CONTENT ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM FOR THE FIRST GRADE STUDENTS AT SENIOR HIGH SCHOOL

(A comparative study between English textbooks published by government and private publications used at SMAN 5 Lebong)

THESIS

Submitted as A Partial in Requirements for the degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program

By:

PIPIT MELATI

SRN. 1711230099

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF TADRIS
TARBIYAH AND TADRIS FACULTY
STATE ISLAMIC INSTITUTE OF BENGKULU
2021

ADVISORS SHEET

Subject : Pipit Melati
Nim   : 1711230099

To   : The Dean of Tarbiyah and Tadris Faculty
           IAIN Bengkulu
           In Bengkulu

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After reading throughly and giving neccessary advices, herewith, as the advisors, we state that the thesis of :

Name : Pipit Melati
NIM   : 1711230099
Title : Content Analysis of Speaking Activities in English Textbook Based on 2013 Curriculum for the First Grade Student at Senior High School (A comparative study between English textbooks published by government and private publications used at SMAN 5 Lebong)

Has already fulfilled the requirements to be present before the board of examiners (munaqasah) to gain bachelor degree in English Education. Thank you for the attention.
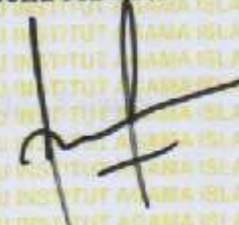
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Bengkulu,   2021

First Advisor   Second Advisor

Dr. H. Ali Akbarjono, M.Pd   **Feny Martina, M.Pd**
NIP.197509252001121004   NIP.198703242015032002

ii

RATIFICATION

This is to certify the thesis entitled : **CONTENT ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM FOR THE FIRST GRADE STUDENTS AT SENIOR HIGH SCHOOL** (A comparative study between English textbooks published by government and private publications used at SMAN 5 Lebong) by **Pipit Melati** (1711230099) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman
Drs. Sukarno, M.Pd : ....
NIP. 196102052000031002

Secretary
Heny Friantary, M.Pd : ....
NIP. 198508022015032002

Examiner I
Feny Martina, M.Pd : ....
NIP. 198703242015032002

Examiner II
Reko Serasi, M.A : ....
NIP. 198711092018011002

Bengkulu,   2021
Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005

MOTTO

And He is able to do all things.

(Al-Mulk: 1)

*Get out of your comport zone to create the great things in the future.

*The more you know who you are, the more you realize what you actually need.

~pipit melati~

Impossible is just an opinion.

(Inspired by Maudy Ayunda)

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Allah subhanahuwata'ala as the Lord of the universe, the researcher would like to say thank for everything who has given blessings, grace, and health in completing this thesis.
- ❖ For myself I just wanna say thank you so much for all of the greatest things you have done for your life.
- ❖ My beloved father (Supyanto) and my beloved mother (Barya) you my sun shine in my life, I love both of you so bad, thank you for your support and especially the great prayer to make my dream come true, it really means a lot for me.
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- ❖ My best almamater, IAIN Bengkulu

PRONOUNCEMENT

Name   : Pipit Melati

Nim   : 1711230099

Study Program   : English Education Study Program

Faculty   : Tarbiyah And Tadris

I hereby sincerely state thesis entitled : "**Content Analysis of Speaking Activities in English Textbook Based on 2013 Curriculum for The First Grade Students at Senior High School** (A comparative study between English textbooks published by government and private publications used at SMAN 5 Lebong)" is my real masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my theses discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   2021

Stated by,

Pipit Melati
SRN. 1711230099

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Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled Content Analysis of Speaking Activities in English Textbook Based on 2013 Curriculum for The First Grade Student at Senior High School. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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2. Dr. Zubaedi, M.Ag,M.Pd, the Dean of Tarbiyah and Tadris Faculty
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It is hoped that this undergraduate-thesis proposal can be useful for all readers. Then, the researcher also realized that this thesis proposal is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu,   2021
The Researcher,

Pipit Melati
SRN. 1711230099

ABSTRACT

Pipit Melati, (1711230099) 2021.
Content Analysis of Speaking Activities in English Textbook Based on 2013 Curriculum for the First Grade Students at Senior High School (A comparative study between English textbooks published by government and private publications used at SMAN 5 Lebong).

Thesis, English Education Study Program, Tarbiyah and Tadris, State Islamic Institute of Bengkulu (IAIN Bengkulu)

Advisor: 1. Dr. H. Ali Akbarjono, M.Pd   2. Feny Martina, M.Pd

This research is focused on speaking activities in two versions of English Textbooks published by the Government/ Kemendikbud and published by Private Publications/ Erlangga based on the 2013 Curriculum syllabus, and this research also to find out which textbooks is better based on the criteria of 2013 curriculum. This research is very important for the academic world to make it easier for a student and teacher to choose a good textbook to meet their speaking needs. The method used in this research is Content Analysis. The researcher used two analysis matrixes in collecting data. The first analysis matrix will show the suitability of the speaking activities in the two versions of the English textbook with the 2013 curriculum syllabus. The second analysis matrix will show the percentage scores of the two versions of the English textbook based on the criteria of 2013 curriculum. As for the results of data analysis, the first matrix shows that speaking activities in the two versions of the English textbook are in accordance with the 2013 curriculum syllabus, and the second matrix also shows that the two versions of the English textbook are in the "good" category, which is the textbook published by the Government/Kemendikbud has an average percentage of 93% (good) and textbooks published by Private Publications/ Erlangga have an average percentage of 86% (good). In conclusion, both versions of English textbooks published by the government/Kemendikbud and published by private publishers/Erlangga are good categories for students in carrying out the teaching and learning process.

Keywords: Speaking Activities, Textbook, 2013 Curriculum

ABSTRAK

Pipit Melati, (1711230099) 2021.
Content Analysis of Speaking Activities in English Textbook Based on 2013 Curriculum for the First Grade Students at Senior High School (A comparative study between English textbooks published by government and private publications used at SMAN 5 Lebong).

Skripsi, Program Studi Bahasa Inggris, Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN Bengkulu)

Pembimbing: 1. Dr. H. Ali Akbarjono, M.Pd   2. Feny Martina, M.Pd

Penelitian ini difokuskan pada kegiatan berbicara dalam dua versi Buku Teks Bahasa Inggris yang diterbitkan oleh Pemerintah/Kemendikbud dan diterbitkan oleh Publikasi Swasta/Erlangga berdasarkan silabus Kurikulum 2013 dan penelitian ini juga untuk mengetahui buku mana yang memenuhi kategori baik untuk membantu kegiatan belajar siswa. Penelitian ini sangat penting bagi dunia akademik untuk memudahkan seorang siswa dan guru untuk memilih buku teks yang baik untuk memenuhi kebutuhan berbicara mereka. Metode yang digunakan dalam penelitian ini adalah *Content Analysis*. Peneliti menggunakan dua matriks analisis dalam mengumpulkan data. Matriks analisis pertama akan menunjukkan kesesuaian kegiatan berbicara dalam dua versi buku teks dengan silabus kurikulum 2013. Matriks analisis kedua akan menunjukkan persentase skor dari dua versi buku teks bahasa Inggris berdasarkan kriteria dari kurikulum 2013. Adapun hasil analisis data, matriks pertama menunjukkan bahwa kegiatan berbicara dalam dua versi buku teks bahasa Inggris sesuai dengan silabus kurikulum 2013 dan matriks kedua juga menunjukkan bahwa kedua versi buku teks bahasa Inggris dalam kategori "good" yang mana buku teks yang diterbitkan oleh Pemerintah/Kemendikbud memiliki persentase rata-rata 93% (good) dan buku teks yang diterbitkan oleh Publikasi Swasta/Erlangga memiliki persentase rata-rata 86% (good). Kesimpulannya, kedua versi buku teks bahasa Inggris yang diterbitkan oleh pemerintah/Kemendikbud dan diterbitkan oleh penerbit swasta/Erlangga adalah kategori "good" bagi siswa dalam melaksanakan proses belajar mengajar.
Kata Kunci: Aktivitas Speaking, Buku Teks, Kurikulum 2013

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the field of education, language is the thing that must be mastered because language can make it easier to interact with each other, especially to convey feelings and ideas using that language. Language is a symbol of sound which is a human tool to communicate with one another. According to Amberg and Vause (2010: 2), language is the main means of communication, and communication almost always occurs in social life. As a communication tool, language has a lot of influences to increase the various abilities needed. Talking about language, of course, will not be separated from the international language, namely English, which is currently needed in every daily interaction both in the world of work and anywhere as a very important means of communication.

English is a language that is used in global communication. As an international language, English has an important role in the communication process. Most of the people in the world use English to communicate and express their feelings and ideas to others. English as a first foreign language in Indonesia has commonly been used in the daily interaction besides Indonesian and also the mother tongue, such as on the job, school or society. Moreover, English is necessary to be introduced or studied at an early age, and in the educational system in Indonesia, English becomes the first foreign language that is taught as a compulsory subject in high school up to university level.

In the learning process, English learning focuses on the activity that can develop and train four basic skills of language. Lotherington (2004: 65) argues that the four basic language abilities are commonly regarded as speaking, listening, reading, and writing. The first skill is speaking, Fulcher (2003: 23) says that speaking is the verbal use of language and the ability to communicate with others. The second skill is listening, listening is the process of accepting what the speaker is saying, making and showing meaning, negotiating meaning with the speaker and answering. This process helps students to recognize the correct pronunciation and also understand the meaning of what the speaker is saying. The third skill is reading, reading is an activity that capable of comprehending the idea in the reading text or written text. The last skill is writing, writing is an activity that can be prepared by working on listening, speaking and reading skills. All of the English skills above are very important to master because they have an important role in communication, but many people think that speaking skills are the most difficult thing to master.

Speaking skill is one of the language abilities that are greatly essential to promote further verbal communication. Bryne (1986: 8) stated that speaking is an oral communication between a speaker and listener which includes productive skills, competence and understanding. In addition, Thornbury (2005: 20) states that speaking is an interactive real-time activity to express our ideas to interact with others that is unplanned

and just continues based on the situation. For that reason, the teaching of speaking tends to use the activities that consist of real situations. Then, to make sure the students achieve speaking skill, they have to focus on studying and doing practice during the learning process. Although speaking skill is the most complicated skill to promote, but it is really essential to assist oral communication.

English speaking skill is usually studies by students in the classroom that uses a textbook or media as a learning resource. In English speaking the student can practise and do improvisation to find out their potentials in communications. Besides that, the teacher's role becomes important because the teacher plans the materials that are needed by students during the learning process. The material that is commonly used in our education system is the textbook as a simple design for success in teaching and learning process. Choosing the correct textbook becomes a challenge for the teacher, so that can make it easier for students or learners to know the material better.

In support of the learning process, using media such as a textbook will help learners to learn easier, clearer, faster, and better. The textbooks also help teachers to do their job better, easier and organized. As a media in the learning process, the textbook is capable of contributing what teachers illustrate to learners. On the other hand, the textbooks are media and learning resources that have been designed to meet educational standards in a simple form to simplify the teaching-learning process at

schools, and the most important things are if the contents, materials, and activities in the English textbook are have to suitable with the curriculum in force which is in the teaching-learning process our curriculum design is expected to create active learning, creative, fun and character.

Talking about curriculum has a relation in all aspects of aspect in the education system because all learning processes are based on the curriculum established by the Ministry of Education and Culture. And of course, the teaching and learning process cannot be separated from the curriculum, both of them have relevance for each other. According to the Government Regulation Number 20 year 2003 section 1 letter 19, curriculum means a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives. The education system in our country uses the 2013 curriculum (K13), which is the 2013 curriculum is a curriculum that is more focused on developing student character values and also focuses more on practical activities rather than theory, and it has several aspects including attitudes, knowledge, and skills competencies.

Based on pre-observation conducted by a researcher on Tuesday, March 4, 2021. The researcher was able to collect data at SMAN 5 Lebong. The researcher observed the English teacher and student of the first grade during the learning process, with identified problems including: First, the teacher still dominate in the speaking class. Second, students are

a passive learner, and it is difficult to speak in front of their classmate. Third, students are not confident to speak and afraid of making mistakes. Fourth, students have low vocabulary of English. Fifth, the teacher just uses the English textbook without knowing which textbook in the category is the good one.

The researcher also conducts the interviews with the English teacher and several first grade students of SMAN 5 Lebong on Tuesday, March 4, 2021. The students claimed that the most difficult basic skill was speaking skills because the students were really scared of making mistakes and did not have the confidence to speak. They also had difficulty in delivering their opinions and ideas verbally. In addition, the students still have trouble with pronouncing particular words in English. Then, the English teachers also claimed that students have difficulties in sharing their ideas to speak in English during the lesson, it is proven by the students' speaking scores which are still below average. Beside that, for make sure to students master in speaking skill they certainly need a good textbook or material to support the learning process, but due to the many versions of textbooks, it will be difficult for teachers to choose the right textbook that has good criteria related to the syllabus and the teachers are also often confused about which textbook is more in line with the 2013 curriculum syllabus. Using the correct textbook will be an important reference for teachers to provide opportunities for students to learn to

speak, and it is important to give students as many opportunities to speak as possible.

Considering the above statement, by looking at the condition that speaking skills are a skill that is difficult for students to understand, besides that teachers also certainly need good references in learning, so as to help with these problems and make it easier for teachers and students to choose good English textbooks, especially content speaking activities that should be in accordance with the syllabus curriculum used at the school, namely the 2013 curriculum. Then, to find out which English textbook is in the good category, the researcher wants to analyze some textbooks that are commonly used by teachers as learning resources for students in learning, and they will certainly be measured. With the criteria in choosing a good textbook, according to experts. In addition, seeing the many versions of textbooks available in schools, especially schools where researchers will conduct research at SMAN 5 Lebong, researchers will compare two versions of English textbooks published by the government (Kemendikbud) and English textbooks published by private publications (Erlangga) for the first grade student.

In accordance with the explanation previously, the researcher will try to analyze and interpretation it with the title *"CONTENT ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM FOR THE FIRST GRADE STUDENTS AT SENIOR HIGH SCHOOL (A comparative study between English*

textbooks published by government and private publications used at SMAN 5 Lebong)".

B. Identification of the Problems

Based on the backgrounds of the study above and the interview with the teacher and student, the researcher identifies some problems such as:

1. Students claimed that speaking skill is the most difficult skill to master.

2. Teachers concerned that students are still confused to share their ideas and opinion in English.

3. Teachers are confused to choose which the textbook has the good category.

4. The teacher does not know whether speaking activities in the textbook are in accordance with the 2013 curriculum syllabus or not.

5. There are several activities in the textbooks that are not in accordance with the student's need.

C. Limitation of the Problems

Based on the explanation in the above background, the researcher limits the problems in this study such as:

1. This research focuses on content analysis of speaking activities on the two versions of the English textbook.

2. This research is limited to the English textbook published by the government and a textbook published by private publications based on

the syllabus of 2013 curriculum for the first grade of senior high school.

D. Research Questions

Based on the background of the study above, the researcher formulated the research questions as follow:

1. Are speaking activities in English textbook of first grade student published by the government (Kemendikbud) and private publications (Erlangga) suitable with the syllabus of 2013 curriculum?

2. Which textbooks is better suggested by the criteria of 2013 curriculum?

E. Objectives of the Research

Based on the problems of the study above, the aims of the study:

1. To know are speaking activities in English textbook of first grade students published by the government (Kemendikbud) and private publications (Erlangga) suitable with the syllabus of 2013 curriculum.

2. To find out which textbooks is better suggested by the criteria of 2013 curriculum.

F. Significances of the Study

The researcher expects that the result of this research will be useful for the teacher, the author of English textbooks and also for the further researcher. For the teacher, this study can give information on speaking activities that can choose to increase the student's ability in speaking, the teacher can decide the great textbook as a resource in the teaching-learning

process, especially for the English teacher where the researcher will carry out the research at SMAN 5 Lebong. This study will provide some information for English teacher to choose which one of the English textbooks is in a good category. The last, this study may also help further researchers who want to develop and continue another analysis of the similar or related topic of this study.

G. **Definition of Key Terms**

 a. Speaking Activities

  Speaking activity is an activity carried out by students and usually uses references from textbooks in carrying out speaking exercises, especially speaking activities in English. In addition, speaking activities are used as speaking practise, which is usually done in class during the lesson. By doing the practice, the student can develop their confidence and will be mastered in speaking.

 b. Textbook

  The textbook is one of the sources of language teaching materials at all levels of education. Apparently, the existence of the textbook in language teaching process is really helpful since it provides teachers and students with the "ready" materials, such as various texts, and activities. An English textbook is a unit of educational materials structured in the form of a book which is written in English and already set for teaching and learning activity. Riazi (2003) says that after the teacher, another important item in the area of language

teaching and learning of foreign language classroom is a textbook. Thus, it is capable of being stated that the textbook also takes a crucial part in the language teaching process.

c. 2013 Curriculum

The curriculum is used to achieve the aims of national education or as a plan of the national education system, and the curriculum is also used as the way to conduct the teaching and learning process, which is also a regulation about the aims/goals, contents, and learning materials. The 2013 curriculum (K13) is the first time implemented in 2013 by the government to replace the previous curriculum which has been in force for more than six years. The 2013 curriculum focuses on educational value and makes students more active in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Speaking Activities

Speaking activity is an activity carried out by students and usually uses references from textbooks in carrying out speaking exercises, especially speaking activities in English. Before knowing further explanations about speaking activities that are usually carried out by students in class, the researcher will explain the meaning of speaking first. Speaking is the process of conveying, sharing ideas, and feeling verbally. The speaker can express his feelings and ideas to others, and other people will understand what the speaker wants. Speaking consists of generating systematic verbal expression to deliver the meaning of speaking is an interactive process of building up meaning that involves generating and accepting the legal action of information (Bailey, 2005: 2). Speaking is a productive spoken language skill. Speaking is usually temporary because it has gone as soon as it has been spoken, and it is also known as spontaneous speaking. Speaking is interactive and demands the competence to collaborate in managing speaking turns. It also usually happens in real time, with little detail planning in time (Thornbury, 2009: 2). Speaking is often accomplished by means of communication activities and role-playing in class during the lesson. However, most of the speaking activities in the classroom are carried out by the teacher. Moreover, Grant in Lee (2012) states that many textbooks do not contain enough speaking skill, which may be the reason why many students have difficulty with

speaking and are very deficient in speaking skills. Here, some of the type of speech work used in textbook :

a. Drills

The students practice grammar and hints of the language (articulation). Either numerous course reading doesn't contain oral bores yet just some penetrating or just mechanical drills. A drill assists the understudies with dominating a portion of the essential types of the language with a healthy level of precision, prior to utilizing it to convey. A drill is a homeroom method used to rehearse a new dialect. It includes the instructor demonstrating a word or a sentence and the students rehashing it. Hornby (1995: 355) states that a drill is prepared or prepares someone altogether through consistently rehashed works out. Furthermore, drill is a technique that has been used to learn in foreign language classes for many years. This techique is a key feature of the audio-lingual method which emphasizes the repetition of structural patterns through oral practice.

b. Communication activities

The students use the language in order to be fluent and accurate. They have more freedom to communicate and say what they think about. The goal is not to focus on pronunciation errors, but to obtain confidence in speaking. Communication activity is one of the activities in the scientific approach, and this activity is classified as important

because by communicating the teacher can find out the extent to which students are able to understand the teaching material (Widiana, 2018).

c. Natural language use

Natural language must be a part of the classroom and must be recognized by the teacher as well. Some students dislike trying to speak until the students feel confident. Natural language is any language which has developed surely in humans through unplanned use and repetition. In addition to such day-to-day exchanges, the teacher should also create opportunities for students to say what the students want to say, even if the textbook fails to do.

d. Essential

It is essential to be aware that if there are activities to practise spoken language in a textbook, the types of material included are oral presentations, communication activities, dialogue and role playing or specific strategies for debate, conversation, and speech.

In teaching speaking, it must be taught in an engaging and communicative manner. There are many types of speaking activities in class. According to Harmer (2001) there are five speaking activities in the classroom following the below explanation:

a) Acting from a Script

In this type of conversation, the teacher asks students to play a game based on a textbook or a dialogue that they have created

themselves. In other hands, the teacher should help the student study the script as if she/he were a theater director.

b) Communication Games

Games are one of the activities that can help students enjoy learning languages. Games are one of the teaching techniques that are very suitable for students. Game-based speaking activities are a useful way of giving students practise speaking in a deep speech. Game-based activities can involve oral strategies such as verbally describing predicting and asking for feedback.

c) Discussion

The discussion activity is most commonly used in oral skills classes. Discussion can occur for a variety of reasons. For students, the discussion aims to come to a conclusion, find ideas about an event or a solution in their discussion group. Before discussing, it is important that subject objectives are relevant to these objectives, so that students do not spend time talking about things that are not relevant.

d) Problem Solving

Problem solving is done by inviting students to work in pairs or groups. The student capable of sharing their problems, opinions, and feelings. In this case, the teacher plays a role in bridging students to communicate. Then, the students asked and answered

each other. With the communication above, it will help students to practise and express their ideas in the spoken language.

e) Role Play

Role play can be used to promote students' general speaking fluency or train students in certain situations. Role playing is a popular activity in group conversations where the group has to practise and try to imitate their role or take on the role of a character completely different from the original character and express their thoughts and feelings as in the real world. Role playing is a great way to practice real-life communication that is relevant to experiences outside the classroom.

Based on the above explanation, the researcher can conclude that English speaking activities is an English speaking practice which is usually done in class during the lesson and that are carried out in school using textbooks as a reference in training students' fluency to master speaking skills. The indicator of speaking activities are:

a) Learning by practicing speaking directlye

b) Acting based on the reference of material learning.

c) Discussion with oral communication

d) Doing a monologue for improvisation

e) The speaker in speaking activities must be more confident.

f) Practice correct pronunciation

g) Enrich the vocabulary

h) Opportunities to interact in class and outside.

B. Textbook

1. Definition of Textbook

A textbook is one of the essential factors specifying the success of learning, and the textbook is one of the many types of teaching materials used in learning. Textbook is a kind of printed materials (Sa'jaun et.al., 2009: 5). The textbook is usually briefly written, closely organized, and greatly concise (Callahan, 1996: 25). According to Callahan a textbook is the most commonly used source of learning information in the classroom. Cunningsworth (1984: 1) stated that textbooks are books prepared by experienced and qualified individuals and that the material contained in the reading materials is generally deliberately attempted in pilot concentration in the actual performance state prior to publication. The textbook provides ready-made teaching texts and learning tasks. Moreover, a textbook is an easily and cheaply way of preparing learning materials. Such a Tom Hutchinson and Eunice Torres (1994: 319) state that only a textbook is capable of showing as much as possible what is actually going to be done in the lesson. A course book also plays an essential role in teaching; it simplifies students in the activities of learning due to the fact that the course book proposes advantages which denote helpful resources. A textbook is a source of learning. That is, the information contained in the textbook could be used both by teachers and students

to achieve learning objectives. The textbook is one of the determinants educations: success and failure of the quality of education depends on the textbook itself. The textbook is a course book which is used in the teaching-learning process based on curriculum recommended for a teacher and student. The majority of teachers in Indonesia use textbooks as the main guideline for curriculum and learning resources, so that textbooks can support what teachers explain to students in the teaching and learning process.

In our education system, using textbooks is a requirement for each school to support the learning process. As stated in the regulations of the Minister of Education Number 11 of 2005, Article 8 that teachers can recommend students who are able to have textbooks. Therefore, the government clearly stated that every student should have a textbook in order to achieve the learning process. It is further clarified that the educational unit will provide at every opportunity 10 (ten) copies of text books for each subject in each evaluation to be used as a library collection. This suggests that every school should strive to provide ten copies of textbooks in each library. Thus, students who cannot afford textbooks can borrow them from the library to understand the material to be taught.

A good textbook must cover the following five aspects, namely structure, function, topic, situation, reasonable skills, good enough, so

that it is logically acceptable in dealing with a particular community. As stated by Cunningsworth (1995) the roles of English textbooks are:

a. Source of presentation materials (oral and composed).

b. Source of exercises for student practice and open collaboration.

c. A reference asset for students on part of speech, vocabulary, pronunciation.

d. A source of stimulation and ideas for language learning activities in the classroom.

e. A syllabus (where they reflect the predecided learning the target language)

f. Resources for self-study or self-access work.

g. Support for inexperienced teachers who have not yet gained confidence.

There is no textbook that is perfect, but the best books available to teachers and students are sure to be. The best textbook must meet the three conditions as below:

a. It must match the needs, interests, and skill of your students.

b. It must match the teacher (the best textbook in the world will not work in class if the teacher has a good reason not to like it).

c. Textbooks must meet the need for an official syllabus or general teaching exam.

2. The Function of Textbook

Textbook functions include functions for teachers and students. Textbooks are learners' handbooks and are used as learning media. Then text books are also referred to as teaching materials, text books and reference books for student learning activities. Textbooks of teaching materials can also be called course books and reference books. Textbooks contain materials specifically designed for the orientation of teaching certain subjects according to the curriculum that underlies the preparation of textbook content. Then a reference book is a book that contains a theory or orientation about a field of science. Reference books are used as a basis for scientific concepts.

Textbooks are the closest thing that students are capable of working directly, and the purpose of these textbooks is to assist student learning. Although there is a clear relationship between textbooks and students, there is limited evidence explaining how students actually use their textbooks. In the context of education in general. Textbooks are an important element in the success of a lesson. The importance of their role can never be overstated (Okeeffe, 2016: 2).

Textbooks can be used as instruments in teaching. Textbooks are usually used together with several learning resources, such as: workbooks, teacher reference books or supporting texts. Hutchinson and Torres (1994 :318) stated that textbooks are frameworks or guidelines that help students to organize their learning both outside and

inside the classroom during discussions in lessons, while doing activities and exercises, doing homework and preparing for tests. A textbook allows students to learn better, faster, clearer, easier and many other possibilities that can support student success in learning.

Textbooks have a position and function as the main source in teaching and learning activities. In language teaching, textbooks are a tool for teaching procedures, concepts, strategies and language skills. Textbook provide concept, example and exercise's activity. Then, the language learning textbook, especially English language learning, consists of several chapters, and each chapter discusses various types and levels of language skills. This helps students and teachers to focus on the material they are teaching or learning. In addition, textbooks serve as teacher guides or teacher tools in teaching.

3. The Importance of Textbook

In the world of education, textbooks have a very important role in ESL / EFL learning. Hutchinson and Torres claim that textbooks are a nearly universal element of English language teaching. Millions of copies are sold every year, and many aid projects have been set up to help produce textbooks in various countries. It seems that no teaching-learning situation is complete until a relevant textbook is available (Balachandra, 2014: 74). Textbooks are one of the few basic units of classroom pedagogy. This reason makes textbooks really important in the learning process, as well as the most obvious and general form of

material support for language learning. Some teachers use textbooks as a source of teaching material, then assignments are one way to find ways to present the contents and exercises of the book in front of the class. This implies that learning material or textbook assistance instructors in preparing the lesson planning, educating and learning measures.

The use of textbooks in teaching has benefits, depending on how they are used. Among the benefits are:

a. They give structure and a syllabus to a program.

b. They help normalize guidance.

c. They look after quality.

d. They give an assortment of learning asset.

e. They are effective.

f. They can give successful language models and information.

g. They can prepare instructors.

They are typically engaging.

4. **Textbook Analysis**

Analyzing a textbook is a means of describing all the contents of a textbook. Researchers usually conduct research on textbooks by analyzing a textbook in order to determine the quality of the textbook. A good textbook must meet all the criteria of a good textbook. Selecting a textbook is a must for finding a good textbook. Cunningworth (1995) states that textbook evaluation is the way toward

choosing which textbook to use in a specific subject considering the necessities and qualities of instructing. The reason for textbook evaluation is to help teacher/instructor advancement and assist educator with having knowledge into the properties of good material.

Selecting a textbook involves the suitability of the material to the context to be used. There is not a single textbook that has been released to the market that is truly ideal for a particular group of learners. Instead of looking for an ideal textbook that will be a little hard to find, we should find the best that falls into the fair or appropriate category. Cunningwotrth states that the main reason for the frequent evaluation of material in textbooks is with the aim of adopting new textbooks. Then, another reason for evaluating the textbook is to identify certain strengths and weaknesses in textbooks that are already in use, so that textbooks with many advantages can be used optimally, whereas weaker textbooks can be strengthened through adaptation or by substituting material from other books. Moreover, evaluation will involve an element of comparison, especially on textbooks that are competing for use or where there will be challenges for newly produced material.

There are several recent evaluations from Cunningworth, which have recently mentioned many more detailed criteria for evaluation that we will face in the many books and actions that are helpful in evaluating the materials. The first guideline is textbooks must be in

accordance with the requirement of students. The meaning and purpose of studying the language must be understood by students. The second guideline is that textbooks should describe the uses (present or future) which learners will create with the language. Identify a textbook that will encourage the provision of learners in the effective use of language for their own accord. The third guideline is the textbook has to pay attention to the needs of learners and must provide facilities in their process of study by not applying dogmatically rigid methods. The fourth guideline is textbooks must have a clear role as supporting learning. Then, another goal of the guideline in practice: case studies, the stated aim of highlighting is to encourage individual student input by inviting opinions and stimulating discussion, developing fluency through balanced functional language practice and skill work, increasing accuracy through practical understanding of grammar.

Based on the above explanation, the researcher can conclude that English textbooks is media and learning resources that have been designed to meet educational standards in a simple form to facilitate the teaching and learning process at schools. It has the indicator as below:

a) Learning resource

b) A reference in teaching and learning process

c) Simple and practical learning resources

d) As a guide for teachers and students in teaching-learning activities

e) As a reference for teachers to see an increase in student learning activities.

C. 2013 Curriculum

1. Definition of 2013 Curriculum

The word "curriculum" generally refers to a series of subjects that help students achieve specific academic or job goals. Curricula often consist of general learning objectives and a list of subjects and resources. Some curricula are more like lesson plans, containing detailed information on how to teach subjects, complete with discussion, questions and specific activities for students. A curriculum is a plan developed to promote the teaching and learning process under the direction and guidance of a school, college, or university and its staff members (Komaria, 1998:37). The curriculum is a set of planning and setting goals, contents, and materials in the teaching and learning process that are used as guidelines in the realization of learning to achieve certain educational goals (UU No. 20, 2003). The curriculum applied in school was develop by the Ministry of Educatio and Culture (Kemendikbud) of the Republic of Indonesia. Poerwanti (2013) mentions that the 2013 curriculum orientation is the achievement of competency balancing attitudes, skills, and knowledge. On the other hand, the 2013 curriculum focuses on attitudes, knowledge/competencies, skills, and character education of students (Shawket, 2016:222). Then, National Education functions to develop

the ability, character and civilization of the nation to increase the intellectual capacity of students, and aims to develop the potential of students to become human beings who are imbued with human values who believe and fear the only God, have noble character, care about health, knowledge, competence, creative, independent, and as a democratic and responsible citizen. Based on the explanation above, one of the essential features that relate to applied of education is the establishment of curriculum.

The 2013 curriculum in Indonesia began to be applied at the high school level. In addition, before the 2013 curriculum is actually implemented in schools, the 2013 curriculum has been trialled before replacing KTSP (the previous curriculum). The 2013 curriculum is really different from the KTSP, where the objectives of learning the 2013 curriculum in the classroom are not only based on what students learn, which is only based on theory, but students are also expected to be able to achieve certain values, such as religious values and some of the characteristics of forming values. Student character is also taught in the classroom. Teaching and learning methods have also changed comprehensively where students must be more active during the learning process. The teacher asks them to analyze and then produce it with what they have observed, exposing them to understand what they are learning on their own, and encouraging them to become socially aware that their friends, their environment, and their aesthetic factors

are part of the method of change. (Ministry of Education of the Republic of Indonesia, 2013). This makes English skills a top priority in teaching English for students in the 2013 Curriculum because the activities in the 2013 Curriculum are expected to expose students to the use of English as often as possible with various themes, contexts, and topics.

In the 2013 curriculum there are some basic principles or also referred to as core competencies. Core competencies are one of the topics used in learning in the 2013 Curriculum. Core competencies are a new element in education that the previous curricula did not have. Core competencies can be defined as qualities that a student must achieve through an active learning process. Core competencies are standards of competence for graduates in the form of quality that students that have comprehensively education in a specific educational unit describe. The main competencies which are categorized into aspects of attitudes, skills, knowledge that students must learn at school. The core competencies must explain a balanced quality between the accomplishment of hard skills and soft skills. As previously mentioned, operationally the realm of attitudes in the 2013 curriculum core competencies is divided into two, namely spiritual attitudes and social attitudes. Then, followed by knowledge competencies and skills competencies.

As explained above, core competencies consist of four aspects which are arranged in the following formula:

a. Core Competency 1 (KI-1) for the core competence of spiritual attitudes.

b. Core Competencies 2 (KI-2) for the core competencies of social attitudes.

c. Core Competencies 3 (KI-3) for core competencies of knowledge.

d. Core Competencies 4 (KI-4) for core competencies of skills.

First, Core Competencies 1 (KI-1) or competencies of spiritual attitudes. Attitude is a mental tendency of a person that can create an action or deed. The spiritual attitude is one of the student competencies assessed by educators. Actually, it is not only intended for assessment, but as an icon of character education in the curriculum in order to meet the realization of a generation of nations who are faithful, pious, and have noble character. Spiritual attitude becomes the first competence than other competences. So that learning must continue to be used as a habit, even integrated into every subject. This spiritual attitude is closely related to the formation of students who have faith and piety by respecting, living, and practicing the teachings of the religion (Kurniasi et.al., 2014:65). Thus, the emphasis on assessing the spiritual attitude of the 2013 curriculum includes being diligent in worshiping, behaving in gratitude, praying before and after doing activities, tolerance in worship, saying greetings.

Second, Core Competencies 2 (KI-2) or competencies of social attitudes. Social attitude is one of the behaviors used when someone is socializing with another person or group of people. In the 2013 curriculum, the formation of social attitudes in students is of great concern. This is no different from a spiritual attitude. By having a social attitude, the students are expected to be capable of becoming the next generation of the nation with noble, independent, democratic, and responsible characters. As for the social attitudes referred to in core competencies 2 (KI-2), which is emphasized in the 2013 curriculum, including honesty, discipline, responsibility, tolerance, mutual cooperation, polite, and self-confidence.

Third, Core Competencies 3 (KI-3) or knowledge competencies. Knowledge is everything that humans know about objects, properties, conditions and expectations. Knowledge can be obtained through experiential education, intuition, logic, revelation, or trial and error. The knowledge discussed in this study is knowledge that leads to student understanding in the learning process. The knowledge referred to in the 2013 curriculum, students are not only capable of theory, but are expected to be able to apply it in everyday life. The realm of knowledge describes the scientific concepts that should be take control by students through the process of teaching and learning (Zaim, 2017:29). This learning aims to measure the ability of students to the four dimensions of knowledge which include factual

knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge through low to highest level thinking skills.

Fourth, Core Competencies 4 (KI-4) or skills competencies. Skill competencies expected in the 2013 Curriculum are skills to develop and explore knowledge. Someone who has broad knowledge does not necessarily have broad skills and vice versa. This is the reason why in the 2013 Curriculum besides the knowledge aspect, the skills aspect also needs to be superior. The answer is quite short, so that students do not only know the theory but the most important thing is its application and realization. The stages in measuring the skills of students are obtained through the activity of "observing, asking, trying, reasoning, presenting, and creating" (Maryani et. al., 2015:1). This approach aims to provide students with understanding that in understanding various materials it can come from anywhere, anytime, so they do not have to rely on one-way information from the teacher.

In the 2013 curriculum, the assessment must cover the four competencies previously described. And most importantly, in the learning process it is not only knowledge that must be mastered, but also must master the entire scope of the four core competencies because it greatly influences authentic assessment. An authentic assessment in learning is assessing students' abilities based on the actual performance they do following the competencies set by the teacher (Olfos et. al., 2007:156). Authentic assessments play a

considerable role in enhancing student knowing and making them capable in every subject. An authentic assessment is applied when the assignment given has real-life value and learners are competent in completing the task is following real-life (Sewagegn et. al., (2020:256). Authentic assessment is the main approach in assessing students based on the 2013 curriculum. However, authentic assessment is not the only approach used in evaluating students because it also uses non-authentic assessment.

2. **The Characteristics of 2013 Curriculum**

The 2013 curriculum is designed with the characteristic as below:

a. Develop a balance between spiritual and social attitudes, knowledge, and skills, and apply them in depth in a variety of situations in school and society.

b. Placing schools as part of society provides experiences of learning so that students are able to apply what they learned at school to the community and use the community as a learning resource.

c. Give sufficient time to develop various attitudes, knowledge and skills.

d. Develop competencies that are expressed in the form of core competencies in class which are further detailed in competences basic subjects.

e. Developing core competencies in class into elements managing elements of basic competence. All basic competencies and the

learning process are developed to achieve the competencies contained in the core competencies.

f. Developing basic competencies based on accumulative principles, mutually reinforcing (strengthening) and enriching (enriching) between subjects and levels of education (horizontal and vertical organizations).

Look at some of the descriptions above, it can be concluded that the characteristics of the 2013 curriculum are that each study aims to develop spiritual, social, knowledge, and skills attitudes so that students can apply them in everyday life. With the learning experience gained, students will apply it in various situations in school and society. The subjects in the 2013 Curriculum will mutually reinforce and enrich lessons, as well as each level of education that will mutually strengthen and enrich the knowledge contained in them. Apart from the above characteristics, the 2013 curriculum aims for the Indonesian nation to live as human beings and citizens who are faithful, profitable, productive, creative, full of feelings and ready to increase the existence of society, the state and world development.

Based on the explanation above, the researcher can conclude that the 2013 curriculum is a curriculum has focuses on developing student character values and also focuses more on practical activities rather than theory, and the 2013 curriculum has several aspects

including attitudes, knowledge, and skills competencies. The indicators of 2013 curriculum are:

a) Basic Competencies

b) Core Competencies (attitudes, knowledge and skills)

c) It covers all aspects of the education system

d) Character building

e) Students must be more active than teachers

3. The Indicators of Speaking Activities Based on 2013 Curriculum

Based on the syllabus contained in the basic competencies, objectives, and learning activities, it is explained that in teaching there must be transactional texts both oral and written, which shows that in learning, especially speaking activities, there must be conversation to support students' success in speaking English well. In addition, there is also a functional text which will facilitate students in identifying speaking activities in the form of pictures or maps. Furthermore, social interaction activities must also exist, where these activities refer to role play and simulation. So, speaking activities are aimed at expressing various meanings (interpersonal, ideational, textual) in various interactional oral texts and monologues, especially in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and reviews.

In Littlewood's framework of thought (1981:86), the series of communication activities are as follows.

1. Pre-communication Activities

Pre-communication activities are defined as language learning activities that focus more on mastering the elements of language, vocabulary, structure, pronunciation, spelling, and communicative expressions. This activity is guidance and relates to certain contexts of use, for example, talking about the school environment. These activities include, among others:

a. Identify the vocabulary and structures contained in the text or discourse;

b. Practise the use of vocabulary and structures (including pronunciation) in context;

c. Linking the structure with its use as an expression of function or meaning in accordance with the context of its use;

d. Train the use of language structures as revealing language functions in certain situations that are more concrete;

e. Practise the use of language structures to express meaning in the context of certain social situations, (e.g., in a restaurant)

So, in this pre-communication activites, it is focused on mastering the elements of language, vocabulary, structure, pronunciation, spelling, and communicative expressions.

2. Communication Activities

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Communication activities include the following.

a. Functional communication activities, for example:

   a) Sharing information in limited communication, such as identifying pictures according to the topic, identifying the order of places, and completing information.

   b) Sharing information in relatively unrestricted communication, such as following orders and identifying different maps or pictures related to a particular theme or topic.

   c) Sharing and processing information in communication activities, such as reconstructing stories based on a series of pictures and solving problems based on the information collected.

d) Processing information, such as solving problems carried out in groups based on information held by each group member.

b. Social interaction activities, namely a form of interaction that emphasizes the use of language in the context of communication that commonly occurs in actual language situations outside the classroom. Communication activities that fall into this category include role playing and simulation activities that demonstrate language situations outside the classroom.

D. Previous Related Study

The summarize of some previous studies which can be guidelines for the researcher in conducting the new one and explaining why this study is different from the previous ones. The following explanations are highlights of some previous studies related to this research.

The first research from Anisa Fitri Wulandari, Ratmanida, and Sitti Fatimah about "An Analysis of English Speaking Activities Found in The Textbook "*Bahasa Inggris untuk Siswa SMA-MA/SMK-MAK Kelas X*". The similarity with this research is that the objects both examine speaking activities but have different types of textbooks. Another differences from this previous study are the researcher wants to analyze two versions of English Textbook that has relevance with curriculum criteria which focus on speaking activities and the researcher also makes a comparation

between two textbooks that meet the aspect of contents suggested by the syllabus of curriculum 2013.

The second research related from this study from Rut, Indah, and Gita about "The Content Analysis of Bahasa Inggris Textbook for Senior High School Grade X Published by Kemendikbud 2014". Based on the research findings, there are requirements of dominant activities in the textbook. The differences from this previous study are the object of it, where this previous study has done the research on the textbook published by Kemendikbud in 2014 while the researchers want to analyze the content of speaking activities in the textbook by revised edition for 2013 curriculum.

The third research study related to this research from Karmila about "Analyzing A Content Analysis of Students' English Textbook in Curriculum 2013". Then, this previous study was using one object of the textbook in the 2013 curriculum. Other differences from the previous studies are that this research just analyzes the content of the textbook and does not focus on speaking activities, it shows that it has the dominant research like this previous study.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design plays an essential role in research because the quality of research is greatly depended on design. In conducting, the researcher will use a content analysis. Content analysis is one of many kinds of analyzing data in qualitative research. Krippendorf (2013) states that content analysis is a research technique for making replicable and valid inferences from data to their context. It means that in doing content analysis, the researcher tended to describe the source texts into inference meaning in order to be more understandable by the readers for implicit meaning stated in it based on its context of use in society. It indicated that this kind of research is more than a counting process, as the goal is to link the results to their context or to the environment in which they were produced. On the other hand, content or document analysis is a method that is applied for written or visual data with the purpose of identifying specific characteristic of materials. Donald et. al., (2010:457) states that the materials can be taken from textbook, newspaper, television program, advertisements, musical composition, or any of a host of other types of documents. In this research, content analysis will use to analyze the content of speaking activities of the two versions of English textbooks which are based on textbook evaluation criteria and both of them are based on the 2013 Curriculum for The First Grade Student at Senior High School.

B. Research Object

The object of this research consists of two versions of an English textbook published by the government (Kemendikbud) and a textbook published by private publications (Erlangga) while focusing on speaking activities for the first grade student of Senior High School. The objects mentioned above are the English textbooks that claim that the materials are already based on the 2013 Curriculum.

C. Research Instrument

Since the source of data in this research was in the form of English textbooks, i.e., two versions of English textbooks for first grade students of Senior High School, the instruments which will use in this research are in the form of the textbook evaluation checklists, table for comparison of two versions of the textbook and interview with English teacher to get additional data. The following are aspects used to measure/evaluate the speaking activities based on the syllabus of the 2013 curriculum. In this research, the researcher will use two analysis matrixes. The first analysis matrix will use to explain how does the suitability of speaking activities in the English Textbook of first grade student published by the government (Kemendikbud) and private publications (Erlangga) fulfill the content aspects suggested in the syllabus of the 2013 curriculum? For further details about it, the researcher will show the table below about the relation between speaking activities in the syllabus of the 2013 curriculum and a textbook published by the government and a textbook published by private

publications. The two tables below explain how the relevance of speaking material in the syllabus of the 2013 curriculum to speaking activities in English textbooks. Which is going to find out how different and the same things or as a comparison of the speaking activities in the Syllabus and the English Textbook. Then, the second analysis matrix will shows the percentage score in the textbook evaluation criteria which aim to find out which textbooks is better suggested by criteria of 2013 curriculum.

Table 3.1
The Relation Between Speaking Activities in the Syllabus of 2013 Curriculum and Textbook Published by Government

No	Speaking Learning Syllabus of 2013 Curriculum	Title of Each Chapter in Textbook	Speaking Learning Activities in Textbook
1			
2			
3			
4			
5			
6			

7			
8			
9			

Table 3.2
The Relation Between Speaking Activities in the Syllabus of 2013 Curriculum and Textbook Published by Private Publications

No	Speaking Learning Syllabus of 2013 Curriculum	Title of Each Chapter in Textbook	Speaking Learning Activities in Textbook
1			
2			
3			
4			
5			
6			
7			

8			
9			

D. Data Collection Procedure

In collecting the data, the researcher used two versions of English Textbooks that are used at the Senior High School. It refers to a technique of collecting data by gathering speaking activities in English Textbook and analyzing documents, while a document is a communicable material used to explain some attributes of an object, systems or procedures. It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion. As for several steps that will be taken by the researcher, they are;

First, researchers will choose the school that has already implemented the 2013 Curriculum. After the permission from the school to collect the data had been given, checking and asking the syllabus for their first grade students and the textbook which is used by the teacher and student in doing the learning process. Furthermore, copying the syllabus and collecting English textbooks, especially more focus on speaking activities, into the table that the researcher has made to collect data. This table is to find out the suitability of English textbook with the syllabus of the 2013 curriculum.

Second, steps are followed by designing the textbook evaluation criteria checklist containing a set of standard criteria for evaluating English textbooks which will be derived from the guidelines materials evaluation adapted by the criteria of 2013 curriculum. This guidelines checklist is to know which English textbook is the good one.

Third, to strengthen data and avoid information bias, researchers will also conduct interviews with English teachers about how they think about English textbooks commonly used in teaching and learning activities in class. This interview is only additional information for researchers in describing the data that has been collected.

Then, after the syllabus, the textbook and interview are collected, and all the checklist instruments were made, analysing the two English textbooks based on all the checklist instruments are conducted and the researcher will analyze are speaking activities in English textbook of first grade student published by government/Kemendikbud and private publications/Erlangga suitable with the syllabus of 2013 curriculum? And which textbook is better suggested by the criteria of 2013 curriculum? In addition, in doing research, the researcher requires several references related to the research. It aims to assist researchers in analyzing data. There are several steps that researchers take to collect references, as follows:

a) Looking for identified material related to studies from the internet, such as journals and etc.

b) Look for books related to studies from the library.

c) Looking for a theory/ thesis related to studies from the library.

E. Data Analysis Technique

The instruments which were used in this research are in the form of the textbook evaluation checklists adapted from the materials evaluation by the criteria of 2013 curriculum. The checklist used to find out which textbooks is better suggested by the criteria of 2013 curriculum. In analyzing the data from the checklist, the researcher will use the formula adapted from Sudijono (2010) in order to be capable of calculating the result of the instrument checklist. The researcher uses percentages to determine the result of this research. The percentages to determine the result of this research can also be used by the researcher to find out which of the textbooks is better meets the content aspects suggested by criteria of 2013 curriculum.

Formula:

$$P = \frac{F}{N} \times 100\%$$

Note :

P = Percentage

F = Frequency of fulfilled aspect criteria each unit

N = The total number of criteria in each aspect

The above formula will be used to decide the results of data analysis as a final calculation was classified into one of four criteria proposed by Pusat Perbukuan (lined in Latif, 2015, p. 72) as follows.

Table 3.3
The Conversion of Fulfilment

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Profile of SMAN 5 Lebong

SMAN 5 Lebong was established in 2004. Initially, SMAN 5 Lebong was known as SMAN 1 Lebong Atas. In 2019, SMAN 5 Lebong was crowned as the Adiwiyata High School of the Bengkulu province. In addition, recently SMAN 5 Lebong has also been known as a digital school because it has succeeded in launching APKs that can be accessed by teachers and students to carry out learning activities. The following is the profile of SMAN 5 Lebong:

1. School Identity

1.	School Name	:	SMAN 5 LEBONG
2.	NPSN	:	10703076
3.	Education Level	:	SMA
4.	School Status	:	Negeri
5.	School Adress	:	JL. RAYA SUKAU KAYO
	Postal Code	:	39165
	Village	:	SUKAU KAYO
	District	:	Kec. Lebong Atas
	Regency/city	:	Kab. Lebong
	Province	:	Prov. Bengkulu
	Country	:	Indonesia

2. Complementary Data

6.	School Founding Decree	:	KE BUPATI NO 190 TAHUN 2007
7.	School Establishment Decree	:	1901-01-01
8.	Ownership Status	:	Pemerintah Daerah
9.	Operational Permit Certificate	:	190 TAHUN 2007
10.	Date of Permit Certificate	:	2007-04-20
11.	Special Needs Cetered for	:	Tidak ada
12.	Account Number	:	2147483647
13.	Bank Name	:	Bpd Bengkulu...
14.	KCP Branch/Unit	:	BPD Bengkulu Cabang Muara Aman...
15.	Account in the Name of	:	SMAN01LEBONGATASBOS...

16. Land Area Owned (m2)	:	20000
17. Land Area Not Owned (m2)	:	0
18. The Name of Taxpayer	:	BOS SMAN 01 LEBONG ATAS

3. School Contact

19. Phone Number	:	2147483647
20. Fax Number	:	
21. E-mail	:	smalebongatas@yahoo.co.id
22. Website	:	http://sma5lebong.sch.id

4. Periodic Data

23. Run Time	:	Pagi
24. Ready to Accept Boss?	:	Bersedia Menerima
25. ISO Certification	:	Belum Bersertifikat
26. Power Source	:	PLN
27. Electric Power (watts)	:	5500
28. Internet Access	:	Tidak Ada
29. Alternative Internet Access	:	

5. Other Data

30. Headmaster	:	Ferdiyan Midas, M.Pd
31. Data Operator	:	Dewi Maizarti, M.Pd
32. Accreditation	:	A
33. Curriculum	:	Kurikulum 2013

SMAN 5 Lebong uses the 2013 curriculum which the students are required to be more active in the classroom. Especially in speaking class, students should create creative learning when speaking in English with their classmates and teachers as often as possible to make such creative learning. Besides that, it also needs teacher planning, such as good methods, learning materials such as textbooks to make great activities in class and the teacher als need a lesson plan in teaching-and learning process, which is In the regulation of the minister of education and culture Number 65 Years 2013 concerning process standards, it is stated that every educator in the education unit is obliged to prepare a complete and systematic lesson plan so that

learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing a suitable spaces. Sufficient for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

In teaching English, teachers and students use materials such as textbooks as the main source of learning. The teacher will explain the learning material first, then they will practise speaking or writing what they have learned. Then the researcher found that the English teacher used several methods to make it easier for students to understand the material. However, the researcher found that students still did not dominate in speaking, they had low self-confidence to express their ideas and lacked students' desire and motivation to study English more actively.

2. **The Extent to Which the Textbook Entitle "Bahasa Inggris" Published by The Government/Kemendikbud Suitable with the 2013 Curriculum Syllabus.**

The material and activities in the textbook published by the government are already relatively easy to understand, especially for students who have not been able to understand English before. Then, the language use in the textbook that was published by the government above is relatively good to help in improving students' speaking. As shown in the table below, speaking activities in the textbook published

by the government use the common or general language and correspond with our learning culture. On the other hand, the explanations and directions presented in speaking activities are also very clear, even though without instructions from the subject teacher, students can practise independently by using textbooks as their reference material in learning, and it is very necessary for students to avoid difficulties in learning, because basically students often feel less directed and do not know what to do understand English better. Furthermore, the table above also shown if material and speaking activities in the textbook published by the government are already suitable with the syllabus of the 2013 curriculum, which focuses on standard competence such as core competence and basic competence that includes in explain about elements of pre-communication and communication activities about vocabulary, structure, pronunciation, spelling, communicative expressions, role play, and simulation.

Table 4.1
The Relation Between Speaking Activities in the Syllabus of 2013 Curriculum and Textbook Published by Government

No	Speaking Learning Syllabus of 2013 Curriculum	Title of Each Chapter in Textbook	Speaking Learning Activities in Textbook
1	- Listen and imitate some interactions related to the topic, ask and answer questions with classmates. - Identify the important phrases and the differences between some of the existing ways. - Ask things that are	Talking about Self	Task 1 : Guessing Games – Who Am I? Task 2 : Introduction Game – Party Time

	unknown or different.		
2	• Listening and imitating some examples of congratulating and complimenting conversations demonstrated by the teacher/recording, with the correct pronunciation and word stress. • Ask and answer to identify and mention the congratulatory and compliments as well as additions, identify similarities, and differences.	Congratulating and Complimenting Others	Task 1 : Let's play rock, paper, and scissors. Task 2 : Let's play ball throwing.
3	• Observing several examples of interactions related to the intention to carry out an action/activity in/with visual displays (images, videos). • Identify by mentioning the similarities and differences and from the examples in the video, seen from the content and the way of disclosure. • Ask and answer questions about the statements of several figures about the plans for making improvements. • Playing the game is related to the intention to solve the problem.	What Are You Going to Do Today?	Task 1 : Make up short dialogue for the following situations. Task 2 : Act out one of the dialogs for the class. Task 3 : Make formal speech and perform if in front of the class. Follow the steps given.
4	• Listening and imitating the teacher reading simple descriptive texts about tourist attractions and/or famous historical buildings with the correct intonation, speech, and	Which One is Your Best Get-away?	Describing – role play

	word stress. • Observing and asking questions about examples of analyzing descriptions with tools such as tables, mind maps, and then applying them to analyze several descriptions of tourist attractions and other buildings. • Observing how to present the results of the analysis orally, practice in their respective groups, and then practice for another group.		
5	• Listening and imitating the teacher reading simple descriptive texts about tourist attractions and/or famous historical buildings with the correct intonation, speech, and word stress. • Observing and asking questions about examples of analyzing descriptions with tools such as tables, mind maps, and then applying them to analyze several descriptions of tourist attractions and other buildings. • Observing how to present the results of the analysis orally, practice in their respective groups, and then practice for another group.	Let's Visit Niagara Falls	Work in pairs: Try to remember one interesting place you've visited. Tell your friends about the place.
6	• Listening and imitating the teacher reading some notification texts with the correct intonation, speech, and word stress. • Observing and asking questions about examples	Giving Announcement	Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use

	of analyzing descriptions with tools such as tables and then applying them to analyze some other notification text. • Create a text notification (announcement) for class or friends.		your notes to make an announcement to your classmates.
7	• The teacher dictates the conversation and students write it down in their notebooks and then ask questions regarding the differences and similarities in the meaning of sentences using the two tenses. • Read some short texts that use the two tenses, and use some of the sentences in them to complete the gaps in some related texts. • Look at some of the missing sentences to determine the correct tenses for the verbs given in brackets. • Given a case, students make a short text by applying the two tenses.	The Wright Brothers	Task 1 : Look at the sentences that your partners make for the simple past tense. Task 2 : Look at the sentences that your partners make for the present perfect tense. Task 3 : Interview with an inventor.
8	• The teacher dictates the conversation and students write it down in their notebooks and then ask questions regarding the differences and similarities in the meaning of sentences using the two tenses. • Read some short texts that use the two tenses, and use some of the sentences in them to complete the gaps in some related texts.	My Idol	Task 1 : Retell the experience of meeting Afgan using own words. Task 2 : If I met Afgan/ If I were Afgan. Task 3 : Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about

	• Look at some of the missing sentences to determine the correct tenses for the verbs given in brackets. • Given a case, students make a short text by applying the two tenses.		your experiences.
9	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.	The Battle of Surabaya	Task 1 : Read the following dialog. Take turns reading it. Task 2 : Sharing an experience. Task 3 : Speaking Game.
10	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in	B.J. Habibie	Task 1 : Read the following dialog. Take turns reading it. Task 2 : Talking about Someone Who has Made a Difference. Task 3 : Sharing.

	question.		
11	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.	Cut Nyak Dhien	Task 1 : Work with a partner to discuss the important events in Cut Nyak Dhien's life. Task 2 : Role Play
12	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.	Issumboshi	Read the story Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so?
13	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure,	Malin Kundang	1. Make groups of 8 members. 2. Read the text again. Prepare a simple performance.

	and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.		3. Each student in the group is cast to be one character in the story. 4. Discuss together the sentences that you will say when performing the Malin Kundang story.
14	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.	Strong Wind	Task 1 : Pair Work. Task 2 : Writing a Script. Task 3 : Role Play.
15	• Reading, listening, and imitating song lyrics orally. • Asking things that are unknown or different. • Take an example from the messages in the song. • Mention messages related to certain sections.	You've Got a Friend	Guessing Games: What song? 1. Work in pairs. 2. With your partner, prepare three hints for other pairs to guess what is the title of the song that you have. The hints can be in the form of: a. A short descriptionof

			the meaning of a song.
			b. The name of the singer.
			c. The tune of the verse.
			3. Take turn with other pairs to do the game.

3. The Extent to Which the Textbook Entitle "Pathway to English" Published by Private Publications/Erlangga Suitable with the 2013 Curriculum Syllabus.

The textbook that published by Private Publications (Erlangga) were difficult to understand for students who previously did not have the ability to speak English. Then, the content of speaking activities in the textbooks published by private publications above has a high level of language, and as we know, our education system has removed English lessons in schools, it will show if students are not really enough to learn English. The lack of students' understanding of English will make it difficult for them to use the textbook, which is full English. In addition, although this textbook is published by the private sector, it already meets the competency standards in the 2013 curriculum syllabus. Therefore, researcher can analyze if the textbook has presented learning materials that are in accordance with the 2013 curriculum syllabus.

Table 4.2
The Relation Between Speaking Activities in the Syllabus of 2013 Curriculum
and Textbook Published by Private Publications

No	Speaking Learning Syllabus of 2013 Curriculum	Title of Each Chapter in Textbook	Speaking Learning Activities in Textbook
1	• Listen and imitate some interactions related to the topic, ask and answer questions with classmates. • Identify the important phrases and the differences between some of the existing ways. • Ask things that are unknown or different.	Let's Do It!	Making invitations and offers to do something, as well as responding, in transactional and interpersonal conversations.
2	• Observing several examples of interactions related to the intention to carry out an action/activity in/with visual displays (images, videos). • Identify by mentioning the similarities and differences and from the examples in the video, seen from the content and the way of disclosure. • Ask and answer questions about the statements of several figures about the plans for making improvements. • Playing the game is related to the intention to solve the problem.	Would You Fill Out This Form, Please?	Speaking in an interview with a questionnaire.
3	• Listening and imitating some examples of congratulating and complimenting	I'm Sorry to Hear That	Expressing sympathy in interpersonal dialogue

	conversations demonstrated by the teacher/recording, with the correct pronunciation and word stress. • Ask and answer to identify and mention the congratulatory and compliments as well as additions, identify similarities, and differences.		
4	• Observing several examples of interactions related to the intention to carry out an action/activity in/with visual displays (images, videos). • Identify by mentioning the similarities and differences and from the examples in the video, seen from the content and the way of disclosure. • Ask and answer questions about the statements of several figures about the plans for making improvements. • Playing the game is related to the intention to solve the problem.	What Should I Do?	Expressing advice, opinion and correction in transactional and interpersonal dialogue
5	• Observing several examples of interactions related to the intention to carry out an action/activity in/with visual displays (images, videos). • Identify by mentioning	Too Hot, Too Cold	Expressing various expressions related to adverbs of degree in interpersonal conversation

	the similarities and differences and from the examples in the video, seen from the content and the way of disclosure. • Ask and answer questions about the statements of several figures about the plans for making improvements. • Playing the game is related to the intention to solve the problem.		
6	• Listening and imitating the teacher reading some notification texts with the correct intonation, speech, and word stress. • Observing and asking questions about examples of analyzing descriptions with tools such as tables and then applying them to analyze some other notification text. • Create a text notification (advertisement) for class or friends.	Products on Discount!	Expressing various spoken advertisements
7	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation,	It Was a Memorable Event	A monologue on a work report and a monologue on a historical recount text

	pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.		
8	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.	A Story to Remember	Retelling a short story in front of the class
9	• Listening and imitating the teacher reading simple descriptive texts about place. • Observing and asking questions about examples of analyzing descriptions with tools such as tables, mind maps, and then applying them to analyze several descriptions of tourist attractions and other buildings. • Observing how to present the results of the analysis orally, practice	Whatever Will Be, Will Be	Expressing an act/an activity which will take place, will be taking place or will have taken place in the future in trasactional and interpersonal dialogue

	in their respective groups, and then practice for another group.		
10	• Listening and imitating some examples of congratulating and complimenting conversations demonstrated by the teacher/recording, with the correct pronunciation and word stress. • Ask and answer to identify and mention the causality in interpersonal conversations.	Because of You	Explaining causality in interpersonal conversations
11	• Listening and imitating the teacher reading simple descriptive texts about tourist attractions and/or famous historical buildings with the correct intonation, speech, and word stress. • Observing and asking questions about examples of analyzing descriptions with tools such as tables, mind maps, and then applying them to analyze several descriptions of tourist attractions and other buildings. • Observing how to present the results of the analysis orally, practice in their respective groups, and then practice for another group.	Why Does It Occur?	Explaining a natural phenomenon and delivering a presentation

12		• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.	Both You and I	Using correlative conjunctions in transactional and interpersonal conversations
13		• Listening and imitating the teacher reading simple descriptive texts about tourist attractions and/or famous historical buildings with the correct intonation, speech, and word stress. • Observing and asking questions about examples of analyzing descriptions with tools such as tables, mind maps, and then applying them to analyze several descriptions of tourist attractions and other buildings. • Observing how to present the results of the analysis orally, practice in their respective groups, and then practice for another group.	What's the Difference?	Expressing various compliments in interpersonal conversation

14	• The teacher dictates to write down the legend in their notebooks, while asking and answering questions regarding social functions, text structure, and linguistic elements. • In each group practice reading the legend with the correct intonation, pronunciation and word stress, by correcting each other. • Read another legend, ask questions about its content, and then identify sentences that contain parts of the legend in question.	Why is Water Like a Horse?	Expressing various proverbs and riddles in transactional and interpersonal conversations
15	• Reading, listening, and imitating song lyrics orally. • Asking things that are unknown or different. • Take an example from the messages in the song. • Mention messages related to certain sections.	Make a Peaceful World Through Songs	Discussing the theme of songs

4. The Textbooks that Included in the Better Category Suggested by The Criteria of 2013 Curriculum

The percentages of materials evaluation in two versions of English textbook published by the government and textbook published by private publications for the First Grade Students of Senior High School based on the 2013 curriculum. There are 15 questions and every checklist for every question was valuable 1 score. Based on the

table above, in the Texbook 1 (Published by Government) there is valuable 14 score and in the Textbook 2 (Published by Private Publications) there is valuable 13 score. Then, to find the total score of the instrument, the researcher will use the formulation below.

a) **Textbook 1 (Published by Government/ Kemendikbud)**

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{14}{15} \times 100\%$$

$$P = 93\%$$

Note :

P = Percentage

F = Frequency of fulfilled aspect criteria each unit

N = The total number of criteria in each aspect

Therefore, it can be concluded that the percentages of the textbook that published by government are 93%, based on the results, the researcher stated that "Bahasa Inggris" textbook published by Government/ Kemendikud/ Textbook 1 was categorized as "*good*" with an average score 93%. This statement was according to Pusat Perbukuan as follows.

Table 4.3
Final Calculation of Analysis Textbook

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient

0%-50%	Poor

b) Textbook 2 (Published by Private Publications/ Erlangga)

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{15} \times 100\%$$

$$P = 86\%$$

Note :

P = Percentage

F = Frequency of fulfilled aspect criteria each unit

N = The total number of criteria in each aspect

Therefore, it can be concluded that the percentages of the textbook that published by private publications are 86%, based on the results, the researcher stated that "Pathway to English" textbook published by Private Publications/ Erlangga/ Textbook 2 was categorized as "*good*" with an average score 86%. This statement was according to Pusat Perbukuan as follows.

Table 4.4
Final Calculation of Analysis Textbook

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

Table 4.6
Documentary Checklist Table An English Textbook Published by
(Textbook 1) vs An English Textbook Published by Private Publications (Textbook 2)

No	Aspects to evaluate	Indicator	Textbook 1 (T1)				Textbook 2 (T2)			
			Yes/ No	Evidence			Yes/ No	Evidence		
				Page	Types of evidence	Explanation		Page	Types of Evidence	Explanation
1	Each unit of a book must contain interpersonal texts related to learners' daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment.	Short interpersonal texts are related to learners' daily life which are meant to give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written, to interact with their closest environment, such as expressions for introduction, greeting and leave-taking, accepting or rejecting invitations, cancelling appointments, showing sympathy, thanking, complimenting, congratulating, complaining, showing regrets, promising, accusing, and so forth.	Yes	1, 29, 32, 40.	Interpersonal texts	In the T1 interpersonal text can be found in some of the chapters which correspond with student daily life. On page 1, it explains about the topic expression for introduction, where the student will talk about himself or herself. On page 29, there are any activities that make students understand about congratulating. On page 32, it explains about complimenting. And on page 40, it explains about the expressing intention.	Yes	9, 38, 55, 78.	Interpersonal texts	In the T2 that can be found some of the text that relate with short interpersonal text such as making invitations, showing symphty, advice, and etc. On page 9, it explains about invitation. On page 38, it explains the topic about words of symphaty. On the page 55, it explains about advice. on page 78, there are any activities that follow the situation.
2	Each unit of a book must contain transactional texts	Transactional texts give learners opportunities to take and give things, service,	Yes	16, 39, 47.	Transactional text	The transactional text in the T1 can be found in some of the chapters	Yes	5, 55, 255.	Transactional text	In the T2 also can be found some of the text in the textbook is

			Yes/No	Pages	Type	Explanation	Yes/No	Pages	Type	Explanation
	which give learners opportunities to take and give things, services, information, and opinions related to learners' daily life and other subject matters, both oral and written.	information, and opinions related to learners' daily life and other subject matters, both oral and written, such as giving instructions, asking for and giving opinions and advice, warning, discussing possibilities to do something, ordering, predicting, making judgements, asking about plans and purposes, and so forth.				that explain that topic. On page 16, there are any activities that explain giving instruction to make students learn about guessing 'who am I?'. On page 39, there is a topic that makes students explain their opinion about some of the places. And on page 47, there are any activities that explain the topic about plans.				relate with the indicator such as duscussing possibilities to do something. On page 5, it explains about instruction offering to do something. On page 55 and 255, it explains about advice.
3	Each unit of a book must contain functional texts and monologues from various genres which are explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life and other subject matters.	Functional texts and short and simple monologues from various genres must be explored to improve learners' listening, speaking, reading and writing skills in regards to learners' daily life topics and other subject matters, such as formal and informal written and spoken texts (eg. announcement, invitation, advertisement), recount, narrative, procedure, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and	Yes	81, 110, 123, 134, 145, 157, 172, 183.	Functional text	The functional text that be found in the T1. On page 81, there are any topic that explain about giving announcement. On page 110, 123, 134, and145, it explains about recount text. On page 157, 172, and 183, it explains about narrative text.	Yes	11, 82, 108, 125, 134, 209.	Functional text	Some of the unit in the T2 can be found is offering an invitation, advertisement, recount text, report, narrative, explanation text and etc. On page 11, there are any topic thaat explains about iffering an invitation. On page 82, it shows that the topic about advertisement. On page 108, it explains

	review.								the topic about rcount text. On page 125 and 209, it explains about report. On page 134, it explains about narrative text.
4	The textbook must contain presentational texts and presentational activities which give learners opportunities to create a spoken genre on a scientific topic.	Presentation technique discusses systematization and inter-units balance. Regarding to systematization, the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics. Besides, it must at least consists of introduction, content, and closing. Inter-units balance means the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols in a balanced manner in every unit.	Yes	17, 27, 34, 39, 81, 120, 132, 143, 157, 170.	Presentation al text	There is so many of presentational text found in the T1 such as a person who told in the book, communication act, and illustration. On page 17, it shows that illustration that explain the topic about introducing. On page 27, there are any pictures that explain about activities for complete the blank. On page 34, there are any the illustration that express the topic about complimenting. on page 39, it explains about pictures that showing some place. On page 81, there are any illusstration about	Yes	3, 7, 8, 38, 52, 67, 69, 82, 89, 104, 106, 132, 217, 219, 221.	Presentational text	There are so many of presentational text found in the T2 such as a person who told in the book, communication act, and illustration. On page 3, 8, 67, 82, 89, 104,106, 132, and 221, there are any picture of activities. On page 7, 38, 52, 69, 217, and 219, there are any illustration that showing about communication act.

No	Statement	Description	Yes/No	Pages	Category	Explanation	Yes/No	Pages	Category	Explanation
						giving announcement. On page 120, 132, 143, 157, and 170, it shows some of the pictures of expert and types of recount and narrative text.				
5	The textbook must contain materials or activities which are specifically designed for character building in which learners can implement what they learnt in their attitudes.	Development of learners' initiative, creativity, and critical thinking means the delivery of materials and tasks prompts learners to do some communicative acts both oral and written based on their own initiative creatively and critically.	No	-	-	-	Yes	38.	Character Building	In the T2 that can be found some of the text that relate with character building such as showing the word of symphty. On page 38, it explains the topic about words of symphaty.
6	Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life.	Exposure means in learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life with the objective to get learners accustomed to a particular type of text, particularly to its messages.	Yes	16, 29, 72, 110, 123, 134, 145, 157, 172, 183.	Exposure	In T1, it found some of the text such as transactional, interpersonal, descriptive, narrative, and recount text. Some of the page are explain about particular type of text in explain about exposure.	Yes	108, 125, 134, 209.	Exposure	In T2, it can be found many types of text such as recount text, report, narrative, and explanation text. On page 108, there are explains about recount text. On page 125 and 209, it explains about report.
7	Retention: In learning every type of text, a textbook must give learners guidance to	Retention on the rules of text production means in learning every type of text, a textbook must give learners guidance to	Yes	10, 11, 16.	Retention	In the T1 almost all of unit is include social function, generic structure, and	Yes	11, 53, 127, 130,	Retention	In the T2 almost all of unit is include social function, generic structure, and

	acquire explicit comprehension about three elements of text production, namely social functions, generix structure, and linguistic features after comprehension on a particular text.	acquire explicit comprehension about three elements of text production, that are social functions, generic structure, and linguistic features. This should be conducted after learners have comprehended the message contained in a particular type of text.				linguistic features. On page 10 and 11, it explains about text structure and grammar review. On page 16, it shows that the language feature of content.		161.		linguistic features. On page 11, it explains about the structure in offering invitation. On page 53, it explains about the use of sentence 'should have done' on page 127, there are explain about the structure of report text. On page 130, it explains the structure of recount text. And on page 161, it explains about the generic structure of narrative text.
8	Actual production: In learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type.	Actual production means in learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular type of text, by also considering the other two elements (generic structure and linguistic features). This is conducted when learners already have explicit comprehension about	Yes	11, 43, 61, 89, 115, 127, 139, 151, 164, 176, 188.	Actual production	In the T1, actual production can be found almost in all of the chapters that explain about grammar review and text structure. On page 11, 43, 61, 89, 115, 127, 139, 151, 164, 176, and 188, it explains about grammar review on the content.	Yes	11, 53, 127, 130, 161.	Actual production	In the T2, actual production can be found almost in all of the chapters that explain about grammar review and text structure. On page 11, 53, 127, 130, and 161, there are explains about the generic structure of the text.

		those three elements of text production.								
9	There is systematic coverage of syllabus.	Coverage the syllabus means that textbook have to suitable with the curriculum.	Yes	cover age	Coverage the syllabus	The T1 is coverage the syllabus.	Yes	cover age	Coverage the syllabus	The T2 is coverage the syllabus.
10	The content is clearly organized and graded (sequenced by difficulty).	It means that textbook must make learners easier to understand the material start from easy to diffucult.	Yes	-	The content is clearly organized	It show that in the T1 the materials is star with easier-difficult	Yes	-	The content is clearly organized	It show that in the T2 the materials is star with easier-difficult
11	The number of lessons in the course should suit the school term or year.	The textbook must follow the term year.	Yes	-	The number of lessons is suit school term	It show that in the T1 is included the 15 chapters.	Yes	-	The number of lessons is suit school term	It show that in the T2 is included the 15 chapters.
12	The sequencing of content should allow for some learners being absent from some classes.	The student needs to take a break and needs some materials that explain the same topic, even though not same at all.	Yes	108, 132, 143, 169.	The sequencing of content	The learners can be absent of the class because the material explain is same topic. On page 108, 132, 143, and 169 are explain the topic about recont text and narrative text.	No	-	-	-
13	Textbooks should have a clear role as a support for learning, that means the textbook should include the task/activities to improve the four skill in English.	Textbooks facilitate learning, it means the textbook should provide exercises and activities designed to promote fluency in the use of English, and they often give explanations or contextualized examples which help learners to understand how the language	Yes	All chapt ers in T1	Exercises/act ivities/task	All of chapters in T1 is include the task.	Yes	All chapt ers in T2	Exercises/acti vities/task	All of chapters in the T2 is include the task.

			Yes	All chapters in T1	Grammar/part of speech		Yes/No	All chapters in T2		
		works.								
14	Textbooks should reflect the uses (present or future) which learners will make of the language.	The textbook should include the material that explain about grammar or part of speech, which to help student more effectively to understand the topic in the textbook.	Yes	All chapters in T1	Grammar/part of speech	All of chapters in T1 is explain about grammar/part of speech.	Yes	All chapters in T2	Grammar/part of speech	All of chapters in the T2 is explain about grammar/part of speech.
15	The textbook should combine progress in the section which includes vocabulary and pronunciation work.	The textbook should provide vocabulary and pronunciation to make it easier for a student to understand the topic that will be explained.	Yes	All chapters in T1	Vocabulary and pronunciation	All of chapters in T1 is explain about vocabulary and pronunciation	No	-	-	-.

B. Discussions

The textbook is one of the determinants educations: success and failure of the quality of education depends on the textbook itself. The textbook is a course book which is used in the teaching-learning process based on curriculum recommended for a teacher and student. The majority of teachers in Indonesia use textbooks as the main guideline for curriculum and learning resources, so that textbooks can support what teachers explain to students in the teaching and learning process.

Many textbooks do not contain enough speaking skill, which may be the reason why many students have difficulty with speaking and are very deficient in speaking skill (Lee, 2012). Textbooks are books prepared by experienced and qualified individuals and that the material contained in the reading materials is generally deliberately attempted in pilot concentration in the actual performance state prior to publication (Cunningsworth, 1984, p. 1). The textbook provides ready-made teaching texts and learning tasks. Moreover, a textbook is an easily and cheaply way of preparing learning materials. Such a Tom Hutchinson and Eunice Torres (1994, p. 319) state that only a textbook is capable of showing as much as possible what is actually going to be done in the lesson.

1. Textbook Published by Government

Textbook had 15 chapters. There were 15 lessons about interpersonal texts both oral and written. They were *Talking about Self* in Chapter 1, *Congratulating and Complimenting Others* in Chapter 2,

What are You Going to Do Today? In Chapter 3, *Which One is Your Best Gateway?* In Chapter 4, *Let's Visit Niagara Falls* in Chapter 5, *Giving Announcement* in Chapter 6, *The Wright Brothers* in Chapter 7, *My Idol* in Chapter 8, *The Battle of Surabaya* in Chapter 9, *B.J. Habibie* in Chapter 10, *Cut Nyak Dhien* in Chapter 11, *Issumboshi* in Chapter 12, *Malin Kundang* in Chapter 13, *Strong Wind* in Chapter 14, and *You've Got a Friend* in Chapter 15.

From the analysis, it can be concluded that the author of the textbook had tried to arrange this book as perfect as possible, but as human being short of lack still appeared in this textbook. The author also had been trying to provide the activities which related to the context, but there are not always acceptable for students. Then, this textbook also has been suitable with the syllabus of 2013 curriculum it showed by matrix analysis that the researcher have been made.

The textbook that published by government were classified as "good" category based on guidelines material evaluation. On the other hand, this textbook are really help students in learning, actually for students that really difficult to understandand about English previously. All content in the textbook are really useful and easy to understand, it will be good facilitated students in learning.

Each chapters in the textbook that published by government/Kemendikbud is in a good category because it have suitabilities with the documentary checklist which is in the textbook

that published by government/Kemendikbud the interpersonal text can be found in some of the chapters which correspond with student daily life. It includes about the topic expression for introduction, where the student will talk about himself or herself. On page 29, there are any activities that make students understand about congratulating. On page 32, it explains about complimenting. And on page 40, it explains about the expressing intention.

The transactional text in the textbook that published by government/Kemendikbud can be found in some of the chapters that explain that topic. On page 16, there are any activities that explain giving instruction to make students learn about guessing 'who am I?'. On page 39, there is a topic that makes students explain their opinion about some of the places. And on page 47, there are any activities that explain the topic about plans.

The functional text that be found in the textbook that published by government/Kemendikbud. On page 81, there are any topic that explain about giving announcement. On page 110, 123, 134, and145, it explains about recount text. On page 157, 172, and 183, it explains about narrative text.

There is so many of presentational text found in the textbook that published by government/Kemendikbud such as a person who told in the book, communication act, and illustration. On page 17, it shows that illustration that explain the topic about introducing. On page 27,

there are any pictures that explain about activities for complete the blank. On page 34, there are any the illustration that express the topic about complimenting. on page 39, it explains about pictures that showing some place. On page 81, there are any illusstration about giving announcement. On page 120, 132, 143, 157, and 170, it shows some of the pictures of expert and types of recount and narrative text.

In textbook that published by government/Kemendikbud, it can be found some of the text such as transactional, interpersonal, descriptive, narrative, and recount text. Some of the page are explain about particular type of text in explain about exposure. Then, in the textbook that published by government/Kemendikbud almost all of unit is include social function, generic structure, and linguistic features. On page 10 and 11, it explains about text structure and grammar review. On page 16, it shows that the language feature of content.

In the textbook that published by government/Kemendikbud, actual production can be found almost in all of the chapters that explain about grammar review and text structure. On page 11, 43, 61, 89, 115, 127, 139, 151, 164, 176, and 188, it explains about grammar review on the content.

Beside that, the textbook that published by government/ Kemendikbud is coverage the syllabus and the learners can be absent of the class because the material explain is same topic. On page 108,

132, 143, and 169 are explain the topic about recont text and narrative text. Then, ll of chapters in textbook that published by government/ Kemendikbud is include the task, all of chapters is explain about grammar/part of speech, and all of chapters is explain about vocabulary and pronunciation.

2. **Textbook Published by Private Publications**

Textbook had 15 chapters. There were 15 lessons about interpersonal texts both oral and written. They were *Let's Do It!* in Chapter 1, *Would You Fill Out This Form,Please?* In Chapter 2, *I'm Sorry To Hear That* in Chapter 3, *What Should I Do?* In Chapter 4, *Too Hot, Too Cold* in Chapter 5, *Products on Discount!* In Chapter 6, *It Was Memorable Event* in Chapter 7, *A Story to Remember* in Chapter 8, *Whatever Will Be, Will Be* in Chapter 9, *Because of You* in Chapter 10, *Why Does It Occur?* In Chapter 11, *Both You and I* in Chapter 12, *What's the Difference?* In Chapter 13, *Why Is Water Like a Horse?* In Chapter 14, and *Make a Peaceful World Through a Songs* in Chapter 15.

The textbook published by private publications is already suitable with the syllabus, it showed that from the lesson that usually develop interpersonal in each chapter. But, this textbook are usually difficult to understand for students who do not understand English previously. Based on the criteria of 2013 curriculum , this textbook categorized as "good" based o percentages from Pusat Perbukuan.

In the textbook published by private publications/Erlangga that can be found some of the text that relate with short interpersonal text such as making invitations, showing symphty, advice, and etc. On page 9, it explains about invitation. On page 38, it explains the topic about words of symphaty. On the page 55, it explains about advice. on page 78, there are any activities that follow the situation.

In the textbook published by private publications/Erlangga also can be found some of the text in the textbook is relate with the indicator such as duscussing possibilities to do something. On page 5, it explains about instruction offering to do something. And on page 55 and 255, it explains about advice.

Some of the unit in the textbook published by private publications/Erlangga can be found is offering an invitation, advertisement, recount text, report, narrative, explanation text and etc. On page 11, there are any topic thaat explains about iffering an invitation. On page 82, it shows that the topic about advertisement. On page 108, it explains the topic about rcount text. On page 125 and 209, it explains about report. And on page 134, it explains about narrative text.

There are so many of presentational text found in the textbook published by private publications/Erlangga such as a person who told in the book, communication act, and illustration. On page 3, 8, 67, 82, 89, 104,106, 132, and 221, there are any picture of activities. On page

7, 38, 52, 69, 217, and 219, there are any illustration that showing about communication act.

In the textbook published by private publications/Erlangga, it can be found many types of text such as recount text, report, narrative, and explanation text. On page 108, there are explains about recount text. On page 125 and 209, it explains about report.

In the textbook published by private publications/Erlangga almost all of unit is include social function, generic structure, and linguistic features. On page 11, it explains about the structure in offering invitation. On page 53, it explains about the use of sentence 'should have done' on page 127, there are explain about the structure of report text. On page 130, it explains the structure of recount text. And on page 161, it explains about the generic structure of narrative text.

In the textbook published by private publications/Erlangga, actual production can be found almost in all of the chapters that explain about grammar review and text structure. On page 11, 53, 127, 130, and 161, there are explains about the generic structure of the text, and the textbook published by private publications/Erlangga is coverage the syllabus.

Beside that, all of chapters in the textbook published by private publications/Erlangga is include the task, and all of chapters in the

textbook published by private publications/Erlangga is explain about grammar/part of speech.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the study of analyzing the English textbook published by Government/Kemendikbud, the researcher concluded that the textbook was good to be used for the first grade of Senior High School that has started using 2013 curriculum. This textbook fulfilled all the aspects of competence of 2013 curriculum, and this textbook is suitable with the syllabus of 2013 curriculum. On the other hand, this textbook is also categorized as "good" with the percentages 93% based on the criteria of 2013 curriculum and the percentages from Pusat Perbukuan. Then, this textbook is really useful and helpful to students in order to be easier to understand English with basic knowledge about English.

The English textbook published by Private Publications/Erlangga, the researcher can concluded that the textbook was good enough to be used for the first grade of Senior High School that started using the 2013 curriculum. This textbook was also suitable with the syllabus. Even though the researcher said this textbook is good enough for learning, but this textbook is not suitable for students who do not have basic competence about English, because this textbook using full English. On the other hand, this textbook is categorized as "good" with the percentages 86% based on the criteria of 2013 curriculum and the percentages from Pusat Perbukuan.

As the result, both of the textbooks that analyze above are categorized as good, and they have differences in scores, which the

textbook published by Government/ Kemendikbud/ Textbook 1 has the average percentages of 93% (good) and the textbook published by Private Publications/ Erlangga/ Textbook 2 has the average percentages of 86% (good). So, from the result of the criteria of the 2013 curriculum above, it shows that the textbook published by the government/Kemendikbud is better than the textbook published by private publications/Erlangga.

B. Suggestions

Although most of the speaking activities in the textbook that is published by the government and published by private publications of tenth grade students are appropriate with the K13 syllabus, the researcher still gives some suggestion that will be described below.

First, teachers should choose textbooks that have good quality and then recommend the textbook to students as learning media, so they can avoid misunderstandings on the material.

Second, the speaking material explanation in the textbook should be developed by the teacher. In the case that some chapters in the textbook do not give any explanation about the material content, the English teacher should be creative to provide the explanation, which refers to developing the students' understanding about the material. It is better for the teacher to give the explanation of the speaking materials' content, as well as the basic knowledge, to the students before giving the tasks.

Third, the teacher is suggested modifying the speaking tasks. Since most of the speaking tasks in The textbook are role-playing, a teacher can

provide other speaking tasks, such as brainstorming, storytelling, interviews, and simulation. These different tasks can give more challenges for students' activities. The activity or task should not be given in a repetition way. It should be in a multi-task form.

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APPENDICES

Appendix 1.1

SILABUS

Kelas : X

Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi sikap spiritual dan sikap sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan	- Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru. - Struktur Teks - Memulai - Menanggapi (diharapkan/ diluar dugaan) - Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luar dan orang-orang dekat lainnya; hobi, kebiasaan. - Verba: *be, have, go, work, live*	- Menyimak dan meniru beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada. - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait

unsur kebahasaan *pronoun, subjective, objective, possesive).* 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.	(dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive: *My, Your, His, dsb.* - Kata tanya *Who? Which? How? Dst* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI.	jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya. - Melakukan refleksi tentang proses dan hasil belajarnya.
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/ diluar dugaan) • Unsur Kebahasaan - Ungkapan	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar. - Bertanya jawab untuk

kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapinya, sesuai dengan kontek penggunaannya. 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersaya (*extended*), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3.3 Menerapkan	memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi antara guru dan peserta didik didalam dan diluar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI. • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/ diluar dugaan). • Unsur Kebahasaan - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to, would like to.*	mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, mengidentifikasi persamaan, dan perbedaannya. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membbiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami didalam dan diluar kelas. - Melakukan refleksi tentang proses dan hasil belajar. - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/ dengan tampilan visual (gambar, video). - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya. - Bertanya jawab

fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niatmelakukan sesuatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*).	- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Interaksi antara guru dan peserta didik didalam dan diluar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI.	tentang pernyataan beberapa tokoh tentang rencana rencana melakukan perbaikan. - Bermain game terkait dengan niat niat mengatasi masalah. - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dsn teman secara alami didalam dan diluar kelas. - Melakukan refleksi tentang proses dan hasil belajar.

4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/ kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Fungsi Sosial
	Membanggakan, menjual, mengenalkan, mengidentifikasikan, mengkritik, dsb.
	• Srtuktur Teks
	Dapat mencakup:
	   - Identifikasi (nama keseluruhan dan bagian)
	   - Sifat (ukuran, warna, jumlah, bentuk, dsb)
	   - Fungsi, manfaat, tindakan, kebiasaan.
	• Unsur Kebahasaan
	   - Kosa kata dan istilah terkait dengan tempat
		- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/ atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.
		- Mencermati dan bertanya jawab tentang contoh menganalisi deskripsi dengan alat seperti tabel, *mind map,* dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan kontks penggunaannya 4.4 Teks *deskrptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 Menyusun teks *deskriptif* lisan dan tulis,	wisata dan bangunan bersejarah terkenal. - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tenses yang benar. - Nomina singular dan plural secara tepat, dengan atau tnpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI. • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah. • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuann ya.	bangunan lain. - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan didalam kelompok masing-masing, dan kemudian mempresentasikan dikelompok lain. - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan wisata bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya dengan pembaca (siswa lain, guru) yang datang membacanya. - Melakukan refleksi tentang proses dan hasil belajar. - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks, dan unsur

pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	- Informasi khas yang relevan. - Gambar, hiasan, komposisi warna. • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan). - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.	kebahasaannya. - Mencermati dan bertanya jawab tentang contoh menganalisi deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain. - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman. - Melakukan refleksi tentang proses dan hasil belajar.
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya. 4.5 Teks Pemberitahuan (*announcement*) 4.5.1 Menangkap	- Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI. - Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat. - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya

makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (*announcement*) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (*announcement*), lisan dan tulis, pendek dan sederhana, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	- Menanggapi (diharapkan/ diluar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam *simple past tense, present perfect tense.* - Adverbial dengan *since, ago, now,* klause dan adverbial penunjuk waktu. - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI.	dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut. - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat didalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tenses yang tepat untuk kata kerja yang diberikan dalam kurung. - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut. - Melakukan refleksi tentang proses dan hasil belajar.
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/	• Fungsi Sosial	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian

tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaanya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*). 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan	Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan. • Struktur Teks Dapat mencakup: - Orientasi - Urutan kejadian/ kegiatan - Orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam *simple past, past continous, present perfect*, dan lainnya yang diperlukan. - Adverbia penghubung waktu: *first, then, after, that, before, when, at last, finally,* dsb. - Adverbia dan frasa preposisional penunjuk waktu. - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang	demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks. - Menyalin teks tersebut dalam buku teks masing-masing mengikuti seorang siswayang menuliskan dipapan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks. - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya.. - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia. - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya. - Melakukan refleksi tentang proses dan hasil belajar.

yang benar dan sesuai konteks.	termuat di KI.	
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaanya. 4.7 Teks *recount*-peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah. 4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan. • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolui - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam *simple past tense, past continous,* dan lainnya yang relevan. - Kosa kata: terkait karakter, watak, dan setting dalam legenda. - Adverbia penghubung dan penunjuk waktu. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI. • Fungsi Sosial Mengembangkan nilai-nilai kehidupan dan karakter yang	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya. - Didiktekan guru menuliskan legenda tersebut dalam buku catatak masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada. - Dalam kelompok masing-masing berlatih membacakan legenda tersebut dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi. - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan. - Melakukan refleksi tentang proses dan hasil belajar. - Membaca, menyimak, dan

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	positif.
	• Unsur Kebahasaan
	  - Kosa kata dan tata bahasa dalam lirik lagu.
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
	• Topik
	Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.
		menirukan lirik lagu secara lisan.
		- Menanyakan hal-hal yang tidak diketahui atau berbeda.
		- Mengambil teladan dari pesan-pesan dalam lagu.
		- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu.
		- Melakukan refleksi tentang proses dan hasil belajarnya.

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaanya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.		

3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/ MA/ SMK/ MAK		

Appendix 1.2

<u>INTERVIEW WITH THE ENGLISH TEACHER</u>
<u>CATATAN LAPANGAN HASIL WAWANCARA DENGAN</u>
<u>GURU BAHASA INGGRIS SMAN 5 LEBONG</u>

Day/ Date   : Friday, May 28th, 2021
Time   : 9.30 WIB
Activity   : Interview with English Teacher
Object Interview   : Widya Lismayanti, S.Pd
Interviewer   : Pipit Melati

Researcher   : What kinds of textbook that usually use in learning process in the classroom?

(Jenis buku teks Bahasa Inggris apa saja yang biasanya digunakan dalam kegiatan pembelajaran didalam kelas?)

English Teacher   : biasanya kami para guru menggunakan buku paket yang sudah disediakan diperpustakaan sekolah seperti buku 'Bahasa Inggris' terbitan Kemendikbud, terbitan Grafindo, dan terbitan Erlangga. Tapi, untuk kelas sepuluh kami biasanya menggunakan buku 'Bahasa Inggris' dari Kemendikbudan dari Erlangga.

Researcher   : Based on your opinion, is the textbook that usually use is suitable with syllabus of 2013 curriculum?

(Menurut Anda, apakah buku teks yang biasa digunakan sudah sesuai dengan silabus kurikulum 2013?)

English Teacher   : Iya, karena hampir setiap materi yang disajikan dalam buku teks tersebut sudah memenuhi standar kompetensi yang ada disilabus kurikulum 2013.

Researcher   : what is recommend book that you think is correspond with student in learning?

(Buku mana yang menurut Anda sesuai dengan kebutuhan siswa dalam kegiatan pembelajaran?)

English Teacher : menurut saya semua buku yang kami gunakan sudah tergolong bagus bagi siswa, tapi saya lebih merekomendasikan buku dari Kemendikbud. Hal itu kami tinjau dari masih kurangnya pemahaman bahasa Inggris siswa yang masih tergolong masih dalam kategori basic. Sedangkan untuk buku dari Erlangga itu menurut saya lebih sesuai jika siswa pemahaman siswa sudah cukup baik tentang bahasa Inggris.