
AN ANALYSIS MATERIALS OF SPEAKING ON STUDENT ENGLISH TEXTBOOK

Gusmi Wena Selti, Alna Triskaya Angrum & Nur Izatil Hasanah

University of Ahmad Dahlan

E-mail : gusmiwena1707042015@webmail.uad.ac.id

Abstract : The purpose of the research is to know if the textbook of senior high school 'Pathway to English' textbook is in accordance with syllabus of Curriculum 2013. To accomplish the result of this research, the researcher used descriptive method and content analysis. The researcher used documentary analysis as technique for collecting data and documentary checklist as research tool. There are some steps for describe and analyses the data, those are: the first step is taking the data from "Pathway to English" textbook and syllabus of Curriculum 2013, the second step is to define criteria of speaking material in "Pathway to English" textbook to syllabus of Curriculum 2013, and the last step are matching, describing and analyzing the speaking material in "Pathway to English" textbook to Curriculum 2013 syllabus. The findings of this research find if speaking materials in "Pathway to English" textbook is in accordance with syllabus of Curriculum 2013. "Pathway to English" textbook is still suitable and it can be used by teacher as references in the classroom. Based on the checklist analysis, the calculation of indicator the percentage of similarity between the materials of speaking in "Pathway to English" textbook is 78% and for the difference from putting material and the given vocabulary is 22%.

Keyword: English textbook, Curriculum 2013, speaking materials.

Introduction

In the classroom as a teacher should have media to apply the materials in teaching-learning process. There are many media for teaching and learning that can be used in the classroom, such as video, picture, realia, power point, audio, and also textbook. From all media used, textbook is one of media that usually used in the classroom. Textbook is one of media to help teacher in process of teaching and learning in the classroom (Pudjosoedarmo (in Simatupang, 2012:1).

Textbook is written media that can help the teacher to summarize and to measure the students' comprehension in language skills, especially in English textbook. According to McDonough and Shaw (1993: 12) Textbook can be a very valuable ELT tool, especially in which authentic material that is interesting and motivating is difficult to arrange regularly. In the textbook, there is the standard and basic competence to finish process of teaching and learning. So, as a teacher must be able to choose the appropriate textbook, the teacher must consider several things such as the criteria of the textbook and the basic competencies of the textbook. Textbooks should be appropriate with

the curriculum and syllabus as a major component of teaching and learning. In this case, the textbook used in this research uses the 2013 curriculum. So, the material in the textbook must be in line with the appropriate curriculum, namely the 2013 curriculum.

Textbook is the main source that used in process of teaching and learning. As we know, English textbook is the complete package of English skills such as listening, speaking, reading, and writing. And it is concern to the compatible materials based on students need. So, it is one of the reason most of English teacher uses a textbook in process teaching and learning in the classroom. There are four skills in English, one of them is speaking skill. Speaking is something that could not be ignored when it comes to communication or conversation. According to Efrizal (2012) speaking is a way to communicate the ideas and even though the message is verbal. It means that, speaking is an effective instrument in verbal communication.

Cameron (2001:40) stated that speaking is the use of language actively to express feeling and meaning from someone so between speaker and listener could understand each other. Speaking is process of giving and/or sharing information, idea, or a concept to listener. A good speaker could deliver the message they want to express to the listener. On the other hand, the listener could easily receive and understand if the message is clear. People are often hesitating to speak because they are afraid of pronouncing the words correctly and somehow, they feel shy to practice it. At this point, the fear and hesitation to speak up has defeated them in the first place. In supporting the students' speaking skill, all speaking materials must be relevant to the curriculum. In speaking materials should be included the standard and basic competencies, indicators, and learning objectives that should be achieved. Not all of textbook has a good speaking material, this is one of problems that usually find in the textbook. The other problem of English textbook that used in this research is the textbook has many used by the teaching so that the researcher wants to know the appropriateness the material of speaking.

Based on the explanations, the researchers interested to analyze the speaking materials on the English Textbook between “Bahasa Inggris Kurikulum 2013 edisi revisi 2017” published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia and “Pathway to English” published by PT Erlangga. Both of books is given for 11th grade of Senior High School. There are several reasons why the researchers choose the textbook, the first one is the textbook is suitable with the 2013 curriculum. Second one is because almost of English teacher uses this textbook for teaching English subject. And the last one is the researcher want to see the book published by government and non-government. So, from the statement above, the researchers interested to conduct mini research with the title: “An Analysis of Speaking Materials on Students English Textbook”. Based on the research background, this research aims to analyze the appropriateness of the speaking materials of the English Textbook “Bahasa Inggris Kurikulum 2013 edisi revisi 2017” and “Pathway to English PT Erlangga” for 10th grade of Senior High School based on Syllabus Curriculum 2013 in Syllabus. This research compares two books between public and private books.

Theoretical Review

Textbook is key of component in learning programs especially in English language. They have function as basic for some language inputs that received by students in the classroom and also media for practicing language that happen in teaching and learning process in classroom.

Wahyuningsih & Aswandi (2012) with titled “*An Analysis Of Reading Materials In Textbook English In Focus For Grade VII Junior High School Published By Department Of National Education*” conducted the study which aimed to define whether reading material in English of textbooks for class VII SMP can fulfill the aspects of content, presentation aspects, language use aspects and readability and relations aspects between each chapters that proposed by *Pusat Perbukuan Ministry of National Education*.

Agulló & Bueno (2016) with titled *Analysis of Oral Skills Development in the Most Used English Language Textbooks in the Second year of Baccalaureate in Spain*. This research analyses how textbooks address oral/aural competence development in the last year of Baccalaureate. The result of this research Concerning textbook organization, oral production and aural reception had an adequate quantity of exercises and of enough length to provide speaking and listening practice.

Febriyan Dwi Cahyono and Rahayu Kuswardany with titled “*An Analysis of The Speaking Materials In “English Alive 2” Textbook For The Eleventh Graders Of Senior High School*”. The aim of this research is to define the material of speaking in the textbook “*English Alive 2*” for eleventh students of high school based on the criteria of a good textbook suggested by Savignon. In this study, the researchers found if presentation of speaking material textbooks was organized to fulfill the criteria suggested by Savignon. They found if the relevance of the material of speaking quite enough in accordance with English Language Competency Standards in 2006, but still there were several competencies that were not in accordance with the English Language Competency Standards in 2006.

Laurika, Albert, and Dwi (2013) *An Analysis on Speaking Materials of a student book*. The aim of this study is to know if textbook of vocational high school ‘Pista’ is in accordance with syllabus of KTSP. In this study they found if based on checklist table, the percentage of similarity of Pista’s materials of speaking to syllabus of KTSP is 77%. The speaking materials in “Pista Modul Bahasa Inggris” have a good relationship with the contents of the syllabus.

Rezkiawati Nazarudin (2017), the researcher was analyzed material of speaking in textbook of English for Student of Grade 1st at Vocational High School 4 in Makassar based on 2013 Curriculum. In this research was used qualitative descriptive as method. There are two checklist table that used by researcher, the first was checklist table to find out the relationship between the material of speaking in syllabus of 2013 curriculum. The percentage appropriateness of the “English Language Book” of an English textbook used by students of 1st Grade in Vocational High School was 75%.

2013 Curriculum

According to Longman (2004; 384), curriculum is a subject that taught by schools, university, etc., or things that are learned in certain subjects; language is an important part of curriculum in the school. Curriculum (K-13) is a teaching guide consisting of 4 aspects of assessment, namely knowledge, skills, social, and spiritual. The 2013 formulation is depend on education of national goals outlined in Law No. 20/2003 concerning the national system of education, specifically in Chapter II of Article 3 concerning the basis, functions and objectives education of national education stating that “The function of education as the individual skills of dignity, character, and civilizations to create a generation of intellectuals and develop potential of students' to be healthy, intellectual, skilled, creative, independent, democratic and responsible individuals who believe in God and who have a noble characteristic”.

It's means if the process and the results are intended in developing students to become full function, people have good skills and characters who have knowledge, realize their potential, and are able to apply their potential and abilities to society and their own benefits.

In 2013 curriculum, learning of language is based on views of cognitive, where learning of language will be essential to students in case that the content of study is related to experience and knowledge. Learning of language should engage the ability to think gradually of students, knowing, understanding, using, analyzing, synthesizing, and evaluating (cognitive aspects). Additionally, the language of learning must engage learners' physical skills ranging from accepting, concentrating, imitating, practicing, adapting skills accomplished with the real situations and developing relatively new skills (psychomotor aspects). There are some essential part of 2013 curriculum, namely competencies of core (KI), competencies of basic (KD), and indicators.

Textbook

Textbook is essential part in process of teaching and learning. Textbook can provide a basic for content of lesson, the balance of skills taught and the types of language practices that learners follow. Besides, textbook has function primarily to complete teacher instruction. For students, textbooks can add as source of primary contact they have with a language other than the input given by teacher. In a textbook case of experienced teachers can also serve as a form of teacher training and they give you an idea on how to make planning, teaching the lessons and formatting that can be used by teachers. Many language teachings are happening around the world today cannot happen without the use of extensive commercial textbook. To learn how to use and adapt the textbook is an important part of the professional knowledge of teachers.

Course book is increasingly prudent contrasted and the other learning media. Consequently, course book in learning process is as yet utilized despite the fact that there are many learning media. Langenbach (1997: 563) states that in strict instance of term, a textbook is a book that introduces an assemblage of information in a sorted out and normally streamlined way for motivation behind learning.

Besides, Dana Ferris and John S. Hedgcock (2005: 125) express that textbooks are so unavoidable in instructive frameworks all through the world. Without a doubt, reading material give the spine to the courses numerous instructors educate. In view of the definition over, the analyst reasons that reading material is standard book for the investigation a specific subject and normally disentangled way for reason in learning. A textbook has numerous capacities for instructors so as to run the training learning program well. A few elements of reading material are clarified by Greene Frivolous (in Tarigan 1993:20-21) as pursues:

The textbook must premium and alluring toward the students, so they will be keen on utilizing textbooks.

The textbook must almost certainly persuade the students.

The sure of textbook must be illustrative.

The Advantages of Textbook

The utilization of textbook in training learning process has the two favorable circumstances and hindrances, contingent upon how they are utilized and the settings for their utilization. Richard (2001:254) clarifies the main favorable circumstances of utilizing course book:

- They give structure and a prospectus to a program.
- They help institutionalize guidance.
- They look after quality.

The Disadvantages of Textbook

In any case, there are additionally burdens. Richards (2001: 255) gives a few instances of the burdens of utilizing reading material.

- They may misshape content.
- They may not mirror understudies' needs.
- They are costly.

Speaking Material

Speaking is one skill in language learning, where other skills are listening, reading, writing. Gert and Hans (2008:207) states that speaking is discourse or articulations with the reason for having goal to be recognized by speaker and the receiver forms the announcements so as to perceive their expectations. Which the listener and the speaker had a close relationship so intertwined communication is expected and understandable from both.

According to Brown & Abeywickrama (2010:183) speaking is a profitable aptitude that can be specifically and exactly watched. Speaking is media of communication in conveying a destination that want communicated to listeners. A good speaker will be easier to communicate with another or a lot of people.

Based on some of the opinions above, it can be concluded that in fact speaking skill is the skill of communicating, for example to communicate an idea, thoughts, and feelings are coherently, systematically, and logic, which is done to a person or group of people via verbal articulation sounds that containing the meaning. Has a good speaking skill is not easy as imagined. Lot of people who are good in writing but when they asked to convey their writings in the form of verbal result is as good as their writings because speaking is not the same as writing.

Speaking Activities

A few specialists clarified such a significant number of sorts of talking exercises. Penny Ur included such huge numbers of talking exercises. The clarification as pursues:

Describing pictures

By and by of depicting pictures, educators give a bit of paper that comprises of such a significant number of individuals exercises. Understudies in a gathering are approached to state the same number of sentences as they can portray.

Pictures contrasts

In pictures contrasts exercises, understudies are in sets, every individual from the pair has diverse pictures.

Things In like manner

In this action, understudies are approached to sit in sets. And afterward, they converse with each other so as to discover the same number of things as they can that they share practically speaking.

Solving an issue.

In this action, instructors explain an issue and the understudies are approached to take care of this issue

In connection to the recommendations above, Ariza and Hancock (2003) proposed eight conditions for an ideal language learning condition: (1) students have chances to interface with each other and to arrange meaning; (2) students cooperate with the objective language through real gatherings of people; (3) students are engaged with real errands; (4) students are presented to and urged to deliver shifted and inventive language; (5) students have adequate time and input amid their learning forms; (6) students are guided to carefully take care of the learning procedure; (7) students work in an air with an insignificant dimension of pressure/tension; and (8) student self-rule is bolstered.

Method of the Research

In this study, the researchers use descriptive research method. Descriptive research involves identifying attributes of a specific phenomenon based on an observational basis, or exploring the correlation between two or more phenomena.

The writer pick the unmistakable subjective structure in light of the fact that the analysts need to portray and investigate whether language talking ability materials in the English textbook "Pathway to English" are proper with the markers of 2013 Educational modules or not. The information in the exploration are the significance of materials towards the educational modules, material exactness, supporting learning materials, language fittingness, introduction strategy, instructing and learning system, and introduction inclusion that are accessible on the reading material qualified Pathway for English. In this exploration, the scientists examine Pathway to English, an English Reading material for 10 evaluation of Senior Secondary School, as the asset information. It comprises of ten sections and 212 pages.

The analysts utilized documentation in gathering information which gets from curriculum 2013 for ten evaluation of senior secondary school and Rubric appraisal from BSNP (Badan Standar Nasional Pendidikan). The specialist likewise utilized books and papers about substance examination of course book as a rule in dissecting and translating information. The analysts utilize a report investigation as the strategy for gathering the information. The archive is taken from the English Textbook, "Pathway to English" for Senior Secondary School Evaluation X, composed by Theresia Sudarwati and Eudia Elegance which is distributed by Erlangga.

The scientists utilized strategy to gather the information, to be specific: Perusing, ID, and Perception. The information from this investigation was gathered through a few stages of perception. Initially, the scientist read and watched the substance of the course book altogether. Second, the analyst contrasted the substance of the course book and the center and fundamental capability of 2013 Educational modules. In the wake of gathering the information, the specialist breaks down the information. The scientist utilizes a report examination as the strategy for

gathering the information. Dissecting the information of "Pathway to English". To put it plainly, the means in dissecting the information are:

Comparing the materials provided among the textbook with the Core and Basic competency of the info 2013 advised by Permendikbud No.63 Tahun 2013.

Evaluating the speaking materials conferred within the textbook Pathway to English.

Deciphering the information gained from method of analysis of the textbook "Pathway to English".

Finding and Discussion

The aftereffect of this examination is isolated to 2 sections. The main outcome demonstrates the inclusion of talking material substance in "Buku Bahasa Inggris by Kemendikbud and Pathway to English PT Erlangga for tenth grade of Senior Highs School" are in accordance with Curriculum 2013 prospectus. The second outcome demonstrates the level of talking material substance in "Buku Bahasa Inggris by Kemendikbud and Pathway to English PT Erlangga for tenth grade of Senior Highs School" in accordance with Curriculum 2013 prospectus.

Table one shows that relation between speaking learning material in curriculum of 2013 and speaking material in textbook (Pathway to English PT Erlangga). There are 10 chapters English material in English Textbook. Especially in speaking materials which will analyze in this chapter. All of these speaking materials are collected from book "Pathway to English PT Erlangga".

Table 1.

The Relation between Speaking Material in Syllabus of Curriculum 2013 and Textbook English Pathway to English PT Erlangga

No	Speaking Learning Material in Syllabus of Curriculum 2013	Title of Each Chapter in Pathway to English PT Erlangga	Speaking Learning Material in Textbook
1	Introduction	Would You Fill Out This Form, Please?	Speaking in an interview with a questionnaire.
2	Describing Expression	What should I do?	Expressing the opinion also the advice, and correction in transactional and interpersonal dialogue.
3	Oral and written texts to show care. (Expression)	Whatever Will Be, Will Be.	Expressing an act/an activity which will be taking place or will have taken place in the future in transactional and interpersonal dialogue.
4	-	Both You and I	Using correlative of conjunctions in transactional and

			interpersonal conversations.
5	Oral and written descriptive texts, simple, about people, tourist attractions, and famous historical buildings	Why Were They Famous?	A monologue on biography
6	-	Too Hot, Too Cold	Expressing the various of expressions related to adverbs of degree in interpersonal conversation
7	Announcement text	Calendar of Events	Expressing various spoken advertisements
8	Recount text oral and written, simple about experiences, activities and events.	Inventions Make Life Easier	A monologue about a factual report
9	-	Why Is Water Like a Horse?	Expressing the various of proverbs and riddles in transactional and interpersonal conversations
10	Simple songs	Make a Peaceful World Through Songs	Discussing the theme of songs

In this research, the researchers use the checklist table to find out and to know the percentage of speaking material contents in “English textbook Pathway to English published by PT Erlangga” and “*Buku Bahasa Inggris Kelas 10 Kemendikbud*” are in line and same with Curriculum 2013. Around the completion of this present research's outcome, the comparability dimension of the whole all perusing material to Curriculum 2013 schedule is found by summing all the dimension of these sub-parts and takes the mean rate among them. The specialists utilize this detailing to find the all of talking materials similarity level of every course book to KTSP syllabus.

Table 2.

Observation Checklist Speaking Materials

No.	Checklist Analysis Indicator	English textbook “Pathway to English” for grade 10		English textbook for grade 10 published by Kemendikbud	
		Yes	No	Yes	No
A.	The systematically of speaking materials to <i>Curriculum 2013</i>				
1.	Is each of speaking material related to speaking learning material in <i>Curriculum 2013</i> syllabus?				
B.	The using of grammar and vocabulary in speaking materials based on Syllabus of				

	Curriculum 2013				
2.	Does the textbook provide grammar in each chapter?				
3.	Does the textbook provide vocabulary in each?				
4.	Does the textbook develop the grammar use in oral interaction?				
C.	The development of speaking task				
5.	Is there speaking activity in each speaking chapter?				

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

Note:

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

The data that described in table 1 is analyzed as follow:

The first chapter of Pathway to English is talking about “Would You Fill out This Form, Please?” This chapter tells about speaking in an interview with a questionnaire. Taking exercises and getting to be one of the examples of speaking material about introduction, asking address or place of origin, asking occupations, asking contact number, asking place/date birth, and saying the responding. In speaking learning material in Pathway to English is following the curriculum in order. In the start of topics there is a short explanation and examples that can help the students to understand it easily.

The second speaking learning material in Pathway to English (What Should I do?) also following the curriculum in order. There is a lot of explanation in this topic, followed by examples. This chapter also explain how to use the expressing advice, opinion and correction in transactional and interpersonal dialogue. In Pathway to English, the speaking material explanation is about Expressing, which refers in dialogue.

The topic of “Whatever Will Be, Will Be” is the third speaking learning material in Pathway to English is following the curriculum in order. In the start of topics there is a short explanation and examples that can help the students to understand it easily. The speaking material of Thanking in textbook has two kinds of explanations, it called expressing an act/an activity will take place, and expressing an act/an activity taken place in the future. In Pathway to English, the speaking material explains about Expressing, which divided in dialogue and monologue.

The next speaking learning material in Pathway to English is “Both You and I” is not following the curriculum in order. This chapter tells about using correlative conjunctions. In the start of topics there is a short explanation and examples that can help the students to understand it easily. The speaking material explanation of “Both You and I” is divided into using conjunctions in transactional and interpersonal conversations. There are explanation about when we use the correlative conjunctions and some examples about correlative conjunctions.

The next speaking learning material in “Why Were They Famous?” is about descriptive texts, about people, tourist attractions, and famous historical buildings. There is short clarification about how we can depict an object, alongside a few instances of portraying a biography of people. This speaking learning is following the curriculum in order. In this chapter, the listening material is about a monologue on biography.

The topic of “Too Hot, Too Cold” as the sixth speaking learning material in Pathway to English is not following the curriculum in order. This chapter tells about using adverbs of degree. As the explanation and example in this chapter, there are pictures given. In Pathway to English, the speaking material explanation is about expressing numerous expressions associated with adverbs of degree in social spoken communication.

The seventh speaking learning material in “Calendar of Events” is about advertisements and announcement text. This speaking learning is following the curriculum in order. In the start of topics there is a short explanation and examples that can help the students to understand it easily. The speaking material explanation is about expressing various spoken advertisements.

The eighth speaking learning material is about Inventions Make Life Easier. This chapter is appropriate with the syllabus curriculum 2013. In this book explain about monologue factual reports. Factual reports is a text provide information about something. The text can be about living or non-living subject, such as animals, plants, things, social and natural phenomenon.

The next topic is about Why is Water is Like a Horse?, this topic is not appropriate with the syllabus curriculum 2013. Material speaking in this chapter explain about proverbs and riddle. Proverbs may be a straightforward and concrete locution popularly famous and continual, that categorical a truth, supported sense the sensible expertise of humanity. Riddle could be a statement or question or phrase having a double or veiled which means, place forth as a puzzle to be resolved.

The last topic in this book is about Make a Peaceful World through Songs. For speaking material explains about discussing the theme of songs. This chapter appropriate with the syllabus curriculum 2013 because syllabus curriculum 2013 also explain about simple songs. By used the songs, the students can express their felling and they can discuss about theme of the songs.

This discussion does not explain about “Buku Bahasa Inggris Kelas X” published by Kementrian Pendidikan dan Kebudayaan Revision 2017 because it has already appropriate with Syllabus Curriculum 2013, so in this point the researchers just explain about Pathway to English textbook published by PT Erlangga. From that describing list, we are able to know that Pathway to English is in line to Curriculum 2013 syllabus in overall. In addition, while in Curriculum 2013 syllabus the speaking material are separated into some principle titles, organized by the

identical basic ability, (1. understanding essential articulations in social communication in day by day life, 2. Describing descriptive, announcement, recount text 3. Simple songs). Pathway to English textbook arranges those main speaking materials to 10 sub-speaking learning materials. There are a few shortcomings in coordinating the subject of the Pathway to English textbook to Curriculum 2013 syllabus, especially in the fourth, the sixth and ninth speaking learning activities in Pathway to English. In the Curriculum 2013 syllabus, in fourth topic is about declare plan, then in the sixth topic is about action in the past (using simple past and present perfect tense) and the ninth topic is about narrative text those materials are trailed by portraying things and depicting individuals.

On the other hand, while in some chapters in Pathway to English are different with syllabus Curriculum 2013 but in Pathways in English is added the information about expression adverb, conjunctions, and various proverbs in speaking materials. As the compatibility percentage from all 10 sub-chapters is 78%. Pathway to English has 78% similarity with Curriculum 2013. This percentage is incorporated from the similitude designs between speaking learning material in Pathway to English textbook to syllabus Curriculum 2013. The points that scale back its compatibility are in Vocabulary data and synchronic linguistics use in speaking. Rather, Pathway to English already adds synchronic linguistics reviews in every entire chapter of the subject, however most of them are with no clarification. Pathway to English gives the task of grammar reviews directly in some chapters. For example, in chapter 3 in the grammar review about Future Tense, Future continuous tense and Future Perfect Tense. In giving the information about vocabulary, development of vocabulary in Pathway to English does not cover it at all. These problems appear in almost 10 sub-chapters in Pathway to English. The information about vocabulary is only given in Chapter 3, 5, 7, 8, 9 and 10.

The form of speaking tasks given as a dialogue, monologue practice and role play. The review of grammar and the information of vocabulary are not brought through the speaking task, though grammar becomes one in all essential factors to form students ready to speak additional fluently. Pathway to English does not give much opportunity to understudy to build up their proficient in speaking since it is just contained by couple of exercises of speaking.

Conclusion

From the checklist table, the outcome demonstrates the similarity level of Pathway to English in speaking materials to curriculum syllabus is 78%. There are some major points that find in this research. The first point is the speaking materials in Pathway to English SMA Kelas X have good relations with the content syllabus of Curriculum 2013, those are (1. understanding essential articulations in social communication in day by day life, 2. Describing descriptive, announcement, recount text 3. Simple songs).

The sentence structure audit in Pathway to English satisfies the need of language structure survey in Curriculum 2013 syllabus. From the findings above, we can get the point that from 10 chapters in Pathway to English, mostly it already puts the grammar review along in some chapters. There three chapter that doesn't put and develop grammar use in speaking, those are in chapter 1,2 and 10. The vocabulary section in Pathway to English is the most lacking development in in speaking material. Half of chapter doesn't gives knowledge of vocabulary that relate to the material of speaking.

In Pathway in English most of speaking task are in Role play and monologue activities. This book does not give any speaking exercises which will expand understudies understanding in speaking material. Although most of speaking material in Pathway to English are appropriate to syllabus of curriculum 2013, the researcher still has some recommendation that will be portrayed beneath.

To start with, the speaking material clarification in "Pathway in English" ought to be created by the teacher. For the situation that a few sections in "Pathway in English" does not give any clarification about the materials content, the English teacher ought to be inventive to give the clarification, alludes to build up the understudies' understanding about the material. It is smarter to the teacher to give the clarification of the talking materials' substance, as the fundamental information, to the understudies before giving the undertakings. Second, the teacher ought to offer a lot of connected vocabulary information which will develop students' talent in turn out speaking. Also, the teacher can build up the punctuation use in talking on the off chance that to expand the students' comprehension of language structure. Both of vocabulary learning and language structure use in speaking can assist the understudies' nature with speaking.

References

- Aregu, B. B. (2013). Enhancing self-regulated learning in teaching spoken communication: Does it affect speaking efficacy and performance? *Electronic Journal of Foreign Language Teaching*, 10(1), 96–109.
- Ariza, E. N., & Hancock, S. (2003). Second language acquisition theories as a framework for creating distance learning courses. *International Review of Research in Open and Distance Learning*, 4(2), 1–9.
- Brown, H.D. & Abeywickrama, P. 2010. *Language Assessment: Principles and Classroom Practice*. New York: Pearson Education Inc.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY: Pearson Education Company.
- Cameron, L. 2001. *Teaching Languages to Young learners*. United Kingdom: Cambridge University Press.
- Efrizal, Dedi. 2012. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*. *International Journal of Humanities and Social Science*, Vol. 2 No. 20.
- Ferris, Dana and Hedgcock, John S., *Teaching ESL Composition: Purpose, Process, and Practice*, London, USA: Laurence Elbaum Associates, 2005, 2nd Ed.
- Harmer, Jeremy. *The Practice of English Language Teaching*. New York: Longman Publishing. 1996.
- Kementerian Pendidikan dan Kebudayaan. 2016. *Peraturan Menetri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Kementerian Pendidikan dan Kebudayaan. 2016. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 tentang Buku Yang Digunakan Oleh Satuan Pendidikan*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Kodriyah L., Taufan D.A., Rahman H.A., (2018). *Intensive Journal vol 1 no. 1. UPT Publikasi dan Pengelolaan Jurnal: Universitas Isam Kalimantan MAAB*.

Langenbach, W. 1997. *Textbook, the Encyclopedia Americana: vol 26:563*. Connecticut: Glorier, Inc.

Longman.1978. *Longman Dictionary of Contemporary English*. UK: Longman Group Ltd.

McDonough, J & Shaw, C. (1993). *Materials and methods in ELT: a teacher's guide*.Oxford: Blackwell Pub

Richards, Jack. C. 2001. *Curriculum Development in Language Teaching*. Cambrige: Cambridge University Press.

Tuan NH, Mai TN. 2015. *Factors Affecting Students' Speaking Performance at Le ThanhHien High School*. Asian Journal of Education Research, Vol.3 No. 2.

INTERNET

<https://www.scribd.com/doc/60627513/Importance-of-Textbook>
epub.ff.uns.ac.rs/index.php/MV/article/download/771/781