

**ANALYSIS OF SPEAKING MATERIAL IN ENGLISH
TEXTBOOK AT GRADE XII PUBLISHED BY
KEMENDIKBUD 2018**



**BY
LUSI TRI UTAMI**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2021 M /1442 H**

**ANALYSIS OF SPEAKING MATERIAL IN ENGLISH
TEXTBOOK AT GRADE XII PUBLISHED BY
KEMENDIKBUD 2018**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education



BY

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FACULTY OF TEACHER TRAINING AND ADUCATION
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STUDY PROGRAM OF ENGLISH EDUCATION
2021 M /1442 H**

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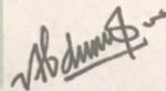
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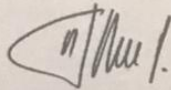
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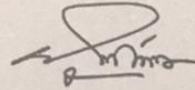
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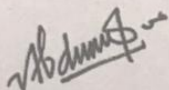
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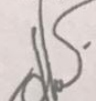
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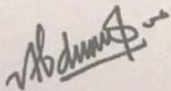
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Demikian atas perhatiannya, diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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THESIS APPROVAL

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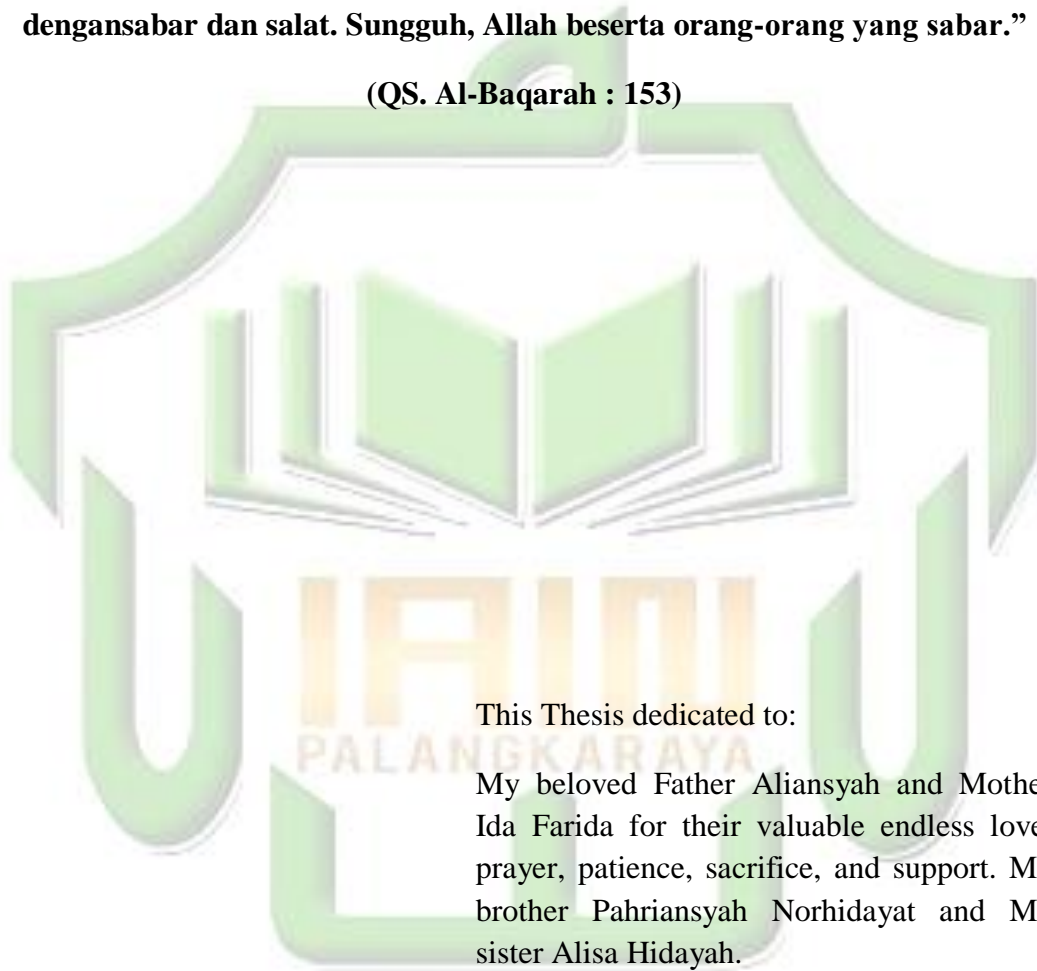
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MOTTO AND DEDICATION

الصَّبْرِ يَنْمَعَاللَّهَانَ وَالصَّلَاةِ بِالصَّبْرِ اسْتَعِينُوا أَمْثُلَ الَّذِينَ آتَيْنَاهَا

“Wahai orang-orang yang beriman! Mohonlah pertolongan (kepada Allah) dengan sabar dan salat. Sungguh, Allah beserta orang-orang yang sabar.”

(QS. Al-Baqarah : 153)



This Thesis dedicated to:

My beloved Father Aliansyah and Mother Ida Farida for their valuable endless love, prayer, patience, sacrifice, and support. My brother Pahriansyah Norhidayat and My sister Alisa Hidayah.

DECLARATION OF AUTHENTICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

Herewith me:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 4 Mei 2021

Youth Faithfully



Lusi Tri Utami
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ABSTRACT

Utami, Lusi Tri. 2021. Analysis of Speaking Material In English Textbook At Grade XII Published By Kemendikbud 2018. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Institute of Palangka Raya. Advisors: (I) Dr. Abdul Syahid, M.Pd., (II) Aris Sugianto, M.Pd.

Key words: Speaking Material, textbook analysis, English textbook

In a learning process of learning English, teaching materials are needed to support the learning process such as textbooks. Therefore, this research analysed English speaking material in English textbook for twelfth grade of Senior High School Published by Kemendikbud 2018.

The research problem of the study were: (1) What types of speaking material are there in “Bahasa Inggris” English textbook?, and (2) How is the content of the material on speaking English textbook for twelfth grades published by Indonesian government?. Therefore, the purposes of this study were: (1) To describe types of speaking material in “Bahasa Inggris” English Textbook., and (2) To identify the contain of material of speaking skills found in English textbook for twelfth graders published by Indonesian government.

In carrying out this research, researcher used a qualitative approach with content analysis method. Data collected by carrying out interview and documentation.

The main research findings were: (1) The speaking materials contained in “Bahasa Inggris” English textbooks for twelfth graders published by Indonesian government contains material in the form of dialogue, monologue and tasks, and (2) The speaking material in the book can help students based on information of teachers.

ABSTRAK

Utami, Lusi Tri. 2021. Analisis Materi Berbicara pada Buku Pelajaran Untuk Kelas XII Terbitan Kemendikbud 2018. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Abdul Syahid, M.Pd., (II) Aris Sugianto, M.Pd.

Kata Kunci: Materi Berbicara, Analisis buku pelajaran, buku pelajaran bahasa inggris

Didalam sebuah proses belajar khususnya bahasa inggris, bahan ajar sangat diperlukan untuk mendukung proses pembelajaran seperti buku pelajaran. Oleh karenanya, penelitian ini meneliti tentang materi speaking yang ada di buku pelajaran "*Bahasa Inggris*" untuk kelas XII SMA sederajat berdasarkan pendapat guru.

Rumusan masalah dari penelitian ini adalah: (1) Apa tipe dari materi berbicara yang ada di buku pelajaran "*Bahasa Inggris*"?, dan (2) Bagaimana isi dari materi berbicara pada buku bahasa inggris yang diterbitkan pemerintah indonesia?. Oleh karena itu, tujuan dari penelitian ini adalah: (1) Untuk mendeskripsikan tipe materi berbicara yang ada di buku pelajaran bahasa inggris, dan (2) Untuk mengidentifikasi isi dari materi berbicara pada buku bahasa inggris.

Dalam melaksanakan penelitian ini, peneliti menggunakan pendekatan kualitatif dengan metode analisis konten. Data dikumpulkan dengan melaksanakan wawancara dan dokumentasi.

Hasil yang diperoleh adalah: (1) Materi berbicara yang terdapat didalam buku pelajaran bahasa inggris "*Bahasa Inggris*" untuk kelas XII SMA yang diterbitkan oleh pemerintah Indonesia adalah berisi sebuah dialog, monolog dan tasks dan (2) Materi berbicara didalam buku tersebut dapat membantu siswa berdasarkan perspective guru yang digunakan untuk memberi penilaian terhadap buku pelajaran.

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In the name of Allah SWT the most beneficent and the most merciful. All praises are to Allah for all blesses so that the researcher can accomplish this thesis. In addition, may peace and salutation be given to the prophet Muhammad SAW who has taken all human beings from the darkness to the lightness.

Since I came in this college to learn and study until I can finish my study, it cannot apart from many people around me that give me supports. Without their support and prayer, I will not be complete my study, and this thesis. That is why the researcher would like to express her genuine gratitude to:

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Thank you for supporting, praying, patience, suggestions, corrections, comments, and guidance, that help the researcher to finish her thesis. Finally, the researcher realized that the thesis is far from the perfect, therefore some constructive critical and suggestions are welcomed. May Allah always bless us.

Palangka Raya, 4 Mei 2021

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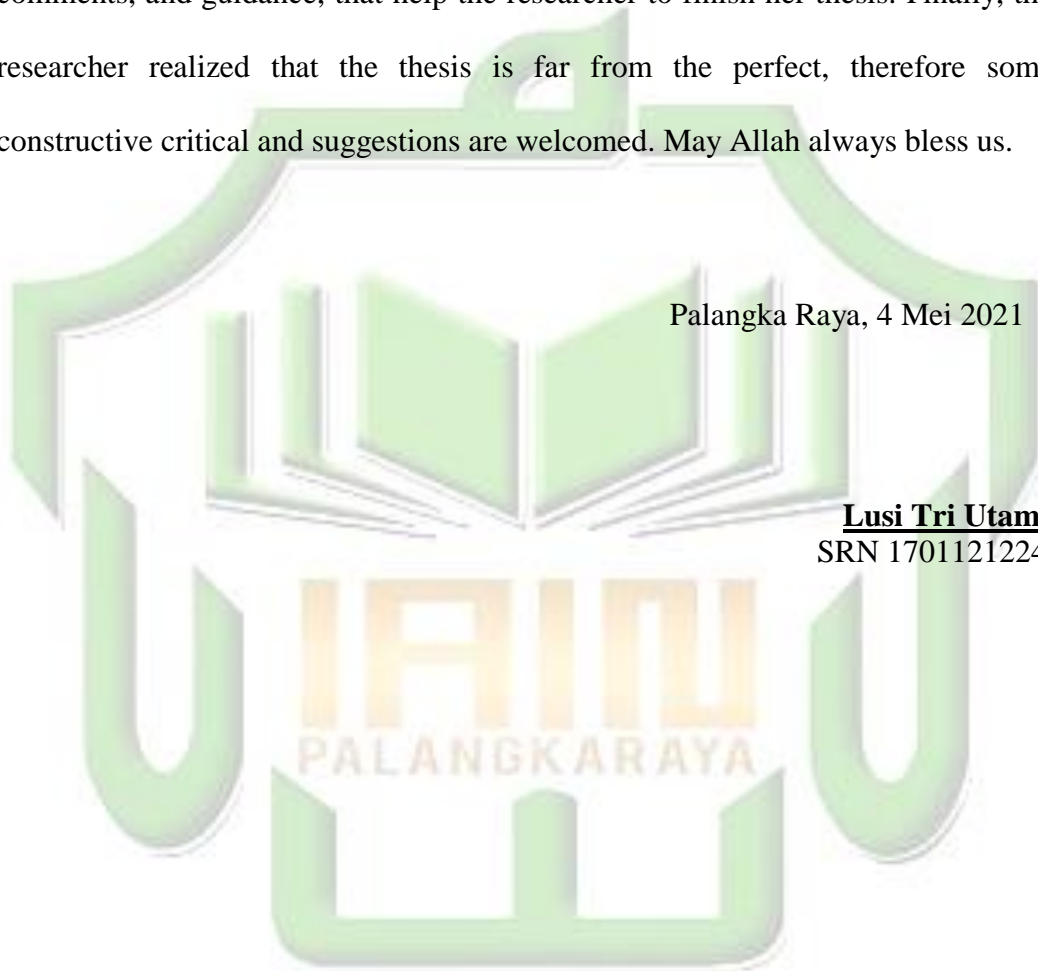
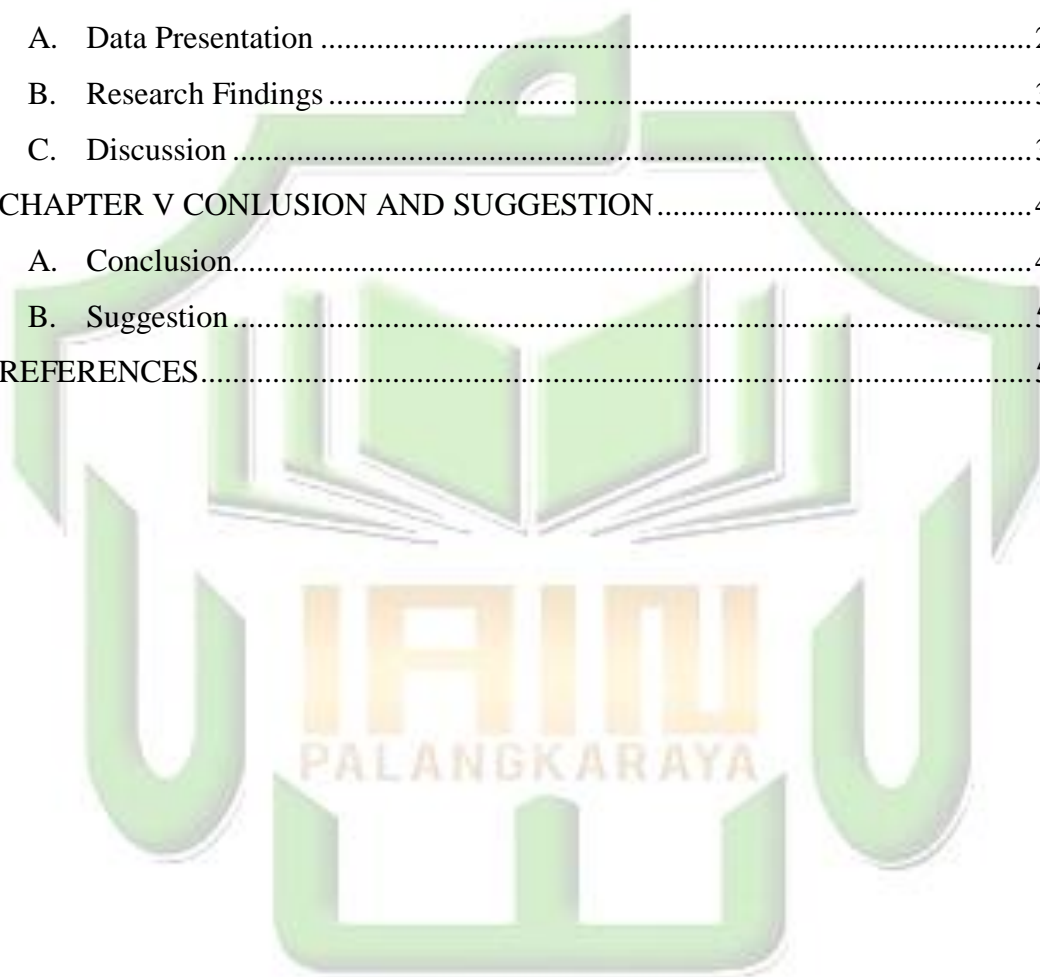


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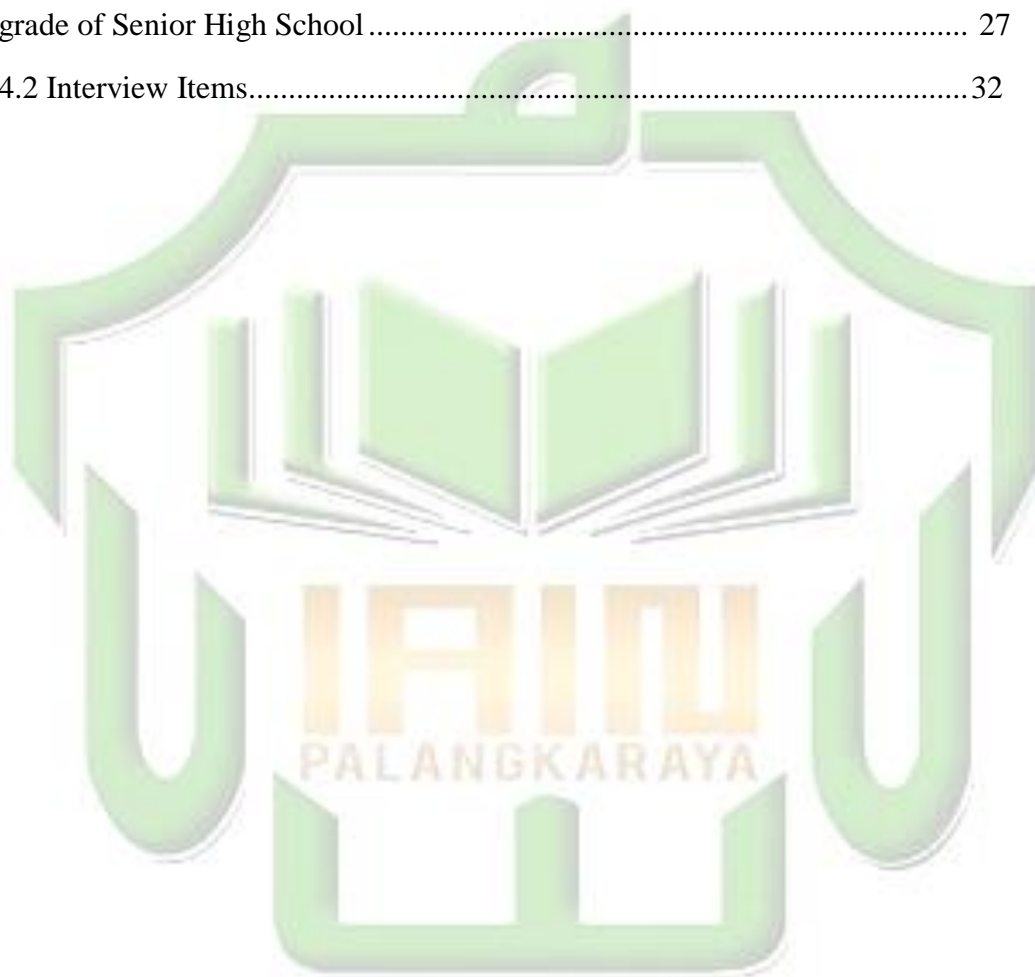
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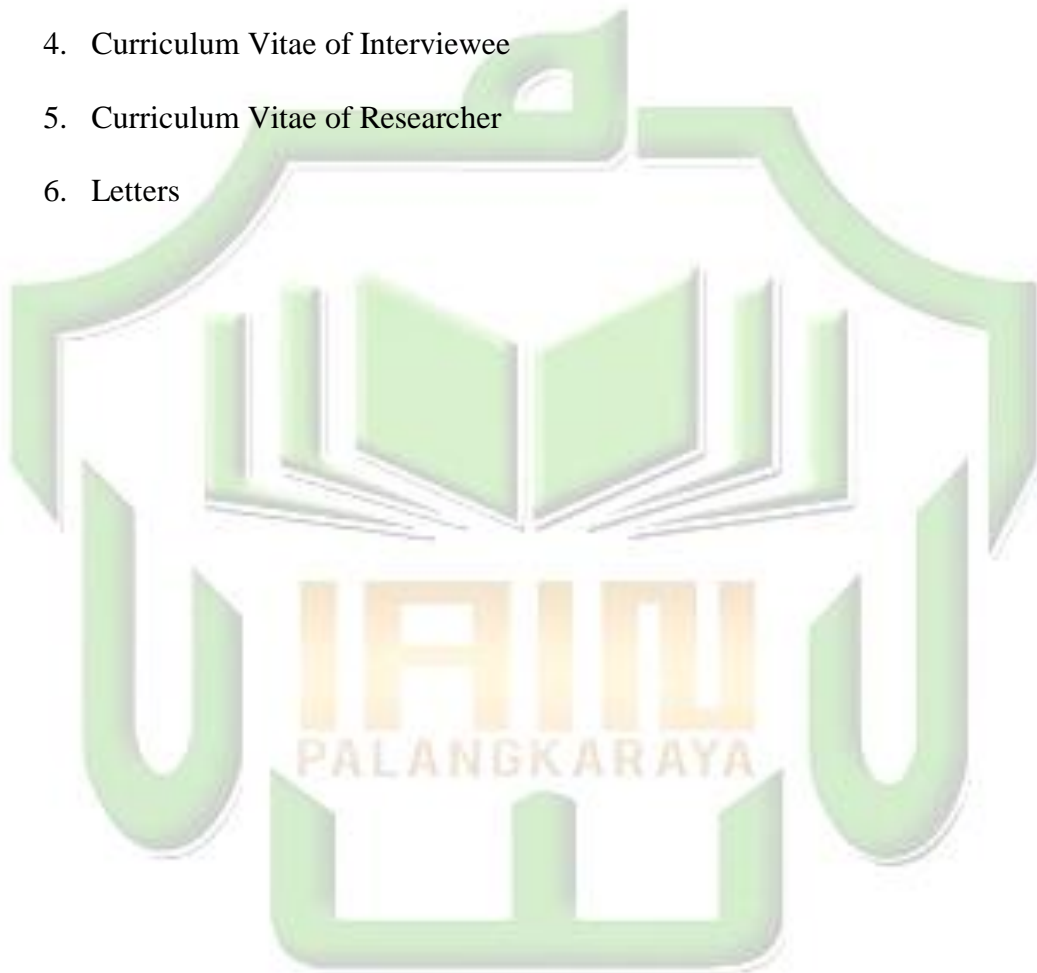
LIST OF ABBREVIATION

1. ETR : Eni Tri Rahayu
2. JW : Jatu Wulandari



LIST OF APPENDICES

1. Interview Transcript
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CHAPTER I INTRODUCTION

In this chapter the researcher will describe background of the study, research problem, objective of the study, scope and limitation, significance of the study and definition of key term.

A. Background of the Study

Textbooks is 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.

(Thotapally Anjaneyulu, 2014)states one of the most important thing when the teacher teaches English at school is the English textbook. (Montasser Mohamed AbdelWahab, 2013)said the textbook was the primary agent of conveying knowledge to learners since it played an influential role in instructing or learning. As support in the learning process, teachers certainly need literature. One of the literature needed in the learning process, especially in English lessons, books are essential factors in achieving students understanding. Books used during learning can help students to know more than what the teacher has explained.

According to (Brian Tomlinson, 2013), teaching and learning measure in classroom can be helped by textbooks that are used by teacher and students.

(Nor Robiyati, t.t.) states that the significant media ultimately coursebook ought to be acceptable and appropriate with the condition, levels of the understudies, and generally simple to read and understand. When language learning, course reading plays a critical function in the way toward educating and learning. It is difficult for teachers to teach systematically without a textbook. A coursebook also gives an assurance to understudies on their methodical amendment about what they have realized and ensures them what they will recognize. When the view from its use, current textbooks are useful to assist in the learning process. This subject book can provide understanding in addition to the teacher's explanation. It can be seen from the English language, which is not a language mastered by students. Therefore textbook is a way to help in the student learning process, especially in English subjects.

In analyzing a textbook, we do not judge its good and bad but rather investigate its users' suitability. (Sulistiyana, 2020) explains the government has arranged a textbook as a reference for teachers to teach in the classroom, but many English textbooks do not have complete skill in it. English has four skills: listening, speaking, reading, and writing. All English skills are interrelated, but sometimes in the textbooks, the subjects are not all contained so that students do not fully understand. Many

language textbooks can be found anywhere, but sometimes students are confused in understanding their contents. So, people need to check and analyze whether English textbooks handle all four skills adequately and take into account the balance of levels and objectives.

(Lusi Mayangsari, 2018) explains about Indonesian educational system also requires students to have a textbook. The government provides the textbook for all subjects. Every student gets one textbook for every subject. Indonesian students should focus more on talking and discussing Indonesian culture in English rather than the English speaking countries' culture. The Ministry of Education and Culture has declared that the textbook as a books for students is suitable to be used in schools for teaching-learning. Related to the regulations, the government says that a textbook is important in the teaching-learning process as it helps both teachers and students to accomplish the goals of the lessons.

(Yuni Wulandari, 2018) analyzed books from the Indonesian government on the proportion of language skills in English textbooks. This research was conducted by interviewing one of the English teachers at SMA N 2 Bengkulu City, who had used an English textbook for class XI published by the Ministry of Education and Culture 2014. The purpose of this study is to find out the proportion of language skills in English textbook grade XI published by Kemendikbud 2014, and to find out the suitability of language skills in English textbook grade XI published by Kemendikbud 2014 and the goal of English subject's syllabus for Senior

High School. The object of this research was English textbook for grade XI (Senior High School) published by Kemendikbud 2014 (1st and 2nd semester). The instrument used was evaluation checklist to collect the data about the proportion of language skills. The result of the evaluation showed that this textbook represent the writing skill that integrated with other skills. This textbook has the appropriate proportion on two skills (writing and speaking) however, it has inappropriate proportion on other two skills (listening and reading).

In formal education, listening and speaking as the language skill get in English instruction and learning. Some teachers accept that giving the understudies composing/perusing undertakings make them more settled and calm and appear to improve and more prosperous state of instructing learning measure instead of giving them talking assignments, which generally seems to make the class too boisterous. Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be educated in any language figuring out how to make the students ready to utilize the objective language to convey.

Speaking is one of four skills that important to learn. Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction, and most often, the first impression of a person is based on his/her ability to speak fluently and

comprehensibly. Thus, the teachers have an obligation to set up the students however much as could reasonably be expected to have the option to communicate in English in the genuine circumstance.

The book that will be analyzed this time emphasizes more on one of these parts, which is taught in the learning process. In the book, what will be analyzed are the types of questions on speaking skills. What types of questions are in the book can make students understand. Therefore analyzing the subject book is very important to know the suitability of the book's contents with its users.

In the textbook there must be any kind of assessments, one of them is about speaking assessment. (Rahmawati & Ertin, 2014) state that an assessment becomes very powerful, moreover it is careful considerations must be taken into account to make a valid and fair assessment. (Henny Susanty, 2017), there are some purposes of assessment, such as to increase the continuity of teaching and learning process, to give feedback of the students' achievement, to analyze the students' need, and to check the effectiveness of method and material used in the teaching and learning activity.

According to (H. Douglas Brown & Priyanvada Abeywickrama, 2010), there are five types of speaking assessments; Imitative speaking tasks, Intensive speaking tasks, Responsive speaking tasks, Interactive speaking tasks, and Extensive speaking tasks. Based on the explanation above, researchers want to analyze the content of "Bahasa Inggris" for

twelfth grades english textbook especially its' speaking material. The rate and variation of speaking assessment types will be discussed in this research.

Then, the reason why the researcher chose this topic was to identify the speaking material in the book, whether it was easy for students to understand or not. The researcher will specifically analyze the speaking, in contrast to previous researchers who did not specifically examine one skill. The researcher chose this book because this book has passed the experiment but whether the content of this book can have a big influence on students, especially in speaking. Previous research discussed in general the four types of skills in the book and did not specifically discuss these skills. Therefore, this research will focus on discussing one skill in the book, namely speaking. So, the title of this research is **“Analysis of Speaking Material In “Bahasa Inggris” English Textbook at Grade XII Published By KEMENDIKBUD 2018”**.

B. Research Problem

This study addresses one research problem as follows :

1. What types of speaking material are there in “Bahasa Inggris” English textbook?
2. How is the content of the material on speaking English textbook for twelfth grades published by Indonesian government?

C. Objective of the Study

The objective of the study based on the background of the study is as follow :

1. To describe types of speaking material in “Bahasa Inggris” English Textbook.
2. To identify the contain of material of speaking skills found in English textbook for twelfth grades published by Indonesian government.

D. Scope and Limitation

This research is included in content analysis because this research focuses on the analysis of materials in textbooks. It focus on the integration materal of English speaking skills in “Bahasa Inggris” English textbook for twelfth grades published by Indonesian government. This research focus on twelfth grade students.

E. Significance of the Study

Theoritically, the findings of this study serve as a reference in finding information for future researchers who wish to carry out the same research . Besides that, researching books can help students, teachers, and bookmakers themselves.

Pratically, the result of this study is useful for teachers who teach and learn English by using English textbook grade XII published by Kemendikbud 2018. This may also be a reference for those who need an English textbook as English teaching media resource.

F. Definition of Key Term

1. Textbook Analysis

Textbook analysis is the process to evaluate all material in a textbook in order to describe if the textbook has a good quality or not and is it suitable to use as the material in teaching and learning process (Monica Septiani Tambunan, 2019).

2. Speaking Material

Learning materials are knowledge, skills, and attitudes that must be mastered by learners to meet the established competency standards. By considering what good speakers do, what speaking task can be used in class, and what specific needs learners report, teacher can help learners to improve their speaking and overall oral competency (Arifin & Syaiful Anwar, 2015).

3. English Textbook

Textbook is a media as source of material in teaching learning, which is based on the curriculum used in current by single writer or a group of writers and used in schools (Sulistiyana, 2020).

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter consists of related previous studies and related literature used in this study. They are: English Speaking skill, Textbook analysis, English textbook.

A. Related Studies

The researcher takes some related studies as comparison and guidance of this research.

First, (Yuni Wulandari dkk., 2018) examined the analysis of the proportion of language skills in English textbook grade xi published by Kemendikbud 2014. The consequence of this examination is about the extent of language skills in English course reading grade XI distributed by Kemendikbud 2014 shows that composing expertise has been given the most noteworthy extent. Huge extent of exercises in the course reading was spoken to by the composing ability that incorporated with different aptitudes. Writing skill can be combined to listening, reading and writing skills. Grammar activity in this research can be combined with the other language skills such as: listening, speaking, reading and writing. For example, after the understudy read the understanding action, the understudies should make their assessment and comprehension about it, in the conversation questions and conversations note. Every part in this English reading material shows basically the same extent for every

abilities. In this course book, there are numerous aptitudes that are incorporated one another. In this course book, there are numerous aptitudes that are incorporated one another. (writing and speaking) however, it has unseemly extent on other two abilities (listening and reading).

Second, (RifqiSyafiatulHidayah, 2017)examined an analysis on the task to develop students' speaking and listening skills in conversation in English textbook: content analysis. In light of the aftereffect of the examination, the analyst proposes that the other specialist can direct comparable exploration to include topics or they can contemplate different viewpoints not just in building up the students' speaking and listening aptitude yet in addition in different angles in the course book, for example, in the composition and perusing or open skilled or and so on. Besides, the scientist finds among of the talking and listening undertakings are not well-balance composed. In this research, the researcher also finds that not all of the aspects in speaking task are included in the textbook and very less listening task. She recommends the following creator ought to remember every capability for balance all together the students are have the option to get balance information in improving their language expertise in English.

Third, (Masuram & Sripada, 2020) examined *Developing Speaking Skills Through Task-Based Materials*. English is the international language and means of communication than any other language in the world. Developing communication skills may give scope to the talented students to express their ideas to the world. Spoken English is a gateway to improve and achieve success in career of the students. The teachers' and students' opinion prescribed textbook and the teaching methodology was collected. The study has catered to enhance the language skills required for academic and employment purposes. The primary concern was to enable the students able to communicate confidently and fluently in English. materials will also inspire teachers to be creative and by sharing to other teachers gives scope to improve their students' oral communication.

Forth, (Laurika L. Simatupang & Albert Rufinus, 2013) examined an analysis on speaking materials of a student textbook. The results of this research were divided to 2 parts. The main outcome shows the inclusion of talking material substance in "Pista Modul Bahasa Inggris SMK Kelas X Semester 1" were in accordance with KTSP schedule. The subsequent outcome shows the level of talking material substance in "Pista Modul Bahasa Inggris SMK Kelas X Semester 1" are in accordance with KTSP schedule. Although most of the talking material in the course books for professional school students of grade 10 is following the KTSP prospectus, the author actually gives some recommendation that will be

portrayed beneath. To start with, the talking material clarification in Pista ought to be created by the instructor. Second, the teacher ought to give more related jargon information that can build up understudies' expertise in produce talking. Third, the educator is recommended to change the talking assignments. Since the vast majority of the talking assignments in Pistais pretending, instructor can gives another talking errands, for example, conceptualizing, narrating, meetings, and recreation. The talking assignments, in any case, is just given as a discourse practice and pretend. The review of grammar and the information of vocabulary are not brought through the speaking task, although grammar becomes one of essential factors to make students able to speak more fluently. Pista does not give much chance to student to develop their knowledgeable in speaking because it is only contained by few activities of speaking.

Next, (Mohammad Mohammadi & Heidar Abdi, 2014) examined Textbook Evaluation: A Case Study. The purpose of this research project was to determine the overall pedagogical value and suitability of the book towards students' needs. An additional component of the study consisted of a student "needs analysis" that was conducted at the same time as the textbook evaluation survey. After analyzing data, it was shown that although the textbook had some shortcomings, it had met students' needs and it could be a good book in the hand of a good teacher. Textbook evaluation is usually done by those teachers who teach a particular book. An evaluation checklist or questionnaire, whether adopted from another

author or created by the researcher, serves to focus this examination and ensures that significant factors will not be missed.

(Usman Kasim dkk., 2017) examined analysis of instructional questions in an English textbook for senior high schools. It is obvious that several of the questions for speaking activities were put in merely to help students remember the materials that had just been taught such as “Identify which numbers are compliments and which are expressions of care/sympathy”. Learners were expected to understand and remember what was an expression of sympathy and what words made a compliment in order to make them easy to distinguish those expressions. Therefore, the aforementioned question was categorized as *knowledge*. In addition to this speaking activity, the third level in cognitive domains; the *application* level was also discovered in the textbook. At this level, the learners were able to stimulate and use learnt materials in new and concrete situations. This includes applying rules, methods, concepts, principles, laws, and theories in appropriate situations. Roleplay was usually occupied with this activity, for example “Act out one of the dialogues for the class”. Apart from their higher frequency of activity, both *knowledge* and *application*, belong however to LOTS. This can be seen in the following question, “Suppose we all looked alike. Would it be better?”. This instructional question asked the learners to analyze what would happen if all humans looked the same, and so the students have to make a judgment based on their analysis of this new situation. These higher thinking processes are

essential for mental health, high achievement, and professional success. As a result, students should be encouraged to give opinions about what they read, to analyze the materials, to form creative ideas, to evaluate, to compare and to contrast different choices and also to relate what they read with their own experiences. Based on the findings from the data, it can be concluded that most of the questions for speaking activities only required LOTS.

So, previous research and current research have a difference. This difference can be seen from the book studied and the object of research. This research focused on speaking material in English textbook “Bahasa Inggris” for grade XII published by Kemendikbud 2018.

B. Speaking Material

There are four types in English, namely reading, listening, reading and speaking. speaking is one of the most important components in English. where listening is a realization of learning material. Talking is the dynamic utilization of language to show meaning, and for youthful students, the spoken in language is the medium through which another dialect is encountered, comprehended, practiced, and learnt. According to Hosni (2014), the most requesting ability that individuals need to impart in ordinary circumstances is talking. Generally, talking is the capacity to communicate something in a communicated in language since it concerns articulating a few plans to make others handle the message that is passed on.

There are many factors in determining whether the material is good or not. According to (Depdiknas, 2009), there are the criteria of speaking material, namely:

1. It must be based on the type of skills that will be used to speak.
2. It must provide a variation, so the students get the learning experience variety.
3. It should develop a vocabulary so the speaking skill do not dull.
4. It should provide the examples of the accuracy of speech pronunciation, and intonation so the students are able to speak clearly.
5. It should develop broader insight.
6. The topic of talk must be actual (public spotlight).
7. Materials are systematically organized by following the principles of learning (from easy to challenging, close to far, known to unknown, simple to complex).
8. Learning activities are packaged attractively, Sometimes doing activities outside the classroom (Learning activity is not restricted in the classroom)
9. Using methods and techniques which can fostering students' interest in learning and interested in learning language.
10. Select the source and learning media of learning that can fostering the critical thought and creative.

Based on the criteria above, it can be concluded that the choice of the material should be adjusted to the grade level, student circumstances, situation and conditions. Those criteria can make students more easily understand the speaking material.

The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language (Lejla Basic, 2011). Penny Ur writes about four characteristics for a successful speaking activity:

- 1) Learners talk a lot
- 2) Participation is even.
- 3) Motivation is high.
- 4) Language is of an acceptable level.

C. Textbook Analysis

(Heriati, 2013) states that technique is useful for making valid interpretation from texts and making replicable to the context of what they used is textbook analysis. This procedure is learnable from the individual authority of the specialist since it can show new comprehension of

scientists, particularly of specific marvels, or educate down to earth activities.

As a strategy, course book investigation includes particular systems. It is separate from capable and learnable from the individual authority of the scientist. According to (Sulistiyana, 2020), the textbook analysis provides new visions, expands understanding of researchers on particular phenomena, or inform practical actions.

Evaluation criteria the present study was based on 13 criteria which are as follows:

1. Explicit statement of the objectives in the introduction and their implementation in the material.
2. Good vocabulary explanation and practice.
3. Approaches educationally and socially acceptable to target community.
4. Periodic review and test sections.
5. Appropriate visual materials available.
6. Interesting topics and tasks.
7. Clear instructions.
8. Clear attractive layout, print easy to read.
9. Content clearly organized and graded.
10. Plenty of authentic language.
11. Good grammar presentation and practice.
12. Fluency practice in all four skills.

13. Encouraging learners to develop own learning strategies and to become independent in their learning.

There are three basic methods of evaluating textbooks according to Abdel Wahab (2013) . First is an impressionistic method and involves analyzing a textbook based of a general impression. This method would be got by reading the cover and the contents page then people go skimming to gain organization, topics, layout and visuals. Second, is observation checklist method, or it is called efficient technique since it is methodical in transit that the models on the rundown are confirmed in a specific request. The third method, in-depth method, suggests a careful investigation of representative features such as the design of one specific unit or exercise, or the treatment of specific language items. There is an evident disadvantage in this method, namely part of book that has been selected probably won't be illustrative of the book in general. For the current examination, the first, and the subsequent technique is utilized by individuals. According to Permendikbud (2013), textbook must have some criteria dependent on it, they are:

1. Readiness. The material of textbooksoughttobeappropriatewiththereadinessofthelearner's knowledge skillthattheyhave had previously;
2. Motivation. The contentsof text bookoughttopersuadethelearnerstolearn;
3. The learner'sactiveparticipation. The textbookmaymakelearner'stointeracteffectively in

class through the works action to observe,

to make an exercise to rehearse and to show it;

4. Using the tool in order the student focus. Textbook should supply the photos, illustration, diagram or table to clarify the idea of textbook.
5. The containing social cognitive interaction; Textbook should support the learner's to ask, to discover something without anyone else through their conceptualizing to make the learning network;
6. The authentic evaluation. Textbook should support teacher to assess in certain way through the learner's accomplishment and their process;
7. Life skill. Textbook should support the learner to build up their life skill;
8. The connection between textbook and the surrounding. The material of textbook is closely identified with the learner for example, their region where they lived, the information that learners had, and the learning needs;
9. Co-operative. The providing material of textbook can make the student empowered to work with their friend textbooks that dependent on the news;
10. The experience. The learners having their experience should be supported by textbook.

D. English Textbook

According to (Montasser Mohamed AbdelWahab, 2013), course books assume a remarkable job in the educating, and learning process as

educators or understudies are the principle specialists of sending information to students. Besides, one of the essential elements of course readings is to make the current information accessible and clear to the students in a chose, simple, and composed way.

There are types of textbook, such as textbook that also can be distinguished by age. For example, textbooks for adult will be different from textbooks for children. Because the capacity or materials in textbook will be different based on it's level. Everyone has an interesting topic to read, so, they can read a textbook based on what they like.

English textbook is a book that is used by teacher and student as a reference, when they teach and learn English in classroom. It is not only in classroom but also in self learning, people can use it in their home when they review their materials about English or try to learn English.

One of English the textbooks in Indonesia is "Bahasa Inggris". This textbook is made for grade XII of senior high school published by Kemendikbud2018. "Bahasa Inggris" English textbook has 179 pages, it is divided by eleven chapters. Chapter I "May I Help You?". Chapter II "Why Don't You Visit Seattle?". Chapter III "Creating Captions". Chapter IV "Do You Know How to Apply for a Job?". Chapter V "Who was Involved?". Chapter VI "Online School Registration". Chapter VII "It's Garbage In, Art Works Out". Chapter VIII "How to Make". Chapter IX "Do it Carefully!". Chapter X "How to Use Photoshop?". Chapter XI "Let's Make a Better World for All".

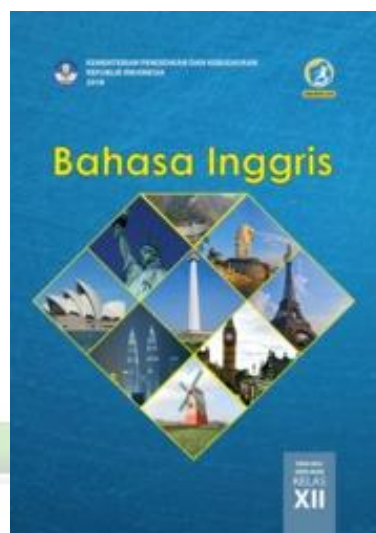


Figure 2.1 Cover of “Bahasa Inggris” English textbook for twelve grade of Senior High School



CHAPTER III RESEARCH METHOD

This chapter presents a description of research methods. It contains several parts. They are research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

This research used qualitative study. Since this study deals with analysis of the content of the textbook especially in the form of document book. According to (Benyamin dkk., 2020), there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies.

This study used to document or content analysis as a research type. Specifically, it uses “Bahasa Inggris” English course for twelve grade of Senior High School. Using content analysis, researchers can analyze the presence, meanings and relationships of such certain words, themes, or concepts. As an example, researchers can evaluate language used within a news article to search for bias or partiality. Researchers can then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of surrounding the text. Based on

Roller (2019) he stated that the researcher is conducting content analysis as a "primary method" or a "secondary method". As an essential strategy, content analysis research is one where the researcher is dissecting normally happening information sources, for example, media records of the news, films, and documents. As a secondary method, content analysis is where the analyst's examination is coordinated at information got from qualitative methods, for example focus group discussions.

B. Subject of the Study

The subject of the study is an English textbook for the twelve grade of Senior High School "Bahasa Inggris" which is published by Kemendikbud 2018. This English textbook has eleven chapters. This examination manages the investigation of the substance of an English course, particularly one aptitude in materials, the information will subjectively dissect with no measurable count. Because it is done subjectively where the result is by the statement of the information provider. Seen from the current situation that there are many textbooks from various publishers. So, the researcher wants to investigate English textbooks from the Indonesian government.

C. Source of Data

English textbook for XII grade of Senior High School entitled “Bahasa Inggris” which is published by Kemendikbud 2018. There are English four skills (Listening, speaking, reading, and writing) in this English textbook, and the researcher focuses on the material of speaking, took the level and overall aims into account, and if there was a suitable balance. This book was chosen to find out whether books published by the Indonesian government can have an influence on student development.

D. Research Instrument

There are some instruments needed to collect the data. According to (Donald Arydkk., 2010), the major instrument used for collecting the data in qualitative research is the researcher him- or herself, often collecting the data through direct observation or interviews, on the other word, researcher as a key instrument.

Here, the researcher used three instruments to collect the data, they are:

1. Interview

In this research used interview questions are usually open-ended questions so that in-depth information will be collected. The collected information was arranged based on relevant topics and subjects. The researcher used interview as one of instruments of this research and interviewed some teachers who teach in class XII of SMAN 3 Sampit about material of speaking skill in “Bahasa Inggris” English textbook

“Has speaking skill in *Bahasa Inggris* textbook for twelve grade of Senior High School been according to the level and affects the students' speaking development ?”. The researcher used personal interview to collect the data. According to (Awan,2018), personal interview have the need of an individual totally familiar with the interviewee inquiring questions ordinarily in a face –to-face contact. So, the type of interview in this research instrument is personal interview because the interviewer must meet the interviewee in person to answer the questions ask. According to (AjatRukajat, 2018)interview is a communication process between researchers and data sources to explore data that is word view to reveal the meaning contained in the problem under study. Interview considerations are conducted as data collection techniques because they have several advantages, namely: (a) the researcher can make direct contact with the respondent so that it is possible to obtain answers freely and deeply; (b) relations can be foster better, so that respondents can freely express their opinions; (c) for questions and statements that are unclear from both parties can be repeated.

a. Question of interview transcript

1. As an English teacher, does English textbook “Bahasa Inggris” has been appropriate with students need ? if yes, why ? if no, why ?
2. Does English textbook “Bahasa Inggris” for twelve grade of Senior High School have a good speaking material ? If so, please give the reasons.

3. By using “Bahasa Inggris” for twelve grade of Senior High School, do the speaking skill can improving with their material? and please give the reasons.
4. Do the practice activities if yes, why ? if no, why ?
5. As a teacher, do you agree if school uses English textbook “Bahasa Inggris” for twelve grade of Senior High School ? if yes, why ? if no, why ?

2. Document

The last is documentation. By utilizing documentation in this exploration, it supposed the information that were found in the field. The researcher used camera for taking pictures or video.

Documentation used to study various sources of documentation. The use of this technique is intended to reveal events, objects, and actions that can increase the researchers understanding of the problem under studying symptoms. This documentation study enables the discovery of differences or disagreements between the results of interviews and observations with those contained in the document (AjatRukajat, 2018). The documentation used by the researcher was in the form of photos and audio recordings

E. Data Collection Procedure

In this study, the researcher used some procedures to collect the data. First, the researcher decide on the English textbook, which will be analysed. The reason of chosen this book was a book published by the

Indonesian government which is used by English teachers. Second, the researcher read and observed the material of the speaking. Third, the researcher interviewed English teachers about the English textbook that they use in the twelve grade for English subject. The next is documentation. Last, the researcher collected the data and analysed them.

F. Data Analysis Procedure

The data of this study was focused on the skills of the English learning material presented in these students of English textbook entitled “*Bahasa Inggris*” published by Kemendikbud 2018 for twelve grades of Senior High School. Descriptive qualitative is the method used to describe the condition and situation of something specific. (Robert Bogdan & Sari Knopp Biklen, 1990) said, “ Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to build your comprehension of them and to enable you to exhibit what you have found to other people”. In this research, the way toward dissecting information are:

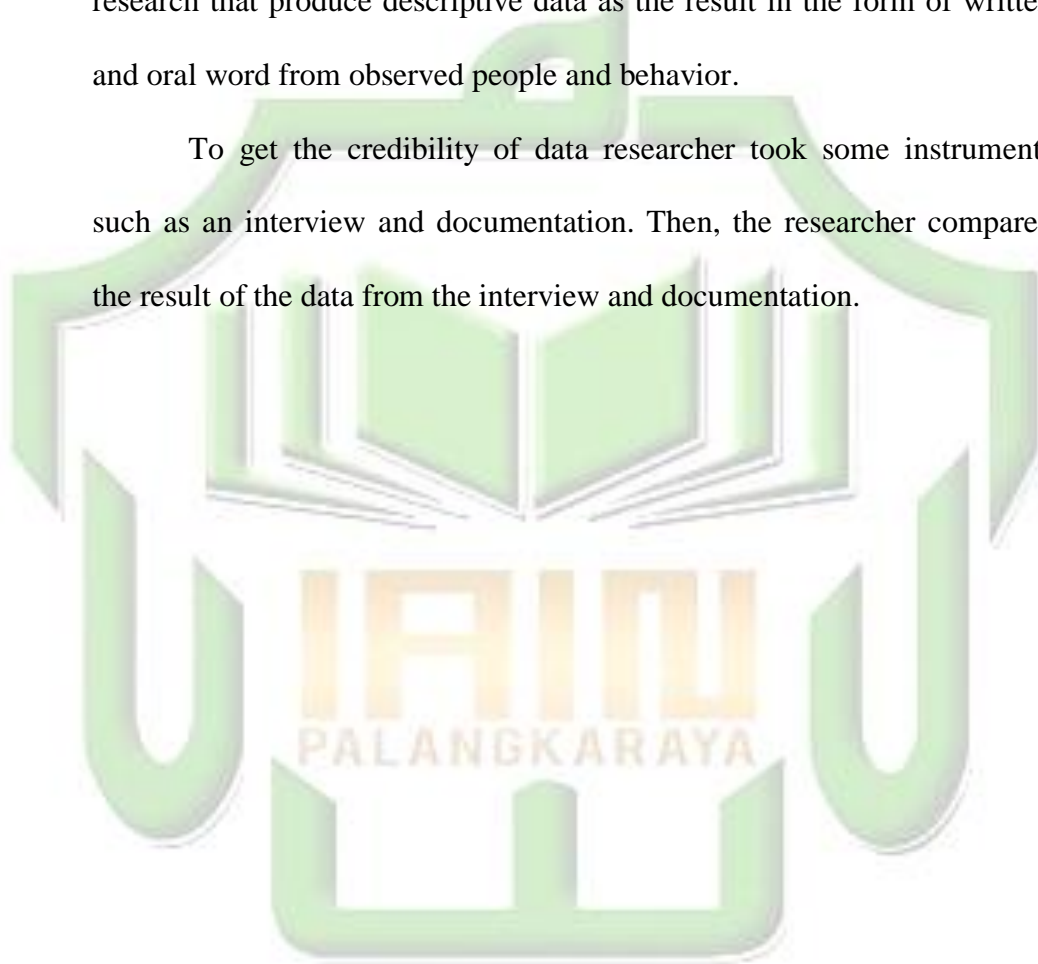
1. Classifying the materials in the English textbook is based on material of speaking skills.
2. Collecting the data from the English textbook and entering the data to the evaluation checklist tables.

Evaluating the skills of “*Bahasa Inggris*” English textbook to find out the relevancy.

G. Data Endorsement

Throughout the process of data collection analysis, the researcher needs to make sure the finishing and interpretation are accurate. The technique is needed to determine the credibility or accuracy of data. This research used descriptive qualitative. It means that qualitative research is a research that produces descriptive data as the result in the form of written and oral words from observed people and behavior.

To get the credibility of data, the researcher took some instruments such as an interview and documentation. Then, the researcher compared the result of the data from the interview and documentation.



CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of research findings and discussion. It contains several parts, they are the data presentation, research findings, and discussion.

A. Data Presentation

This part presents the data presentation of the textbook analysis English textbook “Bahasa Inggris” for twelve grade of Senior High School. It was published by Indonesian government. This textbook has eleven chapters, there are: “May I help you?” for chapter I, “Why Don’t You Visit Seattle?” for chapter II, “Creating Captions” for chapter III, “Do You Know How to Apply for a Job?” for chapter IV, “Who Was Involved?” for chapter V, “Online School Registration” for chapter VI, “It’s Garbage in, Art Works Out” for chapter VII, “How to Make” for chapter VIII, “Do it Carefully” for chapter IX, “How to Use Photoshop?” for chapter X, and “Let’s Make a Better World for All” for chapter XI. It consists of a preface, a table of contents, eleven chapters and references, so the total of those pages are six pages for introduction and 176 pages for all chapters include of references.

In each chapter of this textbook, they have four English skills interconnected to each other, there are : listening, speaking, reading, and writing. Furthermore, this English textbook does not only have four

English skills in each chapter but also has some vocabulary builder that can assist the students to easily understand.

Table 4.1 Titles of each chapter in “Bahasa Inggris” English Textbook for twelve grade of Senior High School

Chapter	Title	Page
I	May I Help You?	1-14
II	Why Don't You Visit Seattle	15-30
III	Creating Captions	31-42
IV	Do You Know How to Apply for a Job	43-60
V	Who Was Involved?	61-80
VI	Online School Registration	81-92
VII	It's Garbage in, Art Works Out	93-108
VIII	How to Make	109-118
IX	Do it Carefully	119-134
X	How to Use Photoshop?	135-148
XI	Let's Make a Better World for All	149-159

In order to found out the types and the content of speaking material in English textbook “Bahasa Inggris” the researcher used interview, and documentation as the research instrument. The used of interview to know the type of speaking material are there on English textbook English textbook “Bahasa Inggris” and to know the content of English textbook.

1. Result of Interview

Table 4.2 Interview Transcript

No	Question
1	As an English teacher, does English textbook “Bahasa Inggris” has been appropriate with students need ? if yes, why ? if no, why ? <i>(Sebagaiseorang guru Bahasa Inggris, apakah Buku Bahasa Inggris “Bahasa Inggris” sudahsesuaidengankebutuhansiswa ? Jikaya, kenapa ? Jikatidak, kenapa ?)</i>
2	Does English textbook “Bahasa Inggris” for twelvegrade of Senior High School have a good speaking material ? If so, please give the reasons. <i>(ApakahBuku Bahasa Inggris “Bahasa Inggris” untukkelas XII SMAsederajatomilikimateri speaking yang bagus ? Jikabegitu, berikanalasannya.)</i>
3	By using “Bahasa Inggris” for twelvegrade of Senior High School, do the speaking skill can improving with their material? and please give the reasons. <i>(Dengannenggunakanbuku Bahasa Inggris “Bahasa Inggris” untukkelas XII SMAsederajat, apakah skill berbicaradapatberkembangdenganmateri yang ada? dan berikanalasannya.)</i>
4	Do the practice activities if yes, why ? if no, why ? <i>(Apakahkegiatanpraktikdari materi speaking yangadadapatmembantusiswadalammemahami mater ? Jikaya, kenapa ? jikatidak, kenapa ?)</i>
5	As a teacher, do you agree if school uses English textbook “Bahasa Inggris” for twelvegrade of Senior High School ? if yes, why ? if no, why ? <i>(Sebagaiseorang guru Bahasa Inggris, apakah Anda menyetujuijikasekolahmenggunakanbuku Bahasa Inggris “Bahasa Inggris” untukkelas XII SMAsederajat ? Jikaya, kenapa ? Jikatidak, kenapa ?)</i>

For interview, the researcher had two people as interviewee. They are a teacher of twelve grade in SMAN 3 Sampit, and they had information that related with what the researcher found out.

Data of first instrument was the result of interview. The first interviewee was Mam ETR, and she answered :

1. Yes, I think it's appropriate because In the book, there are all the skills that can help students in the learning process. All of these materials can help students understand the lesson

“ Ya, saya rasa sudah sesuai karena di dalam buku tersebut terdapat semua skill yang dapat membantu siswa dalam proses pembelajaran. Semua materi itu dapat membantu siswa dalam memahami pelajaran”.

2. In my opinion this book has good speaking material, where in this book there are statements or exercises for students to improve their speaking skills.

“Menurut saya buku ini memiliki materi speaking yang bagus, dimana didalam buku ini terdapat pertanyaan ataupun latihan bagi siswa untuk meningkatkan kemampuan berbicara mereka”.

3. In my opinion, the speaking material in the book can improve students' abilities, where in the book there is a dialogue or conversation that can be used to increase the potential of students.

”Menurut saya dengan adanya materi berbicara didalam buku tersebut dapat meningkatkan kemampuan siswa, dimana didalam buku tersebut terdapat dialog atau percakapan yang dapat digunakan demi meningkatkan potensi diri siswa”.

4.As has been said before that in this book there are dialogues or conversations which can help students understand the material easily, besides, the question is practiced in front of the class as a form of speaking practice

“Seperti yang sudah bilang sebelumnya bahwa didalam buku ini terdapat dialog atau percakapan yang mana dapat memebantu siswa memahami materi dengan mudah, disamping itu soal tersebut dipraktikandidepan kelas sebagai bentuk latihan berbicara”.

5.Yes, I strongly agree because the book includes all skills, especially speaking skills, The questions contained in the book also helped students because they were easy to understand and could be used as exercises

“Ya, saya sangat setuju karena pada buku tersebut sudah mencakup semua skill terkhusus pada skill berbicara, soal yang terdapat didalam buku itu juga membuat siswa merasa terbantu karena dengan mudah dipahami dan bisa untuk dijadikan latihan”.

The second interviewee was Mam JW, and she answered:

1.I think this book is appropriate because there are skills that students need to increase their ability to speak English.

“Menurut saya buku ini sesuai karena terdapat skill-skill yang diperlukan siswa dalam menambah kemampuan merka dalam berbahasa inggris”.

2.In this book, there are speaking materials which are mostly conversational, in my opinion that is a good thing, conversation can spur students' speaking ability with fellow friends. But besides that, there are also texts that trigger students' speaking skills besides dialogue.

“Didalam buku ini terdapat materi speaking yang kebanyakan adalah percakapan, menurut saya itu adalah hal yang bagus, percakapan dapat memacu kemampuan berbicara siswa dengan sesama teman. Tetapi selain itu ada juga teks yang memicu kemampuan berbicara siswa selain dialog”.

3.Using this book students can develop their speaking skills through existing questions or exercises

“Menggunakan buku ini siswa dapat mengembangkan kemampuan berbicara melalui soal-soal atau latihan yang ada”.

4.This book has practice questions in the form of conversations where this must be practiced directly, for example with classmates, this can make students develop especially in speaking ability.

“Buku ini memiliki latihan soal berupa percakapan dimana hal ini harus dipraktikan secara langsung contohnya dengan teman satu kelas, hal ini dapat membuat siswa semakin berkembang terkhusus pada kemampuan berbicara”.

5. I agree, This book can be used to help students understand or develop their abilities and this book also has a sufficiently complete content to help the learning process.

“Saya setuju, buku ini bisa digunakan untuk membantu siswa dalam memahami atau mengembangkan kemampuan mereka serta buku ini juga memiliki isi yang cukup lengkap untuk membantu proses pembelajaran”.

B. Research Findings

From the result of the interview, the interviewees agreed to use the English textbook “Bahasa Inggris” for twelve grade of Senior High School, and they gave some reasons to strengthen the answer. Besides that, two interviewees said that the English textbook “Bahasa Inggris” has speaking material in each chapter that is related to each other. Furthermore, as interviewees said that this English textbook appropriate for speaking material in their spoken language proficiency. The results of the interview show that the speaking material in the English textbook “Bahasa Inggris” contains about dialogue, monologue and task. The teachers who used the book during the lesson said that the book was good to use. Judging from the contents of the book, the material in it can help students develop student skills.

Then, the researcher found all English speaking material in English textbook “Bahasa Inggris” for twelve grade of Senior High School. All

material of speaking skill in chapter I (page:4, 5, 69,10,12,13,14), chapter II (page: 20,21,25,26,28,29), chapter III (page: 36,37,38,40,41), chapter IV (page: 49,), chapter V (page: 76,77,78,79), chapter VI (page: 83,91,92), chapter VII (page: 95,106,107,108), chapter VIII (page: 116, 117,118), chapter IX (page: 131,28,1), chapter X (page: 145,146,147), and chapter XI (page: 158,159). From the researcher found in English textbook “Bahasa Inggris” for twelve grade of Senior High School, it showed the balance among of speaking material toward student speaking skill.

So, these instruments (interview) gave the same answers were supported each other with speaking material in their textbook.

C. Discussion

This part of this study aims to discuss the result of the study that had been collected from an English textbook “Bahasa Inggris” for the twelve grades of Senior High School. The discussion focused on speaking material in the English textbook “Bahasa Inggris” for the twelve grade of Senior High School based on information of teacher. The discussion was divided into two major points: First, types of speaking material are there in the “Bahasa Inggris” English textbook. This was conducted to know the type of speaking material in that English textbook. Second, the content of the material on speaking English textbook for twelfth grades published by the Indonesian government. This was done to describe the contained skills based on teacher perspective supported with an evaluation checklist.

Good teaching materials will support effective learning. According to (Brian Tomlinson, 2013), there are several criteria of good material, they are:

1. Material should be achieve impact.
2. Material should help learners to feel at ease.
3. Material should help learners to develop confidence.
4. What is being taught should be perceived by learner as relevant and useful.
5. Materials should require and facilitate learner self-investment.
6. Learner must be ready to acquire the point being taught.
7. Material should expose the learner to language in authentic use.
8. The learners' attention should be drawn to linguistic features of the input.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.
10. Materials should take into account that the positive effect of instructions are usually delayed.
11. Materials should take into account that the learned differ in learning style.
12. Materials should take into account that the learned differ in affective attitude.
13. Materials should permit a silent period at the beginning of instruction.

14. Material should maximize learning potential by encouraging intellectual, aesthetic and involvement which stimulates both right and left brain active.

15. Material should not rely too much on controlled practice.

16. Materials should provide opportunities for outcome feedback.

Through the criteria which are proposed by Tomlinson above, the good material fulfills the learner's need in teaching and learning process. The learners can easily understand and it can improve the learners' ability of English. This book have material to help learner's need in teaching and learning process. This book contains various materials such as dialogues, monologues and tasks.

In this book, there are three forms of speaking material, including dialogue, monologue and tasks.

1. This book has speaking material in the form of dialogue. Dialogue is one of types of spoken language. It involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). For instance: interactional or interpersonal dialogues are conversation and small talk. Meanwhile, transactional dialogues are giving and receiving information such as asking someone for directions and obtaining goods or services such as ordering food in a restaurant. one example of dialogue is conversation, In the conversation, it can be in the form of small talk and giving feedback.

Dialog 2
Tania works at a bus agent located at Arjosari terminal.
A stranger is walking approaching her bringing a suitcase.

Stranger
Hello, Sir. *May I help you?* Where's your destination?
Yes, I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?
Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.
What time will it leave?
It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.
Do I have to change buses after arriving in Jakarta?
After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, metro mini, bajaj, taxi as well as ojek. You can ask the bus driver there.
Thank you. I will buy the bus ticket, then.
Wait a moment, please, I'll process it quickly.
Ok.

Tania

Figure 4.1 Example of speaking material

Dialog 4

Hamada
My extended family is going to a surprise birthday party for my grandmother next week.
Wow! That sounds great. How old is she?
She'll be 75 on August 13.
Really? I didn't know that she was that old. I thought that she was still around 60. She looks much younger.
Thanks.
What if I help you with the preparation?
Oh, it's very nice of you. But I'm going to do it with my sister. Thanks for the offer.
Okay, no problem.

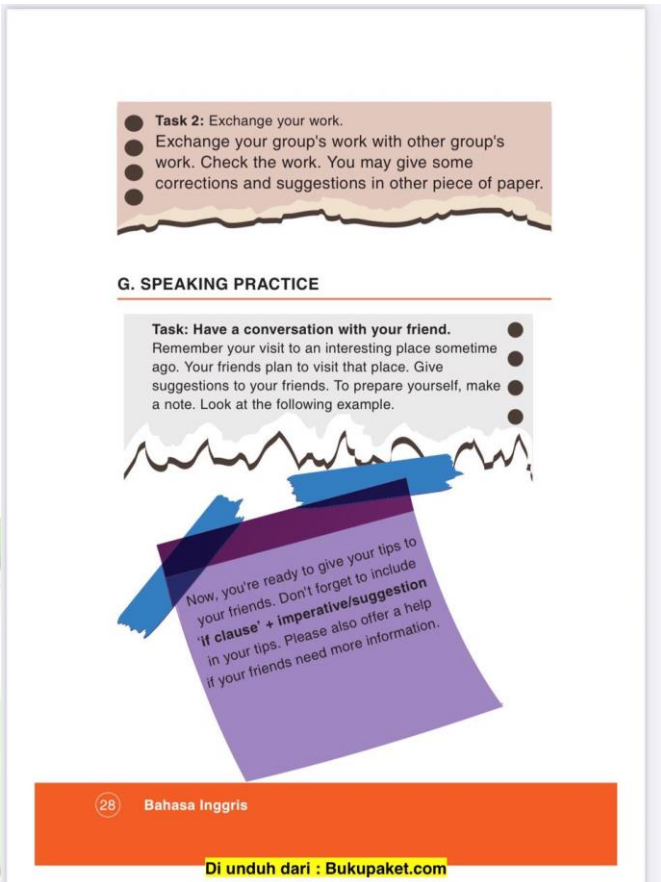
Diana

Questions

- Where do you think each conversation takes place?
Dialog 1: _____
Dialog 2: _____
Dialog 3: _____
Dialog 4: _____
- What are the relationships between the speakers?
Dialog 1: _____
Dialog 2: _____
Dialog 3: _____
Dialog 4: _____
- What are the functions of the underlined words?

- What are the functions of the italicized words?

Figure 4.2 Example of speaking instruction



● **Task 2:** Exchange your work.
● Exchange your group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.

G. SPEAKING PRACTICE

Task: Have a conversation with your friend.
Remember your visit to an interesting place sometime ago. Your friends plan to visit that place. Give suggestions to your friends. To prepare yourself, make a note. Look at the following example.

Now, you're ready to give your tips to your friends. Don't forget to include **if clause' + imperative/suggestion** in your tips. Please also offer a help if your friends need more information.

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Di unduh dari : Bukupaket.com

Figure 4.3 Example of speaking material (conversation)

2. Besides the dialogue in this book, there is also speaking material in the form of a monologue. There are three types of monologues, namely speeches, oral presentations, and stories. Monologues in this book are in the form of story or news texts. After having to summarize the news in writing skill, next the students tell to their friends about the news.

G. WRITING

- **Task:** Summarize the news.
- Cut any news from any newspaper and bring it to the class.

Your teacher has asked you to cut news from a newspaper. Read the news that you bring to class. Write down important things from the news.



Source: freepik.com

H. SPEAKING

- **Task 1:** Ask and answer with your friends.
- Sit in groups of three and tell your friends about the news that you have summarized in the previous writing activity.



Source: Kennedibud

- **Task 2:** Exchange your re-group news.
- Students sit in another group and tell one of her/his friend's news to the new groups.

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Di unduh dari : Bukupaket.com

Figure 4.4 Example of speaking material

3. Apart from dialogues and monologues, this book also includes tasks, namely group activities. Speaking task is often performed in pairs or small group. Pairs and group work offer the pupil a chance that they can learn from each other. This point tends to offer the students for making discussions. So, they can communicate to get the information by sharing and discussing. Besides that it is also in the form of role play. The students are doing activity based on the scenario that has been set.

G. SPEAKING

Task 1: Group work.
Work in groups of 4. Write a dialog for each of the following situations.



Source: freepik.com

1. You are doing the History Project with your group at the library after school. Your best friend cannot finish his/her part. Offer a help to do it together.

2. School holiday is coming soon. You and your family have a plan to go abroad, but do not have time to surf the internet to find the best place and best deal. Offer your parents to find the needed information and to arrange the vacation with the tour agent.

12 Bahasa Inggris

Di unduh dari : Bukupaket.com

Figure 4.5 Example of speaking material (group activities)

I. WRITING/SPEAKING

Role Play one – news broadcast

1. First, make groups of four to five students.
2. Find some information about plastic recycling. You can find it in the Internet, newspapers or magazines.
3. Read again the script of news report in section B task 5 and section C task 10.

106 Bahasa Inggris

Di unduh dari : Bukupaket.com

4. Find the differences between the format of the news items for newspapers and radios.
5. After you find them, choose the most interesting news from a newspaper and rewrite it into a news script for a radio broadcast.
6. Make a preparation for a radio broadcast.
7. Decide who will be the broadcaster in the studio, on site reporter, and actors and witnesses of the event told in the news report. The group can also designate some members to be the experts who give comments about the event. Enjoy the role-play.

Task : Let's do a role-play.
Follow these steps to make an interesting role-play. Choose one of the role plays provided below.

Figure 4.5 Example of speaking material (role play)

Based on the results found, there are three types of speaking material in this book, namely in the form of dialogue, monologue and task. The dialogue contained in this is in the form of conversations such as small talk or giving feedback. monologue is also a form of speaking material in this. the monologue is in the form of retelling a story like news. the last is the task, the task contained in this is in the form of group activities and role play.

According to table 4.1 as research finding showed that some material in the English textbook “Bahasa Inggris” for twelfth grade of Senior High School are listening, reading, writing especially for speaking. This was done using an interview for the teachers. They are teacher at SMAN 3 Sampit, and they teach English in twelfth grade. From the information that the researcher got from those informants, those informants gave some reasons why they chose English textbook “Bahasa Inggris” for twelfth grade of Senior High School as main teaching material to teach students in the class.

The first interviewee said the English textbook “Bahasa Inggris” for twelfth grade has a material type in the form of dialog, monologue and task. Whereas, not all schools use books published by the Indonesian government, even though these books can help students. This book not only has material on speaking skills but covers all existing skills. The speaking material in this book is also supported by the pronunciation part which can help students in pronunciation while speaking.

The second interviewee said the English textbook “Bahasa Inggris” for twelfth grade has a material type in the form of a dialog and monologue. Besides that, the book also contains material that can help students in addition to dialogue and monologues. Then, this textbook started from basic material like pronunciation practice because in speaking, of course, students must say the word or sentence correctly to convey the meaning correctly. So, it is easy for students to follow it.

Moreover, speaking material in this English textbook is balanced in each chapter. Then, all materials related to daily life or contextual.

From two interviewees the researcher found that the English textbook “Bahasa Inggris” for the twelfth grade of Senior High School has English speaking material. Then, this textbook has a dialog, monologue and task for the types of speaking material, and suitable to use for the twelfth grade of Senior High School.

English speaking material in English textbook “Bahasa Inggris” have been contained in teachers perspective. As found in chapter I (page:4, 5, 6,9,10,12,13,14), chapter II (page: 20,21,25,26,28,29), chapter III (page: 36,37,38,40,41), chapter IV (page: 49,), chapter V (page: 76,77,78,79), chapter VI (page: 83,91,92), chapter VII (page: 95,106,107,108), chapter VIII (page: 116, 117,118), chapter IX (page: 131,28,1), chapter X (page: 145,146,147), and chapter XI (page: 158,159). Productive skills in English skills, one of thr productive skills is speaking.

The distinguish from previous study, first(Yasemin Kırkgöz, 2009) found that to meet MNE curriculum goals so the textbooks must be carefully designed and young learners become interested and need on textbooks. Second, (Montasser Mohamed AbdelWahab, 2013) focused on literature on English textbook evaluation. Next, (Thotapally Anjaneyulu, 2014)found a book revision should constantly update the content according to the context of teaching and learners need. The last is (Putri RafaSalihah& Aris Sugianto, 2017)showed that only a few authentic materials and consisted four skills in the textbook IntanPariwara especially *Buku Bahasa Inggris Mata Pelajaran Wajib Kelas XI* compiled by BachtiarBima M and CicikKurniawati for semester 1. So, what the researcher did for research was different from previous studies.

The limitation of this research is that it only examines one book without comparing it with other books. In addition, the results of this study are only based on the circumstances or situations of one of the schools that use it.

Finally, it can be concluded that the English textbook “Bahasa Inggris” for the twelfth grade of Senior High School has four English skills, they are: listening, reading, writing, and especially for English speaking skill material. Furthermore, most of this English textbook has included from information of the teachers. So, the English textbook

“Bahasa Inggris” was published by the Indonesian Government is suitable to use for the twelfth grade of Senior High School. Moreover, the similarities with previous study was the researcher used textbook as a source of data.

Furthermore, “Bahasa Inggris” English textbook was not found material used tape recorder, CD, and video. Whereas, they can support to learn listening and speaking skill.



CHAPTER V CONCLUSION AND SUGGESTION

This last chapter presents the conclusion and suggestion of the thesis. The analysis in the previous chapter was summed up and the researcher tried to suggest some important matters concerning the discussion of this research. These suggestions were considered to be important for everyone, especially teachers, in choosing an English textbook applied in school.

A. Conclusion

The result of data analysis has shown. First, the type of speaking material in the form of dialogue, monologue and task. The types of speaking material in this book have several types that can meet the needs of students. Several types of this material range from individual work to team work. The dialogue contained in this is in the form of conversations such as small talk or giving feedback. monologue is also a form of speaking material in this. the monologue is in the form of retelling a story like news. the last is the task, the task contained in this is in the form of group activities and role play. Were found in English textbook “Bahasa Inggris” for twelfth grade of Senior High School published by Indonesian Government.

Second, English speaking material showed in teachers perspective. First, listen carefully to the teacher read the greetings. Second, the teacher tells some vocabulary related to the material or brainstorming before entering the subject material. Next, repeat the some word to pronunciation practice. Then, read the conversation with friends and after that fill in some questions related to the conversation.

B. Suggestion

Finally, the researcher hopes this research will be useful for the readers. Therefore, based on some findings in the previous chapter, it is important to give some beneficial suggestions for author, students, teachers and next researcher too. The suggestion is to improve the quality of English textbooks in the next few years.

1. Suggestion for the Authors

The author of this English textbook should develop listening skills by using recorded materials such as vcd, tape recorder, etc. Because, it can make students accustomed to listening to the native speaker's voice. That way students can pronounce every word or sentence properly during speaking practice.

2. Suggestion for students and teachers

The researcher suggests that English textbook "Bahasa Inggris" should be used for twelfth grade of Senior High School because it is suitable for its level and the material. This English textbook can be a

main source material in the class because it was published by Indonesia Government and of course it is appropriate with curriculum 2013. Besides that, to support the main sources, students and teachers can use other materials that can help them to complete the deficiency of “Bahasa Inggris” English textbook.

3. Suggestion for the next researcher

This study was not complete enough to cover relevant material in English speaking material in “Bahasa Inggris” English textbook. Therefore, the researcher hopes :

- a. Attempt to detect another design and instrument to develop the result of research.
- b. Do research to analyse teachers’ English Textbook “Bahasa Inggris” for twelfth grade of Senior High School as a secondary textbook of student English textbook.

4. Suggestion for Book Publisher

Suggestion for book publisher is they have to add recorder, such as: tape recorder, video, CD, etc to support listening and speaking skill.

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