

## Speaking Content Analysis in Indonesian Vocational High School English Textbook

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### ABSTRACT

This study aims to find out that the speaking content in textbooks is still appropriate to use in the new Indonesian curriculum of the Kurikulum Merdeka in the context of a twelfth-grade vocational high school. This research is motivated by the phenomenon of switching from the Kurikulum 2013 to the Kurikulum Merdeka which requires teachers to modify the teaching modules. Thus, knowing that the textbook published in the Kurikulum 2013 can still be applied to modifications to the new curriculum module. This research was qualitative descriptive because the data was collected from document analysis. This study used students' English textbooks entitled "Bahasa Inggris" for class XII of vocational high schools as a data source. Document checklists and interviews were used as instruments for data collection, especially for speaking assignments. Nunan and Brown's theory was used to analyze the data. The results of this study indicated that goals in the instructions contain five criteria for the assignments of speaking tasks from Brown's theory. The types of speaking assignments presented in the speaking task were Intensive Speaking giving more portions than other types with excellent rankings, good imitative speaking, good responsive speaking, good interactive speaking and good extensive speaking. The contents of the textbook are suitable for use in teaching materials with the achievement of speaking skills specifies in the Kurikulum Merdeka.

## 1. Introduction

English plays an important role in the process of international language communication around the world and many students have used English to support their educational goals. In the International language in a global sense, one of its main functions is to enable speakers to share with others their ideas and goals (Doan et al., 2018). The importance of English as a tool for global communication and, consequently, emphasis on student learning to acquire communication skills. Among all modern languages, English claims to be the first-level language. Because all international communication is done in English. English is taught as a tool for international understanding. English is no longer the language of the British only (Jain, 2017). It has been universally recognized as an international language. Therefore, English is widely accepted at the international level without any prejudice. In this world, successful people are people who can communicate with everyone. The main language of communication in the world is English (Shrishthy, 2022).

Speaking is a productive skill that can be direct and empirical. This means that speaking one of the most important skills that can support the ability to English. In speaking, English students can practice and improvise to find out their potential

in communication (Nazaruddin, 2017). For students who learn English in a multilingual context, mastering English is not to replace their first language, but to expand their abilities and needs for communicative purposes in education. In foreign languages, students' speaking skills are very important because two-way communication is represented by speaking skills. Speaking skills, as a parameter of a person's level of English proficiency, are skills used to express thoughts, opinions, and feelings in the form of conversation. Learning a language can make speaking successful, which is the main goal of learning English as a foreign language (Sudarmo, 2021). Teaching speaking must prioritize the respective roles played by the teacher, the learner and the material. It can be stated that the teaching speaking is teaching students to choose the right words and sentences based on the right social background, situation, and subject matter (Nunan, 2003).

Curriculum is defined as a series of learning activities that are planned intentionally to achieve goals (Mkandawire, 2010). The means to create learning opportunities for students in a quality learning structure involve all activities, experiences, materials and methods, knowledge, values, attitudes and skills that are consciously designed to achieve well-defined goals with students. The curriculum is the whole as a model, document, including the organization of the educational environment, the decisions that teachers make regarding the learning process. Curriculum is a set of principles and procedures for planning, implementing, evaluating, and managing an educational program (Nunan, 2003). Whereas the curriculum has changed, curriculum changes are a logical consequence of changes in political, social, cultural, economic and scientific systems. This research focuses on the new curriculum published this year.

Furthermore, a curriculum has relevance in all aspects of the education system because all learning processes are based on the curriculum set by the Ministry of Education and Culture in 2021 (Aditomo, 2021). The subjects in the Indonesian curriculum, achievement of English language of 12th grade of vocational high school students refer to several aspects that reveal fundamental skills which includes communication skills, information management skills, and problem-solving skills (Sudira, 2012). In addition, speaking is a competency that is very much needed in dialogue and becomes the most essential skill. The students must have at least sufficient speaking competence when they want to speak English fluently and effectively (Leong & Ahmadi, 2017).

The education system in the 21st century Indonesia country a new program of Merdeka Belajar in some schools using the Kurikulum Merdeka. In realizing Merdeka Belajar, there is no compulsion to implement this Kurikulum Merdeka for the next two years (Makarim, 2022). The Kurikulum Merdeka is transforming in dealing with post-pandemic education and in dealing with world situations that are constantly changing. That the implementation of this curriculum is an option or choice for schools, according to their respective readiness. The Kurikulum Merdeka is a curriculum that focuses more on character development in accordance with Profil Pelajar Pancasila quoted from the Ministry of Education and Culture (Satria et al., 2022). One of elements is critical thinking which aims to make students communicate effectively.

In addition, the Kurikulum Merdeka in vocational high school is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Aditomo, 2022). Meanwhile, one of the goals of learning English is able to achieve the communication independently and confidently both verbally and non-verbally. The achievement of speaking skill competence in the Kurikulum Merdeka is to interact smoothly, spontaneously, and to interact regularly with native English speakers. Besides that, learning English in the new curriculum includes 21st century skills. Those are critical thinking, creativity, communication, and collaboration and genre-based approaches such as oral, written, visual, audio, and multimodal in the learning material. To achieve the goals, the curriculum needs tools as resources, which one of them is a textbook. It is a part of the completeness or means of learning missions so that teaching materials are in accordance with the curriculum (Noputri et al., 2021).

The textbook is a medium and a resource designed to meet educational standards efficiently, especially when content, materials, and activities must be included in English textbooks to facilitate the teaching and learning process in vocational high schools. The textbook is the visible centerpiece of the English learning program (Alhaq & Wirza, 2022). In addition, the textbook are also part of the curriculum that can help the role of teachers and students in the teaching and learning process (Arfani et al., 2021). Textbooks can be regarded as a collection of material in several forms. Furthermore, the content, teaching and learning activities that the many influences of each learning process in the classroom are supported in textbooks (Nimasari, 2016). Another research showed that textbooks are teaching materials for teachers and teaching materials for students (Takrousta et al., 2020).

Textbooks as one of the most important media in teaching and learning activities in the classroom, so they must have good quality. Textbooks have several significant roles to help teachers and students explain and understand material (Tomlinson, 2012). This means textbooks are one of the central factors in the success of learning. In relation to the assignments in the criteria, the high-quality textbook must provide communicative competence, problem-solving tasks, authentic and assignments must be in accordance with the socio-economic cultural background of the students. The evaluation criteria for good textbook, speaking content contains five criteria for assignments speaking content, namely goals, input, activities, roles, and arrangements (Nunan, 1989). However, this study focuses on one criterion, namely a goal that can be seen from the instructions.

The goal is the main element to be obtained from conducted tasks. It deals with communicative, affective, and cognitive output (Nunan, 1989). Communicative builds and maintains interpersonal relationships, and through this exchange information, ideas, opinions, attitudes and feelings, and to get things done. Affective is related to second language motivation, self-confidence, and identifying emotional states presented in short imaginative texts in textbooks. The cognitive output is the process of acquiring knowledge and understanding through thoughts, experiences, and senses that are absorbed from a task. They can be used with a broad range of outcomes, or they can be used to describe a particular learner (Nunan, 1989). Communicative activities without goals will not interest students in verbal engagement.

One of the criteria for a good textbook is that it contains clear instructions. The instructions for performing the activity are clear and concise but adequately articulated (Tomlinson, 2014). That the instructions in written textbooks are related to learning objectives. Instruction showing how to help students learn means identifying ways to help students construct knowledge. It brings more advantages for learners. The most obvious and common form of material support for language instructions comes from textbooks (Brown, 2004). In addition, learning objectives in textbooks are derived from curriculum, assignments and also have an important role for textbook instruction. The more authentic the assignments activities embedded in the instruction, the more useful the information provided. There are five types of designing assignments speaking tasks based on (Brown, 2004).

In imitative speaking tasks, language communicative competence is not essential. In a simple repetition task, test takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question (Brown, 2004). This type of talk requires students to copy words, phrases, or sentences. Pronunciation is the main aspect of the assignments although grammar also takes part as an assignment criterion. Then, the intensive speaking task contains grammatical, phrasal, lexical relations. Intensive speaking tasks include targeted response tasks, reading aloud, sentence completion and dialogue; limited image cue mandates including simple sequences; and up to simple sentence level translation (Brown, 2004). Next, the responsive assignments task includes Interaction and comprehension tests but at a rather limited level of very brief conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus almost always maintains authenticity with only a question or two. The responses are usually short, meaningful, and authentic not in the form of dialogue Brown (2004).

Furthermore, the interactive speaking task is more complicated and sometimes includes many participants. Sentence load and complexity are the main differences between responsive and interactive speaking. The number of speakers is also important because sometimes you need more than two people in a conversation. Interaction takes two forms of language transactional and interpersonal (Brown, 2004). It includes relatively long interactive tasks (interviews, role plays, discussions, games) and tasks of the same duration but less interaction (speech, long storytelling). Texts are more complicated with everyday speech requirements, ellipsis, humor, slang. The latter is extensive. Its duties include speeches, oral presentations, picture-cued storytelling, retelling a story, news event, and translation of extended process. Style often involves planning and formality for broad assignments and certain informal monologues such as speeches delivered casually (e.g., my vacation in the mountains, a great pasta primavera recipe, telling the plot of a novel or movie). Extensive speaking task involves a wide variety of speech production (Brown, 2004). In addition, resource persons need to interact with counter speakers, which can be in the form of answering questions, conducting discussions.

There are previous studies that are relevant to this study. A study was done by Aritonang et al., (2021) entitled Content Analysis of Speaking Materials in English Textbook "Bahasa Inggris" Used by the twelfth grade of senior high school. The type of research used is descriptive with content analysis. The purpose of the research was to find out the degrees of linguistic support content based and affective support, skill supports, and diversity and flexibility of speaking materials in textbook.

The study results showed that the speaking materials do not fully support inspiration, imagination, creativity, and cultural sensibilities to satisfy learners. Besides the lack of spoken language characteristics, communication function, strategies, and a variety of speaking materials.

Moreover, Swastika et al., (2020) conducted a study entitled *The Analysis of Speaking Assessment Types in Textbook "When English Rings a Bell Grade VII"*. This study aimed to analyze five types of speaking assessments in the textbook. Based on Brown's theories there are Imitative speaking tasks, Intensive speaking tasks, Responsive speaking tasks, Interactive speaking tasks and, Extensive speaking tasks. The results of the study found every types of speaking assessment. Every type has different detailed information, materials, and also different themes. In collecting the data, they used the procedure of looking at readings for textbooks, observing speaking assessments in textbooks, and analyzing speaking assessments based on Brown's theory.

In addition, Putri & Muamaroh (2022) conducted a study entitled *An Analysis on Speaking Materials of a Student Textbook*. The main purpose of this study was to know if the high school textbook "Bright an English" His suitable for the K-13 curriculum, focusing on knowledge of spoken language. Which includes analyzing systematically spoken, grammar, speaking tasks and activities. In his research, all data from documents were analyzed quantitatively using descriptive statistical analysis. The selected data collection technique is document review and literature checklists are research tools. The results showed that most of Bright an English's oral practice materials are consistent with the K-13 curriculum. Still relevant today and can be used as a reference for teachers.

Based on the explanation above, the speaking content of the "Bahasa Inggris" SMA/MA/SMK/MAK for class XII published by the Ministry of Education and Culture of Indonesia textbook needs to be analyzed for competence based on Nunan's theory. The development of textbooks using analysis involving textbooks and a new curriculum needs to be done immediately to improve the preparation of textbooks in accordance with learning outcomes. Due to the new provisions, schools must compile or modify their own teaching modules according to the character of students. The main focus of this research is to find out that the speaking content in textbooks is still appropriate to be used in the new Indonesia curriculum of the Kurikulum Merdeka in the context of a twelfth-grade vocational high school.

## 2. Method

A descriptive qualitative approach was used in this research. This approach is presented in the form of words rather than numbers without statistical calculations (Wallen & Fraenkel, 2011). Then, qualitative research is a type of research in which the researchers are very dependent on information from objects/participants on a broad scope, general questions, and data collection which consists mostly of words/text from participants, explaining and analyze words and conduct research subjectively (Creswell, 2012). The qualitative descriptive approach should be the design of choice when a direct description of a phenomenon is desired. Qualitative research seeks to understand a phenomenon by focusing on the overall picture rather than breaking it down into variables (Ary et al., 2010). In addition, Experience with data generates insights, hypotheses, and questions, which the researchers continued with further data collection. This is a very useful approach when the researchers wanted to know about data, who was involved, what was involved, and where it happened. Bearing in mind the research objectives and the nature of the problem, this research is a descriptive qualitative research because the aim is to observe and find as much information as possible about the current phenomenon.

The data was collected from a textbook "Bahasa Inggris" SMA/MA/SMK/MAK for class XII published by the Ministry of Education and Culture of Indonesia. This textbook is written by Utami Widiati, Helena Indyah Ratna Agustien, and Tri Wiratno. This is the second edition (revised edition) published in 2018 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The textbook is an implementation of the 2013 curriculum and describes the minimum effort that must be done by students to achieve the expected competencies. The researchers analyzed English textbooks based on several reasons; the textbook is used for vocational schools that apply the 2013 curriculum and the Kurikulum Merdeka in their teaching and learning process, the textbook author claims that the book provides character values in the material provided, and rarely research on textbook analysis.

The English textbook "Bahasa Inggris" SMA/MA/SMK/MAK for class XII which has eleven chapters in total. However, the content of speaking is only in nine chapters. Chapters three and four are not equipped with speaking content. In the textbook chapter map, these two chapters do not include a focus on speaking skills. The contents of the textbook became

the data for this research. In the textbook there are covering the topics; May I Help You ?, Why Don't You Visit Seattle?, Creating Do You Know, How to Apply for a Job?, Who was Involved?, Online School Registration, It's Garbage In, Art Works Out, How to Make, Do it Carefully!, How to Use Photoshop?, Let's Make a Better World for All. The chapter contains the content speaking section, except for chapters three, four, and five there are no. The content of teaching materials consists of written, spoken, visual, which functions and as a medium of communication (Hamed Al-Mashaqba, 2017).

The research instrument used was checklist and interview. A checklist is an instrument for assessing the content along with several predetermined aspects. The checklist is considered a useful instrument for researchers in order to select, adapt and evaluate textbooks (McGrath, 2006). The limitations of the checklists in this study are related to the inclusion of exceptions that link the context at the time of manufacture, and some assignments adapt the checklists to suit the research context. The checklist in this study was validated by experts. The design of the checklist is adapted from some experts (Nunan, 1989), (Brown, 2004), (Mukundan, 2013), (Mukundan & Rezvani Kalajahi, 2013) and (Medina, 2016). Based on the theories discussed in this study, the researchers then developed thirty criteria on the evaluation checklist. These criteria are broken down into five main categories which are then divided into several sub-categories. The criteria seen from the rating assessment are as follows P (Poor), F (Fair), G (Good), and E (excellent).

Furthermore, an interview is a "conversation, the purpose of which is to collect life-world descriptions of the interviewee" with respect to the interpretation of the meaning of the 'phenomenon described' (Alshenqeeti, 2014). The researchers get information or data to describe the teacher's point of view in general about the goals of speaking content in the textbook, the alignment of this textbook with the independent curriculum, and as a support for the data contained in the checklist. Interviews provide more opportunities for researchers to obtain detailed information that cannot be gathered from observation (Creswell, 2012). This interview includes eleven questions, the data was obtained orally. No notes were taken during the interview. Instead, the researchers used a digital voice recorder and roughly copied the interviews at a later date. This method differs from detailed transcription.

The data for this study were collected in steps of process. The first is selecting a vocational high school using the "Bahasa Inggris " SMA/MA/SMK/MAK for class XII. Then, the researchers interpreted the competency goals in the Kurikulum Merdeka. The second document analysis was done through a checklist. Following that, a textbook checklist of criteria was made, which includes a set of criteria developed by Nunan (1989) and Brown (2004). The third is the interview conducted through a list of interview protocols as the second instrument. It was conducted to make sure that the analysis was relevant to the teacher's perspective. The researchers conducted interview with an English teacher who teach in class XII the Teknik Komputer dan Jaringan (TKJ) major at SMK Negeri 1 Kasreman Ngawi.

This study follows the data analysis technique proposed by Krippendorff in 2004. It is stated that content analysis has components in analyzing data. These components are: unitizing, recording, reducing, inferring, and narrating (Krippendorff, 2004). The researchers presented the data which was interpreted descriptively with a more detailed explanation of each indicator. The results of document analysis conducted by the researchers and interviews by the teacher were compared to obtain valid data.

### 3. Findings and Discussion

Data analysis of the contents of this study was obtained through textbook evaluation checklists. It consists of content analysis indicators that help the research map out the objectives of the speaking section of instruction. It focuses on the aspects that are analyzed related and obtains general conclusions on the content analysis of speaking material. The textbooks are explored to identify aspects of content analysis from the assignments speaking task on instruction. There are five types of speaking assessment task designs based on imitative speaking task, intensive speaking task, responsive speaking task, interactive speaking task, and extensive speaking. Then, the findings from the research questions are presented in the description of the in-depth analysis below.

#### *Imitative Speaking Task*

The imitative speaking task criteria, there are six indicators examined in this textbook. The rating achieved the most gains which earned Good. The instructions that met the imitative indicators only existed in chapter eight of the first task. In task 1, listen to and repeat the step-by-step phrases read by the teacher including imitative speaking tasks with minimal repetition of pairs and based on repetition of letter reading phrases. Based on the interview, the English teacher stated the command

in the speaking section is in accordance with the expected learning objectives, what needs to be considered is the objective of the speaking pronunciation, so that students are trained in communicating.

This category is mentioned in the assignments literature (Brown, 2004). This category only focuses on how students can pronounce words fluently before practicing deeper communication. In communicative language lessons, fluency and accuracy of pronunciation must be considered in order to help students become more easily understood. This study found that the instructions speaking textbook content included in the good category of imitative speaking tasks. The instructions in the textbook are dominated by pronunciation training by repeating the pronunciation of sentences from the teacher. This is related to the English teacher's statement that the learning objectives that need to be considered are speaking pronunciation. Imitating word for word can be considered as a stimulus for them to speak (Nunan, 1989).

### *Intensive Speaking Tasks*

The intensive speaking task criteria there are five examine indicators in this textbook. The rating achieved the most gains which earned excellent. Based on the findings, it was found that the instructions that met the intensive indicators only existed in chapter one, fifth, six, seven, eighth, ten and eleven. The first chapter of task one is relatively intensive by completing the dialogue from the picture situation. In the fifth-and eighth-chapters instructions are classified as intensive by completing sentences. Instructions for chapters seven and ten are also classified as intensive speaking tasks including read-aloud to check student's pronunciation and rhythm of spoken words. This is related to the teacher's interview that teaching speaking from books starts with vocabulary, practice first then our students follow, continuing with lots of practice until mastered. In chapter eleven, the first task is singing a song, which can be identified as a read-aloud type of intensive speaking task because it focuses on pronunciation and add new vocabulary. The students learn about identifying the meaning of a song and practice. In chapter six, this type of directed response task by the instruction "tell one of the friends".

In this category, students are expected to produce language by themselves. The teacher facilitates students to activate them to be more productive by providing several activities from the textbook. Such assignments are decidedly uncommunicative but require minimal processing of meaning to produce grammatically correct output (Brown, 2004). In this study, the instruction textbook in several chapters contains an intensive category with an excellent ranking. Many tasks are "cued" tasks because they direct test takers into narrow groups. The majority of this textbook contains intensive instructions such as directed response, read-aloud, sentence/dialogue completion, and picture cued. The Read-Aloud technique is also useful for teaching English and encouraging students to speak up in class. This intensive category related to the statement in the interview on the stages of speaking achievement starting from the stimulus content, vocabulary and pronunciation.

### *Responsive Speaking Tasks*

Responsive speaking task criteria there are six inspection indicators. The ranking achieves the most well-earned profits. The instructions that met the responsive indicators were only found in chapters six and ten. Students are asked to answer orally, which includes open-ended questions as well as elicitation cues or descriptions. The Responsive Speaking task is in chapter six task 1, the instructions are "ask and answer with your friends". Students are asked to answer orally, which includes open-ended questions as well as elicitation cues or descriptions. This category involves students answering questions from the teacher or other students based on the instruction speaking task from the textbook. The responses are usually brief, meaningful, and authentic, though not in the form of lengthy dialogue (Brown, 2004). In the textbook there is only one indicator that is included in the responsive category, namely open-ended questions. The flip side of the concept of the usual debriefing task is to generate questions between students. To assess the ability of the production of questions and answers. That tasks are based on real-world situations and therefore useful for doing them (Nunan, 2003). Responsive provides more input and asks students to produce their speaking skills.

### *Interactive Speaking Tasks*

The interactive speaking task include five inspection indicators. The ranking achieves the most gains obtained by excellent. Based on the findings it was found that instructions that met the interactive indicator were only found in chapters one, two, seven, eight, ten and eleven. In chapters one and seven the second task contains role-play instructions. In chapters two, eight and ten about interactive speaking tasks it includes oral interviews, discussions and conversations. And finally, in chapter

eleven, there are projects in groups that require students to discuss. The students are required to communicate or share information, facts, or opinions with others.

In this textbook, the interactive category gets an excellent rating. It means that the instruction speaking task helps students to be interactive which is effective and related to communicative goals. Role playing is a popular pedagogical activity in communicative language teaching classes. Apart from that, the instruction speaking task in this textbook also includes interviews, discussions and conversations. Communicative builds and maintains interpersonal relationships, and through this exchange information, ideas, opinions, attitudes and feelings, and to get things done (Nunan, 1989). Based on the interview the teacher teaching speaking in English includes practices such as role play and conversation in class to train the brain stimulus for speaking mastery. The speaking assignments such as lectures and presentations should be done in situations where there is at least the possibility of interaction (Tomlinson, 2014).

### *Extensive Speaking Tasks*

The criteria for the extensive speaking task include five inspection indicators. Rank achieved the most gains earned by good. It was found that the indications that met the extensive indicator were only found in chapters five and nine. Instructions in chapter five contain retelling the news event. In chapter nine there are instructions for oral presentation belongs to an extensive speaking task it is about picture-cued. However, in this textbook there is no translation (of extended process) indicator. It was also stated by the English teacher that material from textbooks and additions from other sources became material for students to practice conversation in class. The extensive instruction in the textbook that is analyzed is good but does not cover all indicators of extensive speaking tasks. This category emphasizes the often planned production of language and the role of the participant as listener. Students can respond to the speech of other students or teachers, but are limited to nonverbal responses. This textbook contains instructions for story retelling and oral presentation. Stories are a very appropriate medium for teaching vocabulary and pronunciation to students. In addition, retelling a story also develops students' creative thinking and helps students to express their ideas because stories offer a rich language experience. Oral Presentation provides an opportunity for students to speak or communicate in their own language (Nunan, 1989). The teachers claim that the oral presentation is the core activity of the speaking class. By doing this activity, students can express their ideas freely.

In light of the findings of the data obtained above, it can be interpreted that the "Bahasa Inggris " textbook is considered adequate with an average ranking of good, which means that the textbook is partially (sufficient) in accordance with the learning achievements of the Kurikulum Merdeka. The learning outcomes of the independent curriculum for English subjects in the realm of speaking in class XII or phase F in vocational high schools include 21st century skills (critical thinking, creativity, communication and collaboration), confidence in conversational practice and a genre-based approach (oral, written, visual, audio and multimodal).

The achievement of learning skills in the 21st century is related to the criteria of Brown's theory; the nine chapters of the textbook contain instructions for the five assessments of speaking assignments. Then, as well as the genre-based approach related to the fifth criterion for evaluating the speaking task. In addition, the English teacher stated that instruction speaking in the textbook was still in line with the expected learning objectives. In addition, the material in this textbook is still being developed into questions in the Ujian Akhir Sekolah Berstandar Nasional (UASBN) in the realm of speaking skills. The speaking content in this textbook fulfills the requirements and includes the criteria of theory with a good rating. Especially interactive, responsive and intensive speaking content related to the independent curriculum. However, this textbook has no specific purpose in English, so if it is modified, it is necessary to map the clusters of vocational high schools with the achievements of each major.

## **4. Conclusion**

The speaking content of the textbook "Bahasa Inggris " for SMA/MA/SMK/MAK class XII is related to the desired learning outcomes in the independent curriculum. Goals speaking in the textbook obtained from Brown's theory instructions on the five design criteria for the assignments of speaking tasks. After doing the analysis, there are types of speaking assignments presented in the instruction textbook, namely role plays, completing dialogues or sentences, directed responses, read aloud, discussions, questions and answers, repetition of words or sentences, and oral presentations. Then, the results for the types of speaking assignments presented in the speaking task were Intensive Speaking giving more portions than other types with

excellent rankings, good imitative speaking, good responsive speaking, good interactive speaking and good extensive speaking. Therefore, the speaking content in this textbook still includes the goals that are applied to the new curriculum.

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