

Analysis of Speaking Materials in English Textbook for 10th Grade of Senior High School Students

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Abstract : Although many studies showed that current English textbooks were suitable to be used for speaking materials in the classroom, they need to be evaluated for some reasons. This study aimed at finding out whether the speaking materials in the textbook entitled “*Bahasa Inggris*” met the criteria of good speaking materials as proposed by National Education Standard Board. Documentary analysis in the form of qualitative descriptive research were used to collect data. The result showed that the textbook was ‘good’ for teaching speaking. In other words, speaking materials and activities in the textbook “*Bahasa Inggris*” were appropriate with the curriculum 2013 and therefore, deserves to be used in the classroom.

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

INTRODUCTION

Speaking is one of the most important skill in English as a Foreign Language (EFL) learning. Many aspects of life, such as economy, education, health, technology, etc., require people to have the ability to speak in English. This demanding of English mastery has made it become the most important key for success in this competitive era. Considering the significance position of English, Indonesian government has made English as compulsive subjects for students from junior high school up to to university level. Kayi (2006) states that speaking is the gap between linguistic expertise and teaching methodology. Speaking is a productive skill that needs habit formations because it needs the real communication and an intense practice. This means that speaking skill can be developed through some

activities that could be guided using a textbook.

Speaking is a parameter of success in mastering one language. In term of language learning, speaking is one of the skills that the students should master and develop. Furthermore speaking is interaction between people to fulfill the need of social life. The interaction is about the things that people interested in (Hughes, 2011, p.6). Textbooks have a vital role in EFL teaching and learning process. Mizbani et al (2017) states that choosing inappropriate textbook will make the teachers’ skills useless and students’ lose enthusiasm (p.39). We cannot deny the good materials in a textbook will bring more impact in skill development for the students itself.

In recent years, there have been many textbooks published, either by local or foreign publishers. There are so many

English textbook with many features that attract the attention of the teachers to use. But not all of the textbook fulfill the need of curriculum 2013. The fact that the teachers still use a textbook as the material in teaching English prove that the teachers have low capability and motivate on to make their own instructional material. There is no option that the teacher should use a textbook to accomplish the goal of education, since textbook is one of the main factors of educational goal. The teachers should be selective in choosing the textbook that is used as the teaching-learning materials for the students. They must observe deeply into the content of the textbook before choosing the right one and compare it to the need of the students and the relation with the current curriculum used.

The previous study conducted by Chaqiqi (2017) aiming to know the quality of the speaking materials in course book entitled Scaffolding, showed that the quality of the speaking material in course book is "Fair" with whole percentage 70,83 % in which the speaking materials in the course book is relevant with good speaking criteria on the checklist table. A study conducted by Armina (2018) tried to find whether or not the materials provided in the English textbook "*Bahasa Inggris*" compatible with the curriculum 2013. The results showed that (1) the English Textbook of "*Bahasa Inggris*" was compatible with the curriculum 2013, (2) The materials provided in the textbook were completely developed, (3) The feasibility of content had mostly met the standard of an English textbook in delivering curriculum 2013, using the basic frequency formula from Sudjiono assessment score acquired with 80% in feasibility of content fulfilled.

English Education Department, Faculty of Social and Political Science in West Sulawesi University also conducted the research about textbook analysis in 2017. This research aimed to analyze speaking materials in English textbook

based on curriculum 2013 for the first grade students of vocational school 4 Makassar. The focus on this study was to analyze the relevance of syllabus in curriculum 2013 and the speaking materials in the textbook. The result showed that the textbook fulfilled 75% of the syllabus of curriculum 2013. The study concluded that the textbook were logic and could be implemented as a learning source in the classroom.

The result of the studies showed that all of the textbooks have fulfilled the criteria of a good textbook in accordance with the standard used in the research. In conclusion, many textbooks need some improvement. However, there still lot of textbooks that is used in the classroom need to be evaluated. Therefore constructing the relevant evaluation criteria in choosing a good textbook should be applied in achieving the aim of teaching and learning process in language classrooms.

METHOD

Related to the problem of this research, document analysis was used to gather the textual and written documents that are provided within the textbook. Ary (.....) states that the document analysis is a method that widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in general form of textbook, newspaper or any other host of documents [10]. In this qualitative research, the condition of speaking materials that are provided in English textbook "*Bahasa Inggris*" was intended to be examined. With the help of document analysis in collecting the data from the textbook, descriptive qualitative method was used in analyzing, interpreting and reporting the data that is described in the English textbook. The studies aimed to describe and analyze the speaking materials in English textbook based on Curriculum 2013.

The first procedure of this study was looking for the data from BSNP (*Badan Standar Nasional Pendidikan*) and Curriculum 2013 about English teaching in the first grade of senior high school, which would later be the guideline to determine the analysis of the content materials provided whether it was compatible with the curriculum. The second procedure was looking for English textbook, then observing the content of the textbook to find the speaking materials provided in the textbook and analyzing the materials which takes from the “*Bahasa Inggris*” textbook. Next, looking up to any references that could relate them with the topic of this study and the materials were compared with the theme suggested by the Curriculum 2013. The data then were categorized and arranged in detailed information about its source of data content and related information in curriculum. The process was continued into the data analyzing which intended to analyze and evaluate the data materials find in the “*Bahasa Inggris*” textbook. Finally, the data gained from process of evaluation of the textbook “*Bahasa Inggris*” was interpreted.

In obtaining an accurate data collection, data analysis, and data interpretation, documentation was used in collecting data which derives from curriculum 2013 for first grades of senior high school and Rubric assessment from BSNP (*Badan Standar Nasional*

Pendidikan). The data obtained from English textbook for the first year of Senior High School, “*Bahasa Inggris*”, written by Zuliati Rohmah and Utami Widiawati and papers about content analysis of textbook as a guideline in analyzing and interpreting data.

The instrument used for this research was checklist based on rubric assessment of English textbook for senior high school. This is the instrument released by BSNP which contain the criteria of a good textbook based on curriculum 2013. There are two main criterion which then divided into several sub criterion. They are feasibility of content and feasibility of presentation. In this research, the analysis was meant to evaluate the materials in conformity with Curriculum 2013. To achieve the purposes, the following steps were conducted;

1. Comparing the materials provided within the textbook with the theme suggested by the Curriculum 2013.
2. Evaluating the materials presented in the textbook “*Bahasa Inggris*”.
3. Interpreting the data gained from process of evaluation of the textbook “*Bahasa Inggris*”.
4. Summing up the compatibility of the textbook content in Quantitative output to show result in number. The score is used in evaluation process according to assessment from BSNP to help presenting the data forms of numbers.

Table 1. Score for Feasibility of Content

Sub Components	Items	Score			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				
	In depth				
The accuracy of materials	Social function				
	Element and structure of meaning				
	Linguistic feature				
Supporting materials	Relevance				
	Development of life skill				
	Development of diversity insight				

Total / Average				
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Table 2. Score of Feasibility of Presentation

Component	Item	Score			
		1	2	3	4
Systematic in Technique of Presentation					
Learning Presentation	Learner Centered				
	The Development of Learners' Initiative, Creativity and Critical Thinking				
Total Score					
Final Score					

FINDING

The results of this research were divided into three parts. The first part shows the coverage and average score of the feasibility of content in the speaking materials in the textbook. The second part deals with the result score of the feasibility of presentation of the speaking materials in the textbook. While the last part shows the final score of the speaking materials in the

textbook based on the criteria of good speaking materials based on the guidelines of a good textbook proposed by BSNP. The textbook consists of 15 chapters and each of the chapter has its own speaking materials. All of the materials were collected from the textbook "*Bahasa Inggris*" published by Ministry of Education and Culture of Indonesian Republic under revision in 2017.

Table 3. Content Mapping of English Textbook "*Bahasa Inggris*" [11]

Chapter	BC	Social Function	Language Feature	Speaking Activities
1 Talking about Self	3.1 4.1	Introducing and mentioning identity to develop interactional communication with others	Vocabulary: name, family relationship, jobs, friends. Grammar: Pronouns	<ul style="list-style-type: none"> • Guessing Games • Introduction Game
2 Congratulating and Complimenting Others	3.2 4.2	Congratulating and complimenting to develop interactional communication with others	Vocabulary: words related to adjectives and the topic Grammar: simple past, present perfect, present perfect continuous; singular-plural	<ul style="list-style-type: none"> • Rock Scissor Paper Game • Ball Throwing Game
3 Expressing Intentions	3.3 4.3	Telling and asking about intentions of doing something to develop interactional communication with others	Vocabulary: names of Recreational facilities, holiday and school activities. Grammar: would like, be going to	<ul style="list-style-type: none"> • Short Dialogue • Role Play • Formal Speech
4 Which One is Your Best Getaway?	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place and	Vocabulary: words related to topic Grammar: noun phrases (structure of	<ul style="list-style-type: none"> • Role Play

		a historical building	modification)	
5 Let's Visit Niagara Falls	3.4 4.4.1 4.4.2	Describing or presenting information about a particular place	Vocabulary: words related to recreational places Grammar: adjectives and adverbs; verbs to describe; passive voice	• Monologue
6 Giving Announcement	3.5 4.5.1 4.5.2	Giving information To public	Vocabulary: topic related words Derivatives: nouns from verbs	• Monologue
7 The Wright Brothers	3.6 4.6	Talking about past events to develop interactional communication with others	Vocabulary: words related to Wright's experiences Grammar: simple past and present perfect	• Interview
8 My Idol	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Vocabulary: words related to meeting an idol Grammar: simple past (was/were); adjectives	• Monologue • Dialogue
9 The Battle of Surabaya	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Vocabulary: words related to past events Grammar: Simple past (was/were)	• Reading Aloud • Story Completion • Speaking Game
10 B.J. Habibie	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Vocabulary: topic related words Grammar: simple past; adverbs	• Reading Aloud • Monologue
11 Cut Nyak Dien	3.7 4.7.1 4.7.2	Retelling a series of past events, usually in the order they occurred	Vocabulary: topic related words Grammar: simple past; adverbial clauses; adverbial phrases; adverbs	• Dialogue • Role Play
12 Issumboshi	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values (folktales)	Vocabulary: topic- related words Grammar: reported speech (indirect speech) vs direct speech	• Dialogue
13 Malin Kundang	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural	Vocabulary related to character and characterization as well as settings.	• Role Play

		values (folktales)	Grammar: simple past; adverb of time (clauses)	
14 Strong Wind	3.8 4.8	Entertaining, introducing moral values, and appreciating cultural values	Vocabulary: words related to characters and Characterization as well as settings. Grammar: simple past; past continuous; adverbs	<ul style="list-style-type: none"> • Pair Work • Writing Script • Role Play
15 You've Got a Friend	3.9 4.9	Entertaining, introducing moral values, and appreciating cultural values through songs	Vocabulary: words related to friendship Grammar: adverb clauses (if, when)	<ul style="list-style-type: none"> • Guessing Games

Table 4. Coverage of Feasibility of Presentation for Each Chapter within Textbook.

Sub Components	Items	Score in Chapter			
		1	2	3	4
The compatibility with core competence and basic competence	Completeness				All chapters
	In depth	4,5,6,12, 13,15 (6 chapters)			1,2,3,7,8,9, 10,11,14 (9 chapters)
The accuracy of materials	Social function				All chapters
	Element and structure of meaning				All chapters
	Linguistic feature				All chapters
Supporting materials	Relevance				All chapters
	Development of life skill				All chapters
	Development of diversity insight	1,2,3,6,7,8,9, 12,14,15 (10 chapters)			4,5,10, 11,13 (5 chapters)

1. Feasibility of Content

Table 4 shows the coverage of the score of feasibility of content. The criteria of feasibility of content proposed by BSNP were divided into three sub criteria which are the compatibility of material with core competence and basic competence, the accuracy of materials, and supporting materials.

The compatibility of materials with basic competence and core competence criteria were divided into two items which are completeness and in depth. The score for item completeness for all chapters is 4. It indicates that all the speaking materials represent the core competence and basic competence designed for curriculum 2013. Grade 10 of senior high school students has

9 core competences proposed by curriculum 2013. Some core competences are provided in more than one chapter in the textbook. The core competence about descriptive text is explained in chapter 4 and 5. The core competence about recount text is divided into 4 chapters which are chapter 7, 8, 9, and 10. However, the textbook covers all of the core competence and basic competence proposed by curriculum 2013. In depth item has various score for each chapter. Some of the chapters only give students less activities and time to practice their speaking skills. Maximum score gives for the chapter which has two or more speaking activities in its material. However each chapter has its own unique activities which appropriate with the topic presented in the chapter.

Social function criteria was divided into three items which are social function, elements and structure of meaning, and language feature. All of the chapters fulfill all of the items in the criteria. The speaking materials in all chapters represent the social function for each core competence and basic competence proposed by curriculum 2013. The materials also engage the students to think systematically and orderly. The materials are arranged from the easiest into the hard one. This could make the students comprehend the materials holistically. The language that is used in all of the chapters is acceptable and has the correct grammar use. The language is easy to be understood by the students and suitable with their level of learning. The instructions provided to conduct the activities are easy to be followed either by the teacher and the students.

Supporting materials criteria has three sub items which are relevancy, development of life skill, and development of diversity

insight. Two items are scored maximum which are relevancy and development of life skill. All of the speaking materials represent in the textbook are relevant with the topic of the chapters. The materials also related with the core competence and basic competence proposed by curriculum 2013. The materials give the students to develop their life skill which are personal, social, academic, and vocational life. The speaking activities proposed by the textbook make the students able to use inside and outside the classroom. The activities in the form of conversation and role play give the student opportunity to develop their skill to interact in real life. The score for development of diversity insight scored vary for each chapter. Ten out of fifteen chapters do not represent the development of diversity insight. Most of the chapter only provided the materials and activities without giving elements of diversity based on the guidelines proposed by BSNP.

Table 5. The Total and Average Score of Feasibility of Content

Component	Items	Total Score	Score
The compatibility of materials with core competence and basic competence	Completeness	60	4
	In Depth	42	2.8
The Accuracy of Materials	Social Function	60	4
	Element and Structure of Meaning	60	4
	Language Feature	60	4
Supporting Material	Relevancy	60	4
	Development of Life Skill	60	4
	Development of Diversity Insight	30	2
Total Score		432	28.8
Average Score			3.6

Table 5 shows the total score of feasibility or content which obtained by summing up the score of all chapter for each criterion and the average showed the result of the feasibility of content of the speaking

materials in the textbook. The result 3.6 indicates that the feasibility of content of speaking materials in the textbook is "Good".

Table 6. The Total and Average Score of Feasibility of Presentation

Component	Item	Score
Systematic in Technique of Presentation		1
Learning Presentation	Learner Centered	4
	The Development of Learners' Initiative, Creativity and Critical Thinking	4
Total Score		9
Average Score		3

2. Feasibility of Presentation

Table 6 shows the score of feasibility of presentation. The feasibility of presentation can be analyzed at once for the whole textbook since it only evaluates the general presentation of speaking materials in the textbook. The table shows the score of feasibility of presentation. Two out of three criteria got maximum score and one criterion scored lower. All of the materials are presented in the systematically and ease the students to follow the instructions, but almost all of the speaking materials are lack of pictures and illustration. Most of the speaking materials are presented only in the form of text and table. There are only 4 chapters out of 15 chapters which include pictures and illustrations in its speaking materials. This means that the speaking materials in the textbook fulfill less than 50% of the criteria.

From the aspect of learner center, all of the speaking materials which are provided in the textbook give the students a chance to

communicate between students, students to teacher, and also students and other people. The speaking materials in the textbook are developed to encourage students to think based on their own idea and creativity. The activities of making dialog based on the situation given will give the students to express their idea creatively. The activities of playing games will make the students to think critically. The activities in the textbook fulfill the criteria of development of learners' initiative, creativity, and critical thinking.

The total score of feasibility of presentation obtained by summing up the score of all criteria and the average showed the result of the feasibility of presentation of the speaking materials in the textbook. The result 3 indicates that the feasibility of presentation of speaking materials in the textbook is "Good". After summing up the score of each of feasibility of content and presentation, here is the final result of the speaking materials of the textbook.

Table 7. The Final Score of Speaking Materials in The Textbook

Criteria	Score
Feasibility of Content	3.6
Feasibility of Presentation	3
Final Score	3.3

Table 7 shows the final result of the speaking materials in the textbook. The result of final score is 3.3. Thus, score 3.3 means the speaking materials in the textbook is "Good" according to guidelines released by BSNP.

DISCUSSION

Textbook appears to be all of the printed media that the most frequently used. The textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter. According to Richards (2001), textbooks are used in different ways in language program (p.254). Murcia (2001) states that a textbook is categorized

as good if it is viewed from the whole aspects of the textbook. They are subject matter, vocabulary and structure, exercises, illustration, and physical appearance (p. 425-426).

As teachers, designing a course book is one of important activity in teaching program. The common terminology of course book is course materials. Howard and Major (2004) claim that most of teachers focus on selecting, evaluating, adapting, and designing materials for their students (p.101-102). Designing a course book is a work in process in its whole, parts, and its implementation. Each aspect of course published, the content, objectives, need assessment, material, and evaluation are works in progress both in their conception and in their implementation. Therefore, that can achieve the goal or objective of the lesson.

English textbook should be more focus in developing how the students communicate using the language itself. Howard and Major (2004) propose several rules in designing speaking materials that could be the criteria of good speaking materials which are:

- a. The English speaking materials should integrate the language skills and the content.
- b. The English speaking materials should create the productive, joyful, and without stress learning.
- c. The English speaking materials should be able to optimize the students' potential through conscious and unconscious suggestion.
- d. The English speaking material should promote natural, social, and moral realities (good character).
- e. The English speaking material should certain linguistic and communicative competence.

The use of textbook in the classroom also depends on the curriculum used in the educational system. Different curriculum had been implemented in Indonesia since the independence of the nation. The curriculum in Indonesia has been

increasingly developed to be more advanced nowadays. BSNP (Badan Standar Nasional Pendidikan) who is responsible in designing curriculum had tried hard in designing good curriculum. Some of the products of BSNP are KBK (Competency-Based Curriculum), KTSP (School-Based Curriculum), and the recent one, Curriculum of 2013. In this case, textbooks should adapt the curriculum that has already designed by the government.

Since its inception in 2012, Curriculum of 2013 has many pros and cons especially from teachers. They think that the curriculum ignore the role of teachers because students will be busy with themselves. On the other hand, School-Based Curriculum was implemented based on the belief that every school deserves to manage its own competency based on teachers and learners competency and local potential sources. Moreover, schools have a right to manage its own curriculum based on the content standard given by BSNP. The main aspects of the curriculum are content standard and competencies which have to be achieved by learners, while its implementation of the curriculum and the syllabus was in the hand of the school management. It encourages students to be well mannered, appreciative, confident, tolerant, creative, and critical. It is accomplished by proper communication activities both written and spoken. In addition, it covers interpersonal and transactional communication.

Curriculum 2013 includes competency of attitude, knowledge, and skills integrated. Therefore, the design of curriculum is also changed from teacher-centered to student-centered. The main aspect that has been optimized in Curriculum 2013 is that in Curriculum 2013 the contents are not only based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honesty, self-discipline, responsibility, cooperation, tolerance, polite, responsibility, and proactive.

The research findings revealed many aspects of the textbook "*Bahasa Inggris*".

The final score 3.3 could be categorized as “Good” based on the rubric assessment published by BSNP. Therefore, all of the speaking materials in the textbook fulfill the criteria of a good textbook used by the tenth grade students of senior high school. The score of feasibility of content of all speaking materials in the textbook is 3.6 which categorized as “Good”. From eight criteria proposed by BSNP, six of them are scored maximum in all chapters. And two of the criteria have various score for each chapter.

All the speaking materials represent the core competence and basic competence designed for curriculum 2013. The fact that some chapters only give the students less speaking activity shows that the textbook still needs improvements. It can be seen in chapter 4, 5, 6, 12, 13, 15 which only have one speaking activity which scored the chapter in in depth criteria with minimum score. Although, the activities have clear instruction, there should be additional activities to enhance the speaking ability of the students. Speaking is a skill which needs a lot of practice continually. The more activities provided in the textbook will bring positive effect toward the speaking ability of the students. Teachers should consider to looking for other sources of speaking activities as supplementary materials beside the materials provided in the textbook.

The materials provided in the textbook give also give less exposure of diversity insight. Many chapters only represent the core materials without giving diversity and nationality touch. It can be seen from the few numbers of chapters with the development of diversity insight. This issue could happen because most of the speaking materials in the chapters only taught about expression which has minimum exposure of diversity insight. From all of the chapters only five out of fifteen chapters fulfill the criteria of diversity insight. Diversity insight in the materials could gain the students’ knowledge about their culture and motivate them to understand and appreciate the multicultural diversity. With the strong exposure of diversity insight will make the

students understand about their own culture identity and avoid them in losing their spirit of nationalism. Teacher could impart the diversity insight toward the students from other sources related to the topic.

The score of feasibility of presentation showed in the result finding is 3 which means “Good”. Overall, the textbook fulfill the standard of feasibility of presentation. Two out of three criterion of feasibility of presentation considered as “Very Good” with the score is four out of four. Only the systematic in technique presentation scored the lowest with one out of four. It means that the textbook need to pay more attention in technique presentation.

The textbook appears not only as guidance with clear instruction. Textbook should attract the attention of the reader especially for the students. In aspect of presentation, the textbook should provide some pictures and illustration to make the materials more interesting to be read and understood. A textbook with good presentation will make a without stress learning atmosphere. It will affect the students’ motivation to learn and practice more especially in speaking. After reviewing the textbook and giving the score for each chapter, the conclusion is that the speaking materials in the textbook fulfill the criteria of feasibility of content and feasibility of presentation based on the assessment published by BSNP. However, teacher should look for some other sources as complementary materials to make the better learning environment.

CONCLUSION AND SUGGESTIONS

The aim of the study was to discover whether the speaking materials in the textbook “*Bahasa Inggris*” published by the ministry of education and culture of Indonesia fulfill the criteria on the rubric assessment published by BSNP. The result finding showed that all of the aspect considered as “Good”. Aspect of feasibility of content showed that the speaking materials are in line with the basic competence and core competence represent

by curriculum 2013. The speaking materials and activities also engage the students to communicate actively and give them a chance to be creative in developing their own conversation. The language use in each instruction of the activity is also easy to be understood and followed. The feasibility of presentation in the textbook is “Good”. Overall the textbook includes all of the standard elements of a good textbook. The content provided by the textbook facilitates the students to develop their creativity and critical thinking. The conclusion is that the speaking materials in the textbook fulfill the criteria of good speaking materials based on the rubric assessment published by BSNP. Therefore, the English materials in the textbook “*Bahasa Inggris*” could be used by

the students and also teacher in the classroom as a guide in doing speaking activities.

Based on the conclusion, the following suggestions are offered to include: (1) the author should consider to add more pictures and illustrations in the speaking materials and also add some more speaking activities in the speaking materials in the textbook. (2) the teacher might use the textbook in the classroom, but they should add some more sources based on the students need. The teacher also should be selective in choosing the right textbook. (3) Other researcher should be encouraged in analyzing the textbook and conducting further study regarding the study of textbook analysis still has low attention in the field.

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