

Analyzing Speaking Activities in English For Change Grade XI : A Text Book Analysis

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ABSTRACT

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This study aims to evaluate the accordance of the content of the English textbook "Analyzing Speaking Activities in English for Change" based on learning outcomes by the Independent curriculum, namely speaking activities. Qualitative research is used to collect data, analyze the data, and create conclusion based on the analysis' findings. The speaking activities in this textbook has five sections : Building Knowledge of The Field, Modelling Text, Join Construction of The Text, Independent Construction of Text and Linking Related Text. The findings of this study concluded that the English textbook includes about 41% of speaking activities relevant to increased speaking skill of the students grade XI. This means the English textbook as a whole is in accordance the learning objectives of the learning process of each unit. Key aspects considered include the variety, relevance, and engagement level of tasks, as well as their integration of real-life scenarios and linguistic objectives. The findings highlight strengths and areas for improvement in the textbook's speaking activities, offering insights into how these tasks contribute to learners' speaking proficiency and suggesting ways to enhance their communicative outcomes. This analysis serves as a resource for educators and curriculum developers striving to design effective English language teaching materials.

INTRODUCTION

The role of textbooks in language education is crucial, as they serve as primary resources for both teachers and students. This journal focuses on the speaking activities in the "English for Change" textbook for Grade XI, assessing their alignment with effective language assessment principles outlined by H. Douglas Brown. By integrating findings from four relevant studies, this analysis seeks to provide a comprehensive evaluation of the speaking activities' pedagogical effectiveness.

H. Douglas Brown (2004) emphasizes several key principles in language assessment, including: Validity (The extent to which a test measures what it claims to measure). Reliability (the consistency of assessment results over time and across different contexts). Practicality (the feasibility of implementing assessment tasks in the classroom). These principles will guide the analysis of the speaking activities in the textbook.

Along with the times, changes occurred in the education system in Indonesia. These developments can be seen from the policies and renewal of applicable education standards, such as curriculum changes. One of the learning tools that educational institutions must complete is the curriculum (Fatmawati & Yusrizal, 2020). The Merdeka Curriculum also has three main characteristics that are highlighted, namely (a) development of soft skills and character, (b) focus on essential material, and (c) more flexible learning. The appropriate Independent Curriculum is a curriculum that is enhanced from the previous curriculum, namely the 2013 curriculum (Nugroho & Narawaty, 2022). In implementing the Independent Curriculum, CP (Capaian Pembelajaran) or learning outcomes differ from the 2013 Curriculum. The learning outcomes in the Independent curriculum is an update of the core competencies and basic competencies designed to strengthen the focus of learning on competency development (Rindayati et al., 2022).

In addition, English lessons in the Independent curriculum have learning outcomes that students must achieve. In implementing the Independent curriculum, 6 phases must be passed according to the Ministry of Education and Culture; the six phases are A to F, starting from phase A, which is for elementary school students in grades I and II, to phase F for high school students in grades XI and XII. The six phases also have

three outcome elements: listening – speaking, reading – viewing, and writing – presenting (Kemendikbud, 2022). The term phase in the Independent curriculum facilitates students' English proficiency (Hidayat et al., 2022). In the Independent curriculum, English lessons allow students to broaden their horizons about themselves, social relationships, culture, and global employment opportunities. Therefore, socio-cultural and intercultural understanding is essential to improve critical thinking skills (Wu, 2020). The use of English as a worldwide language highlights the need to understand the cultural context of the language's country of origin and communicative practices to communicate across different cultures successfully (Baker, 2012).

To strengthen competence in English lessons, especially speaking skill, teachers need supporting materials to facilitate material delivery to students. Thus, students can easily understand the material presented by the teacher. Many things can help teachers deliver material during the teaching and learning process. The most common form of material for language teaching is textbooks. Teachers usually use textbooks to support the teaching and learning process in schools and universities (Masrupi et al., 2020). Textbooks are one of the most critical aspects of success. They are closely related to the curriculum (In English language learning, textbooks can help students build understanding and represent English. Therefore, teachers need to consider that to make learning effective and successful, they should be able to select and use suitable textbooks for their students. Errors in using inappropriate textbooks will result in the improvement of students' proficiency in English.

The object of this research is an English textbook entitled "Analyzing Speaking Activities in English for Change," published in collaboration between the curriculum and book center with the publisher Cambridge University Press UK as one of the teaching materials to support learning in education units in Indonesia implemented in driving schools. Two books are used in Independent curriculum-based learning: Analyzing Speaking Activities in English for change and English for Nusantara. However, the book that is widely used in driving schools is analyzing speaking activities in English for change because of its availability compared to English for Nusantara books (Widiyanto, Purnomo, 2023).

Research on English textbook analysis has been conducted by many researchers (Adioska, 2020; Akbarjono et al., 2021; Wengrum, 2020). The previous research focused on speaking, Systemic Functional Linguistics, ideational meaning (transitivity), interpersonal meaning (mood structure), textual meaning (theme–rheme), Psychological Validity, Pedagogical Validity, and process and content validity. In contrast, this research focused on listening–speaking, reading - viewing, and writing - presenting. In previous studies, the English textbooks referred to the 2013 curriculum, while this study referred to the Independent curriculum. (Mesa & Griffiths, 2012) and are essential in improving learning effectiveness (Macintyre & 16048) Therefore, research was conducted to analyze English textbooks based on the Merdeka Curriculum. This research is entitled "An Analysis of the English Textbooks 'Analyzing Speaking Activities in English for Change' based on the Independent curriculum."

All of those previous researches only focus on the classification of illocutionary acts and the function that found in EFL teaching-learning activities. No one of this research that focus on analyze the structure of illocutionary acts and explain the context of their data analysis. Therefore, the writer conducted this research to analyze in depth regarding the classification of illocutionary acts based on Searle theories, their function and structure that used in EFL teaching-learning activities.

For conducting this research, the writer are formulated several questions such as:

1. Are the speaking activities in English for Change textbook as authentic as possible?
2. What category of speaking activities in textbook “English for Change” need improvement based on Merdeka curriculum?
3. Are the speaking activities in English for Change textbook feasible to implementing assessment tasks in the classroom?

METHOD

This research used the qualitative method and case study as approach. Fraenkel and Wallen (1993) stated that a qualitative study is a study that examines the feature of relationships, activities, situations, or materials. Qualitative research focuses on analyzing the broader meaning to understand every word that will be collected. This research needs to explore the problem to gain a deeper understanding (Creswell, 2012). In this study, researchers used content analysis methods proposed by Mayring (2014) and Krippendorff (2003). Content analysis is a research technique for making replicable and valid conclusions from a text (or other meaningful

material) to the context in which it was used. Content analysis also has the potential to become one of the most essential research techniques in the social sciences (Krippendorff, 2004). This method is widely applied to written or visual data to identify specific characteristics or materials to be analyzed in textbooks, newspapers, or other documents (Puspitasari, et al, 2024).

Researchers used content analysis methods to analyze textbooks through document data sources, questionnaires, and interviews. To study the textbook "Analyzing Speaking Activities in English for Change" for junior high school grade VII. This descriptive study described the documents, questionnaires, and interviews. To study the textbook "English in Mind Second An Analysis Of The English Textbook "Analyzing Speaking Activities in English for Change" based on the Merdeka Curriculum, Voni Nuralawiah, Syafrizal, Akhmad Baihaqi 16049 Edition" for junior high school grade VII. This descriptive study describes the results of documents, questionnaires, and interviews about English textbook content (Widiyarto, 2022).

RESULT AND DISCUSSION

The result of the documentation discusses findings and discussions based on the field of study. The data presented is a presentation of the textbook "Analyzing Speaking Activities in English for Change," published in collaboration between the centre for curriculum and books and the publisher CV Arya Duta. The book has 266 pages and consists of five units. Data for the study were collected from all units in the book and assisted interviews with English students and teachers. This research ensures that every content in the textbook is in accordance with the Merdeka curriculum. The findings of this study in this section based on the emphasis and research questions asked in the previous chapter. The result can be explained as follows. The tables below show the suitability of the material in the textbook "Analyzing Speaking Activities in English for Change" with the Merdeka curriculum.

Table 1. Theme Purposes for English for Change Textbook

Label	Theme Purposes	Samples	Rules Theme
Speaking Activities	By the end of this lesson, students are able to use suitable expressions for stating opinions, agreeing and disagreeing in a spoken transactional conversation with their peers.	. A : I have no idea why the visitor threw the rubbish everywhere. They want to enjoy the beautiful scenery and the fresh air but they don't care about nature. B : Yea The oicers have put warning signs everywhere. They just don't pay attention to them.	Digital Literacies and Identity
Speaking Activities	By the end of this lesson, students are able to correctly use adjective phrases in a monologue or dialogue about domestic waste.	A : Do you know that Kuta Beach has become the second dirtiest beach in the world? B : Are you sure? What a shame. We should do something about it.	Love your environment
Speaking Activities	By the end of this lesson, students are able to use suitable expressions of giving and defending opinion in a spoken transactional	A : I cannot imagine how people can live in this situation. The people surrounding the factory must send a complaint to the company.	Healthy life for A Healthy Future

	conversation	B : I agree with you. It is not only the smell that bothers people but also the plastic waste.	
Speaking Activities	By the end of this lesson, students are able to use expressions for starting, continuing, and ending a transactional conversation with the correct use of intonation.	A : That lower looks so beautiful in that vase. Where did you buy the vase? B : I bought it from the market last week. It is made from recycled plastic	Indonesian Environmental Figures
Speaking Activities	By the end of this lesson, students are able to use correct superlatives in a monologue or dialogue about personal money management	A : I really love this place. It is so peaceful. B : Indeed. I want to spend more time here.	Personal Money Management

Table 1 exhibit the theme purposes in English for Change book. There are five units that has different theme and different rules. There also three aspects in learning a text : social function, generic structure, and language features. Each of the aspect needs speaking skill to enhance the learning objectives.

As for the first research question that what type of speaking activities in a textbook “English for Change” relevant to increased speaking skill of the students grade XI.

The researcher found several speaking activities types such as expressions for stating opinions, agreeing and disagreeing, adjective phrases in a monologue or dialogue about domestic waste, expressions of giving and defending opinion, expressions for starting, continuing, and ending a transactional with the correct use of intonation, and correct superlatives in a monologue or dialogue about personal money management.

Meanwhile, the researchers need to find what kind of text of each unit provide in English for Change textbook are illustrated in table 2.

Table 2. Text Type in English for Change textbook and Their Purposes

UNIT	TITLE	TEXT TYPE	PURPOSE
1	<i>Digital Literacies and My Identities</i>	Transactional conversations authentic text	By the end of this lesson, students are able to use suitable expressions for stating opinions, agreeing and disagreeing in a spoken transactional conversation with their peers.
2	<i>Love Your Environment</i>	Descriptive	By the end of this lesson, students are able to correctly use adjective phrases in a monologue or dialogue about domestic waste.
3	<i>Healthy Life for a Healthy</i>	Transactional	By the end of this

	<i>Future</i>	conversations exposition text	lesson, students are able to use suitable expressions of giving and defending opinion in a spoken transactional conversation
4	<i>Indonesian Figures</i> <i>Environmental</i>	Transactional conversations narrative text	By the end of this lesson, students are able to use expressions for starting, continuing, and ending a transactional conversation with the correct use of intonation
5	<i>Personal Manage</i> <i>Money</i>	Procedure Text	By the end of this lesson, students are able to use correct superlatives in a monologue or dialogue about personal money management

Based on table 2, each unit provide different kinds of text, and so the learning purposes. There are categories to analyze the English for Chane textbook based on the Merdeka curriculum using codes, namely:

1. Building Knowledge of The Field (BK)
2. Modelling Text (MT)
3. Join Construction of The Text (JC)
4. Independent Construction of Text (IC)
5. Linking Related Text (LR)

Table 3. Analysis of English for Change Textbook

Units	Pages	Codes	Reasons
1	10-11	BK	Repetition of vocabulary, using English to interact with friends.
	11-13	MT	Read and respond to reading texts.
	13-14	JC	Write paragraphs.
	14	IC	
	14-15	LR	
2	56	BK	Interact with friends and express opinions using English.
	57-61	MT	
	61	JC	Read and respond to reading texts.
	62	IC	Write paragraphs about opinions.
	63	LR	

3	105-106	BK	Interact with friends and answer detailed questions.	
	106-109	MT		
	109-110	JC		Read, identify, and respond to reading texts.
	110	IC		Write paragraphs and communicate them through simple paragraphs.
	110	LR		
4	146-147	BK	Repetition of vocabulary	
	147-149	MT	Read and respond to reading texts	
	150	JC	Write paragraphs and present them through role-plays	
	150	IC		
	151	LR		
5	189-190	BK	Understand the main idea and details of the topic being listened to.	
	191-196	MT		
	197-199	JC	Read, identify, and respond to reading texts	
	199	IC		
	200	LR		

Based on the researcher's analysis results in table 3, the most abundant category in the English for Change textbook is LS (speaking activities). A description of the number of tasks/instructions in the textbook can be found in Table 4.

Table 4. Number of tasks/instructions in textbooks

CODES	UNITS						TOTALS
	1	2	3	4	5		
BK							16
MT							17
JC							15
IC							15
LR							10
TOTAL							73

Based on Table 3 in the English for Change textbook which consists of 73 units of tasks/instructions which refer to learning outcomes. In the BK (Building Knowledge of The Field) category, there are 16 task/instruction units, or 41% in MT (Modelling Text) category has 27 task/instruction units or 31% The JC (Join Construction of The Text) category has 25 task/instruction units or 28% in accordance with the Independent curriculum, which refers to learning outcomes.

The Result of the interview explained that the role of the textbook English for Change" in helping students and teachers learn is quite helpful; at least, it can be a direction for students to learn while its development can be obtained from other media such as films, games, youtube and others. The English for Change textbook " is equipped with illustrations, pictures, and photos to help students learn to understand the material more easily.

However, the grammar in the book is not in accordance with the grammar that has been made, and the vocabulary in the textbook is also challenging to understand. The English for Change textbook in accordance with the Independent curriculum, which refers to learning outcomes and is interesting to learn. However, this book is better used as a supplementary book than a sourcebook.

The finding of this study is that the textbook as a whole is in accordance with the learning outcomes in

the Independent curriculum. According to the interviewed teachers and students who filled out the questionnaire, the book contains elements of learning outcomes, and this can be interpreted that the English textbook "English for Change" is in accordance with learning outcomes. The English textbook is also included in the criteria for a reasonably good book. However, the book is not recommended to be a sourcebook because the examples and material contained in the book are not material about Indonesian culture, so this book is not in accordance with the characteristics of students.

CONCLUSION

Based on the results of the analysis of the English for Change textbook grade XI with learning outcomes in the Independent curriculum, it can be concluded as follows: After analyzing the data from textbooks based on the Independent curriculum, which refers to learning outcomes, 41% are Building knowledge of the field, 31% are modeling of the text, and 28% are Join Construction of The Text. This means that the English textbook "English for Change" as a whole is in accordance with the learning objectives, which refers to learning outcomes. Based on questionnaires with students about the elements of learning outcomes in the textbook, there are elements of listening, speaking, reading, viewing, writing, and presenting. Then, for interviews with teachers, the textbook "Analyzing Speaking Activities in English for Change" is in accordance with the learning outcomes in the Independent curriculum, but for examples of reading texts, knowledge, and culture, no one learns about the Indonesian nation, so this book is not recommended to be used as a sourcebook, but used as a supplementary book only. It can be concluded that based on these findings, the textbook "English for Change" is in accordance with what is suggested by the Independent curriculum, even though it is not used as a sourcebook but as a supplementary book.

The Result of the Questionnaires

1. For the first question, 53% answered strongly agree, and 46% agreed that the English for Change textbook is meaningful in the learning process. It means that students feel helped by the presence of textbooks in the English learning process.
2. The second question explained that 67% strongly agree, and 32% agree that English textbooks motivate students in the learning process. It means that English textbooks can motivate students to run the learning process well.
3. Furthermore, for the third question, as many as 28% strongly agree, and 71% agree that the textbooks can help students understand the material effectively, with fun, and efficiently.
4. Regarding the quality of material in English textbooks according to student needs, in the fourth question, as many as 28% answered strongly agree, and 71% answered agree. It means that the material presented in the textbook is good.
5. For the fifth question, the English textbook contains pronunciation exercises. The results showed that 35% answered strongly agree, and 64% answered agree. It means that the English textbook "English for Change" exercises students to practice English pronunciation well.
6. The sixth statement concerns textbooks designed with pictures to help teachers and students understand the material more effectively. The results showed that 60% answered strongly agree, and 39% answered agree. It means that English textbooks are presented with pictures and photos to help students learn more effectively.
7. Then, the seventh statement discusses other materials, such as general knowledge and culture. The answers showed that 32% answered strongly agree, 50% answered agree, and 17% answered disagree. It means that English textbooks are considered to provide general and cultural knowledge, but some students do not get it.
8. The eighth statement, the English textbook "English for Change," presents knowledge for developing a country. There were 32% who strongly agreed and 67% who said they agreed. It means that English textbooks can help students build their country, at least in terms of language use.
9. The ninth statement about English textbooks is that they are interesting for students to learn. The

result was that 25% answered strongly agree, and 75% answered agree. It means that the textbook is interesting for students.

10. The last question concerns the elements of learning outcomes in meeting student competence in learning. As a result, 21% answered strongly agree, and 78% answered agree. It means that the textbook "English for Change" meets the learning outcomes of the Independent curriculum.

The Result of the Interview

The interview results explained that the role of the English textbook "English for cChange" in helping students and teachers learn is quite helpful; at least, it can be a direction for students to learn while its development can be obtained from other media such as films, games, Youtube and others. The textbook is equipped with illustrations, pictures, and photos to help students learn to understand the material more easily. However, the examples contained in the textbook only include material on foreign knowledge and culture, so it is different from the characteristics of Indonesian students. The grammar in the book is not in accordance with the grammar that has been made, and the vocabulary in the textbook is also challenging to understand. The textbook is also in accordance with the Independent curriculum, which refers to learning outcomes and is interesting to learn. However, this book is better used as a supplementary book than a sourcebook.

The finding of this study is that the textbook as a whole is in accordance with the learning outcomes in the Independent curriculum. According to the interviewed teachers and students who filled out the questionnaire, the book contains elements of learning outcomes, and this can be interpreted that the English textbook "English for Change" is in accordance with learning outcomes. The English textbook is also included in the criteria for a reasonably good book. However, the book is not recommended to be a sourcebook because the examples and material contained in the book are not material about Indonesian culture, so this book is not in accordance with the characteristics of student

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