

## CONTENT ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM FOR THE FIRST GRADE STUDENTS AT SENIOR HIGH SCHOOL

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**Abstract:** This research is focused on speaking activities in two versions of English Textbooks published by the Government/Kemendikbud and published by Private Publications/Erlangga based on the 2013 Curriculum syllabus, and this research is also to find out which books meet the good category to help student learning activities. This research is very important for the academic world to make it easier for a student and teacher to choose a good textbook to meet their speaking needs. The method used in this research is Content Analysis. The researcher used two analysis matrixes in collecting data. The first analysis matrix will show the suitability of the speaking activities in the two versions of the textbook with the 2013 curriculum syllabus. The second analysis matrix will show the percentage scores of the two versions of the English textbook based on the guidelines evaluation. As for the results of data analysis, the first matrix shows that speaking activities in the two versions of the English textbook are in accordance with the 2013 curriculum syllabus, and the second matrix also shows that the two versions of the English textbook are in the "good" and "fair" category, which is the textbook published by the Government/Kemendikbud has an average percentage of 93%(good) and textbooks published by Private Publications/Erlangga have an average percentage of 73% (fair). In conclusion, both versions of English textbooks published by the government/Kemendikbud and published by private publishers/Erlangga are good and fair categories for students in carrying out the teaching and learning process.

**Keywords:** *speaking activities; textbook; 2013 curriculum.*

### INTRODUCTION

Speaking skill is one of the language abilities that are greatly essential to promote further verbal communication. Speaking is an oral communication between a speaker and listener which includes productive skills, competence and understanding (Thornburry, 2009; Renandya & Widodo, 2016). Speaking is an interactive real-time activity to express our ideas to interact with others that is

unplanned and just continues based on the situation. For that reason, the teaching of speaking tends to use the activities that consist of real situations. Then, to make sure the students achieve speaking skill, they have to focus on studying and doing practice during the learning process. Although speaking skill is the most complicated skill to promote, but it is really essential to assist oral communication.

However, in reality most of students in Indonesia cannot speak English fluently. English speaking skill is usually studied by students in the classroom that uses a textbook or media as a learning resource. In English speaking the student can practise and do improvisation to find out their potentials in communications (Widiana, 2018). Besides that, the teacher's role becomes important because the teacher plans the materials that are needed by students during the learning process. The material that is commonly used in our education system is the textbook as a simple design for success in teaching and learning process. Choosing the correct textbook becomes a challenge for the teacher, so that can make it easier for students or learners to know the material better. In support of the learning process, using media such as a textbook will help learners to learn easier, clearer, faster, and better. The textbooks also help teachers to do their job better, easier and organized. As a media in the learning process, the textbook is capable of contributing what teachers illustrate to learners. On the other hand, the textbooks are media and learning resources that have been designed to meet educational standards in a simple form to simplify the teaching-learning process at schools, and the most important things are if the contents, materials, and activities in the English textbook are suitable with the curriculum in force which is in the teaching-learning process our curriculum design is expected to create active learning, creative, fun and character.

Talking about curriculum has a relation in all aspects in education system because all learning processes are based on the curriculum established by the Ministry of Education and Culture. And of course, the teaching and learning process cannot be separated from the curriculum both of them have relevance for each other. According to the Government Regulation Number 20 year 2003 section 1 letter 19, curriculum means a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives. The education system in our country uses the 2013 curriculum (K13), which is the 2013 curriculum is a curriculum that is more focused on developing student character values and also focuses more on practical activities rather than theory, and it has several aspects including attitudes, knowledge, and

skills competencies (Kurniasih, Imas & Sani, 2014; Poerwanti, and Amri, 2013).

Based on the pre-observation conducted by researcher on Tuesday, March 4, 2021. The researcher was able to collect data at SMAN 5 Lebong. The researcher observed the English teacher and student of the first grade during the learning process, with identified problems including: First, the teacher is still dominating in the speaking class. Second, students are a passive learner, and it is difficult to speak in front of their classmate. Third, students are not confident to speak and afraid of making mistakes. Fourth, students have low vocabulary of English. Fifth, the teacher just uses the English textbook without knowing which textbook in the category is the good one. And the students claimed that the most difficult basic skill was speaking skills because the students were really scared of making mistakes and did not have the confidence to speak (Lisa, 2016). They also had difficulty in delivering their opinions and ideas verbally. In addition, the students still have trouble with pronouncing particular words in English. Then, the English teachers also claimed that students have difficulties in sharing their ideas to speak in English during the lesson, it is proven by the students' speaking scores which are still below average. Besides that, for make sure to students master in speaking skill they certainly need a good textbook or material to support the learning process, but due to the many versions of textbooks, it will be difficult for teachers to choose the right textbook that has good criteria related to the syllabus and the teachers are also often confused about which textbook is more in line with the 2013 curriculum syllabus. Using the correct textbook will be an important reference for teachers to provide opportunities for students to learn to speak, and it is important to give students as many opportunities to speak as possible.

Furthermore, several studies were conducted about speaking activities in textbook, but they just analyzed speaking activities in textbook of elementary school and junior high school and whether or not speaking activities belong to communicative competence (Lesmana, 2015; Kartini, 2015; Ayu, 2017; Fitri, 2019, and Ariska, 2020).

Considering the above statement, by looking at the condition that speaking skills are a skill that is difficult for students to understand, besides that

teachers also certainly need good references in learning, so as to help with these problems and make it easier for teachers and students to choose good English textbooks, especially content speaking activities that should be in accordance with the syllabus curriculum used at the school, namely the 2013 curriculum. Then, to find out which English textbook is in the good category, the researcher wants to analyze some textbooks that are commonly used by teachers as learning resources for students in learning, and they will certainly be measured, with the criteria in choosing a good textbook, according to experts. In addition, seeing the many versions of textbooks available in schools, especially schools where researchers conducted research at SMAN 5 Lebong, researchers compared two versions of English textbooks published by the government (Kemendikbud) and English textbooks published by private publications (Erlangga) for the first grade student.

## METHOD

The design of this research will be a content analysis. Content analysis is a research technique for making replicable and valid inferences from data to their context (Krippendorf, 2013; Ary, Jacobs, & Sorensen, 2010; Creswell, 2014). It means that in doing content analysis, the researcher tended to describe the source texts into inference meaning in order to be more understandable by the readers for implicit meaning stated in it based on its context of use in society. It indicated that this kind of research is more than a counting process, as the goal is to link the results to their context or to the environment in which they were produced. On the other hand, content or document analysis is a method that is applied for written or visual data with the purpose of identifying specific characteristic of materials. The materials can be taken from textbook, newspaper, television program, advertisements, musical composition, or any of a host of other types of documents (Donald et. al., 2010, p. 457). In this research, content analysis will use to analyze the content of speaking activities of the two versions of English textbooks which are based on textbook evaluation criteria and both of them are based on the 2013 Curriculum for The First Grade Student at Senior High School.

This research which focus on two versions of English textbooks published by government/ Kemendikbud and published by private

publications/ Erlangga.

The instruments used were two analysis matrixes, the first analysis matrix will use to explain how does the suitability of speaking activities in the English Textbook of first grade student published by the government/ Kemendikbud and private publications/ Erlangga fulfill the content aspects suggested in the syllabus of the 2013 curriculum? Then, the second analysis matrix will shows the percentage score in the textbook evaluation criteria which aim to find out which textbooks meet the content aspects better suggested by materials evaluation.

In collecting the data, the researchers used two versions of English Textbooks that are used at the Senior High School It refers to a technique of collecting data by gathering speaking activities in English textbook and analyzing documents, while a document is a communicable material used to explain some attributes of an object, systems or procedures (Sewagegn, 2020). It means that the qualitative data which is drawn with words and sentences, clustered following its category to gain conclusion. As for several steps that will be taken by the researcher, they are:

First, researcher chose the school that has already implemented the 2013 Curriculum. After the permission from the school to collect the data had been given, checking and asking the syllabus for their first grade students and the textbook which is used by the teacher and student in doing the learning process. Furthermore, copying the syllabus and collecting English textbooks, especially more focus on speaking activities, into the table that the researcher has made to collect data. This table is to find out the suitability of English textbook with the syllabus of the 2013 curriculum.

Second steps are followed by designing the textbook evaluation criteria checklist containing a set of standard criteria for evaluating English textbooks which will be derived from the guidelines materials evaluation, this guidelines checklist is to know which English textbook is the good one (Balachandra, 2014).

Third, to strengthen data and avoid information bias, researchers will also conduct interviews with English teachers about how they think about English textbooks commonly used in teaching and learning activities in class. This interview is only additional information for researchers in describing the data that has been collected.

Then, to find the percentage score of two versions of the textbooks, the researcher will use the formula:

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

Note:

P = Percentage

F = Frequency of fulfilled aspect criteria each unit.

N = The total number of criteria in each aspect.

The above formula was used to decide the results of data analysis as a final calculation was classified into one of four criteria proposed by Pusat Perbukuan (Arikunto, 2016).

Table 1. *The conversion of fulfilment*

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

## RESULTS AND DISCUSSION

### *Results*

The result of this research was divided into two parts. The first result shows the coverage of speaking activities contents in two versions of English textbooks published by the government (Kemendikbud) and private publications (Erlangga) for The First Grade Students of Senior High School in line with the 2013 Curriculum syllabus. The second result shows the percentage of which textbook is the good one between the two versions of English textbooks published by government and private publications by guideline material evaluation. There are 15 chapters of English material in the English textbook both published by government and private publications.

*The extent to which the textbook entitled “Bahasa Inggris” published by government suitable with the 2013 curriculum syllabus*

The material and activities in the textbook published by the government are already relatively easy to understand, especially for students who have not been able to understand English before. Then, the language use in the textbook that was published by the government above is relatively good to help in improving students’ speaking. As

shown in the table above, speaking activities in the textbook published by the government use the common or general language and correspond with our learning culture. On the other hand, the explanations and directions presented in speaking activities are also very clear, even though without instructions from the subject teacher, students can practise independently by using textbooks as their reference material in learning, and it is very necessary for students to avoid difficulties in learning, because basically students often feel less directed and do not know what to do understand English better. Furthermore, the table above also shown if material and speaking activities in the textbook published by the government are already suitable with the syllabus of the 2013 curriculum, which focuses on standard competence such as core competence and basic competence that includes in explain about elements of pre-communication and communication activities about vocabulary, structure, pronunciation, spelling, communicative expressions, role play, and simulation.

*The extent to which the textbook entitle “Pathway to English” Published by private publications suitable with the 2013 curriculum syllabus*

Based on the table of researcher analyze about the textbook published by private publications above, the researcher capable of describing if that textbook is difficult to understand for student who don’t has the ability about English before. Then, speaking contents on the textbook published by private publications has the high level of language, as we know our education system has been remove the English subject at school, it will show that if students are not really enough to learn English. Futhermore, because of this textbook are published by private publication, it has been suitable enough with the syllabus of 2013 curriculum.

*The result shows the percentage of which textbook is the good one between the two versions of English textbooks published by government and private publications by guideline material evaluation*

The percentages of materials evaluation in two versions of English textbook published by the government and textbook published by private publications for the first Grade Students of Senior High School based on the 2013 curriculum. There are 15 questions and every checklist for every

question was valuable 1 score. In the Textbook 1 (Published by Government) there is valuable 14 score and in the Textbook 2 (Published by Private Publications) there is valuable 11 score. Then, to find the total score of the instrument, the researcher will use the formulation below.

*Textbook 1 (published by government/ Kemendikbud)*

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

$$P = \frac{14}{15} \times 100\%$$

$$P = 93\%$$

Note :

P = Percentage

F = Frequency of fulfilled aspect criteria each unit

N = The total number of criteria in each aspect

Therefore, it can be concluded that the percentages of the textbook that published by government are 93%, based on the results, the researcher stated that “Basaha Inggris” textbook published by Government/ Kemendikud/ Textbook 1 was categorized as “good” with an average score 93%. This statement was according to Pusat Perbukuan.

*Textbook 2 (published by private publications/ Erlangga)*

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

$$P = \frac{11}{15} \times 100\%$$

$$P = 73\%$$

Note:

P = Percentage

F = Frequency of fulfilled aspect criteria each unit

N = The total number of criteria in each aspect

Therefore, it can be concluded that the percentages of the textbook that published by private publications are 73%, based on the results, the researcher stated that “Pathway to English” textbook published by Private Publications/ Erlangga/ Textbook 2 was categorized as “fair” with an average score 73%. This statement was according to Pusat Perbukuan.

### Discussion

The textbook is one of the determinants educations: success and failure of the quality of education depends on the textbook itself. The textbook is a

course book which is used in the teaching-learning process based on curriculum recommended for a teacher and student. The majority of teachers in Indonesia use textbooks as the main guideline for curriculum and learning resources, so that textbooks can support what teachers explain to students in the teaching and learning process.

Many textbooks do not contain enough speaking skill, which may be the reason why many students have difficulty with speaking and are very deficient in speaking skill (Lee, 2012). Textbooks are books prepared by experienced and qualified individuals and that the material contained in the reading materials is generally deliberately attempted in pilot concentration in the actual performance state prior to publication (Cunningsworth, 1984). The textbook provides ready-made teaching texts and learning tasks. Moreover, a textbook is an easily and cheaply way of preparing learning materials. Such a Tom Hutchinson and Eunice Torres (1994, p. 319) state that only a textbook is capable of showing as much as possible what is actually going to be done in the lesson.

### *Textbook published by government*

Textbook had 15 chapters. There were 15 lessons about interpersonal texts both oral and written. They were *Talking about Self* in Chapter 1, *Congratulating and Complimenting Others* in Chapter 2, *What are You Going to Do Today?* in Chapter 3, *Which One is Your Best Gateway?* in Chapter 4, *Let's Visit Niagara Falls* in Chapter 5, *Giving Announcement* in Chapter 6, *The Wright Brothers* in Chapter 7, *My Idol* in Chapter 8, *The Battle of Surabaya* in Chapter 9, *B.J. Habibie* in Chapter 10, *Cut Nyak Dhien* in Chapter 11, *Issumboshi* in Chapter 12, *Malin Kundang* in Chapter 13, *Strong Wind* in Chapter 14, and *You've Got a Friend* in Chapter 15.

From the analysis, it can be concluded that the author of the textbook had tried to arrange this book as perfect as possible, but as human being short of lack still appeared in this textbook. The author also had been trying to provide the activities which related to the context, but there are not always acceptable for students. Then, this textbook also has been suitable with the syllabus of 2013 curriculum it showed by matrix analysis that the researcher have been made.

The textbook that published by government were classified as “good” category based on guidelines

material evaluation. On the other hand, this textbook are really help students in learning, actually for students that really difficult to understand about English before. All content in the textbook are really useful and easy to understand, it will be good facilitated students in learning.

Each chapters in the textbook that published by government/ Kemendikbud is in a good category because it have suitabilities with the documentary checklist which is in the textbook that published by government/ Kemendikbud the interpersonal text can be found in some of the chapters which correspond with student daily life. It includes about the topic expression for introduction, where the student will talk about himself or herself. On page 29, there are any activities that make students understand about congratulating. On page 32, it explains about complimenting. And on page 40, it explains about the expressing intention.

The transactional text in the textbook that published by government/ Kemendikbud can be found in some of the chapters that explain that topic. On page 16, there are any activities that explain giving instruction to make students learn about guessing 'who am I?'. On page 39, there is a topic that makes students explain their opinion about some of the places. And on page 47, there are any activities that explain the topic about plans.

The functional text that be found in the textbook that published by government/ Kemendikbud. On page 81, there are any topic that explain about giving announcement. On page 110, 123, 134, and 145, it explains about recount text. On page 157, 172, and 183, it explains about narrative text.

There is so many of presentational text found in the textbook that published by government/Kemendikbud such as a person who told in the book, communication act, and illustration. On page 17, it shows that illustration that explains the topic about introducing. On page 27, there are any pictures that explain about activities for complete the blank. On page 34, there are any the illustration that expresses the topic about complimenting. on page 39, it explains about pictures that showing some place. On page 81, there are any illustrations about giving announcement. On page 120, 132, 143, 157, and 170, it shows some of the pictures of expert and types of recount and narrative text.

In textbook that published by government/Kemendikbud, it can be found some of

the text such as transactional, interpersonal, descriptive, narrative, and recount text. Some of the page are explains about particular type of text in explain about exposure. Then, in the textbook that published by government/Kemendikbud almost all of unit is include social function, generic structure, and linguistic features. On page 10 and 11, it explains about text structure and grammar review. On page 16, it shows that the language feature of content.

In the textbook that published by government/ Kemendikbud, actual production can be found almost in all of the chapters that explain about grammar review and text structure. On page 11, 43, 61, 89, 115, 127, 139, 151, 164, 176, and 188, it explains about grammar review on the content.

Besides that, the textbook that published by government/ Kemendikbud is coverage the syllabus and the learners can be absent of the class because the material explain is same topic. On page 108, 132, 143, and 169 are explain the topic about recount text and narrative text. Then, all of chapters in textbook that published by government/ Kemendikbud is include the task, all of chapters is explain about grammar/part of speech, and all of chapters is explain about vocabulary and pronunciation.

#### *Textbook published by private publications*

Textbook had 15 chapters. There were 15 lessons about interpersonal texts both oral and written. They were *Let's Do It!* in Chapter 1, *Would You Fill Out This Form, Please?* In Chapter 2, *I'm Sorry To Hear That* in Chapter 3, *What Should I Do?* In Chapter 4, *Too Hot, Too Cold* in Chapter 5, *Products on Discount!* In Chapter 6, *It Was Memorable Event* in Chapter 7, *A Story to Remember* in Chapter 8, *Whatever Will Be, Will Be* in Chapter 9, *Because of You* in Chapter 10, *Why Does It Occur?* In Chapter 11, *Both You and I* in Chapter 12, *What's the Difference?* In Chapter 13, *Why Is Water Like a Horse?* In Chapter 14, and *Make a Peaceful World Through a Songs* in Chapter 15.

The textbook published by private publications is already suitable with the syllabus, it showed that from the lesson that usually develop interpersonal in each chapter. But, textbooks are usually difficult to understand for students who do not understand English previously. Based on the guidelines

evaluation, this textbook categorized as “fair” based on percentages from Pusat Perbukuan.

In the textbook published by private publications/ Erlangga that can be found some of the text that relate with short interpersonal text such as making invitations, showing sympathy, advice, and etc. On page 9, it explains about invitation. On page 38, it explains the topic about words of sympathy. On the page 55, it explains about advice. On page 78, there are any activities that follow the situation.

In the textbook published by private publications/ Erlangga also can be found some of the text in the textbook is relate with the indicator such as discussing possibilities to do something. On page 5, it explains about instruction offering to do something. And on page 55 and 255, it explains about advice.

Some of the unit in the textbook published by private publications/ Erlangga can be found is offering an invitation, advertisement, recount text, report, narrative, explanation text and etc. On page 11, there are any topic that explains about offering an invitation. On page 82, it shows that the topic about advertisement. On page 108, it explains the topic about recount text. On page 125 and 209, it explains about report. And on page 134, it explains about narrative text.

There are so many of presentational text found in the textbook published by private publications/ Erlangga such as a person who told in the book, communication act, and illustration. On page 3, 8, 67, 82, 89, 104, 106, 132, and 221, there are any picture of activities. On page 7, 38, 52, 69, 217, and 219, there are any illustrations that showing about communication act.

In the textbook published by private publications/ Erlangga, it can be found many types of text such as recount text, report, narrative, and explanation text. On page 108, there are explains about recount text. On page 125 and 209, it explains about report.

In the textbook published by private publications/ Erlangga almost all of unit is include social function, generic structure, and linguistic features. On page 11, it explains about the structure in offering invitation. On page 53, it explains about the use of sentence ‘should have done’ on page 127, there are explain about the structure of report text. On page 130, it explains the structure of recount

text. And on page 161, it explains about the generic structure of narrative text.

In the textbook published by private publications/ Erlangga, actual production can be found almost in all of the chapters that explain about grammar review and text structure. On page 11, 53, 127, 130, and 161, there are explains about the generic structure of the text, and the textbook published by private publications/ Erlangga is coverage the syllabus.

Besides that, all of chapters in the textbook published by private publications/ Erlangga is include the task, and all of chapters in the textbook published by private publications/ Erlangga is explain about grammar/part of speech.

## CONCLUSION

First, based on the study of analyzing the English textbook published by Government/ Kemendikbud, the researcher concluded that the textbook was good to be used for the first grade of Senior High School that has started using 2013 Curriculum. This book fulfilled all the aspects of competence of 2013 Curriculum, and this textbook is suitable with the syllabus of 2013 Curriculum. On the other hand, this textbook is also categorized as “good” with the percentages 93% based on the guidelines evaluation and the percentages from Pusat Perbukuan. Then, this textbook is really useful and helpful to students in order to be easier to understand English with basic knowledge about English.

Secondly, based on the study in analyzing the English textbook published by Private Publications/ Erlangga, the researcher can concluded that the textbook was good enough to be used for the first grade of Senior High School that started using the 2013 Curriculum. This textbook was also suitable with the syllabus. Even though the researcher said this textbook is good enough for learning, but this textbook is not suitable for students who do not have basic competence about English. On the other hand, this textbook is categorized as “fair” with the percentages 73% based on the guidelines evaluation and the percentages from Pusat Perbukuan.

As the result, both of the textbooks that analyze above are categorized as good and fair, and they have differences in scores, which the textbook published by Government/ Kemendikbud/ Textbook 1 has the average percentages of 93%

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and the textbook published by Private Publications/ Erlangga/ Textbook 2 has the average percentages of 73%.

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