

CONTENT ANALYSIS OF SPEAKING MATERIALS IN ENGLISH TEXTBOOK “BAHASA INGGRIS” USED BY THE TWELFTH GRADE OF SENIOR HIGH SCHOOL

Annisa Talcha Aritonang¹, Besral², Darmayenti³

English Tadris Department

Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Imam Bonjol
Padang

e-mail: *¹annisatalcha27@gmail.com,²besral@uinibac.id,³darmayenti@uinib.ac.id

ABSTRACT

This paper aimed to find out the degrees of linguistic supports, content based and affective supports, skill supports, and diversity and flexibility of speaking materials in ‘Bahasa Inggris’ used by the twelfth grade of senior high school. This was a descriptive research type with content analysis. The English textbook “Bahasa Inggris” published by the Indonesian Ministry of Education and Culture was the data. Theory of Dat Bao was used to analyze the data. Based on the analysis, the result of linguistic support shows 82 % which means “Good”. The result of content-based and affective support shows 87 % which means “fair”. The result of skill support shows 87 % which means “Good”. Diversity and flexibility shows the result 60 % which “Fair”. It is concluded that the speaking materials are not fully supported inspiration, imagination, creativity, and cultural sensibilities to satisfy learners with moments of inspiration, imagination, creativity, and cultural sensibilities, lack of spoken language characteristics, communication function and strategies, and variety of speaking materials. It implies that the materials should be elaborated to fulfill those criteria proposed by Bao’s.

Key Word: *textbook, textbook analysis, speaking materials.*

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan apakah materi dan aktivitas keterampilan berbicara yang terdapat dalam buku teks “Bahasa Inggris” untuk kelas 12 Sekolah Menengah Atas. Penelitian ini focus pada keterampilan berbicara dalam buku teks SMA. Penelitian ini menggunakan analisis dokumen. Data yang diperoleh untuk penelitian ini dari materi dan aktivitas keterampilan berbicara yang terdapat dalam buku tersebut. Tujuan dari penelitian ini adalah mendeskripsikan beberapa kriteria yang ada pada teori bao dalam buku bahasa inggris seperti linguistik, konten dan sikap, keterampilan, ragam serta keluwesan material. Dapat disimpulkan bahwa materi berbicara pada buku ini tidak mendukung siswa untuk termotivasi, kreatif, imajinatif, dan budaya, serta kurang dalam penyediaan karakteristik dari bahasa berbicara, strategi dan fungsi komunikasi, serta variasi dari materi berbicara. Berdasarkan analisis, linguistic pendukung dari buku Bahasa Inggris memperlihatkan hasil 82% yang berarti “Baik”, konten dan sikap dalam bahasa buku Bahasa Inggris memperlihatkan hasil 61% yang berarti “mencukupi”, keterampilan dalam buku Bahasa Inggris memperlihatkan hasil 87% yang berarti “Baik”, dan keragaman dan keluwesan dalam buku Bahasa Inggris memperlihatkan hasil 60% yang berarti “mencukupi”. Maka dapat di tarik kesimpulan bahwa materi berbicara dalam buku Bahasa Inggris tidak sepenuhnya mendukung siswa untuk terinspirasi, imajinatif, kreatif, dan kesesuaian budaya,

kurangnya karakter bahasa berbicara, strategi dan fungsi komunikasi serta kurangnya variasi dari materi berbicara.

Kata kunci: *Buku, analisis buku, materi berbicara*

INTRODUCTION

Material is one of the basic references in English language teaching. According to Richards, the primary teaching resource is used by some teachers for instructional materials. The materials are contains the basis for the content of the lesson, the balance of skill taught, and the kinds of language students take part in. The idea of textbook produces a kind of dependency among teachers and learners. For learners, materials provide a source major in learning classroom. It can be reference for the teachers in transferring the lesson to the students beside the textbook is one of form of materials in ELT. Consequently, teaching materials do not reliably ensure contents are effective to enable the students to succeed in mastering English.

As a foreign language, English is not only become a tool of communication and maintaining the relationship among the people over the world but also English become a subject that have to be learnt in the school. Textbook is a guidance of learning materials for both teacher and learner to rely on the process of teaching and learning. The students deliver the sources of learning from the materials provided in textbook.

Materials for four skills in English language should be provided by an English textbook. Materials are distinguished from several aspects of skills. One of the materials are in English textbook is speaking materials. Speaking material must facilitate the students' need in mastering speaking skill which is

noted as a parameter of someone's success in learning English.

Experts and practitioners of EFL share the view that topics in speaking materials such as education, culture, life and relationship, sports, technology, career, and food should be included in EFL classroom. Those topics are chosen because the students' interest change as well as their needs, while textbook remains the same over the course in many years. In other words, the topic of speaking materials should be authentic, which is a modern approach in teaching and is believed to increase the language learning. In order to make the classroom learning experience as authentic as possible, it depends on both students and on the textbook itself, especially in a textbook based on the curriculum.

The compositions of speaking materials, it has to combining the vocabulary, intonation, pronunciation, grammar, and other aspect for deliver our speaking to the audience. The variety of speaking activities also supports the students learning in the classroom. Good speaking materials lead the students to be fluent for their spoken language.

Therefore, in supporting the students' speaking skill, the teachers should pay attention to speaking materials from the textbook. In addition, knowing the suitability of the materials for learners in learning process and the compatibility of the speaking materials are need to know.

In Indonesian education system, textbook is one of the main components of curriculum. The

ministry of Education and Culture has developed content, procedures and methods for teaching and learning in the classroom. are categorized as one of the main components of curriculum. Ministry of Education and Culture has developed content, methods, and procedures for teaching and learning in the classroom. BSNP (National Standardization Broad of Education) who is responsible in designing curriculums had tried hard in designing good curriculum. The content of textbook should be persuasive enough to induce all the requisite skills suited to an esteemed society in the students.

Many publishers have published English textbook for the grade of senior high school, especially for the twelfth grade. The textbook must hold a main instrument which has been arranged before. However, sometimes some of them are not appropriate to the theory which proposed by the experts. In reality, it is quite difficult to get the materials of the textbook suitable or not. In this case, analyzing the content of English textbook is crucial.

According to Dat Bao theory, there are indicators should have been in speaking materials of English textbook such as linguistic support, content-based and affective support, skill support, diversity and flexibility. Statement below is explained each of those indicators.

The first is linguistic support. The indicators in linguistic support include appropriateness and sufficient linguistic input, helping the learners to get familiar with many

characteristics of spoken language, and the sufficient vocabulary provided in the materials.

The second indicators are content-based and affective support. This indicators include the materials which satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities. It also provides the visuals that inspire and support verbal learning, the students are lead to utilize their cultural and individual knowledge. Also the materials give conditions for unrestrained improvisation. The cultural sensitivities is relevant to the learners' cultural content. The last is the topics invite to debate (the topic encourage the students to express the idea).

The third indicator is skills support. This indicator includes speaking materials/activities which give students an opportunities to share and process the information. The language are presented and organized to effectively facilitate verbal discussion. The activities provide the students with a wide range of communicative functions and strategies. The forms of interpersonal communication, such as monologues, dialogues and group discussion are provided as the varieties of speaking activities.

The fourth indicators are diversity and flexibility. This indicator includes the materials flexible enough to serve more than one type of learning style proficiency, maturity and interest. in diversity and flexibility include the materials flexible enough to serve more than one type of learning style,

proficiency, maturity and interest. The activities cover a variety of different proficiency levels and provide a variety of speaking activities.

Based on the explanation above, the writer concludes that the aspects are recommended to be the writer's guidance for doing analysis of speaking materials. Those categories are not only discuss about the students' materials of speaking but also the students' affective in learning the materials. Those aspects consist of sufficient knowledge of the sound, structure, vocabulary, and cultural system of the English language that facilitate the students to think about the ideas they want to express. So that, the writer believe that those competencies of speaking materials, the material of teaching speaking skills should be in line with those features proposed by Dat Bao's theory.

Related to the speaking materials that the writer would like to be analyzed by using Bao's theory, several aspect of Dat Bao's theory consist of: 1) Linguistic support, 2). Content-based and affective support, 3). Skill support, and 4). Diversity and Flexibility. Based on aspects of speaking materials proposed by Dat Bao, it can give an information about an essential components in the development of material design for spoken language.

Those reasons above guide the writer to analyze speaking materials in English textbook "Bahasa Inggris" with the textbook evaluation by Dat Bao.

So that, the writer is really motivated to conduct a research under the title "Content Analysis of Speaking Materials in English textbook "Bahasa Inggris" Used by the Twelfth Grade of Senior High School"

METHOD

This was descriptive qualitative. According to this research, the writer intends to find out the content of speaking materials that are provided in English textbook "Bahasa Inggris". The data was collected from the textbook by using qualitative method which were analyzing, interpreting, and reporting the data. The textbook "Bahasa Inggris" was published by the Ministry of Education and Culture of Indonesia The textbook used in this research is the English textbook for twelfth Grade of Senior High School "Bahasa Inggris" published by Ministry of Education and Culture of Indonesia which has 11 chapters in total. The data was collected as following steps. The first was comparing the materials provided within the textbook. The second was evaluating the materials provided in the textbook "Bahasa Inggris". The third was interpreting the data. The data will be gained after scoring from the evaluation. Interpreting will be finished after the data are reduced and presented. Then, the writer will present the data interpreted descriptively. The last was summing up the compatibility of the textbook in qualitative output to show result in number. After that, the data will be calculated by using simple percentage formula. In analyzing the data percentage was used of the

conformity of the items and Criterion Referred Evaluation” as proposed by Book Center By Latif cited in Rizky (2016: 121) to count the data (80 % - 100 % = Good, 60 %- 79 % = Fair, 50% - 59 % = Sufficient).

In obtaining an accurate data collection, data analysis, and data interpretation, documentation was used in collecting the data which uses Dat Ba’s theory for the twelfth grade of senior high school and rubric assessment from Dat Bao’s theory.

Table 2. The Indicator Content Analysis of Dat Bao’s Theory

No	An Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
1.	Linguistic Support	<ol style="list-style-type: none"> 1. The material provides suitable linguistic input 2. Materials assists students get familiar with many characteristics of spoken language 3. Vocabulary provded in the materials 	
2.	Content-based and Affective Support	<ol style="list-style-type: none"> 1. The materials satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities 2. The materials provide visuals that insspire and support verbal learning. 3. The speaking activities lead students to utilize their cultural and individual knowledge 4. The materials give conditions for unrestrained improvisation 5. The cultural content relevant to the learners’ cultural sensitivities 6. The topics invite to debate 	
3.	Skill Support	<ol style="list-style-type: none"> 1. Speaking activities give students opportunities to share and process information 2. The language presented and organized facilitate verbal discussion effectively. 3. The activities provide learners with a wide range of communicative functions and strategies. 4. Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion. 	
4.	Diversity and Flexibility	<ol style="list-style-type: none"> 1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest. 2. Activities cover a variety of different proficiency levels 	

		3. The materials provide a variety of speaking activities.	
	Total Score		
	Category		

RESULTS

The data of content analysis of this study was obtained through the textbook evaluation sheet. It comprised of the indicators of content analysis which helped the research mapping the nature of the book. It focused on related analyzed aspects and derived general conclusion on the content analysis of speaking materials. For the steps of the research, the textbook was explored to identify the aspect of content analysis. This textbook has eleventh chapters in total. Each chapters consist of sections of warmer, vocabulary builder, pronunciation practice, dialog, grammar, vocabulary exercise, reading, listening, speaking, writing, and reflection. The next steps was analyzing the content of speaking materials by using textbook evaluation sheet in the aspect of linguistic input, the material or content-based and affective support provided in the textbook, the skill support provided for the students in the textbook. It also analyzed the diversity and flexibility of the exercise book. The data findings are as follow:

1. Linguistic Support

For linguistic support, there are three indicators examine in this textbook. The analysis summary is as follows:

Table 3. The analysis of linguistic support

No	Components	Items	Total Score
----	------------	-------	-------------

1	Linguistic support	1. The materials provide suitable linguistic input	35
		2. Materials contain characteristics of spoken language.	19
		3. Vocabulary provided in the materials.	35
Total Score			82 %
Category			Good

The value for linguistic support reach 82 % which means Good. Based on the findings, it found that the materials provided in this textbook (nine chapters) fulfill with the suitable linguistic input. The vocabulary within the textbook is also provided with defines the form of a cloze test and short answer, which stimulates the students to find the meaning by themselves. The limitation of this aspect is lack of characteristic of spoken language.

2. Content-based and affective support

For Content-based and affective support, there are six indicators examine in this textbook. The analysis summary is as follows:

Table 4. The analysis of content based and affective support

No	Components	Items	Total Score
2	Content-based and affective support	1. The materials satisfy learners with moments of inspiration, imagination, creativity and cultural sensitivities	18
		2. The materials provide visuals that inspire and support verbal learning	18
		3. The speaking activities lead the students to utilize their	36

		cultural and individual knowledge	
		4. The materials give conditions for unrestrained improvisation	18
		5. The cultural content relevant to the learners' cultural sensitivities	27
		6. The topics invite to debate.	16
Total Score			61 %
Category			Fair

The value for Content-based and affective support of the English textbook "Bahasa Inggris" shows the result 61 % which means "fair" Based on the findings of the research, the materials provided do not satisfy the learners with moment of inspiration, imagination, and creativity. The materials do not provide visuals to support the verbal learning. There no impromptu speaking provided in this textbook. The speaking activities lead the students to utilize their individual

knowledge. The cultural content of this English textbook are relevant to the learners' cultural sensitivities. There are one topic invite to debate.

3. Skill support

For skill support, there are four indicators examine in this textbook.

The analysis summary is as follows:

Table 5. The analysis of skill support

No	Components	Items	Total Score
3	Skill support	1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest.	36
		2. Activities cover a variety of different proficiency level	36
		3. The activities provide learners with a wide range	18

		of communicative functions and strategies	
		4. Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion.	36
Total Score			87 %
Category			Good

The value for skill support of the English textbook "Bahasa Inggris" shows the result 87 % which means "Good". Based on the analysis, the speaking activities provided in this textbook contains several forms of interpersonal communication and it gives students opportunities to share and process information.

4. Diversity and flexibility

For diversity and flexibility, there are three indicators examine in this textbook. The analysis summary is as follows:

Table 6. The analysis of diversity and flexibility

No	Components	Items	Total Score
----	------------	-------	-------------

4	Diversity and flexibility	1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest.	20
		2. Activities cover a variety of different proficiency level	18
		3. The materials provide a variety of speaking activities	20
Total Score			60 %
Category			Fair

is lack of the materials flexible to serve more than one type of learning style, proficiency, maturity, and interest. The activities do not cover the variety of different proficiency levels. It is lack of the materials for speaking provided in this textbook.

The value for diversity and flexibility of the English textbook “Bahasa Inggris” shows the result 60 % which means “Fair” The limitation of this aspects

Table 7. The Overall value

No	Components	Items	Total Score
----	------------	-------	-------------

1	Linguistic support	1. The materials provide suitable linguistic input	35
		2. Materials contain characteristics of spoken language.	19
		3. Vocabulary provided in the materials.	35
Total Score			82 %
2	Content-based and affective support	1. The materials satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities	18
		2. The materials provide visuals that inspire and support verbal learning	18
		3. The speaking activities lead students to utilize their cultural and individual knowledge	36
		4. The materials give conditions for unrestrained improvisation	18
		5. The cultural content relevant to the learners' cultural sensitivities	27
		6. The topics invite to debate.	16
Total Score			61 %
3	Skill support	1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest.	36
		2. Activities cover a variety of different proficiency level	36
		3. The activities provide learners with a wide range of communicative functions and strategies.	18
		4. Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion	36
Total Score			87%

4	Diversity and flexibility	1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest.	27
		2. Activities cover a variety of different proficiency level	18
		3. The materials provide a variety of speaking activities.	20
Total Score			60 %

DISCUSSION

Related to the findings of content analysis of speaking materials in English textbook “Bahasa Inggris” Used by the Twelfth Grade of Senior High School. It was initially indicated that the speaking materials found in this English textbook “Bahasa Inggris” support the whole aspects of Bao’s theory. The compositions of materials provided in this English textbook do not serve the speaking materials completely. The compositions of task is dominant than instructional materials, especially speaking materials.

The result of this study harmonized with the the research finding by Mailini and Febriyan Dwi Cahyono. The first is a research conducted by Mailani with the title Textbook Analysis on Speaking Materials Written on “English in Focus”(An Analytical Study on English Textbook for First year of Junior High School). The aim of this study is to find out whether or not the speaking materials of English Textbook entitled “English in Focus” compatible with KTSP and to describe the feasibility of content, language, and presentation of the textbook. This research used descriptive qualitative approach by using document analysis. The writer took all speaking materials on the textbook as the unit of analysis. The findings of the study stated that (1) the presentation of the speaking materials in this textbook is not exactly compatible with the

curriculum. That is proven by the fact that there are some of speaking materials suggested in curriculum not include in this textbook. (2) The order of presentation of the speaking materials in this textbook is not presented systematically and not compatible with the latest curriculum. In terms of the feasibility of language, the language that used in this textbook is simple and understandable.

The second is An Analysis of the Speaking Materials in “English Alive 2” Textbook for the Twelfth Grade of Senior High School. This research has been conducted by Febriyan Dwi Cahyono dan Rahayu Kuswardany, students of English Education, Language and Art Faculty, Surabaya State University. The objectives of the study are to describe the presentation of speaking materials in “English Alive 2”textbook for the Twelfth Graders of Senior High School based on the criteria of a good textbook proposed by Savignon, to describe the relevancy and the sequence of the speaking materials in “English Alive 2” to the standard competence in School-Based curriculum or KTSP. This study was designed to use descriptive qualitative belonged to a documentary analysis. The researchers took all speaking materials on the textbook as the unit of analysis. Based on the anal ysis, the researchers found that the presentation of the textbook was arranged to meet the criteria proposed by Savignon. The researcher also found that the

relevancy of the speaking material was quite in line to the Standard Competence in the current curriculum

CONCLUSION

The research findings on the analysis of speaking materials found in “Bahasa Inggris” textbook elaborate on several essential things. It can be derived a conclusion that the speaking materials are not fully supported inspiration, imagination, creativity, and cultural sensibilities to satisfy learners with moments of inspiration, imagination, creativity, and cultural sensibilities, lack of spoken language characteristics, communication function and strategies, and variety of speaking materials. Based on the overall value in the research findings, the result showed that the analysis of speaking materials found in English textbook “Bahasa Inggris” fulfill with the criteria proposed by Bao’s theory.

The materials should function and roles as a resource of presentation material and a reference book (grammar, vocabulary, pronunciation). Materials should provide the students with individual-investor self-investment, the information being learnt, show the authentic use of the language to the learner, the learners' attention should be drawn to linguistic features of the input. Besides, the material should help learners to feel right that the material should help learners to develop students’ self-confidence, relevant with students needs’ and

useful, involve and help the learners ‘self-investment, the learner must be ready to acquire the point being taught, the material should expose the learner to language in authentic use materials should represent subject matter and communication situation, a verbal communication strategy, utilize verbal sources from real life, designing skill-acquiring tasks should be considered.

REFERENCES

Book :

- [1] Babbie Babbie. 2008 *Evaluating the Materials*
- [2] Bao, (2003). *Developing Materials For Speaking Skills*
- [3] Badan Standar Nasional Pendidikan. *Instrument Penilaian Buku Teks Pelajaran Tahun 2014*, March 2018
- [4] Cang Trung Nguyen. 2015 *An Evaluation of the textbook English 6: A case study from secondary schools in the Mekong Delta Provinces of Vietnam*: Vietnam. The University of Sheffield
- [5] Fatma Gul et. 2015. Al. *Journal of International: Textbook Analysis And Evaluation of 7th and 8 th Grade in Pakistan Context*
- [6] Okeeffe, Lisa. (2013). *A Framework for Textbook Analysis*. International Review of Contemporary Learning Research. Int. Rev. Cont. Lear. Res. 2, No. 1, 1-13: Universitas of Bahrain
- [7] Linda Rahmawati. 2018. *A Content Analysis Of The English Textbook "Primary English as a Second Language*. UIN Sunan Ampel
- [8] Richards. 2001. *Curriculum Developement in Language Teaching*, USA. (Cambridge University Pre