

AN ANALYSIS OF SPEAKING MATERIAL IN AN ENGLISH TEXTBOOK FOR EIGHTH GRADER OF JUNIOR HIGH SCHOOL

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ABSTRACT

Textbook is one of the materials in teaching learning process which is regularly used by both teachers and students at school. Textbook should improve the quality of teaching and learning process. The purpose of this study is to find the textbook appropriate with the feasibility of content, the feasibility of language, the feasibility of presentation, and the feasibility of graphics in the English textbook "Bahasa Inggris, When English Ring a Bell" for eighth grade of junior high school compatible with the curriculum 2013. This study uses descriptive quantitative. The data collected for this study will be gathered from the English textbook "Bahasa Inggris" published by Ministry of Education and Culture of Indonesia. The instrument in this research is table checklist. The material in the English textbooks entitled Bahasa Inggris "When English Rings a Bell" conform to the basic competences of the 2013 Curriculum was categorized "good" by achieving average score of (3,7) of the four proposed criteria. The textbook appropriate with the feasibility of content get score 3,5, this is same with more than 76%. The textbook appropriate with the feasibility of language get score 3,7, this is same with more than 91%. The textbook appropriate with the feasibility of presentation 3,5, this is same with more than 76%. The textbook appropriate with the feasibility of graphics get score 4, this is same with 100%.

Key Words: Textbook Analysis, Curriculum 2013, BSNP.

INTRODUCTION

The textbooks are one of the main things that are important for the learning process and are supported by explanations from the teacher. According to (Jana Stará dkk., 2017), textbooks play a prominent role in the teaching or

learning process. Besides, one of the basic functions of textbooks is to make the existing knowledge available and apparent to the learners in a selected, easy and organized way. The content of English language textbooks influences what teachers teach and learners learn. According to Pudjosoedarmo (in Simatupang, 2012:1), a textbook is the

most important medium in the process of teaching. It has the function as a medium in giving instruction to the teacher and students in the classroom, especially an English textbook which has an essential role in English as a foreign language classroom.

In Indonesia, the government also provides rules for the use of textbooks that are compatible with BSNP (Badan Standar Nasional Pendidikan). BSNP also set a suitable book to be adapted to the existing curriculum. Based on the rules of the ministry of education, it is stated that textbooks are the main books used in schools. The use of textbooks is a task to support the teaching process in school.

Content Analysis is a type of analysis which is valuable and significant to the authors, curriculum planners and curriculum decision makers to develop a good textbook which meets the requirements of the learners at various stages of learning. Also, the content analysis aids in scientific and practical examination of the concepts, needs, rationales, attitudes and all discussed pieces in the educational content of books. The feasibility of presentation is a group of assessments about the presentation of a textbook. The feasibility presentation includes three

measurements, namely technique of presentation, learning presentation and completeness of presentation. Technique of presentation is divided into two sub criteria which are Systematic and Chapter equilibrium. In this criterion, teaching material should be presented in the form of texts that are completed by communicative activities, illustrated pictures, and symbols. The arrangement of all must be systematically based on characteristics of material, at least starting by introduction, body and closing. Chapter equilibrium In this criterion, teaching material should be presented in form of texts, communicative activities, illustrated pictures and symbols. All of them have to be offered in balance in every chapter. A language textbook is not merely a collection of texts drawn from different genres; it reflects a particular pedagogic point of view arrived at by the textbook designers after taking into account the broad educational objectives that inform the curriculum followed in a particular context. Feasibility of graphics that is Physically presented in the form of an attractive appearance and describe the characteristics of textbooks, ease of reading and use, as well as the physical quality of the book.

Several previous studies are relevant to the analysis of speaking material in English textbooks. One of them is the research of Lusi Tri Utami (2021) in his research, the researcher used a qualitative approach with the content

analysis method. Data was collected by carrying out interviews and documentation. The subject of the research is an English textbook for twelve grades of senior high school " Bahasa Inggris" published by the Ministry of Education and Culture 2018. In his research, the instrument used was not valid because it only used interviews from 2 English teachers and they gave different opinions regarding the appropriateness of the speaking material in the English textbook.

METHOD

In this research, the writer uses a quantitative descriptive to know whether the textbook appropriate with the feasibility of content, the feasibility of presentation, feasibility of language, and the feasibility of graphics for teaching speaking materials. Quantitative research is one type of research whose specifications are systematic, well-planned, and structured from the beginning to the making of the research design.

According to Sudarwan Denim (2002, p. 35), quantitative research is a study based on value-free. In other words, quantitative research strictly applies the principles of objectivity. Each specified variable is measured by members of the symbols-symbols-different numbers according to the category of information associated

with that variable. By using these numerical symbols, quantitative mathematical calculation techniques can be carried out to produce a generally accepted conclusion in a parameter.

Data collection aims to obtain related data with research. the researcher used the instrument such as: tabel checklist.

The checklist is one of the observation tools shown to obtain data in the form of a list containing the subject factors that the observer wants to observe, where the observer in carrying out observations in the field simply puts a checkmark on the list of factors according to the behavior of the subject that appears.

In quantitative descriptive research, The calculation of the result of data analysis gave to textbook. This is done by analyzed rubric assessment from BSNP. The writer analyzes the textbook by using rubric assessment from BSNP because it has been matched with the current curriculum and also criteria of good textbook. In this analyzes, the writer did the following steps: 1. Checking the speaking materials and activities provided in the textbook with the rubric assessment. 2. Evaluating speaking materials and activities in the textbook. 3. Interpreting the data gained from process of evaluation of the textbook. 4. Summing up the compatibility of the textbook content in quantitative output to show result in number. The writer used score of assessment from BSNP to help presenting

the data in forms of numbers. Score Guided :

Bad		Good	
1	2	3	4

The models for the scoring formula based on BSNP rubric assessment, first the range scoring is 4 to 1 as follows: 1) Score 4 is given if the textbook materials fulfill 91% - 100% from the rubric assessment criteria. 2) Score 3 is given if the textbook material fulfill more than 76% 90% from the rubric assessment criteria from BSNP. 3) Score 2 is given if the textbook material fulfills 61%-75% from the rubric assessment criteria. 4) Score 1 is given if the textbook material only fulfils 1%-60% of the rubric assessment criteria. 5) Score 0 is given if the textbook material didn't meet the rubric assessment criteria (0%).

RESULTS AND DISCUSSION

Analysis speaking material in english textbook.

This research were divided into five 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 show the feasibility of language. The third part deals with the result score of the feasibility of presentation of the speaking materials in the textbook. The fourth part show the

feasibility of graphics. 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 13 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.

Tabel 4.1 The total and average score of feasibility of content.

Component	Item	Score
The appropriateness of materials with standard of competence and basic competence.	• Material completeness	4
	• Material dept	3,2
The content aspek	• Sosial function	3,3
	• Generic structure	3,5
	• Linguistic feature	4
Supporting learning material	• The up-to-date material	4
	• Life skill development	2,8
	• Development of insight on diversity	2,8
Total score		27,6
Average		3,5

Table 4.1 shows the total score of content eligibility obtained by adding up all scores for each criterion and on average shows the results of the feasibility of the content of speaking material in textbooks. The completeness value on the feasibility of the content is 3.5.

A value of 4 is given if 95% of standard competencies and basic competencies developed in the text, and a score of 1 if it's less than 95%. In this book, all the materials and speaking activities are in accordance with

competency standards and basic competencies. They give students opportunity to understand and produce both interpersonal and interactional conversation both in oral and written form to interact with each other. The result of 3.5 shows that the appropriateness of the content of the speaking material in the textbook is “good/appropriate”.

Tabel 4.2 total and average score of language

Component	Item	Score
Language	The appropriateness of the language with student development	4
	Communicativeness	3,8
	The coherence and unity of ideas	3,3
Total score		11,1
Average		3,7

Table 4.2 shows the total score of language obtained by adding up all scores for each criterion and on average shows the results of the feasibility of language of speaking material in textbooks. The completeness value on the feasibility of graphics is 3,7. The activities in the textbook fulfill the criteria of the layout elements The appropriateness of the language with student development, Communicativeness, and The coherence and unity of ideas. The result 3,7 indicates that the feasibility of presentation of speaking materials in the textbook

is "good / appropriate".

Tabel 4.3 the total and average score of presentation

Component	Item	Score
Presentation technique	• Systematization	4
	• Balance between chapter and units	4
Teaching and learning technique	• Learner centeredness	4
	• Development of students' initiative, creativity, and critical thinking	3,5
	• Development of autonomous learning	2,5
	• Development of reflection and self evaluation ability	4
Presentation coverage	Opening	4
	Content	3,1
	Closing	2
Total score		31,8
Average		3,5

Table 4.3 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 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 3,5 indicates that the feasibility of presentation of speaking materials in the textbook is "good".

Tabel 4.4 the total score and average of graphics.

Component	Item	Score
Graphics	Cover design	4
Total score		4
Average		4

Table 4.4 shows the total score of the feasibility of graphics obtained by adding up all scores for each criterion and on average shows the results of the feasibility of graphics in speaking material

in the textbooks. The completeness value on the feasibility of graphics is 4. The activities in the textbook fulfill the criteria of the layout element graphics design. The result 4 indicates that the feasibility of graphics of speaking materials in the textbook is "good / appropriate".

Tabel 4.5 the final score of speaking material in the textbook

Criteria	Score
The feasibility of content	3,5
The feasibility of language	3,7
The feasibility of presentation	3,5
The feasibility of graphics	4
Final score	3,7

Tabel 4.5 shows the final result of the speaking materials in the textbook. The result of final score is 3,7. Thus, score 3,7 means the speaking materials in the textbook "When English Ring a Bell" is "good / appropriate" according to guidelines released by BSNP.

CONCLUSION

Based on the study of analyzing the English textbook of "Bahasa Inggris" published by Ministry of Education and Culture, the researcher concluded "Bahasa Inggris" textbook is good to be used for eighth grade of junior high schools that have started using curriculum 2013. This book fulfills all the core competencies and basic competencies of the 2013 curriculum. The content of this book

also applies teaching methods related to daily life. The total score of the feasibility of content in this book is 3,5 with adding up all score for each criterion and average shows the result of the feasibility of the content of speaking material in textbook. This book give student opportunity to understand and produce both interpersonal and interactional conversation both in oral and written form to interact with each other.

Language used is easy for students to understand. The activities in the textbook fulfill the criteria of the layout elements the appropriateness of the language with student development, communicativeness, and the coherence and unity of ideas. The total score of the feasibility of language is 3,7 with adding up or summing up all score for each criterion and average shows the result of the feasibility of language.

Presentation can be analyzed at once for the whole textbook since it only evaluates the general presentation of speaking material in the textbook. The activities in the textbook fulfill the criteria of development of learners' initiative, creativity and critical thinking. The total score is 3,5 with summing up the score of total criteria average shows the result of the feasibility of presentation.

The graphic provides illustrations that make students interested and easily understand the meaning of the material in this book. The total score of this aspect is

4 with adding up all score for each criterion and average shows the result of the feasibility of graphics. English textbook “ When English Ring a bell” is acceptable for use by schools because they are eligible according BSNP for use in the 2013 Curriculum. The material in the English textbooks entitled Bahasa Inggris “When English Rings a Bell” conform to the basic competences of the 2013 Curriculum was categorized “good” by achieving average score of (3,7) of the four proposed criteria.

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