

An Analysis of English Speaking Materials in the Textbook “Bahasa Inggris SMA” based on Dat Bao’s Theory at the Eleventh Grade of SMA Swasta Santu Xaverius Gunungsitoli 2022/2023

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ABSTRACT

This research aimed to analyze whether the content of “Bahasa Inggris SMA” textbook in the part of its speaking material is in line with Dat Bao’s theory. This research used descriptive research type with the content analysis. The data was English textbook “Bahasa Inggris SMA” used by eleventh grade students of SMA Swasta Santu Xaverius Gunungsitoli that consist of eight Chapters. The research instruments were textbook evaluation sheet and interview sheet. The data was then analyzed by using assessment rubric of Dat Bao’s theory that consists of four main aspects, namely; linguistic support, content-based and affective support, skill support, and diversity and flexibility. Thereafter, the researcher presented the data with percentage of scoring and interpreted it into a description paragraph. The result of study showed that English textbook “Bahasa Inggris SMA” did not successfully fulfill Dat Bao’s theory, where the linguistic support was (73.95%), content-based and affective support (48.43%), skill support (70.31%), and diversity and flexibility (58.31%). The percentage showed that it was still lacking of linguistic input in pronunciation section, lacking of supporting students’ cultural and visuals that support verbal learning, lacking of supporting communicative functions and strategies, and lacking of variety of speaking activities. From the research findings, the researcher suggested that the textbook needs to be developed in terms of its content of speaking materials. Subsequently, both ELT teacher and textbook writer should concern and pay attention with the content of the textbook suggested by Dat Bao’s theory.

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1. INTRODUCTION

Teaching and learning process is inextricably linked to its auxiliary elements, including learning materials, facilities, methodologies, resources and so on. Textbooks are one of the learning materials and as the key elements in the teaching and learning process. The textbook assists both students and teachers in locating and preparing learning resources for their charges. According to Cunningsworth, Khoo & Knight, Richards, and Torres in (Mansyur, 2021), textbooks are crucial teaching tools in the process of teaching a language. Consequently, the availability of textbooks is essential to advancing learning and realizing educational objectives. In addition, Cunningsworth in (Ratmanida & Suryanti, 2020) states that the majority of the goals and objectives in textbooks have been designed based on what students need to learn, making their use very beneficial.

Indonesian education system highlights the textbooks as one of the essential elements in the curriculum. It emphasizes that textbooks must address the needs of students in schools in order to enhance the quality of education in Indonesia. In addition, English has become as a foreign language in Indonesia. It makes English as a mandatory subject that is taught at school. Thus, in the practice of teaching English as foreign language, textbook is one of the most essential tools for a language. English textbooks are generally including four skills that students must master, as one of them is the speaking skill. According to Chaney, Cameron, in (Sanusi, Triansyah, Muhammad, & Susanti, 2023), speaking skill is the process of delivering meaning or messages to other people through verbal on non-verbal symbols. Which means that, speaking skills is ability to convey idea to someone. Based on the current curriculum in Indonesia especially 2013 curriculum in (Kurniati, 2013), the primary focus of English language instruction is communication. Since speaking abilities are so vital, it is essential to make sure that the English speaking materials are well-written and meet the needs of the students. Hence, it is crucial to pay attention to the quality of good books, especially appropriate speaking materials, in order to satisfy students' achievement in developing speaking skills.

Concerning to appropriateness of speaking material in its mission for student well-gained achievement/speaking competence such an analysis in this matter is essential. Leaping from this point, one of the theories that are suitable to achieve this goal is Dat Bao's theory (2013). For numerous reasons, the researcher selected Dat Bao's theory to examine the speaking materials in the textbook. First, Dat Bao's theory is a theory that focuses on the development of English speaking materials, whereas many prior theories, such as Cunningsworth (1995), Grethen (2003), Jahangard (2007), Brian Tomlinson, and others, only focus on textbook criteria. The second reason was that Dat Bao's theory has never been employed in study, particularly in the universities of Nias Island. Thus, the researcher was interested in investigating it. The final reason was the researcher believed that speaking materials (textbook) are learning materials that will influence students' performance in understanding English. Therefore, by using the criteria from Dat Bao's theory, researchers, teachers, or students can see the right book to be the main learning material.

Based on Dat Bao's theory (2013), English speaking materials are categorized into four elements, namely; linguistic support, content-based and affective support, skill support, and diversity and flexibility. First, linguistic supports include appropriateness and sufficient linguistic input. The second is content-based and affective support is the teaching resources that inspire children and match their needs for imagination, creativity, and cultural sensitivity. The third, skill support is resources or exercises that encourage students to speak up and process the information. The last, diversity and flexibility are adequate flexibility in the content to allow different degrees of interest, maturity, and learning preference. Having four criteria of English speaking materials will help and support students to master English Speaking skill. However, contrary to the expectation of fit and appropriateness speaking materials, based on the preliminary data during the Internship Program (*Magang*) in 2022 and the result of interview with ELT teacher on March 04th, 2023, the researcher found several intriguing phenomena that occur in the textbook "*Bahasa Inggris SMA*" used by the eleventh grade students at SMA Swasta Santu Xaverius Gunungsitoli, especially in the speaking material section.

The researcher saw these materials were slightly deviate from the point of concept of Dat Bao's theory. First, there was a lack of content materials. ELT teacher was still looking for other book that supports the main book used by students. Thus, ELT teacher spent energy and time looking for books that were suitable for speaking materials. Second, speaking materials were not varied, so teachers have to think creatively to find other speaking materials or exercises from other sources. Whereas, an adequate book should meet the needs of students, for example, speaking materials that can be in the form of conversations, drills, debates, and others. The last was the speaking ability of students who were still passive. Although influenced by various things, speaking materials in the textbooks were also played the highest dominance. From these phenomena, the researcher assumed that there were elements in the materials (textbook) in need of detailed investigation.

Taking the issues into consideration, the researcher intended to bring them into critic analysis on the English speaking material of "Bahasa Inggris SMA" textbook of ELT used by teacher and students in SMA Swasta Xaverius Gunungsitoli. The textbook composed by the Ministry of Education and (Mukhibat, 2016). In conducting this research, the researcher used the descriptive qualitative research. In descriptive analysis, the text or data are used to explain the phenomena in terms of how we understand it to be (Zebua, 2022). In collecting the data, the researcher did interview to the ELT teacher, analyzing the speaking material in the textbook, evaluating the speaking material, interpreting the data descriptively, and reporting the data. Hence, the focus of the research was to analyze the speaking materials in the textbook based on Dat Bao's theory. The research questions of the research were as follows; a). How is Dat Bao's theory present in English speaking material? B). Does the content of "Bahasa Inggris SMA" textbook in the part of its speaking material in line with Dat Bao's theory?

2. METHODS

This researcher used the qualitative research method with the content analysis. According to (Harefa, Lase, & Zega, 2023; Zebua, 2022), qualitative research is concerned with describing phenomena that occur and how we think about or respond to them in terms of the meanings people assign to them, which is qualitative researcher look at things in their natural environments. The researcher conducted this research on May 17th – June 17th 2023. The data was English textbook "Bahasa Inggris SMA" (in the part of its speaking materials) used by Eleventh grade students of SMA Swasta Santu Xaverius Gunungsitoli in 2022/2023. The textbook was published the Ministry of Education and Culture in 2017 (second edition). The researcher collected the data from all the chapters (8 chapters) by using textbook evaluation sheet of Dat Bao's theory and interview sheet.

In order to perform the research, the researcher organized a number of data collection techniques, namely; preparing the textbook evaluation sheet of Dat Bao's theory as the guideline, interviewing the ELT teacher, picking the English textbook "Bahasa Inggris SMA" to be analyzed, taking sample from the textbook (part of speaking material for all chapters), validating the document, analyzing and collecting the data from that textbook, calculating the data, describing the result, taking conclusion, and reporting the final result of the research. In summing up the compatibility of the English speaking material in the textbook, the researcher used the following formula to help presenting the data in forms of numbers. The formula is proposed by Serasi et al., (2021), as follows;

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

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

Furthermore, the researcher used criterion Referenced Evaluation proposed by (Nurgiyantoro, 2016) in Serasi et al., (2021) to determine the quality of textbook (Materials). It is presented as follows;

Table 1. The Criterion Referenced Evaluation

| No. | Interval Percentage | Description |
|-----|---------------------|-------------|
| 1. | 81%-100% | Very Good |
| 2. | 61%-80% | Good |
| 3. | 41%-60% | Fairly good |
| 4. | 21%-40% | Bad |
| 5. | 0%-20% | Very bad |

In producing accurate data, data analysis, and data interpretation, the researcher used textbook evaluation sheet as a rubric assessment of Dat Bao's theory (2013), as follows;

Table 2. Textbook Evaluation Sheet based on Dat Bao's Theory

| No. | An aspect of content analysis | Indicators of content analysis | Descriptions of Scoring | Score (1-4) |
|-----|-------------------------------|--|---|-------------|
| 1. | Linguistic Support | 1. The material provides suitable linguistic input. | 4 : The material provides suitable linguistic input of speaking materials that consist of 3 parts, namely section for pronunciation, vocabulary, and speaking activities. 3 : The material provides suitable linguistic input of speaking materials that consist of 2 parts. 2 : The material is lacking of suitable linguistic input of speaking materials. 1 : The materials do not provide any suitable linguistic input of speaking materials. | |
| | | 2. Materials assists students get familiar with many characteristics of spoken language. | 4 : The materials assists students get familiar with 7 characteristics of spoken language in the material namely adjacency pairs, exchange, turn-taking, transaction and topic, interactional and transactional talk, telling Stories and anecdotes, and speech and grammar. 3 : The materials assists students get familiar with 6 characteristics of spoken language in the material. 2 : The materials assists students get familiar with 4 characteristics of spoken language in the material. 1 : The materials assists students get familiar with 2 characteristics of spoken language in the material | |
| | | 3. Vocabulary provided in the materials. | 4 : The materials provide 8 kinds of vocabularies (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection), based on the technical words (familiar words), and easy to understand. 3 : The materials provide 6 kinds of vocabularies, based on the technical words (familiar words), and easy to understand. 2 : The materials provide 4 kinds of vocabularies, based on the technical words (familiar words), and easy to understand. | |

| No. | An aspect of content analysis | Indicators of content analysis | Descriptions of Scoring | Score (1-4) |
|-----|-------------------------------------|--|--|-------------|
| 2. | Content-based and Affective Support | 1. The materials satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities. | <p>1 : The materials provide 2 kinds of vocabularies, based on the technical words (familiar words), and difficult to understand.</p> <p>4 : The materials consist of 4 parts, namely image of the inspired parts, variety of speaking activities that activate cultural and individual knowledge, most of the tasks are for pair work, and group works, and based on the learners' individual and cultural backgrounds.</p> <p>3 : The materials only consist of 3 parts that satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities.</p> <p>2 : The materials only consist of 2 parts that satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities.</p> <p>1 : The materials only consist of 1 part and lacking of satisfying learners with moments of inspiration, imagination, creativity and cultural sensibilities.</p> | |
| | | 2. The materials provide visuals that inspire and support verbal learning. | <p>4 : The materials provide 6 varieties visual materials such as of pictures, diagrams, maps, charts, posters, and caricatures to support students' verbal learning.</p> <p>3 : The materials provide 4 varieties of visual materials to support students' verbal learning.</p> <p>2 : The materials provide 2 varieties of visual materials to support students' verbal learning.</p> <p>1 : The materials provide only 1 of visual materials to support students' verbal learning.</p> | |
| | | 3. The speaking activities lead students to utilize their cultural and individual knowledge. | <p>4 : The speaking activities lead students to utilize their local cultural and individual knowledge through collaborative conversation and group discussion.</p> <p>3 : The speaking activities only marginally lead students to utilize their local culture and individual knowledge through collaborative conversations and group discussions.</p> <p>2 : The speaking activities only marginally lead students to utilize their local culture and limitation of speaking activities that encourage students to use their individual knowledge.</p> <p>1 : The speaking activities don't lead students to utilize their local cultural and individual knowledge.</p> | |
| | | 4. The materials give | 4 : The materials give much conditions where can use real object and real activities within the | |

| No. | An aspect of content analysis | Indicators of content analysis | Descriptions of Scoring | Score (1-4) |
|-----|---|---|--|-------------|
| | | conditions for unrestrained improvisation | learners' environment to facilitate the teaching and learning process to be more practical and tangible. | |
| | | . | 3 : The materials only give a few materials that give conditions where can use real object and real activities within the learners' environment to facilitate the teaching and learning process to be more practical and tangible. | |
| | | | 2 : The materials only give materials that limited students to use real object and real activities to facilitate the teaching and learning process to be more practical and tangible. | |
| | | | 1 : The materials do not give conditions where can use real object and real activities to facilitate the teaching and learning process to be more practical and tangible. | |
| | 5. The cultural content relevant to the learners' cultural sensitivities. | | 4 : The material has the cultural content that relevant to the 6 of learners' cultural sensitivities namely religion, ethnicity, race, national origin, language, or gender. | |
| | | | 3 : The material has the cultural content that relevant to the 4 of the learners' cultural sensitivities. | |
| | | | 2 : The material has the cultural content that relevant to the 2 of the learners' cultural sensitivities. | |
| | | | 1 : The material has the cultural content moreover do not relevant to the learners' cultural sensitivities. | |
| | 6. The topics invite to debate | | 4 : The materials provide topic that invite to debate, giving section for debatable activities, or activities that invites debating on the students' answer. | |
| | | | 3 : The materials provide a few topics that invite to debate, giving section for debatable activities, or activities that invites debating on the students' answer. | |
| | | | 2 : The materials only provide topic that invite to debate, and lacking of debatable activities, or activities that invites debating on the students' answer. | |
| | | | 1 : The materials do not provide any topic that invite to debate, giving section for debatable activities, or activities that invites debating on the students' answer. | |

| No. | An aspect of content analysis | Indicators of content analysis | Descriptions of Scoring | Score (1-4) |
|-----|-------------------------------|--|--|-------------|
| 3. | Skill Support | <p>1. Speaking activities give students opportunities to share and process information.</p> <p>2. The language presents and organized facilitate verbal discussion effectively.</p> <p>3. The activities provide learners with a wide range of communicative functions and strategies.</p> <p>4. Speaking activities</p> | <p>4: The materials give many opportunities to students to share and process information through 7 activities namely group work or pair work, dialogue, questionnaires or surveys, picture description, information gap, role play, and storytelling</p> <p>3: The materials give opportunities to students to share and process information through 5 activities.</p> <p>2: The materials give opportunities to students to share and process information through 3 activities.</p> <p>1: The materials give opportunities to students to share and process information through 1 activity.</p> <p>4: The language presents material of verbal discussions (dialog/conversation, group discussion) and the language presents of choosing words/expressions, and how to pronounce effectively.</p> <p>3: The language presents material of verbal discussions (dialog/conversation, group discussion) and the language only presents of choosing words/expressions.</p> <p>2: The language presents material of verbal discussion in limitations of activity and words/expressions.</p> <p>1: The language don not presents material of verbal discussions (dialog/conversation, group discussion) and choosing words/expressions</p> <p>4: The activities provide learners a lot of communicative functions such as the expressions in social context, and providing 5 of communicative strategies such as time-gaining, maintenance, modified interaction, help-seeking, and self-solving clearly and structural.</p> <p>3: The activities provide learners some of communicative functions, and providing 3 of communicative strategies clearly and structural.</p> <p>2: The activities provide learners little (one or two) of communicative functions, and providing 2 of communicative strategies.</p> <p>1: The activities do not provide learners communicative functions, and do not provide communicative strategies clearly and structural.</p> <p>4: The speaking activities provide more than 3 interpersonal communications, namely</p> | |

| No. | An aspect of content analysis | Indicators of content analysis | Descriptions of Scoring | Score (1-4) |
|-----|-------------------------------|--|--|-------------|
| | | provide several forms of interpersonal communication, such as monologues, dialogues and group discussion. | monologues, dialogues and group discussion. 3 : The speaking activities provide 3 interpersonal communications. 2 : The speaking activities provide 2 interpersonal communications. 1 : The speaking activities provide 1 interpersonal communication. | |
| 4. | Diversity and Flexibility | 1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest. 2. Activities cover a variety of different proficiency levels. 3. The materials provide a variety of speaking activities. | 4 : The materials provide many speaking activities, attractive lesson with pictures, that serve more than one type of learning style, proficiency, maturity and interest. 3 : The materials provide only a few speaking activities, attractive lesson with the good material design. 2 : The materials provide speaking activities, moreover lacking of attractive lesson. 1 : The materials do not any speaking activities or attractive lesson with the good material design. 4 : Speaking activities cover variety of activities that can cover beginner level, intermediate, and advanced level to push the student's fluency, pronunciation, vocabulary, and grammar. 3 : Speaking activities cover variety of activities that can cover two levels to push the student's fluency, pronunciation, vocabulary, and grammar. 2 : Speaking activities cover variety of activities that can cover one level to push the student's fluency, pronunciation, vocabulary, and grammar. 1 : Speaking activities do not cover variety of activities that can cover one level to push the student's fluency, pronunciation, vocabulary, and grammar. 4 : The materials provide 8 variety of speaking activities including Acting from a script (dialog/conversation), discussion activity/debating a topic, communication game activity, prepare talk (reporting) activity, information gap activity, questionnaires/interview activity, demonstration/simulation activity, and role play activity. 3 : The materials provide 6 variety of speaking | |

| No. | An aspect of content analysis | Indicators of content analysis | Descriptions of Scoring | Score (1-4) |
|-----|-------------------------------|--------------------------------|---|-------------|
| | | | activities. | |
| | | | 2 : The materials provide 4 variety of speaking activities. | |
| | | | 1 : The materials provide 2 variety of speaking activities. | |
| | Total score | | | |
| | Category | | | |

Moreover, in the data analysis technique, the researcher used qualitative data analysis that follows the (Miles, Huberman, & Saldana, 2020) Since the model is consistent with the four key steps are data collection, data reduction, data display, and conclusion drawing and verification as follows;

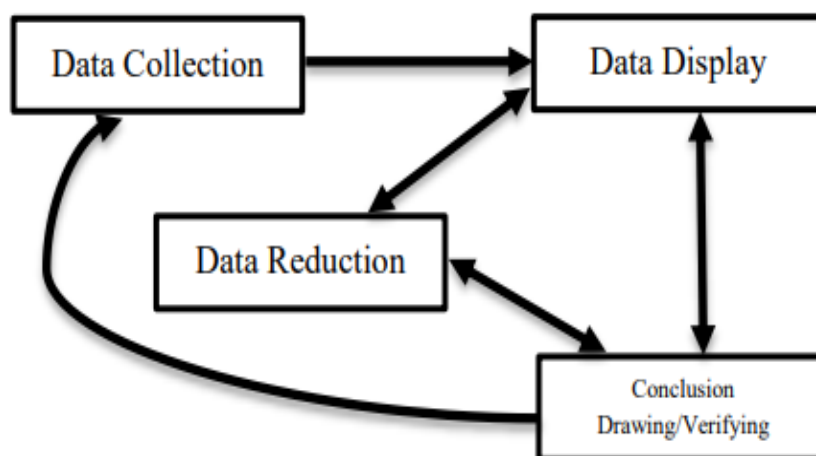


Figure 1. Miles and Huberman's Model (1992)

3. FINDINGS AND DISCUSSION

Research Findings

The researcher described the result of research based on the data collected. This study's content analysis data was gathered by the textbook evaluation sheet, which was composed of indicators of content analysis that assisted the researcher in mapping the nature of the textbook. It concentrated on examining elements and drawing broad conclusions from content analysis of speaking materials in the textbook "Bahasa Inggris SMA" for eleventh grade has eight chapters in total. Moreover, the researcher also conducted an interview to the ELT teacher to get more information about her experience while using the textbook. It aimed to compare the usage of textbook by the ELT teacher with the content analysis of the textbook based on Dat Bao's theory.

a. Linguistic Support

For linguistic support, there are three indicators examine in the textbook. In the part of linguistic support was categorized in a good category (73.95%). Moreover, it was still not fully supported the linguistic input in pronunciation section and some parts of spoken language and vocabulary. The result of analysis presented as follows;

Table 3. The Analysis of Linguistic Support

| No | An aspect of content analysis | Indicators of content analysis | Quality of content |
|----|-------------------------------|--|--------------------|
| 1. | Linguistic Support | 1. The material provides suitable linguistic input. | 24 |
| | | 2. Materials assists students get familiar with many characteristics of spoken language. | 22 |
| | | 3. Vocabulary provided in the materials. | 25 |
| | Total score | | 71 |
| | Percentage | | 73,95% |
| | Category | | Good |

b. Content-Based and Affective Support

For Content-Based and Affective Support, there are six indicators examine in the textbook. In the part of content-based and affective support was categorized in a good category (48.43%). Moreover, it was still not fully supported students' cultural, visuals that support verbal learning, and section of debating. The result of analysis presented as follows;

Table 4. The Analysis of Content-Based and Affective Support

| No | An aspect of content analysis | Indicators of content analysis | Quality of content |
|----|-------------------------------------|--|--------------------|
| 2. | Content-based and Affective Support | 1. The materials satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities. | 24 |
| | | 2. The materials provide visuals that inspire and support verbal learning. | 8 |
| | | 3. The speaking activities lead students to utilize their cultural and individual knowledge. | 11 |
| | | 4. The materials give conditions for unrestrained improvisation. | 28 |
| | | 5. The cultural content relevant to the learners' cultural sensitivities. | 8 |
| | | 6. The topics invite to debate | 14 |
| | Total score | | 93 |
| | Percentage | | 48,43% |
| | Category | | Fairly Good |

c. Skill Support

For Skill Support, there are four indicators examine in the textbook. In the part of skill support was categorized in a good category (70.31%). Moreover, it was still not fully supported communicative functions and strategies. The result of analysis presented as follows;

Table 5. The Analysis of Skill Support

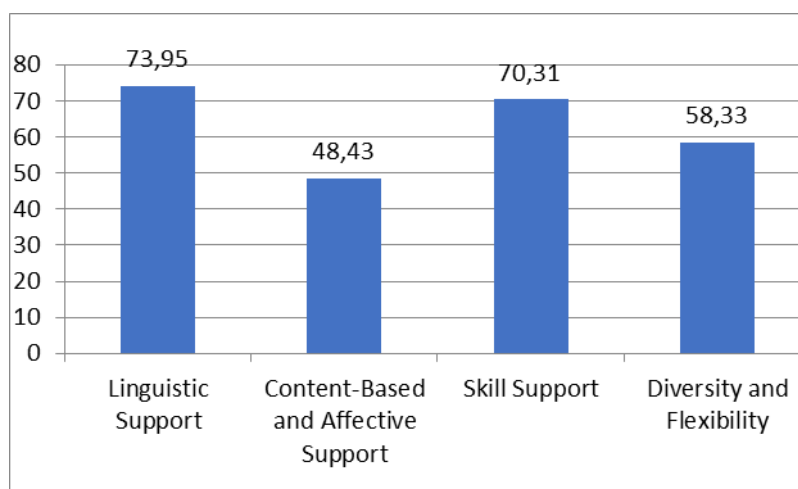
| No | An aspect of content analysis | Indicators of content analysis | Quality of content |
|-------------|-------------------------------|--|--------------------|
| 3. | Skill Support | 1. Speaking activities give students opportunities to share and process information. | 17 |
| | | 2. The language presents and organized facilitate verbal discussion effectively. | 24 |
| | | 3. The activities provide learners with a wide range of communicative functions and strategies. | 23 |
| | | 4. Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion. | 26 |
| Total score | | | 90 |
| Percentage | | | 70,31% |
| Category | | | Good |

d. Diversity and Flexibility Support

For Diversity and Flexibility Support, there are four indicators examine in the textbook. In the part of diversity and flexibility was categorized in fairly good category (58,33%). Moreover, it was still not fully supported variety of speaking activities to serve more than learning style, proficiency, interest, and maturity. The result of analysis presented as follows;

Table 6. The Analysis of Diversity and Flexibility

| No | An aspect of content analysis | Indicators of content analysis | Quality of content |
|-------------|-------------------------------|--|--------------------|
| 4. | Diversity and Flexibility | 1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest. | 16 |
| | | 2. Activities cover a variety of different proficiency levels. | 24 |
| | | 3. The materials provide a variety of speaking activities. | 16 |
| Total score | | | 56 |
| Percentage | | | 58,33% |
| Category | | | Fairly good |

Diagram 1. The Overall Value

The Result of the Interview with ELT Teacher

The researcher conducted a structured interview to collect the research data with the ELT teacher on Tuesday, May 30th 2023. The interview held in SMA Swasta Santu Xaverius Gunungsitoli. In conducting the interview, the researcher gave ten questions to the ELT teacher that related to the Dat Bao's theory, particularly in the textbook used by eleventh grade. Based on the interview, ELT teacher said that the textbook provided suitable linguistic input, such as proper pronunciation practice as well as understandable vocabulary. In the part of content based-affective support, the ELT teacher stated that speaking material in the textbook satisfy students with moments of inspiration, imagination, and creativity. However, cultural sensitivity may be lacking, which was the language styles did not yet cover the social situation in Indonesia. In the part of skill support, ELT teacher delivered that the speaking activities give students opportunities to share and process information about famous tourist attractions that are already available in the text. The speaking activities also provided in the forms of monologues, conversations, group discussions and also practice listening to a text from the textbook. Lastly, in the part of diversity and flexibility, ELT teacher said that the material in the book guides students in carrying out several different types of learning styles such as a visual learning style that relies on seeing pictures, an auditory learning style that relies on hearing, and a kinesthetic learning style that relies on students' movements to practice directly what they say. In the end of the day, ELT teacher stated that the author of the textbook has arranged the textbook as perfect as possible, moreover as human being short of lack still appeared in this textbook.

Discussion

From the analysis of the research findings has shown the quality of English textbook "*Bahasa Inggris SMA*" used by eleventh grade. The quality of the textbook has shown by using percentages. Based on the percentage of research findings, it did not successfully fulfill in some aspects of Dat Bao's theory.

- Linguistic Support in the Textbook "*Bahasa Inggris SMA*". From analyzing, most of the criteria in all chapters got score 3, except to the linguistic input in part of section of pronunciation. The section of pronunciation should put in the textbook to help the students to learn how to pronounce the vocabulary and make the fluent to do the conversation. Furthermore, by providing section of pronunciation, the students are able to learn it outside of the classroom and being self-investment. In the part of speaking activities and vocabulary is good.
- Content-Based and Affective Support in the Textbook "*Bahasa Inggris SMA*". The material in the textbook did not touch more the cultural in Indonesia. Most of topic of speaking activities refers to the target culture. So, in the end, it got score 3 for all Chapters. It should balance with local culture

- in Indonesia that creates moments of cultural sensibilities and cultural sensitivities. Similarly, Ministry of Education and Culture emphasize that textbook should balance the representative cultural in the textbook includes source culture, target culture, or international culture to support student's intercultural competence.
- c. Skill Support in the Textbook "*Bahasa Inggris SMA*". What the researcher found in the textbook, some of the criteria got the low score. Variety of speaking activities is still lacking. The textbook provided interpersonal communication such as dialog or conversation, role play, and group discussion. Moreover, in some students' project, it gives more instruction to students doing different activities such as making video, presentation, etc. Moreover, it was lacking of providing the section of pronunciation. Its impact is lacking of communicative functions and strategies.
 - d. Diversity Flexibility in the Textbook "*Bahasa Inggris SMA*". In analyzing the textbook, the researcher found of lacking variety of materials/speaking activities also lacking of pictures inspired passages. Because of its limitations, it could not provide attractive materials that serve more than one type of learning, style, proficiency, maturity, and interest.

Regarding to the interview, the researcher found two incompatibility answers from interviewee with the result of analysis content by using Dat Bao's theory in the textbook "*Bahasa Inggris SMA*". It presented as follows;

Table 7. Incompatibility of Interviewee's Answer with Analysis Content

| Analysis of Interviewee's Answer about the Textbook | Content Analysis by using Dat Bao's Theory |
|---|--|
| <i>In the part of suitable linguistic input such as section pronunciation and vocabulary</i> | |
| Clearly, the ELT teacher explained that the textbook had section of pronunciation practice and also matching English vocabulary to student. | Based on the content analysis of textbook showed that there was no any section of pronunciation for all Chapters, and also there was no matching English vocabulary to students. |
| <i>In the part of speaking activities</i> | |
| ELT teacher said that the textbook provided many speaking activities. One of them was listening practice from the text. | In analyzing the textbook, it showed that there was no instruction of section for students to practice listening. It is contrasted with the interviewee's answer. |

In addition, based on the investigation that has been done by the researcher used Dat Bao's theory, the researcher found inaccuracies in some parts of elements. The theory gives criteria to give score and expected to reach the elements. But, sometimes it is incompatibility with the content of the textbook. Therefore, the researcher suggested to future researchers to develop the criteria of scoring suggested by Dat Bao's theory to do the content analysis. Moreover, the researcher also recommended the Dat Bao's theory to analyze the other book to have the varied of study in the future.

4. CONCLUSION

Dat Bao's theory presents in English speaking materials in the textbook by providing four main aspects namely; linguistic support, content-based and affective support, skill support, and diversity and flexibility. These aspects have the crucial function to support the teaching-learning process and help students to learn English speaking material well.

Furthermore, from the result analysis showed that speaking materials “Bahasa Inggris SMA” textbook were not successfully fulfill Dat Bao’s theory. In the part of linguistic support was categorized in a good category (73.95%). Moreover, it was still not fully supported the linguistic input in pronunciation section and some parts of spoken language and vocabulary. In the part of content-based and affective support was categorized in a fairly good category (48.43%). Moreover, it was still not fully supported students’ cultural, visuals that support verbal learning, and section of debating. In the part of skill support was categorized in a good category (70.31%). Moreover, it was still not fully supported communicative functions and strategies. And in the part of diversity and flexibility was categorized in fairly good category (58.33%). Moreover, it was still not fully supported variety of speaking activities to serve more than learning style, proficiency, interest, and maturity.

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