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## **ANALYSIS OF THE SPEAKING MATERIALS IN TEXTBOOK“MANDIRI : PRACTISE YOUR ENGLISH COMPETENCE (FOR SMK AND MAK XI)”BASED ON 2006 ENGLISH STANDARD OF CONTENT (SI)**

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### **Abstrak**

Bahasa Inggris memegang peranan penting dalam aspek pendidikan di sebagian besar negara-negara di dunia, termasuk Indonesia. Di Indonesia sendiri Bahasa Inggris diajarkan dari tingkat Sekolah Dasar (SD) sampai dengan tingkat Universitas. Melalui Bahasa Inggris, siswa diharapkan memiliki keterampilan berkomunikasi baik secara lisan maupun tulis. Untuk mencapai tujuan ini, Departemen Pendidikan Nasional Indonesia telah mengembangkan Standard Kompetensi bahasa Inggris yang tertuang di dalam kurikulum sebagai standard proses pembelajaran bahasa Inggris. Sehubungan dengan kurikulum, kurikulum yang sekarang diterapkan di semua jenjang pendidikan di Indonesia adalah Kurikulum 2006. Masih berhubungan dengan kurikulum, materi pembelajaran yang sebagian besar berupa buku teks juga harus sesuai dengan kurikulum. Selain sesuai dengan kurikulum, buku teks juga harus menyajikan empat materi keterampilan berbahasa, yaitu materi untuk keterampilan menyimak, berbicara, membaca dan menulis. Oleh karena itu, penelitian ini difokuskan pada analisis materi keterampilan berbicara dalam buku teks berjudul "Mandiri: Practise Your English Competence (for SMK and MAK XI) yang diterbitkan oleh Erlangga. Penelitian ini dimaksudkan untuk (1) menganalisis relevansi materi keterampilan berbicara dalam buku teks berjudul "Mandiri: Practise Your English Competence" dengan Standar Isi (SI) bahasa Inggris 2006 dan (2) untuk menganalisis relevansi materi keterampilan berbicara dalam buku teks berjudul "Mandiri: Practise Your English Competence" dengan kriteria materi keterampilan berbicara yang baik yang diadaptasi dari evaluasi buku teks bahasa Inggris untuk SMK dari BSNP. Rancangan penelitian ini adalah deskriptif kualitatif dan obyek penelitian ini adalah buku teks bahasa Inggris berjudul: "Mandiri: Practise Your English Competence ). Hasil penelitian ini menunjukkan bahwa (1) materi keterampilan berbicara dalam buku tersebut cukup relevan dengan materi keterampilan berbicara yang ada dalam Standar Isi (SI) bahasa Inggris 2006 dan (2) juga cukup relevan dengan kriteria materi keterampilan berbicara yang baik yang diadaptasi dari BSNP. Selain itu, materi keterampilan berbicara yang ada di dalam buku ini perlu direvisi sehingga tujuan pengajaran bahasa, khususnya pengajaran materi keterampilan berbicara dapat dicapai.

**Kata Kunci:** analisis, materi keterampilan berbicara, buku bahasa Inggris, Standar Isi (SI) bahasa Inggris 2006, BSNP.

### **Abstract**

English plays special role in education aspect in most of the countries in the world, one of them is Indonesia. In Indonesia English is taught from elementary school to university level. Through English, the students are expected to have good communication skill either in spoken or written form. To achieve this aim, the National Education Department of Indonesia has developed an English standard competence which is stated in curriculum as the standard of English and learning process. Related to curriculum, the present curriculum which is used in all level of education in Indonesia is 2006 Curriculum. Related to curriculum, learning materials which are mostly in the form of textbook should be based on the curriculum. Besides in line with the curriculum, the textbook should provide materials covering four language skills, they are: Listening, Speaking, Reading and Writing materials. Therefore, this study focused on the analysis of speaking materials in the textbook entitled "Mandiri: Practise Your English Competence for (SMK and MAK XI) published by Erlangga. This study was intended (1) to analyze the relevance of the speaking materials in textbook "Mandiri: Practise Your English Competence" to the 2006 English standard of content (SI) and (2) to analyze the relevance of the speaking materials in textbook "Mandiri: Practise Your English Competence" to the criteria of good speaking materials adapted from

English textbook evaluation for vocational high school of BSNP. The design of this study was descriptive qualitative and the object of this study was the English textbook entitled: “Mandiri: Practise Your English Competence”. The results of this study shows that speaking materials in the textbook are quite relevant to the speaking materials based on the 2006 English standard of content (SI) and the speaking materials in the form of speaking exercises in the textbook are quite relevant to the criteria of good speaking materials adapted from BSNP. Furthermore, the speaking materials of this textbook need to be revised so that, the objective of language teaching, especially speaking can be reached

**Keywords:** analysis, speaking materials, English textbook, 2006 English standard of content (SI), BSNP.

## INTRODUCTION

English plays special role in education aspect in most of the countries in the world, one of them is Indonesia. In Indonesia English is taught from elementary school to university level. Through English, the students are expected to have good communication skill either in spoken or written form. To achieve this aim, the National Education Department of Indonesia has developed an English standard competence which is stated in curriculum as the standard of English teaching and learning process.

Curriculum is a set of program and arrangement of an aim, content, learning material and process as the reference of teaching learning process to achieve the certain aim of education (Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, Bab 1 Pasal 1 Ayat 13). The level of educational unit curriculum (2006-present) is carried out in English teaching and learning process. Walker (2003) defines curriculum as “A particular way of ordering content and purposes for teaching and learning in schools. Content is what teachers and students pay attention to when they are teaching and learning” (p. 5). It means that curriculum is guidance that starts from teaching and learning process until final evaluation in schools. Moreover, Murcia (2000) has similar view about curriculum. He defines curriculum as a document of an official nature, published by a leading or central educational authority in order to serve as a framework or a set of guidelines for the teaching of a subject area in our case of language in a broad and varied context. It means that central education authority makes curriculum.

The resent curriculum which is applied by Indonesia government is KTSP (Kurikulum Tingkat Satuan Pendidikan). KTSP consists of the aim of education unit, calendar of education and the syllabus.

Related to curriculum, learning materials which are mostly used by the teachers should be based on curriculum. The materials themselves can be formulated as handouts, books, audio books, modules, and textbooks. In fact, most of the Indonesian schools use textbooks as teaching media to present the materials. The use of textbook itself is also needed in English teaching.

Nowadays, people can easily find a textbook which is published by different publishers to fill the need of the English textbook. There are various kinds of textbooks that people can find in the markets or bookstores. Those textbooks are published by commercial publishers or a school team. Although they claim the content of textbooks is based on the English standard competence, people still cannot guarantee that those textbooks represent the English standard competence. To face this, the National Education Department makes criteria for each level of students in developing a textbook. A good textbook should cover those criteria stated by the Indonesian government. Thus, people have to find the most appropriate textbook to be used in language program to achieve the goal. Based on the fact above, analysis on a textbook can be an effective way to find out the most appropriate textbook to be used in English teaching. The result of analyzing a textbook is used to know whether the textbook is an appropriate teaching material or not. However, there are a variety of textbooks on the markets. The English teachers spend more time in selecting textbooks. They should compare and choose appropriate textbook which is suitable for their teaching and learner’s need. In Ruben’s (2010) research, a content analysis of the textbooks used in the Dutch early childhood teacher education shows clear inconsistencies with the intended curriculum. Marc and Kees (2009) analyze the content of textbooks as well as the teachers’ usage of them. The result shows that what the author represents in textbooks increasingly resembles students’ reading



preferences at the expense of selections made by literary experts. Another expert, namely Okoro (1999) found that some textbooks lack the required contents, since the authors have not carried out a comprehensive review of the field before writing the textbook.

Concerning with textbook analysis, an English textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI) ” is analyzed in this study. The researcher decides to analyze this textbook because she has an experience in using this textbook. During her teaching practice in SMK Ketintang Surabaya, one of the English teachers of that school suggested her not to depend a lot on that textbook, since according to the English teacher, this textbook is not in line with the sequence of basic competence that is stated in 2006 English standard of content (SI). Nevertheless, the researcher still wants to know how relevant the materials presented in the textbook to the 2006 English standard of content (SI).

The book was published in 2012 and written by Wuri Parmaitri and the author claims that this book was arranged based on the 2006 English standard of content (SI). The materials in this book are arranged into three parts, they are overview, practice, and enrichment. The expressions and grammar are presented in the part of overview. The materials of listening and speaking skills are presented in the part of enrichment. While the materials of writing and reading skills are presented in the part of practice.

In short, this research is conducted to analyze the speaking materials which are presented in the part of enrichment of an English textbook for vocational high school entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI) ”. In this research, the researcher wants to figure out whether the speaking materials in the textbook are relevant to the 2006 English standard of content (SI) or not.

Based on the background of the study above, the research questions are formulated as follow:

1. How are the speaking materials in the textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI) ” relevant to the 2006 English standard of content (SI)?
2. How are the speaking materials in the textbook entitled “Mandiri: Practise Your English

Competence (for SMK and MAK XI) ” relevant to the criteria of good speaking materials adapted from the English textbook evaluation for vocational high school of BSNP?

In line with the research questions that have been stated previously, the objectives of this study are formulated, they are: (1) To describe the relevance of the speaking materials in the textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI) ” to the 2006 English standard of content (SI); and (2) To describe the relevance of the speaking materials in the textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI) ” to the criteria of good speaking materials adapted from the English textbook evaluation for vocational high school of BSNP.

The 2006 English standard of content (SI) consists of standard of competence and basic competence. The English standard of competence contains some basic competences. The basic competence is a group of competence that should be mastered by the learners and it is used as the guidance to arrange the indicators (Permendiknas RI No. 41/2007). It means the learners should master each level of basic competence.

The English standard of competence for the second year of vocational high school is to communicate in English equivalent to Elementary level in the first and second semester (Depdiknas, 2006). The standard competence above is further divided into seven basic competences, as mentioned below:

1. To understand simple daily conversation both in professional and personal context with non native speaker.
2. To make a note of simple message both through direct interaction and device.
3. To elaborate one's job description and educational background both in spoken and written communication.
4. To tell past activities and future plans.
5. To express various intentions.
6. To understand the simple instructions.
7. To write short messages, directions and list which are lexically and grammatically correct.

Thus, the vocational high school students should master the above basic competences and have basic communication in the final of the

teaching and learning. The English teacher might choose appropriate materials and methods in order to help students to improve their communication.

Speaking materials can be gotten from magazine, newspaper, TV, radio, textbook, printed materials and so on. In learning and teaching speaking, it is necessary to select the materials which are needed to develop students' ability in speaking. The speaking materials that are presented in the textbook should cover the components of English textbook assessment that are outlined by the National Education Department (2006). Thus, the speaking materials in the textbook will be appropriated as teaching and learning materials if those cover these components. They are: (1) the conformity of the speaking materials presented in the textbook based on the English standard of competence; (2) the substance of knowledge and life skill; (3) the perception for being advanced and developed; and (4) the diversity of social values (Muljono, 2007:21).

BSNP is an independent, professional bureau which has a duty to develop, observe and evaluate the implementation of national education standard (Peraturan Pemerintah Republik Indonesia 19/2005 Bab 1 Pasal 1 Ayat 22 tentang Standar Nasional Pendidikan).

BSNP (2007: 259) has arranged an instrument of textbook evaluation. National Educational Department of the English Textbook Development and BSNP of English Textbook Evaluation for Vocational High School have been made some criteria for speaking material, those are: (1)The speaking materials are integrated with listening materials; (2)The speaking materials or exercises should be sequenced based on the level of difficulty (from easy one to difficult one); (3) The speaking materials include knowledge that support the students' life skill; (4) The speaking exercises are relevant to the speaking materials; (5)The speaking exercises train the students to enhance the speaking skill; (6) The speaking materials or exercise should enhance the students to make a communication with the other students or with the teacher; (7)The speaking materials should consider aspect of gender, ethnic, religion, race, and group; and (8)The speaking materials state the relevant learning objectives of communicative competence. Thus, a good textbook which is developed as

teaching materials by publishers or author, should be according to the above criteria.

Textbook is kind of printed media or learning material in the classroom. Textbooks are used by teachers and students in teaching and learning process. Higgs (1982) states that textbook is an essential part of curriculum because it embodies a specific teaching methodology and a set of goals. Brown (2001) states that textbook is a book for use in educational curriculum.

In language teaching and learning,, textbook plays important role providing materials for both teachers and students. Cunnings worth (1995) identifies a number of roles that textbooks can serve in the curriculum, including providing (a) a syllabus based on pre-determined learning objectives, (b) an effective resource for self-directed learning, (c) an effective medium for the presentation of new material, (d) a source of ideas and activities, (e) a reference source for students, and (f) support for less experienced teachers who need to gain confidence. Textbook is not only materials of teaching but also a guide for teacher in teaching, it helps teacher to reach the teaching goal in classroom.

A good textbook should fulfill some criteria. Williams (1983), Sheldon (1988), Brown (1995), Cunnings worth (1995) and Harmer (1996) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Moreover, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio-cultural environment. Finally, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution.

The instrument of textbook evaluation made by BSNP (2007) has the following components: the feasibility of the content of the evaluated textbook, the feasibility of language use of the evaluated textbook, and the feasibility of the presentation of the evaluated textbook. Those

components are specified into some sub components.

Recently, the 2006 curriculum also known as the “Kurikulum Tingkat Satuan Pendidikan (KTSP)” is applied in Indonesian schools. KTSP contains some standard competences, these competences are the basic for developing materials at school. Thus, the materials presented in textbook have to match accurately with the standard competences.

Moreover, the materials in a textbook should be derived from standard competences that have been determined by the National Educational Department along with BSNP. Thus, selecting a textbook should be based on whether the materials presented in the textbook are in line with the 2006 English Standard of Content (SI).

## RESEARCH METHODS

This study conducted in the form of descriptive qualitative research. Qualitative research belongs to documentary analysis, the research that is investigating to document in depth. Since this study is focused on analysis of written or visual contexts which is included in speaking material in certain textbook, this research belongs to the document analysis (Frankle & Wallen, 1990, Sukmadinata, 2005). The researcher analyzed the relevance of the speaking materials in the English textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI)” to the 2006 English standard of content (SI). The textbook is written by Wuri Parmaitri. The result of this study will be explored in the form of words without using statistical calculation.

The researcher used a textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI)” as the object of the study. The textbook is written by Wuri Parmaitri which is published by Erlangga.

The materials of four language skills of English are covered in each chapter in this book. This book contains speaking materials in six chapters: (1) Questions and Answers (2) Phone Calls and Messages (3) Past, Present and Future Actions (4) Preferences (5) Procedures (6) At Work. By focusing on one textbook, it is hoped that the information could be obtained as complete as possible.

Based on the research questions, the source of data are from the speaking materials which are presented in the part of overview and enrichment of an English textbook for vocational high school entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI)”. The researcher focused on the relevance of the speaking materials in the textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI)” to the 2006 English standard of content (SI). The data for this focus are in the forms of expressions and speaking exercises stated in each chapter of the textbook.

The researcher also focused on the relevance of the speaking materials in the textbook entitled “Mandiri: Practise Your English Competence (for SMK and MAK XI)” to the criteria of good speaking materials adapted from the English textbook evaluation for vocational high school of BSNP. While the data for the second focus are in the forms of speaking exercises stated in each chapter of the textbook.

In this study, the researcher is the main instrument. Besides, she also used other instruments such as observation sheet and checklist to help her in analyzing the data. In order to answer the first research question, the researcher did two kinds of analysis. In the first analysis, the researcher analyzed the sequence of speaking materials presented in the textbook to the sequence of basic competence stated in 2006 English standard of content (SI). To do this, she used observation sheet. Meanwhile, in the second analysis, the researcher analyzed the relevance of speaking materials to the 2006 English standard of content (SI). To do this, she used observation checklist. To remark whether the speaking materials in the textbook are relevant or not to the indicator of speaking materials, the researcher applied two kinds of signs: (√) and (-). Meanwhile, in order to answer the second research question which is to describe the relevance of the speaking materials to the criteria of good speaking materials adapted from BSNP, the researcher also used a checklist. To remark whether the speaking materials in the textbook are relevant or not to the criteria of good speaking materials adapted from BSNP, the researcher also applied two kinds of signs: (√) and (-).

The researcher used observation as a technique to collect the data. There are several steps



that the researcher did in collecting the data. First, the researcher selected the speaking materials in the textbook. Second, the researcher observed the sequence of speaking materials in the textbook to the sequence of basic competence in the 2006 English standard of content (SI) by using observation sheet. Then the researcher observed the relevance of speaking materials in the textbook to the speaking indicators based on the 2006 English standard of content (SI) by using observation checklist. Next, the researcher observed the relevance of the speaking materials in the textbook to the criteria of good speaking materials adapted from BSNP by using observation checklist. The last, the researcher collected the data then analyzed them.

First, the researcher analyzed the sequence of speaking materials presented in the textbook to the sequence of basic competence stated in 2006 English standard of content (SI). Second, she analyzed the relevance of speaking materials presented in the textbook to the 2006 English standard of content (SI). After collecting the data for the second research question, the researcher analyzed the data and searched their relevance to the criteria of good speaking materials adapted from BSNP.

## RESULTS AND DISCUSSIONS

### The sequence of Speaking Materials Presented in “Mandiri: Practise Your English Competence” to the Sequence of Basic Competences Stated in the 2006 English Standard of Content (SI)

To answer the first research question, two kinds of analysis were done. The first analysis dealt with describing the sequence of speaking materials presented in the textbook. The sequence of the speaking materials in the textbook was confirmed to the sequence of basic competence stated in 2006 English standard of content (SI). After being analyzed, some of the speaking materials in the textbook were not arranged in the right order based on the sequence of basic competence stated in 2006 English standard of content (SI).

#### OBSERVATION SHEET

The Sequence of Speaking Materials Presented in “Mandiri: Practise Your English Competence” to the Sequence of Basic Competence Stated in 2006 English Standard of Content (SI)

Basic Competences in the 2006 English Standard of Content (SI)	Findings of speaking materials presented in the textbook
2.1. To understand simple daily conversation both in professional and personal context with non native speaker.	The first chapter of the textbook only covers the expressions and daily conversation are used in personal context, the materials for daily conversation in professional context are not covered in the first chapter (page 1,3and 10).
2.2 To make a note of simple message both through direct interaction and device.	The second chapter of the textbook only covers the speaking materials of taking a note of simple message through direct interaction, the materials for taking a note of simple message through device are not covered in this chapter (page 11,17 and 18).
2.3 To elaborate one's job description and educational background both in spoken and written communication.	The materials for third basic competence are covered in the Chapter 6. The sixth chapter covers materials about elaborating one's job description and educational background (page 47 and 53).
2.4 To tell past activities and future plans	The speaking materials for the fourth basic competence are covered in two units; they are Chapter 3 and Chapter 6. Chapter 3 covers the speaking materials

	about past activities and future activities. However, these materials are also presented again in Chapter 6. Those materials do not fulfill this basic competence (page 19 and 26).
2.5 To express various intentions.	The materials for the fifth basic competence are covered in Chapter 4. Further, this chapter covers materials about expressing preferences, invitations, offers, advice/suggestions, and requests. These speaking materials should be put in the fifth basic competence in Chapter 4 (page 31, 32, 38).
2.6 To understand simple instructions.	The speaking materials for this basic competence covered in Chapter 5. Besides, Chapter 5 also covers speaking materials about expressing wants/needs and necessity and prohibition (page 39 and 46).
2.7 To write short messages, directions and lists which are lexically and grammatically correct.	The speaking materials for the last basic competence covered in Chapter 2. However, only the speaking materials about writing short messages covered in Chapter 2. While the speaking materials

	about directions and lists are not covered in this textbook (page 11, 17 and 18).
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The observation sheet shows that there are only 3 chapters of 6 chapters presented in the right order. The first chapter of the textbook covers the material for the competence stated in the first basic competence, but they only cover one competence which is stated in the first basic competence. They provide materials about simple daily conversation in the expressions and daily conversation used in personal context, the materials for daily conversation in professional context are not covered in the first chapter.

**The Relevance of Speaking Materials in “Mandiri Practise Your English Competence” Based on the Speaking Indicators of Basic Competences Stated in 2006 English Standard of Content (SI)**

In order to answer second research question, the researcher analyzed the relevance of the speaking materials to the speaking indicators that are stated in 2006 English standard of content (SI) by using observation checklist. The standard of competence was specified into seven basic competences, then those were specified into sub basic competences, then they were developed into some indicators. The speaking materials in each chapter which are presented in “Mandiri: Practise Your English Competence” were confirmed to those indicators to get their relevances. The researcher used observation checklist to check the result of comfirmity between speaking indicators and speaking materials in each chapter of the textbook. Here is one of examples of observation checklist.

**OBSERVATION CHECKLIST**

The Relevance of Speaking Materials of Take A Simple Message Through Direct Interactions in Chapter 2 of “Mandiri: Practise Your English Competence” Based on Indicators of Basic Competence 2.2 in 2006 English Standard of Content (SI)



Basic Competence	Sub Basic Competence	Speaking indicators based on 2006 English Standard of Content	Speaking Materials Stated in “Mandiri: Practise Your Competence”	Relevance	
				Yes (✓)	No (-)
2.2 To make a note of simple message both through direct interaction and device.	2.2.1 To take a simple message through direct interaction	<ul style="list-style-type: none"> <li>•Identify the expression to take a simple message through direct interaction.</li> <li>•Pronounce the expressions to take a simple message through direct interactions.</li> <li>•Make a dialogue using the expression of taking message through direct interactions orally.</li> </ul>	<ul style="list-style-type: none"> <li>•Ask the students to study the expressions about phone conversations in greetings and response</li> <li>•Ask the students to make a dialogue in phone conversation based on the situation.</li> <li>•Ask the students to make different dialogues using the scenarios in the box in pairs.</li> </ul>	✓	-

Most of speaking materials of taking a simple message through direct interaction in Chapter 2 are relevant to the indicators of basic competence 2.2 stated in the 2006 English standard of content (SI). First, asking the students to study the expressions about greeting and responses in phone conversations. Second, asking the students to make a dialogue in phone conversation in hotel and make different dialogues based on the scenarios. These activities are good and the students can make conversations flexibly in different situations.

Unfortunately, first, the speaking materials of expressions about conversations in greetings and response do not detail whether the expression belongs to take a simple message though direct interactions or not. Second, there is no relevant speaking indicators about pronouncing the

expressions to take a simple message through direct interactions. In addition, if there are some examples of dialogues about taking a simple message through direct interactions, the students can indentify them. The students will understand how to make a dialogue before they present conversations.

After analyzed all data for the first research question, not all the speaking materials that are presented in the textbook are relevant to the speaking indicators of basic competence in the 2006 English standard of content (SI). There are some speaking indicators that are not covered in each chapter of the textbook. For example, there are two indicators of basic competence 2.4 that are not covered in Chapter 3; there are two indicators of basic competence 2.3 that are not covered in Chapter 6.

Additionally, there are also some basic competences that are not covered in the textbook. It does not provide the speaking materials about daily conversations in professional context, directions and lists. They are competences that are stated in basic competence 2.1 and 2.7. Although most of the speaking materials are relevant to the indicators of basic competence that are stated in the 2006 English standard of content (SI), it needs to provide more speaking material relevant to the indicators and helps students increase their speaking skill.

The Relevance of Speaking Materials in “Mandiri: Practise Your English Competence ” to the Criteria of Good Speaking Materials Adapted from BSNP.

The researcher limits her study conduct to analyze the speaking materials. To know more in detail about the relevance of speaking materials that are presented in this textbook to the criteria of good speaking materials adapted from BSNP, the researcher also used a observation checklist. In this case the researcher used observation checklist to help her analyzes the relevance of speaking materials in the forms speaking exercises presented in each chapter of the textbook. Here is one of examples of observation checklist.

#### OBSERVATION CHECKLIST

The Relevance of Speaking Materials in Chapter 3 in “Mandiri: Practise Your English Competence” to the Criteria of Good Speaking Materials Adapted from BSNP

No	Criteria of Good Speaking Materials Adapted from BSNP	Speaking materials presented in the textbook	Relevance	
			Yes (√)	No (-)
1	The speaking materials are integrated with the listening materials.	• Listen and Speak in part of Enrichment.	√	
2	The speaking materials and/or exercises are sequenced based on the level of difficulty (from easy one to difficult one).	• Get a friend to answer these questions. Then, find another friend and reported the answers.	√	
3	The speaking materials include knowledge that supports the students' life skill.		√	
4	The speaking exercises are relevant to the speaking materials.		√	
5	The speaking exercises train the students to enhance the speaking skill.		√	
6	The speaking materials and/or exercise enhance the students to make a communication with the other students and/or with the teacher		√	
7	The speaking materials consider aspect of gender, ethnic, religion, race, and group.		√	
8	The speaking materials state a relevant learning objective of communicative competence.		√	

The researcher finds that the materials of speaking skill presented in Chapter 3 fulfill all criteria of good speaking materials adapted from BSNP.

Based on the analysis of the relevance of speaking materials above, it can be concluded that almost speaking materials in each chapter in "Mandiri: Practise Your English Competence (for SMK and MAK XI)" fulfill all criteria of good speaking materials that are adapted from BSNP. However, the speaking exercises presented in Chapter 4 that do not fulfill the fourth, the fifth and the eight criteria adapted from BSNP. The speaking materials are not all relevant to learning objective of communicate competence from the speaking exercise in Chapter 4. It does not provide speaking

materials about offers, advice/suggestions and request in speaking exercise.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the discussion and result that have been presented in the previous chapter, it can be concluded that for the sequence of speaking materials presented in "Mandiri: Practise Your English Competence" is quite in line to the sequence of basic competence stated in 2006 English standard of content (SI). In some chapters, the speaking materials should be moved to another chapter, such as the speaking material in Chapter 6 should be moved to Chapter 4. Then there are some speaking indicators that are not covered in each chapter of the textbook. For example, there are two indicators of basic competence 2.4 that are not covered in Chapter 3; there are two indicators of basic competence 2.3 that are not covered in Chapter 6. Meanwhile, there are also some basic competences that are not covered in the textbook, they are speaking materials of daily conversation in professional context, directions and lists, examples of speaking materials in the form of dialogues in each chapter. Those should be added in the textbook. Therefore, it will be as more sequence to the 2006 English standard of content (SI).

Moreover, most speaking materials in the forms of speaking exercises in each chapter in "Mandiri: Practise Your English Competence" fulfill criteria of good speaking materials that are adapted from BSNP completely. Speaking exercises in Chapter 4 do not fulfill all the criteria of good speaking materials that are adapted from BSNP. It does not provide speaking materials about offers, advice/suggestions and request in speaking exercise. Those materials should be added in the textbook. In summary, it can be asserted that the speaking materials in the textbook are relevant.

### Suggestions

Based on the finding of the study, the textbook is necessary in the teaching and learning process. The English teachers should select the most appropriate textbook as primary teaching resource to help the students increasing the students' English proficiency. The researcher gives some suggestions. The suggestions are directed to textbooks' authors, the English teachers who have been or will be using this textbook in teaching and learning process, and

the future researchers who are interested in the same field of the study.

For the textbook authors, they should consider that creating materials should be relevant to the English standard of competences in a textbook. The basic competence, content of materials and organizations of the speaking materials activities are presented in the textbook that they should be relevant to the 2006 English standard of content (SI). Therefore, the objectives of study will be achieved by the students. Moreover, the content of speaking materials should be sequenced with the arrangements of the 2006 English standard of content (SI). It needs to make the textbook more appropriate to the 2006 English standard of content (SI).

For the English teachers, they should be able to analyze the relevance of the materials in the textbook to the 2006 English standard of content (SI) and the relevance of the certain materials to the criteria of good materials before they decide to apply the textbook in the classroom. If the English teachers want to use this textbook, they should adapt and adjust the speaking materials in the textbook with the indicators stated in the 2006 standard of content (SI).

For the future researchers, similar studies with other materials can be conducted because this study is limited only to the speaking materials. And similar studies with other levels and other vocational high schools can be conducted because this study is limited only to the speaking materials for SMK/MAK XI.

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