CONTENT ANALYSIS OF SPEAKING MATERIAL IN ENGLISH TEXTBOOK FOR THE FIRST YEAR STUDENT OF SENIOR HIGH SCHOOL ONE TANETE RILAU
(A Descriptive Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in partial fulfillment of the requirement
for the degree of education in English department

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2015
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Judul skripsi : Content Analysis of Speaking Material in English Textbook for the first year Student of Senior High School one Tanete Rilau.

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1. Mulai dari penyusunan proposal sampai penyusunan skripsi ini, saya akan menunsun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas.
3. Saya tidak akan melakukan penjilakan (Plagiat) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian seperti pada bulir 1, 2 dan 3 saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikan perjanjian ini saya buat dengan penuh kesadaran.

Makassar, November 2015

Yang membuat perjanjian

Nur Muwaddhafah
MOTTO

Looking back, makes you smart.
Looking forward, makes you mature.
Looking down, makes you wise.
Looking up, makes you strong.

I dedicate this thesis to
My beloved parents, sister, friends
and for all my family with the sincerity, prayers and support me to realize my dream comes true…
ABSTRACT


This research aimed to find out the content analysis of speaking material in English textbook. The research questions were “(1) to what extend does speaking material in english textbook for the first year student of senior high school one tanete rilau meet the aspect of content suggested by syllabus of KTSP, “(2) how many percentages of the speaking material in English textbook for the first year students of senior high school one tanete rilau meet the aspect of content suggested by syllabus of KTSP.

This research used Descriptive Research. The population of this research was all of the English textbook in used at Senior High School 1 Tanete Rilau, example “English alive” by Yudistira and Look Ahead by Erlangga etc. The sample of the research are the materials in the textbook “Look Ahead” by Erlangga for The First Year Students of Senior High School 1Tanete Rilau.

The result of the research show that Textbook had seven units. There were seven lessons about interpersonal texts both oral and written. They were greetings and leavetakings and expressing feelings (such as happiness, boredom, and disappointment) in Unit 1, asking for and showing attention and expressing sympathy in Unit 2, expressing gratitude in Unit 4, giving compliments in Unit 5, and expressions of congratulations in Unit 6. Some units in Textbook have fulfilled the criterion of interpersonal communication and some others did not. Therefore the writer found the compatibility percentage from all 7 chapters is 75%. Textbook has 75% similarity with KTSP. This percentage is included from the similarity patterns between speaking learning material in Textbook to KTSP syllabus.
ACKNOWLEDGEMENTS

In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Robbil’ Alamin, the writer express her high gratitude to Allah Subhana Wa Ta’ala because blessing and merciful so that the writer could complete this thesis with the title “Content Analysis of Speaking Material in English Textbook for the First Year Student”. Shalawat and greeting are addressed to beloved and the final chosen religious messenger, the prophet Muhammad SAW who has changed the human life.

I realized that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to all of them:

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6. Thanks to Senior High School 1 Tanete Rilau, especially for a teacher and all of staff at Senior High School 1 Tanete Rilau.

7. Thanks to my family especially for my mother and my grandmother are Hj. Musdalifah, S.Pd and Hj. Aminah who never pray for my success for their endless love, motivation and give financial support, and my beloved brother and sister are Sari Hidayati and Agung Izzulhaq.

8. Thank you very much for my beloved Anditya Ramdani who never stop to support me and giving a great motivation until today.

9. Unforgettable thanks to all of my friends in B (Bravo Executive Class) of EDSA 11. You have taught me the meaning of togetherness and it never been forgotten. I will be miss you guys.

Makassar November 2015
Researcher

Writers
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CHAPTER 1

INTRODUCTION

A. Background

English is used by most people throughout the world. Although there are some languages that become international languages nowadays, people tend to use English rather than other languages. As an international language, English can give many advantages to people who learn it. English is taught in order to absorb science, technology, and art. English also helps people to communicate with other people in other countries.

In Indonesia, English is the first foreign language which is taught at Primary School, Junior, and Senior High Schools up to the university level. School-based curriculum is still being implemented in some schools in Indonesia, and it includes English as one of the subjects. The students are required to learn four language skills: listening, speaking, reading, and writing. Actually, all of those skills are important to learn, but at the implementation, speaking seems to be given priority. This might be due to the idea that through speaking the students can get variety of information and knowledge.

Textbook is a written media in the classroom, especially for the teaching learning process. It is an organized, physical manual for instruction covering a variety of topics in a specific subject area, in this case, English. The textbook takes its main role on the teaching learning process for both teacher and students.
A textbook helps the teacher in creating tasks and developing teaching material. The textbook turns to become a useful tool to students because it summarizes the teacher’s explanation because in the textbook, there is a short written explanation along with providing any kinds of exercises. For both teacher and students, textbook can be used as a tool to evaluate the students’ understanding of every language skills that already given by the teacher.

Pamungkas (in Keban 2012 page 1 and 2 ) mentioned that a textbook was one of the many kinds of instructional materials used in learning and it was usually written, tightly organized, and greatly condensed, alongside with that Immanuel (in Keban 2012 ) states that textbooks are key component in most language programs. In some situations they serve as the basis for many language inputs that learners receive and language practices that occur in the classroom.

As a main component in most language program, a good and appropriate textbook is hard to be selected. A teacher is required to use a good textbook that suits the needs, interest, and abilities of students. The materials have to provide contents that meet the stated curricular guidelines. For these educational systems with their considerable purchasing power and various methods for control of content, the fit between curriculum and text is assumed to be reasonable and achievable goal. The good textbook suits the need, interest, and ability of the students. In addition, it must meet the needs of official public teaching syllabus or examination, which is in Indonesia, is developed in School Based Curriculum or known as Kurikulum Tingkat SatuanPendidikan (KTSP). Under KTSP, there is a syllabus in that KTSP becomes an operational curriculum which is arranged by
each level of educational institute, while the syllabus develops a curriculum into a lesson plan for a subject. The syllabus includes standard competence, basic competence, learning objective, learning activities, learning indicator, learning assessment, and lesson time. In brief, the syllabus is a basic guideline for textbooks to develop their learning material.

Syllabus is used as a guideline in developing the extended learning activities and has a great advantage in managing the learning topic and what language skills, grammar, and vocabulary are used in the learning activities in each learning meeting. While KTSP is having syllabus as the guideline for learning activities, textbook as a written media should follow the syllabus. Contents in syllabus make the learning materials of textbook keep in line with KTSP.

The writer is interested in analyzing the textbook of Senior High School textbook to find out whether the textbook materials are in line with KTSP, the writer chose the school because the writer finished her study at SMAN 1 Tanete Rilau and the writer get some problem and should be found the solution. It is found out that this textbook analysis can give some solution to find the weaknesses of this textbook and it also can help the teacher to develop the material and which topic need to be strengthened. To be specific in analyzing the textbook material, the writer focused in analyzing one of the language skills in English that is speaking. The writer focused in analyzing the speaking since it is an essential tool in communication, it shares the information directly from speaker
to listener, and it is important in shaping, modifying, extending, and organizing thought between them. So, the writer initiates to do the research under the title “Content Analysis of Speaking Material in an English Textbook for The First Year Students of Senior High School 1 Tanete Rilau”.

B. Research Question

The research questions of this study are:

1. To what extent are speaking materials in English textbook for the First Year Students of Senior High School 1 Tanete Rilau relevance with aspect of contents suggested by syllabus of KTSP?

2. How many percentages of the speaking materials in English Textbook for the First Year Students of senior high school 1 Tanete Rilau are relevance with the aspect of contents suggested by syllabus of KTSP?

C. Objective of the Research

1. To describe whether the speaking materials in English in textbook for The First Year Students of Senior High School 1 Tanete Rilau relevance with the aspect of contents suggested by syllabus of KTSP.

2. To show how many percentages of the speaking materials in English in textbook for The First Year Students of Senior High School 1 Tanete Rilau are relevance with the aspect of contents suggested by syllabus of KTSP.

D. Significance of Research

The writer hopes that this research will be useful for:

1. The teacher
a. The teacher can select the textbook which is most suitable in teaching learning process.

b. The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in speaking skill.

2. The writer

   It would be useful for the writer because it can improve the writer’s knowledge about speaking materials.

E. The Scope of the Research

The scope of this study is the analysis speaking material of English textbook “Look ahead” by Erlangga writer M.Sudarwati – Eudia Grace for Senior High School of The First Year Students of Senior High School 1 Tanete Rilau.
CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

An Analysis of Reading Materials in Textbook English in Focus for Grade VII Junior High School Published by Department of National Education by Niken Wanyuningsih (22-47). This research talked about analysis of reading material in the textbook and only focused on the reading skills, based on the researcher found that most of reading material such as announcement, greeting card, shopping list were not covered in the English in focus textbook, while in the second point the researcher reviewed kind of genres found in the reading material were compatible with the second point because reading material in the first semester consist of some genres, in the third point the researcher reviewed the arrangement of reading material based on the level of difficulty, in the fourth point, the researcher analyzed reading task which are given to develop student ability, in the fifth point the researcher analyzed about the reading material which supporting life skill. And the sixth point analyzed the aspect of gender, religion, race and SARA. Based on the analysis the material presented in each chapters of first semester in English focus textbook had already compatible with the sixth point of aspect of contents.

Nestin Vernila Keban, Andi Muhtar and Evynurul Laily Zen 2012, conducted the research to Analysed Content on Textbook English For Kids
Grade 3 which is used in elementary schools in Malang. The result of the research is expected to be useful information and to help the teacher to evaluate whether the selected materials have already matched with the young leaners, so that they can have some decision to improve the student’s English competence for better future. Teachers and student also need a source to be used as guidance in the classroom. Therefore textbooks become the main sources on daily basis.

An Analysis of Speaking Activity Designs of Junior-High-School English Textbooks Used in Taiwan and China by Yuanching Lee and Lihung Chang at the National Pingtung Universiy of Education. The activity should be include In English textbook if the aim to develop the student are Drills and communication practice exercise, Drills are usually mechanical exercise that help the students facilitate the process of learning the sound and grammar of the language and communication set up the a condition in which students have to opportunities to use language to convey the messages to one another communicate.

Arianti Kurniasari “An Analysis Teaching Learning Activities Of Speaking Skill In English Textbook For Second Year Junior High School Based On The 2006 English Curriculum” at University Of Muhammadiah Malang. Based on the studies above the researcher concludes that the similarity of this research with the previous research above is the purpose of the research that focused on material on textbook for learning prosess.
B. Some Pertinent Ideas

1. Speaking

Speaking is often accomplished by communication activities and role plays in the classroom. However, most of the speaking is done by teachers. Moreover, many textbooks do not contain enough activities for speaking, which might be a reason why a lot of students have troubles with speaking and are very poor in it. (Grant, in Lee 2012)

Kinds of speechworks used in textbook:

- Drills – The learners practise grammar and sounds of the language (pronunciation). Either many textbooks do not contain oral drills but only some drilling, or only mechanical drills.

- Communication activities – The pupils use the language and aims are rather to be fluent than accurate. They have more freedom to communicate. The aim is not to concentrate on mistakes but to gain confidence in speaking.

- Natural language use – Natural language should be a part of the classroom and should be realized by the teacher too.

It is essential to realize if there are activities practicing spoken language in the textbook, what kind of materials for speaking is included (oral presentation, dialogues, role play, communication activities) or specific strategies for conversation (debating, giving talks)
2. **Content Analysis**

   Content analysis is a method for summarizing any form of content by counting various aspects of the content. This enables a more objective evaluation than comparing content based on the impressions of listener. For example an impressionistic summary a book. Content analysis refers to general set of techniques for analyzing and understanding collection of text. There is considerable work done in this area. From a strictly quantitative perspective, event counts articles can give some indication of impact on frequency of mention based from a media (Eric T.Mayer)

3. **Curriculum**

   a. **Definition of Curriculum**

   Curriculum is the most essential of teaching learning process. A teacher should teach his/her students according to the current curriculum because it has been designed on the basis of students’ needs. Feez (in Sholihatun 2011) state that “curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution”.

   Curriculum is a plan that gives guidance in the teaching learning process activities. From the definition above, the writer concludes that curriculum is a plan that is developed to make teaching-learning activities progress well. It is kind of guidance in the teaching-learning process. The reformation of curriculum is sometimes done in
order to improve or to develop the quality of education. The curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

In general curriculum is the whole of planning about the content and the learning material also the way that used in implementing teaching and learning process. The component of curriculum:

1. Aim: it is the target that will being caught by the process of implementing the education.
2. Content: it is the experiences that acquired by students in the school.
3. Method: it is the teaching learning process that the ways of students to get the experiences of learning to catch the target.
4. Evaluation: it is the way to know whether the target can be achieved.

The function of curriculum is as the guidance for the teachers in conducting teaching learning process:

a. Preventive: it is in order the teachers avoid to do something that not suitable with the curriculum.
b. Corrective: it is to correct something that deviated from the curriculum.
c. Constructive: it is to give the right direction for implementing, and develop it's implementing, exactly based on the valid curriculum.

b. The 2006 English Curriculum

Since the Indonesian government has designed the latest curriculum, that is the 2006 English Curriculum or School-Based Curriculum 2006, it is automatically that all school in Indonesia has to apply it. The 2006 English Curriculum for Senior High School (SMA/MA) students to achieve the competencies that help them to be able to reflect themselves, their culture, and also others’ cultures.

Moreover, it prepares them to be able to communicate their thoughts and feelings, to participate in the society, even to make informed decision about personal and social issues and to discover and use their analytical and imaginative capacities. In School-Based Curriculum 2006 for English subject of SMP/ MTs, “SMP” graduates should be able to achieve functional level for communication spoken and written.

The curriculum is also intended to develop skills of communication that is the skills of understanding and / or creating spoken and/ or written texts which are realized in four language skills: listening, speaking, reading, and writing, in order to be able to communicate fluently and to make discourse in certain level of literacy. The 2006 English Curriculum mentions that English subject has several objectives which can be stated as follows:
• To improve the communicative competence both in spoken and written form in order to achieve functional level of literacy.

• To be aware of the meaning and the importance of English as an international language that becomes an importance device in the global society.

• To grow the students’ understanding of the relationship between language and culture.

Basically, the content, the target, and the material of School-Based Curriculum are developing the skills of understanding and/or creating spoken and/or written texts which are realized in four language skill: listening, speaking, writing, and reading. They also produce various short functional and monologue texts, and essay in form of narrative, descriptive, recount, report, and procedure, and hortatory exposition texts. Students of Junior High School year IX according to the School-Based Curriculum are also suggested to learn three kinds of monologue/essay texts; report, procedure, and narrative texts.

3. Textbook
   a. Definition of English Textbook

A medium is a means to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to
carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. Textbook is a book giving instruction in a subject, used especially in schools, etc. According to Thomson (in Sholihatun 2011), “the textbook is a stimulus or instrument for teaching and learning”. In another definition, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions. Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

b. Types of Textbooks

There are many specifications and many types of textbooks. Grant refers to the term textbook as both to course books and supplementary textbooks. The difference between these two types of textbooks is that a course book should cover all aspects of the language and a supplementary textbook is focused only on particular topics. Nevertheless, it’s difficult to generalize them because they can be varied. As for the categorization of textbooks, Grant (in Maděřičová 2013;18) suggests two very broad ones. However, not every textbook can be always included in the following categories.

1. Traditional textbooks
Traditional textbook is a type of book that wants the students to learn the language as a system and after that they should be able to use the language. On one hand, this type of textbook is a great help for teachers because they are easy to use but on the other hand, there may be a problem at the end of the student’s studies when he or she can manage grammar but cannot communicate. They rather focus on reading and writing activities and are very common at schools.

2. Communicative textbooks

In comparison with traditional textbooks, communicative textbooks emphasize the communicative functions of language, not just the forms, skills in using language, focuses on pupils’ interests, encourage work in groups and furthermore emphasize fluency, not only accuracy. Simply, this type of textbooks prepares children to use their language knowledge in a real life.

c. The Role of Textbooks in the Classroom

Cunningsworth (in Maděřičová 2013;18) describes in his book *Evaluating and Selecting EFL Teaching Materials* using coursebooks in English classes in this way: Most teachers of English use a coursebook. Some may use one coursebook only, taking their students through it from the beginning to end, whilst others, who perhaps have more freedom and are happier when creating their own teaching programme, will take texts and exercises from several different books, adapting
them where necessary and supplementing them with original material they have produced themselves.

To sum it up, it is teacher’s decision how he or she will organize his/her lessons. He or she can spend hours preparing own materials for each lesson or provide students with some supplementary ones. According to Cunningsworth, preparing own materials is time consuming, which is not very practical. (Evaluating and Selecting, In terms of learners needs, the teacher should specify the aims and objectives and the textbook should not became the main determiner of them. The teachers should realize that the textbook is a teaching aid. As for the relationship between the textbook and the teacher, they should share common goals. In addition, the textbook should not be teachers’ and learner’s master.

The textbooks can play different roles in language classes, namely: a resource for presentation of material a source of activities for learner practice and communicative interaction a reference source for learners on grammar, vocabulary, pronunciation, etc a source of stimulation and ideas for classroom language activities a syllabus a resource for self-directed learning or self-access work a support for less experienced teachers who have yet to gain in confidence

Shortly, the teaching and learning a foreign language does not have to be thought of only as doing activities in textbooks. We can consider it as a guide or advisor that can help us with supplementing
the materials in the classes. He defines the role of the textbook both for teachers and the learners as a source, from which the learners learn and acquire not only knowledge but also the components of education such as norms, approaches etc. and from which the teachers plans their lessons, presentations of the teaching content and evaluating pupils’ learning.

d. How to Analyze Textbook

There are many commercial textbooks from many publishers. It is necessary for the teachers to be more selective in choosing the textbook. As Cunningsworth stated “As well as seeing what is prominent and obvious in a coursebook. We need to examine how specific items are dealt with, particularly those which relate to students’ learning needs, syllabus requirements, how different aspects of language are dealt with, etcetera”. Thus, in selecting the textbook for teaching learning process at school the teachers should refer to the syllabus.

Furthermore, in evaluating textbook, there are some criteria that the teacher should consider. Cunningsworth (in Syafniar 2014) proposes four criteria for evaluating textbooks, particularly course book. The criteria are:

a. They should correspond to learner’s needs. They should match the aims and objective of the language learning program.
b. They should reflect the used that learners will make of the language.

c. They should take account of students’ needs as learners and should facilitate their learning processes.

d. They should have a clear role as a support for learning.

To make easier in analyzing and evaluating course book, the teacher can use checklist design. However, the use of checklist design is for practical purposes a manageable list of the most important criteria will be needed.

C. Conceptual Framework

![Descriptive Analysis Diagram]
The conceptual framework above explains the process of descriptive analysis of speaking materials in the textbook. The study will begin by comparing the syllabus of speaking of Senior high school and then compare it to the speaking materials in textbook. The outcome is how many percentages the speaking materials in textbook cover the syllabus.
CHAPTER III
RESEARCH METHOD

In this chapter, the researcher used should presented in details the methodology of the research used in this study. It is divided into several sub chapters. They are research Design, population and sample, Research instrument, data collection technique and data analysis technique.

A. Research Design

In conducting the research, the writer used Quantitative Approach. Gay (2006:9) state that “Quantitative research as “the collection of numerical data in order to explain, predict and/or control phenomena of interest” there are many factors can influence which type of design is most suitable for answering a particular research question. Descriptive research systematically documents current events, lasting product or other phenomena that can be measured directly by researcher, descriptive researcher can take the from questionnaires, polls, observation or case studies.

B. Population and Sample

1. Population

The population of this research is all the English textbook in used at Senior High School 1 Tanete Rilau, example English alive by yudistira and Look Ahead by Erlangga etc.
2. Sample

The sample of the research are the materials in the textbook “Look Ahead” by Erlangga for The First Year Students of Senior High School 1Tanete Rilau.

C. Research Instrument

The instrument that used to analyze the data in this study are checklist:

1. The checklist used to analyze the relevancy between speaking materials found in the textbook with the aspect of contents.
2. The checklist used to analyze the relevancy between speaking materials found in the textbook with the syllabus of KTSP.

D. Data Collection Technique

In collecting the data, the writer used documentation study. Documentation study may refer to technique of collecting data by gathered and analyzed documents, while document was any communicable material (such as text, video, audio, etc) used to explained some attributes of an object, systems or procedures. It means that the qualitative data which was drawn with words and sentences, clustered following its category to gain conclusion.

Content analysis is a method for summarizing any form of content by counting various aspects of the content. This enables a more objective evaluation than comparing content based on the impressions of listener. For
example an impressionistic summary a book. Content analysis refers to
general set of techniques for analyzing and understanding collection of text.
There is considerable work done in this area. From a strictly quantitative
perspective, event counts articles can give some indication of impact on
frequency of mention based from a media.

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<tr>
<td>6</td>
<td></td>
<td>Exressing Sympathy</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Adjective for expression feelings: happy, terrible, sad, etc.</td>
<td>Exressing Feelings</td>
<td></td>
</tr>
</tbody>
</table>
The process of content analysis is lengthy and may require the writer to go over and over the data to ensure they have done a thorough job of analysis.

In doing the research, the researcher needed some reference that related to the study. There aimed to help me in analyzing the data. There are several steps that the writer used in collecting the reference, as follows:

a. Looking for any materials related with the study from internet.

b. Looking for books related to the study from library.

c. Looking for any thesis related to the study from library and internet.

E. Data Analysis Technique

As subdivision of descriptive method, contents analysis was employed in this research. Arikunto (2006) says that content analysis can be done by analyzing a book with continuing the terms, concept, diagram, table, and picture to find out its classification which are used by the writer to describe the result of analysis. Besides, Kartono (1987) refers is content analysis is a
systematic procedure made to measure the content of information in written
document, film audio record, bank, advertising, magazine, book and letter.

To conduct this research and achieve the result, the writer should apply
the appropriate method, because the purpose of this research is to obtain the
data and analyze the information, the writer used descriptive method as
methodology.

In order to completed the research, it was important to evaluated the
speaking material content exist in textbook that refer to the curriculum. An
appropriate technique mush be applied to gather the data needed. In this
research, the writer used the technique that was documentary. The documentary
is checklist was used to look up the percentage of speaking content of the
textbook, whether this book fulfills the need requirement of current curriculum
of senior high school. The writer used yes/no question in collection information
about the textbook. The question in checklist was included three main parts.
They are

<table>
<thead>
<tr>
<th>No</th>
<th>The Relevance of Materials to the Curriculum Criteria</th>
<th>Criteria Fulfillment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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 and to interact with their closest environment.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Each unit of a book must contain transactional texts 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each unit of a book must contain functional texts and</td>
<td></td>
</tr>
</tbody>
</table>
The checklist table was used to find out the percentage of speaking materials content in textbook are in line with KTSP syllabus. In the end of this research’s result. The compatibility percentage of the whole textbook material to KTSP syllabus is found by summing all the percentage of the chapters and take

<p>| | |</p>
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<tbody>
<tr>
<td><strong>3</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>The textbook must contain presentational texts and presentational activities which give learners opportunity to create a spoken genre on a scientific topic.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Retention: In learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>There is systematic coverage of syllabus.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>The content is clearly organized and graded (sequenced by difficulty).</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>The number of lessons in the course should suit the school term or year.</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>The sequencing of content should allow for some learners being absent from some classes.</td>
</tr>
</tbody>
</table>

**Total Percentage**
the mean percentage among them. To find the total speaking material compatibility percentage of textbook to KTSP syllabus, the writer used this formulation.

\[
\frac{X}{Y} \times 100\%
\]

Note:

X = the total same compatibility point from the whole chapters

Y = the checklist total point for the whole chapters

(Gay, L.R 2006)
CHAPTER IV

FINDINGS AND DISCUSSION

The result of this research is divided to two parts. The first result shows the coverage of speaking material contents in textbook for The First Year Students of Senior High School 1 Tanete Rilau is in line with KTSP syllabus. The second result shows the percentage of speaking material contents in textbook for The First Year Students Of Senior High School 1 Tanete Rilau is in line with KTSP syllabus are in line with KTSP syllabus. There are 10 sub-units speaking materials which will analyze in this chapter. All of these speaking materials are collected from “Look Ahead Textbook” for 10th grade of Senior High School.

A. Finding

1. The Degree of Relevancy Between Speaking Material with Syllabus of KTSP.

Table 1. The Relevance Between Speaking Material in Syllabus of KTSP and Textbook.

<table>
<thead>
<tr>
<th>No</th>
<th>Speaking Learning Syllabus of KTSP *)</th>
<th>Title of Each Chapter in Textbook</th>
<th>Speaking Learning Material in Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and Leave Takings</td>
<td></td>
<td>1. Greeting is divided to Formal and Informal Greeting. a. Formal b. Informal c. Responses 2. Leave taking is divided to leave taking and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
</tbody>
</table>
| 2 | Introduction: | Introduction is divided to introduction oneself and introduction others.
1. Introducing one self  
   a. Formal Introduction  
   b. Informal Introduction  
   c. Response  
2. Introduction Others  
   a. Formal Introduction  
   b. Informal Introduction  
   c. Responses: |
| 3 | - | Thanking  
Thanking is divided to Expressing Thanks, Thanking Someone Who Tried to Help, and Responding to Thanks.  
1. Expressing thanks  
2. Thanking to someone who tries to help  
3. Responding to thanks |
| 4 | Describing Things is shown by adjective showing. The kinds of Adjective showing are colors, quality, size, shape, age, origin, and material. | Describing Things  
Describing things situation may happens when your listener is unfamiliar with the object, or because you can not think the name for it. In describing an object or a thing, we often to answer question like these:  
- What size is it?  
- What shape is it?  
- What color is it?  
- What is it made of?  
- What does it look like?  
- What is it used for? |
| 5 | Describing people by profession, nationality, adjective showing physical (appearance), and adjective showing non-physical (characteristic) | Describing People | We can describe people by these following example:  
- Personality and appearance.  
- Clothing. |
| 6 | Words and expression used to express sympathy: I’m sorry to hear that | Expressing Sympathy | Expressing of Sympathy:  
I’m sorry to hear that.  
I’m very unhappy to hear that.  
Responses:  
Please, pray for me  
Wish me luck |
| 7 | Adjective for expression feelings: happy, terrible, sad, etc. | Expressing Feelings | Expressing feelings:  
1. Bored  
2. Sad  
3. Happy  
4. Disappointed  
5. Glad  
6. Nervous  
7. Angry  
8. Embarrassed  
9. Tired  
10. Hopeless |
| 8 | Words and expressions used in asking for and giving permission:  
1. May I use the phone?  
2. You can leave now. | Permission | Asking for permission:  
Can I…….?  
May I…….?  
Giving Permission:  
Of course. Certainly.  
Refusing or declining permission:  
I’m sorry, you can’t  
I’m afraid you can’t |
<p>| 9 | Expression and verb | Command and | This part of chapter |</p>
<table>
<thead>
<tr>
<th>forms used in commands and requests</th>
<th>Request</th>
<th>includes four explanation of Command and Request.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you lend me a pen, please?</td>
<td></td>
<td>1. Command, begin with verb 1</td>
</tr>
<tr>
<td>2. Come here!</td>
<td></td>
<td>2. Polite Command</td>
</tr>
<tr>
<td>3. Stand up!</td>
<td></td>
<td>3. Request</td>
</tr>
<tr>
<td>4. Negative Command</td>
<td></td>
<td>4. Negative Command</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.</th>
<th>Expression used for offering things and services;</th>
<th>Offering Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Would you like to have some tea?</td>
<td>Observe the example from the book.</td>
</tr>
<tr>
<td>2.</td>
<td>Would you like</td>
<td>Activity: Make up dialogues based on the given situation.</td>
</tr>
</tbody>
</table>

The first point is the speaking materials in “Look Ahead An English Course for Senior High School Students Year X” have a good relevance to the content of syllabus. They are:

- understanding basic expressions in social interaction in daily life
- expressing happiness and sympathy,
- making an announcement
- telling stories and experience (monologue).

The textbook has not completely the Relevance of the Materials to the Curriculum. This was because four units, namely Unit 2, 4, and 6 did not meet the criterion of comprehension and production of interpersonal communication and only two units, namely Unit 1 and 5 met the criterion. In short, Textbook 1 did not meet this criterion.
2 The percentage of Speaking Material relevance with syllabus of KTSP.

Table 2. Documentary Checklist Table

<table>
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</tr>
</tbody>
</table>
The checklist table is used to find out the percentage of speaking material contents in textbook for the First Year Students of Senior High School 1 Tanete Rilau are in line with KTSP syllabus. In the end of this research’s result, the compatibility percentage of the whole textbook material to KTSP syllabus is found by summing all the percentage of these 7 chapters and takes the mean percentage among them. To find the total speaking materials compatibility percentage of textbook to KTSP syllabus, the writer uses this formulation.

\[
\frac{X}{Y} \times 100\%.
\]

Note:

\[
= \frac{9}{12} \times 100\% = 75\%.
\]

- \(X\) = the total of criteria points which were met in a workbook for each sub aspect.
- \(Y\) = the total of criteria points in each sub aspect.

Therefore the writer found the compatibility percentage from all 7 chapters is 75%. Textbook has 75% similarity with KTSP. This percentage is included
from the similarity patterns between speaking learning material in Textbook to KTSP syllabus.

B. Discussion

An analysis of reading material in English textbook in focus for grade VII Junior high school by Niken Wahyuningsih state that This research talked about analysis of reading material in the textbook and only focused on the reading skills, based of the researcher found that most of reading material such as announcement, greeting card, shopping list were not covered in the English in focus textbook.

The second point the researcher reviewed kind of genres found in the reading material were compatible with the second point because reading material in the first semester consist of some genres.

The third point the researched reviewed the arrangement of reading material based on the level of difficulty, in the fourth point, the researched analyzed reading task which are given to develop student ability, and the fifth point the researched analyzed about the reading material which supporting life skill. And the sixth point analyzed the aspect of gender, religion, race and SARA. Based on the analysis the material presented in each chapters of first semester in English focus textbook had already compatible with the sixth point of aspect of contents.
Nestin Vernila Keban, Andi Muhtar and Evynurul Laily Zen, conducted the research to Analysed Content on Textbook English For Kids Grade 3 which is used in elementary schools in Malang. The result of the research is expected to be useful information and to help the teacher to evaluate whether the selected materials have already matched with the young leaners, so that they can have some decision to improve the student’ English competence for better future. Teachers and student also need a source to be used as guidance in the classroom. Therefore textbooks become the main sources on daily basis.

An Analysis of Speaking Activity Designs of Junior-High-School English Textbooks Used in Taiwan and China by Yuanching Lee and Lihung Chang at the National Pingtung University of Education. The activity should be include In English textbook if the aim to develop the student are Drills and communication practice exercise, Drills are usually mechanical exercise that help the students facilitate the process of learning the sound and grammar of the language and communication set up the a condition in which students have to opportunities to use language to convey the messages to one another communicate.

An Analysis Teaching Learning Activities Of Speaking Skill In English Textbook For Second Year Junior High School Based On The 2006 English Curriculum by Arianti Kurniasari at University Of Muhammadiyah Malang. Based on the studies above the researcher concludes that the similarity of this research with the previous research above is the purpose of the research that focused on material on textbook for learning prosess.
The writer found that Textbook had seven units. There were seven lessons about interpersonal texts both oral and written. They were greetings and leavetakings and expressing feelings (such as happiness, boredom, and disappointment) in Unit 1, asking for and showing attention and expressing sympathy in Unit 2, expressing gratitude in Unit 4, giving compliments in Unit 5, and expressions of congratulations in Unit 6. Some units in Textbook have fulfilled the criterion of interpersonal communication and some others did not.

Units 1 and 5 have fulfilled the criterion of giving learners opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follows. The lessons on greetings and leave-takings (page 5-9) in Unit 1 have fulfilled the first criterion in this sub aspect. They have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about greetings and leave-takings, learners were introduced to lists of expressions on formal greeting, informal greeting, initial greetings, responding to initial greetings, pre-closing, and closing/leave taking. After that, they were instructed to listen to two conversations on greetings and leave-takings. They were also instructed to fill in the blanks within the conversations. Next, they were to answer some comprehension questions about the content of the conversations. This was the evidence that this lesson gave them opportunities to comprehend the expressions and the conversation content.
For speaking activities, learners were asked to give responses to some expressions on greetings and leave-takings. They were also given eight situations of role play in which they have to practice the expressions of greetings and leave-takings, e.g. what would you say to someone: you are going to see in the evening, who’s going away for a long time; you’ve just been introduced to, and so forth. This was the evidence that this lesson gave learners opportunities to produce oral expressions in fulfilling interpersonal communicative functions.

The lesson on asking if someone remembers or not (page 9-12) in Unit 1 has given learners opportunities to take and give information orally. For the speaking activity, learners were asked to work in pairs and tell about their own childhood memory. Lists of expressions on asking if someone remembers or not both formal and informal and their responses were provided as hints. Learners were also asked to make a conversation based on an announcement of condolences in the Jakarta Post Newsletter in which they were also required to practice the expressions of asking if someone remembers or not. The signposting of conversation were provided to make it easier for learners to converse.

The lesson on offering meals and beverage (page 65-66) in Unit 3 has also given learners opportunities to give and take things and services through transactional conversation. After being given an example of short conversation on offering a cup of tea to someone older and lists of expression of offering to older people, offering to friends, declining an offer, and accepting an offer, learners were provided with some pictures of food and were asked to work in pairs to practice offering the food and to accept or decline the offer. Next, learners were
asked to practice *offering expressions in a chain*. They were also given some situations and were asked to perform role plays of *offering food and drinks* and of *accepting and declining the offer*.

This lesson also had strength in the comprehension stage. It considered the tenor that is the use of oral expressions as a result of the close or distant relationship among the speakers. It was proved with the inclusion of different expressions when offering meals to elder people and to friends. For talking to older people, formal long expressions are preferable, such as *would you like a cup of coffee, Mr. Green? Could I offer you a glass of lemonade, Mrs. Lina?*, and so on. For talking to friends, short casual expressions are used, such as *want some?, Have some?, Grab some for yourself,* and so on.

The lesson on giving and responding to compliments (page 129-132) in Unit 5 have also fulfilled the first criterion in this sub aspect. It started with a listening activity of a conversation on giving compliments. While listening to the conversation, learners were asked to fill in the blanks. It was followed by lists of expressions on giving compliments and responding to compliments.

Another example of conversation was also provided as a consideration for the speaking activities. This lesson also presented an article on cultural awareness about the differences between Indonesian speakers and native speakers in terms of responding to compliments. This would give learners more insights on cross cultural understanding. It can be concluded that there were many reinforcements on this comprehension stage. This was the evidence that this lesson facilitated
learners to comprehend various expressions of compliments before the speaking production.

For speaking activities, learners were asked to work in pairs and make a short conversation based on some situations of role play provided, such as you want to tell your friend, Rini, that you liked her chicken steak she cooked yesterday and you are a teacher and you want to compliment Iwan, one of your students, on his good composition. This was the evidence that this lesson has facilitated learners to produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment.

The lesson on expressions used in an interview in Unit 7 has also facilitated learners well in exchanging information through transactional communication. It started with lists of expressions used in opening an interview and in asking for information in an interview. It continued with an example of interview scripts in which learners had to underline the related expressions. This comprehension stage has helped learners a lot in understanding the use of various expressions in an interview. For the speaking tasks, there were two tasks. One was guided and another was less guided. In the first task, learners were asked to work in groups of three. One would be a newsreader, another would be a reporter, and the other would be the interviewee. The topic, content, and signposting of the interview were provided. This lesson has facilitated learners well in taking and giving information through transactional conversations. This was because the topic, content, and signposting provided would give learners idea on what to say
and how to say it. Besides, this controlled performance would prepare learners to perform a freer performance afterwards.

In the second task, learners were only given some situations of interview e.g. an interview with a famous actor, an interview with a disaster survivor, and so on. For the interview, learners were free to decide the interview content and topic. This task would also facilitate learners to take and give information really well. This was because learners were usually more motivated when the conversation topic was of their interest.

The textbook also had few weaknesses in fulfilling this criterion of interpersonal communication such as the lack of speaking activities in Unit 2, 4, and 6, the lack of conversation models in various contexts in Unit 2. The lack of speaking activities would limit learners’ opportunities to produce oral expressions in fulfilling interpersonal communicative functions. Meanwhile, the lack of conversation models in various contexts would hinder learners’ comprehensions towards the target expression. These lacks were elaborated further as follows.

The lesson on asking for and showing attention in Unit 2 (34-36) had no speaking activities. Learners were simply asked to complete two conversations using expressions of asking for or showing attention using the lists of expressions provided before.

The lesson on expressing gratitude (page 93-94) in Unit 4 also had no speaking activities. Learners were simply asked to listen to six conversations on expressing thanks, to pay attention on their intonation, and underline the
expressions of showing gratitude. Each conversation was followed by some comprehension questions about the activity, and context where the conversation took place (field) and the relationship among the speakers (tenor). This detailed stage of comprehension did help learners in comprehending the use and context of expressions fully. However, the absence of speaking activities would hinder learners’ fluency in producing the expressions of gratitude in various contexts.

The lesson on expressions of congratulations (page 151-154) in Unit 6 had no speaking activities. They were simply asked to complete a dialogue with expressions of congratulations after being introduced to lists of congratulation expressions before. They were also instructed to underline congratulation expressions within congratulation letters and to rearrange the content of a congratulation letter. These activities did facilitate learners in comprehension stage and in written production. However, the absence of speaking activities would limit learners’ oral production of the target expressions.

The lesson on expressing sympathy (page 42-44) in Unit 2 is lack of conversation models in various contexts in which the expressions were used. There was only one conversation on expressing sympathy, meanwhile there were thirteen expressions of offering condolences and responding to condolences of various contexts given in the list of expressions. These limited examples of conversation would hinder learners’ comprehension on different uses of condolences expression in different contexts. There should have been more than one example of conversation on the use of condolences expressions of various
contexts before learners were asked to perform orally. Because different contexts of situation require different expressions.

In conclusion, The textbook has not completely fulfilled Relevance of the Materials to the Curriculum. This was because four units, namely Unit 2, 4, and 6 did not meet the criterion of comprehension and production of interpersonal communication and only two units, namely Unit 1 and 5 met the criterion. In short, Textbook 1 did not meet this criterion.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

From the checklist table, the result shows the compatibility percentage of textbook’s speaking materials to KTSP syllabus is 75%. The following points are the major findings of this research.

The first point is the speaking materials in “Look Ahead An English Course for Senior High School Students Year X” have a good relation to the content of syllabus. They are; understanding basic expressions in social interaction in daily life, expressing happiness and sympathy, making an announcement, telling stories and experience (monologue).

The vocabulary section in The textbook is the most lacking development in The textbook, which is along 7 sub-chapters, only 4 chapters gives knowledge about vocabulary. The speaking tasks in The textbook are not well developed in The textbook. In The textbook, most of the speaking tasks are in Role Play activities. The textbook does not give any speaking activities to increase the student understanding in speaking material. In content aspect, Look Ahead is lacking in terms of transactional texts because it does not give enough opportunities for learners to communicate interpersonally. It has sufficient explanation on the expressions required to produce certain interpersonal texts and provides sufficient model texts, but it has very few speaking activities which should enable learners to make interpersonal communication.
B. Suggestions

Although most of the speaking materials in textbook The textbook for vocational school of tenth grade students are appropriate of with the KTSP syllabus, the writer still gives some suggestion that will be described below.

First, the publisher must be correct and improve the textbook because the speaking material explanation in the textbook should be developed by the teacher. In the case that some chapters in the textbook does not give any explanation about the materials content, the English teacher should be creative to provide the explanation, refers to develop the students’ understanding about the material. It is better to the teacher to give the explanation of the speaking materials’ content, as the basic knowledge, to the students before giving the tasks.

Second, the teacher should provide more related vocabulary knowledge that can develop students’ skill in produce speaking. Besides, the teacher can develop the grammar use in speaking in case to increase the students’ understanding of grammar. Both of vocabulary knowledge and grammar use in speaking can boost the students’ fluency to speak.

Third, the teacher is suggested to modify the speaking tasks. Since most of the speaking tasks in The textbook is role playing, teacher can provides another speaking tasks, such as brainstorming, storytelling, interviews, and simulation. These different tasks can give more challenges for students’ activities. The activity/task should not be given in repetition way. It should be in multi task form.
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