

AN ANALYSIS OF THE CONTENT FEASIBILITY OF *ROLE PLAYS FOR TODAY* IN TEACHING SPEAKING

Elga Harista Anggredi (*elgaharista13@gmail.com*)¹

Ruruh Mindari (*ruruh@ukwms.ac.id*)²

ARTICLE INFO

Submitted 2022-09-17

Revised 2022-10-24

Accepted 2022-10-25

ABSTRACT

Nowadays, it is undeniable that English has become an international language that many people around the world use for communication. In learning English, speaking skill has become the most important skill to be mastered. One of the most common and important instructional media to learn English is textbook. This research was conducted in order to find out to what extent the textbook used by English Department students in Speaking I Course in the academic year of 2017/2018 meet the criteria of content feasibility of a textbook. Accordingly, both qualitative and content analyses were used to evaluate the data collected from "Role Plays for Today". Based on the analysis of the research findings, 81.25 % of the units taken as sample from "Role Plays for Today" meet the criteria of textbook content feasibility. It indicates that the textbook is suitable to be used as the learning material for Speaking I course.

Keywords: *Speaking; Textbook; Content Feasibility*

INTRODUCTION

English has undeniably become an international language that many people all over the world use for communication. In learning English, there are four basic language skills: speaking, writing, reading, and listening. All those skills are important but as the main function of language is to communicate, speaking skill has become the most important skill to be mastered. Hence, speaking is more emphasized than the other skills during the process of learning and teaching a foreign language. Bailey (2000) states that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

Some techniques for teaching Speaking are recommended by experts. Those are, among others, Information Gap, Interviews, Picture Describing, Story Telling and Role Play. The last technique is often applied in Speaking courses at the English Department. Role play is one of the popular techniques used in teaching speaking because it gives students the opportunity to learn communication in various social contexts and also various social roles which give them more fun. In addition, it offers students the ability to get involved as a different person for a while. According to Brown (2007) role play is a popular pedagogical activity in communicative language teaching classes.

However, teaching and learning speaking using role play also needs instructional media. One of the most common and important instructional media to use is textbook. With the textbook, the implementation of Role Play to teach Speaking is well organized. Moreover, textbook and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world (Education Sector, 2005, p. i). In addition, Williams (1983) argues that the textbook is a tool, and the teacher must know not only how to use it, but how useful it can be.

¹ Undergraduate student of Widya Mandala Surabaya Catholic University

² Lecturer of Widya Mandala Surabaya Catholic University

Due to the importance of textbook of instructional media, the researchers are interested in conducting research to analyze the content of an English textbook entitled *Role Plays for Today* written by Jason Anderson (2012) focusing on the role play strategy as the main material of that textbook. Moreover, the textbook was used as one of the required books for Speaking I course in a private university in Surabaya. The students are expected to master four skills, especially speaking, because they are being prepared to be teachers who are able to use English as the language of instruction during the class. Encouraged by their curiosity, the researchers conducted the study in order to answer a question "To what extent do materials in the textbook entitled *Role Plays for Today* meet the criteria of content feasibility of a textbook?"

LITERATURE REVIEW

Communicative Competence

Hymes (1972) clarifies that communicative competence is a concept introduced and discussed and redefined by many authors. The original idea is that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes. Furthermore, Hymes classifies communicative competence into two groups. Those two groups are linguistic aspects and pragmatic aspects. Linguistic aspects cover phonology and orthography, grammar, vocabulary and discourse (textual) and pragmatic aspects deal with functions, variations, interactional skills, and cultural framework.

Speaking

Spratt and Williams (2005) state that speaking is almost the same with writing because they are productive skills. In speaking, we produce speech while in writing we produce a text. Speaking involves speech in order to express meaning to other people. When a person speaks, he talks to somebody about certain matters. That is why speaking expresses meaning to other people. Speaking is the most fundamental skill to have a conversation with others. People can tell what they want to express to other people directly and they can repeat it easily if others do not understand it.

Role Play

Role play, according to Cohen and Manion, as cited in Tyers (2002), is as participation in simulated social situations that are intended to throw light upon the role/rule context governing 'real' life social episodes. Moreover, role play is one of the most common teaching strategies used by the teachers in some situations. According to Joyce and Weil as cited in Bharathy (2013: 18) "Role play is a teaching strategy that fits within the social family of models". Besides, using role play in the language learning process might help the students improve their English creatively, and give an opportunity for the students to habituate themselves to communication skills through conversations (Hattings as cited in Dorothy & Mahalakhsmi, 2011).

Teaching English using role play is very recommended since it provides real world tasks that encourage the students to learn speaking through communication in different social contexts and roles. It might help the students to learn English as a foreign language effectively (Dorothy & Mahalakhsmi, 2011). Another significance of role play is that it can build good interaction among the students during the teaching and learning process (Kuśnierek, 2015). Therefore, role play also conducts collaborated learning for the learners about how to solve a real-life problem and negotiate meaning while working together in groups (Bharathy, 2013).

Criteria of a Good Textbook

The researcher use of criteria of a good textbook based on the criteria proposed by BSNP (Education National Standard Council). The council sets out some criteria for the quality of English textbooks who meet feasibility requirements covering four components. Those components are feasibility of content, feasibility of presentation, feasibility of language, and feasibility of graphics (BSNP, 2010).

The researcher focus on the first component which is feasibility of content. There are three indicators that must be fulfilled in feasibility of content. They are (i) suitability with the description of the material core competence (SK) and basic competence (KD) contained in the relevant curriculum subjects, (ii) the accuracy of the material, and (iii) learning supporting materials (Ramadhan, 2016).

RESEARCH METHOD

Data Sources

The data source of this study was a speaking textbook entitled *Role Plays for Today* written by Jason Anderson and published in 2012. The data of this study were document data because it is in the form of text. The data of this research were the instructions of the role play activities written as part of materials in units of *Role Plays for Today*. There are 39 units in the book which are divided into five categories. They are as follows:

1. Services: Practical, leisure and travel. This category covers unit 1a up to unit 1l.
2. Shopping: Supermarkets, clothes and restaurants. This category includes unit 2a up to unit 2g.
3. Social life: Going out, friends and relationships. This category covers unit 3a up to unit 3g.
4. Lifestyle: Work, accomodation and education, This category covers unit 4a up to unit 4g.
5. Creative role plays. This category includes unit 5a up to unit 5f.

Instrument

The researchers play a role as the key instrument of the study in collecting and analyzing the data. As introduced by Lincoln and Guba (as cited in Ary et al., 2010), the concept of human as an instrument to emphasize the unique role that qualitative researchers play in their inquiry. Another instrument of the research is an assessment rubric which is designed by National Education Standards Agency (BSNP). The researchers adapted the rubric assessment used by the previous researcher, Ramadhan (2016), and adapted it to the current research by focusing on one component only, that is, the content feasibility. The Likert scale was applied to determine whether the content feasibility of *Role Plays for Today* belongs to very good represented by point 4, good represented by point 3, poor represented by point 2, or very poor represented by point 1.

FINDINGS AND DISCUSSION

Suitability of Materials with Course Learning Outcomes and Achievement Indicators

The findings written down in Table 1 shows the units in the *Role Plays for Today*. Those units accommodate the course learning objectives (CLO) stated in the syllabus of Speaking I. The contents of those units can be used as teaching materials using role play technique to fulfill the students' achievement indicator (AI) of Speaking I.

Table 1. The Material Completeness with CLO and AI

Syllabus				Textbook Materials
Meetings	Topics	Course Learning Outcomes	Achievement Indicators	
1	Introducing yourself	Exchange information of daily topics in adjacency pairs	1. Students are able to introduce themselves formally and informally.	3b. Party strangers. Anderson (2012, p. 40)
2	Introducing oneself and using address systems	Exchange information of daily topics in adjacency pairs	2. Students are able to introduce themselves and others with appropriate address systems.	4f. International business etiquette. Anderson (2012, p. 62)
3	Opening and closing conversations	Perform various sustaining types of speech functions relevant to transactional and interpersonal exchanges	3. Students are able to open and close conversations.	4b. Job interview I. Anderson (2012, p. 54)
4	Making suggestions or proposals	Perform various sustaining types of speech functions relevant to transactional and interpersonal exchanges	4. Students are able to make suggestions or proposals.	2g. Out of stock. Anderson (2012, p. 36)
5	Agreeing and disagreeing in daily conversation	Exchange feelings of daily topics in adjacency pairs	5. Students are able to express agreement and disagreement in daily contexts.	3e. Flat mates. Anderson (2012, p. 46) 5e. Political debate. Anderson (2012, p. 82)
6	Requesting	Perform various sustaining types of speech functions relevant to transactional and interpersonal exchanges	6. Students are able to appropriately give requests.	2a. Shopping. Anderson (2012, p. 22)
7	Expressing dissatisfaction or making complaints	Exchange feelings of daily topics in adjacency pairs	7. Students are able to express dissatisfaction and make complaints.	1k. Complaining in a hotel. Anderson (2012, p. 19)
8	Inviting others, giving and replying to compliments, and giving and replying thanks	Exchange feelings of daily topics in adjacency pairs	8. Students are able to invite and respond to invitations of various event types. 9. Students are able to give and reply to compliments. 10. Students are able to thank others and reply to expressions of gratitude.	2b. Clothes shop. Anderson (2012, p. 24) 3d. Telephone phone-around. Anderson (2012, p. 44)
9	Apologizing, expressing anger and resolving conflicts	Exchange feelings of daily topics in adjacency pairs	11. Students are able to extend and respond to apologies.	1k. Complaining in a hotel. Anderson (2012, p. 19) 3c. Argument

			12. Students are able to express anger and resolve conflict.	between friends Anderson (2012, p. 42)
10	Controlling the conversation	Perform various sustaining types of Speech functions relevant to transactional and interpersonal exchanges	13. Students are able to control the conversation.	5c. Interviewing an actor or writer. Anderson (2012, p. 76)
11	Getting information (interviewing)	Exchange information of daily topics in adjacency pairs	14. Students are able to appropriately obtain information through an interview.	1h. Airport check-in desk. Anderson (2012, p. 14)
12	Telephoning	Exchange information of daily topics in adjacency pairs	15. Students are able to make and answer telephone calls in daily contexts.	4a. Phoning for job interview. Anderson (2012, p. 52) 4g. Finding accommodation Anderson (2012, p. 66)
13	Talking about past and future events	Exchange information of daily topics in adjacency pairs	16. Students are able to talk about past and future events.	5b. Fortune teller. Anderson (2012, p. 72) 5f. Murder in paradise. Anderson (2012, p. 84)
14	Telling a story	Exchange information of daily topics in adjacency pairs	17. Students are able to tell a story.	5a. The elixir of life. Anderson (2012, p. 70)

There are fourteen meetings in the syllabus in which each meeting discusses one topic. After collecting the data, the writer selected eighteen units to represent the contents of *Role Plays for Today*. Those units are the ones whose contents are suitable with the topic of each meeting in the syllabus of Speaking I. The researchers refer to the criteria of good textbook as it is proposed by BSNP (2010) that the first component of a good textbook is content feasibility covering Suitability of materials with CLO and AI

The topic for the first meeting is introducing yourself. The role play material in unit 3b entitled Party strangers can be applied to achieve the first CLO of Speaking I that is exchange information of daily topics in adjacency pairs related to the topic of introducing yourself. The material in unit 3b provides the role play whose purpose is to exchange information on the topic of introducing yourself. It can be seen in the following figure of the material.

Party strangers

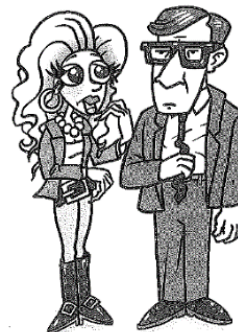
Role Plays for Today

Put one word or expression from the box into each gap in the conversation:

Nice to meet you Nice meeting you Interesting We've already met So, what do you do? How do you do?

Conversation B

T: How do you do? Allow me to introduce myself. My name's Terry Slater.
S: 1 _____ I'm Sue.
T: 2 _____, Sue. So, are you a friend of the bride?
S: Yes. I'm an old school friend.
T: Right. So what's your opinion on the entertainment?
S: Not my style, really.
T: I expect you like more modern music, do you?
S: Not exactly. I just don't like this band.
T: I see. 3 _____
S: I'm a hairdresser.
T: 4 _____ ... I'm in advertising. I work up in London.
S: I hate London. It's too noisy and crowded.
T: Yes... It can be. Anyway, let me introduce you to my brother, Neil. He's just over there.
S: Don't bother. 5 _____ Look, I'll see you later, Tony. I'm just going to go and mingle.
T: Right. OK. The name's Terry, by the way. 6 _____ Susan. See you later.



Based on the conversation above, the students are asked to do the role play as two strangers who want to get to know each other. Therefore, each of the students should introduce himself or herself. There is a process of exchanging information on that role play activity. There is also a process of exchanging feeling when the students try to give their opinion about something. The students also perform transactional and interpersonal exchanges because they exchange information in a social interaction. Therefore, the writer concludes that unit 3b covers all learning objectives of Speaking 1.

Based on the finding in Table 1, the writers present the result of the analysis in the form of assessment rubric to make it easy for the writers in determining whether the first sub-component that is the material completeness has been fulfilled or not. Table 2 displays the result of the analysis.

Table 2. The Textbook Unit Covering CLO and AI

No	Textbook Units	Material Completeness with CLO and AI		
		Exchange of Information	Exchange of feeling	Transactional/Interpersonal functions
1	1k. Complaining in a hotel Anderson (2012, p. 19)	✓	✓	✓
2	1h. Airport check-in desk Anderson (2012, p. 14)	✓	✓	✓
3	2a. Shopping Anderson (2012, p. 22)	✓	✓	✓
4	2b. Clothes shop Anderson (2012, p. 24)	✓	✓	✓
5	2g. Out of stock Anderson (2012, p. 36)	✓	✓	✓
6	3b. Party strangers Anderson (2012, p. 40)	✓	✓	✓
7	3c. Argument between friends Anderson (2012, p. 42)	✓	✓	✓
8	3d. Telephone phone-around Anderson (2012, p. 44)	✓	✓	✓
9	3e. Flat mates Anderson (2012, p. 46)	✓	✓	✓
10	4a. Phoning for job interview Anderson (2012, p. 52)	✓	✓	✓
11	4b. Job interview I Anderson (2012, p. 54)	✓	✓	✓
12	4f. International business etiquette Anderson (2012, p. 62)	✓	✓	✓
13	4g. Finding accommodation Anderson (2012, p. 66)	✓	✓	✓
14	5a. The elixir of life Anderson (2012, p. 70)	✓	✓	✓
15	5b. Fortune teller Anderson (2012, p. 72)	✓	✓	✓
16	5c. Interviewing an actor or writer Anderson (2012, p. 76)	✓	✓	✓
17	5e. Political debate Anderson (2012, p. 82)	✓	✓	✓
18	5f. Murder in paradise Anderson (2012, p. 84)	✓	✓	✓

Table 3. The Material Depth

No	Textbook Unit	Material Depth			
		Exposure	Retention	Production	Extension
1	1k. Complaining in a hotel Anderson (2012, p. 19)	✓	✓	✓	✓
2	1h. Airport check-in desk Anderson (2012, p. 14)	✓	✓	✓	✓
3	2a. Shopping Anderson (2012, p. 22)	✓	✓	✓	✓
4	2b. Clothes shop Anderson (2012, p. 24)	✓	✓	✓	✓
5	2g. Out of stock Anderson (2012, p. 36)	✓	✓	✓	✓
6	3b. Party strangers Anderson (2012, p. 40)	✓	✓	✓	✓
7	3c. Argument between friends Anderson (2012, p. 42)	✓	✓	✓	✓
8	3d. Telephone phone-around Anderson (2012, p. 44)	✓	✓	✓	✓
9	3e. Flat mates Anderson (2012, p. 46)	✓	✓	✓	✓
10	4a. Phoning for job interview Anderson (2012, p. 52)	✓	✓	✓	✓
11	4b. Job interview I Anderson (2012, p. 54)	✓	✓	✓	✓
12	4f. International business etiquette Anderson (2012, p. 62)	✓	✓	✓	✓
13	4g. Finding accommodation Anderson (2012, p. 66)	✓	✓	✓	✓
14	5a. The elixir of life Anderson (2012, p. 70)	x	✓	✓	✓
15	5b. Fortune teller Anderson (2012, p. 72)	✓	✓	✓	✓
16	5c. Interviewing an actor or writer Anderson (2012, p. 76)	✓	✓	✓	✓
17	5e. Political debate Anderson (2012, p. 82)	✓	✓	✓	✓
18	5f. Murder in paradise Anderson (2012, p. 84)	✓	✓	✓	✓

The research findings dealing with the material depth of the book entitled *Role Plays for Today* in Table 3 show that the textbook materials in each unit has fulfilled the indicator of the material depth of a textbook. There is only one unit that does not fulfill one of the indicators of material depth, that is unit 5a entitled The elixir of life. The contents of that unit do not include the exposure. There is no indicator of exposure in the role activity of unit 5a. It is due to the fact that the role play activity in unit 5a deals with the characters taken from a story. It means that what the students are instructed to do is not based on the real-life situation. The researchers apply the indicators of material depth in their analysis based on the indicators proposed by BSNP (2010), Those indicators are exposure, retention, production, and extension.

The first unit to evaluate is unit 1k entitled Complaining in a hotel. The collected data dealing with exposure is as follows.

Complaining in a hotel

Role Plays for Today

A Look at this list of complaints in a hotel. Working in pairs, put them in order from the most serious (1) to the least serious (7). Give reasons for your choices.

- "There is a party in the room next door. I can't get to sleep."
- "The TV remote control doesn't work."
- "I didn't get a wake-up call this morning. I was late for my meeting."
- "My camera was stolen from the room."
- "There aren't enough pillows in the room."
- "There was no hot water left when I took a shower this morning."
- "The waiter spilt wine all over my dress at dinner last night."



B Which of these problems have you had at a hotel? Can you think of any other problems?

C Now think of a possible response to each complaint from the receptionist.

e.g. "I'm so sorry! They're here for a wedding. I'll tell them to keep the noise down."

The figure above shows that the role play activity in unit 1k has exposed the students to the daily life context. In line with the topic, that is complaining in the hotel, the students are exposed to the real situation happened in a hotel dealing with causal factors of complaint which mostly happened in reality. The instruction the students need to do in the role play is closely related to the real life.

The second indicator is retention. There is clear explanation given in unit 1k to make the students understand the social function and linguistic feature of the role play. It is seen in the following data.

Student A – Receptionist

You are a receptionist at the Faulty Towers Hotel. It's very busy and lots of guests are complaining. Try to calm them down, explain the problems and be polite. Try not to offer any reductions. If any guests are really angry, take 10% off the price, and offer them free dinner tonight.

Target language

*I'm terribly sorry, madam / sir.
Oh dear! This has never happened before.
I see. What can I do to help?
I'm sorry, but reductions are not possible.
Can we offer you free dinner tonight?
I understand. I'll take 10% off the price.
Enjoy the rest of your stay.*

Student B – Unhappy guest

You are a guest at the Faulty Towers Hotel, but it's been a nightmare since you arrived. You are now very angry. Go down to the reception and complain. Use some of the complaints you studied. Try to get a reduction in the price, or a better room.

Target language

*I'm extremely unhappy with...
The first problem is...
What are you going to do about it?
I'm sorry. That really isn't good enough.
It's no good making excuses!
I demand a reduction!
I'm going to report your hotel!*

The instruction given for the role play activity leads the student to understand the social function of the activity. It is stated that the students act as receptionist and unhappy guest in a hotel, The description dealing with the linguistic feature is stated in the form of sentences used in dialogue of the role play.

The above data also indicates that the role play activity in unit 1k fulfills the third indicator, namely production. There is a clear instruction to produce sentences related to the topic of the role play. The students are asked to use some of complaints they have studied before. Extension as the last indicator is also fulfilled in the role play activity of unit 1k. The student acts as unhappy guest is asked to try to develop an additional activity by getting reduction in the price.

Material Accuracy

The research findings dealing with the material accuracy of the textbook entitled *Role Plays for Today* in Table 4 show that the textbook material in seventeen units have fulfilled the indicators of the material accuracy. There is one unit that does not fulfill one of the indicators of material accuracy. Unit 5a entitled the elixir of life does not fulfill one of the indicators of material accuracy, namely social function. There is no indicator of social function in the role play activity of unit 5a. It is because the role play activity in unit 5a focuses on the characters taken from a story. It means that what the students are instructed to do is not based on the real-life situation.

Table 4. The Material Accuracy

No	Textbook Unit	Material Accuracy		
		Social Function	Generic Structure	Linguistic Feature
1	1k. Complaining in a hotel Anderson (2012, p. 19)	✓	✓	✓
2	1h. Airport check-in desk Anderson (2012, p. 14)	✓	✓	✓
3	2a. Shopping Anderson (2012, p. 22)	✓	✓	✓
4	2b. Clothes shop Anderson (2012, p. 24)	✓	✓	✓
5	2g. Out of stock Anderson (2012, p. 36)	✓	✓	✓
6	3b. Party strangers Anderson (2012, p. 40)	✓	✓	✓
7	3c. Argument between friends Anderson (2012, p. 42)	✓	✓	✓
8	3d. Telephone phone-around Anderson (2012, p. 44)	✓	✓	✓
9	3e. Flat mates Anderson (2012, p. 46)	✓	✓	✓
10	4a. Phoning for job interview Anderson (2012, p. 52)	✓	✓	✓
11	4b. Job interview I Anderson (2012, p. 54)	✓	✓	✓
12	4f. International business etiquette Anderson (2012, p. 62)	✓	✓	✓
13	4g. Finding accommodation Anderson (2012, p. 66)	✓	✓	✓
14	5a. The elixir of life Anderson (2012, p. 70)	X	✓	✓
15	5b. Fortune teller Anderson (2012, p. 72)	✓	✓	✓
16	5c. Interviewing an actor or writer Anderson (2012, p. 76)	✓	✓	✓
17	5e. Political debate Anderson (2012, p. 82)	✓	✓	✓
18	5f. Murder in paradise Anderson (2012, p. 84)	✓	✓	✓

The researchers conduct an analysis of material accuracy based on the indicators of material accuracy as proposed by BSNP (2010). Those indicators are social function, generic structure, and linguistic feature.

The second unit to evaluate is unit 1h entitled Airport check-in desk. The social function as the first indicator of material accuracy is reflected in the following figure.

Student A – Passenger
You are a passenger at an airport check-in desk. Listen carefully to student B's questions and give the correct answers. They will be in a different order to the conversation in exercise A. Also, to make it more interesting, ask some of the Target language questions. Swap over after you finish.

Airport check-in desk Role Plays for Today

Target language
*Sorry. Could you explain what (firearms / flammable / sharp) means?
 Sorry. Could you repeat the question more slowly, please?
 Is it possible to get a seat with extra leg room?
 Could I check in this bag as well, please?
 Could you be careful with this bag? It's very fragile. ('fragile' means it can break)
 Is it OK if I take my dog on the plane?
 Do you know what is for lunch today?
 How do I get to the departure lounge?*

The above role play instruction indicates that the students are instructed to use language to conduct relationship with other people. The students are asked to do role play dealing with a communication of passenger and assistant of airport check-in desk in a social context, that is in an airport. Therefore, the writer concluded that unit 1h fulfills the indicator of social function.

The generic structure of role play is also described in the role play model in unit 1h covering introduction in which the speaker greets, body of the speech in which the speakers say about the topic, and conclusion or ending in which the speaker ends the conversation. It is seen in the following model of role play dialogue.

A When you check in for a flight at an airport, they often ask you some very difficult questions. Read the questions below and put one word or expression in each box.

boarding card departure gate parcels pack window hand baggage unattended

Hello. Your ticket and passport please. Thank you... Aisle seat or 1 _____ ?

Is it just the one bag to check in?

Did you 2 _____ your bags yourself?

Any flammable or chemical items, compressed gases or firearms in your baggage?

Have you left your bags 3 _____ at any time since you packed them?

Are you carrying any gifts or 4 _____ on behalf of other people?

And does your 5 _____ contain any of the following items: knives, sharp objects, matches or lighters?

Thank you. Right... Here's your passport and ticket. And here's your 6 _____ .
Seat 48A. The 7 _____ is number 14.
Make your way to the departure lounge at least 40 minutes before departure.

13.20. It says just here. But check the information screens in the departure lounge, as this might change.

Enjoy your flight.

The last indicator of material accuracy is linguistic feature (BSNP, 2010). The researchers found out that the linguistic features are also portrayed in unit 1h. The linguistic features consist of grammatical pattern used in unit 1h and vocabulary related to the topic. The following figure shows the linguistic feature of unit 1h.

Target language

Grammar

Various – mixed tenses and question forms

Functions

Asking for clarification (*What does ... mean?*)

Explaining difficult words (*'Flammable' means it burns easily.*)

Vocabulary

Transport – Plane travel (*take off, aisle, board*)

Supporting Materials

The third component of content feasibility based on the criteria of a good textbook based on BSNP (2010) is supporting materials covering up-to-datedness, development of life skills, and development of diversity insight. Up-to-datedness as the first indicator of supporting materials is divided into two indicators. They are relevance and up-to-datedness. The relevance indicator refers to whether the materials are taken from related reference or not, whereas the indicator of up-to-datedness refers to the current-ness of material in the textbook.

The development of life skills refers to abilities for adaptive and positive behavior that enable students to deal effectively with the demands and challenges of everyday life. Those abilities may cover decision-making, problem solving, creative thinking, critical thinking, effective communication and interpersonal relationship skills.

Development of diversity insight refers to the concern, understanding and appreciation of the multicultural diversity.

Table 5. The Supporting Materials

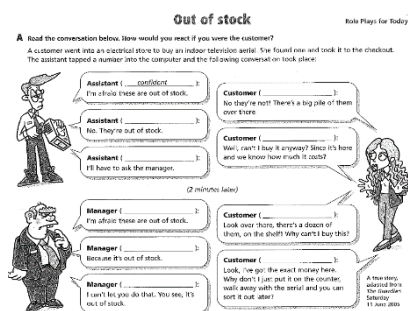
No	Textbook Unit	Supporting Materials			
		Up-to-Datedness		Development of Life Skills	Development of Diversity Insight
		Relevancy	Up-to-datedness		
1	1k. Complaining in a hotel Anderson (2012, p. 19)	x	x	✓	x
2	1h. Airport check-in desk Anderson (2012, p. 14)	x	x	✓	x
3	2a. Shopping Anderson (2012, p. 22)	x	x	✓	x
4	2b. Clothes shop Anderson (2012, p. 24)	x	x	✓	x
5	2g. Out of stock Anderson (2012, p. 36)	✓	x	✓	x
6	3b. Party strangers Anderson (2012, p. 40)	x	x	✓	x
7	3c. Argument between friends Anderson (2012, p. 42)	x	x	✓	x
8	3d. Telephone phone-around Anderson (2012, p. 44)	x	x	✓	x
9	3e. Flat mates Anderson (2012, p. 46)	x	x	✓	x
10	4a. Phoning for job interview Anderson (2012, p. 52)	x	x	✓	x
11	4b. Job interview I Anderson (2012, p. 54)	x	x	✓	x
12	4f. International business etiquette Anderson (2012, p. 62)	x	x	✓	□
13	4g. Finding accommodation Anderson (2012, p. 66)	x	x	✓	x
14	5a. The elixir of life Anderson (2012, p. 70)	x	x	✓	x
15	5b. Fortune teller Anderson (2012, p. 72)	x	x	✓	x
16	5c. Interviewing an actor or writer Anderson (2012, p. 76)	x	x	✓	x
17	5e. Political debate Anderson (2012, p. 82)	x	x	✓	x
18	5f. Murder in paradise Anderson (2012, p. 84)	x	x	✓	x

The research findings dealing with the supporting materials of the book entitled *Role Plays for Today* in Table 5 show that the role play materials in eighteen units of the textbook under evaluation have fulfilled the indicators of development of life skills but failed to fulfill the indicators of up-to-datedness and development of diversity insight. Most of the units that do not fulfill the indicator of up-to-datedness do not mention the related references of the material and there are no current materials on the content. Most of the units are also lack of the presentation of the concern, understanding and appreciation of the multicultural diversity.

Based on the data analysis, there is only one out of eighteen units that fulfills the indicator of up-to-datedness, that is unit 2g entitled Out of stock. There is only one out of eighteen units that fulfills the indicator of

development of diversity insight, that is unit 4f. International business etiquette. Unit 4f presents the concern, understanding and appreciation of the multicultural diversity.

There is only unit 2g entitled Out of stock that includes reference in the material as it is seen in the following figure.



Related to the indicator of up-to-datedness, the researchers could not find any up-to-date material in the eighteen units after the writer conducted data collection. Therefore, the writer concluded that the indicator of up-to-datedness is not fulfilled.

After all the data had been analyzed, the data of each item belonging to the Content Feasibility was then analyzed using the assessment rubric based on a 4-point Likert scale.

Table 6. Score of Summary for Content Feasibility

Component	Sub-Components	Items	Score			
			1	2	3	4
Content Feasibility	Suitability of materials with CLO and AI	Material Completeness				✓
		Material Depth				✓
	Material Accuracy	Social Functions				✓
		Generic Structure				✓
		Linguistic Feature				✓
	Supporting Materials	Relevance	✓			
		Development of Life Skills				✓
Development of Diversity Insight		✓				

Based on Table 6, to find out the overall score of the Content Feasibility indicators, the calculation formula as proposed by Sudjiono (as cited in Ramadhan, 2016) below is applied.

$$\text{Textbook level of fulfillment} = \frac{26}{32} \times 100 = 81.25\%$$

Based on the result of the calculation (81.25%), it is concluded that the textbook entitled *Role Plays for Today*, written by Jason Anderson and published in 2012, has fulfilled the indicators of content feasibility of textbook proposed by National Education Standards Agency.

CONCLUSION AND SUGGESTIONS

Conclusion

The researcher drew a conclusion that the book entitled *Role Plays for Today* published in 2012 and written by Jason Anderson has met the indicators of content feasibility proposed by BSNP. The researchers' conclusion also answers the research question. It is due to the fact that the maximum score of 4 dominates most of the indicators of content feasibility. The component of content feasibility covers three sub-components, those sub-components are suitability of materials with CLO and AI, material accuracy, and one indicator for supporting

materials. The fulfillment coverage is 81.25 %. It means that the textbook entitled *Role Plays for Today* is a suitable textbook for the course entitled Speaking.

Suggestions

The researchers suggest that further research dealing with the textbook used as the source of teaching material be conducted. It is because the researchers only focused the current research on the textbook material and did not develop it by relating it to the students' perceptions on the textbook. It is suggested that the lecturers who use *Role Plays for Today* as the source of teaching material enrich the materials of the textbook from other sources of teaching material.

As for publishers, it is suggested that the publishers be eager to update the materials and also to include the source of materials to fulfill the indicators of content feasibility of a textbook so that the textbook will be a feasible teaching material that can be beneficial both for the lecturers as well as for the students.

REFERENCES

- Anderson, J. (2012). *Role Plays for Today: Photocopiable Activities to Get Students Speaking*. Peaslake: Delta Publishing.
- Ary, D., Lucy.C. Jacobs & Asghar. R. (2010). *Introduction to Research in Education*. 2nd ed. Florida: Hartcourt Brace Jovanovich, Inc.
- Brown, D. (2000). *Principle of Language Learning and Teaching*. New York: Addison Wesley Longman. Inc.
- Bailey, Kathleen M. (2000). *Practical English Language Teaching Speaking*. Singapura: Mc.Graw Hill.
- Bharathy, M. S. (2013). Effectiveness of role play in enhancing speaking skills of tertiary level learners. *IOSR Journal of Humanities and Social Science*, 13, 17-19
- BSNP. (2010). *Paradigma Pendidikan Nasional Abad XXI*. Repositori.kemendikbud. Retrieved June 13, 2022, from <https://repositori.kemdikbud.go.id/314/>
- Dorathy, A., & Mahalakshmi, S. (2011). Second Language Acquisition through Task-Based Approach - Role-play in English Language Teaching. *Semantic Scholar*. Retrieved June 14, 2022, from <https://www.semanticscholar.org/paper/Second-Language-Acquisition-through-Task-based-in-Dorathy->
- Education Sector. (2005). *A Comprehensive strategy for textbooks and learning materials*. France: The United Nations scientific and cultural education.
- Hymes, et al. (1972). *Directions in Sociolinguistics: The Ethogisthy of Communication*. New York: Halt, Rinertheart and Wiston.
- Kuśnierek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*, 7, 74-111.
- Ramadhan, A. F. (2016). *A Content Analysis Based on Contextual Learning Materials in Curriculum 2013 textbook "Talk Active" (an analytical study on the English textbook for second year of Senior High School)*. repository.uinjkt.ac.id. Retrieved June 21, 2022, from <https://repository.uinjkt.ac.id/dspace/handle/123456789/31904>
- Spratt, M., Pulverness, A., & William, M. 2005. *The TKT (Teaching Knowledge Test) course*. Cambridge: Cambridge University Press.
- Tyers, C. J. (2002). Role-play and interaction in second language acquisition. *Lu Er Island Woman University Research Journal*, 32, 163-196
- Williams, D. (1983). Developing Criteria for Textbook Evaluation. *ELT Journal*, 37(3) July 1983.