

# An Analysis on Speaking Materials of a Student Textbook

## (A Descriptive Research on “BRIGHT AN ENGLISH SMP/MTs Kelas IX” Of PKBM Homeschooling HSPG Madiun)

Aulia Putri<sup>1,\*</sup> Muamaroh Muamaroh<sup>2</sup>

University of Muhammadiyah Surakarta, Indonesia

\*Corresponding author. Email: [auliashabrina1@gmail.com](mailto:auliashabrina1@gmail.com)

### ABSTRACT

The main interest of this study was to know if the high school textbook "BRIGHT AN ENGLISH" is suitable for the K-13 curriculum. To carry out this study and obtain the results, the author used the method of description and content analysis. The data collection technique of choice was a document review. Furthermore, literature checklists are research tools. The data is described and analyzed according to the following steps: get data from BRIGHT AN ENGLISH and K-13 programs, establish criteria to match said documents in BRIGHT AN ENGLISH program with K-13 program, match and describe and analyze the spoken material BRIGHT AN ENGLISH for the K-13 program. The results show that most of BRIGHT AN ENGLISH's oral practice materials are consistent with the K-13 curriculum. BRIGHT AN ENGLISH is still relevant today and can be used as a reference for teachers.

**Keywords:** K-13 Syllabus, Content Analysis, Junior High School

### 1. INTRODUCTION

English is an international language used by many people in the world. English needs to be learned because of its widespread use as an international language of communication. To be able to communicate with people from different cultural and country backgrounds, English becomes the main choice that is often used in communicating. And that will make our attitudes more positive for people of different cultures and cultures.

In teaching English there are four skills that are listening, speaking, writing and reading. Of the four major language skills, speaking is most affected by changing trends. Speech plays an important role both in daily life and in academic life because speech is very important for effective communication. Emphasizing the importance of speaking, Anderson and Lynch (2003:4) stated that effective speaking involves many skills and they listed the four stages

that make up the conversational process in face-to-face conversation, i.e. the speech signal must be defined by Amid ambient sounds, a continuous flow of conversation must be carried out continuously by units, units. these must be known as known words, the syntax of speech must be understood and the meaning of the speaker and we must understand them. We also have to apply our knowledge of the language to form the correct answer and according to what has been said.

Speaking is a part of language skills that give an ability to communicate and expressing people's thoughts and feelings in spoken language. It is complex skill because many aspects included in it such as vocabulary, grammar, spellings, etc. Speaking can be measured in terms of the ability when student do a conversation in the language. Nowadays being able to speak English as a foreign language means students must have the communicative efficiency. It is difficult to imagine

what life would look like if people could not communicate verbally. According to Dakowska (2005: 231) claims that "speaking is now the most emphasized skill in the field of foreign language teaching, but unfortunately, it is also recognized as the most difficult one to develop in classroom conditions. Students are constantly encouraged to use the target language during classes, but when the lesson is over, they have no possibility to use it in real communication". It means speaking skill can be difficult to learn if the students do not practice it in everyday life.

In fact, there are some problems faced by the students and the teacher. From the students, most of the students in Junior High School are afraid when the teacher asks them to practice and speak with their friends in front of the class. Because in daily activities especially in the class, they usually use their native language than English in speaking class. The second, most of them cannot make a dialogue because of the limitation of vocabulary.

Textbooks are written to help in the classroom, especially in the teaching and learning process. This is an organized fitness handbook that covers a wide range of topics in a particular field, in this case English. Richards (2001) determined that standard textbooks aimed at achieving teaching and learning objectives become tools for effective and efficient teaching and learning.

Textbooks play an important role in the teaching and learning process for both teachers and students. Textbooks help teachers prepare homework and prepare teaching materials. This guide is a useful tool for students as it summarizes the teacher's explanation of why the manual includes a Short explanations and all kinds of exercises. For teachers and students, this guide can be used as a tool to assess students' understanding of all language skills provided by the teacher. Provide exercises and tests in the test summary of each chapter and also at the bottom of the page. According to Pudjosoedarmo (1973), textbooks are the most important means in the teaching process. It also helps the teacher as it provides practical material to the students. According to Pudjosoedarmo, Worth in Tok (2010) defines textbooks as resources for presenting material, resources for students to practice and carry out activities. This book also equips students references for grammar, vocabulary and pronunciation.

As a major component of most language programs, it is difficult to choose an appropriate and quality textbook. A teacher is expected to use a good textbook that is tailored to the needs, interests and abilities of students. Byrd (2001) argues that decisions made in choosing a textbook should be seen as a match between the curriculum and the text. Materials must provide content that meets the guidelines set by the program, he said. For this education system, with its large purchasing power and different methods of content control, it is argued that the adaptation of curriculum and texts is a reasonable and achievable goal. . This is going well. Textbooks are tailored to the needs, interests, and abilities of students. In addition, it must meet the requirements of a general education program or official exam, which in Indonesia is developed in a general education program known as the Unit Level Education Program (K-13).

According to K-13, there are educational teaching manuals that become active study programs organized according to each grade level of educational institutions and study programs that develop lesson plan programs for a subject. The program includes standard skills, basic skills, learning objectives, learning activities, learning indicators, learning assessment and test duration. In short, the textbook is the basic guideline of textbooks for building educational materials. The program is used as a guide for the development of extended learning activities and is of great benefit in managing the learning topic and the linguistic, grammatical and lexical skills used in the learning activity lessons during every learning encounter.

While pedagogy takes the textbook as a guideline for learning activities, the textbook as a writing medium should follow the curriculum. The content of the program allows the teaching materials in the manual to still comply with the K-13. One of the educational institutions that use textbooks as a tool in teaching and learning is colleges. The manual available in PKBM Homeschooling HSPG Madiun is "BRIGHT AN ENGLISH SMP / MTs Kelas IX" written by Nur Zaida. This handbook is intended for the ninth year students of PKBM Homeschooling HSPG Madiun.

Teachers take this guidebook because it is very similar to the program.

The author is interested in reviewing the "BRIGHT AN ENGLISH SMP / MTs Kelas IX"

handbook to determine whether the teaching materials are suitable for K-13. It turns out that analyzing this manual can provide solutions to find weaknesses and can also help teachers develop materials and arguments that need to be strengthened.

For more precision in the analysis of textbook material, the author focuses on the analysis of knowledge of the spoken language in English. The author focuses on speech analysis because it is an important communication tool, sharing information directly from the speaker to the listener and important for to shape, modify, extend and organize. thinking between them.

## 2. METHOD

To carry out this study and obtain the results, the author must apply an appropriate methodology, since The purpose of this research is to collect data and analyze information. The writer uses descriptive method as the methodology.

As part of the descriptive method, content analysis was used in this study. Cardboard (14) describes content analysis as a systematic process carried out to measure the information content in text documents, film recordings, banks, advertisements, magazines, and correspondence. Furthermore, Arikunto (2009) shows that content analysis can be done by analyzing a book with a series of terms, concepts, diagrams, tables, and pictures to find its classification. of the book. It is used by the author to describe the results of the "BRIGHT AN ENGLISH SMP / MTs Kelas IX" analysis written by Nur Zaida.

To complete the research, it is important to evaluate the content of the oral literature available in the curriculum reference textbooks. Appropriate techniques must be applied to collect the required data. In this study, the writer uses a documentary film technique. The Documentary Checklist is used to find the percentage of "BRIGHT AN ENGLISH SMP / MTs Kelas IX" spoken content, if it meets the requirements of the applicable elementary school curriculum. The author uses yes/no questions to gather information about the manual. Checklist questions have three main parts. They are:

1. The material is systematically spoken in "BRIGHT AN ENGLISH SMP / MTs Kelas IX" at K-13
2. The use of grammar in "BRIGHT AN ENGLISH SMP / MTs Kelas IX" as well as the necessity of the K-13 program and the use of vocabulary in conversational tasks.
3. Speaking tasks and activities.
4. The matches between the material inside the book and the activities related with the speaking skill with the K-13 Syllabus.

All data from documents were analyzed quantitatively using descriptive statistical analysis.

## 3. FINDING AND DISCUSSION

### 3.1 Finding

**Table 1.** Document Checklist Table Chapter 1 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	V	-
3.	Does Bright	-	V

	provide vocabulary in each chapter of the book?		
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 2.** Document Checklist Table Chapter 2 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	V	-

3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 3.** Document Checklist Table Chapter 3 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	-	V

3.	Does Bright provide vocabulary in each chapter of the book?	-	V
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 4.** Document Checklist Table Chapter 4 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	-	V

3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 5.** Document Checklist Table Chapter 5 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	V	-

3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 6.** Document Checklist Table Chapter 6 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	V	-

3.	Does Bright provide vocabulary in each chapter of the book?	-	V
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 7.** Document Checklist Table Chapter 7 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	-	V

3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	-	V
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 8.** Document Checklist Table Chapter 8 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	V	-

3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 9.** Document Checklist Table Chapter 9 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of the book?	V	-

3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	V	-
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 10.** Document Checklist Table Chapter 10 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of	-	V

	the book?		
3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	-	V
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

**Table 11.** Document Checklist Table Chapter 11 (Questionare)

NO.	Checklist Analysis Indicator of Describing Things	YES	NO
<b>The Documents Systematically Speak With The K-13</b>			
1.	Is each of speaking material in BRIGHT related to Speaking Learning Material In K-13 Syllabus ?	V	-
<b>Using Grammar And Vocabulary In Speaking Documents Based On The K-13 Manual</b>			
2.	Does Bright provide grammar in each chapter of	-	V



	the book?		
3.	Does Bright provide vocabulary in each chapter of the book?	V	-
4.	Does Bright develop the grammar use in oral in each chapter of the book?	-	V
<b>The Evolution Of The Task Of Speaking</b>			
5.	Is there a conversation exercise in every spoken instruction?	V	-

The checklist table was used to find the percentage of material said in "BRIGHT AN

ENGLISH SMP / MTs Kelas IX" that matched the K-13 program. At the end of this study, the compatibility ratio of the whole BRIGHT document with the K-13 program was found by adding all the percentages of these 11 sub-chapters and taking the average percentage between them. manual, the writer uses this formula.  $=X/Y \times 100\%$

Note :

X= Same total compatibility score for all 11 chapters

Y = Total score check list for all chapters (5x11 = 55)

The results of this study are divided into two parts. The first results show that the content coverage of the document mentioned in "BRIGHT AN ENGLISH SMP / MTs Kelas IX" is consistent with the K-13 program. The second result shows the percentage of the document content said in "BRIGHT AN ENGLISH SMP / MTs Kelas IX" following the K-13 program.

Table12 shows the relation between speaking learning material in syllabus of *K-13* and speaking material in textbook.

**Table 12.** The Relation Between Speaking Material in Syllabus of K-13 and Textbook "BRIGHT AN ENGLISH SMP/MTs Kelas IX"

No.	Teaching materials on oral expression in the K-13 program	Title of Each Chapter in Bright and (Syllabus Indicators)	Speaking Learning Material in Textbook	K-13 SYLLABUS (Exist / No)
1.	State and Respond Showing Attention	Good Luck (3.1 and 4.1)  3.1  Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya,	Expression of Hopes/ Wishes/Prayers : I hope everything is alright, Good Luck with your...,Have a nice day, etc.  Expression of Congratulating/Complementing : Congratulating on, well done, you did it	Exist

		<p>sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis sederhana untuk mengucapkan dan merespon ungkapan harapan atau doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
2	Opinion (Agreement/Disagreement)	<p>I agree with you (3.2 and 4.2)</p> <p>3.2</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan persetujuan, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2</p> <p>Menyusun teks lisan dan tulis sederhana untuk mengucapkan dan merespons ungkapan persetujuan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Expressing Agreement :</p> <p>I agree with you</p> <p>Absolutely</p> <p>That's so true.etc.</p> <p>Expressing Disagreement :</p> <p>I don't think so</p> <p>I totally disagree</p> <p>That's not always the case,etc</p>	Exist
3	Doing Monologue (Report)	<p>Know What you Eat. (3.5 and 4.5)</p> <p>3.5</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyuruh dan melarang</p>	<p>Analyze the recipe and Respond and Express Prohibition And Command (Report)</p>	Exist

		<p>melakukan suatu tindakan/ kegiatan, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang suruhan dan larangan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		
4	Doing Monologue (Procedure)	<p>How to Make a Dessert (3.7, 4.7, and 4.8)</p> <p>3.7</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan sederhana.</p> <p>4.8 Menyusun teks prosedur, lisan dan tulis pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>Take a look on the following Procedure Text and try to Demonstrate it in front of the class.</p>	Exist

		yang benar dan sesuai konteks.		
5	Tell about event (present,past,future)	<p>I'm doing my Homework (3.8 and 4.9)</p> <p>3.8</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang <i>sedang</i> dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang <i>sedang</i> dilakukan/terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	Tell and ask about events that are Happening in present,past and future	Exist
6	Tell about event (present perfect tense)	<p>Have you done your Homework? (3.9 and 4.10)</p> <p>3.9</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang <i>sudah/telah</i></p>	<p>Ask question and Make statement Using the present</p> <p>Perfect tense</p>	Exist

		<p>dilakukan/terjadi di waktu lampau tanpa penyebutan waktu terjadinya secara spesifik, sesuai dengan konteks penggunaannya.</p> <p>4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang <i>sudah/telah</i> dilakukan/terjadi di waktu lampau tanpa penyebutan waktu terjadinya secara spesifik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		
7	Doing Monologue(Narrative)	<p>I Love Indonesian Folktales (3.11 and 4.12)</p> <p>3.11</p> <p>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna teks naratif, lisan dan tulis, berbentuk cerita rakyat, pendek dan sederhana.</p>	Read the folktale, Then Identify The Moral Value then demonstrate in Front of the class.	Exist
8	Words and expression used to describe subject become object:passive	The garden is Taken care of (3.13, 4.14, 4.10)	<p>Practise:</p> <p>Spoken Passive Voice in dialogue :</p> <p>Oky : Mala, what are you eating?</p>	Exist

	voice	<p>3.13</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.</p> <p>4.14 Menangkap makna dalam teks ilmiah faktual (<i>report</i>) lisan dan tulis, pendek dan sederhana, terkait dengan mata pelajaran lain di Kelas IX.</p> <p>4.10</p> <p>Menyusun teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, pendek dan sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Mala : <b>This is called Gudeg.</b> Oky : what is it made from? Mala : <b>Gudeg is made from young unripe jackfruits.</b> It tastes sweet. I'm sorry to hear that.</p>	
9	Describe Things	<p><b>What an Amazing World</b> (3.13, 4.14, 4.10)</p> <p>3.13</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang,</p>	<p>Describe what scenario might occur when your listener is unfamiliar with object or because you cannot think of a name for it. When we describe an object or an object, we often answer questions such as the following :</p>	Exist

		<p>benda, gejala dan peristiwa alam dan sosial, pendek dan sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas IX.</p> <p>4.14 Menangkap makna dalam teks ilmiah faktual (<i>report</i>) lisan dan tulis, pendek dan sederhana, terkait dengan mata pelajaran lain di Kelas IX.</p> <p>4.11 Menyusun teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, pendek dan sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> <li>• How big is it?</li> <li>• What shape is it?</li> <li>• What color is it?</li> <li>• What is it made of?</li> <li>• What does it look like?</li> <li>• What is it for?</li> </ul> <p>How does it work?</p> <p>Describing things can happen when the listener is unfamiliar with the object, or because you can't think of a name for it.</p> <p>When we describe an object or things, we often answer questions like this:</p> <ul style="list-style-type: none"> <li>• How to it?</li> <li>• What shape does it have?</li> <li>• What color is it?</li> <li>• What is it made of?</li> <li>• What does it look like?</li> <li>• What is it for?</li> <li>• How does it work?</li> </ul> <p>Describe what scenario might occur when your listener is unfamiliar with object or because you cannot think of a name for it.</p> <p>When we describe an object or an object, we often answer questions such as the following :</p> <ul style="list-style-type: none"> <li>• How big is it?</li> <li>• What shape is it?</li> <li>• What color is it?</li> <li>• What is it made of?</li> <li>• What does it look like?</li> <li>• What is it for?</li> <li>• How does it work?</li> </ul> <p>Describing things can happen when the listener is unfamiliar with the object, or because you can't think of a name for it.</p> <p>When we describe an object or things, we often answer questions like</p>	
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			<p>this:</p> <ul style="list-style-type: none"> <li>• How to it?</li> <li>• What shape does it have?</li> <li>• What color is it?</li> <li>• What is it made of?</li> <li>• What does it look like?</li> <li>• What is it for?</li> <li>• How does it work?</li> </ul>	
10	Advertisement	<p>Special Offer Today Only. (3.14 and 4.15).</p> <p>3.14</p> <p>Menyebutkan struktur teks, unsur kebahasaan, dan fungsi sosial dari teks iklan produk dan jasa, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna dalam teks iklan produk dan jasa, sangat pendek dan sederhana.</p>	<p><u>Spoken Advertisement:</u></p> <p>Imagine the student are the advertisement agency and try to offer the product they sell to the other student as a consumer.</p>	Exist
11	Identify the meaning of song lyrics (Find out the details og the song lyrics and shre the work in front of the class)	<p>Let's Sing. (3.15 and 4.16).</p> <p>3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16 Menangkap makna lagu</p>	<p>This section of this chapter includes Identify the meaning of song lyrics (Find out the details og the song lyrics and shre the work in front of the class)</p>	Exist

### 3.2 Discussion

The information presented in Table 2 can be analyzed as follows: The first chapter of Bright discusses the circumstances and reactions when expressing interest and becomes one of the important speech models when expressing hopes, hopes, wishes, prayers, congratulations and achievements. The first educational material delivered at Bright follows the program sequence. There is a brief explanation at the top of the topic, followed by an example.

The second educational content that Bright covers is Agree and Disagree in Program Sequence. There is a brief explanation at the beginning of the topic, along with examples. At Bright, document interpretation consists of giving an opinion, divided into agree and disagree.

Report Topic Text is Bright's next third conversational document in the program's sequence. There is a brief explanation at the top of the topic, followed by an example. The speaking part of the textbook story has three types of explanations; Analyze formulas and answers and forbidden and open expressions (Report).



Instructional materials for procedural speech in Bright text will be in program order. There is a brief explanation at the top of the topic, followed by an example. The interpretation of the contents of procedural documents is divided into two stages. Pay attention to the text below and try to show it in front of the class.

The following textbooks deal with the simple present, the simple past, and the simple future. There is a brief explanation of how we can talk and ask about the simple present, the simple past, and the simple future. This Oral Learning Material 2.1 (the first subsection of the second oral learning material) at Bright follows the sequence of the program, although it is actually the third oral learning material in the program.

Subjects related to the present perfect simple. There is a brief explanation of how we can ask questions and statements using the present perfect, as well as some examples of using the present perfect. This sixth oral document (second subsection of the second oral document) for Bright is attached to the program, although it is actually the third oral document of the show.

This is a narrative text. There is a brief explanation of the narrative text, the overall structure, the use of tenses, and some examples of the narrative text. This seventh oral study material (the first part of the third oral study material) in Bright is the second oral material in the K-13 curriculum, although it is less specific than the material spoken in the textbook.

The eighth talking teaching material concerns the words and expressions used to describe the subject which becomes an object: the passive voice. There is a brief explanation of the passive voice, as well as some examples of how to express the passive voice through dialogue. For example :

Oky : Mala, what are you eating?

Mala : This is called Gudeg.

Oky : what is it made from?

Mala : Gudeg is made from young unripe jackfruits. It tastes sweets.

The next tutorial is about describing things. There is a brief explanation of how we can describe an item as well as some examples of questionable descriptions of things. This Expression 2.1 material (first subsection of the second Expression material)

in Bright corresponds to the order in which the program is executed, when in fact it is the third expression material in Program.

The next argument concerns advertising. There are explanations and some advertising examples. This temporary teaching material at Bright will follow a tidy resume, demonstrating the words and phrases used to sell products as if you were a real advertising agency.

The last argument concerns identify about the song lyrics. There are several examples of demonstrating the meaning of song lyrics. This eleventh conversation course at Bright follows a sequential curriculum, providing the meaning of song lyrics.

From the list described above, we can see that Bright corresponds to the K-13 program as a whole. In addition, in the curriculum of teaching skills, oral material is divided into four main chapters, organized according to the same basic skills, (1.understand the fundamental expressions of social communication in everyday life., 2.to say things , people, weather, days, weeks and years, 3.describe things, people, weather, days, weeks and years. Using the Narrative Text feature in everyday life, Bright organizes these major mediums of expression into 11 study sub-media. There are some weaknesses in mapping the Bright program theme to K-13, especially in the second and third language activities at Bright. In Bright there is conversion training material which is advertising. This is placed before saying and asking for commands and requests.

The above analysis may show that there is no similar pattern between the material spoken in the second and third chapters of the curriculum and the material spoken in Bright. The other chapters are suitable for the development of language development based on the oral materials of the curriculum, while the Bright sections are different from the oral materials of the curriculum, but the wording is quite similar. Because the compatibility rate of the 11 sub-chapters is 77%. Bright has a 77% similarity to K-13. This percentage is included in the sample of similarities between the material spoken in the Bright program and K-13. The points that reduce compatibility are in knowledge of vocabulary and in the use of oral grammar. Instead, Bright added grammar reviews throughout the topic's chapter, but most of them had no explanation. Bright offers a simple grammar

assessment task. For example, in the grammatical review of the agreement between nouns and pronouns, Bright chose to provide the exercises rather than the previous explanation. In this case, students may become ignorant of what to do with this homework. By providing vocabulary information, vocabulary development in Bright is not exhaustive. These issues appear in nearly 11 subchapters of Bright. Vocabulary information is provided in certain chapters only.

However, the speaking task is given only as a dialogue and role-playing practice. Grammar and vocabulary review information is not provided during the speaking process, although grammar becomes one of the essential elements for students to speak more fluently. Bright does not provide many opportunities for students to develop their speaking skills because students are limited by only a few conversation activities.

#### 4. CONCLUSION

In conclusion, based on the finding above, The checklist table shows that the compatibility level of Bright media with the K-13 program is 77%. The bullet points are the main conclusions of this study. The first point is that the material presented in "Bright AN ENGLISH SMP/MTs Class IX" has a good relationship with the program content. Last name; (a.) understand basic expressions in social interactions in everyday life, (b.) connect things, (c.) describe things (d. use functional stories), relationships, procedural documents in everyday life ) teaching materials for 11 vocals of state junior high school Bright Grammar Review to meet students' need for grammar review. K-13 program. From the above results, we can understand that from 11 sub-chapters of Bright, it includes grammar reviews in all chapters. But only a small chapter introduces and develops the use of grammar in oral practice. The vocabulary section in Bright is the most missing development in Bright, there are 11 subchapters, only 5 subchapters provide vocabulary knowledge. Oral practice at Bright is not well developed. At Bright, most of the chat is a role-playing activity. Bright does not offer conversation to improve students' speaking skills.

Although most of the expression aids in the Brightness Grade 9 textbook are suitable for the SBC curriculum, the author offers some suggestions which will be described below. The teacher first explains the explanation of the subject matter

spoken in the Bright language. In the case that some of the Bright chapters do not provide about the content of the material, the English teacher should be creative in explaining and should be involved in developing students' understanding. . The teacher must explain the content of the lesson orally to students as background before giving homework. Second, teachers should provide additional vocabulary knowledge to help students develop effective speaking skills. In addition, teachers can develop the use of spoken grammar to improve students' grammatical understanding. Knowledge of vocabulary and the application of spoken grammar can help students become more fluent. Third, the teacher was asked to change the conversation exercise. Like most conversational activities in Bright's RPG, teachers can offer other conversational activities, such as brainstorming, storytelling, interviews, and simulations. These different tasks can make student activities more difficult. Activities/tasks don't have to be defined over and over again. It has to be in the form of some activity.

#### AUTHORS' CONTRIBUTIONS

Aulia Shabrina Putri conceived of the presented idea. Aulia Shabrina Putri developed the theory and performed the computations.

Aulia Shabrina Putri and Muamaroh, Ph.D verified the analytical methods. Muamaroh, Ph.D. encouraged Aulia Shabrina Putri to investigate [materials of the book and the suitable of the curriculum] and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

Aulia Shabrina Putri designed the model to analysed the data. Aulia Shabrina Putri designed and performed the experiments, derived the models and analysed the data. Muamaroh, Ph.D helped carry out the the experiments. Aulia Shabrina Putri wrote the manuscript in consultation with . Muamaroh, Ph.D.

Aulia Shabrina Putri and Muamaroh, Ph.D devised the project, the main conceptual ideas and proof outline. Aulia Shabrina Putri worked out almost all of the technical details.

Aulia Shabrina Putri and Muamaroh, Ph.D wrote the manuscript.

Aulia Shabrina Putri and Muamaroh, Ph.D performed the measurements, Aulia Shabrina Putri and Muamaroh, Ph.D. were involved in planning and supervised the work. Aulia Shabrina Putri processed the data, performed the analysis, drafted the manuscript and designed the figures. Aulia Shabrina Putri performed the calculations based on the table. Aulia Shabrina Putri manufactured the samples and characterized them with the National Curriculum and the result of the teachers interview. All authors discussed the results and commented on the manuscript.

Aulia Shabrina Putri and Muamaroh, Ph.D contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

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