

An Analysis of Speaking Materials in English Textbook for the Tenth Grade of the Senior High School

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ABSTRACT

The purpose of this research is to find the quality of materials in the English textbook for the tenth grade of senior high school. This research focus on speaking material in the textbook for senior high school. This is descriptive research. The data is the textbook assessment scores in the form quantitative data obtained through the textbook evaluation sheet. The instrument was used to collect the data is the Textbook evaluation sheet. The framework of the sheet is developed from theories of Sheldon (1988: 242-243), Cummingsworth (1995: 3-4), Hammer (1998: 119-120), Rudby (2003), Bao (2013) and BSNP (2014) related to the criteria of right textbook and learning materials selection. Based on the analysis, it was found that the speaking material of the textbook adequate. It means that the speaking materials of the textbook do not fulfill the criteria based on the theory.

Keywords: Learning Materials, Speaking Materials.

1. INTRODUCTION

Teaching material is one of the essential tools in the learning process. It has a role in learning as the core of the curriculum, which functions as a means of achieving goals in learning. It helps teachers in preparing subject matter and guide students in learning. As stated by Cummingsworth in Richards (2002) that the roles of materials in language teaching are: as a resource of activities for learners to practice and communicative interaction; a reference source for the learner on grammar, vocabulary, pronunciation and soon, and as a source of stimulation and ideas for classroom activities.

As a resource of activities and reference source of teaching activities, the material is given to the students should be appropriate to the related or focused competencies of the teaching. It is used to enable students to increase their knowledge and their English skills, namely, listening, reading, writing, and speaking. It is assumed that the more appropriate the material is given to the students, the higher the possibility of opportunity for students to increase their competence in English language skills.

Moreover, learning materials must facilitate effectively and meaningfully students' needs, and target situations need in learning English language skills, especially for speaking skills. Speaking skill, as the parameter of someone's level of English proficiency, is a skill used to express though, opinions, and feelings in terms of talk of conversation. For these competencies, learning materials should have sufficient knowledge of the sound, structure, vocabulary, and cultural system of the

English language. It needs to facilitate the students to think about the ideas they want to express, and need to be aware of the appropriate functional expressions as well as grammatical, lexical, and cultural features needed to express the idea. In gaining these competencies, the material of teaching speaking skills should be in line with those features of speaking skills.

Besides, a textbook is a medium for teaching and learning. Cummingsworth (1995) stated that the uses of textbooks are considered helpful because most of the purposes and aims have already been prepared in a set of practices based on what students need to learn. The textbook is not only benefit for teachers, which helps them to prepare materials and achieve the teaching aims and objectives but also for students, which helps them to achieve their learning needs. For the Indonesian context, the compulsory textbook used is the textbook published by the government. The textbook is a media that helps teachers in arranging a teaching and learning process. So, teachers do not consume lots of time preparing the materials.

In the Indonesian education system, textbooks are categorized as one of the main components of the curriculum. Ministry of Education and Culture has developed content, methods, and procedures for teaching and learning in the classroom. It also developed syllabuses and textbooks. The textbook is designed in line with the latest curriculum. As for helping the teachers preparing the materials, the textbook created by the government is mandated to be used widely as the primary resources at schools.

One of the textbooks created by the government is "Bahasa Inggris" (English) textbook for English courses at the first grade of senior high school level. This textbook has been implemented widely in Indonesia Senior high schools. Due to the extensive use of this textbook, it is expected could have significant contribution effects on students' English proficiency. Unfortunately, the English proficiency index (EPI) 2019 of Indonesian is at 61st rank. However, there are many indicators used in determining the success of English Learning; textbook is one of the indicators of the successful.

As the preliminary interview with the English teacher discussing the *Bahasa Inggris* (English) textbook, they found that there are several weaknesses and deficiencies of speaking materials found in the "Bahasa Inggris" (English) textbook, such as lack of materials, so that the teacher decides to use the other textbook or additional sources. The second is a lack of exercise. In learning to speak, the student should give many drills to make them more enthusiastic in speaking activity, for example, role play, monolog, and dialogue. In the teaching process, the teacher confuses to give exercises for students because of the limitation of the material itself so that the teacher used another textbook. This phenomenon leads the teachers' creativity to create or compile additional sources for learning speaking. The third is not in line with the curriculum. The teacher thinks that the speaking materials of the textbook are low in selecting words and sentences. It means that the level of language in the speaking material is still under the target of the curriculum. The textbook content should be appropriate with the senior high school standard.

Encountering this situation, the Ministry of Education and Culture and National Education Standards Agency (BSNP) have prepared some criteria for speaking materials. The textbook has been designed based on the curriculum and these criteria. The criteria are; first, the speaking materials are related with listening materials and are delivered based on the level of difficulty. Second, the knowledge and speaking exercises are combined for speaking material by considering its relevance. Students' speaking skill are trained through speaking exercises. Both speaking materials and exercise are develop the students and teacher to have communication activities.. It also states the relevant learning objectives of communicative competence. It means that the right speaking materials should cover all the student's needs in learning speaking.

Based on the explanation above, the researcher assumes that the speaking materials of the "Bahasa Inggris" textbook need to be analyzed. So, in doing this research, the content of speaking materials in the "Bahasa Inggris" textbook for the tenth grade of the senior high school published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia third edition 2017.

2. METHOD

This was descriptive research. Descriptive research would used data from a textbook about speaking materials found in the textbook. The data was the textbook

assessment scores in the form of quantitative data obtained through the textbook evaluation sheet. It developed from theories of Sheldon (1988: 242-243), Cunningsworth (1995: 3-4), Hammer (1998: 119-120), Rudby (2003), Bao (2013) and BSNP (2014) related to the criteria of right textbook and learning materials selection. In collecting the data, there researcher explored the nature of the textbook following the stated aspect of content analysis. Then, the assessment of the quality of the "Bahasa Inggris" textbook following the stated aspect of content analysis was carried out by using a textbook evaluation checklist. The value of the quality of the "Bahasa Inggris" textbook as the data of this research was collected. These values were then analyzed by each aspect. Analysis the data based on the value of each indicator performed at work. The data was also analyzed to see the extent to which aspects of content analysis perform the respective indicators. For further analysis, the descriptive analysis of each aspect of content analysis was carried out to identify in-depth the performed score. It was to find the details of the strengths and weaknesses of each aspect.

3. RESULTS AND DISCUSSION

The data of the content analysis of research was obtained through the textbook evaluation sheet. It comprised of the aspect of content analysis, which helped the research mapping the nature of the textbook, focused on related analyzed aspects, and derived general conclusion on the content analysis of speaking materials.

For the initial step of the research, the textbook was explored to identify the aspect of content analysis. In a general preview, the textbook uses a genre-based approach in designing the materials. It has 15 chapters with the content focus of one genre for each chapter. Each chapter consists of sections of warmer, vocabulary builder, pronunciation practice, dialog (only in chapter 3), reading, vocabulary exercises, grammar review, listening (only in chapters 1, 6, 11, 12, and 14), speaking, writing, and reflection. It can be seen that each chapter has a content focus for speaking materials and speaking activities, such as vocabulary builder, pronunciation practice, and speaking tasks

The next step was analyzing the content of speaking materials by using a textbook evaluation sheet in the aspects of linguistics input, the material or content-based and effective support provided in the book, the skills support provided for the students in the book. Besides, the diversity and flexibility of the exercise book are also analyzed. The data findings are as follow:

1. Linguistics Support

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

Table 1. The analysis linguistic support

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Linguistic support	1. The materials provide suitable and enough linguistic input	4
	2. Materials contain characteristics of spoken language	3
	3. Vocabulary provided in the materials	4
	Sub-score	3.6
	Category	Good

The values for the linguistics support reach good category with the sub-score is 3,6. The material is competent. It generally fulfills the criteria in the sub-indicator clearly and effectively and generally appropriate to the students. The textbook has a special section for pronunciation, vocabulary, and speaking activities. The pronunciation provides vocabularies and the direction of their sound. The vocabulary defines the form of a cloze test and short answer, which stimulates the students to find the meaning by themselves. The limitations of these aspects are the lack of characteristics of spoken language. The book uses the students' centered method. The composition of tasks is dominant than instructional materials.

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2. Content-based and effective support

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

Table 2. Analysis content-based and effective support

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Content-based and effective support	4. The materials satisfy learners with moments of inspiration, imagination, creativity, and cultural sensibilities	2
	5. The materials provide visual that inspire and support verbal learning	2
	6. The speaking activities lead students to utilize their cultural and individual knowledge	4
	7. The materials give conditions for unrestrained improvisation	2
	8. The cultural content related to the learners' cultural sensitivities	3
	9. The topics invite to debate	2
	Sub-score	2.5
	Category	Poor

The value of Content-based and effective support is 2,5 or in Poor Category. It is generally inappropriate to fulfill the criteria in the sub-indicator, generally inappropriate to the students. Most of the indicators have scores of two. The materials are not fully supported inspiration of the students, students' imagination and creativity. Moreover, the materials should also something that are cultural sensibilities to satisfy learners with moments of inspiration, imagination, creativity, and cultural sensibilities. Most of the activities are in the form of practicing the materials. The materials lack of pictures inspired passages, and integrated cultural materials and activities. There are impromptu activities and debatable activities. Most of the tasks are for pair work, and group works. As the highest score in these aspects, the materials should be based on cultural and individual background knowledge of the learners to have many activities to use.

Then, value of Content-based and effective support is generally inappropriate to fulfill the criteria in the sub-indicator, generally inappropriate to the students. Most of the indicators have scores of two. Then, learners' inspiration, students' imagination, their creativity, and cultural sensibilities to satisfy learners with moments of inspiration, imagination, creativity, and cultural sensibilities. Most of the activities are in the form of practicing the materials. The materials lack of pictures inspired passages, and integrated cultural materials and activities. There are impromptu activities and debatable

activities. Most of the tasks are for pair work, and group works. As the highest score in these aspects, the materials have many activities that activate cultural and individual knowledge of the learners effectively.

The materials should be achieved impact. The material should help learners to feel at ease, and the material should help learners to develop confidence, what is being taught should be perceived by the learner as relevant and useful, materials should require and facilitate learner self-investment, the learner must be ready to acquire the point being taught, the material should expose the learner to language in authentic use Tomlinson (2011:8). In line with this, Brindly (1989) in Tomlinson (2003) also indicates the importance of looking at both subjective needs and objective needs in the learners. Subjective needs are the areas as the learners' speaking proficiency, the learners' speaking difficulties, and real-life Conversational situations outside the classroom. Objective needs include the aspects as personality, Learning styles (Ardi, 2006), wants, and expectations of the course .

3. Skills support

For skills support, there are four indicators examine in the textbook. The analysis summary is as follows:

Table 3. Analysis of skills support

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Skills support	10. Speaking activities give students opportunities to share and process information	4
	11. The language presented and organized to facilitate verbal discussion effectively	4
	12. The activities provide learners with a wide range of communicative functions and strategies	2
	13. Speaking activities provide several forms of interpersonal communication, such as monolog, dialog, and group discussion	4
	Sub-score	3.5
	Category	Adequate

The value of skills support has a 3,5 or an adequate category. The material is somewhat competent. It somewhat fulfills the criteria in the sub-indicator clearly and effectively, and somewhat appropriate to the students. There is only one indicator that has a value of 2. That is, the activities provide learners with a wide range of communicative functions and strategies. There is a lack of neither communicative function provided nor its strategies.

The activities only ask the students to practice the activities with an explanation of several situations with their strategies.

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4. Diversity and flexibility

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

Table 4. Analysis of diversity and flexibility

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Diversity and flexibility	14. The materials flexible to serve more than one type of learning style, proficiency, maturity, and interest	3
	15. Activities cover a variety of different proficiency levels	2
	16. The materials provide a variety of speaking activities	2
	Sub-score	2.3
	Category	Poor

The value of Diversity and flexibility aspects is 2,3 or in the category of Poor. It is generally inappropriate to fulfill the criteria in the sub-indicator, generally inappropriate to the students. It is caused by the materials are not stretchy to provide more possibilities to the students' that have various learning styles, ability, likes, interest, and maturity. The materials are provided only for one level of proficiency. Due to the lack of the variation of materials, it cannot accommodate various interests and learning styles.

The overall value of the materials is 2.94 or in the category of adequate. The material is somewhat competent. It somewhat fulfills the criteria in the sub-indicator clearly and effectively, and somewhat appropriate to the students. The summary of the evaluation is as follows:

Table 5. Overall value

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Linguistic support	1. The materials provide suitable and enough linguistic input	4
	2. Materials contain characteristics of spoken language	3
	3. Vocabulary provided in the materials	4
	Sub-score	3.6
Content-based and effective support	4. The materials satisfy learners with moments of inspiration, imagination, creativity, and cultural sensibilities	2
	5. The materials provide visual that inspire and support verbal learning	2
	6. The speaking activities lead students to utilize their cultural and individual knowledge	4
	7. The materials give conditions for unrestrained improvisation	2
	8. The cultural content related to the learners' cultural sensitivities	3
	9. The topics invite to debate	2
	Sub-score	2.5
	10. Speaking activities give students opportunities to share and process information	4
	11. The language presented and organized to facilitate verbal discussion effectively	4
Skills support	12. The activities provide learners with a wide range of communicative functions and strategies	2
	13. Speaking activities provide several forms of interpersonal communication, such as monolog, dialog, and group discussion	4
	Sub-score	3.5
	14. The materials flexible to serve more than one type of learning style, proficiency, maturity, and interest	3
	15. Activities cover a variety of different proficiency levels	2
Diversity and flexibility	16. The materials provide a variety of speaking activities	2
	Sub-score	2.3
	Category	Adequate

The significant Limitations of the Speaking materials are content-based and effective support and diversity and flexibility. The speaking materials lack of visual support, the moment of inspiration, imagination, creativity, cultural sensibility, debatable content, communicative function and strategies, and materials variety and flexibility.

4. CONCLUSIONS

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.

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-investment or 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.

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