CONTENT ANALYSIS SPEAKING MATERIALS IN ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM FOR THE FIRST GRADE STUDENT AT VOCATIONAL HIGH SCHOOL

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ABSTRACT

This research aimed to analyze Speaking material in English textbook based on 2013 Curriculum for The First Grade Student at Vocational High 4 Makassar. The research method of this research was qualitative descriptive. The object of this research consists of English textbook and focus with Speaking material for the first grade based on 2013 Curriculum. The sample of the research was taken by using Checklist. To know how the relevancy the English textbook with 2013 curriculum that have been dealing with government. The researcher using 2 checklist the first was table to know the relation between speaking material in syllabus of 2013 curriculum and the second was table documentary checklist table to know how the relevance of materials to the curriculum criteria, and the result of the research showed by percentages. Having analyzed the data and the rubric scoring tabulation of this research, it was found that the degree of suitability of "Buku Bahasa Inggris" an English text book used by First grade students of Vocational High School was 75%. The Researcher concluded that the textbook were logic and can be implemented as a learning source in the classroom. Although it still needs some revision to make it better. During the researcher doing this research, actually the researcher does not face a problem, because the researcher just analyzing and collecting the data by checklist so, the researcher could does this research have done.

Keywords: Content Analysis, English Textbook, Speaking Materials, curriculum 2013

INTRODUCTION

Language is communication for all people. As a human to interact with other people have to use Language. It proves that in general, human beings are social creatures who need each other. As social human the thing importance of language includes all of the aspects. It means that, language is used for communication. Many languages in the world, each country have a language that use as a local communication for sharing with other people, but there is a one of the most using English language. English is an important means of communication which is used in many countries in the world. English is the most important language because had to be an international language in the world. All of the countries admit it. So that's why the student have to learning English. In English language there are four language skills; listening, speaking,

reading and writing. Those four language skills are component in English language, as substance in English Teaching.

Douglas Brown (2004) according to Speaking is a productive skill that can be directly and empirically. It means that speaking one of the most important skill that can support ability in English language, when the researcher want to take this research. The researcher has been interview the teacher at Vocational High School 4 Makassar on April and from that interview had been gotten some information from the teacher, if the weakness of the students is Speaking skills. The teacher thinks, the students of Vocational High School are preparing for the world of work. It is mean in Vocational High School that main focus on productive skills such as writing and speaking, but it does not mean the English teacher ignore another skills.

Nowdays the Government has changed the 2006 curriculum (KTSP) become the 2013 curriculum (K13). It means that, the teacher have to arrange syllabus that be valid in each school at Indonesia. Textbook that uses by the teacher to teach should be suitable with the syllabus, which can raise the goal of the curriculum that use by the school. Besides that, School Based Curriculum also deals with the four language skills in English, such as; listening, speaking, reading, and writing. In speaking, the Students are able to know and understanding the content of speaking (monologues, prologue, speeches, telling a story and reading aloud). At Vocational High School has a different about content of a new curriculum from government, because the vocational students have been preparing to face world of work. Actually in 2013 curriculum (K13) does not change too much but just there is a little increasing. In 2013 curriculum there are the main competence, the base competence, capacity learning, lesson and tasks.

Furthermore, the researcher want to analyze speaking material in English textbook as a comparing to improving student' speaking skill at vocational high school 4 Makassar.

LITERATURE REVIEW

A number of studies had been conducted in order to investigate content analysis English Textbook. First, Niken Wahyuningsih (2014) *An Analysis of Reading Materials in Textbook English in Focus For Grade VII Junior High School* Published by Department of National Education This research talked about analysis of reading materials in the textbook and only focused on the reading skills, *Second* SitiSolichatun (2011)*Content analysis of reading materials in English on Sky Textbook for Junior High School* Published by IAIN Walisongo Semarang. This researcher talked about analysis content of reading materials in textbook and focused reading skills. *Third* Yuanching Lee and Lihung Chang (2012) *An analysis of Speaking Activity Designs of Junior High School English Textbook used in Taiwan and China* published by National Pingtung University of Education. The writers talked about speaking activity and just focused in speaking skills. *Fourth* AriantiKurniasari(2009) *An Analysis Teaching Learning Activities Of Speaking Skill In English Textbook For Second Year Junior High School Based On The 2006 English Curriculum* at University Of Muhammadiyah Malang. *Fifth* Nuryantiningsi Pusporini (2009) *A Content Analysis on English e-Book for JuniorHigh School Grade VII, "English in Focus"* at Faculty of Letter State University of Malang. And *the last* Fatima Setiawati(2010) *A Content Analysis on "Wonderful World", an English Textbook for Eleven Graders of Senior High School* at State University of Malang.

This section presented content analysis English textbook based on 2013 curriculum for the first grade students at vocational high school 4 Makassar.

Content Analysis

Learning contents should be analysis in the light of the following with objectives, extent, relevance, degree of difficulty, available sources, demands and requirements of the syllabus, depth of study, classification, time-scheduling, textbooks available, other available learning content, suitability for relevant, and structure of the subject content, Carl et al in Arend E Carl (2009).

Speaking

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

Textbook. According to Anshary and Babaii in Setiawati(2010), a textbook is a framework which regulates and times the programs. A textbook provides ready-made teaching texts and learning tasks. Moreover, a textbook is the easiest and cheapest way of providing learning materials. Curriculum is a plan that gives guidance in the teaching learning process activities. From the definition above, the Researcher concludes that curriculum is a plan that is developed to make teaching-learning activities progress well. It is kind of guidance in the teaching-learning process. The reformation of curriculum is sometimes done in order to improve or to develop the quality of education. The curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

Theoretical framework below explains the process of descriptive analysis of speaking materials in the textbook. There are 4 stages tospeaking of Vocational High School and then compare it to the speaking materials in English textbook.

RESEARCH METHOD

The researcher that had presented in details the methodology of the research used in this study. It is divided into several sub chapters. They are research Design, Source of data, Research's Instrument , Data Collection and Procedure of analyzing data from English textbook that using for first grade student at Vocational High School 4 Makassar.

The instrument that used to analyze the data in this study is checklist. *First*, the checklist used to analyze the relevancy between speaking materials that founded in the textbook with the aspect of contents. *Second*, the checklist used to analyze the relevancy between speaking materials that founded in the textbook with the syllabus of curriculum 2013.

In collecting the data, the researcher used English Textbook. Its refer to technique of collecting data by gathering Speaking materials in English Textbook and analyzing documents, while document is any communicable material used to explain some attributes of an object, systems or procedures. It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion.

In doing the research, the researcher need some reference that related to the study. There aimed to help the researcher in analyzing the data. There are several steps that the researcher have done in collecting the reference, as follows:

1. Looking for any materials related with the study from internet.
2. Looking for books related to the study from library.
3. Looking for any thesis related to the study from library.

In analyzing the data, the researcher used text analysis or discourse analysis as the technique. Discourse analysis is minimally the study of language in use that extends beyond sentence boundaries. It means that discourse analysis is concerned with the study of the relationship between language and the context in which it is used in this research. The calculation to known the relevancy English textbook for the first grade students that used at Vocational High School 4 Makassar between 2013 syllabus, the researcher using percentages to determine the result this research.

FINDINGS AND DISCUSSION

The result of this research was divided to two parts. The first result shows the coverage of speaking material contents in textbook for The First Grade Students of Vocational High School 4 Makassar is in line with 2013 Curriculum syllabus. The second result shows the percentage of speaking material contents in textbook for The First Grade Students Of Vocational High School 4 Makassar is in line with 2013 Curriculum syllabus are in line with 2013 Curriculum syllabus. There are 9 Chapters English material in English textbook. Especially speaking materials which will analyze in this chapter. All of these speaking materials are

collected from "Bahasa Inggris" for 10th grade of Vocational High School.

Table 1. The Relation Between Speaking Material in Syllabus of K13 and Textbook

No	Speaking Learning Syllabus of *K13**)	Title of Each Chapter in Textbook	Speaking Learning Material in Textbook
1	Simple oral and written texts to describing self and ask for identity and response.	Talking about Self	1. Talking about Self 2. Introduction game: Party Time.
2	Oral and written texts to praise and response	Complimenting and Showing Care	Complimenting and Showing care divided to Expressing complimenting and showing care with the dialog with their friends. 1. Complementing Dialog a. Complementing b. Responses 2. Showing Care Dialog a. Showing Care b. Responses
3	Oral and written texts to showing care and response	Expressing Intention	Expressing Intention is divided to make a plans for anything that will they are to do. 1. Expressing Intention with the dialog to make Holiday plans.
4	Oral and written texts express intentions and asked to perform an action / activity	Congratulating others	Congratulating others to divided the student to giving congratulation with their friend in every situation. For example in textbook give a speaking play, "Let's play scissors, rock, and paper. The winner chooses for himself/herself a situation and the partner have to make an expressing of congratulation.
5	Oral and written texts to congratulate and response	Describing People	We can describe people by these following example: - Personality and appearance. - Clothing.
6	Oral and written texts to express and ask for actions / events that do / happened	Visiting Ecotourism Destinations	Describing the places that interesting and not interesting had visited or other natural tourist object. The student have to describing the

No	Material	Title	Description
	in the past which refers to the time of which refers to the end		places.
7	Descriptive text simple oral and written about people, tourist attractions, and famous historic buildings	Visiting Niagara Falls	The students have a pair work that try to remember one interesting place they have visited and tell with their friends about the place.
8	Announcement 1.Mention announcement purpose 2.Mention detail information from announcement	Describing Historical Places	Ordering the students to ask their parents or relatives about historical places that they are know. 1.What is the name of the places? 2. How old is the place? 3. Is the place spooky? 4. Why is it mysterious? 5. How does the place look like?
9.	Text recount simple oral and written about the experience / activities / events / events	Giving Announcement	This part of chapter the student in order to imagine that they are the captain of their class that attend in meeting with OSIS and have to make an announcement to their classmate about the result of the meeting with OSIS.

This table explained about how the relevancy speaking material in syllabus 2013 with speaking material in English textbook, to know how the different and the same things that which are contained in syllabus and English Textbook and as a Comparing speaking material in Syllabus 2013 and English Textbook.

In the end of this research's result, the compatibility percentage of the whole textbook material to *K13* syllabus is found by summing all the percentage of these 9 chapters and takes the mean percentage among them. To find the total speaking materials compatibility percentage of textbook to K13 syllabus, the researcher uses this formulation.

$$= \frac{X}{Y} \times 100\%.$$

$$= \frac{9}{12} \times 100\% = 75\%$$

Note:

X= the total of criteria points which were met in a workbook for each Chapters aspect.

Y = the total of criteria points in each sub aspect.

Therefore the writer found the

compatibility percentage from all 9 chapters is 75%. Textbook has75% similarity with *K13*. This percentage is included from the similarity patterns between speaking learning material in Textbook to *K13* syllabus.

The textbook has not completely fulfilled Relevance of the Materials to the Curriculum. This was because, every chapters just had a little space for speaking activities, so that the researcher thinks, the student really difficult to improve their speaking skills cause a less speaking activities. In every chapters not to give the students to speaking with friends or improve the students' speaking skill.

There is in some chapters similarity in speaking activities namely in the chapter 5, 6,7, and 8 about Describing, for example in chapter 5 is describing people. Describing a tourism or destination that interesting or not interesting and describing historical places there are in chapter 6,7 and 8. The researcher thinks speaking activities that in English textbook as handbook and guiding for learning speaking does not variety. For another chapters a bit different than just describing things.

In chapter 1, 2, 3, 4, and 9 are over to produce expression in speaking. Actually this textbook on every chapters have a speaking activities but those could not covering speaking' need who can really improve the students' speaking skill. Even less the English teacher who had Interview by the researcher before took this thesis, that said if the graduated student from Vocational High School have to have comprehend with productive skills in English learning as supplies for face to world work.

CONCLUSION

From the checklist table, the result shows the compatibility percentage of textbook's speaking materials to *K13* syllabus is 75%. The following points are the major findings of this research.

The first point is the speaking materials in "BukuBahasaInggris for the first grade students at Vocational High School" have a good relation to the content of syllabus. There are;

1. understanding basic expressions in social interaction in daily life
2. Expressing happiness and sympathy,
3. Making an announcement
4. Telling stories and experience (monologue).
5. The speaking tasks in the textbook are not well developed.

In The textbook, most of the speaking tasks are in Role Play activities. The textbook does not give any speaking activities to increase the student understanding in speaking material. In content aspect, the textbook '*'Bahasa Inggris''* is lacking in terms of transactional texts because it does not give enough opportunities for the students to communicate interpersonally. It has sufficient explanation on the expressions required to produce certain interpersonal texts and provides sufficient model texts, but it has very

few speaking activities which should enable the students to make interpersonal communication and make the students improve speaking skill.

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SUGGESTION

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

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

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

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