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A Content Analysis of Speaking Materials in English Textbook "My Next Words" used by Fifth Grade Elementary School

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kualitas materi dalam buku pelajaran bahasa Inggris untuk kelas lima sekolah dasar. Analisis bagian berbicara dari buku teks bahasa Inggris sekolah dasar adalah tujuan utama dari penelitian ini. Penelitian ini merupakan penelitian deskriptif yang menggunakan data kuantitatif dari skor penilaian buku teks yang dikumpulkan dengan menggunakan lembar evaluasi buku teks. Kerangka kerja lembar evaluasi dibuat dengan menggunakan teori-teori dari Bao (2013) mengenai aspek-aspek yang membentuk buku teks yang baik dan pemilihan sumber belajar. Penelitian ini mengungkapkan bahwa materi berbicara dalam buku teks tersebut cukup memadai. Hal ini menunjukkan bahwa materi berbicara dalam buku teks kurang memenuhi persyaratan yang diuraikan dalam teori. Berdasarkan temuan penelitian, peneliti mengusulkan agar materi berbicara dalam buku teks ditingkatkan. Oleh karena itu, isi buku teks harus dipertimbangkan oleh guru ELT dan penulis buku teks dengan mempertimbangkan teori Dat Bao untuk perbaikan materi.

Kata Kunci: *Buku Bahasa Inggris, Teori Dat Bao, Materi Berbicara Bahasa Inggris*

Instructions for Preparing Manuscript for Jurnal Edumaspul (2019 Template Version)

Abstract

The aim of this study to find out the quality of the materials in the English textbook for the fifth grade of primary school. The analysis of speaking sections from the elementary school English textbook is the main goal of this study. It was a descriptive research study which used quantitative data from textbook assessment scores that were gathered using a textbook evaluation sheet. The sheet's framework was created using theories by Bao (2013) about the constituting aspects of a good textbook and learning resource selection. The research revealed that the textbook's speaking material was sufficient. This indicates that the textbook's speaking materials fall short of the requirements outlined in the framework. Based on the research findings, the researcher proposed that the textbook's speaking materials should be enhanced. As a result, the textbook's content should be taken into consideration by both ELT teachers and textbook authors in light of Dat Bao's framework for the improvement of the materials.

***Keywords**: English Textbook, Dat Bao's Framework, English Speaking Materials*

Introduction

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The material contained in the curriculum is teaching material that is prepared in detail and focuses on each level by paying attention to aspects according to the students' abilities that are to be developed. Material that has been created by practitioners can be summarized into a textbook called teacher teaching materials which are referred to as one element of the teaching and learning process. According to Mansoor (2022) the textbook is an essential aspect of learning that acts like forward motion. It can improve meaningful learning by understanding verbal and nonverbal cues. In addition, Tripathi and Raghuvanshi (2020) stated that textbooks are one of the state owned media that provides an official version of events, part of culture and may be able to describe the learning objectives of an event. Therefore, the textbook is a key to learning progress to achieve student goals. This statement is also related to Salsabilla et al. (2019) that if a textbook qualifies as an excellent book, it will be extremely beneficial to both educators and students.

In Indonesia, the education system prioritizes books as one of the most important components of the curriculum (Syakur et al., 2020). This system suggests that books must address the needs of students in schools in order to improve education quality in Indonesia. Additionally, English has become the dominant language in Indonesia. As a result, English has become a mandatory subject to study in schools. To sum up the practice of teaching English textbooks is a bridge between students and English language skills which in general in the book packs 4 pillars of competence that must be mastered by students, namely reading, writing, speaking and listening. From these four components the teacher can package them in a book or the teacher can create a theory that is capable of the four components of English language learning that must be mastered by students who are learning English. This study focuses on the speaking materials discussed in the textbook "My Next Word" used by grade 5 students of Muhammadiyah elementary school in Yogyakarta. The practice of communicating meaning or messages to others through verbal and nonverbal symbols is referred to as speaking abilities (Kurniati et al., 2023). It can be concluded that speaking ability is the ability to communicate individual ideas to others.

On the other hand, according to Senowarsito et al. (2023) learning material rules contained in the book must follow the flow of curriculum changes. In this current situation in Indonesia, teachers must teach students using a Kurikulum Merdeka. Replacing books and other forms of education can be difficult, and it can sometimes take a long time to develop and distribute new materials. Therefore, it is important to make contingency plans and provide the necessary resources to ensure a smooth transition to the new curriculum. Therefore, the researchers used the book "My Next Word" as the object of research which has been recommended by the school to be used as learning materials in the classroom in the current new curriculum.

The applicability of speaking materials in the mission for students with exceptional speaking competence, such as analysis, is critical in this scenario. The focus reference in this research is one of the theories that is suitable for achieving this goal is the framework proposed by Dat Bao about speaking materials evaluation (Bao, 2013). The consideration of the researchers choosing Dat Bao’s framework as a tool for studying speaking material in textbooks is because Dat Bao's framework is included in theories that focus on English language development which focuses on speaking material and has been used for research in several years. The researcher conducted several literature reviews about the studies regarding book analysis.

The first study written by Putri and Muamaroh (2022) provides valuable insights of "Bright an English" handbook

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and its alignment with the K-13 curriculum. The handbook primarily focuses on role-playing and dialogue activities, offering limited opportunities for students to develop their speaking skills. Additionally, the vocabulary knowledge provided in the handbook is not exhaustive, and the grammar review lacks comprehensive explanation, which may hinder students' understanding.

Another study about book analysis conducted by Akbarjono et al. (2021). This research compares speaking activities in two versions of English textbooks published by the government and private publishers, finding that both versions are suitable for the curriculum and meet the needs of students in the teaching and learning process. The textbook was categorized as “good” with the percentages 93% based on the guidelines evaluation and the percentages from Pusat Perbukuan.

Furthermore, Şahin (2020) also conducted the development of a comprehensive checklist, called the "Augsburg List of Criteria for Coursebook Analysis”. The checklist covers various aspects, including design, content, text passages and activities, and visual context. Additionally, it highlights the need to involve learners in the coursebook selection process and encourages teachers to go beyond being solely reliant on coursebooks for teaching.

The importance of textbook evaluation, as highlighted in Putri et al. (2022) is to determine the quality of the textbook, particularly the quality of speaking materials provided within it. Evaluating textbooks like "Think Globally Act Locally" for ninth graders is crucial to ensure that they meet established criteria for effective speaking materials. Moreover, evaluating textbooks, particularly the speaking materials in this context, is crucial for assessing whether the content is relevant and effective for improving students' language skills and increasing their interest in learning English (Aurelia & Pramono, 2023).

Based on the explanation above, the researcher believes that an analysis of the speaking materials from the English textbook "My Next Words" is necessary, based on the rationale provided above. This is because the speaking aspect is believed to be one of the crucial aspects that must be fulfilled in an English learning book. This fact also relates to the need for learning books to include adequate speaking material since the goal of learning English is to communicate.

Thus, the speaking materials in the Kementerian Pendidikan dan Kebudayaan Republik Indonesia first edition 2021 "My Next Words" English textbook for fifth grade primary school were used in this research. The researcher aims to evaluate whether the book has met the criteria of an appropriate English learning book based on the material speaking aspects listed in it.

Method

This research uses qualitative methods and focuses on content analysis. Investigating a social or human issue through a variety of methodological approaches of inquiry is the process of knowledge that is known as qualitative research. The researcher constructs a multifaceted, comprehensive image, examines language, provides in-depth perspectives on data, and carries out the investigation in the natural environment (Creswell & Creswell, 2018).

Furthermore, the researcher conducted a content analysis of the English textbook titled "My Next Words" used in learning English in grade five at a private elementary school of Muhammadiyah in Yogyakarta. The textbook was published by the Ministry of Education and Culture in 2021. The researcher collected data based on the content of speaking learning materials in the textbook which consisted of 10 chapters. The researcher then analyzed the material using Dat Bao's framework.

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The following steps were used to gather the data in this study. The first step was comparing the resources included in the textbook. The second involved assessing the information found in the "My Next Words" textbook. And then, the researcher interprets the data. The data will be obtained following evaluative scoring. After the data are reduced and presented, the interpretation will be completed. The data will next be presented by the researcher in a detailed interpretation.

The researcher utilized the following formula to help portray the data in numerical form when calculating the compatibility of the English-speaking material in the textbook. According to Serasi et al. (2021). The formula as follows:

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

Description:
P : Percentage of the category to be calculated
F : Frequency of the category to be calculated
N : The sum of Frequency

The final step was totaling the qualitative output's conformity with the textbook to display the outcome as a number. Following that, a straightforward percentage formula will be used to calculate the data. A proportion of the items' conformance and the Criterion Referred Evaluation were employed in the data analysis proposed by Nurgiyantoro (2001) in Serasi et al. (2021).

Tabel 1. *The Criterion Referenced Evaluation*

Interval Percentages	**Description**
81-100%	Very Good
61-80%	Good
41%-60%	Fairly Good
21%-40%	Bad
0%-20%	Very Bad

In analyzing the data, the researcher then employed a criterion for evaluating textbook conducted by Bao (2013) framework, a textbook evaluation sheet to produce accurate data, analyze the data, and interpret the results as presented in the next section. The researcher then used description scoring based on Dat Bao framework to analyze the textbook adapted from Gea et al. (2023). Additionally, the researcher also conducted the qualitative data analysis according to Miles et al. (2014) which included the four primary steps namely: data collection, data reduction, data display, and conclusion drawing and verification. The data of this study was then discussed and presented in the results and discussion section.

Result and Discussion

The textbook assessment sheet served as the source of the content analysis research data. The design included the content analysis component, which supported in the research outlining the textbook's nature, concentrated on connected analyzed components, and produced a broad conclusion regarding the speaking materials' content analysis. The first research stage involved looking through the textbook to find the content analysis component. In summary, the textbook designs its materials using a genre-based methodology. The textbook was divided into 10 chapters, each of which focuses on different topics.

The following stage involved evaluating the speaking materials' content utilizing a textbook evaluation form in terms of linguistics input, the material or content-based and effective support provided in the book, the skills support provided for the students in the book, as well as the diversity and flexibility of the textbook. The findings of this study are as follows:

1. Linguistic Support

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In this section, the researcher presented brief information about the linguistic support based on three indicators:

Tabel 2. *The analysis of linguistic support*

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Linguistic support	1.The materials provide suitable and enough linguistic input	31
	2. Materials contain characteristics of spoken language	20
	3. Vocabulary provided in the materials	30
	Sub-score	**81**
	Percentages	67.5%
	Category	**Good**

The linguistic score in the book "My Next Word" reached a value of 67.5% which is categorized as a good value presentation. As stated by Bao (2013) several aspects of linguistic support involve the textbook's suitability and sufficient language input. According to Ubaydullaev (2021) with a good percentage means this textbook has good quality. The book is perfect and recommended for use in the classroom as a teacher and student guide. The book as a whole explains the description of speaking activities within a theme, presents vocabulary that is related to materials and can be used in students' daily life, and also covers how to pronounce English in each sub chapter.

The linguistic support in the book is related to student activities so that students don't just read and memorize, students can imagine what the situation in the situation is like related to vocabulary and pronunciation, it is also adjusted to students' needs so that the output of the learning can be easily understood and students can use it in daily conversations. This was also stated by Kiyançiçek & Karatepe (2023) that rather than focusing on decontextualized language register structures, textbooks should provide background and situational information which also suggests that textbooks include real-life-like challenges to help students improve their skills.In general, the vocabulary in the book has explored how English develops according to the situations students face. In each sub-chapter in the book there is a detailed linguistic section, students are stimulated to answer fragments of incomplete vocabulary and complete the cloze test.

Unfortunately there are a few drawbacks because this book is aimed at beginners, the tasks given can be said to be somewhat monotonous because they only match and fill in missing questions. According to Ayu and Indrawati (2019) assignments in textbooks must be collaborative, such as group work and creating interesting writing activities so that students have the opportunity to be creative and discuss with friends so that learning feels meaningful and memorable. According to Ratmanida and Suryanti (2020) students have both subjective and objective needs. Subjective demands include the learner's speaking skill, speaking challenges, and real-life conversational circumstances outside of the classroom. Therefore, it is recommended that the questions given be made more varied to support students' subjective needs in learning English.

The linguistic support helps learners become familiar with the characteristics of spoken language, which is crucial for engaging in speaking activities and for the

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overall development of communicative competence. According to Aurelia and Pramono (2023) linguistic support is of paramount importance as it encompasses the provision of appropriate pronunciation, stress, intonation, and vocabulary input, which are essential for students to improve their speaking skills in English.

2. Content-based and Affective Support

Table 3 presented the content-based and affective support of the textbook analysis. There are six indicators examined in the textbook, namely:

Tabel 3. *The analysis of Content-based and Affective Support*

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Content-based and affective support	1.The materials satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities	17
	2. The materials provide visuals that inspire and support verbal learning.	26
	3. The speaking activities lead students to utilize their cultural and individual knowledge.	15
	4. The materials give conditions for unrestrained improvisation.	26
	5. The cultural content relevant to the learners' cultural sensitivities.	19
	6. The topics invite to debate	20
	Sub-score	**123**
	Percentages	51.25%
	Category	**Fairly Good**

The value of Content-based and effective support in the book "My Next Word" is 51.25% which has the description Fairly Good. The textbook's content-based and affective support can be characterized as instructional materials that stimulate learners and meet their demands for creativity, imagination, and cultural awareness (Bao, 2013). It can be concluded that the material in the book has quite good content-based and affective support, in other words the book "My Next Word" has covered the criteria in Dat Bao's analysis. Almost all of the content presented in the book is adequate, but there is a lack of group assignments so that students can exchange opinions about the material and problem solving that they get in the material in the book. This is related to the statement conveyed by Murniati (2021) a rich and authentic learning environment that can deliver learning experiences, life skills education, competency-based learning, and a learning process that is intended to produce meaningful, demanding products competency dimensions in an integrative approach.

The importance of affective factors implied through the emphasis on engaging and challenging activities within the speaking materials of the textbook

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Engaging activities are likely to influence students' affective responses, such as their interest, motivation, and attitudes towards learning, which are crucial for effective language acquisition and participation in speaking tasks (D. E. Putri et al., 2022).

Therefore, the main content in textbooks must support all the needs that students master in learning, both material and various forms of assignments in it, because learning content is a series of knowledge, concepts and skills that students need to learn or apply. However, with all these criteria, the book "My Next Word" is qualified based on the curriculum, so this book can be used and recommended in learning English at the basic or beginner level.

3. Skills support

The result of skills support analysis from the textbook as can be seen on Table 4 below based on four indicators that has been examine in the textbook as follows:

Tabel 4. *The analysis of Skills Support*

An aspect of Content Analysis	Indicators of Content Analysis	Quality of Content
Skill Support	1. Speaking activities give students opportunities to share and process information.	21
	2. The language presents and organized facilitate verbal discussion effectively	20
	3. The activities provide learners with a wide range of communicative functions and strategies.	21
	4. Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion	18
	Sub-score	**80**
	Percentages	50%
	Category	**Fairly Good**

The data presented on Table 4 above shows that the skills support aspects from the textbook categorized as Fairly Good with percentages of 50%. Resources or activities that motivate students to discuss and comprehend the material are referred to as skill support in the textbook (Bao, 2013). However, there is still a lack of variety in speaking activities. After the analysis from 10 chapters of the book, most of them only provided monologue sessions in the speaking activities. This shows that the speaking activities in the textbook have not fully met the criteria. However, this could be due to the fact that books for students at lower levels or elementary school generally only contain basic learning activities.

Moreover, the content is somewhat competent. It partially satisfies the sub-indicator's requirements in a clear and effective manner and in a way that is reasonably appropriate for the students. There is just a single indicator with an 18 value. That is, there are not enough activities for students that offer a variety of interpersonal communication opportunities.

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In fact, the material content in the book should also include interpersonal competency. Interpersonal competence, according to Erozkan (2013) requires the improvement of communication abilities. The capacity to use and comprehend people effectively, as well as to participate in complex interpersonal interactions, are all components of interpersonal competence.

In addition, the textbook shows a deficiency in a variety of communication functions and techniques. The communicative function offered and its strategies also demonstrate underutilization of implementation. The only thing that is required of the students is that they practice the exercises while explaining their strategies in different situations. The content contained in the book does not seem to feature too many activities that involve student interaction through dialogues and discussion groups, instead most of the material is monologue activities. Furthermore, Swain and Watanabe (2012) stated that a crucial component of L2 learning, according to is dialogue. Language-using for second language learners utilize language as a cognitive tool to moderate their thinking, and language-talking facilitates L2 learning and growth, according to analysis of learners' collaborative dialog. This suggests that the material in the book needs to be supplemented with more interactive activities to support students' English language acquisition.

4. Diversity and flexibility

In this part, there are four indicators regarding the diversity and flexibility content in the textbook. The result shown in Table 5 below:

Tabel 5. *The Analysis of Diversity and Flexibility*

An aspect of	Indicators of Content Analysis	Quality of Content Analysis
Diversity and Flexibility	1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest	22
	2. Activities cover a variety of different proficiency levels	19
	3. The materials provide a variety of speaking activities	14
	Sub-score	55
	Percentages	45.8%
	Category	**Fairly Good**

Table 5 shows the result of diversity and flexibility aspects of the textbook. With a total of 45.8% the textbook categorized as Fairly Good in these aspects. Skills support refers to the content contained in the book is one aspect of skills or exercises that encourage students to speak and process information (Bao, 2013).

The speaking activities in the textbook can be said to only cover the beginner level to encourage students' fluency, pronunciation, vocabulary, and grammar. In addition, the researcher also found that the book included pictures that could support the activities, but did not include a variety of learning styles. The

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outcome of the textbook's diversity and flexibility content was generally not suitable to meet the requirements in the sub-indicator.

The design doesn't seem appropriate for the students in general, nevertheless. It results from the materials' inability to adapt to students with different learning styles, aptitudes, interests, and levels of maturity. There is just one proficiency level for which the materials are available. A variety of interests and learning styles cannot be accommodated due to the lack of variation in the materials. As stated by Cuevas (2015) how a subject is taught and learned should be determined by its fundamental characteristics. A teacher's job responsibilities should include implementing education that is supported by research, or at the very least, knowing which resources are the most appropriate.

Flexibility ensures that the materials can cater to a diverse range of learning styles, English skills, and student interests, which is crucial for maintaining student engagement and accommodating individual learning preferences. Moreover, flexibility contributes to the overall effectiveness of the materials in improving students' speaking abilities and meeting their educational needs (Aurelia & Pramono, 2023).

Conclusion

The Four key components are presented in the textbook's English-speaking materials as part of Dat Bao's framework including: linguistic support, content-based and affective support, skill support, and diversity and flexibility. These elements play a critical role in assisting students in learning English-speaking content and in supporting the teaching-learning process. Additionally, the results analysis of this study revealed that Dat Bao's concept of speaking materials analysis was not adequately fulfilled by the speaking materials found in the fifth-grade primary school English textbook "My Next Words."

The linguistic support was classified as Good with (67,5%). The linguistic support contained in the textbook is classified as good where the content in it already includes the linguistic input needed by students. On the other hand, Content-based and affective support was rated in the Fairly Good category (51.25%). Furthermore, the textbook offers strong content-based support; at this point, it does not adequately accommodate students' cultural backgrounds and visual aids for verbal learning.

Additionally, the skill support features fell into a group that was deemed to be fairly good (50%). The outcome demonstrates that speaking activities are not very varied. The communicative functions and techniques have not been fully supported by the content. The flexibility and diversity component was similarly placed in the reasonably good category (45.8%) in the final category. Additionally, the range of speaking activities to support the student's learning styles, competency, interests, and maturity was still not sufficiently provided in this regard.

Based on these results, it can be concluded that the textbook "My Next Words" used by fifth grade elementary students can be used by beginner level students. In addition, this book needs some development in terms of speaking materials. This is based on the results of the study which found that there are still some shortcomings in terms of interactive activities in speaking sessions. The content in the materials should be self- or individually invested in by the students, demonstrating how the language is used in real-world situations in the input. Likewise, the content also should expose students to language in authentic contexts, represent the subject matter and communication scenarios, employ verbal sources from everyday life, and design tasks that require the acquisition of new language skills.

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