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MACAM TIPE KEGIATAN BERBICARA DALAM "BUKU BAHASA INGGRIS" UNTUK SEKOLAH KEJURUAN PARIWISATA DI RUTENG

Yosefina Helenora Jem¹, Ely H. Selamat², Raymundus Beda³, Helena Saimun⁴

^{1,2,3,4}Jurusan Pendidikan Bahasa Inggris, Universitas Katolik Indonesia Santu Paulus Ruteng. Jalan Ahmad Yani No. 10, Ruteng-Flores-NTT, 86518. Indonesia.

E-mail: jemyosefina@gmail.com¹, ely.selamat@gmail.com²

Abstrak

Penggunaan buku teks dalam kegiatan pembelajaran khususnya pembelajaran Bahasa Inggris sudah tidak diragukan lagi. Oleh karena itu, penelitian ini bertujuan untuk menginvestigasi kegiatan berbicara yang ditampilkan dalam buku teks *Bahasa Inggris* untuk sekolah kejuruan pariwisata. Isi dari buku teks dideskripsikan dan dianalisis dengan menggunakan metode deskriptif kualitatif. *Buku Bahasa Inggris Kelas X* dipilih sebagai sumber data. Data-data yang terkumpul dianalisis melalui beberapa langkah berikut: (1) mengelompokkan data ke dalam jenis kegiatan berbicara (Acting from Script, Communication Games, Discussions, Paper Talk, Questionnaires, Simulation and Role Play) and (2) mengidentifikasi jenis kegiatan berbicara yang paling dominan. Hasil penelitian menunjukkan buku Bahasa Inggris Kelas X mengandung enam jenis kegiatan berbicara dan didominasi oleh kegiatan berbicara prepare talk

Kata kunci: Buku teks; Kegiatan Berbicara; Buku Bahasa Inggris Kelas X

TYPES OF SPEAKING ACTIVITIES IN "BUKU BAHASA INGGRIS" FOR TOURISM VOCATIONAL HIGH SCHOOL

Abstract

The use of textbooks as a media in teaching learning processes especially in English Language Teaching cannot be denied. That's why this present study is intended to investigate types of speaking activities presented in buku Bahasa Inggris for Tourism Vocational High School. The content of an English text book was described and analyzed by using a descriptive qualitative method. Buku Bahasa Inggris kelas X had been chosen as the source of data. The collected data were analyzed through some steps such as (1) classifying the data into types of speaking activities (Acting from Script, Communication Games, Discussions, Paper Talk, Questionnaires, Simulation and Role Play) and (2) identifying the dominant type of speaking activities. The result indicates buku Bahasa Inggris Kelas X contains six types of speaking activities and it is dominated by speaking activity of prepared talk

Keywords: Text Book; Speaking Activities; Buku Bahasa Inggris Kelas

INTRODUCTION

Since 2013 English standard competence for Vocational High School students stresses on the development of students' competence and skill in

communication. As a consequence, several aspects of the teaching learning process, especially the teaching material such as textbooks, need to be considered to achieve the competence. The existence of textbooks as media in

TLP is considered useful because most goals and aims have already been prepared in a set of practices based on what students need to learn (Cunningsworth, 1995).

The textbook itself plays a role as the main source of learning material for teachers and students (Tomlinson, 2011). Further, Richard (2001) mentions the strengths of a textbook such as providing structure and a syllabus for a program, helping standardized instruction, maintaining quality, providing a variety of learning sources, being efficient, providing effective language models and input, training teachers and being visually appealing.

Text books are mentioned as one media in the teaching learning process. It is mentioned as a general element of ELT teaching (Hutchinson & Torres, 1994; Tsiplakides, 2011). It is a standard book of lessons in a certain field of study arranged by the experts of the field for instructional purposes and compiled by harmonious teaching media and easily understood by the user in schools and colleges to receive a teaching program (Tarigan, 1993). Moreover, it is assumed that the best scene of a text book is when it is designed for a learner centered to help learners focus on learning and give them a role in the decision making process in the classroom. As a consequence, a textbook can be used as the guideline for both teachers and students in the teaching learning process by considering the curriculum and should fulfil students' needs in learning.

Regarding to the function of text book in TLP, it had been mentioned six functions and roles of textbook namely a resource of presentation material, a source of activities for practice and communicative interaction, a reference book (grammar, vocabulary, pronunciation), a syllabus, a resource for self-directed learning or self-access, and a support for less experienced teachers (Cunningsworth, 1995). Besides, the use of textbooks in

teaching English as foreign or second language are based on some reasons: *first*, textbooks are essential in ELT contexts because it is difficult for teachers themselves to construct their own teaching material. *Second*, textbooks minimize preparation time by providing ready-made teaching texts and learning tasks. *Third*, textbooks can serve both as a syllabus and as a framework of classroom progress, a measure by which teaching can be evaluated by external stakeholders (Sheldon, 1988).

As it has been believed that choosing a textbook in TLP is challenging. The teacher cannot just pick-up the books. They have to consider the following criteria Greene and petty (in Tarigan, 1993): first, the textbook should be interesting and attractive. Second, it is able to motivate the learners. Third, its content must be illustrative and consider the linguistic aspect. Fourth, it should be able to stimulate the personal activity of the learners. Fifth, it must be clear in written and has a clear point of view. Last, it should respect the differences of the individual. In line with this, Weddel (in Reid & Kováčiková, 2017) mentions some criteria of a good English textbook such as: is in correlation with the national and school curriculum, is up to date, contains relevant content, takes into account linguistic and cultural diversity of the population, promotes intercultural awareness, contains learner-centred materials and content, contains teacher-friendly instructions and materials, integrates all four language skills, incorporates life skills, respects principles of particular age group and these should be implemented in format, context and design.

Considering the usefulness of textbooks in TLP, numbers of research had been conducted to investigate the benefit of using textbooks in teaching English. It is psychologically necessary for students since their improvement and achievement can be measured

concretely and directly when it is used in English classroom (Haycroft, 1998). It is more credible than teacher-generated materials and fairly low-priced and saves the teacher's time in preparing lesson plans (Sheldon, 1988). Moreover, a textbook is considered subtle to students' need, even if it is not written specifically for them, it saves time and money, and gives space for adaptation and improvisation to fit the requirement of a real teaching situation (Cunningsworth, 1995; O'Neill, 1982).

The teaching of English for Vocational High School students involves the students to communicate in English which focused on communicative competence especially speaking. To facilitate this purpose, a textbook has been chosen by the teacher. The chosen textbook contains some kinds of speaking activities namely conversation practice, monolog, prepared talk, discussion, questionnaires, role-play, and communication games (Lesmana, 2015). In line with her, Wulandari et al (2019) found that the textbook has varied speaking activities such as role play, drill, discussion, interview, information gap activity, reporting and story-telling.

Based on the mentioned studies above, this research then wants to investigate types of speaking activities presented in students' textbook "Buku Bahasa Inggris Kelas X for SMK Swakarsa Ruteng. This textbook is used as a learning source for students of the school. The school itself is a vocational high school which concerns on tourism aspects in which students are hoped to be able to speak English fluently. In addition, students of this school are prepared to enter the working world in the tourism sector.

Because of this reason, the focus of the school is then on the productive skill namely speaking and writing. However, here researchers just focus on speaking activities that exist in the textbook. It also inspects the dominant speaking activity found in

the textbook. There are two research questions to be examined:

1. What are the types of speaking activities presented in the textbook?
2. What is the dominant speaking activity found in the book?

METHOD

This research is designed as a descriptive qualitative research. Further, Ary, et al (2006) mentions that a descriptive qualitative research can be divided into some types namely interpretative study, case study, document or content analysis, ethnography, grounded theory, historical study, narrative inquiry and phenomenological study. Among these types of qualitative research, this research is included in document or content analysis. It is defined as a research technique for making replicable and valid inferences from texts (or images, sounds, symbols, etc) to the contexts of their use (Krippendorff, 2004).

Source of Data

"Buku Bahasa Inggris kelas X" published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 had been used as the source of data for this research. This book consists of fifteen chapters.

Research Instrument and Data Collection

A checklist has been used as the instrument to collect the data. The instrument covers point of speaking activities that exist in the textbook for every chapter and types of speaking activities based on Harmer's theory. Moreover, for the types of speaking activities, it is divided into six categories namely: acting from script, communication games, discussion, prepared talks, questionnaires and simulation and role play. The instrument model can be seen in the following table:

NO	Speaking Activities in Textbook	Types of Speaking Activities				
		AFC	CG	DC	PT	QN
1						
2						
3						
4						

Table 1: Types of the speaking activities in “Buku Bahasa Inggris Kelas X for Vocational High School”

N Note: AFC (Acting From Script), CG (Communication Games), DS (Discussion), PT (Prepared Talks), QN (Questionnaires), CRP (Simulation and Role Play)

Data Analysis

The collected data are analyzed based on procedures suggested by Miles and Huberman (1994) such as data reduction, data displaying and drawing conclusion. In data reduction, researchers summarize, focus on important things and look for themes and patterns. In this data reduction, the researchers simplified the data by determining the types of speaking activities found in “Buku Bahasa Inggris Kelas X”.

The reduced data then displayed in the form of a table based on types of speaking activities found. However, in conclusion drawing the researchers answer the research question or the aims of doing the research.

Findings and Discussion

Findings

The findings of this research are divided into two parts. The first part is related to types of speaking activities found in the textbook. However the second part presents the dominant type of speaking activity occurring in the textbook. **Types of Speaking Activities**

The following tables provide data of speaking activities which are categorized into five types acting from the script, communication games, discussion, prepared talk, questionnaires and simulation and role play.

No	Types	Chapter	KD	Topic	Classification	
					Speaking Activities	Tasks
1.	Acting From Script	9. Battle Surabaya	The of 3.7 4.7.1 4.7.2	Recou nt	Taking turns in a dialogue about a heroic monument.	Task 1. Read the following dialogue (Page 129)
2.	Acting From Script	9. Battle Surabaya	The of 3.7 4.7.1 4.7.2	Recou nt	Creating new recount	Task 2. Sharing an experiences (Page 129)
3.	Acting From Script	10. B. Habibie	J 3.7 4.7.1 4.7.2	Biogra phical Recou nt	Taking turns in a dialogue about an idol.	Task 1. Reading a dialogue about an idol. (Page 140)

Table 2. Speaking Activities of Acting from Script

The table conveys that acting from script occurs in Chapter 9 and 10 of the textbook. This activity exists in two topics namely recount and biographical recount. Further, this speaking activity includes three basic competences namely 3.7, 4.7.1 and 4.7.2.

Communication games also occur in the textbook. This type of speaking activity is presented in six chapters of the textbook with different topics (introducing parents, congratulation, complementing, recount and structure of song). Further, speaking activity for communication games is included in nine basic competences.

No	Types	Chapter	KD	Topic	Classification	
					Speaking Activities	Tasks
1.	Communication games	1. Talking about Self	3.1 4.1	Introducing Parents	Games	Task 1. Guessing Games – Who Am I?
2.	Communication games	2. Congratulating and Complimenting Others	3.2 4.2	Congratulation	Make an expression of congratulations	Let's Play rock, paper, and scissors (Page 29)
3.	Communication games	2. Congratulating and Complimenting Others	3.2 4.2	Complimenting	Creates an expression of compliment	Task 1. Let's play rock-paper-scissors (Page 35)
4.	Communication games	2. Congratulating and Complimenting Others	3.2 4.2	Complimenting	Give a compliment to your classmate and respond that nicely.	Task 2. Let's play ball throwing (Page 36)
5.	Communication games	9. The Battle of Surabaya	3.7 4.7.1 4.7.2	Recount	Recounting a historical Battle of Surabaya	Task 3. Speaking games (Page 130)

6.	Communication games	15. You've Got a friend	3.9 4.9	Structure of song	Taking turns about the song with other pairs.	Guessing games: what song? (Page 203)
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Table 3. Speaking Activity of Communication Games
The next table presents discussion as one type of speaking activity.

No	Types	Chapter	KD	Topic	Classification		
					Speaking Activities	Tasks	
1.	Discussion	5. Let's Visit Niagara Falls	3.4 4.4.1 4.4.2	Description	Telling or describe about the place	Work in Pairs (77)	
2.	Discussion	7. The Wright Brothers	3.6 4.6	Recount	Discuss about a popular person	Task 3. Interview with an inventor (Page 105)	
3.	Discussion	11. Cut Nyak Dhien	3.7 4.7.1 4.7.2	Recount	Retelling the biography of Cut Nyak Dhien's life	Task 1. Work with a partner to discuss the important events in Cut Nyak Dhien's life (Page 153)	
4.	Discussion	12. Issumboshi	3.8 4.8	Narrative	Talking about what the magic hammer of the princess	Read the story about Issumboshi again (Page 166)	
5.	Discussion	13. Malin Kundang	3.8 4.8	Narrative	Discuss the Malin Kundang's story	Make groups of 8 members and discuss together the sentences that you will say when	

							performing the Malin Kundang Story (Page 178)
6.	Discuss Ion	14. Strong Wind	3.8 4.8	Narrative	Telling about Strong folktales	Wind	Task 1. Pair Work (Page 190)

Table 4. Speaking Activity of Discussion

This activity could be found in chapter V Let's Visit Niagara Falls (Work in Pairs), chapter VII The Wright Brothers (Task 3), chapter XI Cut Nyak Dhien (Task 1), chapter XII Issumboshi (Issumboshi again), chapter XIII Malin Kundang (Make groups of 8 members and discuss together the sentences

that you will say when performing the Malin Kundang Story) and chapter XIV Strong Wind (Task 1)

Moreover, the activity of prepared talk also exists in the textbook. This activity is in four chapters with four different topics. It could be seen in the following table.

No	Types	Chapter	KD	Topic	Classification	
					Speaking Activities	Tasks
1.	Prepared talks	3. What are You Going to Do Today?	3.3 4.3	Expression Intention	Talking about intentions of doing something	Task 1. Make up short dialogs for the following situations (Page 44)
2.	Prepared talks	3. What are You Going to Do Today?	3.3 4.3	Expression Intention	Talking about intentions of doing something	Task 2. Act out one of the dialogs for the class (Page 47)
3.	Prepared talks	3. What are You Going to Do Today?	3.3 4.3	Expression Intention	Talking about intentions of doing something	Task 3. Make formal speech and perform it in front of the class (Page 47)
4.	Prepared talks	6. Giving Announcement	3.5 4.5.1 4.5.2	Giving information to public	Make an announcement	Imagine that you are the captain of your class (Page 92)

5.	Prepare d talks	10. B. J. Habibie	3.7 4.7.1 4.7.2	Recount	Talking about someone	Task 2. Talking about someone who has made difference (Page 140)
6.	Prepare d talks	10. B. J. Habibie	3.7 4.7.1 4.7.2	Recount	Telling about the figure of someone	Task 3. Sharing (140)
7.	Prepare d talks	13. Malin Kundan g	3.8 4.8	Narrative	Discuss the Malin Kundang' s story	Make groups of 8 members and discuss together the sentences that you will say when performing the Malin Kundang Story (Page 178)

Table 5. Speaking Activity of Prepared Talk

No	Types	Chapter	KD	Topic	Classification	
					Speaking Activities	Tasks
1.	Questio nnaires	7. The Wright Brothers	3.6 4.6	Grammar review	Talking about Past event	Task 1. Look at the sentences that your partners make for the simple past tense (Page 105)
2.	Questio nnaires	7. The Wright Brothers	3.6 4.6	Grammar review	Talking about Past event	Task 2. Look at the sentences that your partners make for

							present perfect tense (Page 105)
3.	Questionnaires	8. My Idol	3.7 4.7.1 4.7.2	Recount	Retell an experience of meeting idol	an Task 1. Retell the experience of meeting Afgan using your own words (Page 116)	
4.	Questionnaires	8. My Idol	3.7 4.7.1 4.7.2	Recount	Retell an experience of meeting idol	an Task 2. If I met Afgan/ if I were Afgan (Page 116)	

Table 6. Speaking Activity of Questionnaires

The table above shows that the speaking activity is designed to encourage students' question and answer activity. These activities

could be found in chapter VII The Wright Brothers (Task 1 and Task 2) and chapter VIII My Idol (Task 1 and Task 2).

No	Types	Chapter	KD	Topic	Classification	
					Speaking Activities	Tasks
1.	Simulation and role play	1. Talking about self	3.1 4.1	Introducing	Introducing	Task 2. Introduction Game - Party Time (Page 17)
2.	Simulation and role play	4. Which One is Your Best Getaway?	3.4 4.4.1 4.4.2	Describe	Describe what make the place interesting	Describing- role Play (Page 67)
3.	Simulation and role play	8. My Idol	3.7 4.7.1 4.7.2	Recount	Taking turns about the experiences	Task 3. Imagine that you once visited a place (Page 116)
4.	Simulation and role play	11. Cut Nyak Dhien	3.7 4.7.1 4.7.2	Recount	Retelling about the biography of Cut Nyak Dhien's life	Task 2. Role Play (Page 153)

5.	Simulation and role play	14. Strong Wind	3.8 4.8	Narrative	Telling about folktales	Task 2. Writing a Script (Page 190)
6.	Simulation and role play	14. Strong Wind	3.8 4.8	Narrative	Telling about folktales	Task 3. Role Play (Page 190)

Table 7. Speaking Activity of Simulation and Role Play

The last type of speaking activity found in the textbook is simulation and role play. Six chapters of this textbook contain speaking activity of simulation and role play (see table 7).

The Dominant Speaking Activity Occur in the Textbook

To find the dominant speaking activity type in the textbook, the researchers count the occurrences of each type speaking activity. The following figure presents numbers of each type speaking activity.

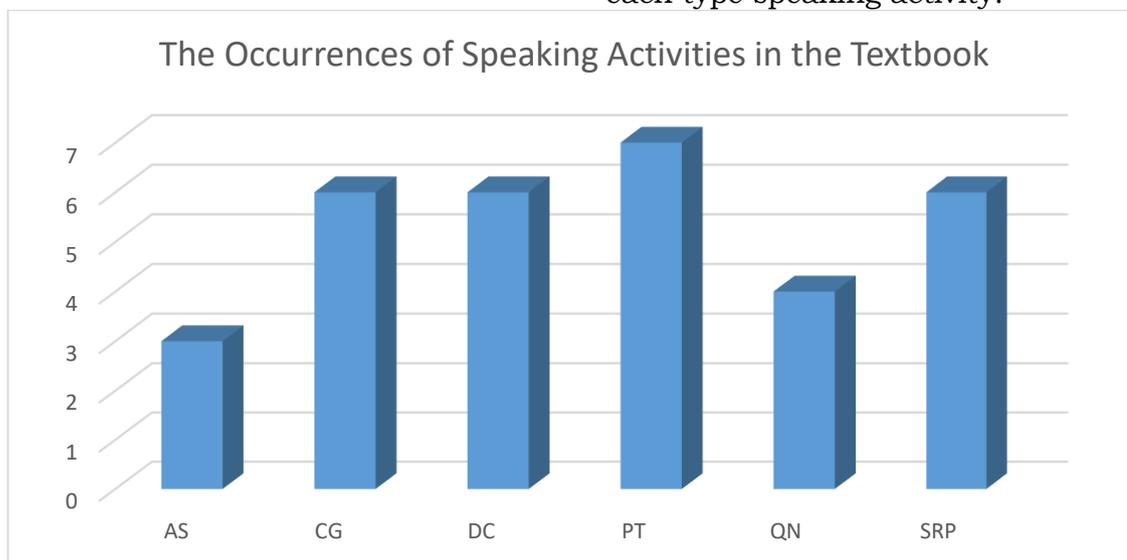


Table 8. Numbers of Speaking Activity Found in the Textbook

Note: AS (Acting from Script), CG (Communication Games), DC (Discussion), PT (Prepared Talk), QN (Questionnaires), SRP (Simulation and Role Play)

Based on the figure above, each type of speaking activity exists in different times. For acting from the script three times, communication games six times, discussion six times, prepared talk seven times, questionnaires four times and simulation and role play six times.

DISCUSSION

Following the concept of speaking activities proposed by Harmer (2007), the data in the tables confirms that acting from script, communication games, discussion,

prepared talk, questionnaire and simulation and role play as types of speaking activities exist in “Buku Bahasa Inggris Kelas X”. These findings mirror the previous study (Lesmana, 2015; Wulandari et al., 2019) that some types of speaking activities are presented in an English textbook.

Those speaking activities occur in every chapter of the book. For acting from script, it is provided in chapter IX (The Battle of Surabaya) and chapter X (B. J. Habibie). In this activity, students have a chance to perform a

dialogue based on the script. The script is used as a media to increase their speaking ability. Further, this activity is done in three tasks (Chapter IX: task 1 and 2; Chapter X: task 2) in different topics (Recount and biographical recount). It means that students will have different content to be delivered during the performance. By having this different topic, students' vocabularies are increased and it gives a good impact towards their performance in speaking English.

Whereas, in communication games students have a chance to involve in communication with their friends in solving a puzzle, drawing a picture, putting a thing in the right order or finding similarities and differences between pictures. The table of communication games indicates that there are various games used in order to improve students' speaking skill (Guessing games, let's play rock, paper and scissor, let's play ball throwing and speaking games). Those activities facilitate students to deal with real communication in which their achievement in their communicative task is more important than the accuracy of language use (Dewi et al., 2017).

Moreover, discussion also has a place in the textbook (Chapters V, VII, XI, XII, XIII and XIV). This type of speaking activity is done through several tasks in which students' have to work with friends. By doing discussion for finishing the tasks, students' actively communicate, share and cooperate with their friends. Through the communication and sharing, students actively do speaking during the TLP based on the given tasks.

The same thing also goes for prepared talk activity. Through the tasks, students have a chance to prepare their presentation before doing the performance. Here, students can do the task individually and in groups. It depends on the type of task. For example in task 1 and 2 of chapter III,

students are asked to prepare a talk in pairs. However, in task 3 of chapter III and task 2 chapter VI they have to do the tasks individually. Through this speaking activity, students have more chance to prepare themselves before the performance which can accommodate them to have good self-confidence during speaking/performance.

Yet, the speaking activities of questionnaires are presented in chapter VII (task 1 and 2) and chapter VIII (task 1 and 2). In this activity, students have the role as a questioner or a respondent. As the questioner student has a chance to design questionnaires based on the given topic and raise them to the respondent. However, as the respondent student needs to respond to the questions given by other students. This activity leads students to be active during the TLP for both the questioner and the respondent have something to say.

The last speaking activity is simulation and role play. It has been believed that simulation and role play provide good effect for the improvement of students' speaking. It introduces functions, structures and vocabularies that direct students to new experience, enhances phatic forms of language, supports shy students, is fun and enjoyable way to learn English, increases, promotes interaction and motivations (Ladousse, 1989). Since the textbook facilitates students to speak English through simulation and role play (chapter I task 2, chapter IV, chapter VIII task 3, chapter XI task 2, chapter XIV task 2 and 3), students will enjoy and have lots of fun while learning.

However, findings (Table 8) related to dominant speaking activity presents in the textbook confirm that it is dominated by prepared talk activity with seven tasks. Those seven tasks are the representative of three types of talk presented by Brown & Yule (1983) namely talk as interaction, talk as transaction and talk as performance.

In talk as interaction, students have an activity to make a presentation in which it emphasizes social function. In this speaking activity, students are trained to open and close conversations, choose topics, make small talk and react to others. Nevertheless, this talk is hardly done for the students when they face an uncomfortable zone to present a good image of themselves and ignore the situation where this kind of conversation takes place.

Furthermore, talk as a transaction stresses on what is said and done. Here, students are skilled to deliver a message and make the listener understand the content of the message clearly and accurately. In this talk, students learn (1) how to give and receive information where they focus on what is said or done, and (2) to focus on gaining services or goods. By learning those two things, students' skill in explaining a need or intention, making suggestions, describing something, confirming information and asking are increased.

CONCLUSION

"Buku Bahasa Inggris Kelas X for Vocational High School" encourages students to use a variety of speaking activities with the aim to stimulate them to interact a lot, speak fluently, and be motivated and confident while speaking. Thus, students' participation in conveying ideas and thinkers related to text types being studied can develop their courage in expressing ideas.

Despite the fact that this book offers various speaking activities, it does not mean that it is already perfect. For the researchers, the book is still lacking in terms of transactional text in which students will have more chance or opportunity to communicate interpersonally. Besides, some pictures found in the textbook are not familiar for students. It is better if the textbook delivers famous pictures which are easy to find or search by students. The use of famous pictures

as learning material will stimulate and motivate students to be active in delivering their ideas or opinions in the classroom.

Further, researchers would like to emphasize some points for the teachers and further researchers. Teachers must be able to create enjoyable, fun and interesting situations during TLP to attract student's attention while learning. They also have to be creative in choosing and implementing types of speaking activities in the classroom. It is because the success of learning sometimes depends on the teacher's creativity. They also need to give more space for students to speak fluently without correcting their grammar or pronunciation all the time while speaking. It is sometimes better for teachers to pay attention to students' ideas or point of view delivered in speaking rather than their language use (grammar). By doing this, students will lead to be confident and comfortable while speaking.

For further researchers, since the book material covers four language skills and language components, it is better for them to investigate the other issue in the textbook such as grammar and vocabulary. Some speaking materials and activities in the textbook are integrated to other skills (listening, reading and writing), you are suggested to do studies on those other skills.

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