

**THE ANALYSIS OF SPEAKING MATERIALS ON
STUDENTS' ENGLISH TEXTBOOK AT GRADE XI
MAN 1 PADANGSIDIMPUAN**



A Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the graduate Degree of Education (S.Pd.) in English*

Written by:

AZIRATUL FAHMIL AZMI

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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LETTER OF AGREEMENT

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To: Dean of Tarbiyah and Teacher
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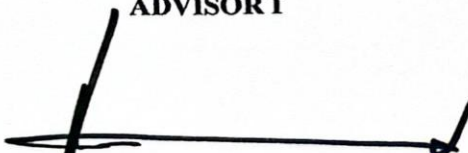
Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Aziratul Fahmil Azmi**, entitled "*The Analysis of Speaking Materials at the XI Grade Students' Textbook of MAN 1 Padangsidempuan*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.


Wassalamu'alaikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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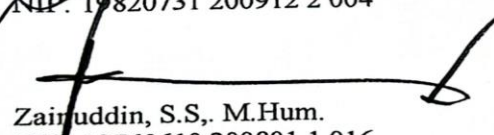

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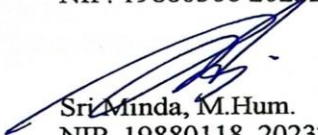

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ABSTRACT

Name : Aziratul Fahmil Azmi
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Title of Thesis : The Analysis of Speaking Materials on Students' English textbook at the XI Grade MAN 1 Padangsidempuan

This research is about Analysis of Speaking Material at XI Students' textbook MAN 1 Padangsidempuan. We know that, in a learning process of learning English, teaching materials are needed to support the learning process such as textbook. Therefore, this research analyzed English speaking materials in English textbook for eleventh grade of senior high school. The research problem of this research is the quality of the speaking materials in English. The aim of this research is to analyze the quality of speaking material covering its clear instructions, interactivity, challenge and analytical. Researchers analyzed the speaking material used in the textbooks provided by the school because speaking material has a big influence on students' English learning. This research has formulations, namely; What are the speaking material in textbook used in XI grade students of MAN 1 Padangsidempuan and How is the Quality of the speaking material in textbook used in XI grade students of MAN 1 Padangsidempuan. The type of research was qualitative using document analysis by using students' book and supported by teacher interviews. This research used the triangulation method to check the validity of the data. Based on the results of the research, it can be concluded that the research results show that the speaking material in the English language learning textbook for class XI for MAN 1 Padangsidempuan categorized as good category, because it is in accordance with the criteria of speaking material in the Scott Thornbury theory. This book contains 9 chapters, which most are appropriate to the student's level and needs.

Keywords: *Speaking Material, Textbook, Criteria, Analysis, English learning*

ABSTRAK

Nama : Aziratul Fahmil Azmi
NIM : 19 203 00098
Judul Skripsi : Analisis Materi Berbicara pada Buku Ajar Bahasa Inggris Kelas XI
MAN 1 Padangsidempuan

Penelitian ini adalah tentang Analisis Materi Berbicara pada Buku Teks Siswa XI MAN 1 Padangsidempuan. Kita tahu bahwa, dalam proses pembelajaran bahasa Inggris, bahan ajar dibutuhkan untuk mendukung proses pembelajaran seperti buku teks. Oleh karena itu, penelitian ini menganalisis materi berbicara bahasa Inggris dalam buku teks bahasa Inggris untuk kelas sebelas sekolah menengah atas. Masalah penelitian dari penelitian ini adalah kualitas materi berbicara dalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk menganalisis kualitas materi berbicara yang meliputi instruksi yang jelas, interaktivitas, tantangan dan analitis. Peneliti menganalisis materi berbicara yang digunakan dalam buku teks yang disediakan oleh sekolah karena materi berbicara memiliki pengaruh besar pada pembelajaran bahasa Inggris siswa. Penelitian ini memiliki rumusan, yaitu; Apa saja materi berbicara dalam buku teks yang digunakan pada siswa kelas XI MAN 1 Padangsidempuan dan Bagaimana Kualitas materi berbicara dalam buku teks yang digunakan pada siswa kelas XI MAN 1 Padangsidempuan. Jenis penelitian ini adalah kualitatif dengan menggunakan analisis dokumen dengan menggunakan buku siswa dan didukung oleh wawancara guru. Penelitian ini menggunakan metode triangulasi untuk memeriksa keabsahan data. Berdasarkan hasil penelitian dapat disimpulkan bahwa hasil penelitian menunjukkan bahwa materi berbicara dalam buku teks pembelajaran bahasa Inggris kelas XI MAN 1 Padangsidempuan masuk dalam kategori baik, karena sesuai dengan kriteria materi berbicara dalam teori Scott Thornbury. Buku ini berisi 9 bab, yang sebagian besar sesuai dengan tingkat dan kebutuhan siswa.

Kata Kunci : *Materi Berbicara, Buku Teks, Kriteria, Analisis, Pembelajaran Bahasa
inggris*

خلاصة

الاسم : عزيرت الفحامل عزمي
رقم التسجيل : ١٩٢٠٣٠٠٠٩٨
عنوان البحث : تحليل مواد التحدث في كتاب اللغة الإنجليزية للصف الحادي عشر في الصف الحادي عشر
بمدرسة عليا ١ بادانغسيديمبوان

يدور هذا البحث حول تحليل مادة التحدث في الكتاب المدرسي للصف الحادي عشر لطلاب المدرسة العليا ١ بادانغسيديمبوان. نحن نعلم أنه في عملية تعلم تعلم اللغة الإنجليزية، هناك حاجة إلى مواد تعليمية لدعم عملية التعلم مثل الكتاب المدرسي. لذلك، قام هذا البحث بتحليل مواد التحدث باللغة الإنجليزية في الكتاب المدرسي للغة الإنجليزية للصف الحادي عشر من المرحلة الثانوية العليا. تتمثل مشكلة البحث في هذا البحث في جودة مواد التحدث باللغة الإنجليزية. والهدف من هذا البحث هو تحليل جودة مواد التحدث التي تشمل التعليمات الواضحة والتفاعلية والتحدي والتحليلية. قام الباحثون بتحليل مادة التحدث المستخدمة في الكتب المدرسية التي توفرها المدرسة لأن مادة التحدث لها تأثير كبير على تعلم الطلاب للغة الإنجليزية. يحتوي هذا البحث على صيغتين، هما: ما هي مادة التحدث في الكتب المدرسية المستخدمة في طلاب الصف الحادي عشر في المدرسة العليا ١ بادانغسيديمبوان وكيف هي جودة مادة التحدث في الكتب المدرسية المستخدمة في طلاب الصف الحادي عشر في مدرسة مان ١ بادانغسيديمبوان. كان نوع البحث نوعيًا باستخدام تحليل الوثائق باستخدام كتاب الطلاب ومدعومًا بمقابلات مع المعلمين. استخدم هذا البحث طريقة التثليث للتحقق من صحة البيانات. استنادًا إلى نتائج البحث، يمكن استنتاج أن نتائج البحث تُظهر أن مادة التحدث في كتاب تعلم اللغة الإنجليزية للصف الحادي عشر للصف الحادي عشر للمدرسة العليا ١ بادانغسيديمبوان مصنفة من فئة جيدة، لأنها تتفق مع معايير مادة التحدث في نظرية سكوت ثورنبيري. ويحتوي هذا الكتاب على ٩ فصول، معظمها مناسب لمستوى الطالب واحتياجاته.

الكلمات المفتاحية: المواد الناطقة، الكتب المدرسية، المعايير، التحليل، تعلم اللغة الإنجليزية

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I realized this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, Agustus 2024
Researcher

AZIRATUL FAHMIL AZMI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the important skills to learn. Speaking is the skill that the learners will judge most in real-life situations. It is an important part of everyday interaction, and most often, the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers must set up the students however much as could reasonably be expected to have the option to communicate in English in genuine circumstances.

In formal education, speaking and speaking are the language skills in English instruction and learning. Speaking is a productive skill of a language learning. It involves communicative performance, and other important elements, such as pronunciation, intonation, grammar, vocabulary, etc. The teacher should be educated in any language figuring out how to make the students ready to utilize the object language to convey.

Speaking is a skill that deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.¹

¹ Harmer, Jeremy. *How to Teach English* (england: Longman, 2001), <https://id.scribd.com/document/710964188/How-to-teach-English-Jeremy-Harmer>.

When people speak they produce the text and it should be meaningful. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound. Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the student's performance. Written work is a jotted-down phrase to a formal essay a performance that ultimately is assessed by the self, teacher, and possibly other students.

Moreover, speaking materials must facilitate effectively and meaningfully students' needed, and target situations need in learning English language skills, especially for speaking skills. Speaking skill, as the parameter of someone's level of English proficiency, is a skill used to express thought, opinions, and feelings in terms of talk or conversation. For these competencies, learning materials should have sufficient knowledge of the sound, structure, vocabulary, and cultural system of the English language.

It needs to facilitate the students to think about the ideas the students want to express, and need to be aware of the appropriate functional expressions as well as grammatical, lexical, and cultural features needed to express the idea. In gaining these competencies, the material for teaching speaking skills should be in line with those features of speaking skills.

Textbooks are one of the main things that are important for the learning process and are supported by explanations from the teacher. Textbooks

play a prominent role in the teaching or learning process.² Besides, one of the basic functions of textbooks is to make the existing knowledge available and apparent to the learners in a selected, easy, and organized way. The content of English language textbooks influences what teachers teach and learners learn.

One of the most important things when the teacher teaches English at school is the English textbook.³ The textbook the primary agent of conveying knowledge to learners since it plays an influential role in instructing or learning.⁴ As support in the learning process, teachers certainly need literature. One of the literature needs in the learning process, especially in English lessons, books are essential factors in achieving students' understanding. Books used during learning can help students to know more than what the teacher has explained.

The significant media ultimately coursebook thought to be acceptable and appropriate with the condition, levels of the understudies, and generally simple to read and understand. When language learning, course reading plays a critical function in the way educating and learning. It is difficult for teachers to teach systematically without a textbook. A coursebook also gives assurance to understudies on their methodical amendment about what

² Stará, Jana. "The Role of Textbooks in Primary Education," *E-Pedagogium* 17, no. 4 (2017): 60–69, <https://doi.org/10.5507/epd.2017.053>.

³ Anjaneyulu, Thotapally. "A Critical Analysis of the English Language Textbooks in Andhra Pradesh, India," *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal* 4, no. 4 (2014): 181–200.

⁴ Mohamed, Montasser. "Developing an English Language Textbook Evaluative Checklist," *IOSR Journal of Research & Method in Education (IOSRJRME)* 1, no. 3 (2014): 55–70, <https://doi.org/10.9790/7388-0135570>.

students have realized and ensures them what students will recognize. When the view from it is used, current textbooks are useful to assist in the learning process. This subject book can provide understanding in addition to the teacher's explanation. It can be seen from the English language, which is not a language mastered by students. Therefore textbook is a way to help in the student's learning process, especially in English subjects

In analyzing a textbook, researcher does not judge whether it is good or bad but rather investigate its users' suitability. The government has arranged a textbook as a reference for teachers to teach in the classroom, but many English textbooks do not have complete skills in it. English has four skills: speaking, speaking, reading, and writing.⁵ All English skills are interrelated, but sometimes in the textbooks, the subjects are not all contained so that students do not fully understand. Many language textbooks can be found anywhere, but sometimes students are confused in understanding their contents.

So students need to check and analyze whether English textbooks handle all four skills adequately and take into account the balance of levels and objectives. Indonesian students should focus more on talking and discussing Indonesian culture in English rather than the English-speaking countries' culture. The Ministry of Education and Culture has declared that textbooks as books for students are suitable to be used in schools for teaching-learning.

⁵ Sulistyana. "Peningkatan Keterampilan Berbicara Dalam Pelajaran Bahasa Indonesia Materi Menyampaikan Kritikan Dan Pujian Melalui Metode Diskusi Dan Media Gambar Siswa Kelas VI SDN TANAERAH II" 21, no. 1 (2020): 1–9.

Related to the regulations, the government says that a textbook is important in the teaching-learning process as it helps both teachers and students accomplish the goals of the lessons.

The textbook is very important for second and foreign language classes, so selecting a textbook is very crucial. Kresio emphasizes selecting a textbook is the responsibility of a teacher.⁶ However, some teachers sometimes less pay attention to choosing suitable English textbooks for students. Some teachers choose an English textbook because the teacher have a good perception of certain publishers. The teacher assumes that English textbooks from certain publishers are better than other publishers. As a result, every year,

The teachers always use English textbooks from the same publisher. However, its content may change year by year. Teachers cannot guarantee that the content of English textbooks can keep the quality. Moreover, sometimes some schools also less pay attention to selecting good and appropriate English textbooks to be used at school.

The researcher assumes the schools subscribe to certain publishers every year. As a consequence, schools always use textbooks to be used for teachers to teach their students. It may happen to other schools in Indonesia. To support this condition, the writer interviewed some people. The result shows that most of them agree.

The students said their school also used an English textbook from the

⁶ Kresio, Alexandra. "Coursebook Selection Process and Some of the Most Important Criteria to Be Taken into Consideration in Foreign Language Teaching," *Journal of Arts and Sciences*, 2016, 19–29.

same publisher year by year. It may happen because the school's principal believes that the contents of the textbook is good and suitable to use by the teacher as instructional material. Either schools or teachers should pay attention to selecting English textbooks. To get the most suitable English textbook for students, it is a must for teachers to select it well. To know deeply the content of a textbook, teachers should evaluate it.

Evaluation can be conducted before the textbook is used, during its use and after use. By evaluating textbooks, teachers can identify particular strengths, and weaknesses. In the strength points teachers can use the materials maximally, while in the weaker area, the teachers can give any addition through adaptation or by substituting materials from other books. If teachers can use textbooks precisely, it can be very helpful for students in reaching the objective of learning.

Based on the description above, the researcher is interested in analyzing the speaking material in students' textbooks because of the textbook no one analyzed. The researcher will do the research in MAN 1 Padangsidempuan because the school is relevant to this research.

B. Focus of the Problem

This research will focus on analyzing the quality of speaking material at XI grade students' English textbook of MAN 1 Padangsidempuan.

C. Formulations of the Problem

Based on the background above, the researcher took the formulation of the problem below:

- a. What are speaking materials at XI grade students' English Textbook of MAN 1 Padangsidempuan?
- b. How is the quality of speaking materials at XI grade students' English Textbook of MAN 1 Padangsidempuan?

D. Objectives of the Research

From the formulation above, the researcher took the objective of the research as follows:

- a. To know the speaking materials at XI grade students' English Textbook of MAN 1 Padangsidempuan
- b. To analyze the quality of speaking materials on XI students' English Textbook in MAN 1 Padangsidempuan.

E. Significances of the Research

- a. The teachers: The researcher hopes the result of this research can give information and suggestions for choosing a textbook or any other materials that contain speaking materials.
- b. The students: The researcher hopes this research will give additional information to the students in speaking material that can improve their speaking abilities.
- c. Other Researchers: Those who read this research can be used as a reference to develop further research on speaking material in English textbooks.

F. Outlines of the Research

This research will contain in five stages or chapters as follows:

- a. Chapter One: is consists of background of the problem, focus of the problem, objective of the research, significances of the research, outline of the research, and definition of operational variable.
- b. Chapter Two: includes a theoretical description and review of related findings.
- c. Chapter Three: is about research methodology including times and location of the research, research design, source data, research instrument, technique of collecting data, and technique checking data trustworthiness.
- d. Chapter Four: is findings and discussion that consists of findings, document analysis, interview results, and discussion.
- e. Chapter Five: is contained in about conclusion, implication, and suggestion.

G. Definitions of Operational Variable

a. Speaking

Speaking is the essence of communication along with speaking, reading, and writing. Speaking is one of four abilities that must be learned. Speaking becomes a method for producing and gaining knowledge in any language. It's also important in communication because humans beings. Speaking together of the

four abilities in English is the most important skill for English learners to master. For many people, the success of learning a language is determined by the student's ability to converse and speak in the target language.

b. English Textbook

The textbook is a media source for material in teaching-learning, which is based on the curriculum used in current by a single writer or group of writers and used in schools.

c. Speaking Material

Learning materials are knowledge, skills, and attitudes that must be mastered by learners to meet the established competency standards. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Speaking

a. Definitions of Speaking

Speaking is a productive skill. Speaking refers to the production of sounds and words as a meaningful verbal language, speaking is also a developed tool for communicating and sharing ideas between speakers and listeners to fulfill their needs. Same with the ideas, speaking is purpose-driven communication something to fulfill certain particular end, involving of ideas, negotiating or by solving particular problem and in most common cases is to maintain social relations or friendship.⁷ In addition, Speaking is as building and sharing process of meaning through verbal and nonverbal symbol in variety of contexts. The researcher concludes speaking is commonly using as a way to relate any information between speakers and listeners to accomplish their need.

⁷ McDonough, Jo, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT, a Teacher's Guide*, Third Edit (Wiley-BlackWell, 2014).

b. Goals and Functions of Speaking

There are two functions of speaking, which are transactional and interpersonal.⁸ The meaning below:

1. Transactional function expresses information and facilitates the exchange of goods and services. For example, is phoning to book a table at a restaurant.
2. Interpersonal function establishes and maintains good relations between people. For example, conversation between friends that take place at the restaurant.

To speak fluently in English, students need to be able to pronounce phonemes correctly, use appropriate stress, and intonation patterns, and speak in connected speech.⁹ Speaking fluency becomes the goal of learning speaking skills in the language program.¹⁰ Its mean speaking fluency is important of communicative competence because the ability of speaking fluently can help the speaker to produce continuous speech without comprehension difficulties for the listener and to maintain the communicative ideas more effectively.

⁸ Thornbury, Scott. *How to Teach Speaking* (Longman Pearson Education, 2005), <https://doi.org/0582853591> (ISBN13: 9780582853591).

⁹ Harmer, Jeremy. *How to Teach English* (New York: Pearson Education Limited, 2008).

¹⁰ Richards, Jack C. *Approaches and Methods in Language Teaching, The Canadian Modern Language Review*, vol. 44 (Australia: Cambridge University Press, 1999), <https://doi.org/10.3138/cmlr.44.3.551>.

c. Roles of Teacher in Speaking Class

1. Prompter: it means that to make all students participate during the speaking class teachers should hold them in expressing their ideas. If the students forget about the word, the teachers can complete the sentences of the students.

Participant: Teachers can be participant during students practice to speak. The teachers may introduce new information to students to improve students' speaking. Is better for the teachers to stand back from students, so the teachers can watch and listen to what is their talk.¹¹

2. Feedback provider: Teachers can deliver feedback in the middle or at the end of the activity. In the middle teacher can give sufficient feedback. And the end, the teachers can correct grammar, and add information or opinions.

d. Characteristics of Successful Speaking Ability

There are some characteristics of successful speaking activities, the explanation as follows:

1. Learners talk a lot: All students can participate well. Students can share their idea so that the speaking class full of students' voices.
2. Participation in the event: All students get a chance to speak.

¹¹ Zainuddin Zainuddin, Sojuangon Rambe, and Safrina Hulu, "Improving Students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidempuan," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 101, <https://doi.org/10.24952/ee.v5i1.1173>.

Either talkative student can involve well in the speaking class.

The participant of every student is an event in speaking class.

3. Motivation is high: Students are enthusiastic to speak; the students have something new to say.¹²
4. Language is of an acceptable level: Learners express their relevant ideas, easily comprehensible to each other, and of an accepted level of language accuracy.

e. Problems in Speaking Activities

1. Inhibition: Most of the students are often shy about trying to say things in a foreign language in the classroom. Students are worried about mistakes and afraid of criticism or losing face.
2. Nothing to say: In speaking class, students are asked to talk a lot. The condition makes confuse for students about what students are going to say.
3. Low: In big groups, only some students get the opportunity to speak. It is dominated by talkative students, while other students have only very little time to talk. It is also a problem for teachers to manage the class.
4. Mother-tongue use: When students face difficulty in saying words or sentences in a foreign language in speaking class, the students often use their mother tongue. It is because the students feel it is easier to say in mother tongue.

¹² Budiyanto, S M., and Sigit Haryanto, "Presentation, The Best Model for Teaching Speaking for Adults Students," *Jurnal VARIDIKA* 31, no. 1 (2019): 17–28, <https://doi.org/10.23917/varidika.v1i1.8900>.

f. How to Solve the Problems in Speaking

1. Use Group Work: The teacher can divide students into groups.

Students who English at the same level belong to the same group. It will give the students more opportunity to speak.

Make a careful choice of topic and task to stimulate interest: The teacher needs to select a topic and material. Because the material is suitable and easy to understand by students, it makes students speak up.¹³

2. Giving some Instruction or training in discussion skills: The teachers should give clear instructions. So that, the students know well what the students have to do during the process of learning.
3. Keep students speaking in The Target Language: One way to control students to speak in the target language is to appoint a leader in each group as a monitor, whose it is to remind participants to use the target language and report later to the teacher how well the group managed to keep it.

g. Definition of Textbook

Talking about teaching teaching-learning process, the term textbook always appears in the context. Textbooks are clear and

¹³ Akbarani, Rizqi. "Treffinger Learning Model in Teaching Speaking," *American Journal of Psychology* 7, no. 1 (2019): 18–23, <https://doi.org/10.33603/PERSPECTIVE.V7I1.1801>.

tangible material used in the teaching and learning process.¹⁴ As teaching material used in the teaching process by teachers, Textbooks are developed based on the applicable curriculum. Graves adds textbook is a standard source of information for the formal study of a subject as a tool and instrument for teaching and learning.¹⁵ It means that a textbook provides the material, but it cannot produce on its own. The material is produced only when learner's needs. The material in the textbook must be suitable for the curriculum.

Furthermore, the minister of education states that the textbook is a resource for the principal in teaching and learning to achieve both basic competence and core competence. A Textbook is the best resource to help students achieve the aim of learning because it has already set based on learner's need.¹⁶ From explain above, the textbook is a teaching material that contains material. arrange based on the curriculum, to achieve the objectives of basic competencies and core competencies designed for the needs of students.

From those statements, the observer concludes that a textbook is a material in the form of material that aims to facilitate

¹⁴ Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*, n.d.

¹⁵ Galotti, Kathleen M. "Perception: Recognizing Patterns and Objects," *Cognitive Psychology In and Out of the Laboratory Electronic Version 1* (2014): 39–64.

¹⁶ Cunningsworth, Alan. *Choosing Your Coursebook* (Thailand: macmillan heinemann, 2007).

the teacher in the teaching and learning process.

h. Advantages of Textbook

Textbook has a lot of advantages that can get from using it.

Some advantages of textbooks, which are :

1. There is a common framework provided by the coursebook.
2. Less experienced teachers can use the coursebook as heavily as the teacher's need.
3. There is scope for replacing weaker parts of the standard coursebook with other books or using material.
4. There is scope for replacing weaker parts of the standard coursebook with other books or using material.¹⁷
5. There is scope for teachers to develop as the teacher's become less dependent on the book and gain confidence to experiment with alternative materials
6. More variety of classroom activities and teaching techniques is possible, and a more flexible response to individual students' needs is possible.

Based on the statements above concludes that some of the advantages of a good textbook are can make students more interested in learning, and for teachers easier to provide material in the teaching and learning process.

According to Ur, there are five against for textbook:

- a. Inadequacy Every class —, every learner— has their own

¹⁷ Cunningsworth.

learning needs: no one-course book can supply these satisfactorily.

- b. Irrelevance and lack of interest: The topics dealt with in the coursebook may not necessarily be relevant or interesting for your class.
- c. Limitation of coursebook is confining: its set structure and sequence may inhibit teacher's initiative and creativity, and lead to boredom and lack of motivation on the part of the learners.
- d. Homogeneity Coursebook share their rationale and chosen teaching/learning approach. The teachers do not usually cater to the variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes.¹⁸
- e. Over-easiness Teachers find it too easy to follow the course book uncritically instead of using their initiative; the teachers may find themselves functioning as mediators of its content instead of as teachers in their own right.

To decrease the disadvantages of the textbook, the teacher has to be understanding and creative about the material that is suitable for students' level. The main role in the teaching and learning process in class is the teacher but the textbook is an instrument. Teachers have to be capable when the teachers find

¹⁸ Ur, Penny. "Exploring Indonesian Graduates' English Language Skills and Companies' English Language Skills Requirements in East Kalimantan, Indonesia," *IOSR Journal of Humanities and Social Science*, 2014, <https://doi.org/10.9790/0837-19664456>.

that the textbook is not appropriate for their students.

i. Definition of Speaking Material

Speaking is one of the most important components of English whereas speaking is a realization of learning material. Talking is the dynamic utilization of language to show meaning, and for youthful students, spoken language is the medium through which another dialect is encountered, comprehended, practiced, and learned. According to Hosni, the most requested ability that an individual needs to impart in ordinary circumstances is talking.¹⁹ Generally, talking is the capacity to communicate something in the language since it concerns articulating a few plans to make others handle the message that is passed on. According to Tomlison, defines materials as anything which is used to help to teach language learners. There are many factors in determining whether the material is good or not.

j. Good Speaking Criteria

According to Scott, the following requirements must be addressed to maximize speaking opportunities and raise the likelihood that students would engage in autonomous

¹⁹ Hosni, Samira Al. "Speaking Difficulties Encountered by Young EFL Learners," *International Journal on Studies in English Language and Literature (IJSELL)* 2, no. 6 (2014): 22–30.

language usage.²⁰ There are 4 of speaking materials belows:

- a. **Clear Instructions** – Speaking exercises ought to relate in some way to language use in daily life. Learners must comprehend the teacher's instructions to become autonomous. This implies that to facilitate the student's participation in the class, the types of themes, genres, and circumstances must be thoroughly discussed during the pre-activity.
- b. **Interactivity** –As part of their assignments, students must consider how their behavior may affect their audience. Speaking tasks like talks and presentations should be given in settings where there is at least the potential for interaction, such as when an audience is present and can show interest, and comprehension, and even ask questions or provide feedback at the conclusion.
- c. **Challenge** – The activity should be difficult for the students to complete, forcing them to use their available communicative resources. The students gain the sensation of satisfaction and even joy that comes with using a language on their thanks to this. The task should be modified by the teacher in light of how challenging it may be for particular students.

²⁰ Thornbury, Scott. *How to Teach Speaking* - Scott Thornbury, vol. 3, 2014, <https://www.scribd.com/doc/275587410/Thornbury-How-to-Teach-Speaking-pdf>.

d. Analytical – Often, language productivity can be improved by ensuring that the speaking activity has a clear conclusion, particularly one that calls for students to collaborate to attain a shared goal. For instance, having to come to a consensus on a choice can give a conversation more context and motivate engagement from all participants. Another efficient method of encouraging greater devotion to the job is to require students to report back to the class on their conversation. It can also be beneficial to add a competitive element, such as making the task into a race.

B. Review of Related Findings

Some research supports this research. The first related research by Gea, Zebua, And Telaumbanua that purpose is to analyze whether the speaking material of “Bahasa Inggris SMA” textbook is in line with Dat Bao’s theory at the Eleventh grade of SMA Swasta Santu Xaverius Gunungsitoli 2022/2023.²¹ This research is analyzed qualitative by using textbook evaluation sheet of Dao Bao’s theory and interview sheet as the instrument of the research. The result of this research showed that speaking materials “Bahasa Inggris SMA” textbook did not successfully fulfill Dat Bao’s theory.

²¹ Gea, Nelman Tonius, Elwin Piarawan Zebua, afore Tahir harefa, and Yasminar Amaerita Telaumbanua. “An Analysis of English Speaking Materials in the Textbook ‘Bahasa Inggris SMA’ Based on Dat Bao’s Theory at the Eleventh Grade of SMA Swasta Santu Xaverius Gunungsitoli 2022/2023,” *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 2 (2023): 1471–84, <https://jurnaledukasia.org/index.php/edukasia/article/view/466>.

The second related research by Indriani, werdiningsih, and Rasuki that the purpose research to analysis of speaking material in An English textbook for Eighth grade of junior high school.²² This research is analyzed quantitative by using a table checklist as the instrument of the research. The result of this research is good, the material in the English textbook “When English Ring a Bell” is acceptable for use by schools because the textbooks are eligible according to BSNP in the 2013 curriculum.

The third related research is by Nafisatin which has the purpose research to analyzing speaking materials of Seventh grade students’ textbook “When English Rings a Bell”.²³ This research is analyzed qualitatively by using a checklist table and impressionistic as the instrument of the research. The result of this research shows that speaking material in the textbook is compatible with Greene and Petty’s theory in terms of interesting and attractive, motivation, and illustration, appropriate with the curriculum 2013.

The fourth research is by Kartini has the purpose research to analyzing speaking materials and activities written on “English Alive 1” for the first year senior high school.²⁴ This research is analyzed

²² Indriani, Istifarah Deby Dwi, Indah Werdiningsih, and Muhlisin Rasuki, “An Analysis of Speaking Material in An English Textbook for Eighth Grade of Junior High School” (2022), http://repository.unmuhjember.ac.id/14516/21/ARTIKEL_JURNAL_ISTIFAROH_DEBY.pdf.

²³ Nafisatin Fajrin, “An Analysis on Speaking Materials of Seventh Grade Students’ Textbook ‘When English Rings a Bell,’” no. 3 (2015): 1–114, <https://etheses.iainponorogo.ac.id/873/>.

²⁴ Kartini. “A Content Analysis on Speaking Materials and Activities Written on ” English Alive I ” Textbook” (2015), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/31182/3/KARTINI-FITK.pdf>.

quantitatively by using document analysis as the instrument of the research. The result of this research is speaking materials and activities are appropriate for a school- based curriculum and it has met the criteria of a good textbook.

The difference between this research with other research is the researcher analyzed the quality of speaking materials with Scoot theories in the textbook titled “Bahasa Inggris” for Eleventh-grade students then other researchers analyzed speaking material using different books, theories, and classes.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Time and Location of The Research

This research will be conducted in 2024 in the even semester academic year 2023/2024. The time of the research was started from July 2023 until finish. The location of this research will be held at MAN 1 Padangsidempuan which is located on Jl. Sutan Sori Pada Mulia No.29 Sadabuan, Kec. North Sumatra.

2. Research Design

This research is qualitative research. Gay et al says “Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest”. It means Qualitative research involves the studies use the collection of variety empirical material, personal experience, life story, historical and visual that describes routine and problematic moments and meaning individuals’ life.

In this research, The researcher uses descriptive qualitative method by using document analysis and interviews. Descriptive method is a method which describes the status of people, an object, a set of conditions, a system of thought or class events in the present time naturally. Document analysis is a characteristics of materials. The materials can be taken from

textbooks, web pages, or other types of documents.²⁵ In this research, the researcher aims to analyze the quality of speaking materials in English textbook for Eleventh grade MAN 1 Padangsidempuan.

3. Source of Data

The source of the data in this research is students' English textbook content. The textbook "Bahasa Inggris" was published in 2017, the publisher by Gerindo. The data involve words, sentences, and a picture. In the English handbook to SMA/MA/SMK/MAK Kelas XI Kelompok Wajib, the speaking material here is not specific but is combined with speaking material. However, it can still be used. The material in this book has 9 chapters.

Table.III.1 Students English Textbook Contents

No	Speaking Topic	Chapter	Page
1.	What should I do? (Asking for and giving advice and offers)	1	3
2.	I think that's good! (Expressing opinions)	2	19
3.	Save the date! (Invitation letter)	3	37
4.	Why we should save our earth (Analytical exposition text)	4	61
5.	Culture is learned (Passive voice)	5	83
6.	Dearest best friend (Personal letter)	6	105
7.	Because of circumstance (Expressing cause-effect)	7	123
8.	How do birds fly? (Explanation text)	8	141
9.	Let the music talk (Song)	9	163

²⁵ Ary, Donald, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh. *Introduction to Research in Education*, n.d., <http://repository.unmas.ac.id/medias/journal/EBK-00124.pdf>.

This research will use some techniques to collect data. It aims to obtain valid information about speaking material for the XI grade students of MAN 1 Padangsidempuan. The instruments in this study that the researcher used were:

a. Document Analysis

In this study researcher used a document analysis suggested by Scott. In helping the researcher to conduct the data, the researcher used a checklist table. The checklist table was used to analyze the quality of speaking materials in English textbooks for the Eleventh grade of Senior High School on the Merdeka Belajar curriculum.

In the checklist table, the researcher compared the speaking materials in the textbook “Bahasa Inggris” with the criteria of good speaking materials to measure the result of this research. In this research, the researcher analyzed speaking materials in the 9th chapter.

Four categories to categorize the speaking material quality have been mentioned and summarized in the table below:

Table III.2 Criteria of Good Speaking Material

No	Criteria of Good Speaking Materials
1.	Clear instruction
2.	Interactivity
3.	Challenge
4.	Analytical

The researcher then employed this checklist table structure to make it simpler to complete the study and determine the speaking materials' caliber.

Table III.3 Checklist Table

Chapter	“Bahasa Inggris” Speaking Materials	Criteria Number			
		1	2	3	4
1	Asking for and giving advice and Offers				
2	Expressing opinions				
3	Invitation letter				
4	Analytical exposition text				
5	Passive voice				
6	Personal letter				
7	Expressing cause-effect				
8	Explanation text				
9	Song				
Total					

As the table shows, a remark column indicates the quality of every speaking material. To prevent misunderstanding while filling in the comments throughout the study analysis, the researcher purposefully included the remark in the first place. Then the researcher counted the percentage with the formula below:

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

Note :

P : Percentage

F : Frequency of fulfilled aspect criteria in
each unit N : The total number of criteria in
each aspect

As a final calculation was categorized into criteria given by Pusat Perbukuan. The formula mentioned above was employed to determine the data analysis findings.

Table III. 4 Quality Speaking Materials Categorized Percentage Acquired

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

b. Interview

Researcher will conduct interviews with 2 English teacher, the indicator taken from Scott.²⁶ The researcher will interview the teachers about the students and textbook

4. Technique of Data Collection

Since this research analyzed the quality of speaking materials in the English textbook “Bahasa Inggris” for Eleventh-grade students on the Merdeka Belajar curriculum, the data collection technique in this research is content analysis. The data was analyzed quantitatively. The researcher analyzed the English textbook used by teachers and students for Eleventh-grade students at MAN 1 Padangsidempuan.

The researcher used the following steps:

1. The researcher identified the speaking materials from the English textbook “Bahasa Inggris” for Eleventh-grade Senior High School

²⁶ Thornbury, *How to Teach Speaking* - Scott Thornbury.

2. The researcher analyzed the speaking materials in an English textbook “Bahasa Inggris” with good speaking criteria from Scott.
3. The researcher makes a table document analysis.
4. Counted the remark and percentage.
5. Found the textbook quality using criteria proposed by *Pusat Perbukuan*.

The researcher interviewed 2 English teachers in grade Eleven, the interview had 10 questions.

5. Technique of Data Analysis

Miles and Huberman argue that activity in qualitative data analysis is done interactively and lasts continuously until complete.²⁷ Activities in analyzing the data in qualitative research, there are three steps to be pass that is data condensation, data display, and conclusions drawing or verification.

a. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for the themes and patterns, and discarding unnecessary ones.²⁸ Thus, the reduced data were provided a clearer description and make it easier to conduct further data collection.

²⁷ Miles, Matthew B., A. Michael Huberman, and Jhonny Salldana, “Qualitative Data Analysis A Methods Sourcebook,” *Nursing Standard (Royal College of Nursing (Great Britain) : 1987)* 30, no. 25 (2016): 107–19, <https://doi.org/10.7748/ns.30.25.33.s40>.

²⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2014).

b. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. It helps the researcher to understand what is happening, and to do something either analyze further or take action based on that understanding. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and others. Through the presentation of the data, the data will be organized, and arranged in a relationship pattern, so that it will be easier to understand.

In this step researcher will display the data as follows:

1. The researcher will classify the important data found by the researcher by using document analysis and interviews based on Scott.
2. Identifying the strengths and the weaknesses of the speaking materials in textbooks based on the content of the textbook related to the criteria fulfillment.
3. The researcher will describe the result of the identification of the data based on the parts of the English textbooks related to the Scott criteria of good speaking materials in the form of a short description.
4. Finally, the data the data displayed by the researcher.

c. Conclusion Drawing / Verification

The last step in qualitative data analysis is drawing conclusions

and verification. From the data collection, the researcher concluded from the data that was obtained.²⁹ So that the data can be used for answering the formulation of the problem above. From display the data, researcher can get the conclusion in order to answer all about research question in this research. Researcher will take the conclusion based on these steps :

- a. The researcher withdrew the conclusion by comparing between document analysis and interview data.
- b. The researcher will conclude the criteria of good speaking material in English textbooks.

6. Technique of Data Trustworthiness

The trustworthiness of this research is necessary to be checked in order to reduce the researcher's biases and prejudices. Qualitative researcher uses several steps to check on and enhance a study's validity. In this research, the researcher uses the triangulation to check the trustworthiness of the research. The researcher applied triangulation technique to support the data credibility in getting the valid data. Triangulation is a technique that utilizes data validity checking something else.

In this research, the researcher uses data triangulation to prove the validation. The theory of triangles will be used to validate the data. The

²⁹ Sidiq, Umar, and Miftachul Choiri. *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019).

researcher collects the data using some ways of techniques such as collecting the data that are documentation and interviews.

CHAPTER IV

RESEARCH RESULT & DISCUSSIONS

The researcher's findings from a study named "The analysis of speaking materials at the XI grade students' of MAN 1 Padangsidempuan" were presented in this chapter. Interviews and document analysis were used to get the data. Using a textbook titled Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI Kelompok wajib, the researcher conducted a document analysis. Subsequently, an English teacher was interviewed by the researcher in order to clarify the data obtained from the document analysis. The researcher conducted the interview in both Indonesian and English. These are the findings from field research.

A. General Finding

Overall, Herman Benyamin's book Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI Kelompok wajib includes speaking, speaking, reading, and writing exercises. This book is divided into nine chapters, each chapter containing unique and fascinating content. When hearing and speaking materials are mixed together students still can use the spoken material according to their level, and even though it is implied rather than directly stated, what they learn is in line with the curriculum. As a reference or enrichment, speaking material can also be borrowed or acquired from other sources. The following table is provided to describe the category of the Herman Benyamin's book Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI Kelompok wajib in percentage category by Pusat Perbukuan.

Table IV.1 Checklist Table

Chapter	“Bahasa Inggris” Speaking Materials	Criteria Number				total
		1	2	3	4	
1	Asking for and giving advice and Offers	✓	✓	✓	✓	
2	Expressing opinions	✓	✓	✓	✓	
3	Invitation letter	x	✓	✓	✓	
4	Analytical exposition text	✓	x	x	✓	
5	Passive voice	✓	✓	✓	✓	
6	Personal letter	✓	✓	✓	✓	
7	Expressing cause-effect	✓	✓	✓	✓	
8	Explanation text	✓	✓	✓	✓	
9	Song	✓	x	✓	✓	
Total		8	7	8	9	32

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

$$P = \frac{32}{36} \times 100\% = 88,8 \%$$

According to the final calculation the quality of speaking materials in this book categorized into good category with the percentation is 88,88%.

B. Specific Finding

1. Clear Instruction

Related to the material there are 9 chapters that were analysed.

Below is the result of analysed from each chapter.

In this indicator is analysed that the Speaking material is to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book. Below is an explanation

Table IV.2 speaking materials to its clear instruction category

Material	Topic of Speaking	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter		✓
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect	✓	
Chapter 8	Explanation text	✓	
Chapter 9	Song	✓	

From the table above, there are 8 chapters that related to the students' experience and there is 1 that does not relevance to the students' real-life. Below is the result of analyse from each chapter.

1. Speaking Material 1 (Asking and Giving Advice and Offer)

Speaking 1 (what should i do)

1. Look at the picture.



2. Work in pairs. Describe the picture to your partner. Take turn.
3. Make a list of questions related to the picture. Then, switch the questions and answer yoour friend's.
4. Discuss with your friend.
 - a. What would you do if you were that person?
 - b. What would you do if you saw the accident?
5. Write down a conclusion about the discussion of questions (s) and (b) on a piece of paper. Submit your conclusion to your teacher.³⁰

³⁰ Benyamin, Herman. *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*, 2017.

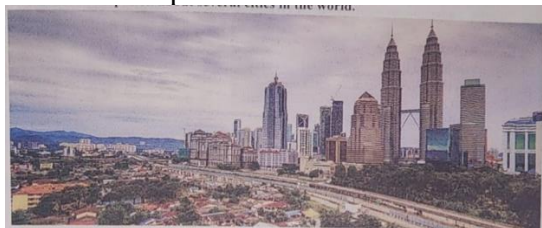
The material above, students are instructed to have the conversation based on the case given. The case is related to *giving advice and offer*. It is a fact that all students and people in general have made the act of providing and requesting information about suggestions and offer. Since most people require assistance and support from those around them, it is easier for us to accept offers and suggestions from friends and even other people.

This material is considered have clear instruction because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.³¹ As a result, because they relate to the information being presented, students are going to keep it. Humans essentially require the assistance and support of others around them; accepting advice and offering from friends and even other people can make a person's life simpler.

2. Speaking Material 2 (Expressing Opinion)

Speaking 1 (I think that's good!)

Lets share our opinion about several cities in the world.



³¹ Thornbury, Scott. *How To Teach Speaking* (Longman, 2005).

1. In pairs, discuss with your partner your opinion about the city in the picture.
2. Look at the names of the cities below.
3. Check (✓) ancient, modern, cheap, expensive, small, or large based on your personal opinion about the cities.
4. In pairs, share your reason with your classmates.
According to me these cities.....³²

Cities	Ancient	Modern	Cheap	Expensive	Small	Large
1. Jakarta						
2. Singapore						
3. London						
4. Bangkok						
5. Tokyo						
6. New York						
7. Kuala Lumpur						
8. Rome						

The material above, students are instructed to have the conversation based on the case given. The case is related to *Expressing Opinion*. In daily life it is often to find the case of expressing opinion, giving words or thought to express feeling so other can understand the things clear.

This material is considered have clear instruction because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.³³ As a result, because they relate to the information being presented, students are going to keep it. The instruction given in

³² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

³³ Thornbury, *How To Teach Speaking*.

this book is considered as clear and simple instruction so that the student can understand easily.

3. Speaking Material 3 (Invitation Letter)

Speaking 1 (save the date)

1. Work in pairs. Look at the picture.



2. Each of you makes several questions related to the picture above. Answer your friend's questions and vice versa.
3. In pairs answer the questions below.
 - a. What's good about the invitation?
 - b. Do you think this invitation is complete? If yes, explain your point. If no, explain your idea to upgrade the invitation.
 - c. What other ways can you do to invite people to your event?
 - d. Is wording essential in invitation? Why?
4. Discuss with your friend things that should be concerned when writing an invitation by filling the table.³⁴

Things	Reason

The material above, students are instructed to have the conversation based on the case given. The case is related to *Invitation Letter*. In this chapter students must have experienced in getting or creating an invitation letter to special event such as birthday party, wedding party or other event related to the event in their daily life so they are expected to discuss the invitation easier. But this exercise seem not to

³⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

be related to the students daily life because they are instructed to make and discuss about retirement party, which they have not experienced about that event yet, moreover the culture is not included in their region but it only can provide them more information and knowledge about kinds of invitation letters.

This material is considered not precisely have clear instruction because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.³⁵ As a result, it is related to the students experience to have an invitation letter but the material or topic given is not really matched them.

4. Speaking Material 4 (Analytical Exposition Text)

Speaking material (why we should save our earth)

Work in pair. Read the kind of activities we can do to stop the greenhouse effect or global warming. Do the following instructions.

1. Check (✓) on the box “ true” if the statements helps prevent the greenhouse effect or “false” if the statement doesn't help preventing the greenhouse effect.
2. Write the reasons for your choices on a piece of paper.
3. Submit it to your teacher.³⁶

No	Activities	True	False
1	Wasting Food		
2	Riding your bicycle to school, sports or work (for your mom and dad)		
3	Leaving the water running while brushing your teeth		

³⁵ Thornbury, *How To Teach Speaking*.

³⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

No	Activities	True	False
4	Turning the TV and computer off at night		
5	Using more ACs indoors		
6	Using mass transport		
7	Not feeding wild animals. They need to learn to feed themselves.		
8	Burning trash		
9	Using plastic utensils and styrofoam		
10	Planting trees in your school and workplace		

The material above, students are instructed to have the conversation based on the case given. The case is related to *Analytical exposition about global warming*. It is a fact that all students and people in general have experienced the global warming and moreover considering the condition of the earth and weather now. It is important for student to take an action and discuss more about the global warming and considering the action how to reduce it by discussing the action which can do and can not do.

This material is considered have clear instruction because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.³⁷ Because they relate to the subject being delivered, students will therefore be drawn in and retain it. Students need to understand the origins and impacts of global warming in order to play a significant role in the event that it appears.

³⁷ Thornbury, *How To Teach Speaking*.

5. Speaking Material 5 (Passive voice)

Speaking 1 (Culture is learned)

1. Work in pairs. Look at the pictures.



2. Put the name of the things under the pictures.
3. Each of you makes several questions related to the pictures above. Answer your friend's questions and vice versa.
4. In pairs answer the questions below:
 - a. Those are identified as the cultures of Indonesia. As a citizen, what will you do to protect or maintain those cultural objects?
 - b. How to make those cultures well known internationally?
5. Write a short text talking about how to appreciate products of Indonesian culture.

This chapter discusses passive sentences in English Grammar with a cultural theme. The passive voice is used to show interest in an object, event, idea, or person experiencing an action, not in the person or object performing the action. Surely every student has ever been interested in an object, event, or idea. The material above, which students discuss to, relates to the passive voice.

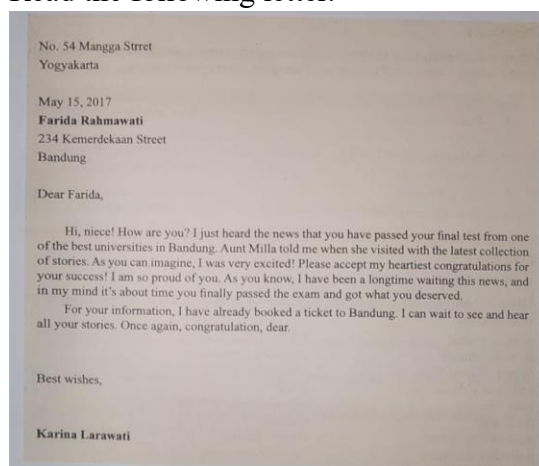
This material is considered have clear instruction because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction

given by the book.³⁸ Because they relate to the subject being delivered, students will therefore be drawn in and retain it. Surely students have at some point expressed interest in a product, occasion, or concept which in daily life working with passive voice.

6. Speaking Material 6 (Personal Letter)

Speaking 1 (Dearest best friend)

1. Read the following letter.



2. Work in pairs. Discuss the following questions.
 - a. Who is the sender of the letter?
 - b. Who is the receiver?
 - c. What does the letter talk about? How do you know?
3. Each of you makes three questions related to the letter. Ask your friend to answer it and vice versa
4. Discuss your answer together.
5. Write down the information you get from your discussion on a piece of paper. Submit it to your teacher. ³⁹

Students discussed in pairs to a personal letter that is relevant to the topic above. A personal letter is one that you write to a known individual in order to communicate with them or exchange

³⁸ Thornbury.

³⁹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

information. Additionally, students must have used personal letters for informational, communicative, emotional, and other goals.

This material is considered have clear instruction because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.⁴⁰ Because they relate to the subject being delivered, students will therefore be drawn in and retain it. Additionally, students have used personal letters for informational, communicative, emotional, and other goals.

7. Speaking Material 7 (Expressing Cause-effect)

Speaking material (Because of Circumstances)

1. Work in pairs.
2. Mention examples of natural phenomenon that you and your friend familiar with and discuss its effect.
3. Fill in the table below with your discussion result.

No	Natural Phenomena	Effects
1.		
2.		
3.		
4.		
5.		

4. In pairs, pick one of the natural phenomena you have written. Discuss more about the phenomenon. Discuss it deeply. You can discuss the process, the effect, other facts about it, and your opinion.
5. Write down on a piece of paper and submit it to your teacher.⁴¹

The material above, students listen and repeat terms related to the

Cause-effect of a phenomenon. This chapter correspond to students'

⁴⁰ Thornbury, *How To Teach Speaking*.

⁴¹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

experiences, because it instructs the students to have a discussion about phenomenon that familiar with them. This cahpter provide the discussion of the natural phenomenon, how the phenomenon happens, and what the effects of the phenomenon.

This material is considered have clear instruction because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.⁴² Because they relate to the subject being delivered, students will therefore be drawn in and reatain it. Additionally, students are instructed to have a discussion about what phenomenon familiar to them so it can provide the instruction of a discussion in easier acceptance.

8. Speaking Material 8 (Explanation Text)

Speaking 1 (How do birds fly?)

1. Work in pairs. Read the following text.
An animal class is made up of animals that are all alike in important ways.scientists have grouped animals into classes to make it easier to study.
There are many different animal classes and every animal in the world belongs to one of them. The five most well known classes of vertebrates (animals with backbones) are mammals, birds, fish, reptiles, amphibians. There are also a lot of animals without backbones. These are called invertebrates. The most commonly known classes in this phylum is insects.
2. Discuss the following questions.
3. Discuss with your friend the animals that belong to the classes below. Fill in the table. Look at the examples.

⁴² Thornbury, *How To Teach Speaking*.

Mammals	Birds	Fish	Reptiles	Amphibians	Insects
e.g: Whale	Parrot	Goldfish	Snake	Frog	Ant

4. Discuss and find information about the other classes that did not mention in the text. Write a summary of your findings.⁴³

The material above, students discussed topics related *explanation text related to animal classification*. This chapter seems probably correspond to students' experiences, which can be said that people or students live along with the animals in this world, more over students studied about them in science or biology material at school. The material choosen is also categorized as the simple or common material not the specific or the complicated one.

So, the students probably have no difficulties in discussing this material. This material seems have a clear instruction and relevance to the students' real-life because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.⁴⁴

⁴³ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁴⁴ Thornbury, *How To Teach Speaking*.

9. Speaking Material 9 (Song)

Speaking 1 (let the music talk)

1. look at the pictures below



2. work in pairs. Make questions regarding the figures.
3. Find more information regarding them
4. Is there any other singer/musician that is talented as them? who is it? What is his/her achievement?
5. Write a simple essay about Afgan and Gita. Write it on a piece of paper and submit it to your teacher.⁴⁵

The material above, students discussed is related to the *music*. Students are expected uptodate to the information abotu entertainment or especially music information. The instruction given is appropriate to the common information in music or entertainment field and more over the order is to discuss about the other musician that familiar or already known by the students.

This material seems have a clear instruction and relevance to the students' real-life because according to Thornbury speaking material or exercise with the clear instruction ought to relate in some way to language use in daily life. This implies that to facilitate the students' comprehend the instruction given by the book.⁴⁶ So, students will

⁴⁵ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁴⁶ Thornbury, *How To Teach Speaking*.

accept the material presented because they feel connected to the learning provided.

After every chapter in the material was examined, it was found that eight of the chapters were about the experiences of the students and one was not. With this, students' interest in learning to speak is growing. It's important for them to comprehend its function and how to use it. Students are able to comprehend speaking well using this.

2. Interactivity

This book matches the aim and objectives of the language learning program. Speaking materials are available in each chapter of the *buku Bahasa Inggris untuk SMA/MA/SMK/MAK kelas XI kelompok wajib*. Speaking material in textbook mostly consists of speaking to the dialogs and discussion and students are asked to deal with the case given by discussing in pairs.

Table IV..3 speaking material according to its Interactivity

Material	Topics for Speaking	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter	✓	
Chapter 4	Analytical exposition text		✓
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect	✓	
Chapter 8	Explanation text	✓	
Chapter 9	Song		✓

1. Speaking Material 1 (Asking and Giving Advice and Offer)

Speaking 1 (what should i do)

1. Look at the picture.



2. Work in pairs. Describe the picture to your partner. Take turn.
3. Make a list of questions related to the picture. Then, switch the questions and answer your friend's.
4. Discuss with your friend.
 - c. What would you do if you were that person?
 - d. What would you do if you saw the accident?
5. Write down a conclusion about the discussion of questions (s) and (b) on a piece of paper. Submit your conclusion to your teacher.⁴⁷

The material above, students are instructed to have the conversation based on the case given. The case is related to *giving advice and offer*. The instruction given in this materials provide students to have a conversation and discussion in pairs. This pairs and discussion indicated that the material fulfill the interactive criteria as it said by Thornbury that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences⁴⁸ As a result, because the materials and instruction allow students to have conversation between pairs means that the interactive activity is fulfilled.

⁴⁷ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁴⁸ Thornbury, *How To Teach Speaking*.

2. Speaking Material 2 (Expressing Opinion)

Speaking 1 (I think that's good!)

Lets share our opinion about several cities in the world.



1. In pairs, discuss with your partner your opinion about the city in the picture.
 2. Look at the names of the cities below.
 3. Check (✓) ancient, modern, cheap, expensive, small, or large based on your personal opinion about the cities.
 4. In pairs, share your reason with your classmates.
- According to me these cities.....⁴⁹

Cities	Ancient	Modern	Cheap	Expensive	Small	Large
1. Jakarta						
2. Singapore						
3. London						
4. Bangkok						
5. Tokyo						
6. New York						
7. Kuala Lumpur						
8. Rome						

The material above, students are instructed to have the conversation based on the case given. The case is related to *Expressing Opinion*. The instruction given in this materials provide students to have a discussion in pairs and the presentation about the reason they got for the exercise in front of class which leads to feedback interaction with the audiences. This pairs discussion and presentation indicated that the material fulfill the interactive criteria as it said by Thronbury that

⁴⁹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences.⁵⁰ As a result, because the materials and instruction allow students to have conversation between pairs and moreover allows students to have presentation means that the interactive activity is fulfilled.

3. Speaking Material 3 (Invitation Letter)

Speaking 1 (save the date)

1. Work in pairs. Look at the picture.



2. Each of you makes several questions related to the picture above. Answer your friend's questions and vice versa.
3. In pairs answer the questions below.
 - a. What's good about the invitation?
 - b. Do you think this invitation is complete? If yes, explain your point. If no, explain your idea to upgrade the invitation.
 - c. What other ways can you do to invite people to your event?
 - d. Is wording essential in invitation? Why?
4. Discuss with your friend things that should be concerned when writing an invitation by filling the table.⁵¹

Things	Reason

The material above, students are instructed to have the conversation

based on the case given. The case is related to *Invitation Letter*. The

⁵⁰ Thornbury, *How To Teach Speaking*.

⁵¹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

instruction given in this materials provide students to have a discussion in pairs and question-answer pairs about the materials. This pairs discussion and the question-answer activity indicated that the material fulfill the interactive criteria as it said by Thornbury that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences.⁵² As a result, because the materials and instruction allow students to have discussion between pairs and question-answer activity means that the interactive criteria for this material is fulfilled.

4. Speaking Material 4 (Analytical Exposition Text)

Speaking material (why we should save our earth)

Work in pair. Read the kind of activities we can do to stop the greenhouse effect or global warming. Do the following instructions.

1. Check (✓) on the box “ true” if the statements helps prevent the greenhouse effect or “false” if the statement doesn’t help preventing the greenhouse effect.
2. Write the reasons for your choices on a piece of paper.
3. Submit it to your teacher.⁵³

No	Activities	True	False
1	Wasting Food		
2	Riding your bicycle to school, sports or work (for your mom and dad)		
3	Leaving the water running while brushing your teeth		
4	Turning the TV and computer off at night		
5	Using more ACs indoors		
6	Using mass transport		
7	Not feeding wild animals. They need to learn to feed themselves.		
8	Burning trash		

⁵² Thornbury, *How To Teach Speaking*.

⁵³ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

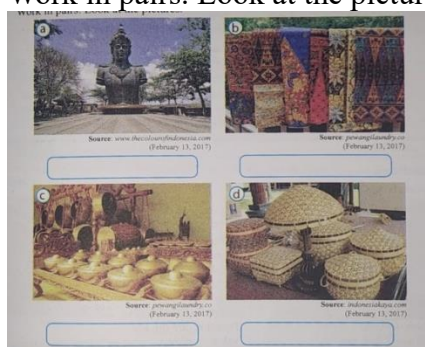
No	Activities	True	False
9	Using plastic utensils and styrofoam		
10	Planting trees in your school and workplace		

The material above, students not instructed to have the conversation based on the case given. The case is related to *Analytical exposition about global warming*. The instruction given in this materials does not provide students to have a discussion in pairs or any coversation about the materials. Thornbury said that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences.⁵⁴ As a result,because the materials and instruction does not provide students to have discussion between pairs and or conversation activity (the speaking excercise found in this material is only for monologue) means that the interactive criteria for this material is not fulfilled. This material more suitable for writing aspect.

5. Speaking Material 5 (Passive voice)

Speaking 1 (Culture is learned)

1. Work in pairs. Look at the pictures.



⁵⁴ Thornbury, *How To Teach Speaking*.

2. Put the name of the things under the pictures.
3. Each of you makes several questions related to the pictures above. Answer your friend's questions and vice versa.
4. In pairs answer the questions below:
 - a. Those are identified as the cultures of Indonesia. As a citizen, what will you do to protect or maintain those cultural objects?
 - b. How to make those cultures well known internationally?
5. Write a short text talking about how to appreciate products of Indonesian culture.

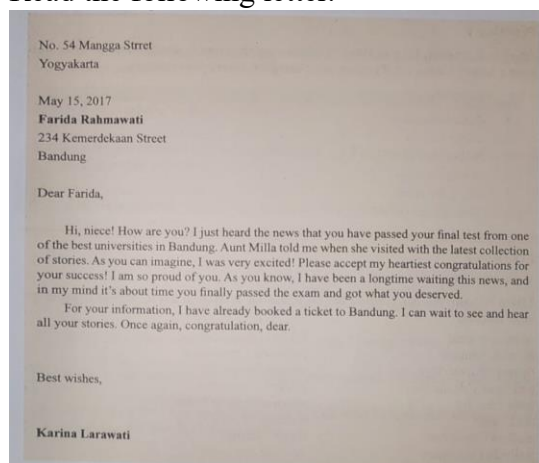
The material above, students are instructed to have the conversation based on the case given. The case is related to *Passive voice*. The instruction given in this materials provide students to have a discussion in pairs, more precisely question-answer pairs about the materials. This question-answer activity indicated that the material fulfill the interactive criteria as it said by Thornbury that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences.⁵⁵ As a result, because the materials and instruction allow students to have question-answer activity that provide interaction between pairs means that the interactive criteria for this material is fulfilled.

⁵⁵ Thornbury.

6. Speaking Material 6 (Personal Letter)

Speaking 1 (Dearest best friend)

1. Read the following letter.



2. Work in pairs. Discuss the following questions.
 - a. Who is the sender of the letter?
 - b. Who is the receiver?
 - c. What does the letter talk about? How do you know?
3. Each of you makes three questions related to the letter. Ask your friend to answer it and vice versa
4. Discuss your answer together.
5. Write down the information you get from your discussion on a piece of paper. Submit it to your teacher.⁵⁶

Students discussed in pairs to a *Personal Letter* that is relevant to the topic above. The instruction given in this materials provide students to have a discussion in pairs and question-answer pairs about the materials. This pairs discussion and the question-answer activity indicated that the material fulfill the interactive criteria as it said by Thornbury that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences.⁵⁷ As a

⁵⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁵⁷ Thornbury, *How To Teach Speaking*.

result, because the materials and instruction allow students to have discussion between pairs and question-answer activity means that the interactive criteria for this material is fulfilled.

7. Speaking Material 7 (Expressing Cause-effect)

Speaking material (Because of Circumstances)

1. Work in pairs.
2. Mention examples of natural phenomenon that you and your friend familiar with and discuss its effect.
3. Fill in the table below with your discussion result.

No	Natural Phenomena	Effects
1.		
2.		
3.		
4.		
5.		

4. In pairs, pick one of the natural phenomena you have written. Discuss more about the phenomenon. Discuss it deeply. You can discuss the process, the effect, other facts about it, and your opinion.
5. Write down on a piece of paper and submit it to your teacher.⁵⁸

The material above, students discussed deeply the terms related to the *Cause-effect of a phenomenon*. The instruction given in this materials provide students to have a discussion in pairs more over have the deep discussion about the materials because the materials sounds more challenging. This pairs discussion activity indicated that the material fulfill the interactive criteria as it said by Thronbury that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have

⁵⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

feedback between speakers and audiences.⁵⁹ As a result, because the materials and instruction allow students to have a deep discussion between pairs means that the interactive criteria for this material is fulfilled.

8. Speaking Material 8 (Explanation Text)

Speaking 1 (How do birds fly?)

1. Work in pairs. Read the following text.
An animal class is made up of animals that are all alike in important ways. Scientists have grouped animals into classes to make it easier to study.
There are many different animal classes and every animal in the world belongs to one of them. The five most well known classes of vertebrates (animals with backbones) are mammals, birds, fish, reptiles, amphibians. There are also a lot of animals without backbones. These are called invertebrates. The most commonly known classes in this phylum is insects.
2. Discuss the following questions.
3. Discuss with your friend the animals that belong to the classes below. Fill in the table. Look at the examples.

Mammals	Birds	Fish	Reptiles	Amphibians	Insects
e.g: Whale	Parrot	Goldfish	Snake	Frog	Ant

4. Discuss and find information about the other classes that did not mention in the text. Write a summary of your findings.⁶⁰

The material above, students discussed topics related *explanation text related to animal classification*. The instruction given in this materials provide students to have a discussion in pairs about the materials. This pairs discussion activity provides more interaction

⁵⁹ Thornbury, *How To Teach Speaking*.

⁶⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

between pairs and more actively in giving argument and feedback of the opinion heard, besides this indicated that the material fulfill the interactive criteria as it said by Thornbury that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences.⁶¹ As a result, because the materials and instruction allow students to have discussion between pairs means that the interactive criteria for this material is fulfilled.

9. Speaking Material 9 (Song)

Speaking 1 (let the music talk)

1. look at the pictures below



2. work in pairs. Make questions regarding the figures.
3. Find more information regarding them
4. Is there any other singer/musician that is talented as them? who is it? What is his/her achievement?
5. Write a simple essay about Afgan and Gita. Write it on a piece of paper and submit it to your teacher.⁶²

The material above, students discussed is related to the *Music or song*. The material above, students not instructed to have the conversation based on the case given. The case is related to *Analytical exposition about global warming*. The instruction given in this

⁶¹ Thornbury, *How To Teach Speaking*.

⁶² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

materials does not provide students to have a discussion in pairs or any conversation about the materials it is just provide to make a question in without any further instruction about having the answer likewise the interaction or communication in pairs. Thornbury said that materials which provide interactivity criteria means that the material should acquire presentations obtain possibility of interaction have feedback between speakers and audiences.⁶³ As a result, because the materials and instruction does not provide students to have discussion between pairs and or conversation activity (the speaking exercise found in this material is only for monologue) means that the interactive criteria for this material is not fulfilled. This material more suitable for writing aspect

From all the chapters that have been analysed, all the chapters in the material show 7 chapters related to materials with the interactive criteria and 2 not related to the criteria. From the several chapters that have been analysed, it is known that this material is really needed to lead the students have the appropriate speaking conversation to increase their ability.

3. Challenge

The best speaking features in class activities that reflect real life. Good speaking material is fulfilled on of the criteria like challenge. The material provide students forced to draw on their available

⁶³ Thornbury, *How To Teach Speaking*.

communicative resources to achieve the outcome. The material that fulfill this criteria provide the speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use. It is also require the students sensitive to the problem given.

Related to the material there were 9 chapters that were analysed.

Table IV.4 speaking material to it's challenge criteria

Material	Topics for Speaking	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter	✓	
Chapter 4	Analytical exposition text		✓
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect	✓	
Chapter 8	Explanation text	✓	
Chapter 9	Song	✓	

From the table above, there are 8 chapters that related to the students' experience and there is 1 that does not relevance to the students' real-life. Below is the result of analyse from each chapter.

1. Speaking Material 1 (Asking and Giving Advice and Offer)

Speaking 1 (what should i do)

1. Look at the picture.



2. Work in pairs. Describe the picture to your partner. Take turn.
3. Make a list of questions related to the picture. Then, switch the questions and answer your friend's.

4. Discuss with your friend.
 - e. What would you do if you were that person?
 - f. What would you do if you saw the accident?
5. Write down a conclusion about the discussion of questions (s) and (b) on a piece of paper. Submit your conclusion to your teacher.⁶⁴

The material above, students are instructed to have the conversation based on the case given. The case is related to *giving advice and offer*. The material provide the instruction that students can describe the picture by their own description and as the pair discussion begin the students will talk more about their thoughts about the problem given. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁶⁵ This material presented that the students required to be more talkative and feel the challenge to bring the pairs to have succesfull communication.

2. Speaking Material 2 (Expressing Opinion)

Speaking 1 (I think that's good!)

Lets share our opinion about several cities in the world.



1. In pairs, discuss with your partner your opinion about the city in the picture.
2. Look at the names of the cities below.

⁶⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁶⁵ Thornbury, *How To Teach Speaking*.

3. Check (✓) ancient, modern, cheap, expensive, small, or large based on your personal opinion about the cities.
4. In pairs, share your reason with your classmates.
According to me these cities.....⁶⁶

Cities	Ancient	Modern	Cheap	Expensive	Small	Large
1. Jakarta						
2. Singapore						
3. London						
4. Bangkok						
5. Tokyo						
6. New York						
7. Kuala Lumpur						
8. Rome						

The material above, students are instructed to have the conversation and discussion based on the case given. The case is related to *Expressing opinion*. The material provide the instruction that students can give their opinion of the picture to thier pair and as the pair discussion begin the students will talk more about their thoughts about the material given. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁶⁷ This material presented that the students required to be more talkactive and feel the challenge to bring the pairs to have succesfull comprehension to understand and accpet each other opinion.

⁶⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁶⁷ Thornbury, *How To Teach Speaking*.

3. Speaking Material 3 (Invitation Letter)

Speaking 1 (save the date)

1. Work in pairs. Look at the picture.



2. Each of you makes several questions related to the picture above. Answer your friend's questions and vice versa.
3. In pairs answer the questions below.
 - e. What's good about the invitation?
 - f. Do you think this invitation is complete? If yes, explain your point. If no, explain your idea to upgrade the invitation.
 - g. What other ways can you do to invite people to your event?
 - h. Is wording essential in invitation? Why?
4. Discuss with your friend things that should be concerned when writing an invitation by filling the table.⁶⁸

Things	Reason

The material above, students are instructed to have the conversation based on the case given. The case is related to *invitation letter*. The material provides the instruction that students build their questions to their pair and also answer the question from pair, as the pair discussion begin the students will talk more to ask and answer the question. The challenge will come after the pairs throw the question each other and discuss to fulfill the following table. In result, as it said by Thornbury that challenge criteria in speaking material means that

⁶⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁶⁹ This material presented that the students required to be more talkative and feel the challenge to bring the pairs to have successful communication.

4. Speaking Material 4 (Analytical Exposition Text)

Speaking material (why we should save our earth)

Work in pair. Read the kind of activities we can do to stop the greenhouse effect or global warming. Do the following instructions.

1. Check (✓) on the box “ true” if the statements helps prevent the greenhouse effect or “false” if the statement doesn’t help preventing the greenhouse effect.
2. Write the reasons for your choices on a piece of paper.
3. Submit it to your teacher.⁷⁰

No	Activities	True	False
1	Wasting Food		
2	Riding your bicycle to school, sports or work (for your mom and dad)		
3	Leaving the water running while brushing your teeth		
4	Turning the TV and computer off at night		
5	Using more ACs indoors		
6	Using mass transport		
7	Not feeding wild animals. They need to learn to feed themselves.		
8	Burning trash		
9	Using plastic utensils and styrofoam		
10	Planting trees in your school and workplace		

The material above, students are instructed to have the conversation based on the case given. The case is related to *analytical exposition*

⁶⁹ Thornbury, *How To Teach Speaking*.

⁷⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

text. The material doesn't provide the instruction that students can have the deep conversation or discussion. This material seems not challenging in case of speaking because it is not provide enough conversation instruction. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁷¹ This material does not presented the challenge of having successful communication or conversation.

5. Speaking Material 5 (Passive voice)

Speaking 1 (Culture is learned)

1. Work in pairs. Look at the pictures.



2. Put the name of the things under the pictures.
3. Each of you makes several questions related to the pictures above. Answer your friend's questions and vice versa.
4. In pairs answer the questions below:
 - a. Those are identified as the cultures of Indonesia. As a citizen, what will you do to protect or maintain those cultural objects?
 - b. How to make those cultures well known internationally?
5. Write a short text talking about how to appreciate products of Indonesian culture.

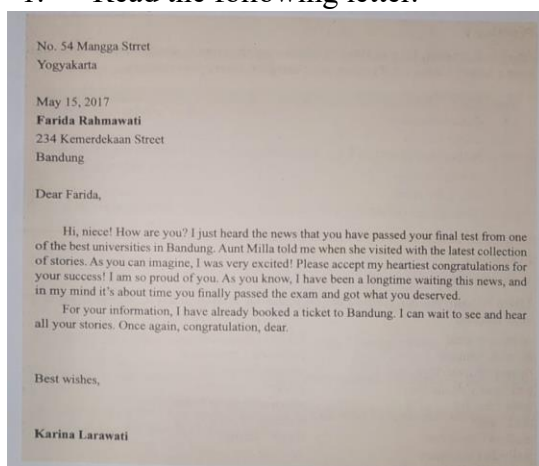
⁷¹ Thornbury, *How To Teach Speaking*.

The material above, students are instructed to have the conversation based on the case given. The case is related to *passive voice*. The material provide the instruction that students can describe the picture by their own description and as the pair discussion begin the students will talk more about their thoughts about the problem given. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁷² This material presented that the students required to be more talkative and feel the challenge to bring the pairs to have succesfull communication.

6. Speaking Material 6 (Personal Letter)

Speaking 1 (Dearest best friend)

1. Read the following letter.



2. Work in pairs. Discuss the following questions.

- a. Who is the sender of the letter?
- b. Who is the receiver?
- c. What does the letter talk about? How do you know?

⁷² Thornbury.

3. Each of you makes three questions related to the letter. Ask your friend to answer it and vice versa
4. Discuss your answer together.
5. Write down the information you get from your discussion on a piece of paper. Submit it to your teacher.⁷³

The material above, students are instructed to have the conversation based on the case given. The case is related to *Personal letter*. The material provide the instruction that students can discussed and throw the question each other about the letter given by their own language and as the pair discussion begin the students will talk more about their thoughts about the problem given. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁷⁴ This material presented that the students required to be more talkative and feel the challenge to bring the pairs to have succesfull communication and understanding.

7. Speaking Material 7 (Expressing Cause-effect)

Speaking material (Because of Circumstances)

1. Work in pairs.
2. Mention examples of natural phenomenon that you and your friend familiar with and discuss its effect.
3. Fill in the table below with your discussion result.

No	Natural Phenomena	Effects
1.		
2.		
3.		
4.		
5.		

⁷³ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁷⁴ Thornbury, *How To Teach Speaking*.

4. In pairs, pick one of the natural phenomena you have written. Discuss more about the phenomenon. Discuss it deeply. You can discuss the process, the effect, other facts about it, and your opinion.
5. Write down on a piece of paper and submit it to your teacher.⁷⁵

The material above, students discussed terms related to the *Cause-effect of a phenomenon*. The material provide the instruction that students can discuss deeply about the phenomenon they are familiar with by their own language and description. As the pair discussion begin the students will talk more about their thoughts and discussion can turn into intense conversation about the problem given. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁷⁶ This material presented that the students required to be more talkative and feel the challenge to bring the pairs to have deeply discussion and understanding about the material given.

8. Speaking Material 8 (Explanation Text)

Speaking 1 (How do birds fly?)

1. Work in pairs. Read the following text.
An animal class is made up of animals that are all alike in important ways. Scientists have grouped animals into classes to make it easier to study.
There are many different animal classes and every animal in the world belongs to one of them. The five most well known classes of vertebrates (animals with backbones) are mammals, birds, fish, reptiles, amphibians. There are also a lot of animals

⁷⁵ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁷⁶ Thornbury, *How To Teach Speaking*.

without backbones. These are called invertebrates. The most commonly known classes in this phylum is insects.

2. Discuss the following questions.
3. Discuss with your friend the animals that belong to the classes below. Fill in the table. Look at the examples.

Mammals	Birds	Fish	Reptiles	Amphibians	Insects
e.g: Whale	Parrot	Goldfish	Snake	Frog	Ant

4. Discuss and find information about the other classes that did not mention in the text. Write a summary of your findings.⁷⁷

The material above, students discussed topics related *explanation text related to animal classification*. This chapter seems probably correspond to students' experiences, and background knowledge about science. The material provide the instruction that students can discuss in pairs about the uncommon material that seems to be more challenging. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁷⁸ This material presented that the students required to be more talkative and feel the challenge to discuss such a complicated material and need more of the their attention and interest.

⁷⁷ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁷⁸ Thornbury, *How To Teach Speaking*.

9. Speaking Material 9 (Song)

Speaking 1 (let the music talk)

1. look at the pictures below



2. work in pairs. Make questions regarding the figures.
3. Find more information regarding them
4. Is there any other singer/musician that is talented as them? who is it? What is his/her achievement?
5. Write a simple essay about Afgan and Gita. Write it on a piece of paper and submit it to your teacher.⁷⁹

The material above, students discussed topics related *Music/Song*.

This chapter seems probably correspond to students' experiences, and background knowledge about music or showbiz entertainment world.

The material provide the instruction that students can discuss in pairs about the uncommon material that seems to be more challenging. In result, as it said by Thornbury that challenge criteria in speaking material means that the material brings the students interest to talk more actively and forced them to draw on their available communicative resources to achieve the outcome.⁸⁰ This material presented that the students required to be more talkative and feel the challenge to discuss such a complicated material and need more of the their attention and interest.

⁷⁹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁸⁰ Thornbury, *How To Teach Speaking*.

From all the chapters that have been analysed, all the chapters in the material show eight chapters expected to fulfil the challenge criteria and one does not fulfill the criteria. With these, students are increasingly interested in learning speaking. Students can experience the feeling of interest the feeling of achievement and productive in conversation that is why the criteria of material were considered more important to achieve successful speaking learning.

4. Analytical

The best speaking features in class activities that the language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose. Related to the material there were 9 chapters that were analysed.

Table IV.5 speaking material to its Analytical Criteria

Material	Topics for Speaking	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter	✓	
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect	✓	
Chapter 8	Explanation text	✓	
Chapter 9	Song	✓	

1. Speaking Material 1 (Asking and Giving Advice and Offer)

Speaking 1 (what should i do)

1. Look at the picture.



2. Work in pairs. Describe the picture to your partner. Take turn.
3. Make a list of questions related to the picture. Then, switch the questions and answer your friend's.
4. Discuss with your friend.
 - a. What would you do if you were that person?
 - b. What would you do if you saw the accident?
5. Write down a conclusion about the discussion of questions (a) and (b) on a piece of paper. Submit your conclusion to your teacher.⁸¹

The material above, students are instructed to have the conversation and discussion in pair based on the case given. The case is related to *giving advice and offer*. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree of commitment to the task and become more consideration for teacher analyze.⁸² As a result, as this material provide the

⁸¹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁸² Thornbury, *How To Teach Speaking*.

instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled.

2. Speaking Material 2 (Expressing Opinion)

Speaking 1 (I think that's good!)

Lets share our opinion about several cities in the world.



5. In pairs, discuss with your partner your opinion about the city in the picture.
 6. Look at the names of the cities below.
 7. Check (✓) ancient, modern, cheap, expensive, small, or large based on your personal opinion about the cities.
 8. In pairs, share your reason with your classmates.
- According to me these cities.....⁸³

Cities	Ancient	Modern	Cheap	Expensive	Small	Large
1. Jakarta						
2. Singapore						
3. London						
4. Bangkok						
5. Tokyo						
6. New York						
7. Kuala Lumpur						
8. Rome						

The material above, students are instructed to have the conversation based on the case given. The case is related to *Expressing Opinion*. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to

⁸³ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree of commitment to the task and become more consideration for teacher analysis.⁸⁴ As a result, as this material provides the instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled.

3. Speaking Material 3 (Invitation Letter)

Speaking 1 (save the date)

1. Work in pairs. Look at the picture.



2. Each of you makes several questions related to the picture above. Answer your friend's questions and vice versa.
3. In pairs answer the questions below.
 - a. What's good about the invitation?
 - b. Do you think this invitation is complete? If yes, explain your point. If no, explain your idea to upgrade the invitation.
 - c. What other ways can you do to invite people to your event?
 - d. Is wording essential in invitation? Why?
4. Discuss with your friend things that should be concerned when writing an invitation by filling the table.⁸⁵

⁸⁴ Thornbury, *How To Teach Speaking*.

⁸⁵ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

Things	Reason

The material above, students are instructed to have the conversation based on the case given. The case is related to *Invitation Letter*. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree of commitment to the task and become more consideration for teacher analyze.⁸⁶ As a result, as this material provide the instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled.

4. Speaking Material 4 (Analytical Exposition Text)

Speaking material (why we should save our earth)

Work in pair. Read the kind of activities we can do to stop the greenhouse effect or global warming. Do the following instructions.

1. Check (✓) on the box “ true” if the statements helps prevent the greenhouse effect or “false” if the statement doesn’t help preventing the greenhouse effect.
2. Write the reasons for your choices on a piece of paper.

⁸⁶ Thornbury, *How To Teach Speaking*.

3. Submit it to your teacher.⁸⁷

No	Activities	True	False
1	Wasting Food		
2	Riding your bicycle to school, sports or work (for your mom and dad)		
3	Leaving the water running while brushing your teeth		
4	Turning the TV and computer off at night		
5	Using more ACs indoors		
6	Using mass transport		
7	Not feeding wild animals. They need to learn to feed themselves.		
8	Burning trash		
9	Using plastic utensils and styrofoam		
10	Planting trees in your school and workplace		

The material above, students are instructed to have the conversation based on the case given. The case is related to *Analytical exposition about global warming*. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree of commitment to the task and become more consideration for teacher analyze.⁸⁸ As a result, as this material provide the instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled.

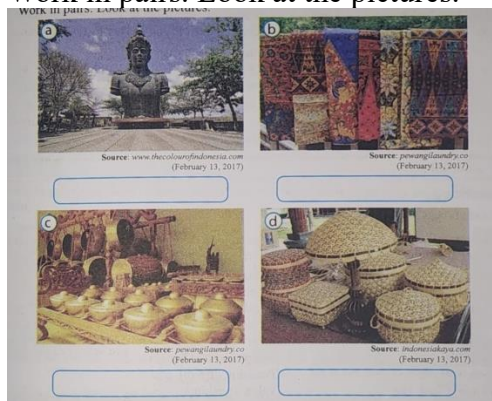
⁸⁷ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁸⁸ Thornbury, *How To Teach Speaking*.

5. Speaking Material 5 (Passive voice)

Speaking 1 (Culture is learned)

1. Work in pairs. Look at the pictures.



2. Put the name of the things under the pictures.
3. Each of you makes several questions related to the pictures above. Answer your friend's questions and vice versa.
4. In pairs answer the questions below:
 - a. Those are identified as the cultures of Indonesia. As a citizen, what will you do to protect or maintain those cultural objects?
 - b. How to make those cultures well known internationally?
5. Write a short text talking about how to appreciate products of Indonesian culture.

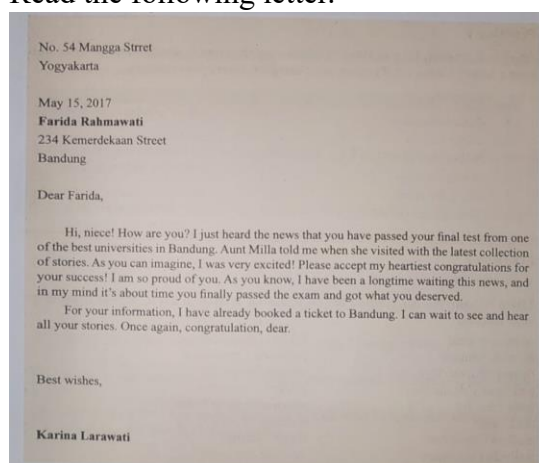
This chapter discusses passive sentences in English Grammar with a cultural theme. The material above, students are instructed to have the conversation and discussion in pair based on the case given. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their

discussion consider as the effective way of ensuring a greater degree commitment to the task and become more consideration for teacher analyze.⁸⁹ As a result, as this material provide the instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled.

6. Speaking Material 6 (Personal Letter)

Speaking 1 (Dearest best friend)

1. Read the following letter.



2. Work in pairs. Discuss the following questions.
 - d. Who is the sender of the letter?
 - e. Who is the receiver?
 - f. What does the letter talk about? How do you know?
3. Each of you makes three questions related to the letter. Ask your friend to answer it and vice versa
4. Discuss your answer together.
5. Write down the information you get from your discussion on a piece of paper. Submit it to your teacher.⁹⁰

The material above, students are instructed to have the conversation and discussion in pair based on the case given. The case is related to *personal letter*. The material instructs the students to do

⁸⁹ Thornbury.

⁹⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree commitment to the task and become more consideration for teacher analyze.⁹¹ As a result, as this material provide the instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled..

7. Speaking Material 7 (Expressing Cause-effect)

Speaking material (Because of Circumstances)

1. Work in pairs.
2. Mention examples of natural phenomenon that you and your friend familiar with and discuss its effect.
3. Fill in the table below with your discussion result.

No	Natural Phenomena	Effects
1.		
2.		
3.		
4.		
5.		

4. In pairs, pick one of the natural phenomena you have written. Discuss more about the phenomenon. Discuss it deeply. You can discuss the process, the effect, other facts about it, and your opinion.
5. Write down on a piece of paper and submit it to your teacher.⁹²

⁹¹ Thornbury, *How To Teach Speaking*.

⁹² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

The material above, students listen and repeat terms related to the *Cause-effect of a phenomenon*. This chapter correspond to students' experiences, because it instructs the students to have a discussion about phenomenon that familiar with them. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree commitment to the task and become more consideration for teacher analyze.⁹³ As a result, as this material provide the instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled.

8. Speaking Material 8 (Explanation Text)

Speaking 1 (How do birds fly?)

1. Work in pairs. Read the following text.

An animal class is made up of animals that are all alike in important ways. Scientists have grouped animals into classes to make it easier to study.

There are many different animal classes and every animal in the world belongs to one of them. The five most well known classes of vertebrates (animals with backbones) are mammals, birds, fish, reptiles, amphibians. There are also a lot of animals

⁹³ Thornbury, *How To Teach Speaking*.

without backbones. These are called invertebrates. The most commonly known classes in this phylum is insects.

2. Discuss the following questions.
3. Discuss with your friend the animals that belong to the classes below. Fill in the table. Look at the examples.

Mammals	Birds	Fish	Reptile s	Amphibians	Insects
e.g: Whale	Parrot	Goldfish	Snake	Frog	Ant

4. Discuss and find information about the other classes that did not mention in the text. Write a summary of your findings.⁹⁴

The material above, students discussed topics related *explanation text related to animal classification*. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree commitment to the task and become more consideration for teacher analyze.⁹⁵ As a result, as this material provide the instruction to work in pairs and ensuring the

⁹⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁹⁵ Thornbury, *How To Teach Speaking*.

learners by the commitment to the task seems like the criteria is fulfilled.

9. Speaking Material 9 (Song)

Speaking 1 (let the music talk)

1. look at the pictures below



2. work in pairs. Make questions regarding the figures.
3. Find more information regarding them
4. Is there any other singer/musician that is talented as them? who is it? What is his/her achievement?
5. Write a simple essay about Afgan and Gita. Write it on a piece of paper and submit it to your teacher.⁹⁶

The material above, students discussed is related to the *music*. The material instructs the students to do the task in pair or in collaborative and also point the responsibility of the learners to have the good exercise by giving the instruction to collect the task to teacher. During the discussion the students collaborate with pair to analyze the material and achieve the learning goal. As it said by Thornbury that the speaking activity has a clear outcome to increased language productivity, by requiring learners to report to the class their discussion consider as the effective way of ensuring a greater degree

⁹⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

sommitment to the task and become more consideration for teacher analyze.⁹⁷ As a result, as this material provide the instruction to work in pairs and ensuring the learners by the commitment to the task seems like the criteria is fulfilled.

From all the chapters that have been analysed, all the chapters in the material show it's worthiness to fullfil the criteria of analytical. With these, students are increasingly interested in learning speaking. So, it is important to consider the material of the book can bring the students interest and commitment to do the task properly.

5. The Teacher's Interview

After the document analysis, the researcher continued the interview with teacher from MAN 1 Padangsidimpuan. The researcher had the interview with two teachers Mrs. AW and Mrs. IAH. A rather thorough explanation is given by the teacher's interview results. The findings of the interviews revealed to the researcher that the teacher provided a variety of viewpoints and justifications in the interview part. In order to gather detailed responses for this investigation concerning the spoken material in the textbook, the researchers developed 8 questions. The researcher explains the results of the interviews for each statement as follows:

a. Speaking material able to meet the needs to students

⁹⁷ Thornbury, *How To Teach Speaking*.

Teachers said that the speaking material is suitable for students need in MAN 1 Padangsidempuan, because the materials are accordance with the independent curriculum used in MAN 1 Padangsidempuan.

b. The book have good speaking material

The teachers assumed that the book have good speaking materials, because the book has several text that can help students to tell stories in front of the class and there are also the dialogues so that students can apply their speaking in class with their friends or their pair in group.

c. The speaking material from the book can improve students speaking skill

Teachers said that speaking materials from book can improve students speaking skill according to its contents that provide the pronunciation contents that can get from the text so the students can practice a lot with that. Moreover the book give more instruction to make students have discussion to do the task.

d. The book's intruction was good

Teachers assumed that the instruction used in the book is good enough. Was easy to understand by the learners and also provie the accordance with the students needs and the instruction given is not in the complicated way..

e. The book contains variety topics

Teacher assumed that the book contains the variety topics such as new words, grammar, reading asnd so on. This book also provide not only tehe

local culture but also overseas but still in the appropriate way. The variety of the topics become the enrichment to the students knowledge.

f. The speaking tasks in this book can fulfilling or precisely in making students understand more about the material they are studying

The teaceher said that the book can fullfilling in making students undertand more about the material they are studying because the book providing clear point that the students needs and they can get more if they develop it further.

g. The students solve the problem individually and groups

Teacher assumed that the students can do assignment both individually and in groups with the guidance from the teacher and the book instruction.

h. Other resourches for learning speaking materials

Not only from the textbook *Bahasa Inggris for SMA/MA/SMK/MAK XI kelompok wajib*, teachers usually also look for material that suits their topic. There are also books taken from the library that students can be used at school.

B. Discussion

One of the things that determines whether schooling is successful or unsuccessful is textbook content. The quality of education is determined by the textbooks themselves. Textbooks alongside to the materials used in instruction and learning experiences through the use of educational applications that educators and learners have suggested. Textbooks can aid teachers in comprehending their students. essential support to educational

programs and learning resources during the educational process. Experience has shown that the majority of Indonesian educators use textbooks as teaching resources for their pupils. Textbooks often display assignments and other school supplies. Another easy and practical way to handle making things available as free material is through textbooks.

The necessary textbook, *Buku Bahasa Inggris Kelas SMA/MA/SMK/MAK Kelompok Wajib kelas XI*, was published by Herman Benyamin and consists of nine chapters. The written and spoken interpersonal materials were covered in nine chapters. They were; what should I do in chapter 1, I think that's good in chapter 2, save the date in chapter 3, why we should save our earth in chapter 4, culture is learned in chapter 5, Dearest best friend in chapter 6, Because of circumstance in chapter 7, In chapter 8 how do birds fly?, and Let the music talk in chapter 9.

After analyzing that from the 9 chapters in the English book, there are several chapters that do not meet Scott's criteria. In chapter 3, namely the invitation letter, which does not meet the criteria of clear instruction because the material in the invitation letter should be about their daily habits, for example birthdays or wedding parties, but in the book they are told to create and discuss a retirement party where the students have no experience of the event. In chapter 4, analytical exposition where there are 2 criteria that do not meet the criteria, namely interactivity and challenge. In interactivity it does not meet the criteria because the material and instructions do not provide students to have discussions with partners or groups. While in challenge it

does not meet the criteria because the material is not challenging and does not meet the conversation instructions. And in chapter 9 song, in this chapter from 4 criteria there is one that does not meet the criteria, namely interactivity. Because the instructions in the material do not provide students to have discussions with friends or groups but only instructions to answer questions.

The textbook published by Herman Benyamin Buku Bahasa Indonesian kelas SMA/MA/SMK/MAK kelompok wajib kelas XI was categorised as a "good category" based on the analysis and the final calculation using the qualification category by pusat perbukuan in percent, this book got 88.88%, according to the results of the analysis carried out by the research contained in specific finding. Buku Bahasa Inggris kelas SMA/MA/SMK/MAK kelompok wajib kelas XI by Herman Benyamin is a good textbook because each chapter complies with the documentary checklist. Moreover, the teacher concluded that this textbook is appropriate for classroom usage based on the interview's findings. In some chapters there is also a speaking material section which is intended to increase and correct students' intonation and pronunciation. This textbook also provides many samples text to improve their student's vocabulary.

The result was related from research by Nafisatin. This research is analyzed qualitatively by using a checklist table and impressionistic as the instrument of the research. The result of this research shows that speaking material in the textbook is compatible with Greene and Petty's theory in

terms of interesting and attractive, motivation, and illustration, appropriate with the curriculum 2013.

The same result was related from research by Indriani, werdiningsih, and Rasuki. that the purpose research to analysis of speaking material in An English textbook for Eighth grade of junior high school. This research is analyzed quantitative by using a table checklist as the instrument of the research. The result of this research is good, the material in the English textbook “When English Ring a Bell” is acceptable for use by schools because the textbooks are eligible according to BSNP in the 2013 curriculum. In line with previews studies conducted by Kartini has the purpose research to analyzing speaking materials and activities written on “English Alive 1” for the first year senior high school. This research is analyzed quantitatively by using document analysis as the instrument of the research. The result of this research is speaking materials and activities are appropriate for a school-based curriculum and it has met the criteria of a good textbook. Students are aware of and comprehend of what other people say. Since the material is appropriate for developing language skilss and relevant to students’ capacities, it is only natural that some effort would need to be done in order for learners to pay attention to the information given since they believe it to be relevant to what they are learning.

Based on my research and that of others, speaking content can be classified as good material when it is appropriate for the student’s level and needs. Genuine materials help students’ learning processes and are considered

good materials. Additionally, the teacher needs to be competent at making the subject matter engaging.

CHAPTER V CLOSING

A. Conclusion

Based on the research of analyzing the quality of Speaking materials on students English Textbook at the XI grade MAN 1 Padangsidempuan to the good speaking criteria by Scott and percentage quality of speaking materials in English textbook entitled *Book English for SMA/MA/SMK/MAK XI Untuk Kelas XI Kelompok Wajib*, students of MAN 1 Padangsidempuan that in the book have 9 chapters. In analyzing speaking materials in the textbook, the researcher can conclude that textbook was good category to be used for the XI grade of Senior High School.

Based on the result and discussion, the researcher revealed. According to the result of the analysis quality of Speaking Materials on Students English textbook the XI grade MAN 1 Padangsidempuan, it can be concluded that eight of nine chapters is fulfilled the criteria the clear instruction and challenge, seven of nine chapters is fulfilled the criteria interactivity, and the all chapters is fulfilled the criteria analytical. Second, the percentage quality content of the speaking materials on students' English textbook is 88,88%, which the speaking materials in the textbook categorized as "Good" base on the percentage of the guideline by *Pusat perbukuan*.

B. Implication

Based on the result of this study, the implication can be stated as follow; the appropriate criteria of materials have to be considered as very important matters. No one will aware that the clear purpose of the material can increase

the motivation to fulfill the task in a better way if we do not understand how criteria fulfillment impact when build the materials. This research is hoped as the consideration that the simply matter can be a perfect tool to repair the broken thing. Then it is also as a consideration for the teacher to provide good material for the students and develop and adept the material so that the delivering can be in maximal way.

C. Suggestions

Based on the result, the researcher would like to give some suggestions as followed:

- a. For the authors of the analyzed English textbook, its better if the materials were in separated each other. It is consider to have the clear understanding and more activity in each circumstances. More over in speaking material because it seems unseparated from speaking material.
- b. For teachers, Teachers comsider to be more innovative using the sources given. It is important to the teacher to deliver the material in easy and high accpetance way. Teacher also consider to bring more active activity moreover in speaking so that the students can deliver their thoughts without any hesitation by speaking english.
- c. To the future researcher, Researcher hopes this study can be a reference material for future researchers who want to research on the same case.

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APPENDIX

Appendix 1

Table I. Checklist Analysis of Speaking Material

Chapter	“Bahasa Inggris” Speaking Materials	Criteria Number			
		1	2	3	4
1	Asking for and giving advice and Offers				
2	Expressing opinions				
3	Invitation letter				
4	Analytical exposition text				
5	Passive voice				
6	Personal letter				
7	Expressing cause-effect				
8	Explanation text				
9	Song				
Total					

Appendix 2

Interview Guidelines

1. How do you describe this speaking material able to meet the need students?
2. Does English textbook “Bahasa Inggris” for eleven grade of Senior High School have a good speaking material? If so, please give the reasons.
3. By using “Bahasa Inggris” for eleven grade of Senior High School, do the speaking material can improve students speaking skill?
4. As an English teacher, does English textbook “Bahasa Inggris” has good instruction?
5. By using “Bahasa Inggris” for eleven grade high school, does the book contain a variety of topics?
6. Are the tasks in this book, especially for speaking material, fulfilling, precisely in making students understand more about the material they are studying?
7. How did students solve the problem in the orientation task, whether individually or in groups?
8. Are there any books apart from the books given by the school or other sources used for learning speaking material?

Appendix 3

Checklist Analysis of Speaking Material

No	Indicator	Speaking Material	Yes	No	Notes
1	Clear Instruction	Chapter I (asking for and giving advice and offer)	✓		In chapter 1, the material about asking for and giving advice and offers students have made the act of providing and requesting information and suggestions and offer.
		Chapter II (expressing opinion)	✓		In chapter 2, the material about expressing opinion and in daily life it is often to find the case of expressing opinion, giving words or thought to express feeling so other can understand the things clear.
		Chapter III (Invitation letter)		✓	In chapter 3, the material about invitation letter, students must have invitation letter to special event, whether formal or informal.
		Chapter IV (analytical exposition)	✓		In chapter 4, the material about analytical exposition, all students have experienced the global warming and moreover considering the condition of the earth and whether now.
		Chapter V (passive voice)	✓		In chapter 5, the material about passive voice Students must have experienced events that showing interest in an object, event, idea, or person experiencing an action, not in the person or object carrying out the action.

		Chapter VI (Personal letter)	✓		In chapter 6, the material about personal letters where that people write to a known individual in order to communicate with them or exchange information.
		Chapter VII (expressing cause-effect)	✓		In chapter 7, the material about expressing cause effect where students have to discuss about phenomenon happens, and what the effects of the phenomenon.
		Chapter VIII (explanation text)	✓		In chapter 8, the material about explanation text where students discussed topic related explanation text related to animal classification.
		Chapter IX (Song)	✓		In chapter 9, the material about song that students are expected up to date to the information about entertainment or especially music information.
2	Interactivity	Chapter I (asking for and giving advice and offer)	✓		Students are instructed to have the conversation based on the case given. Because the materials and instruction allow students to have conversation between pairs means that the interactivity activity is fulfilled.
		Chapter II (expressing opinion)	✓		Students have to a discussion in pairs and the presentation about the reason they got for the exercise in front of class which leads to feedback interaction with the audiences.
		Chapter III	✓		Students have to pairs

		(Invitation letter)			discussion in pairs and question-answer activity indicated that the material fulfill the interactive criteria.
		Chapter IV (analytical exposition)		✓	Students not instructed to have the conversation based on analytical exposition about global warning.
		Chapter V (passive voice)	✓		The materials and instruction allow students to have question answer activity that provide interaction between pairs means that the interactive criteria for this material is fulfilled.
		Chapter VI (Personal letter)	✓		Students discussed in pairs to a personal letter that is relevant to the topic above.
		Chapter VII (expressing cause-effect)	✓		The instruction given in this materials provide students to have a discussion in pairs more over have the deep discussion about the materials because the materials sounds more challenging.
		Chapter VIII (explanation text)	✓		This pairs discussion activity provides more interaction between pairs and more actively in giving argument and feedback of the opinion heard.
		Chapter IX (Song)		✓	Students can practice their pronunciation and increase their vocabulary.
3	Challenge	Chapter I (asking for and giving advice and	✓		The best speaking features in class activities that reflect real

		offer)			life. Good speaking material is fulfilled on the criteria like challenge. The material provide students forced to draw on their available communicative resources to achieve the outcome.
		Chapter II (expressing opinion)	✓		Students can describe the picture by their own description and as their thoughts about the problem given.
		Chapter III (Invitation letter)	✓		Students can give their opinion of the picture to their pair and as the pair discussion begin the students will talk more about their thought about the material given.
		Chapter IV (analytical exposition)		✓	The material doesn't provide the instruction that students can have the deep conversation or discussion.
		Chapter V (passive voice)	✓		Here students can apply it when students experience an action or event, so students know how to use it in English passive sentences that are used when they want to show interest in an object, event, idea in daily life
		Chapter VI (Personal letter)	✓		Students interest to talk more actively and forced them to draw on their available communicative resources to achive the outcome.
		Chapter VII (expressing cause-effect)			Students know how the phenomenon occurs and what it cause effect. And students ge more

					knowledge.
		Chapter VIII (explanation text)	✓		Students can discuss in pairs about the uncommon material that seems to be more challenging.
		Chapter IX (Song)	✓		This chapter seems probably correspond to students experiences, and background knowledge about music or showbiz entertainment world.
4	Analytical	Chapter I (asking for and giving advice and offer)	✓		The materials instruct the students to do the task in pair or in collaborative and also point the responsibility of the learner s to have the good exercise by giving the instruction to collect the task to teacher.
		Chapter II (expressing opinion)	✓		usually occurs in everyday life and by studying this chapter, when you want to express something, such as agreeing or disagreeing you can apply it outside of the classroom
		Chapter III (Invitation letter)	✓		Invitation letters can be use outside of the classroom When you want to invite someone properly, whether formal or not you can apply it in everyday life
		Chapter IV (analytical exposition)	✓		This is really needed by students, so that students know how global warming can happen, what are the causes, and what are the impacts, and what should be

					done. So that students can apply it in daily life to avoid global warming such as reducing plastic use, planting trees, etc. So, it can be used outside of the classroom to save our earth
		Chapter V (passive voice)	✓		Students can be used outside of the classroom students and can apply it when students experience an action or event, so students know how to use it in English passive sentences that are used when they want to show interest in an object, event, idea in daily life
		Chapter VI (Personal letter)	✓		Students discuss the students collaborate with pair to analyze the material and achieve the learning goal.
		Chapter VII (expressing cause-effect)	✓		This chapter correspond to students experiences, because it instructs the students to have a discussion.
		Chapter VIII (explanation text)	✓		The material about students discuss explanation text related to animal classification
		Chapter IX (Song)	✓		students listening to music aims to practice pronunciation and increase vocabulary and students can hear song at any time in everyday life, so it can be used outside of the classroom

Appendix 4

Result interview with teacher MAN 1 Padangsidimpuan

Field notes

No	Tgl/bln/th	Question	Answer
1.	10/01/2023	How do you describe this speaking material able to meet the need students?	Teachers said that the speaking material is suitable for students need in MAN 1 Padangsidimpuan, because the materials are accordance with the independent curriculum used in MAN 1 Padangsidimpuan.
2.	10/01/2023	Does English textbook “Bahasa Inggris” for eleven grade of Senior High School have a good speaking material? If so, please give the reasons.	The teachers assumed that the book have good speaking materials, because the book has several text that can help students to tell stories in front of the class and there are also the dialogues so that students

			can apply their speaking in class with their friends or their pair in group.
3.	10/01/2023	By using “Bahasa Inggris” for eleven grade of Senior High School, do the speaking material can improve students speaking skill?	Teachers said that speaking materials from book can improve students speaking skill according to its contents that provide the pronunciation contents that can get from the text so the students can practice a lot with that. Moreover the book give more instruction to make students have discussion to do the task.
4.	10/01/2023	As an English teacher, does English textbook “Bahasa Inggris” has good instruction?	Teachers assumed that the instruction used in the book is good enough. Was easy to understand by the learners and also

			<p>provide the accordance with the students needs and the instruction given is not in the complicated way..</p>
5.	10/01/2023	<p>By using “Bahasa Inggris” for eleven grade high school, does the book contain a variety of topics?</p>	<p>Teacher assumed that the book contains the variety topics such as new words, grammar, reading and so on. This book also provide not only the local culture but also overseas but still in the appropriate way. The variety of the topics become the enrichment to the students knowledge.</p>
6.	10/01/2023	<p>Are the tasks in this book, especially for speaking material, fulfilling, precisely in</p>	<p>The teacher said that the book can fulfilling in making students understand more about the</p>

		making students understand more about the material they are studying?	material they are studying because the book providing clear point that the students needs and they can get more if they develop it further.
7.	10/01/2023	How did students solve the problem in the orientation task, whether individually or in groups?	Teacher assumed that the students can do assignment both individually and in groups with the guidance from the teacher and the book instruction.
8.	10/01/2023	Are there any books apart from the books given by the school or other sources used for learning speaking material?	Not only from the textbook <i>Bahasa Inggris for SMA/MA/SMK/MAK XI kelompok wajib</i> , teachers usually also look for material that suits their topic. There are also books taken from the

			library that students can be used at school.
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Appendix 5

Documentation of the Research



Researcher is interview the teacher





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Lampiran : -

Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala MAN 1 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi : Tadris Bahasa Inggris

Alamat : Batunadua Jae, Jl. Raja Inal Siregar

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"An Analysis of Speaking Material at XI Students' Textbook MAN 1 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik

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Sesuai dengan surat Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary (UIN Syahada) Padangsidimpuan Nomor : B-5720/Un.28/E.1/TL.00.9/10/2023 tanggal 17 Oktober 2023 hal izin penelitian penyelesaian skripsi, benar telah selesai melaksanakan penelitian untuk penyelesaian penyusunan skripsi di Madrasah Aliyah Negeri 1 Padangsidimpuan pada tanggal 08 Januari 2024 s.d 17 Januari 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya, terima kasih.



Padangsidimpuan, 15 Agustus 2024

Kepala

Wasliah Lubis