



An Evaluation of Speaking Materials in Think Globally Act Locally Textbook for Ninth Grade of Junior High School

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Abstract

This research was intended to evaluate the quality of the speaking materials which appear in Think Globally Act Locally textbook for ninth grade of junior high school published by the Ministry of Education and Culture 2018 revised edition. Researchers evaluated the speaking materials by using the Scott's theory of good speaking materials. It was conducted by using descriptive qualitative research design. The research object was Think Globally Act Locally textbook, specifically the whole speaking materials on that book. The instruments consisted of evaluation table, documentation, and interview. The data were collected through six necessary steps, included (1) read the textbook thoroughly, (2) find out all the speaking materials, (3) observe all the speaking materials that was found, (4) identify the speaking materials regarding to the four criteria, (5) report the data through evaluation table, and (6) present the data in detail. The result of this study showed that there were 40 speaking materials found in the textbook, 30 of them filled the category of "good", and 10 others reached the category of "sufficient". In conclusion, overall the speaking materials in this textbook were classified as good. Therefore, researchers recommend this textbook to be implemented as the main source for speaking activities in classroom interaction.

Keywords: criteria; good speaking materials; textbook.

Introduction

Textbook is a kind of media for learning which is most frequently utilized for classroom activities. Mohammadi and Abdi (2014) claimed that in the midst of other important elements of teaching, textbook is the main component which frequently used by teachers. The textbook serves the structured and well-prepared materials of specific subject which is aimed to extend students' insight about the subject matter.

According to Rifiyanti (2018), it can be assumed that textbook is a structured and organized instructional material in written form. It supports teacher in presenting materials, assists teacher in guiding the classroom activities, and also helps teacher in modifying and rectify the lesson. Lekatompessy (2019) stated that presenting the real learning experience could be performed through using certified and appropriate textbook. Undoubtedly, textbook brings many benefits for teacher in preparing and presenting the materials for students during the process of teaching and learning.

In addition, textbook is also beneficial as a guidebook for students in autonomous learning as asserted by Lekatompessy (2019). In language learning, textbooks are expected to give guidance for students to get a clear understanding about the materials given. Students can also use it for self-learning outside the classroom.

Teacher can easily discover a lot of textbooks with various titles in bookstore or through online media for free or paid, but not all of those textbooks satisfy the criteria of a good textbook. Hence, as an educator and also the user of textbook, teacher should be able to choose the qualified and recommended textbooks to support the materials for students in classroom activities. Aristiawan and Herman (2021), teacher should select a proper textbook which satisfy the good criteria of textbook and should be compatible to the curriculum used. Williams (1983), teacher should be able to examine the merits and demerits of the textbook used. Students will actively involve in classroom activities when they like the textbook used (Ayu and Indrawati, 2018). Therefore, choosing a good quality and interesting textbook is a key for an effective teaching and learning activities so that students will easily comprehend the materials.

Speaking is a kind of productive skill in language learning which requires someone's ability to state their ideas, thoughts, opinions, or anything else through oral communication. Timmis (2016) stated that speaking skill is really prominent in line with the development of communication in economic, political, academic, and social fields. Ratmanida & Suryanti (2019) assumed that speaking is a measuring instrument of someone's expertise in English. It is obvious that speaking skill is really useful to be improved due to its urge and function in humans' daily communication.

Speaking materials can be defined as the main equipment that should be prepared well before teaching speaking. Therefore, the speaking materials should

fulfill the criteria of good speaking materials. According to Scott in Chaqiqi (2017) there are several requirements that should be equipped in order to maximize the students' opportunities in speaking: (1) there are clear instructions in every activities, (2) there are communicative activities, (3) there are there are engaging and challenging activities, and (4) there are analytical activities.

There are plentiful studies which have been conducted in the field of textbook evaluation in order to analyze the textbook used. Chaqiqi (2017) conducted an analysis of the speaking materials in Scaffolding textbook for grade VII by using the similar theory of good speaking materials from Scott. Later on, the research from Basra and Purnawarman (2018) was intended to discover the quality of Think Globally Act Locally e-book. In addition, Handayani, Suwarno, and Dharmayana (2018) also evaluated the Think Globally Act Locally textbook but from the EFL teachers' perspectives.

Think Globally Act Locally textbook is available as one of numerous textbooks for the ninth graders of junior high school. This textbook is developed and recommended by Education and Culture Ministry to be applied to teach the ninth grade students. According to an investigation, researcher found that the textbook is used in several schools on Kota Bengkulu, such as SMPN 01 Kota Bengkulu, SMPN 03 Kota Bengkulu, SMPN 08 Kota Bengkulu, SMPN 10 Kota Bengkulu, SMPN 11 Kota Bengkulu, SMPN 17 Kota Bengkulu, SMPN 20 Kota Bengkulu, and SMPN 22 Kota Bengkulu. Mostly teachers from those schools in Kota Bengkulu use Think Globally Act Locally Textbook as the primary resource of materials for classroom activity and other teaching media as the complement.

According to the preliminary research, researchers concluded that the evaluation of the textbook is really important to be conducted. Researchers want to find the quality of the textbook, especially the quality of speaking materials which appear in Think Globally Act Locally textbook for ninth grade students of junior high school published by Education and Culture Ministry revised edition 2018 referring to the theory of good speaking materials by Scott (2005). Then, the evaluation will be focused on speaking materials which appear on the textbook.

Research Methodology

This research was conducted by using the Descriptive Qualitative research design. Gay, Mills, and Airasian (2012) explained that "qualitative approach seeks to

probe deeply the research setting to obtain in-depth understanding about the ways things are, why they are that way, and how the participants in the context perceive them". Ary, Jacobs, Sorensen, and Razavieh (2010) declared that a complete and accurate narration about social reality is the expected outcome of qualitative study so as it can be more understandable. Silverman (2013) asserted that the capability to study phenomena where it does not exist elsewhere become the major strength of qualitative research. It was clear that qualitative research use explanation, description, or narration rather than statistical data.

Then, the descriptive qualitative research design was considered as relevant for this present research and suitable to the object of the research. Last, it can be concluded that descriptive qualitative research design helped researchers to gain the data needed easier rather than using quantitative research design.

The object of this research was a junior high school textbook especially for the ninth grade "Think Globally Act Locally" published by the Ministry of Education and Culture revised edition 2018. Researchers prepared and used the printed textbook and soft-file version in PDF file. Researchers use both the printed textbook and e-book form to ease the process of evaluation, so as the evaluation process was run smoothly. The e-book was used for documentation process during this study. All the original texts of speaking materials on this textbook was taken and used for documentation.

Researchers used three kinds of instruments to collect the necessary data that are table of evaluation, documentation, and interview. Those instruments were considered as the effective ways for this research, due to its importance that should be collected through many careful considerations so as the result cannot be hesitated. By using the evaluation table, documentation, and interview, researchers evaluate all the speaking materials which appear on the textbook according to the criteria of good speaking materials by Scott (2005).

The data were gathered by applying the observation and documentation. Researcher followed several steps in collecting the data. The first step was reading the book thoroughly from the first chapter until the last chapter as much as needed. The second step was finding out the speaking materials which appear on the textbook. Next, the speaking materials were identified by using Scott's (2005) criteria regarding good speaking materials. Then, the data reported through the table of evaluation. Fifth, the discussion among researchers and co-researchers were

presented with the table of research findings. Last but not least, the final data represented in detail way and concluded.

Verification seems to be a very significant section in qualitative research in order to maintain the data consistent, legitimate and correct. Morse, Barret, Mayan, Olso, & Spiers (2002) explained that "Verification is the process of checking, confirming, making sure, and being certain". Through a set of mechanism in verification, researchers were able to ensure the validity and reliability of the data gained. To verify the data in this research, researchers used the verification technique suggested by Sugiyono (2013). This technique included four steps namely, (1) credibility, (2) transferability, (3) dependability, and (4) confirmability.

The Miles and Huberman (1994) model of data analysis was utilized in this research. According to Miles and Huberman (1994), the data should be processed through three steps, (1) data reduction, (2) data display, and (3) conclusion and verification.

In this present research, the data reduction referred to the process of choosing and looking for the speaking materials which were presented on the textbook. Researchers looked for the speaking materials and categorized them based on the criteria of good speaking materials by Scott (2005) and its indicators.

After doing the data reduction, researchers moved into the next step called data display. The data found was presented through the table of evaluation and explained in a very detail way. In order to classify properly each speaking material after getting the all the criteria, researchers used and developed the remark category. Here are the criteria remarks proposed for this study to help researchers:

Table 1: Remark category based on criteria achieved

The amount of criteria acquired	Remark
4 criteria	Good
3 criteria	Sufficient
2 criteria	Insufficient
1 criteria	Bad

These remarks used as the guidance to assess each speaking material regarding to the criteria achieved. It was customized to the sum of criteria so as the value became equal.

Through the conclusion and verification step, researchers concluded all the findings of the research and provided the conclusion to answer the research question. In his step, the data came from re-checking the data reduction and data display. It was also supported by the result of interview to a teacher that use this textbook.

Findings and Discussion

Findings

This part showed the findings of the study after the researchers had read, collected, checked, and evaluated the speaking materials of "Think Globally Act Locally" textbook revised edition 2018. The results were taken with the help from three co-researchers, who gave the reviews, ideas, and recommendations for the researcher's findings. It was also supported by the interview results to a teacher who used.

The result of this study was taken after the researchers and co-researchers had collaborated to discover the quality aspect of speaking materials which arise in the textbook with regard to the criteria of good speaking materials by Scott (2005). It was also supported by the interview to a teacher that use this textbook as the main media for teaching and learning in classroom.

Based on the observation and the discussion among researchers and three co-researchers, there were 40 speaking tasks that found and evaluated during this study. The speaking tasks were distributed into 10 chapters, and each chapter had different amount of the speaking activities. Only one chapter had no speaking material in it. Thirty out of forty speaking materials were classified as "good" and ten others as "sufficient".

There were thirty speaking materials which completed all the criteria of speaking materials so as it was identified as good speaking materials. Here were the pages where those speaking materials existed in the textbook, page 7, page 13, page 23, page 24, page 28, page 38, page 41, page 47, page 48, page 51, page 57, page 59, page 64, page 65, page 66, page 69, page 74, page 76, page 88, page 111, page 132, page 140, page 171, page 174, page 176, page 180, page 183, page 187, page 189, and page 206.

Here is the example of speaking materials which satisfied the criteria of "good".

Speaking material page 7:

Collecting Information

We will read some other situations. Dayu, Siti, Lina, Edo, Beni, and Udin congratulate and express their hopes for others' success. We will complete the conversations for them.

Here are what we will do. We will work in groups. First, we will read the situations carefully. Second, we will discuss and decide what the speaker in each conversation would say. Third, every one of us will handwrite the conversations on a piece of paper. Finally, we will play the roles of the speakers in the conversation.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

....

The speaking material above contained all criteria of good speaking materials. Criteria number 1 "there are clear instructions in every activities" was proven by the well-ordered steps of the activity and the explanations of what students need to do. Then, the criteria of communicative activities were indicated through group work and discussion activity. This task had engaging and challenging activities by the compatibility to students' real life and the practice activity. Lastly, it also had observation activity which indicated the appearance of criteria number 4 "there are analytical activities".

On the other hand, this textbook also contained of ten speaking materials which only satisfied three out of four criteria of good speaking materials. So then, these speaking materials were classified as sufficient. Here were the lists of those speaking materials: page 2, page 11, page 18, page 29, page 80, page 100, page 108, page 133, page 146, and page 149.

Here is the example of speaking material that reached the category of "sufficient" speaking material. Speaking material page 2:

Observing & Asking Questions

We will play the roles of the speakers in the pictures.

Here are what we will do. First, we will listen carefully to our teacher reading the conversation. Second, we will repeat the conversation after him/her,

sentence by sentence. Then, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly

....

This speaking material only contained three criteria of good speaking materials. Criteria number 1 "there are clear instructions in every activities" were indicated through the clear steps of what students should do during the activity and clarified by the explanation in paragraph 1 and 3. Meanwhile, the group work indicated the existence of criteria number 2. Then, engaging and challenging activities were indicated by the situations given on the task that suitable to students' real life. But, unfortunately, this task had no analytical activities in it. Analytical activities in criteria number 4 could be in the form of observation activity, problem solving activity, or presentaton activity. So then, this task only reach the category of "sufficient".

Subsequently, referring to the results of the interview to a teacher who use this textbook as the main media for teaching, some barriers appeared while implementing the speaking materials to the students, such as the limitation of time, speaking activities need more preparation, students' limited vocabularies, and students' enthusiasm.

Discussion

The findings of this research disclosed that there were many kinds of activities provided in the textbook to promote students' speaking skill. Based on Kayi (2006), the variety of speaking activities, as shown in the textbook, it consisted nine out of thirteen varieties of speaking activities including discussion, role play, simulations, information gap, brainstorming, storytelling, story completion, reporting, and picture describing. The other types that were not presented on the textbook included interviews, playing cards, picture narrating, and find the difference.

Regarding to the researchers' and co-researchers' findings and the interview result, all the speaking materials in Think Globally Act Locally textbook fulfilled three until four criteria of good speaking materials by Scott (2005). Then, it can be concluded that there were no speaking materials that filled only one or two criteria of good speaking materials.

According to the observation and interview, the researchers, co-researchers, and the teacher agreed that the criteria number 1 "There are clear instructions in

every activities" were found in each task due to the clarity of the directions. Throughout reading the directions, reader can easily recognize what the task intended for. It was also clarified with the elucidations that brought the task to be more comprehensible. Referring to the indicator of clear instruction by Scott in Fitriani (2021), all the indicators appeared equally in the whole tasks.

After observing the words and vocabularies, the speaking tasks used the high frequency words so as students more familiar with the words or vocabularies used. Then, in the term of words or vocabulary level, it could be said that the speaking materials used easy level words so as it should be understandable for the readers, as similar to theory by Schimitt in Dang, Webb, and Coxhead (2022) that the more familiar words used in a text, the more probability the reader will comprehend it.

The communicative activities requested students to conduct a communication among students related to the topic given. The result of this study showed that every speaking materials were completed the criteria of communicative activities, either in the form of pair work, group work, or through discussion, as in line to the finding of research by Basra and Purnawarman (2018). In fact, more speaking activities appeared in the form of group work rather than pair work.

Mostly, the speaking exercises in the textbook were focused in group tasks that made students quite hard to improve their own speaking skill as they need to pay more attention the group rather than themselves, so as the speaking tasks need to be improved. It was in accordance with research finding by Handayani, Suwarno, and Dharmayana (2018).

In general, the speaking tasks in Think Globally Act Locally textbook were provided with engaging activity inside, it was because the situations given in the task were commonly found in students' daily life that in accordance to Basra's and Purnawarman's (2018) finding on the same textbook. Meanwhile, the challenging activities were reflected throughout the instruction that had practice activity and more than one instruction, for instance, in a task students are requested to conduct a group discussion about the topic and at the end of the activity they were asked to present the results of the discussion.

It can be understood through the textbook that the speaking tasks were designed and created to be closely related to students' real life as the situations offered were easily found by students in their daily communications. The

compatibility of the tasks and the students' real life became an engaging activity. In certain tasks, students should undertake several activities to complete the instructions, for example students should discuss with friend, then discuss with teacher, and the last, present the results in front of the class. The instructions were obvious, but, unluckily, it made the students experienced confusion due to their limitation in understanding certain number of directions in the same time. So then, it became a challenge for them that need to be faced during the activity. Fortunately, the level of challenge in the speaking tasks was still in easy level.

Analytical activities referred to the task where students should use their deep thinking to complete the task or activities given. By applying those kinds of activities, students were expected to be able to use their analytical thinking during the task. In the textbook, not all speaking materials were completed with analytical activities in it. Only thirty of forty speaking tasks were evaluated as had analytical activities. Referring to the indicators by Scott in Fitriani (2021), as presented in the textbook, all indicators of analytical activities including observation activity, problem solving activity, and presentation activity were found equally.

Theoretically, it could be understood that overall speaking tasks in the textbook were provided with those four criteria of good speaking materials by Scott (2005). Or in other hand, it can be said that all the criteria of good speaking materials were existed in the textbook, even though the appearance of the criteria were not in order. Moreover, some of the speaking materials were only filled three out of four criteria.

This textbook contained forty speaking activities. Regarding to the interview with the teacher, it seemed quite impossible to do the whole speaking tasks for students. It was because the ninth grade student had lot of schedules during the first and second semester. They should prepare themselves to various exams in English subject or out of the English subject. Moreover, considering the timing, a speaking task need extra time to be done, it needed preparation, well time management, and more attention. It clearly explained that all forty speaking materials in the textbook were quite improbable to be conducted on the whole.

Other barriers in applying the speaking materials for students were students' limited vocabulary and lack of enthusiasm. If students have limited vocabularies they will hard to give respond to others while speaking so as students seem less enthusiastic. Moreover, students in superior classes and students who adore the

English lesson show more interests while speaking activities. The students with low vocabulary mastery tend to passively participate during the speaking, they just wait, silent, had not enough confidence to try. So then, teacher tried a lot of way to attract the students' interests.

Conclusion and Suggestion

Referring to the discussion, overall, the materials for speaking in this textbook satisfied the criteria of good speaking materials by Scott (2005). Thirty of forty speaking materials filled the all four criteria of good speaking materials, while ten others filled the three of four criteria of good speaking materials. It can be said that more than a half of the speaking materials reached the category of good speaking materials. Even though the ten speaking materials only satisfied three of four criteria of good speaking materials, the researchers concluded that the quality of speaking material in Think Globally Act Locally textbook was still "Good" regarding to the criteria of good speaking materials by Scott (2005).

This study suggested that teacher could provide the analytical activity during speaking lesson. Even though the speaking material was classified as good speaking materials, but there were some activities that had no analytical activities in it. Teacher can use other textbooks or other resources or develop it by themselves to help student sharpening their analytical thinking. However, teacher needs to keep in mind that the resources of speaking tasks should be believable and suitable to the speaking level of students.

Hopefully, this present research could be utilized as a reference for further researchers if they want to carry out similar studies in the field of textbook evaluation. This was an interesting field to be analyzed since it helped the users to use the textbook in a proper way. In addition, the next researchers could evaluate other skills or aspects in the similar textbook, such as the content and language, the listening materials, the writing task, or others.

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