	①	②	③	④	
29. They help students who are under/over-achievers.	①	①	②	③	④	

Table 3. The Result of Evaluation Checklist From Mam JW

CATEGORY						COMMENT	
I. General attributes							
A. The book in relation to syllabus and curriculum							
1. It matches to the specifications of the syllabus.	①	①	②	③	④	This book is in accordance with the existing curriculum and syllabus	
B. Methodology							
2. The activities can be exploited fully and can embrace the various methodologies in ELT.	①	①	②	③	④		the method used by the teacher can be adjusted to the method in ELT
3. Activities can work well with methodologies in ELT.	①	①	②	③	④		
C. Suitability to learners							
4. It is compatible to background knowledge and level of students.	①	①	②	③	④	the background of students' abilities influences the continuation of the learning context	
5. It is compatible to the socio-economic context.	①	①	②	③	④		
6. It is culturally accessible to the learners.	①	①	②	③	④		
7. It is compatible to the needs of the learners.	①	①	②	③	④		
D. Physical and utilitarian attributes							
8. Its layout is attractive.	①	①	②	③	④	seen in terms of form, this book is standard	
9. It indicates efficient use of text and visuals.	①	①	②	③	④		
10. It is durable.	①	①	②	③	④		
11. It is cost-effective.	①	①	②	③	④		
12. Its size is appropriate.	①	①	②	③	④		
13. The printing quality is high.	①	①	②	③	④		
II. Learning-teaching content							
A. General							
14. Tasks move from simple to complex.	①	①	②	③	④	This book contains quite a complete set of things that can be found in everyday life, but some that have never been known	
15. Task objectives are achievable.	①	①	②	③	④		
16. Cultural sensitivities have been considered.	①	①	②	③	④		
17. The language in the textbook is natural and real.	①	①	②	③	④		
18. The situations created in the dialogues sound natural and real.	①	①	②	③	④		
19. The material is up-to-date.	①	①	②	③	④		
20. It covers a variety of topics from different fields.	①	①	②	③	④		
21. The book contains fun elements.	①	①	②	③	④		
C. Speaking							
22. Activities are developed to initiate meaningful communication.	①	①	②	③	④	speaking activity can convey a meaning that can make students respond well	
23. Activities are balanced between individual response, pair work and group work.	①	①	②	③	④		
24. Activities motivate students to talk.	①	①	②	③	④		

D. Pronunciation						many words that are
25. It is contextualized.	①	①	②	③	④	easy to say in this
26. It is easy to learn	①	①	②	③	④	book
E. Exercises						This book has clear
27. They have clear instructions.	①	①	②	③	④	instructions that can
28. They are adequate.	①	①	②	③	④	guide students
29. They help students who are under/over-achievers.	①	①	②	③	④	

The table interprets result data of interview and evaluation checklist by two teachers that used the “Bahasa Inggris” English textbook.

Discussion

This section of the research will address the findings of the research, which were gathered from an English textbook called "Bahasa Inggris" for the twelve grades of Senior High School. The discussion focused on Centered on a teacher's viewpoint and an assessment checklist, speaking content in the English textbook "Bahasa Inggris" for the 12th grade of Senior High School. The discussion was divided into two major points: First, types of speaking material are there in the “Bahasa Inggris” English textbook. This was conducted to know the type of speaking material in that English textbook. Second, the content of the material on speaking English textbook for twelfth grades published by the Indonesian government. This was done to describe the contained skills based on teacher perspective supported with an evaluation checklist.

The first interviewee said the English textbook “Bahasa Inggris” for twelfth grade has a material type in the form of a dialog. Whereas, not all schools use books published by the Indonesian government, even though these books can help students. This book not only has material on speaking skills but covers all existing skills. The speaking material in this book is also supported by the pronunciation part which can help students in pronunciation while speaking.

The second interviewee said the English textbook “Bahasa Inggris” for twelfth grade has a material type in the form of a dialog. Then, this textbook started from basic material like pronunciation practice because in speaking, of course, students must say the word or sentence correctly to convey the meaning correctly. So, it is easy for students to follow it. Moreover, speaking material in this English textbook is balanced in each chapter. Then, all materials related to daily life or contextual.

From two interviewees The study discovered that the English textbook “Bahasa Inggris” for the twelfth grade of Senior High School has English speaking material. Then, this textbook has a dialog for the type of speaking material, and suitable to use for Senior High School's twelfth grade.

The distinguish from previous study, first Kırkgöz (2009) found that to meet MNE curriculum goals so the textbooks must be carefully designed and young learners become interested and need on textbooks. Second, AbdelWahab (2013) focused on literature on English textbook evaluation. Next, Anjaneyulu (2014) found a book revision should constantly update the content according to the context of teaching and learners need. The last is Salihah & Aris (2017) showed that there were only a few authentic materials and four skills in the textbook Intan Pariwara, especially Buku Bahasa Inggris Mata Pelajaran Wajib Kelas XI compiled by Bachtiar Bima M and Cicik Kurniawati for semester 1. As a result, the researcher's thesis was distinct from previous studies.

Finally, it can be concluded that The English textbook "Bahasa Inggris" for Senior High School's twelfth grade contains four English skills, they are: listening, reading, writing, and especially for English speaking skill material. Furthermore, most of this English textbook has included the perspective from teachers and supported by an evaluation checklist. So, the English textbook "Bahasa Inggris" was published by the Indonesian Government is suitable to use for Senior High School's twelfth grade. Moreover, the similarities with previous study was the researcher used textbook as a source of data.

CONCLUSION

There are two results from analyzed the data. First, the type of speaking material in the form of dialogue and filling questions. was discovered in the Indonesian Government's English textbook "Bahasa Inggris" for the twelfth grade of Senior High School.

Second, English speaking material showed in teachers perspective and evaluation checklist for textbook. First, we will listen carefully to our teacher read the greetings. Second, the teacher tells some vocabulary related to the material or brainstorming before entering the subject material. Next, we will repeat the some word to pronunciation practice. Then, we will read the conversation with friends and after that fill in some questions related to the conversation.

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