

**AN ANALYSIS ON SPEAKING ACTIVITIES OF AN ENGLISH  
TEXTBOOK ENTITLED STOP BULYING NOW USED AT SMAN 01  
KAUR VIEWED RICHARD AND RODGERS CONCEPT**

**THESIS**

**Submitted as a Partial Requirement for Sarjana Degree (S.Pd)  
in English Language Education**



**By:**

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Assalamualaikum Wr. Wb

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
Has already fulfilled the requirements to be presented before the board of  
examiners (*Munqosyah*) to gain Bachelor Degree in English Education. Thank  
you for the attention.

Wassalamualaikum Wr. Wb

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RATIFICATION

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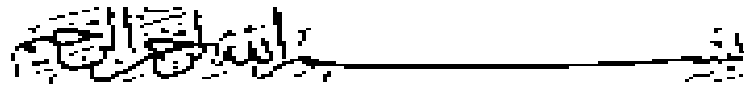
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## MOTTO



## ALHAMDULILLAHIRABBILALAMIN

يُسْرًا أَعْتَبَ الْكُفْرَانَ

Indeed, along with hardship, there is ease

(Q.s. Alam Nasyra: 6)

Be an optimistic person

( Yulita Sela Sari )

## **DEDICATION**

With gratitude and all my love, this thesis is dedicated to:

- ❖ My beloved father, Ujang Safri , and my beloved sister, Yuliana Safetri , Thank you very much for your struggle, support, great prayer to make my dream come true.
- ❖ My Supervisor I, Dr. Syamsul Rizal, M.Pd and my Supervisor II, Fera Zasrianita, M.Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All of my friends at English study program class B, especially all my friends in academic year 2015, my closed friends: acica wulandari, annisa nadia, madani, cinthya lovenna, helvi. Thanks for your friendship that created unforgettable moment in my life.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave me.
- ❖ My beloved almamater IAIN Bengkulu.

## PRONOUNCEMENT

Name : YULITA SELA SARI  
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I hereby sincerely state that thesis entitled :**“An Analysis OnSpeaking Activities Of An English Textbook Used at SMAN 01 Kaur viewed Richard And Rodgers concept”**is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, January 2020

Stated By

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Firstly, the researcher would like to express her gratitude to Allah SWT, the almighty that has given him great *hidayah* during she wrote this thesis entitled “*An Analysis on Speaking Activities of An English Textbook Used at SMAN 01 Kaur viewed From Richard and Rodgers concept*”. This thesis is as one of the requirements to get bachelor degree (sarjana) in Tarbiyah Department of English Education Program of IAIN Bengkulu.

*Shalawat* and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to modern life with great education like this age. In the process of writing this thesis, there were many people encourage, motivation, advice, and support the researcher to complete this thesis. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. H. Sirrajudin, M.Ag, M.H, The Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, The Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, The Head of Language Educational Department.
4. Supervisor, Dr. Syamsul Rizal, M.Pd. and Co-supervisor, Fera Zasrianita, M.Pd.
5. All of English lecturers and administration staffs of IAIN Bengkulu.
6. All of my best friends, especially in English Study Program of IAIN Bengkulu 2015.

It is hoped that this undergraduate-thesis can be useful for all readers. Then, the researcher also realized that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu, January 2020

Yulita Sela Sari  
The Researcher

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Speaking is one of important skills in learning English because the main function of language is as an access of delivering idea or information verbally besides writing information<sup>1</sup>. Therefore, it must be mastered by students in order to reach the biggest advantages of English. To make the students learn speaking, in Indonesian curriculum, speaking has become one of main skills in learning English with various kinds of materials. It has quite big portion among the other English skills. However, many problems find in teaching and learning process. One of phenomenon that the students dominantly study about comprehending texts rather than learning speaking which basically train the students to produce sound for communication.

The result of the problems above, it is difficult to find students who are very good in speaking English in the level of both junior and senior high school. These problems happened because they may have low standard of pronunciation skill and vocabulary mastery, as well as speaking activities. In this case, speaking activities provided in their English textbooks play important roles for students. The most complete and suitable activities will help the students to develop their speaking skill.

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<sup>1</sup>OCR. *Functional Skills: Assessment Guidance English Speaking, Listening, and Communication*, USA, Oxford, Cambridge, and RSA, 2016, P. 4.



Students should have good standard of English pronunciation and large number of English vocabulary in order to master speaking skill. The two English elements above should be taught seriously at schools in order to support students in mastering English skills, especially speaking as oral production skill. Pronunciation supports students' confidence in producing sounds and vocabulary helps students to produce meaning. In a real fact, these elements of English are not provided in detail in their English textbooks. The students dominantly find more texts to read and comprehend. Therefore, the English textbooks do not support the students to do more speaking activities and vocabulary learning in English classroom, and it makes the English teachers avoid teaching students pronunciation and English vocabulary intensively to master speaking skill.

Mastering English speaking skill is not easy; besides mastering good pronunciation and vocabulary, the students should also master cultural and social understanding to support their speaking skill. Students should explore various kinds of fixed expressions used in English expressions of daily activities. It is important to underline that not all kinds of speaking expressions can be translated. Students need to understand the culture to use the expressions in order that they can apply them in a real life. In other words, cultural understanding is important for the students as supporting knowledge of speaking skill. In students' English textbooks used at school, it is rare that the textbooks discuss about cultural understanding to support students'

speaking skill. As the result, students speak English in Indonesian cultural understanding.

In Indonesia, most schools have adopted K-13 Curriculum. In this curriculum, it requires students to be more active especially in terms of speaking. The teacher do not actively explain the lesson in the classroom. Indeed, they are as mediators. The teacher only provides material and the students must dig deeper into the material and practice it in their daily life. In other words, this curriculum asks the students to be more active learners and apply the lesson in their real life. In other words, the English teacher only writes the material, gives assignments, provides inappropriate English learning materials in the classroom. It means that they should prepare good and appropriate learning materials for the students. Therefore, speaking activities provided in the textbooks must be relevan with the current curriculum.

From the explanation, it can be said that Indonesian curriculum that requires students to be active learners in learning English encourages students to dig information from the textbooks that they use in learning English, especially speaking. Therefore, the learning activities, especially speaking must be relevant for the students' need to practice in daily life. To measure the appropriateness of the speaking activities in the English textbooks, it is important to do analyis or evaluation toward the English textbooks, especially for speaking activities. This problem makes the researcher interested in doing the research related to analysis of speaking activities in English textbooks.

The researcher decided to do research in SMAN 01 Kaur. In order to know about the students, the researcher conducted preliminary observation and interview on January 26, 2019 in SMAN 01 Kaur to get some data. After doing the observation, the researcher thought that the process of teaching and learning English was good in this school. In teaching English, the teacher has used English textbook entitled “Stop Bullying Now” published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2017. To get deeper information, the researcher interviewed some students. They stated that they learn English twice a week. They always discuss the learning materials provided by the English textbooks. The teacher stated that she chose the English textbook above because she thought that the book was suitable for the students’ need.

The researcher used Rihard and Rodgers’ theory in analyzing the English textbook. Richard and Rodgers in their book supported what Littlewood has described in his journal about communicative activities that classify the communicativeness of activity into several themes which comprises a five-category continuum with varying degrees of focus on forms and/or meaning, namely: Non-Communicative learning, Pre-Communicative Language Practice, Communicative Language Practice, Structure Communication, and authentic communication<sup>2</sup>. This theory effected to analyzed the English textbook used by SMAN 01 Kaur.

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<sup>2</sup>William Littlewood. The Task-Based Approach: Some Questions and Suggestions, *ELT Journal* Vol. 48/4, 2004, Oxford University Press, P. 322.

Based on the background above, the researcher was very interested in doing research in analyzing English textbook used by SMAN 01 Kaur, especially Eleventh grade entitled “Buku Guru Bahasa Inggris” published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2017. Therefore, the researcher conducted the research entitled “*An Analysis of Speaking Activities on An English Textbook entitled Stop Bullying Now Used at SMAN 01 Kaur Viewed from Richard and Rodgers Concept*”

## **B. Identification of the problem**

From the detail explanation of the research above, the problems can be identified as follows:

1. Students dominantly study about comprehending texts rather than learning speaking which basically train the students to produce sound for communication.
2. It is difficult to find students who are very good in speaking English.
3. English textbooks used by the students did not provide complete learning materials, especially speaking activities that support students’ speaking skill, especially discussion about: pronunciation, vocabulary, and cultural understanding.
- 3 Teaching materials, especially speaking activities did not provide relevant materials to support students’ to be more active in learning speaking.

### **C. Limitation of the Problem**

From the broad problems above, the researcher limits the research on speaking exercises/activities of the textbook which is used in SMAN 01 Kaur has really met the notion of CLT principles proposed by Richard and Rodgers.

### **D. Research Question**

The problem of the research can be formulated as the following question: To what extent speaking exercises/activities of the textbook which was used in SMAN 01 Kaur, has really met the notion of CLT principles proposed by Richard and Rodgers(2001)?

### **E. Research objective**

The objective of the research is to investigate the speaking exercises/activities of the textbook which was used in SMAN 01 Kaur, has really met the notion of CLT principles proposed by Richard and Rodgers (2001).

### **F. Significant of the Study**

The result of this research is expected to give important information for students, teachers, and school. The significance are:

#### 1. Students

- a. To encourage students to learn speaking skill seriously by using and applying activities provided in their English textbooks.

- b. To give information for students that speaking activities in the textbook are important to apply in a real life, therefore, they should use the most appropriate book in learning English.
- c. Inform students that communicative activities are the most important aspects in learning English.

## 2. Teacher

- a. Remind the English teachers to be more selective in choosing English textbooks for students.
- b. The English teachers should encourage students to practice their English, especially speaking skill based on the speaking activities provide in the appropriate English textbooks.

## 3. School

- a. It is hoped that the schools can be selective in using English textbook because it determine the quality of students.
- b. Management at school should support the use of English textbooks that support communicative activities in learninmg speaking skill in English lesson.

## **G. Operational Definition of Key Terms**

In order to help the readers in understanding this research, the researcher defines some of key terms used in this research as follows:

1. *Speaking* is an activity or action of conveying information or expressing one's thoughts and feelings in spoken language.

2. *Activities* are things that a person or group do or have done, in this case speaking activities.
3. *Textbook* is a book used as a standard work for the study of a particular subject, in this case English.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Speaking Skill

##### 1. *The Definition of Speaking Skills*

Speaking is included into productive aural/oral skill in English learning. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple<sup>3</sup>. It means that speaking is transitory and must be processed in real time. Within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Then, the speakers need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing.

In addition Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned<sup>4</sup>. From the definition it is meant that the speaking learned by the listening by the child. The child will learning the speaking by the listening first, and then dissolved by theirs brain. And they can be imitating word by

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<sup>3</sup>David Nunan. *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., 2003, p.48.

<sup>4</sup>Elizabeth Grugeon, Lyn Dawes, Carol Smith, and Lorraine Hubbard. *Teaching Speaking and Listening in the Primary School Third Edition*, London, David Fulton Publisher. 2005. P. 1-10



word and finally they can be speaking, but it needs quite long process for the child to imitating the speaking.

Then, Palmer said that speaking as development of the relationship between speaker and listener; in addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation<sup>5</sup>. It means that in practicing speaking English, the speakers involves some aspects in language that covers logical linguistics, psychological, roles of communication, content in order that the speaking partners can take the message from the speakers. In short, speaking is complicated skill to master.

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts<sup>6</sup>. From those statement above, it can conclude that speaking is an activity involving two or more people in which the participants are both the listeners and the speakers. In conversation that use verbal and non-verbal language there is a process of mutual exchange of opinions. The core idea in this theory is how the message can be understood by both speaker and liasteners as speaking partners for daily communication.

Based on some opinions above, it can be concluded that speaking is a language skill that must be learned through listening first, and requires

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<sup>5</sup>Erik Palmer. *Teaching the Core Skill of Listening and Speaking*, Alexandria, ASCD, 2014, P. 5-7.

<sup>6</sup>A.L. Chaney. *Teaching Oral Communication*, Boston: Allyn and Bacon, 1998, p .13.

considerable time from early age which involves logical linguistic, psychological, physical rules, communicate situation in order to build building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

## 2. Type of Activities in Speaking Class

Teachers as facilitator in the classroom should do appropriate activities for students in speaking class. It can encourage students to do speaking activities in correct ways and build their potency in oral production. Nunan called this process as spoken discourse. He explained three extracts of speaking activities in the classroom<sup>7</sup>:

*a. Interactional uses of language* – It's the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting, making smalltalk, telling jokes, giving compliments, making casual 'chat' of the kind used to pass time with friends or to make encounters with strangers comfortable.

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<sup>7</sup>Penny Ur. *A Course in Language Teaching: Practice and Development*, New York, Cambridge University Press, 1999, P. 53.

- b. *A Short Turn* – it's consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour's lecture . What is demanded of a speaker in a long turn is considerably more demanding than what is required of a speaker in a short turn. As soon as a speaker 'takes the floor' for a long turn, tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a *coherent* mental representation of what he is trying to say.
- c. *The Use of Roleplay* – The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom: they can be shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated or amused, disapproving or affectionate; they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologising, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role-played, according to the physical setting imagined, according to the communicative functions or purpose required.

The extracts above are related to the process of speaking ability which can be applied to encourage students to speak up. For this case, the

process of achieving expertise in a skill, especially speaking skill was outlined at least three stages: awareness, appropriation; and autonomy<sup>8</sup>. The term appropriation, rather than either controlled practice or restructuring, is used for the second stage because it captures better the sense that learning skill is not simply a behaviour (like practice) or a mental process (restructuring), but one of collaborative construction<sup>9</sup>. Over time, and through social interaction the skill, which is first “other-regulated”, becomes “self-regulated”. Central to the notion of the transfer of control is the idea that aspects of the skills are appropriated. Appropriation has a connotation of asking over the ownership of something, of “making something one’s own”.

Related to types of speaking activities, Scott Thornbury suggested some appropriate activities that can be applied in English classroom, namely: drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogues, and communication tasks<sup>10</sup>. In this research, researcher dominantly uses drilling and dialogue because they are the appropriate ones to apply based on the students’ condition as respondents in this research.

### **3. Students’ Difficulties in Speaking Class**

The main goal of communication is to get the message from the speaker. If the message is not understood and responded, the

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<sup>8</sup>Scott Thornbury. *How to Teach Speaking*. USA, Longman, 2007, P. 63.

<sup>9</sup>Scott Thornbury. *Ibid*.

<sup>10</sup>*Op Cit*

communication is failed. In other words, the speakers are failed to delivered the idea to listeners. In this case, there are some factors that cause communication breakdown between speakers and listeners. They are related to language; the factors are<sup>11</sup>:

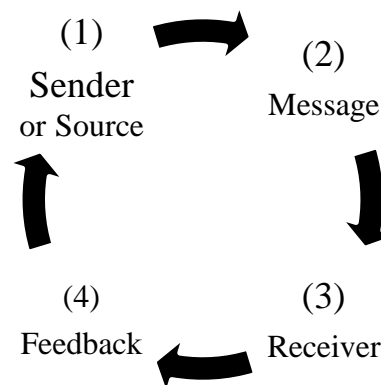
1. Mispronunciations. For example: if the word “ship” is pronounced as “sheep” that would change the meaning.
2. Lack of awareness of the pronunciation of a given word in the different varieties of English. For example: in Australian English the word “today” is pronounced “tudai”. A person used to American English would take it to mean “to die” instead of “today.”
3. Different meaning attached to a word. Denotative meaning is the dictionary meaning of a word while connotative meaning is the personal meaning attached to a word.
4. Psychological factors. Our reactions to a message may be conditioned by our opinion of and feelings for the sender of the message. Moreover, the way we word our message and the way we respond are affected by our feelings during the interactions.
5. Delivery of the message. The volume of one’s voice and his rate of speaking could have an effect on the intelligibility and clarity of the message.
6. Situation or setting. Physical noise, the size of the room, size of the audience could impede communication.

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<sup>11</sup>Ofelia Oracion Flojo. Ibid. P.25

Speaking is regarded as one of difficult skill because the process is complicated. In communication, it involves the use of verbal and non verbal media. For a speech act to take place, there are four important elements needed: (1) the sender or source; (2) a message; (3) a receiver; and (4) a response or feedback<sup>12</sup>. The communication process may be illustrated graphically as follows:

**Figure 1:**  
***The Process of Oral Communication***



The sender of source is the speaker or communicator and the medium used to send the message comes in all forms such as story, poem, music, etc. The receiver reacts or responds to thge message by means of feedback. An important variable that could affect communication is noise. Psychological noise is usually in the sender and/or the receiver of the message. It affects how the sender expresses his message and how the receiver reacts to it. Psychological noise, on the other hand, affects the intelligibility and clarity of the message. A talking audience, background

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<sup>12</sup>Ofelia Oracion Flojo. *Curriculum and Instruction: the Teacher of English*. USA, The Teacher Education Council, Department of Education, 2013, P. 24.

stereo music, the whirring of the ceiling fan, and other sounds in the surrounding are examples of physical noise.

In learning speaking, students find different kinds of difficulties. The difficulties are based on the students' previous experiences. At schools, English teachers find different experience in students' problems in speaking skill, such as some teachers in Teacher Education Council, Department of Education explained some students' problems in learning speaking in the classroom based on their experience; they are<sup>13</sup>:

- 1) *Inhibition* - Speaking requires some degree of real time exposure to the audience. Learners are often inhibited to speak in foreign language, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.
- 2) *Nothing to say* - Learners often complain that they can not think of anything to say. It makes them stay silent and do not speak anything.
- 3) *Low or uneven participation* - Only one participant can talk at a time in a large group. They have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- 4) *Mother tongue use* - Most learners tend to use their native language because it is easier, and it is more natural for them to communicate.

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<sup>13</sup>Ofelia Oracion Flojo. Ibid. P. 28.

The students' difficulties above happen in English class because the students do not know a word or just can not remember it. For this problem, the students can employ some solutions or strategies proposed by Hammer<sup>14</sup>: (1) *improvising* – in this case, the speakers sometimes try any word or phrase that they can come up with in the hope that it is about right. Such improvisations sometimes work, but sometimes they can also mean; (2) *discarding* – when speakers simply can not find words what they want to say, they may discard the thought that they can not put into words; (3) *foreignising* – when operating in a foreign language, speakers sometimes choose a word in a language they know well and 'Foreignise' it in the hope that it will be equivalent to the meaning they wish to express in foreign language; (4) *paraphrasing* – speakers sometimes paraphrase some information by paraphrasing lexical substitution.

Basically, all English teachers have the same problems with above explanation. They can be said as common problems in English class, especially in ESL countries in the world, included Indonesia. The problems may be caused by various factors. One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines: How far, for instance, is the structure of a conversation culturally determined (also dealt with in pragmatics and ethnography)? How far are the grammar and vocabulary of speech different from other sorts of grammar (which is related also to the

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<sup>14</sup>Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, USA, Longman, 1990, P. 249.



fields of syntax and semantics)? What are the critical factors in the stream of speech that make it intelligible (prosody, phonetics/phonemics)?<sup>15</sup>. In other words, the students should understand distinct areas: the global or discourse level, the structural level and the level of speech production.

These three areas above broadly relate to fairly stable areas of activity in linguistics of discourse, lexis and grammar, and phonology/phonetics and map on to, and overlap with, other threads of study in theoretical and linguistics<sup>16</sup>. Some of the relationships are teaching speaking is not easily separated from other objectives When the spoken language is the focus of classroom activity there are often other aims which the teacher might have<sup>17</sup>. For instance, a task may be carried out to help the student gain awareness of, or to practise, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point.

#### **4. Characteristics of Successful Speaking**

In teaching an English skill, the target is successful classroom. To reach the success class, it is important for the teachers to use the best strategy and model during the lesson.

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<sup>15</sup>Rebecca Hughes. *Teaching and Researching Speaking Second Edition*, Great Britain, Pearson, 2011, P. 6.

<sup>16</sup>Rebecca Hughes. *Ibid.*

<sup>17</sup>*Loc Cit,*

The successful of speaking activity in the classroom is based on the particip[ation of students in the classroom. To know the characteristics of successful speaking class, Flojo explained that<sup>18</sup>:

1. *More learner talk* – as much as possible a big part of the period allotted to the activity is in fact occupied by learner talk.
2. *Even participation* – classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and participate in the classroom.
3. *High motivation* – learners are eager to speak because they are interested in the topic and have something new to say about it.
4. *Acceptable language* – learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

To reach the success in the classroom, it needs active participation of teachers as tutor who guide the students in the classroom: how the teacher encourage the learners to speak, give students in even portion, motivate them, and train them in using acceptable English.

## **B. EFL English Textbook**

A textbook (or coursebook) is generally as a guide map used for the study of a particular subject. A textbook basically represents the crucial component of the teaching process and functions as a standard model for classroom practice. Harmer considered the coursebook as the main resource

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<sup>18</sup>Ofelia Oracion Flojo. Ibid. P. 27.

used by numerous language teachers worldwide, with the analysis of textbooks affording instructors the opportunity to make a decision regarding appropriate and inappropriate materials<sup>19</sup>. In EFL classroom, a textbook is used by English teacher as main sources of learning. It consists of students' learning materials and classroom practice. In short, a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in EFL learning.

English as a foreign language (EFL) textbooks direct L2/FL instructors through various stages of pedagogy to achieve their educational and linguistic goals. As far as the tasks or activities in textbooks are concerned. Teaching materials may include events, incidents and actions that embody certain experiences, as this will help learners to construct cognitive and linguistic knowledge. A textbook that includes a teacher's guide and student's workbook save instructors' time, since these resources contain various ideas for the incorporation of the text into classes and the kinds of supplementary tasks or homework that can be given, as well as a sample of tests and quizzes.

The analysis of EFL textbooks has become an integral part of the process of teaching and learning English as a foreign language. The purpose textbook evaluation is basically a straightforward, analytical 'matching process: matching needs to available solution<sup>20</sup>'. Textbook evaluation is a process of choosing what textbook to use in a particular course considering

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<sup>19</sup>Jeremy Harmer. *How to Teach English*, England, Longman, 1998, P.111-112

<sup>20</sup>Sheldon, L.E. 1988. *Evaluating ELT Textbook and Materials*,*ELT Journal Volume 42/4*. Oxford : Oxford University Press, (Online), (<http://203.72.145.166/ELT/files/42-4-1.pdf>), retrieved on April 1, 2019. P. 237.

the need and value of teaching. Another purpose of textbook evaluation is to support the teacher development and help teachers in order to gain good and useful insights into the nature of material<sup>21</sup>. In short, the goal of textbook analysis is to decide on 'best of the best' material functioning as framework and resource of EFL teaching. In other words, the purpose of textbooks analysis is to examine the effects of the teaching materials, including tasks and how suitable they are for learners.

Based on the explanation above, it is clear that a textbook has important roles for education in EFL classroom.

### **C. Communicative Speaking Activities Based on Richard and Rodger Concept**

Rodger in their book explained detailly about the concept of communicative Richard and speaking activities. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. The teaching starts from a theory of language as communication. The goals of this concept referred to Hymes' concept that communicative competence. Therefore, the characteristics of communicative speaking activities has some characteristics, namely<sup>22</sup>: (1) Language is a system for the expression of meaning; (2) the primary function of language is to allow

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<sup>21</sup>Alan Cunningsworth. *Choosing Your Coursebook*. Oxford : Macmillan Heinemann, 1995, P.7.

<sup>22</sup>Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching Second Edition*, USA: Cambridge University Press, 2001, 161.

interraction and communication; (3) The structure of language reflects its functional and communicative uses; and (4) the primary units of language are not merely its grammatical and structural features, but categories of functional and commmunicative meaning as exemplified in discourse.

### **1. Communicative Speaking Activities**

In developing communicative speaking activities, Richard and Rodger supported Littlewood's cocept. They said that communicative speaking activities can be distinguishes into two types; they are<sup>23</sup>:

#### ***a. Functional Communication Activities (Individual Work)***

This kinds of speaking activities do not need serious cultural background. The students do monologue to show their English *accuracy* in front of the classroom. In other words, the activities can be done individually. The activities can be:

##### *1) Tasks comparing sets of picture*

This activity is useful for training students' speaking skill. In this activity, teacher prepares a set of picture. Then, ask the students to noting similarities and differences of the pictures. This activity can help students to improve their English fluency.

##### *2) Working out like sequence of events in a set of pictures*

The teacher prepares some pictures as the teaching materials. Then, the students arrange the picture into an order of events. At the

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<sup>23</sup>Jack C. Richards & Theodore S. Rodgers. *Loc Cit.* P. 166.

last activity, the students tell to their friend in the classroom about the story that have arranged through the pictures.

3) *Communicating behind a screen*

The English teacher prepare a teaching materials like picture or instruction. The teacher asks a student to gives instruction how to draw a picture or shape or How to complete a map or Follow direction or solving problems from shared clue. Another student do the instruction. If the student can do the instruction, the student who gives instruction is succeeded in telling the information.

From the detail explanation above, it is clear that functional communication activities focuse on *mechanical practice* of individual speaking English activities that really consider *accuracy* and meaningful activities.

**b. *Social Interraction Activities (Pair Work and Group Work)***

On the other hand, this kinds of speaking activities need understanding cultural background for social interraction in English. The students do dialogues in pair or group speaking activities to show their English fluency in front of the classroom. In other words, the activities can be done two or more students for interraction activities.

The social interraction activities can be:

- 1) Conversation
- 2) Discussion section

- 3) Dialogues and role plays
- 4) Simulation
- 5) skits
- 6) Improvisations
- 7) Debate

Based on the detail explanation above, it is clear that social interaction activities related to pair or group activities that focus on cultural understanding and *fluency* in making *meaningful practice* of dialogue or discussion activities.

## 2. Focus of the Activities

In communicative speaking activities, there are two focuses of the activities or tasks; they are: focus on form and focus on meaning. This concept will be helpful for students to operate the different degrees of focus on form or meaning. Littlewood made five classification of this concept to describe the categories with reference to how they relate to the goal of language teaching that is called as communication<sup>24</sup>:

| <b>Focus on Form</b>              | ←  |  | →                               | <b>Focus on Meaning</b>        |
|-----------------------------------|--|--|---------------------------------|--------------------------------|
| <i>Non-Communicative Learning</i> | <i>Pre-Communicative Language Practice</i> | <i>Communicative Language Practice</i> | <i>Structured Communication</i> | <i>Authentic Communication</i> |
| Focus on the structure of         | Practising language with                   | Practicing pre-taught                  | Using language to               | Using language to communicate  |

<sup>24</sup> William Littlewood. The Task-Based Approach: Questions And Suggestion, ELT Journal, Vol.58/4, 2004, P.322

|  |  |  |   |  |
|--|--|--|---|--|
| language, how they are formed and what they mean, e.g: substitution, exercise, discovery, and awareness raising activities | some attention to meaning but not communicating new message to others, e.g: question and answer practice | language in a context where it communicates new information, e.g: information-gap activities or personalized questions | communicate in situations which elicit pre-learnt language, but with some unpredictability; e.g: structure-role play and simple problem solving | in situations where the meanings are unpredictable, e.g: creative role play, more complex problem solving and discussion |
| <b>“Exercise”</b>  | ←  |  | →   | <b>“Tasks”</b>   |
| <b>“Enabling Tasks”</b>  | ←  |  | →   | <b>“Communicative Tasks”</b>   |

The activities described in figure 1 above showed that *non-communicative* learning involves the strongest focus on forms. It includes, for example, uncontextualized grammar exercises, substitution drills, and pronunciation drills. In column 2, *pre-communication language practice* still focuses primarily on formal features, but it is also oriented towards meaning; for example: question answer practice, in which the teacher asks questions to everyone knows the answer; but the students can not answer without paying attention to the meaning of the words. With *communicative language practice* we can come to activities in which learners still work with a predictable range of language but use it to convey information. These would be include activities in which learner use recently taught language in order to conduct survey among their classmate, or ask a aprtner for information in order to complet picture.

In *structure communication*, the main focus moves to the communication of meanings, but the teacher carefully structured the



situation to ensure that the learners can cope with it with their existing resources, including what they have recently used in more form-focused work. This category include more complex information-exchange activities or structured role-play tasks. Then, *authentic communication* comprises activities in which there is the strongest focus on the communication of message, and in which the language forms are correspondingly unpredictable, such as using language for discussion, problem solving, and content based task. Such tasks may develop into larger scale projects which contribute to students' personal and interpersonal development.

The five categories correspond to progression from clearly define exercises (or enabling task) to clarify defined tasks (or communicative tasks), passing through middle categories which posses features of both. The distinction between “task” and “exercise” uses just two categories. Tasks aim to promot not only communicative development but also cognitive and personality development.

#### **D. Some Related Previous Studies**

There have been many researchers who conducted research related to this topics, speaking activities, English textbook, and theory of communicative activities proposed by Richard and Rodger. Khateeb and Almujaivel (2018) conducted their research entitled *Communicative Activities in Saudi EFL Textbooks: A Corpus-driven Analysis*. The result of

the research showed that speaking tasks lack reasonable distributions of everyday communication examples and speaking/communicative situations<sup>25</sup>.

Another researchers were Lee and Chang (2016) conducted their research entitled *An Analysis of Speaking Activity Designs of Junior-High-School English Textbooks Used in Taiwan and China*. The result of the research showed that: (1) the speaking activities in these two junior high-school English textbooks lack an adequate level of opportunity for authentic communication; (2) a predominance of information-gap activities is found in textbooks C, and it is found that almost three-fourths of the speaking activities of textbooks T are drills; (3) the degrees of communicativeness of the two textbook sets basically conform to the common progression; that is, form-focused activities are gradually de-emphasized, and meaning-focused activities are given more emphasis as learners' proficiency levels increase; (4) the design of pronunciation teaching is quite different between the two sets of textbooks<sup>26</sup>.

In addition, Firiady (2018) conducted her research entitled *Communicative Language Teaching through Speaking Activities Designed in a Textbook*. The result of the research showed that the textbook has various learning activities accommodating CLT activities, pre-communicative activities, structural activities, listening activities, vocabulary building

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<sup>25</sup>Ahmad Al Khateeb & Sultan Almujaivel. Communicative Activities in Saudi EFL Textbooks: A Corpus-driven Analysis, *Journal of Language Teaching and Research*, Vol. 9, No. 6, November 2018, P. 1301.

<sup>26</sup>Yuanching Lee & Lihung Chang. *An Analysis of Speaking Activity Designs of Junior-High-School English Textbooks Used in Taiwan and China*, *Language Teaching Journal*, Vol. 1, 2016, P. 144.

activities, and reading activities. The CLT activities found in the textbook were differentiated between functional communication and social interaction activities. Functional communication activities specifically sharing information with restricted cooperation, in the form of class surveys and information gaps were dominant compared to other activities<sup>27</sup>.

Based on some related previous studies above, this research can be identified that it has some similarities and differences. The similarities can be seen from two things. This research is similar to the studies above because it focuses on speaking activities and it uses English textbook as the subject of analysis. These focuses are similar to the studies above.

However, there will be some differences between this research with the previous studies above, namely: *first*, Khateeb and Almujaivel (2018) focused their research on investigating the speaking and communication tasks in EFL textbooks in Saudi Arabia by means of corpus analysis. Then, Lee and Chang (2016) focused their research on exploring the designs of speaking activities used in Taiwanese and Chinese junior-high-school English textbooks. In addition, Firiady (2018) focused her research on doing an in-depth pre-use evaluation of the recently revised textbook. On the other hand, this research will focus on investigating speaking activities seen from communicative activities proposed by Richard and Rodger theory.

Second, the previous studies above used different research method.

Khateeb and Almujaivel (2018) applied quantitative method. Then, Firiady

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<sup>27</sup>Mariska Firiady. Communicative Language Teaching through Speaking Activities Designed in a Textbook, *Language and Language Teaching Journal*, Vol. 21, No. 1, April 2018, P. 104.

(2018) applied case study as the research method. On the other hand, this research will apply content analysis as the research method. Last but not least, difference in population and sample will cause the difference in the result of the research.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Design**

This researcher applied content analysis with qualitative approach. Krippendorff defined content analysis as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use<sup>28</sup>. It means that in doing content analysis, the researcher tended to describe the source texts into inference meaning in order to be more understandable by the readers for implicit meaning stated in it based on its context of use in society. It indicated that this kind of research is more than counting process, as the goal is to link the results to their context or to the environment in which they were produced.

In addition, content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual,

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<sup>28</sup>Mariette Bengtsson . How to plan and perform a qualitative study using content analysis, *NursingPlus Open*, vol.2, Sweden, 2016, p. 9

or written data in order to describe and quantify specific phenomena<sup>29</sup>. Then, Saban had similar opinion with Bengtsson. He said that content analysis is a widely used qualitative research method which includes screening printed or visual materials systematically and analyzing them based on identified categories thematically<sup>30</sup>. It means that the subject of the content analysis can be verbal, visual, and written or printed data/materials. In this research, the researcher used English Textbook used by SMAN 01 Kaur. The researcher describe speaking activities as category used in that English textbook seen from communicative activities point of view by using theory of Richard and Rodgers.

Then, Fraenkel states that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications; it is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication<sup>31</sup>. It means that content analysis was a technique of analyzing written content of a communication. Furthermore, Gay states that descriptive qualitative method is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability given the narrative,

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<sup>29</sup>*Ibid.*

<sup>30</sup>Mukaddes Sakalli Demirok, Basak Baglama, Meyrem Besgul. A Content Analysis of the Studies in Special Education Area, *Procedia - Social and Behavioral Sciences*, Turkey, Elsevier Ltd., 2015, p.2460.

<sup>31</sup>Jack R. Fraenkel, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill, 2012, P. 478.

descriptive, and non-numerical nature of the data<sup>32</sup>. It means that qualitative method is a kind of research focuses on description and non-numerical data. Therefore, in this research, the researcher described the data in form of description.

From the definition above, it can be concluded that content analysis with qualitative approach is a research method that focus on describing source texts into inference meaning in order to be more understandable by the readers for implicit meaning stated in it based on its context of use in society where the subject in form of verbal, visual, and written or printed data/materials. In this research, the researcher used written data/printed material in form of English Textbook used by SMAN 01 Kaur. The researcher described speaking activities as category used in that English textbook seen from communicative activities point of view by using theory of Richard and Rodgers.

## **B. Sources of Data**

The data form of English Textbook for Senior High School used by SMAN 01 KAUR especially eleventh grade entitled “Stop Bullying Now” published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia in 2017. The researcher focus on speaking sections in the English textbook which cover: *kinds of activities* and *focus of the activities*.

## **C. Data Collecting Technique**

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<sup>32</sup>L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications – Third Edition*. New York, Pearson, 2012, P. 465.

In collecting the data of the research, the researcher used *observation*, *interview*, and *cards*. The procedure of data collecting can be explained as follows :

1. The researcher came to classroom to see how teacher and students use the book. Then, the researcher also observed the teacher and students to discussed about speaking activities in the classroom.
2. For deeper information, the researcher interviewed the teacher and students to make sure that they really used this book for learning English, especially speaking.
3. To get the data, the researcher read whole English textbook in order to know the general content of the book.
4. The data transferred to cards before the researcher analyzed all the data.

#### **D. Research Instrument**

In this research, the researcher used some research instruments. There are: *observation*, *interview*, and *cards*

##### *1. Observation checklist*

The observation conducted to get information how the speaking learning process happen in the classroom. Then, how the teacher implement the English textbooks in the classroom, especially the speaking activities. Observation checklist can be also helpful to check and make sure that this English textbook is really used in the process of teaching and learning in the classroom.

**Table 3.1**  
**Kisi-kisi observation checklist**

| Aspect                            | Sub-aspect                          | Indicators                  | Question Number | Question Quantity |
|-----------------------------------|-------------------------------------|-----------------------------|-----------------|-------------------|
| Communicative Speaking Activities | Functional communicative activities | Oral Monolog                | 1, 2, 3         | 3                 |
|                                   | Social Interaction activities       | Dialogue in Pair            | 4,5,6,7,8,9     | 6                 |
|                                   | Focus of the Activities             | Focus on Meaning Activities | 10, 11, 12      | 3                 |
| <b>Total Number</b>               |                                     |                             |                 | <b>12</b>         |

## 2. Interview

The interviewed used to get the data about students' speaking learning process. The researcher use *structure interview* by using some prepared question to dig deep information about the data. The questions can be raised based on the situation.

**Table 3.2**  
**Kisi-kisi of list of interview**

| Aspect                            | Sub-aspect                          | Indicators                      | Question of number | Question quantity |
|-----------------------------------|-------------------------------------|---------------------------------|--------------------|-------------------|
| Communicative speaking activities | Functional communicative activities | Kind of activities              | 1,2,3              | 3                 |
|                                   | Focus of the activities             | The goal, benefit and obstacles | 4,5,6,7            | 4                 |
|                                   | Social interaction activities       | The focus of speaking           | 8,9,10             | 3                 |



|                     |  |            |  |           |
|---------------------|--|------------|--|-----------|
|                     |  | activities |  |           |
| <b>Total Number</b> |  |            |  | <b>10</b> |

### 3. Cards

In collecting the data, the researcher also used cards. It can be explained as follows:

**Card 1:  
Number of Speaking Activities**

| No. | Title of Task | Task Description | Page |
|-----|---------------|------------------|------|
| 1   |               |                  |      |
| 2   |               |                  |      |

**Card 2:  
Kinds of Activities**

| <b>Functional Communication Activities (Individual Work)</b> |   |   | <b>Social Interaction Activities (Pair Work and Group Work)</b> |   |   |   |   |   |    |
|--|---|---|---|---|---|---|---|---|----|
| 1  | 2 | 3 | 4   | 5 | 6 | 7 | 8 | 9 | 10 |
|  |   |   |   |   |   |   |   |   |    |

Note:

1. Tasks comparing sets of picture
2. Working out like sequence of events in a set of pictures
3. Communicating behind a screen
4. Conversation
5. Discussion section
6. Dialogues and role plays
7. Simulation

8. *skits*
9. *Improvisations*
10. *Debate*

**Card 3:**  
**Focus of the Activities**

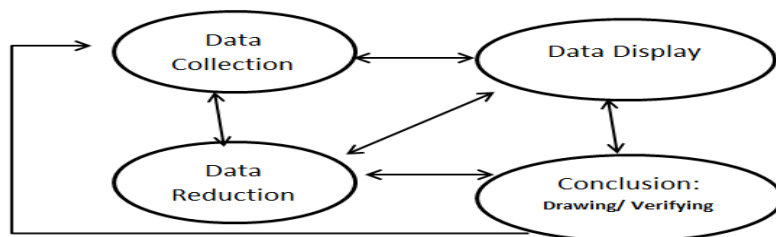
| No | Title of Text | NCL | PCLP | CLP | SC | AC |
|----|---------------|-----|------|-----|----|----|
| 1  |               |     |      |     |    |    |
| 2  |               |     |      |     |    |    |

*Notes:*

*NCL: Non-Communicative Learning*  
*PCLP: Pre-Communicative Language Practice*  
*CLP: Communicative Language Practice*  
*SC: Structured Communication*  
*AC: Authentic Communication*

**E. Data Analysis**

To analyze the data, the researcher used interactive model of data analysis proposed by Miles and Huberman which consisted of three main components. They are: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. The components above can be explained as the following figure<sup>33</sup>:



**Figure 3.1:**  
**Interactive Model Miles and Huberman**

<sup>33</sup>Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, USA, Sage Publishing, 1994, P. 174.

The figure 1 above can be described as followings:

- a. *Data reduction*: Data reduction occurs continually through out the analysis. It happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities.
- b. *Data Display*: Data display organize, compress and assemble information.
- c. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

This chapter deals with the result of the research and the discussions of the result. The results are in line with the problem statements stated in the introduction part. The results of the research present the description of the data collected through kinds of activities and focus of the activities. In the discussions section, the researcher describes further explanation of the results given.

#### **A. Result of the Research**

##### ***1. Functional Communication Activities (Individual Work)***

Functional communication activities primarily require students to use their knowledge of language to solve problems through information-gap and reasoning-gap activities. Simultaneously, these activities provide knowledge and practice of the language. Communicative interaction that encourages cooperative relationships among students is achieved by a series of tasks: learners comparing sets of pictures and noting similarities and differences; picture strip stories predicting a likely sequence of events; discovering missing features in a map or on pictures; one learner communicating from behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues.

Based on the analysis carried out by the researcher toward English textbook used at SMAN 01 Kaur South Bengkulu, there was no chapter used this kind of activities. All speaking activities were conducted in pair

and group work. It can be done because pair work and group work involve more interaction among students in speaking class.

## **2. Social Interaction Activities (Pair Work and Group Work)**

Social interaction activities are also found in both students' English textbook and classroom implementation at SMAN 01 Kaur South Bengkulu during the process teaching and learning speaking skill in the classroom. It is important to remaind that social interaction activities are kinds of speaking activities need understanding cultural background for social interaction in English. The students do dialogues in pair or group speaking activities to show their English fluency in front of the classroom. In other words, the activities can be done two or more students for interaction activities. The social interaction activities found in speaking class at SMAN 01 Kaur South Bengkulu were: *conversation, discussion section, and improvisation*. The detail explanation about the three kinds of Social interaction activities above are as follows:

### *a. Conversation*

It is important to know that coversation is a talk, especially an informal one, between two or more people, in which news and ideas are exchanged. Therefore, in English class, the students should know well about expressions and appropriate responses for certain situations. In making conversation in pair, the two students must understand the context before making the conversation. Conversation became one of

activities that conducted in speaking class at SMAN 01 Kaur South Bengkulu. The conversation activities found in Students English textbook and Teacher's classroom implementation were as follows:

**Table 4.1:**  
***Conversation Activities in English Textbook***

| <b>No.</b> | <b>Activities</b>                  | <b>Chapter</b> | <b>Topic</b>                   | <b>Date of Implementation</b> |
|------------|------------------------------------|----------------|--------------------------------|-------------------------------|
| 1          | Offer and Suggestion               | I              | Fight                          | 01-08-2019                    |
| 2          | Opinion and Thought                | II             | Buying a New Car               | 05-08-2019                    |
| 3          | Accepting and Declining Invitation | III            |                                | 06-082019                     |
| 4          | Letter Writing                     | V              | Recent Field Trip              | 12-08-2019                    |
| 5          | Cause and Effect                   | VI             | Endangered Animal in Indonesia | 13-08-2019                    |

Based on the table 4.1 above, In English textbook used by the students, conversation activities can be found in chapter 1 about "Offer and Suggestion" page 14 with the topic activity is "Fight". This chapter was implemented and taught by the teacher SMAN 01 Kaur South Bengkulu on August 01, 2019.

The first activities in the classroom was the teacher short explanation about real teaching materials with the topic "Offer and Suggestion". The teaching and learning material was started from the

explanation of “offer”; the learning materials and activities were as follows:

**Offer**

**Table 4.2:**  
*Expression of Offering*

| <b>Expressions of Offer</b>      | <b>Responses</b>        |
|----------------------------------|-------------------------|
| May I.....?                      | Yes, Please             |
| Could I .....?                   | Yes, of course          |
| Can I...?                        | That’s very kind of you |
| Would it be all right if I ....? | Thanks. I love to       |
| Would you like me to...?         | I appreciated it        |
| Let me....                       | That would be very nice |

Then the English teacher give an example based on a real situation. The example is as follows:

*Tonny: Good Morning, Marry. How are you?*

*Marry: Good Morning Tonny. I’m fine. Thanks. How about you?*

*Tonny: I’m fine, too. Thanks. Marry, you look so busy. What are you doing?*

*Marry: I’m washing my father’s motor cycle and watering flower.*

*Tonny: **May I help you?***

*Marry: **That’s very kind of you.***

*Tonny: **Let me water the flower.***

*Marry: **Thank you Tonny.***

*Tonny: You are welcome*

After explaining the learning materials and giving example about “Offering”, the English teacher asked three pairs of students to give simulation in front of the classroom in order that all students can understand about the real usage or real context of offering expression and responses in daily life activities. After that, the English teacher continue the explanation to another topic. It was about “suggestion”. The learning material was as follows (Taken from English Textbook 04):

### **Suggestion**

**Table 4.3:**  
**Asking For Suggestion**

| <b>Asking for Suggestion</b>       | <b>Giving for Suggestion</b> | <b>Accepting Suggestion</b>  | <b>Refusing Suggestion</b>                |
|------------------------------------|------------------------------|------------------------------|---|
| What do you suggest?               | I suggest that you...        | Yes. I'd like to             | Thanks. But that does not work because... |
| What do you advise me to do?       | You really should ....       | That sounds like a good idea | That's a good idea, but...                |
| What should I do?                  | You'd better...              | Thank you                    | I don't feel like it.                     |
| Do you have any suggestion for me? | Why don't you ...            | I'll try that                | No. I'd rather not                        |

Then the English teacher give an example based on a real situation. The example is as follows:



*Marry: Toni, I want to be very good at speaking English. **What should I do?***

*Tonny: **You really should** take English course, especially speaking class, Marry.*

*Marry: **That sounds like a good idea.** Thank you Tonny.*

*Tonny: Don't mention it*

Another example can be the following dialogue:

*Marry: I gained waight 10 kilograms Tonny. **What do you advise me to do?***

*Tonny: **You'd better take a serious diet,** Marry.*

*Marry: **I don't feel like it,** Tony.*

After explaining the learning materials and giving example about suggestion,the English teacher asked three pairs of students to give simulation in front of the classroom in order that all students can understand about the real usage or real context of suggestion expressions and responses in daily life activities.

After section of explanation and simulation as example, the teacher started to manage students and set their seat in pair. The students sat in pair that was not their beside friends. It seemed that the teacher set the students in different ability in order that they can help each other in discussing the speaking activity and can perform it in pair in front of the classroom. After getting their pair, the teacher asked the students to open their English textbook page 14. Then, the teacher explained the instruction and students' roles in performing the

activities. The speaking activities was as the following instruction  
(Taken from English textbook page 14):

*Make conversation with your partner in pair for the following situation:*

You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friends, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over.

*Then, remember the conversation, discuss it, and act the outcomes of your discussion in front of the classroom.*

For this speaking activities, the English teacher gave students only 20 minutes for preparation and made conversation based on given situation. During the speaking activity, the students made conversation in pair in the classroom. Before making the dialogue, the students got simulation for more understanding. For this activities, the students were allowed to do improvisation during the speaking activities. Then, they performed their discussion in pair in front of the classroom (for more detail data, see appendix 5 about observation checklist meeting

1). One of good conversation made by students can be seen as the following description:

*Donny: Good Morning Randy! How are you?*

*Randy: Good morning Donny. I'm fine. Thank you. How about you?*

*Donny: I'm fine, too. Thanks.*

*Randy: Donny, I heard that you had fight with Riko. Is it true?*

*Donny: Yes. He is very naughty. He broke my pen without saying sorry. I don't want to talk with him anymore.*

*Randy: Don't say like that. He is our friends. **You should forgive him.***

*Donny: **Yes. I'd like to.** But he must change my pen.*

*Randy: Riko told me that he wanted to buy a new pen for you.*

*Donny: Really!*

*Randy: Yes. **Can you come to Cinema tomorrow night?** Riko will wait us there; and he will give a new pen for you.*

*Donny: **It sound very good. I'd love to come tomorrow.***

Based on the detail explanation above, it is clear that in students' English textbook, there was a conversation as speaking activity. Then, the English teacher implemented it in the classroom with correct procedures. It means that the speaking activity in form of conversation was related to pair or group activities that focus on cultural understanding and fluency in making meaningful practice of conversation activities in the classroom. As the result, the students are willing to speak up in the classroom in good confidence. For more

detail information and data, see appendix 13 about the transcript of interview meeting 1.

Then, conversation was also found in chapter II of the textbook. The books offered conversation as one of social interaction activities entitled “*Opinion and Thought*” with the topic activities is “*buying a new car*” (See page 18 of the English textbook). This chapter was implemented and taught by the English teacher of SMAN 01 Kaur south Bengkulu on August 05, 2019.

In the first activity, the English teacher in the classroom gave short explanation about real teaching materials with the topic “*Opinion and Thought*”. The learning materials and activities were taken from the English textbook 19-26. The English teacher gave students some fixed expressions related to those topics. The explanation is as follows:

***Opinion and Thought***

**Table 4.4:**  
***Asking for Opinion***

| No. | Asking for Opinion           | Giving Opinion          | Agree            | Disagree               |
|-----|------------------------------|-------------------------|------------------|------------------------|
| 1   | What your idea on..?         | In my opinion..?        | I think so       | I don't think so       |
| 2   | What do you think about ...? | Personally, I think...? | It's a good idea | That's not what I mean |
| 3   | How do you feel about it?    | I believe that ....?    | Yes, I agree     | You got me wrong       |

The teacher showed the following example of dialogue:

*Anna : Hey Thea! I want to talk about something to you.*

*Thea : Hey Anna! What is going on?*

*Anna : Umm, do you know that tomorrow is Julian's birthday?*

*I want to buy him a new pair of shoes as a gift. What do you think?*

*Thea : Oh really? I just knew that! Well, **it is a good idea, but** I see that he already has many shoes. What if you buy him a new watch? I see him put on the same watch likeeveryday.*

*Anna : Oh yes, **that's really a good idea!** Thank you, Thea.*

*Thea : You are most welcome, Anna.*

After explaining the learning materials and giving example about, the English teacher asked students worked in pair and prepared for simulation the different dialogue and did role play in front of classroom.

After explanation and simulation of dialog section as exampleThen the teacher explained the interaction and students' role in performing the activities. English teacher ask to the students to choose their pair. And then,the students are asked to complete conversations in the book, after completing a conversation that contains an expression of opinion, students are asked to practice one of these conversations. The speaking activities were as the following instruction (taken from English textbook page27):

|  |
|--|
| <p><b>Complete the following transactional conversations. The role-play approach, reenact the conversation with your classmates.</b></p> |
|--|

**Buying a new car**

Women: I think w should buy a new car.

Men: why ?our old car is fine and functional.

Women:

Men:

For these speaking activities, the English teacher gave the students only 20 minute for preparation and complete their task based on the instruction above (for more detail data, see appendix 6 about observation checklist meeting 2).

Based on the detail explanation above, it is clear that in students' English textbook, there was a conversation as speaking activity. Then, the English teacher implemented it in the classroom with corect procedures. It means that the speaking activity in form of conversation was related to pair or group activities that focus on cultural understanding and *fluency* in making *meaningful practice* of conversation activities in the classroom. As the result, the students are willing to speak up in the classroom in good confidence. For more detail information and data, see appendix 14 about the transcript of interview meeting 1.

Then in the chapter III the students studied about party time. It was discussed inpage 32 with the topic activity is "accepting and declining invitation". This chapter was implemented and taught in the classroom by the English teacher of SMAN 01 Kaur South Bengkulu on August 06, 2019. The English teacher gave students

some fixed expressions related to those topics before asking students to perform. Then, the teacher made clearer explanation by using an example based on an appropriate context. The English teacher gave explanation about the topic as the following learning materials:

**Table 4.5:**  
**Accepting and Declining Invitation**

| No. | Expressions             | Accept                            | Refused                      |
|-----|-------------------------|-----------------------------------|------------------------------|
| 1   | Can you come?           | I'd love to accept the invitation | I won't be able to come      |
| 2   | Would you like to come? | I'd love to come very much        | I'd love to come, but...     |
| 3   | How about coming?       |                                   | We won't be able to make it. |

In this topic, the teacher gave students a dialogue to make clearer image about invitation. The dialogues are as follows:

*Marry: Hello John, How's life?*

*John: Hello Marry. I'm fine. Thanks. How about you?*

*Marry: I'm very well. Thanks. John, I'll celebrate my birthday*

*party tonight. I'll have a dinner in my house. **Would you***

***like to come?***

*John: It's nice of you to invite me to the dinner. **I'd love come very***

***much.***

After the explaining the learning materials and giving the example, the teacher started to manage students and set their seat in pair. In this condition, the English teacher did not choose the pair, but the students chose their partners by themselves. The speaking activities were making dialogues about invitation (accepting and refusing invitation). Then, the students showed the dialogues in front of the classroom. The English teacher used exercise instrument proposed by the English book as the following instruction (taken from English textbook page 40):

*With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the sample of invitations given below.*

**Accepting an invitation**

Men:

Women:

Men:

Women:

Men:

Women:

**Declining invitation**

Men:

Women:

Men:

Women:

Men:

Women:



In this speaking activity, the English teacher gave only 15 minutes for preparation in preparing of making dialogues. The rules were the dialogues must consist of expressions of invitation, expressions of accepting, and expressions of refusing. For more detail data, see appendix 7 about observation checklist meeting 3.

All students could present their dialogue about invitations. They could do dialogue well. Some of conversations about stating invitation, accepting and declining invitation made by the students can be seen as the following description:

#### **Accepting an Invitation:**

Anjar : *Hi Febri! I've looked for you in your class but you wasn't there.*

Febri : *Oh, yes, I'm sitting here in canteen enjoying my lunch. What's up?*

Anjar : *My friends and I will hold the friendly football match in the school field in Sunday. **Would you like to come?***

Febri : ***Ok, I'd love to come! That would be very interesting!***

Anjar : *Yes of course. Please be around school at sunday on 3 pm.*

Febri : *Ok, thanks for inviting me.*

Anjar : *My pleasure.*

#### **Declining invitations**

Gery : *Hi Fania!*

Fania : *Hi Gery, please come in.*

Gery : *No, I just want to say something, I'm going to go home quickly.*

Fania : *Okay Gary, why do you come to my house?*

*Gery : I want to tell you that I will hold a birthday party tomorrow. **Would you like to come?***

*Fania : **It's nice of you to invite me to the party. I'd love to come, but** my mom is sick, so I have to take care her.*

*Gery : Oh, I'm sorry to hear that. I hope your mother will get better soon.*

*Fania : Thank you Gery.*

Based on the detail explanation above, it is clear that in students' English textbook, there was a conversation as speaking activity. Then, the English teacher implemented it in the classroom with correct procedures. It means that the speaking activity in form of conversation was related to pair or group activities that focus on cultural understanding and fluency in making meaningful practice of conversation activities in the classroom. As the result, the students are willing to speak up in the classroom in good confidence. For more detail information and data, see appendix 15 about the transcript of interview meeting 3.

In addition, conversation activities were also in chapter V page 61. It is actually discussed about "Letter Writing" with the topic "Recent Field Trip", however, the activities were not done like writing. The teacher did it by using conversation activities in the classroom. This chapter was taught and implemented in the classroom by English teacher of SMAN 01 Kaur South Bengkulu on August 12, 2019.

In the beginning of the class, the English teacher introduced students about letter. Then, she explained in detail about letter in English. The learning materials and activities were as follows (Taken from the English textbook page 63):

|                           |   |
|---------------------------|---|
| type of letters           | formal letter   |
|                           | personal letter   |
| <b>Social function</b>    | Personal letter are letters that are written to people we know such as friends, parents, siblings, and cousins.   |
| <b>Sentence structure</b> | <ul style="list-style-type: none"> <li>- Accuracy of grammar is important.</li> <li>- Complete sentences are expected.</li> <li>- Slang can be used.</li> <li>- Use the contractions such as ‘I’ll’, ‘I’m’, ‘we’ll’.</li> <li>- Use personal pronouns such as “I”, “we”, “you”.</li> <li>- Use active voice.</li> </ul> |
| <b>Style</b>              | - Language use may be   |

|                             |   |
|-----------------------------|---|
|                             | <p>personal like first and second person pronouns.</p> <ul style="list-style-type: none"> <li>- Be warm.</li> <li>- Use the person's name you are writing to.</li> <li>- Vary sentence length.</li> <li>- Write in a natural, conversational style.</li> <li>- Let your personality shine through in your writing.</li> </ul> <p>(Bly,2004)</p> |
| <b>Linguistic features.</b> |   |

| <b>Structure of personal letter</b> |   |
|-------------------------------------|---|
| <b>Date</b>                         | Date when the letter is written ( top left ).   |
| <b>Address</b>                      | Place where you are writing from ( top right ).   |
| <b>Salutation &amp; name</b>        | Greeting and the person's name you are writing to.                                      |
| <b>Introduction</b>                 | The opening of the letter usually starts with how are you or refers to previous letter. |
| <b>Body</b>                         | The main part of the letter. It is include what you want to write to the other person.  |
| <b>Closure</b>                      | The part indicates the letter is going to   |

|  |                            |   |
|--|----------------------------|---|
|  |                            | end.  |
|  | <b>Complimentary close</b> | Short expressions like “love you”, “sincerely yours”, “love”                |
|  | <b>Signature</b>           | Signature or initials of the writer.  |
|  | <b>Postscript P.S</b>      | After thought in a letter you begin with P.S and end it with your initials. |

***Figure 4.1:  
Scheme of Letter***

After the explanation materials section, the English teacher started to manage the students into a pair. The students chose their own partner. The English teacher used the exercise from English textbook page 70, and explained the instruction based on the book. The learning instruction is as follows:

**Create a dialogue for one of the situations given below. Using the role-play approach, re-enact the conversation with your classmates.**

**Situations No.1**

You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.

You :

Friend :

You :

Friend :

You :



In this activity that the students are asked to work in pairs as each group determines the choice of dialogue situations in the book. Then they complete the dialog text in accordance with the results of the discussion. Then appear to bring the dialogue that has been completed. The students prepared the dialogue for 20 minute and make the conversation based on the given situation and instruction .

Based on the detail explanation above, it is obvious that in students' English textbook, there was a conversation as speaking activity. Actually writing letter is not included into speaking activity, but the English teacher did it as speaking activity in form of conversation. Then, the English teacher implemented it in the classroom with corect procedures of speaking activity. It means that the speaking activity in form of conversation was related to pair or group activities that focus on cultural understanding and *fluency* in

making *meaningful practice* of conversation activities in the classroom. As the result, the students are willing to speak up in the classroom in good confidence. For more detail information and data, see appendix 16 about the transcript of interview meeting 04.

The last chapter that uses conversation activities is chapter VI. This chapter discussed about “cause and effect” with the topic “Endangered Animals in Indonesia” (See page 74). This chapter was implemented and taught by the English teacher of SMAN 01 Kaur South Bengkulu on August 13, 2019.

As speaking activity, the English teacher gave short basic explanation about the teaching materials with the topic “cause and effect”. The learning materials and activities were as follows (see textbook page 76):

**Table 4.6**  
***Cause and Effect***

| <b>Cause</b>                         | <b>Effect</b>                      |
|--------------------------------------|------------------------------------|
| The reason or motive, for an action. | Result or conclusion of an action. |
| Why something happen.                | What happened                      |
| Happens first.                       | Happens due to a cause.            |
| Example: it rained                   | Example: I got wet.                |

Then the English teacher gave an example based on the materials was given:

*She came late to her office this morning because she got a little accident.*

*Effect: She came late to her office this morning.*

*Cause: She got a little accident.*

*After the English teacher give an example, she asked the students give an example orally. Then, for the next section, the English teacher started to manage students in pair, and the students choose their own partners in their pairs. The speaking activities were as the following instruction (taken from English textbook page 82).*

**With a partner, think of endangered animals in Indonesia. Why are the animals becoming and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created.**

**Remember to use cause and effect signal words.**

*Based on the instruction activity above, the students with their partner were asked to think of endangered animals in Indonesia and how to prevent them. Then, students were asked to make a dialogue and presented in front of the class. For this activity, the English teacher gave the students only 20 minutes to completing their task (for more detail data, see appendix 09 about observation checklist meeting 05). One of conversation made by the students can be seen as the following description:*



*Angga : Have you heard about sumatran tiger hunting news this morning?*

*Bio : Yeah, they're so cruel. It's the biggest reason why Sumatran tiger population has been decreasing lately.*

*Angga : I know right. they make profit out of its skin.*

*Bio : also, their habitat is tainted, and it's humans fault again.*

*Angga : If only they aware of the impact!*

*Bio : Fortunately, there are good people that aware of this too.*

*Angga : You mean that organization that protect the endangered animals?*

*Bio : Yeah, they're heroes. they prevent them from being extinct by protecting them in some ways.*

*Angga : They're currently operating wildlife protection project by saving its habitat first.*

*Bio : That's cool man. not only saving Sumatran tiger, they're also helping all animals living there.*

*Angga : And they're making even stricter regulations for animal hunters with serious penalty.*

*Bio : They deserves it though. I'm sure that organization will do well.*

*Angga : I want to save sumatran tiger or endangered species like them too someday.*

Based on the detail explanation above, it is clear that in students' English textbook, there was a conversation as speaking activity. Then, the English teacher implemented it in the classroom with correct procedures. It means that the speaking activity in form of conversation was related to pair or group activities that focus on cultural understanding and fluency in making meaningful practice of

conversation activities in the classroom. As the result, the students are willing to speak up in the classroom in good confidence. For more detail information and data, see appendix 17 about the transcript of interview meeting 5.

*b. Discussion Section*

Discussion is the occurrence of interaction between two or more people, in the form of knowledge, deliberation, or certain knowledge that aims to provide correct understanding. Discussion became one of activities that conducted in speaking section of students' textbook at SMAN 01 Kaur South Bengkulu, and it also found in form of implementation in speaking class. Discussion activities were found in two chapters in students' textbook, and also implemented as discussion section in English classroom. They can be seen in the following table:

**Table 4.7:**  
***Discussion Section in English Textbook***

| <b>No.</b> | <b>Activities</b>              | <b>Chapter</b> | <b>Topic</b>                                      | <b>Date of Implementation</b> |
|------------|--------------------------------|----------------|---|-------------------------------|
| 1          | Natural Disaster An Exposition | IV             | why is learning English important?                | 19-08-2019                    |
| 2          | Meaning Through Music          | VII            | <i>Favourite Songs, Poems, Singers, and Poets</i> | 20-08-2019                    |

The first discussion section implemented by the English teacher in the classroom was chapter 4 entitled "*Natural Disasters-An*

*Exposition*” page 45 with the topic “why is learning English important?”. This chapter was implemented and taught by the teacher in English class of SMAN 01 Kaur South Bengkulu on August 19, 2019.

In this chapter, the beginning activity in the classroom was the English teacher gave short explanation about the materials entitled “explanation text”. The teacher explained the text structure in form of writing skill. However, the last objective of this topic was to improve students’ speaking skill. In this stage, the English teacher used the following learning materials (Students’ English textbook page 47):

**Little:**

- Tells about the topic of the essay

**Introduction:**

- This is the starting point of an exposition essay.
- Here you state the topic and establish the point of view (thesis statement.
- Introductory statement should be an emotional statement or a question that is an attention grabber.
- A preview of the points you plan to make to support you thesis.

**Body:**

- A series of arguments to convince the audience.
- Each paragraph starts with a new argument .
- Each paragraph has a main point, reason for the main point and evidence to support the main point.
- Use the emotive words, mental verbs, causal conjunctions to persuade the audience.

- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.

**Conclusion**

- Reiterates or restates the thesis statement.
- Summarizes what has stated

After made clear the explanation, the English teacher asked the students to find their own group. Each group consisted of four students, and one students to be the leader. After the students sat in their seats, the teacher gave instructions to do for 30 minutes preparation. The instruction is as follows (Taken from students' English textbook page 53):

**Choose one of the topics given below.**

A. Passive smoking is a silent killer

B. Why is learning English important?

State your argument or position on one of the above given issues and than discuss with your partner. For the arguments , you can use some expression like this:

- I would like to remind you...
- It is important for us to...
- I believe that...
- I am convinced that...
- Let me tell you...
- Try to remember...

Before asking the students to start doing their exercise, the English teacher explained about the use of some expressions related to give arguments as stated on the instruction above with some example

for clearer explanation. After 30 minutes, the students presented the result of their discussions in front of the classroom (See appendix 18 about observation checklist meeting 6).

Based on the detail explanation above, it is obvious that the students' English textbook presented discussion section as speaking activity where the students conducted discussion in their small group to discuss about one topic and did discussion with the whole class when they presented the result of their discussion with their small group. In conducting discussion section, the English teacher did it in systematically procedures and pleasure. It made students interesting and motivated to do the English teacher's challenge. It also showed that discussion section was conducted in form of group activity. This kind of speaking activity was very useful for students to understand cultural background for social interaction in English and show their English fluency in front of the classroom (appendix 10 about the transcript of interview meeting 6)

The second discussion activity found in the students' English textbook was in chapter VII entitled "*Meaning through Music*" with the topic "*Favourite Songs, Poems, Singers, and Poets*". *This chapter was implemented and taught by the English teacher of SMAN 01 Kaur South Bengkulu on August 20, 2019.*

*At the beginning of the class, the English teacher did some Ice breaking in English to attract students' interest in her class. Then, she*

*explained the material as clear as possible. The teaching materials was as follows(Taken from students' English Textbook page 96):*

| <b>How to Figure out a Song's Meaning</b>   |
|---|
| <p>Artists write songs and poems to express their feelings. Finding the meaning of a song is a demanding task because we do not know what the writer was feeling at the time of writing the song or poem. Whenever we are successful in finding the meaning of a song or poem, it brings a great feeling of satisfaction and appreciation towards the song. These are the steps involved in finding the meaning of a song.</p>  |
| <p>Step 1 : It is very important to know the lyrics of a song.</p> <p>Step 2 : try to figure out the type of song. Is it classical, country, etc?</p> <p>Step 3 : find out what kind of poetic devices are used and then re-examine the lyrics you will be able to find a whole new meaning of words.</p> <p>Step 4 : listen to the song while reading the lyrics. It can help you to find deeper connection with words. Try to look for the message of the song.</p> <p>Step 5 : keep an open mind and discuss the meaning with other people. You will be surprised how different perspectives can open up your mind to new meanings.</p> <p>(<a href="http://www.chaparralpoets.org/">http://www.chaparralpoets.org/</a>)</p> |

Then, after the English teacher explained about the material, the English teacher asked the students to sing a song together in front of class, after that the English teacher gave some questions about the song. The questions like: *what do you understand about the music? What is the genre of the song? And etc.*

For the next activity the English teachers started to manage the students. The English teacher started to manage the students and set their seat in a group of discussion. Each group consisted of four students. After all the students getting theirs groups the English teacher ask the students open theirs English textbook page 97. After the discussion, the English teacher asked the students to present the result in front of the classroom such a report to the whole class. The teacher hoped the participation from the class member for the presentation for different view about the song. The exercise instruction can be seen as follows:

**In groups of five, discuss each other's favourite songs, poems, singers, and poets. You can ask each other questions like these:**

- Who are your favorite singers and poets?
- Which is your favorite song? Why do you like it?
- Are lyrics and music equally important to a song or not?
- What do you think is important for a song? Lyrics or music?
- Do you like listening music in Bahasa Indonesia or English?
- Do you think songs or poems can change people?

*During the process of this activity, each student interviewed all group members about: the most liked singer and poetist? themost liked song and the reason? why the song and music are important? And some students were asked to submit the results of the interview. For this activity the English teacher gave the students only 30 minute for completed their task and at the end the English teacher ask some*

*students to present their the result of their discussion(for the more detail data, see appendix 19 about observation checklist meeting 7)*

Based on the detail explanation above, it is obvious that the students' English textbook presented discussion section as speaking activity where the students conducted discussion in their small group to discuss about one topic and did discussion with the whole class when they presented the result of their discussion with their small group. In conducting discussion section, the English teacher did it in systematically procedures and pleasure. It made students interesting and motivated to do the English teacher's challenge, especially related to music, art, and literature. It also showed that discussion section was conducted in form of group activity. This kind of speaking activity was very useful for students to understand cultural background for social interaction in English, appreciation of music, art, and literature; and performed their English fluency in front of the classroom (appendix 11 about the transcript of interview meeting 7)

*c. Improvisation*

If the teacher is able to devise or create a suitable substitute for it, the substitute is an improvised instructional media. Improvisation as a concept can be defined as a technique of originating a totally new tool, instrument, material, devise or modifying existing ones for serving a particular function. Improvisation is one of speaking activity



found in students' English textbook and implemented by English teacher in the classroom at SMAN 01 Kaur South Bengkulu. In English textbook used by the students, improvisation activities can be found in chapter 8 about "*ExplainThis!*" page 99 with the topic activity is "*Formation of Rainbows*". This chapter was discussed, implemented and taught by the English teacher of SMAN 01 Kaur South Bengkulu on August 26, 2019.

To begin the class with improvisation speaking activity, the English teacher gave clear explanation to the students before getting exercise in form of speaking practice with the topic of learning "ExplanationText". The learning activity was guided by the learning instructional stated in the students' textbook page 101 as the following image:

**Explanation** text is non-fiction text that used to describe how or why happen. It usually includes a sequence of events ( explaining how ) and provides reasons for a process or phenomenon ( why ). **For example: rain, the water cycle, and earthquakes.**

|   |  |
|---|--|
| <p><b>Types of explanation texts</b></p> <p>( explanation texts are categorized according to the type of process they describe)</p> |  |
| <p><b>Sequential explanation</b></p>  | <p><b>Cause and effect explanation</b></p> |

|  |   |   |  |
|--|---|---|--|
|  | Explanation that describe natural and non-natural phenomena, for example life cycle | Explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes |  |
|--|---|---|--|

After the explanation section, the teacher started to manage students and set their seat in groups. The teacher made a small group that consisted of 4 students in a group randomly. After getting groups in whole class, the English teacher asked to the students to open their English textbook page 108.

**Choose one of the topics given below.**

- Formation of rainbows
- Life cycle of animals
- How Tsunami are formed

**Do research on any one of the above given topics and explain to a friend or present it in class use the explanation text format.**

Then the English teacher explained the instruction and students' role in their performing English speaking activity, and the English teacher gave students only 35 minutes for preparation and completed their task. The activities were the students have the right to groups to choose and conduct research in accordance with the themes that have

been highlighted in the book. Then they present the results of their discussion in the classroom(See the appendix 20 about observation checklist meeting 08)

Based on the detail explanation above, it is clear that in students' English textbook, there was a improvisation model as one of speaking activity. Then, the English teacher implemented it in the classroom with corect and systematic procedures. It means that the speaking activity in form of improvisation can help students to explore their knowledge about a certain topic, show their English fluency in front of the classroom, and make meaningful practice of group work activities in the classroom.

### ***3. Focus of the Activities***

There are two focuses of the activities or tasks in communicative speaking activities; they are: focus on form and focus on meaning. This concept will be helpful for students to operate the different degrees of focus on **form** or **meaning**. In this research, the communicative speaking activities found in the students' textbook is as follows:

#### ***a. Non-Communicative Learning***

Focus on the structure of language, how they are formed and what they mean, for example: substitution, exercise, discovery, and awareness of raising activities.From this understanding can be seen the absence of communication between students and teachers. The

researcher did not find NCL in each of the books, especially in speaking section.

*b. Pre-Communicative Language Practice*

Practicing language with some attention to meaning but not communicating new messages to others, e.g: question and answer practice. In this research, actually almost all speaking activities involved questions and answers between students' and English teachers or between students and other students. However, the part of students' English textbook that dominantly did questions and answers both in the English textbook and teacher's implementation in the classroom were found in chapter VII. The activities were the students asked to discuss their favorite songs, poems, singers, and poets. They asked questions that have been provided, and they only needed to answer the question during the class activities.

Therefore, the chapter VII can be said as speaking activity of *Pre-Communicative Language Practice* where the most of students' activities were oriented to ask and answer questions related to songs and poems.

*c. Communicative Language Practice*

Practicing pre-taught language in a context where it communicates new information, for example: information-gap activities or personalized questions. In other words, communicative language practice can come to activities in which learners still work with a

predictable range of language but use it to convey information. These would be include activities in which learner use recently taught language in order to conduct survey among their classmate, or ask a partner for information in order to complete picture.

In this research, most of the speaking activities and procedures stated in the students' textbook and application in the classroom followed what communicative language practice does. For example, it can be found in chapter III where the main activity was the English teacher asked the students to make conversation based on the teaching materials that had just the teacher explained. Then, they presentent the result in front of the classroom as the practice of conveying information. In this chapter, the teacher explained and asked students to make conversation with the topic invitation (accepting and refusing invitation).

#### *d. Structured Ccommunication*

Using language to communicate in situations where the pre-learning language is powerful, but with some unpredictability; for example: structure-role play and simple problem solving.

In students' English textbook and classroom implementation, structured communication can be found in chapter II and chapter V. Both chapters encourage students to make and complete a conversation that has been determined by the situation or topic. Because based on the above understanding that communication structures use materials

(existing situations) to communicate but the situation has been determined. It means that in doing structured communication in this book, the main focus moves to the communication of meanings, but the teacher carefully structured the situation to ensure that the learners can cope with it with their existing resources, including what they have recently used in more form-focused work. This category includes more complex information-exchange activities or structured role-play tasks.

*e. Authentic Communication*

There were almost activities found as authentic communication activities in students' English textbook. The activities are related to using language to communicate in situations where the meanings are unpredictable, for example: creative role play, more complex problem solving and discussion. The focus of the activities is in chapters I, IV, VI, VII, and VIII. There are similarities in the five chapters. In those speaking activities of the chapters, there is the strongest focus on the communication of message, and in which the language forms are correspondingly unpredictable, such as using language for discussion, problem solving, and content based task. Such tasks may develop into larger scale projects which contribute to students' personal and interpersonal development.

Based on the analysis above, it was found the kinds of activities and focus of the activities in speaking section in students' textbook and teacher's implementation in the classroom. The kinds of activities were

social interaction activities (pair work and group work) that covered: conversation, discussion, and improvisation activities. Then, the focused of activities were started from pre-communicative language practice – communicative language practice – structured communication – authentic communication. In conclusion, the English textbook used by English Teacher at SMAN 01 KAUR especially eleventh grade entitled “Stop Bullying Now” published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia in 2017 really met the notion of CLT principles proposed by Richard and Rodgers.

## **B. Discussion**

This research was conducted because of some background of the problems. They were: (1) Students dominantly study about comprehending texts rather than learning speaking which basically train the students to produce sound for communication; (2) It is difficult to find students who are very good in speaking English; (3) English textbooks used by the students did not provide complete learning materials, especially speaking activities that support students’ speaking skill, especially discussion about: pronunciation, vocabulary, and cultural understanding; (4) teaching materials, especially speaking activities did not provide relevant materials to support students’ to be more active in learning speaking.

Based on the problems above, the researcher formulated the rsearch into the investigation of the speaking exercises/activities of the textbook which was used in SMAN 01 Kaur, has really met the notion of CLT

principles proposed by Richard and Rodgers (2001). By using theory proposed by Rhicard and Rodgers and content analysis with qualitative approach, the researcher was bale to complete the data collecting and data analysis of the research. The result showed in the following process:

*The first*, Based on the analysis carried out by the researcher toward English textbook used at SMAN 01 Kaur South Bengkulu, there was no chapter used functional communication activities (individual works). All speaking activities were conducted in pair and group work. It can be done because pair work and group work involve more interaction among students in speaking class.

*The second*, social interrraction activities (pair work and group work) in form of some activities, such as: conversation, discussion section, and improvisation. Then, the focus activities found in the students' English textbook were: pre-communicative language practice, communicative language practice, structured communicative practice, and authentic communication. There was no non-communicative learning found in the students' English textbook found.

*In conversation* section and activity, the English teacher implemented them in the classroom with correct procedures that made the speaking activity in form of conversation was related to pair or group activities that focus on cultural understanding and *fluency* in making *meaningful practice* of conversation activities in the classroom. As the result, the students are willing



to speak up in the classroom in good confidence. For more detail information and data, see appendix 17 about the transcript of interview meeting 5.

*In discussion section and activity*, the students' English textbook presented discussion section as speaking activity where the students conducted discussion in their small group to discuss about one topic and did discussion with the whole class when they presented the result of their discussion with their small group. In conducting discussion section, the English teacher did it in systematically procedures and pleasure. It made students interesting and motivated to do the English teacher's challenge. It also showed that discussion section was conducted in form of group activity. This kind of speaking activity was very useful for students to understand cultural background for social interaction in English, appreciation of music, art, and literature; and performed their English fluency in front of the classroom.

*In improvisation section and activity*, in students' English textbook, there was a improvisation model as one of speaking activity. Then, the English teacher implemented it in the classroom with corect and systematic procedures. It means that the speaking activity in form of improvisation can help students to explore their knowledge about a certain topic, show their English fluency in front of the classroom, and make meaningful practice of group work activities in the classroom.

Then, the focused of activities were started from pre-communicative language practice – communicative language practice – structured

communication – authentic communication. In conclusion, the English textbook used by English Teacher at SMAN 01 KAUR especially eleventh grade entitled “Stop Bullying Now” published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia in 2017 really met the notion of CLT principles proposed by Richard and Rodgers.

This research it has some similarities and differences. The similarities can be seen from two things. This research is similar to the studies above because it focuses on speaking activities and it uses English textbook as the subject of analysis. These focuses are similar to the studies above.

However, there are some differences between this research with the previous studies above, namely: *first*, Khateeb and Almujaivel (2018) focused their research on investigating the speaking and communication tasks in EFL textbooks in Saudi Arabia by means of corpus analysis. Then, Lee and Chang (2016) focused their research on exploring the designs of speaking activities used in Taiwanese and Chinese junior-high-school English textbooks. In addition, Firiady (2018) focused her research on doing an in-depth pre-use evaluation of the recently revised textbook. On the other hand, this research focused on investigating speaking activities seen from communicative activities proposed by Richard and Rodger theory.

Second, the previous studies above used different research method. Khateeb and Almujaivel (2018) applied quantitative method. Then, Firiady (2018) applied case study as the research method. On the other hand, this research applied content analysis as the research method. Last but not least,

difference in population and sample caused the difference in the result of the research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After completing data analysis, the researcher concluded that all speaking activities were conducted in pair work and group work because they involved more interaction among students in speaking class. Then, social interaction activities (pair work and group work) were found in form of some activities, such as: conversation, discussion section, and improvisation. They focused on cultural understanding and *fluency* in making *meaningful practice* of conversation activities in the classroom; and understand social interaction in English and art, music, and literature appreciation. As the result, the students are willing to speak up in the classroom in good confidence. In addition, the focused of activities were started from pre-communicative language practice – communicative language practice – structured communication – authentic communication. In conclusion, the English textbook used by English Teacher at SMAN 01 KAUR especially eleventh grade entitled “Stop Bullying Now” published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia in 2017 really met the notion of CLT principles proposed by Richard and Rodgers.

#### B. Suggestion

After completing this research, the researcher would like to suggest that:

1. It is important to the English teachers to choose good English textbooks as references of teaching and learning in the classroom in order to improve students' English skills, especially speaking skill.
2. The English teachers should give students more speaking activities in order that they can be familiar in English activities and apply them in a real life.
3. The English teacher should give more support to the students in Building students' confidence for doing speaking activities in the classroom, even out of the classroom.
4. It is important for the next researchers to do research related to speaking activities in order to give more benefits for teachers, students, and schools.
5. The next researcher should develop research related in broader scope of the research related to speaking activities in order that English teachers can have more attention in speaking skills.

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