

## CHAPTER IV

### FINDING AND DISCUSSION

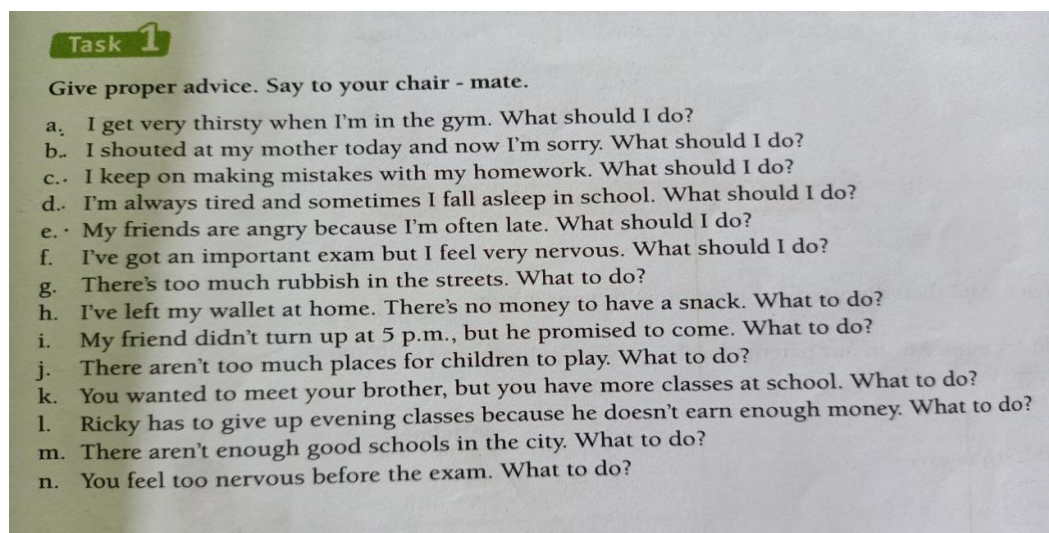
This chapter, the discussions are presented under the following; (1) finding of the study, and (2) discussion

#### 4.1 Finding of the Study

##### 4.1.1 Analysis of the speaking materials contain in English textbooks

Based on data analysis conducted by writer regarding speaking material contained in the English textbook used by SMA Negeri 8 Palembang, it was found that on average in each chapter there were several discussions about speaking material as for the explanation can be seen as follows:

##### a) Speaking Material Analysis in Chapter 1



*Picture 4. 1*

There are one speaking material in Chapter 1 (Good Advice) that is task one. Activity in task one about "Give proper advice". Based on the picture above, the Speaking Material in chapter 1, task one is contained good speaking material

because the instructions given in task one are written clearly so that it can be understood easily, while the instructions given are students asked to give proper advice based on the situation provided then, the students were asked to say the proper advice to their classmates.

## b) Speaking Material Analysis in Chapter 2

**Task 1**

Listen and learn the following dialogs.

John : We'll have an admission test tomorrow.  
 Mary : Yeah I know! I hope it's not too hard. I really want to be admitted.  
 John : Me too. We'll just have to do the best we can.  
 Mary : But the problem is I don't think I'm ready. I'm so busy helping my parents' business that I don't have time to prepare for the test tomorrow. I wish I hadn't had to help them.  
 John : How about spending the whole day studying for the test? I will help you.  
 Mary : That would be great!

a

Picture 4. 2

**Task 5**


Complete the conversations with correct expression. Discuss with your chair-mate.

Conversation using Hope

A: I \_\_\_\_\_ snow tomorrow. Then we *can* go skiing.  
 B: The weather report says it might rain, not snow.  
 A: Well, I \_\_\_\_\_ is wrong!

Conversation using Wish (One day later...)

A: Too bad it's raining today.  
 B: I \_\_\_\_\_ a snow machine.  
 A: If you \_\_\_\_\_, you could make a lot of money.




Picture 4. 3

There is no speaking material contained in Chapter 2 (Hopes and Wishes) because in this chapter every task are only asked the students to listen, read, and discuss with their teacher and friends such as in task one and task five.

### c) Speaking Material Analysis in Chapter 3


**Task 4**  
Practice inviting and responding the invitation with your friends.

Randy : Do you want to play?  
Kira : No, thanks. I'm a bit tired right now.  
Randy : How about having a drink?  
Kira : Sure! Let's go.



Ann : Bob and I are having a little get-together at our place tonight. Want to pop over after school?  
Jim : Sure, why not? What time do you want me to be there?  
Ann : Around 6.  
Jim : OK. Want me to bring something?  
Ann : No. Just bring yourself.

Sam : Want to come over for a quick meal tonight?  
Tom : Tonight's no good. I have an appointment. Can I take a raincheck?  
Sam : OK. No problem. Enjoy your evening!  
Tom : You too.



*Picture 4. 4*

**Task 7**  
Role play the following situations with a partner. Include details and give a variety of responses.

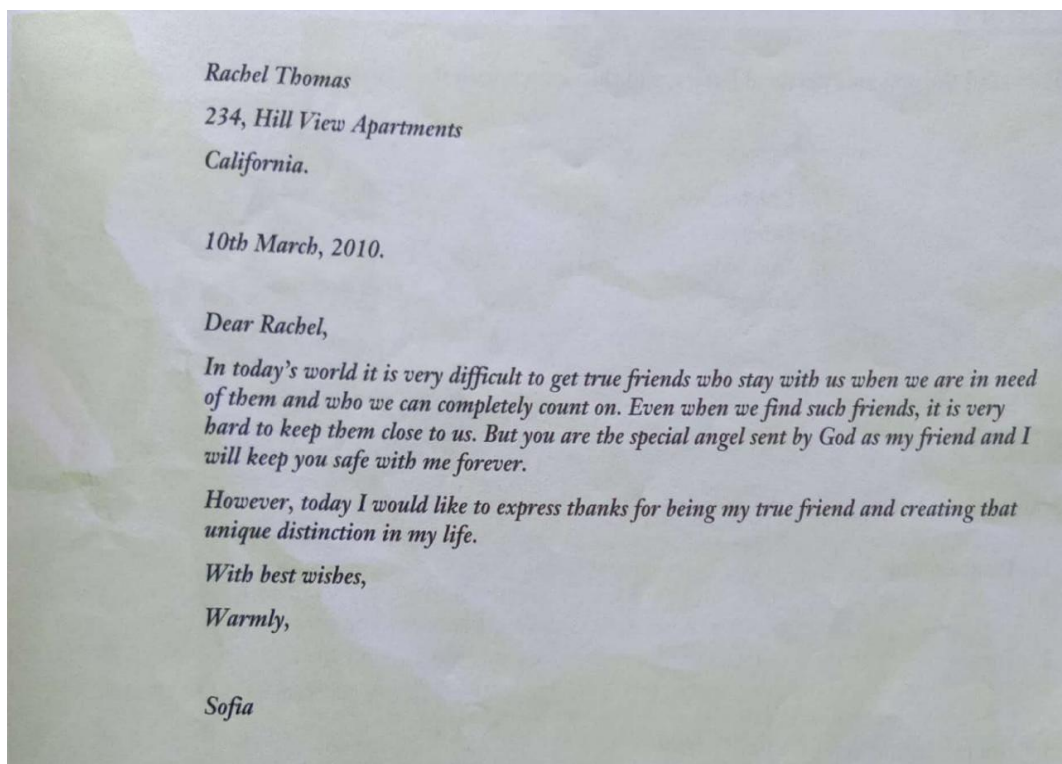
1. Invite your partner to go fishing this weekend.
2. Invite your partner to your home for dinner.
3. Invite your partner to see the circus.
4. Invite your partner to attend your violin concert.
5. Invite your partner to attend a OSIS chairman rally.
6. Invite your partner to your brother's/sister's performance.
7. Invite your partner to your brother's/sister's graduation party.
8. Invite your partner to go dancing.
9. Invite your partner to accompany you to the mall.
10. Invite your partner to have fun at the zoo on weekend.

*Picture 4. 5*

There are two speaking materials in Chapter 3 (Invitation) those are task four and task seven. Activity in task four about "Practice inviting and responding

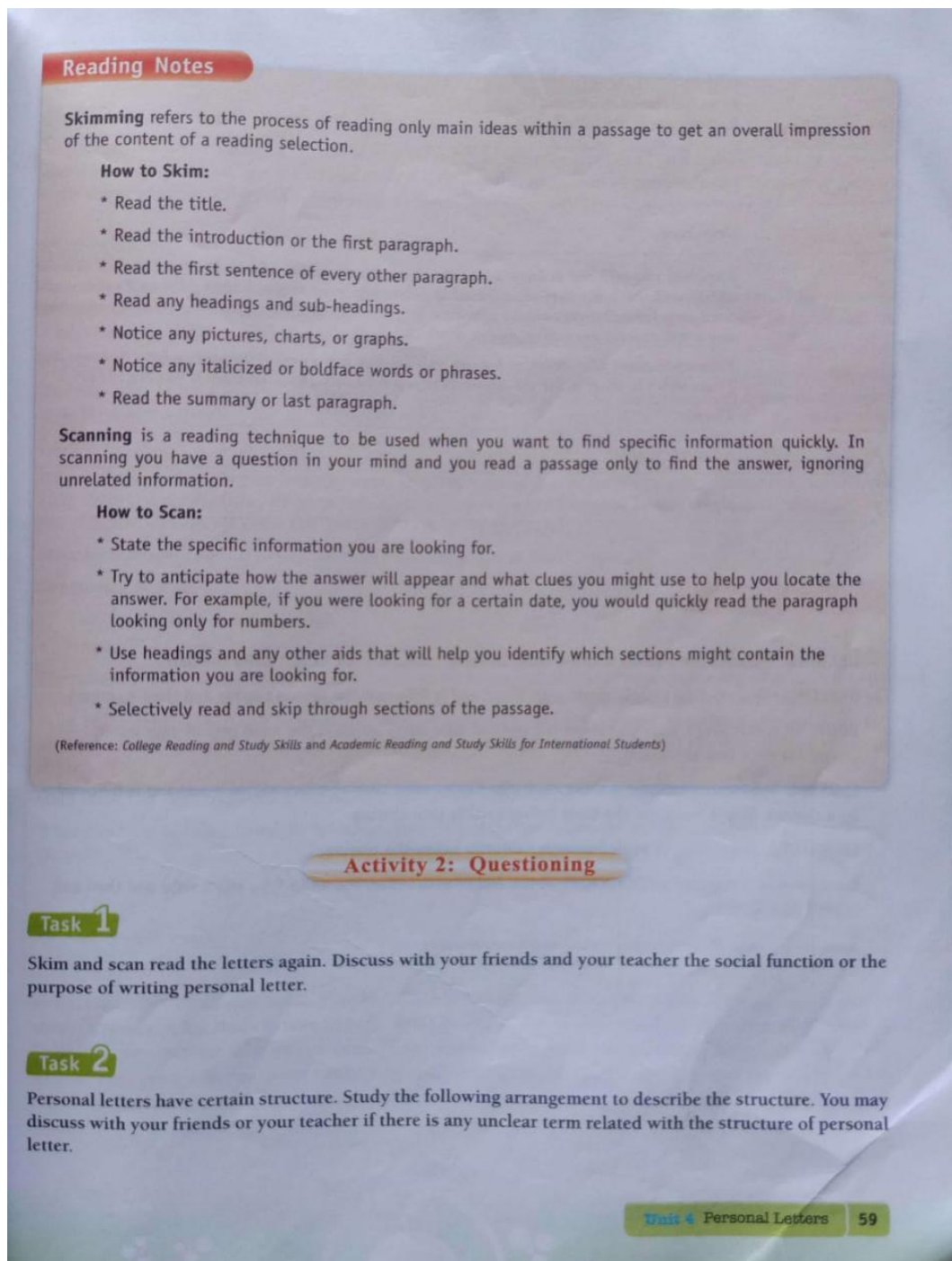
the invitation” and activity in task seven about “Role play the following situations”. Based on the picture above, the Speaking Material in chapter 3, task four and task seven are contained good speaking material. The material on task four and task seven provides clear and easy-to-understand instructions in addition, on task seven, students are also asked to think critically. In task four students were asked to practice the dialogue that had been presented about inviting and responding with their friends and in task seven students were asked to play roles based on the provided situation with sentences that they made up themselves in detail and were asked to give varied responses.

#### **d) Speaking Material Analysis in Chapter 4**



**Picture 4. 6**

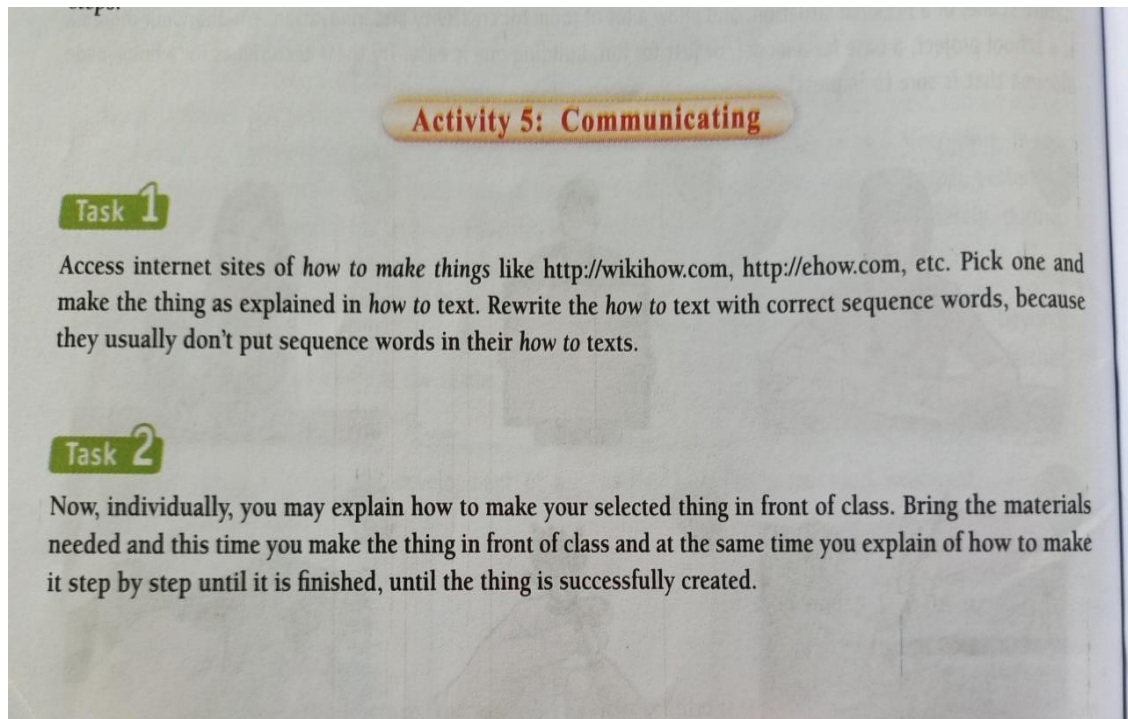




**Picture 4. 7**

There is no speaking material contained in Chapter 4 (Personal Letters) because in this chapter every task are only asked the students to listen, read, and discuss with their teacher and friends such as task one and task two.

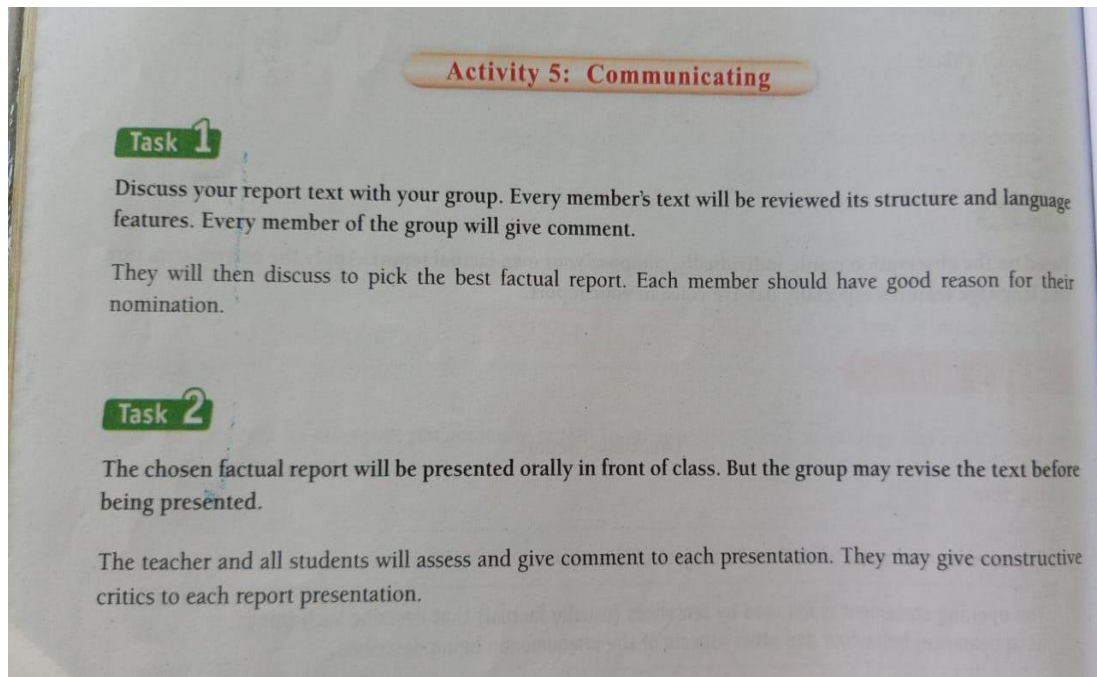
### e) Speaking Material Analysis in Chapter 5



*Picture 4. 8*

There are two speaking materials in Chapter 5 (Handicraft) those are task one and task two. Activity in task one and task two are about “Explain how to text”. Based on the picture above, the Speaking Material in chapter 5, task one and task two are contained good speaking material. The material on task one and task two provides clear and easy-to-understand instructions in detail. In task one students were asked to open the given web page then choose and make something available on the web page after that students were asked to explain it besides students are also asked to rewrite the text correctly and in task two students were asked to explain in front of the class how to make something they have chosen themselves by bringing the tools and materials they need and then making it while explaining it step by step until it was finished.

## f) Speaking Material Analysis in Chapter 6



*Picture 4. 9*

There are two speaking materials in Chapter 6 (Observation) those are task one and task two. Activity in task one and task two are about "Report text". Based on the picture above, the Speaking Material in chapter 6, task one and task two are contained good speaking material. The material on task one and task two provides clear and easy-to-understand instructions in detail. In task one students asked to have group discussions about report text, all group members were asked to provide structure and language features then all group members will comment and on task two students were asked to choose a factual report that will be presented directly in front of the class but all groups must correct the text before presenting it.

### g) Speaking Material Analysis in Chapter 7

**Activity 5: Communicating**

**Task 1**

Modal verbs like *should*, *shouldn't*, *can* or *can't* are significant in writing analytical exposition text or in asking and giving opinion. Study the following sentences. Listen and repeat.

Focus <i>should</i> be on the messages that it conveys.	/ 'fəʊkəs ʃəd bi ɒn ðə 'me.sɪ.dʒɪz ðæt ɪt kən.'veɪz /
Reading is good for them, so parents <i>shouldn't</i> discourage it.	/ 'ri:d.ɪŋ z gud fə ðəm / 'səʊ 'peə.rənts 'ʃʊdn't dɪs.'kʌr.ɪdʒ ɪt /
Look, you <i>can't</i> control the way I look. You <i>should</i> accept me the way I am."	/ lʊk ju kɑ:nt kən.'trəʊl ðə 'wei 'aɪ lʊk / ju ʃəd ək.'sept mi: ðə 'wei 'aɪ æm /
But <i>shouldn't</i> people have the freedom to smoke if they want to?	/ bət 'ʃʊdn't 'pi:pəl hæv ðə 'fri:dəm tə sməʊk ɪf 'ðeɪ wɒnt tu: /
Do you think a woman <i>should</i> be president of Indonesia just like Megawati time?	/ də ju 'θɪŋk ə 'wʊ.mən ʃəd bi 'pre.zɪ.dənt əv 'ɪn.də.'ni:zɪə dʒəst 'laɪk <megawati> 'taɪm /

Picture 4. 10

Only one speaking material in Chapter 7 (Social Issues) that is task one. Activity in task one about “Modal verbs”. Based on the picture above, the Speaking Material in chapter I, task one is contained good speaking material because the instructions given in task one are written clearly so that it can be understood easily, while the instructions given are students asked listen and repeat the modal verbs provided.

### h) Speaking Material Analysis in Chapter 8

**Task 3**

Create a timeline of Ahmad Yani life events based on his biography above. And then, based on the timeline, retell Ahmad Yani life events in front of class.

**Writing Tips**

A timeline is a way of displaying a list of events in chronological order, sometimes described as a project artifact. It is typically a graphic design showing a long bar labelled with dates alongside itself and (usually) events labelled on points where they would have happened.

Example:

**2000** Facebook is founded by Mark Zuckerberg, who was a student at Harvard University. He created the website, which was initially called 'The Facebook'.

**2002** Facebook becomes a public company, and its stock is listed on the New York Stock Exchange.

**2003** Facebook launches the News Feed, which allows users to see updates from their friends and the pages they like.

**2004** Facebook becomes a public company, and its stock is listed on the New York Stock Exchange.

**2005** Facebook launches the mobile app, which allows users to access the website from their mobile devices.

**2006** Facebook launches the mobile app, which allows users to access the website from their mobile devices.

**2007** Facebook launches the mobile app, which allows users to access the website from their mobile devices.

**2008** Facebook launches the mobile app, which allows users to access the website from their mobile devices.

**2009** Facebook's annual revenue reaches \$1.5 billion, and its stock price reaches a new high.

**2010** Facebook's annual revenue reaches \$1.5 billion, and its stock price reaches a new high.

Picture 4. 11



Only one speaking material in Chapter 8 (National Heroes) that is task three. Activity in task three about “Timeline of Ahmad Yani”. Based on the picture above, the Speaking Material in chapter 8, task one is contained good speaking material because the instructions given in task one are written clearly so that it can be understood easily, while the instructions given were students asked to make a timeline about Ahmad Yani's life activities based on his biography and then retell it in front of the class.

#### 4.1.2 Analysis of the speaking materials needed by students to improve their speaking skills

The findings of this study related to the assessment of students' questionnaire classifications. This study aimed to determine the challenges of speaking materials needed by students in eleventh grade SMA Negeri 8 Palembang. The data was obtained by questionnaire from eleventh of IPA 5 class there were 30 students. Supported by data from the questionnaire as follows :

#### Questionnaire Result

**Table 4.1. Aspects of Speaking Learning Design in terms of Skills and Content**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 1	I like speaking material that is easy to understand ( <i>Saya menyukai materi berbicara yang mudah dipahami</i> )	67%	27%	6%	-	-
	I like speaking material that is easy to remember ( <i>Saya menyukai materi berbicara yang mudah di ingat</i> )	77%	23%	-	-	-
	I like speaking material that has a good language structure ( <i>Saya menyukai materi berbicara yang memiliki struktur Bahasa yang bagus</i> )	63%	27%	6%	-	-

Based on the first statement from the first aspect “*I like speaking material that is easy to understand*” from thirty respondents the result indicates 20 students or 67% of students whose strongly agree, 8 or 27% students agreed with the statement, 2 or 6% students whose answered undecided, based on the second statement from the first aspect “*I like speaking material that is easy to say*” from thirty respondents the result indicates 23 students or 77% of students whose strongly agree, 7 or 23 % students agreed with the statement and based on the last statement from the first aspect “*I like speaking material that has a good language structure*” from thirty respondents the result indicates 19 students or 63% of students whose strongly agree, 8 or 27 % students agreed with the statement, 10 or 6% students whose answered undecided. The writer concluded based on three statements from the first aspect most of students are chose *strongly angree* means that most of students were like the speaking materials that easy to understand, easy to remember, and has a good language structure because it can make them more easily to learn about speaking materials.

**Table 4.2. Aspects of Speaking Learning Design From a Productive and Fun Side**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 2	I like speaking material with productive learning (Saya menyukai materi berbicara yang pembelajarannya produktif)	54%	44%	2%	-	-
	I like speaking material with creative learning (Saya menyukai materi berbicara yang pembelajarannya kreatif)	70%	30%	-	-	-
	I like speaking material which makes learning fun (Saya menyukai materi berbicara yang pembelajarannya menyenangkan)	80%	20%	-	-	-
	I like speaking material that can motivate and encourage my curiosity (Saya menyukai materi berbicara yang dapat memotivasi dan mendorong keingin tahuan saya)	77%	23%	-	-	-

The next result reveals that from 30 students based on the first statement from the second aspects *“I like speaking material that is productive learning”* the result indicates 16 students or 54% of students whose strongly agree 13 or 44% students agreed with the statement, 1 or 2% students whose answered undecided, based on the second statement from the second aspects *“I like speaking material that is Creative learning”* the result indicates 21 students or 70% of students whose strongly agree, 9 or 30 % students agreed with the statement, based on the third statement from the second aspects *“I like speaking material that has fun learning”*. The result indicates 24 students or 80% of students whose strongly agree, 6 or 20 % students agreed with the statement, and based on the last statement from the second aspects *“I like speaking material that can motivate and encourage my curiosity”*. The result indicates 23 students or 77% of students whose strongly agree, 7 or 23% students agreed with the statement. So, based on the four statements from second aspects the writer concluded that most of students were chose *strongly agree* but many students also chose *agree* means that the students need the speaking materials as in the second aspect because it could helped them to learn the speaking material easily.

**Table 4.3. Aspects of Speaking Learning Design in terms of Optimizing Student Potential from Conscious and Unconscious Suggestions**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 3	I like speaking material that is easy to develop ( <i>Saya menyukai materi berbicara yang mudah untuk dikembangkan</i> )	53%	43%	4%	-	-
	I like speaking material that I can realize and actualize ( <i>Saya menyukai materi berbicara yang dapat saya relisasikan serta aktualisasikan</i> )	36%	40%	4%	-	-

From 30 students based on the first statement from the third aspects “I like speaking material that is easy to develop” the result indicates 13 students or 43% of students whose strongly agree, 16 or 53 % students agreed with the statement, 1 or 4% students whose answered undecided and based on the second statement from the third aspects “I like speaking material that I can relate to and actualize” the result indicates 16 students or 53% of students whose strongly agree, 13 or 43 % students agreed with the statement, 1 or 4% students whose answered undecided. From the statement on the second aspects the writer concluded that most of students were chose *strongly agree* and *agree*, means that the students need the speaking materials as in the third aspects to interest them in learning speaking.

**Table 4.4. Aspects of Speaking Learning Design Related to Natural, Social and Moral Realities**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 4	I like speaking material that related with nature ( <i>Saya menyukai materi berbicara yang berhubungan dengan alam</i> )	36%	40%	24%	-	-
	I like speaking material that talks about life daily ( <i>Saya menyukai materi speaking yang membahas tentang kehidupan sehari-hari</i> )	70%	30%	-	-	-
	I like speaking that material related to life or moral values ( <i>Saya menyukai materi speaking yang berkaitan dengan nilai-nilai kehidupan atau moral</i> )	40%	53%	7%	-	-

Based on the first statement from the fourth aspects “I like speaking material related to nature” from 30 students the result indicates 11 students or 36% of students whose strongly agree, 12 or 40 % students agreed with the statement, 7 or 24% students whose answered undecided, based on the second statement from the fourth aspects “I like speaking material that discusses everyday life” from 30 students the result indicates 21 students or 70% of students whose strongly agree, 9 or 30 % students agreed with the statement and based on the statement from the



fourth aspects “*I like Speaking Materials Related to Life or Morals Values*” from 30 students the result indicates 12 students or 40% of students whose strongly agree, 16 or 53 % students agreed with the statement, 2 or 7% students whose answered undecided. The writer concluded from three statements in the fourth aspects most of students were chose *strongly agree* means that students are need the statements in fourth aspects because it could made them happy to learn speaking.

**Table 4.5. Aspects of speaking learning design related to linguistic and communicative competence**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 5	I like speaking material that related to science language ( <i>Saya menyukai materi berbicara yang berkaitan dengan ilmu bahasa</i> )	40%	40%	16%	4%	-
	I like speaking material that easy to be spoken ( <i>Saya menyukai materi berbicara yang mudah diucapkan</i> )	67%	23%	6%	4%	-

The next result reveals that from 30 students based on the first statement from the fifth aspects “*I like speaking material related to linguistics*” the result indicates 12 students or 40% of students whose strongly agree, 12 or 40% students agreed with the statement, 5 or 16% students whose answered undecided, , there were 1 or 4% students whose answered disagree and based on the second statement from the fifth aspects “*I like speaking material that is easy to be spoken*” the result indicates 20 students or 67% of students whose strongly agree, 7 or 23% students agreed with the statement, 2 or 6% students whose answered undecided, there were 1 or 4% students whose answered disagree. From the two statements in the fifth aspects the writer concluded that students were need the speaking materials as in

each statements to learn speaking but many students were not sure that they need speaking materials as in that statements.

**Table 4.6. Aspects of good speaking material criteria in terms of instruction**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 6	I like speaking material that has clear instructions for each activities ( <i>Saya menyukai materi berbicara yang memiliki intruksi yang jelas pada setiap kegiatannya</i> )	56%	30%	14%	-	-
	I like speaking material with well-informed topics, genres, and situations ( <i>Saya menyukai materi berbicara yang jenis topik, genre, dan situasi diinformasikan dengan baik</i> )	44%	50%	6%	-	-

From 30 students based on the first statement from the sixth aspects “*I like speaking material that has clear instructions for each activities*” the result indicates 17 students or 56% of students whose strongly agree, 9 or 30 % students agreed with the statement, 4 or 14% students whose answered undecided and based on the second statement from the sixth aspects “*I like speaking material with well-informed topics, genres, and situations*” the result indicates 13 students or 44% of students whose strongly agree, 15 or 50 % students agreed with the statement, 2 or 6% students whose answered undecided. Based on the statements in sixth aspects the writer concluded that most of students were chose *strongly agree* and *agree* means that students were need the speaking materials as in the sixth aspects to made them more easily to learn speaking

Table 4.7. Aspects of good speaking material criteria in terms of Interactivity

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 7	I like speaking materials which role by myself such as story telling or role playing ( <i>Saya menyukai materi berbicara yang saya perankan sendiri seperti berdongeng atau bermain peran</i> )	40%	40%	16%	4%	-
	I like speaking materials that work in pairs and group work ( <i>Saya menyukai materi berbicara yang kerja berpasangan dan kerja kelompok</i> )	37%	46%	17%	-	-
	I like speaking material where the activities are learning while played ( <i>Saya menyukai materi berbicara yang kegiatannya belajar sambil bermain</i> )	56%	30%	10%	4%	-
	I like speaking material where the activities are learning while singing ( <i>Saya menyukai materi berbicara yang kegiatannya belajar sambil bernyanyi</i> )	56%	30%	14%	-	-

Based on the first statement from the seventh aspects “*I like speaking materials which role by myself such as story telling or role playing*” from 30 students the result indicates 12 students or 40% of students whose strongly agree, 12 or 40% students agreed with the statement, 5 or 16% students whose answered undecided, there were 1 or 4% students whose answered disagree, based on the second statement from the seventh aspects “*I like speaking material that works in pairs and group work*” from 30 students the result indicates 11 students or 37% of students whose strongly agree, 14 or 46 % students agreed with the statement, 5 or 17% students whose answered undecided, based on the third statement from the seventh aspects “*I like speaking material that activities are learned while playing*” from 30 students the result indicates 17 students or 56% of students whose strongly agree, 9 or 30 % students agreed with the statement, 3 or 10% students whose answered undecided and there were 1 or 4% students whose answered disagree, and based on the last statement from the seventh aspects “*I like speaking where the*

*activities are learning while singing*” the result indicates 17 students or 56% of students whose strongly agree, 9 or 30 % students agreed with the statement, 4 or 14% students whose answered undecided. From all the statements in seventh aspects the writer conclude that most of students were need the speaking materials as in the seventh aspects because it could made them interest , fun, and happy to learn speaking.

**Table 4.8. Aspects of good speaking material criteria in terms of challenging material**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 8	I like speaking materials whose activities involve me directly ( <i>Saya menyukai materi berbicara yang kegiatannya melibatkan saya secara langsung</i> )	50%	44%	6%	-	-
	I like speaking material with challenging activities such as short questions and answers, short dialogues and so on that can train my hearing and pronunciation ( <i>Saya menyukai materi berbicara yang kegiatannya menantang seperti Tanya jawab singkat, dialog pendek dan lain sebagainya yang dapat melatih pendengaran dan pengucapan saya</i> )	36%	50%	10%	4%	-

The next result reveals that from 30 students based on the first statement from the eighth aspects “*I like speaking material which activities involve me directly*” the result indicates 15 students or 50% of students whose strongly agree, 13 or 44 % students agreed with the statement, 2 or 6% students whose answered undecided and based on the second statement from the eighth aspects “*I like speaking material that has challenging activities like short questions and answers, short dialogues, etc. that can practice my hearing and pronunciation*” the result indicates 11 students or 36% of students whose strongly agree, 15 or 50 % students agreed with the statement, 3 or 10% students whose answered undecided, , there



were 1 or 4% students whose answered disagree. From the table above most of students were chose *strongly agree* and *agree* , so the writer concluded that students were need the speaking material as in the eighth aspects to made them more easily to learn speaking.

**Table 4.9. Aspects of good speaking material criteria in terms of analytical activities**

Aspect	Statements	Likert scale (%)				
		SA	A	U	D	SD
Aspect 9	I like speaking material which makes me think critically ( <i>Saya menyukai materi berbicara yang membuat saya berpikir kritis</i> )	56%	26%	10%	4%	4%
	I like speaking material which makes me memorize more vocabulary ( <i>Saya menyukai materi berbicara yang membuat saya menghafal lebih banyak kosa kata</i> )	22%	43%	20%	15%	-
	I like speaking materials such as open-ended questions, giving quick answers, encouraging arguments, making predictions, or simple material ( <i>Saya menyukai materi berbicara seperti pertanyaan terbuka, memberikan jawaban cepat, mendorong argumen, membuat prediksi, atau materi yang simple</i> )	36%	50%	10%	4%	-

From 30 students based on the first statement from the ninth aspects “*I like speaking material that makes me think critically*” the result indicates 17students or 56% of students whose strongly agree, 8 or 26 % students agreed with the statement, 3 or 10% students whose answered undecided, and there were 1 or 4% students whose answered disagree and 1 or 4% students whose answered strongly disagree, based on the second statement from the ninth aspects “*I like speaking material that makes me memorize more vocabulary*” the result indicates 11 students or 36% of students whose strongly agree, 15 or 50 % studentsagreed with the statement, 3 or 10% students whose answered undecided, , there were 1 or 4% students whose answered disagree, and based on the last statement from ninth aspects “*I like*

*speaking material such as open questions, giving quick answers, encouraging arguments, making predictions, or simple material*” the result indicates 11 students or 36% of students whose strongly agree, 14 or 46 % students agreed with the statement, 4 or 14% students whose answered undecided, and there were 1 or 4% students whose answered disagree. The writer concluded that most of students were chose *strongly agree* and *agree* but there were some students also chose *disagree* and *strongly disagree* it means that in this aspects students were not really need the speaking materials as in this aspects because it could made them bored and not interest to learn speaking.

## 4.2 Discussion

The English textbooks used by SMA Negeri 8 Palembang was "Talk Active" course book published by Yudhistira this book were varied, attractively presented, and have interesting content. The newest in the “Talk Active” textbook is evidenced by the 8 chapters that have different themes. The tittle of every chapter are : 1) Good Advice, 2) Hopes and Wishes, 3) Invitation, 4) Personal Letters, 5) Handicraft, 6) Observation, 7) Social Issues, and 8) National Heroes. The result of the analysis of the speaking material in the "Talk Active" course book published by Yudhistira from chapter one to chapter eight were this book encouraged the use of group learning in various forms, with the aim that students interact a lot, thus building communication skills and working in teams. Thus, students practiced participating in conveying ideas and thoughts related to the type of text being studied, which in turn could develop students' courage in expressing ideas. This book explained the minimum efforts students must make to achieve the expected competencies.

Analysis of student needs was very useful for determining learning objectives which would be used later to develop materials, activities, and tests. By analyzing student needs, teaching materials will be more easily adapted, developed, and used by knowing the needs of students, teachers will more easily choose, adapt, and develop teaching materials according to student needs so that learning objectives will be more easily met. The results of the analysis of students' answers from the questionnaire had showed in research finding which all of the aspects related to the design of learning speaking such as, the first in terms of skills and content, the second in terms of productive and fun, the third in terms of optimizing the potential of students from conscious and unconscious advice, the next is in terms of speaking learning design related to natural reality, social, and moral, and finally the speaking learning design related to linguistic and communicative competence. From these five aspects the average student needs material related to the learning design. Then we can see in the textbooks used by SMA Negeri 8 Palembang schools based on the results of the analysis of writer showing that the speaking material in the book has fulfilled the aspects of speaking material design.

Furthermore, based on the criteria for good speaking material, there are 4 aspects namely, the first is the criteria for good speaking material in terms of instructions, the second is the criteria for good speaking material in terms of interactivity, the third is the criteria for good speaking material in terms of challenging material, and the last is the criteria for good speaking material in terms of analytic activities. Based on the analysis of data collected through a questionnaire, it was found that the majority of students agreed with speaking

material with good speaking criteria that writer given.

Whereas the speaking material in the "Talk Active" textbook used by schools covers the aspects of the criteria for good speaking material. So it can be concluded that the speaking material in the book had met the needs of students in SMA Negeri 8 Palembang.