



ANALYSIS OF TUTOR MADE ENGLISH SPEAKING MATERIAL FOR 12-14 YEARS OLD STUDENTS AT PPA IO-0132 HOSIANA

Tanima Gulo, Yasminar Amaerita Telaumbanua², Hidayati Daeli³, Riswan Zega⁴

^{1,2,3,4}Universitas Nias

E-mail: ^{1,2,3,4}tanimagulo65@gmail.com

Accepted :

19 May 2026

Published :

19 May 2026

Corresponding Author:

Tanima Gulo

Email Corresponding :

tanimagulo65@gmail.com

ABSTRACT

This research aims to evaluate the feasibility of tutor-made English speaking materials designed for students aged 12–14 years at PPA IO-0132 Hosiana, based on established criteria for effective speaking materials. Using a qualitative research method, data were collected through document analysis and in-depth interviews with the English tutor. The analysis focused on five key indicators of feasible speaking materials: content feasibility, language feasibility, presentation feasibility, appropriateness, and authenticity. The findings reveal that the tutor-made materials are largely aligned with curriculum standards (Kurikulum 2013 and Kurikulum Merdeka), particularly in terms of contextual relevance, clear instructions, and interactive speaking tasks. The research concludes with recommendations for improving material design, particularly by incorporating authentic listening inputs and structured feedback mechanisms. This study contributes to the development of localized, context-sensitive speaking materials in non-formal educational settings.

Keywords: *English Speaking Materials, Tutor, Non-Formal Education, Qualitative Research*

1. INTRODUCTION

Teaching English plays a crucial role in enhancing students' communication skills and broadening their access to global opportunities. The importance of teaching English in the digital era world cannot be overstated. According to Dewi (2021), the ability to speak fluently and naturally is often viewed both by teachers and by students themselves as the benchmark of successful language acquisition.

English speaking material refers to any resources or content used to learn, teach, or improve English speaking skills and used to aid in the practice or delivery of spoken communication. Rohimajaya (2021) say that material in the textbook is one of the important components of any classroom or language situation besides teachers and students.

English is an important global language that plays a significant role in many areas, including business, technology, and culture. While schools as formal education provide a basic education in English, many people also learn the language outside of traditional classrooms through nonformal education. Ahmati (2019) states that non-formal education institution is all forms of education organized intentionally, orderly, and planned, outside of the school activities. As mention in Pasal 13 Ayat 1 Undang-undang Nomor 20 Tahun 2003 about Sistem Pendidikan Nasional, "Education path consists of formal education, non-formal education and informal education that can complement and enrich each other." It means that non-formal education is one of the education pathways that can support formal education achievement.

Vol 9, No 1 (2026): ESTEEM

At PPA 10-0132 Hosiana as one of non-formal education, students aged 12-14 are at a significant stage of cognitive and social development, where they begin to be more active in interacting with their surroundings. Based on interviews conducted on June, 14th 2025 by the researcher to PPA IO-0132 Teacher Hosiana, the main problem faced by students lies in English speaking skill. The interview results reveal that while the tutor strives to create speaking materials tailored for 12-14 year old students, several issues affect the effectiveness of these materials in improving students' speaking skills. ". This research is expected to provide recommendations for improving learning materials so that the speaking teaching process becomes more effective and has a positive impact on the development of students' English language skills.

2. LITERATURE REVIEW**Definition of Speaking**

Speaking is a person's ability to convey words that express ideas or opinions. Speaking is important in human life. Speaking is important in communication, where by speaking, humans can convey their opinions and thoughts about something. Then, Rajitha (2019) said that speaking is considered as the fundamental and very efficient form of human communication. While, Crisianita & Mandasari (2022) state that speaking is an oral production that involves several elements. In addition, speaking is also considered a cognitive skill because the process of speaking involves various mental functions such as remembering vocabulary, composing grammar, choosing the right words, and organizing ideas logically and coherently.

Function of Speaking

Tarigan (2018) argued that the functions of speaking can be grouped into seven, namely:

- a) Instrumental function
This function relates to the use of language to fulfill one's needs or desires by moving or influencing the surrounding environment.
 - b) Regulatory function
Speaking also plays a role in controlling or supervising the actions and behavior of others. This function allows one to regulate the situation through approval, reprimand, or supervision.
 - c) Representational function
Language is used to convey information, facts, or knowledge clearly and systematically.
 - d) Interactional function
This function focuses on the use of language to establish and maintain social relationships between individuals.
 - e) Personal function
Speaking also functions as a means to express one's feelings, attitudes, and self-identity.
 - f) Heuristic function
Language is used to seek information and understanding of the surrounding environment.
 - g) Imaginative function
This function relates to the use of language to express creativity and imagination, such as in storytelling, poetry, or drama. Language becomes a medium for creating imaginary worlds or conveying creative ideas that are not limited to everyday reality.
- Furthermore, Lightbown and Spada (2020) explain 3 importance or functions of speaking in the context of English as a foreign language, including the following:
- a) Informing Teachers about Students' Levels and Problems
 - b) Provide Opportunities for Real Life Speaking Practice.
 - c) Activating and Automating the Use of Language Structures and Functions.

Types of Speaking Activities

According to Ilham et al. (2020) there are 5 types of speaking, including the following:

- 1) Imitative
Imitative speaking skills refer to the ability to imitate or replicate the speech of others.
- 2) Intensive
Intensive speaking is a form of communication that focuses on mastering specific language elements such as grammar, diction or articulation.
- 3) Responsive
Responsive speaking emphasizes the ability to respond to the interlocutor's questions or statements.
- 4) Interactive
Interactive speaking involves dynamic communication between multiple parties with an active exchange of ideas.
- 5) Extensive
Extensive speaking is the ability to deliver a comprehensive explanation of a particular topic.

Aspects of Speaking Skill

Based on Harris' explanation in Azlina et al. (2023) there are five aspects of speaking skills, namely understanding, grammar, vocabulary, pronunciation and fluency.

- 1) Understanding
The comprehension component refers to the learners' ability to capture the meaning of the conversation, including understanding the words, sentence structure, and context of the conversation.
- 2) Grammar
Grammar is a system of rules that governs the arrangement of words into logical and meaningful sentences.
- 3) Vocabulary
A rich vocabulary allows the speaker to express ideas with variety and precision.
- 4) Pronunciation
The pronunciation aspect includes the ability to produce language sounds accurately, including phoneme

articulation, word emphasis, and intonation patterns.

- 5) Fluency
Fluency measures a person's fluency in producing utterances spontaneously without interruptions such as excessive pauses, repetitions, or hesitations.

Speaking Material**Speaking English Material**

Broadly speaking, learning materials are the knowledge, abilities and attitudes that students need to learn to achieve predetermined competency standards. This material is an important part of the curriculum and must be well prepared so that learning objectives can be achieved.

Putri (2019) stated that educational materials are anything that can be used to facilitate language learning, including course books, videos, step-by-step readers, flashcards, games, websites, mobile phones. Materials are created to motivate and support learners in their studies. In summary, English materials consist of information or concepts used to facilitate the learning of English.

Example of Speaking Material for students aged 12-14 years old

Some English speaking materials are:

- 1) Family
- 2) Games and Sports
- 3) Married life or living together
- 4) Holidays/ vacations
- 5) Shopping
- 6) At school
- 7) Films
- 8) Housekeeping
- 9) Jobs
- 10) Military Service
- 11) Television
- 12) Christmas

Teacher Role in Teaching Speaking

Jeremy (2020) said that teacher has different roles in speaking, namely:

- (a) Prompter
As a prompter, a teacher helps students who may be struggling to express their

Vol 9, No 1 (2026): ESTEEM

thoughts or find the right words during speaking activities.

(b) Participant

In the role of a participant, the teacher actively engages in speaking activities alongside the students.

(c) Feedback provider

The teacher also acts as a feedback provider during speaking activities.

Indicators of Feasible English Speaking Material

According to Mahfiroh (2024) the indicators of feasible English speaking material consist of:

- 1) Content Feasibility
- 2) Language Feasibility
- 3) Presentation Feasibility

English Speaking Material Standard**a) Kurikulum 2013 Standard Based English Speaking Material**

English speaking material should have some criterion namely:

- Relation of Speaking Materials with listening materials
- Combination of Knowledge and speaking exercises
- Coverage of Communicative competence objectives

Kurikulum Merdeka Standard Based English Speaking Material

The standards of English speaking material in the Kurikulum Merdeka compared from two experts are as follows:

- 1) Competencies
- 2) Content
- 3) Presentation
- 4) Assessment
- 5) Authenticity
- 6) Relevance

Non-Formal Education Standard Based English Speaking Material

Speaking materials in non-formal education must fulfill the following criteria, namely:

- 1) Emphasis on Communicative Competence
- 2) Increased Language Exposure
- 3) Variety of Interactive Activities
- 4) Student-Centered and Enjoyable Learning
- 5) Continuous and Intensive Guidance
- 6) Flexible Design
- 7) Focus on Communicative Functions
- 8) Use of a Communicative Approach

From the 3 standards above, it can be concluded that English speaking materials must meet the following standards:

No.	Standards
1.	Relation of Speaking Materials with Listening Materials
2.	Combination of Knowledge and Speaking Exercises
3.	Coverage of Communicative Competence Objectives
4.	Developing Communicative Competence
5.	Attention to Structure
6.	Contextual Language Use
7.	Competencies
8.	Content
9.	Presentation
10.	Authenticity
11.	Relevance
12.	Assesment
13.	Increased Language Exposure
14.	Variety of Interactive Activities
15.	Focus on Fluency and Spontaneity

Tutor Made English Speaking Material

Prasetyaningrum (2021) discusses the importance of teaching method adaptation in the context of English language learning, especially in the development of tutor-made speaking materials. Below are the explanations:

- 1) Context and Student Needs
- 2) Interactive Approach
- 3) Use of Technology
- 4) Evaluation and Feedback

English Speaking Material Versus Tutor Made English Speaking Material

English speaking material (ESM) generally refers to commercially produced or

Vol 9, No 1 (2026): ESTEEM

officially published materials, such as textbooks and learning resources created by educational publishers. These materials are usually well-structured, follow established pedagogical approaches, and are designed to meet the general needs of learners across different proficiency levels.

Criteria for a Good Material

Yuniarti (2022) stated that criteria for a good material are:

- 1) Materials should help the learners to feel at ease
- 2) Materials should achieve impact and develop confidence
- 3) Materials should be relevant for learners
- 4) Materials should give the opportunity to achieve the communicative purposes, to cover all students' needs and learning styles.

Characteristics of a Good Material

Richard (2022) conveyed that the characteristics of good material should:

- 1) Arouse the learners' interest
- 2) Remind them of earlier learning
- 3) Tell them what they will be learning next
- 4) Explain new learning content to them
- 5) Relate these ideas to learners' previous learning
- 6) Get learners to think about new content
- 7) Help them get feedback on their learning
- 8) Encourage them to practice
- 9) Make sure they know what they are supposed to be doing

- 10) Enable them to check their progress
- 11) Help them to do better

3. METHODS

This research uses qualitative research methods with content analysis. According to Gea et al. (2023), qualitative research is concerned with describing phenomena that occur and how we think about or respond to them in terms of the meanings people give them, which is what qualitative researchers see things in their natural environment. The data of this study is the English textbook "English Speaking Material for 12-14 Years Old Students at PPA IO-0132 Hosiana" (in the speaking material section) used by 12-14 years old PPA IO-0132 Hosiana students.

To collect data for this study, researchers will use existing research instruments in the form of document analysis, interviews and documentation. Several data collection methods were used in this study, namely:

- a) Document analysis
- b) Interview

Data Analysis Technique

- a) Data Reduction
- b) Data Display
- c) Drawing Conclusion

4. RESULTS AND DISCUSSION**Table 4.1** Analysis of English Speaking Material Standards

No.	Themes of Materials	Kurikulum 2013, Kuikulum Merdeka,	Tutor Made English Speaking Material			Total		
		Standards	Yes	No	Partly	Fulfilled	Unfulfilled	Partially fulfilled
1.	Family	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1

		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure			✓	-	-	1
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
2.	Games and sports	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
3.	Married life or Living together	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1

4.	Holidays / Vacations	1. Relation of Speaking Materials with Listening Materials	✓			1	-	-
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity			✓	-	-	1
		11. Relevance		✓		-	1	-
		12. Assesment	✓			1	-	-
		13. Increased Language Exposure	✓			1	-	-
		14. Variety of Interactive Activities			✓	-	-	1
		15. Focus on Fluency and Spontaneity	✓			1	-	-
5.	Shopping	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
6.	At school	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure	✓			1	-	-
		6. Contextual Language Use	✓			1	-	-

		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity				1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
7.	Films	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
8.	Housekeeping	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-

Vol 9, No 1 (2026): ESTEEM

		15. Focus on Fluency and Spontaneity			✓	-	-	1
9.	Jobs	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
10.	Military Service	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity	✓			1	-	-
11.	Television	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-

Vol 9, No 1 (2026): ESTEEM

		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
12.	Christmas	1. Relation of Speaking Materials with Listening Materials			✓	-	-	1
		2. Combination of Knowledge and Speaking Exercises	✓			1	-	-
		3. Coverage of Communicative Competence Objectives	✓			1	-	-
		4. Developing Communicative Competence	✓			1	-	-
		5. Attention to Structure			✓	-	-	1
		6. Contextual Language Use	✓			1	-	-
		7. Competencies			✓	-	-	1
		8. Content	✓			1	-	-
		9. Presentation	✓			1	-	-
		10. Authenticity	✓			1	-	-
		11. Relevance	✓			1	-	-
		12. Assesment			✓	-	-	1
		13. Increased Language Exposure		✓		-	1	-
		14. Variety of Interactive Activities	✓			1	-	-
		15. Focus on Fluency and Spontaneity			✓	-	-	1
		TOTAL				111	12	57

Based on the table above, can be seen that for the first criterion how speaking materials connect to listening materials, the key question is whether the speaking content ties into listening exercises. The evaluation result is “Partly,” meaning there are hints of listening-related activities, but they aren’t fully developed or reinforced. The notes explain that while the material focuses on speaking tasks, there’s no clear proof that listening is directly incorporated. For instance, there are no audio files or transcripts provided. Still, instructions such as “Listen and Repeat” suggest that listening

might play a role in classroom teaching, even if the materials themselves don’t include actual listening components.

The second criterion examines whether the materials combine language knowledge with speaking practice. The evaluation result is “Yes,” confirming that the content includes well-designed speaking activities. According to the notes, the materials offer different types of speaking exercises like role-playing conversations, paired dialogues, and answering questions which help students actively use what they’ve learned. This indicates a strong

Vol 9, No 1 (2026): ESTEEM

connection between learning language concepts and applying them through spoken practice.

Next, the third criterion assesses whether the materials help students develop practical communication skills for everyday interactions. The evaluation result is “Yes,” meaning the content successfully supports this goal. The notes highlight that learners engage in realistic speaking tasks, such as introducing themselves, sharing opinions, and agreeing or disagreeing with others.

Forth criterion examines whether the materials include interactive speaking skills, such as greetings, introductions, and short conversations. The answer is again “Yes”, showing that this area is well-covered in the material. As explained in the notes, the material provides clear opportunities for students to practice greeting exchanges, question-response interactions, and brief conversations.

The fifth criteria highlight that themes such as school life, friendship, and daily routines are very relevant for the target age group of 12–14-year-olds. The evidence reinforces this, stating that the book includes specific topics such as daily routines, school situations, friendship, and shopping. These themes reflect the learners’ real-world experiences, making the learning process more engaging, relatable, and meaningful.

The sixth criteria shown that instructions are visually organized, and the language used is appropriate for the learners’ age. The materials include clear prompts like “Practice this conversation” or “Answer these questions with your partner”. Visuals are used to support understanding, making instructions easier to follow.

There are practice tasks that function as formative assessments, but no formal assessment tools or rubrics are included. While review sections and speaking tasks are available, there are no rubrics or structured summative evaluations provided in the materials. The eight criteria were the materials include some natural expressions that mimic real-life language use. However, there are no authentic audio recordings or transcripts, so students are not exposed to

real-life spoken English or interaction with native speakers.

The next criteria evaluate the educational materials based on their inclusion of interactive activities and their focus on fluency and spontaneity. In terms of variety of interactive activities, the materials fall short, as there is no reference to extracurricular events such as debates, English Days/Nights, study tours, or speaking clubs.

However, when it comes to fluency and spontaneity, the materials perform more effectively. They include role-plays and open-ended speaking prompts, such as “Make a dialogue with your friend,” which are designed to encourage natural language use. These types of activities help learners become more comfortable speaking English in a spontaneous and habitual manner, promoting more authentic communication in the classroom.

Overall, while the materials successfully support in class speaking fluency, they do not offer enough opportunities for interactive, extracurricular engagement.

It can be concluded that from the ten standards of English-speaking materials, the English materials that consists of 12 chapters fulfilled 111, unfulfilled 12 and partly fulfilled 57.

Based on the research results that have been presented above, the researcher will then provide a discussion of the research results to answer the formulation of the problem of knowing whether the tutor made English speaking material for 12-14 years old students at PPA IO-0132 Hosiana is in accordance with the criteria for good English speaking material.

However, the analysis also found that three standards were only partially fulfilled: (1) listening integration, (2) assessment tools, and (3) language exposure. While the book includes natural phrases and some repetition-based tasks, it lacks structured listening materials such as audio scripts or listening comprehension exercises. Similarly, the material does not contain formal assessment rubrics or tools to evaluate

speaking progress in a structured way. This limits the ability to measure student outcomes consistently. In terms of exposure, while natural expressions are present, there are no opportunities for interaction with native speakers or audio recordings, which could enhance listening and pronunciation.

The only unfulfilled standard was Variety of Interactive Activities, particularly in terms of extracurricular elements. There is no mention of debates, speaking clubs, study tours, or events like English Day/Night. These types of activities could significantly improve students' spontaneous use of English and deepen their learning experience.

In summary, the document analysis shows that the material is generally effective in achieving its core goals of developing speaking ability and communicative competence. It is well-suited to the students' level and context. However, the inclusion of listening components, structured assessment tools, and expanded interactive or extracurricular speaking opportunities would greatly enhance the comprehensiveness and impact of the material.

In conclusion, the findings are largely relevant to communicative and developmental theories, particularly in how they support interaction, fluency, and contextual appropriateness for 12–14 years old learners. The tutor made English speaking materials exhibit strengths in role-play and student engagement aligned with CLT and Sociocultural Theory. However, the lack of listening integration, formal assessments, and authentic exposure indicates areas of partial or non-alignment with theoretical frameworks. These areas represent critical opportunities for material improvement, ensuring that students receive comprehensive, balanced, and research-informed language instruction.

5. CONCLUSION

Based on the analysis, the tutor made English speaking material for 12-14 years old students still do not meet the standard of good English speaking materials. While they meet most of the important standards - such as combining knowledge and speaking

practice, focusing on communicative competence, providing clear and age-appropriate content, and promoting fluency - there are still some shortcomings. In particular, it lacks adequate listening integration, formal assessment tools, and interactive activities. Therefore, while the materials have some strength and are helpful for developing basic speaking skills, they do not fully meet all the criteria set for good English speaking materials and require further improvement.

6. REFERENCES

- Akhmad, E., Saleh, Y. R., & Pakaya, S. (2022). Criteria of good English textbook for students: A senior English textbook analysis. *Eloquence: Journal of Foreign Language*, 1(3), 114–124. <https://doi.org/10.58194/eloquence.v1i3.454>
- Faridi, A., Negeri, S., & Jalan Tentara Pelajar Patebon Kabupaten Kendal Jawa Tengah, K. (2018). Developing speaking English for specific purposes materials for broadcasting major students: The case of eleventh grade of vocational high school 1 Kendal. *English Education Journal (EEJ)*, 8(3), 324–330. <http://journal.unnes.ac.id/sju/index.php/eej>
- Febriati, F., Jaya, D., H, N., & Sujarwo. (2022). English teaching materials with flipped learning model in English course. *Journal of Education Technology*, 6(4), 643–651. <https://doi.org/10.23887/jet.v6i4.45652>
- Guebba, B. (2021). The nature of speaking in the classroom: An overview. *Middle East Research Journal of Linguistics and Literature*, 1(1), 9–12. <https://doi.org/10.36348/merjll.2021.v01i01.002>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Panduan*

- pembelajaran dan asesmen Kurikulum 2013* (Edisi revisi). Pusat Kurikulum dan Pembelajaran. <https://kurikulum.kemdikbud.go.id/w-p-content/uploads/2022/11/V.7-PPA-K13.pdf>
- Koch, A., & Schmitt, J. (2016). *Speaking with a purpose*. Routledge.
- Kurniasih, A., & Lisan, K. H. (2023). Developing English speaking materials for tenth grade students of conversation program at Madrasah Aliyah (MA) Ali Maksum. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 3(1), 31–39. <https://doi.org/10.47766/jetlee.v3i1.1275>
- Kusumawati, F. P. (2017). *Developing English learning material for speaking skill based on ADDIE* (Issue 1).
- Lana Hanifa, Z. (2024). *An analysis of speaking material "English for Nusantara" textbook based on Merdeka Curriculum*.
- Liandry, E. (n.d.). *Teacher's role in teaching speaking fluency at State Senior High School 1 Bengkalis*.
- Littlejohn, A. (2022). The analysis and evaluation of language teaching materials. In J. Norton & H. Buchanan (Eds.), *The Routledge handbook of materials development for language teaching*. Routledge.
- Ly Cong Khanh. (2024). Teachers' roles on English language teaching for promoting learner-centered language learning: A theoretical review. *SSRN*.
- Marliasari, S., & Oktaviani, D. R. (2019). The effect of joining non-formal education and English achievement. *Channing: English Language Education and Literature*, 4(1).
- Menggo, S., Suastra, I. M., Budiarsa, M., & Padmadewi, N. N. (2019). Needs analysis of academic-English speaking material in promoting 21st century skills. *International Journal of Instruction*, 12(2), 739–754. <https://doi.org/10.29333/iji.2019.12247a>
- Nastiti, R. (2014). *Developing English speaking materials for English tutorial program of intermediate level students of International Accounting Education Study Program at the Centre for Language Development*.
- Nuralisa, N., & Nirwanto, R. (2023). Role of teaching materials on English for young learners. *PUSTAKA: Jurnal Bahasa dan Pendidikan*, 3(4), 1–12. <https://doi.org/10.56910/pustaka.v3i4.664>
- Pendidikan, J. P. (2020). Analisis konten pada buku teks Bahasa Inggris untuk kelas X berjudul Bahasa Inggris untuk SMA/MA/SMK/MAK kelas X. *Jurnal Pendidikan*, 20(1), 83–90.
- Retno Puspita, D., & Rosnaningsih, A. (2020). A model of speaking teaching materials for primary English teachers' candidates based on contextual approach. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 7(2).
- Rizki, N. J. (n.d.). *Epistemic: Jurnal Ilmiah Pendidikan*.
- Rohimajaya, N. A., Sudirman, A., & Hamer, W. (2021). Developing English materials for the students of information. *Language Circle: Journal of Language and Literature*, 15(2). <http://journal.unnes.ac.id>
- Rosset, E. R., & Stanley, E. (1997). *Conversation in action: Let's talk*.
- Sadullaevna, A. L., & Nigora Safarovna, A. (2020). Functions of speaking as a successful means of communication. *International Journal On*, 3.
- Suhaimi, I. (2021). Analisis keterampilan berbicara bahasa Inggris siswa SMP Al-Ikhlas Kediri. *Koulutus*, 4(1), 1–7. <https://doi.org/10.51158/koulutus.v4i1.511>

Vol 9, No 1 (2026): ESTEEM

- Sukma, H. H., & Saifudin, M. F. (2023). *Listening and speaking skills: Theory and practice*.
- Thamrin, M. H., & Kurniawan, T. (2023). Non-formal English course towards students' speaking performance. *Jurnal Inovasi Ilmu Pendidikan*, 1(3), 120–129.
<https://doi.org/10.55606/lencana.v1i3.1804>
- Yuniarti. (2022). *Developing speaking materials based on the Common European Framework of Reference (CEFR) for increasing speaking competence*.