

An analysis of speaking activities on English textbook based on 2013 curriculum in the first grade of senior high school at SMAN 10 Bandar Lampung

Natasya Salsabila¹, Muhammad Sukirlan², Huzairin³

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1 Bandar Lampung, Indonesia^{1,2,3}

¹Correspondence: natasya.salsabila25@gmail.com

ABSTRACT

The aims of this research are to find out the compatibility of English Textbook with the scientific approach principles of 2013 curriculum and criteria of good English textbook. This research was focused on speaking activities in the textbook for senior high school. This research uses qualitative research by using document analysis. The results show that (1) the compatibility of the scientific approach 2013 Curriculum fulfilled 90 point of the qualifications of the existing criteria (2) and the assessment for good English textbook by the expert, fulfilled 85 point compatibility with the existing criteria. Based on the analysis, it was found that the speaking activities of the textbook is adequate for teacher to use this textbook. It means that the speaking activities of the textbook fulfill the criteria based on the scientific approach of 2013 Curriculum and also fulfill the criteria of good English textbook by the expert opinion.

Key words: *Speaking, Analysis, Compatible, Textbook, 2013 Curriculum.*

I. INTRODUCTION

Speaking is perhaps the most fundamental of human communicative skills, and because we do it constantly, we do not often stop examining the processes involved. In fact, speaking, especially in a language other than our first language, is quite complex productive oral skill which involves using the different characteristic of language. Instead, children who acquire the second languages learn the element by interacting with people. Hybel (2001: 45) mentions that speaking is any process in which people share information, ideas, and feeling. In other words, speaking is to express our idea to others in oral communication, and also a process in which a speaker conveys information or messages to listeners. Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak. Recently, people has come to a conclusion that humans do not learn the elements of language and then put them together in conversation.

Furthermore, as a country that uses English as a foreign language, English is not only used to interact and establish relations with other nations but also as a subject that is studied in schools. Therefore, it is hoped that Indonesians will continue to communicate with other individuals in the world through learning English. Moreover, speaking plays in communication, it can also facilitate language acquisition and development. In situation where the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning (Goh, 2007). In teaching speaking, the teacher plays a role as a facilitator.

As a teacher, the roles that will be faced are numerous, including as a motivator, curriculum planner, teacher of implementation of learning, supervisor, and facilitator. For example, Fullan (2006) found that the level of teacher involvement as a center of curriculum development leads to effective achievement of educational reform. Therefore, the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can contribute by collaboratively and effectively working with curriculum development teams and specialists to arrange and compose material, textbooks, and content. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom. Besides, teachers are expected as instructional designers to be able to create their own materials as efficiently and creatively as possible. However, if the teacher is unable to develop the material themselves according to standard requirements, they must be able to select and decide the material in it. The teacher can adapt the materials from several resources such as resource book or textbook. Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore, preparing the teaching materials for each class will not consume lots of time. Besides, Cunningsworth (1995) mentions that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn.

Textbook is a popular instrument for teaching English as a foreign language. It plays an important role in providing the map to both instructor and student to see what was done in the class. Textbooks are reasonably realistic because they are relatively inexpensive and require little planning time for lessons, whereas teacher-generated materials can be inefficient in terms of time, cost and quality. In this way, textbooks will decrease the professional workload and encourage teachers to spend more time focusing on the available content rather than constantly arranging for a new one.

Furthermore, the characteristics of textbooks should meet the criteria, generally following: it should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus or examination. It means that textbook that uses by the teacher to teach should be suitable with the goal of the curriculum to fulfill students' needs in learning process. Nowadays, the Government establish the curriculum for school become the 2013 curriculum.

Moreover, it is not a simple thing to determine a compatible textbook to be used in the learning process, especially for an English lesson that becomes a foreign language in Indonesia. We need to develop English as a Foreign Language textbook analysis to ensure that it can effectively facilitate the attainment of the teaching objectives, and at the same time, be economically viable to teachers and students. The wrong choice of textbooks would be likely to negatively affect both teaching and learning. Rahmawati (2018) states that financial resources would also be wasted. Fortunately, the National Education Department of Indonesia has arranged an English materials/course book for each level of education from elementary to high school and can be used directly for the teaching process.

As textbooks have a very important role in supporting student's learning and in supporting the standard competence that is being implemented. Teachers and students can build and develop their communicative competence better if they use qualified textbooks which provide and support the material needed. At present, there are many English textbooks that have been published, either by local publisher or foreign publisher. When a new English curriculum is issued by the government, there must be lots of new English textbooks. However, the material is not always representative and complete enough to support the existing curriculum. In other words, there is still a mismatch between textbook materials and the needs of curriculum users.

In this study, researchers focused on the existing aspects of the scientific approach to the 2013 curriculum. The Scientific Method emphasizes not just the end result of learning, but also the learning process as an important consideration. As a result, rather than focusing on the knowledge itself, this approach emphasizes the search for knowledge. The students need to be actively involved in the learning process to present the information which is acquired not only from the teachers but also from various resources. Scientific approach is the process which consists of five main steps namely: *observing, questioning, exploring, associating, and communicating*. Each of the steps is presented as follows: Observing - Brown (2000) stated that to develop student's curiosity, to create meaningful learning process and help students acquire knowledge; Questioning - Suharyadi, (2013) stated that questioning can be used by both teachers and students in the classroom with several specific purposes. Specifically, by giving questions, the teacher leads the students to give their attention to begin learning and stimulate them to pursue knowledge on their own; Experimenting - Suharyadi (2013) stated that to acquire a meaningful, real and authentic learning, students have to do experiments, especially to the suitable materials; Associating - the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. Students must be more active and given more opportunities to learn. Associating refers to grouping ability of various ideas and associating various events to be part of memory; Communicating - to develop students' skills to offer or demonstrate all knowledge and ability that has been mastered verbally or non-verbally. Suharyadi (2013) argues that communicating is also called collaborative learning.

In reality, it is quite difficult to get English textbook has good materials and suitable with the curriculum. Although the government has released the list of appropriate textbook, textbook analysis is seen as an important thing to be conducted. Good English textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks. There are many criteria proposed by several experts that can be used for evaluating course books.

Considering the importance of speaking skill for students, the use of the textbook is one of the important factors in teaching and learning process. A textbook in the context of teaching and learning process is inseparable with many other components of the teaching and learning process. Textbook is very important in teaching and learning activity because it is usually used as the main source of guidance for the students and teachers. It also a means to motivate the students to pursue language study by offering glimpses of exotic situation in its illustration. This study is conducted to investigate and observe the speaking materials in English textbook for the first grade of SMAN 10 Bandar Lampung.

Therefore, to find out how well the relevance of English text books to the scientific approach principle of 2013 Curriculum. It is very important to conduct research on analyzing English textbook material.

For the purposes of this analysis, the author preferred to choose a textbook used by SMA Negeri 10 Bandar Lampung, because the author is interested in speaking activities of this book whether or not this book can be used widely and whether or not this book is acceptable to the scientific approach principle of 2013 Curriculum also the criteria of good English textbook.

II. METHODS

The researcher used qualitative research in her research because document analysis is a method that is widely applied for written or visual data to identify specific characteristics of the material that are going to be analyzed in the speaking material of the textbook. The data are the speaking activities of English textbook entitled “Bahasa Inggris” published by PT Gramedia, that used in SMAN 10 Bandar Lampung. Then, the researcher analyzes the data with the table checklist based on the criteria of the 2013 curriculum also the expert.

III. FINDINGS AND DISCUSSIONS

Findings

This section attempts to answer the research questions proposed by the researcher. The researcher analyze the textbook based on the criteria of 2013 curriculum also the experts, whether the is compatible or not.

3.1. Table checklist for speaking based on scientific approach of 2013 Curriculum and the Criteria of Good Speaking Material Based on Experts.

No	Aspect	Indicators	Score			
			1	2	3	4
1	<i>Observing</i>	1. whether students are asked to observe or read to emerge question(s).			✓	
		2. Do the aims of the course book correspondent closely with the aims of the teaching programmer and with the needs of the learners.				✓
		3. Students expected to take a degree of responsibility for their own individual learning targets.				✓
		4. Expose the language as a framework for students.				✓
		5. Encourage learners to improve their cognitive abilities to learn how to learn.				✓
2	<i>Questioning</i>	1. whether students are asked to construct, identify, and asks questions.		✓		
		2. whether students are asked to formulate hypotheses.			✓	
		3. The textbook must have the clear point of				✓

		view because it will be the learner`s point of view.				
		4. The textbook must stimulate the personal activity of the learners.				✓
		5. The textbook needs to be fascinating and appealing to students. They'll be interested, therefore, in using textbooks.				✓
3	<i>Exploring</i>	1. whether students are asked to designs and conducts an experiment or other way to collect data or evidences.				✓
		2. whether students are asked to analyze and interpret data and draw conclusions.			✓	
		3. The subject and content of the textbook is challenging and motivating.				✓
		4. There is sufficient variety in the speaking activities of the textbook.			✓	
		5. The textbook must be capable of inspiring students.				✓
4	<i>Associating</i>	1. There are analytical activities in each chapter.			✓	
		2. Has clear instructions in every activities.				✓
		3. The materials reflect an understanding of communicative skills-interpretation, expression, and negotiation, for instance, underlying all language use.				✓
		4. There should be a clear rationale for the types of exercise and their relation to the learners' short-term and long-term goals.				✓
		5. The material should encourage learners to search outside of the book and outside the classroom for language samples.				✓
5	<i>Communicating</i>	1. Is material for spoken English well designed to equip learners for real-life interactions.				✓
		2. Are style and appropriacy deal with speaking skill and matched to social situation.			✓	
		3. Integrated mission relating to the real life communication needs of learners.				✓
		4. Increase students and teachers interest to take on a range of tasks and use language in and out of the classroom in a variety of environments.				✓
		5. There is collaboration between teacher and students in speaking activities.		✓		

The researcher used table checklist from Cunningsworth, Savignon, also Nunan (Criteria of good speaking materials) that has been modify by the researcher, in order to find out the total score of speaking activities contents in textbook for the First Grade Students of Senior High School 10 Bandar Lampung are in line with scientific approach of 2013 Curriculum . There are 5 aspects with

5 indicators for each aspect. In the end of this research's result, the compatibility score of the whole textbook activities to scientific approach of 2013 Curriculum is found by summing all the total score of these 9 chapters and takes the mean score among them. To find the total speaking materials compatibility score of textbook to 2013 Curriculum, the researcher uses this formulation.

$$X = X_1 + X_2 + X_3 + X_4$$

$$\begin{aligned} X_1 &= 17 \times 4 = 68 \\ X_2 &= 6 \times 3 = 18 \\ X_3 &= 2 \times 2 = 4 \\ X_4 &= 0 \times 1 = 0 \end{aligned}$$

$$X = 68 + 18 + 4 + 0 = 90$$

Note:

X = Total score

X₁ = Total point of very good criteria (point = 4)

X₂ = Total point of good criteria (point = 3)

X₃ = Total point of average criteria (point = 2)

X₄ = Total point of poor criteria (point = 1)

3.2 Table checklist Good English Textbook Based on Cunningsworth and Tomlinson.

NO	CRITERIA OF GOOD ENGLISH TEXTBOOK	Score			
		1	2	3	4
1	The textbook must comprehensive and cover most or all of what is needed and a good resource				✓
2	the content should be organized (e.g., according to structures, functions, topics, skills, etc.)				✓
3	the content should be sequenced (e.g., on the basis of complexity, "learnability," usefulness, etc.)			✓	
4	the textbook should be deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage (More relevant at intermediate and advanced levels.)				✓
5	The students be able to relate to the social and cultural contexts presented in the textbook			✓	
6	There is adequate guidance for the teachers who will be using the textbook and its supporting materials				✓
7	Materials should take into account that the positive effects of instruction.				✓
8	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates		✓		

	both right and left brain activities				
9	The learners' attention should be drawn to linguistic features of the input - Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.			✓	
10	What is being taught should be perceived by learners as relevant and useful.				✓

The researcher used table checklist from Cunningsworth and Tomlinson to fulfill the criteria of good English textbook, according to the needs of the analysis of the researcher. In order to find out the total score of criteria of good English textbook for the First Grade Students of Senior High School are in line with expert opinion. this research's result, the compatibility score of the whole textbook to the criteria of good English textbook based on expert opinion is found by summing all the total score of evaluation thoroughly in the book. To find the total speaking materials compatibility score of textbook to 2013 Curriculum , the researcher uses this formulation.

$$X = X_1 + X_2 + X_3 + X_4$$

$$\begin{aligned} X_1 &= 6 \times 10 = 60 \\ X_2 &= 3 \times 7 = 21 \\ X_3 &= 1 \times 4 = 4 \\ X_4 &= 0 \times 1 = 0 \end{aligned}$$

$$X = 60 + 21 + 4 + 0 = 85$$

Note:

X = Total score

X₁ = Total point of very good criteria (point = 10)

X₂ = Total point of good criteria (point = 7)

X₃ = Total point of average criteria (point = 4)

X₄ = Total point of poor criteria (point = 1)

Researcher uses analysis points 1 to 4 to distinguish between the highest point and the lowest point fulfillment of the criteria. The researcher analyze the speaking activities in the textbook one by one. Therefore, to clarify which is the highest to the lowest point the researcher uses analysis points 1 to 4. According to, Junaidi (2015) analysis is an activity of thinking to describe a whole into components so that it recognizes the signs of the components, their relationship to each other, and the function of each in an integrated whole.

Therefore the writer found the total score from all 9 chapters is 90. Textbook has 90 point similarity with 2013 Curriculum , this score is included from the similarity patterns between speaking learning

material in Textbook to 2013 Curriculum . And also the total score from the whole textbook based on the criteria of good English textbook is 85.

Discussion

Analysis Textbook Based on Scientific Approach of 2013 Curriculum

Textbook had 15 chapters. But, in this research the researcher only focused on 9 chapters based on basic competence There were nine lessons about interpersonal texts both oral and written. They were *Talking about Self* in Chapter 1, *Congratulating and Complimenting Others* in Chapter 2, *Expressing Intention* in Chapter 3, *Visiting Niagara falls* in Chapter 4, *Giving Announcement* in Chapter 5, *The Wright Brothers* in Chapter 6, *My Idol* Chapter 7, *Malin Kundang* in Chapter 8 and *You've Got a Friend* in Chapter 9. Some chapters in this Textbook have fulfilled the criterion of the table checklist.

Chapter 1 to 9 had fulfilled the criterion of giving the students opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follows. The activities on *talking about self* (page 16-18) in Chapter 1 fulfills all the criteria for good speaking material, this chapter have covers all aspects of scientific approach of 2013 curriculum from observing to communicating. As stated by Cunningsworth (1995) the textbook should be complete and cover most or all of what students need for learning and be a good resource for the teacher to provide material. The students have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about Talking about self they were given Guessing games: "Who Am I?" the teacher will put a post it paper with one of the words below on students' back. The student that have been playing have to guessing themselves by asking question, and their partner may only answer with either 'yes' or 'no'. After that, the students were introduced in front of class with classmate and teacher. For speaking activities, the students were given the ability to recognize themselves in a way that is more interesting.

The activities on *Congratulating and Complimenting Others* (page 35-36) In Chapter 2, almost all aspects were fulfilled although there were some aspects that were not achieved in the existing criteria. However, this chapter fulfills all the Questioning aspects in the scientific approach of the 2013 curriculum. This chapter has given the students opportunities to take and give information orally using a game. For the speaking activity, in task 1, in order to identify which are complimenting and expression of care or sympathy, the students has given work in pairs to play rock-paper-scissors, and the winner chooses a situation from which he/she creates an expression of compliment, and then the partner responds to the expression. After that, the students were given "Let's play ball throwing" game. The teacher tell the instruction to the student to play this game.

The activities on *Expressing Intention* (page 44-47) in Chapter 3 has also given learners opportunities to Expressing Intention through a long conversation about holiday plans. Chapter 3 fulfills almost fulfill all the existing criteria, starting from the aspects of Observing, Questioning,

and Associating; but, there is no collaboration between teacher and students in speaking activities. In task 1 of the speaking activities in chapter 3, the students were make up short dialogs for the several situation, there are five situation they have to fill. After that in task 2, the student have to present one of the dialogs in front of the class. Task 3 In this chapter the student has thought how to speak as if the students are preparing a campaign for their promotion to be head of the student's organization.

The activity on *Visiting Niagara Falls* (page 77) in Chapter 4 only provide 1 speaking activity. The students were simply to try remembered one interesting place that had the students visited and re-tell the story with their partner. This Chapter had no variety of speaking activities and there is no collaboration between the teacher with the students. However, lack of speaking activities will be hinder the smooth the students in producing expressions of gratitude in various contexts.

The activity on *Giving announcement* (page 92) in Chapter 5 lacks of conversation models in various contexts, in Chapter 5 the student were ask to image that they are chairman of their class. The students had a meeting with OSIS. During the meeting, the students took the following notes and make announcement to be delivered to classmates. Actually this chapter also had no variety of speaking activities just made an announcement and delivered that with their classmates also there is no collaboration between the teacher with the students.

Task 1 on *The Wright Brothers* (page 105-106) in Chapter 6 the student work in pair to make a simple past tense. They ask further questions about the activities of their partner did yesterday using *what, where, why, who, when* or *how*. After that, in task 2, they also work in pair and make a simple perfect tense. They ask their partner several questions using *what, where, why, who, when* or *how*. In task 3, the students still work in pair, they pretend to be the interviewer, and another one will be the interviewee. In this chapter the collaboration between student and student (their partner) was very good also had the variety of speaking activities in this chapter.

The activities on *My Idol* (page 116-117) in Chapter 7 has also given learners opportunities to experiences through a dialogs in the form of assignments. This chapter have fulfilled the criterion of the aspect of good speaking material but there is no collaboration between teacher and students in speaking activities. In task 1, teacher form student self-confidence by developing student speech in front of the class, students were asking to retell the experience of meeting an idol using their own words. After tell in front of the class they were ask to work in pair and take turns using the questions which has been described in the textbook. In task 3, they also work pair and tried to tell their partner about their experience visiting a new place.

The activity on *Malin Kundang* (page 178) in Chapter 8 just had 1 speaking activity. This chapter given learners opportunities to read the folktale, Malin Kundang. This chapter have fulfilled the criterion of the aspect of good speaking material but there is no variety of speaking activity in this chapter. The students are ordered to create groups consist of 8 members, after that they should prepare a simple performance about Malin Kundang. With the practice of performing in front of the class, the students will improve their speaking abilities, it also made the classroom atmosphere very

interesting. It is line with Grenee, H. A., & Petty (1971) The textbook needs to be fascinating and appealing to students. They'll be interested, therefore, in using textbooks.

The activity on *You've Got a Friend* (page 203) in Chapter 9 just had 1 speaking activity. This chapter given learners opportunities to enjoy the lesson with a song, they filled the blank lyric. This chapter have fulfilled the criterion of the aspect of good speaking material but there is no variety of speaking activity in this chapter. But in this chapter student have a collaboration with their partner, they work in pair guess what the title of the song with a game.

Based on the explanation above it is in line with Nunan (1988) textbook should require students and teachers to take on a range of tasks and use language in and out of the classroom in a variety of environments. This textbook is designed in an attractive manner, by applying exercises that related to the social context. Not only in the classroom, but this textbook provides activities related to the life of students outside the classroom.

According to Cunningsworth (1995), a good material should take account of students' needs as learners and should facilitate their learning processes so the material fulfill the needs of students by allowing them to use learning styles that fit them. Based on the statement given by Cunningsworth in 1995 also Nunan in 1988, this book has fulfilled the criteria for good English material also activities for the students. In conclusion, based on the rubric also discussion, the textbook has completely fulfilled criteria of good speaking material based on the experts also the scientific approach of 2013 Curriculum .

Analysis Textbook Based on Expert Opinion of Good English Textbook

The data for the study content review were collected using the textbook assessment sheet. It included a content analysis component that assisted the research in mapping the nature of the textbook, focusing on relevant analyzed aspects, and drawing broad conclusions about the content analysis of speaking materials. For the initial step of this study, the textbook was explored to identify the aspect of content analysis. It has 15 chapters, each chapter consists of sections of warmer, vocabulary builder, pronunciation practice, dialog (only in chapter 3), reading, vocabulary exercises, grammar review, listening (only in chapters 1, 6, 11, 12, and 14), speaking, writing, and reflection. It can be seen that each chapter has a content focus for speaking materials and speaking activities, such as vocabulary builder, pronunciation practice, and speaking tasks.

In general, this textbook fulfill almost all the criteria in the indicators of a good textbook according to Cunningsworth and Tomlinson, is clear and effective and is generally suitable for student needs. This textbook is complete enough based on content to fulfill the needs of teachers in the classroom, and this book can be used as a good resource for students in learning English. because in this book it is complete in each chapter consists of sections of warmer, vocabulary builder, pronunciation practice, dialog, reading, vocabulary exercises, grammar review, listening, speaking, writing, and reflection. It is in line with (Cunningsworth, 1995), who states that the functions and roles of the textbook are a resource of presentation material and a reference book.

Students can also understand the social and cultural contexts presented in the textbook, because textbooks are presented practically but can support student learning activities in the classroom.

Further, the material provided by this book also takes into account that there are positive effects of teaching given by teachers and received by students.

The material provided by this book maximizes learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates students' right and left brain activity. As well as the material gives students the opportunity to use the target language to achieve communicative goals. Thus, achieving learning objectives in the classroom. It is supported by (Tomlinson, 2011) who states that one of the criteria of good material development is that the materials should be able to enable the students to be self-investment, the learner must be ready to acquire the point being learnt.

In conclusion, based on the rubric also discussion, this textbook has completely fulfilled criteria of good English textbook based on Cunningsworth and Tomlinson. This book is perceived by the researcher based on expert opinion as a relevant and useful English textbook.

CONCLUSION AND SUGGESTION

Conclusion

Based on the study of analyzing the English textbook entitled “Bahasa Inggris” published by PT Gramedia, that used in SMAN 10 Bandar Lampung is compatible with the scientific approach principles of 2013 Curriculum. The textbook is good to be used for first grader of senior high schools that have started using 2013 Curriculum. The exercise that given by this book are attractive and applicable in the classroom. The results show that (1) the analysis of the scientific approach 2013 Curriculum fulfilled 90 point of the qualifications of the existing criteria (2) and the assessment for good English textbook by the expert, fulfilled 85 point compatibility with the existing criteria. Based on the analysis that has been done, this book compatible the most of existing criteria. It exposes students to be an active learner all the time even though there are some minor's incompatibility based on the criteria of of good speaking material based on the experts also the scientific approach of 2013 Curriculum. This English textbook is still acceptable to be used by school because it is more than qualified to be used in 2013 Curriculum.

Suggestion

Although most of the speaking materials in textbook The textbook for senior high school of tenth grade students in SMA Negeri 10 Bandar Lampung are appropriate of with the aspect of scientific approach of 2013 Curriculum , the Researcher still gives some suggestion that will be described below.

First, the teacher should establish the speaker's content explanation in the textbook. In the condition that certain chapters of the textbook do not provide any clarity of the content of the materials, the English teacher should be creative in providing the interpretation, contributing to improving the comprehension of the material by the students. 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, for publisher, in creating and developing English textbook for the first year students, it is needed to arrange materials and task based on students' need and their dynamic ways of learning. Therefore, they have to keep regenerating their ideas by following the regulation of the latest curriculums to evaluate the textbooks frameworks.

Third, for the future researchers, it is advisable to use inter-rater method in analyzing textbook, so the results will be more accurate.

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