

**AN ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK
ENTITLED PASSPORT TO THE WORLD BY TIGA SERANGKAI AND
BRIGHT AN ENGLISH BY ERLANGGA**

THESIS

Submitted as Partial Requirements for the Attainment of the Degree of *Sarjana Pendidikan (S.Pd)* in English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu



By

Dwi Rachmat Fikri
SRN.1611230107

**STUDY PROGRAM OF ENGLISH EDUCATION
DEPARTMENT OF TADRIS
FACULTY OF TARBIYAH AND TADRIS
UIN FATMAWATI SUKARNO BENGKULU
2022**



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon: (0736) 51276-51171-51172; Faksimili: (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled **An Analysis of Speaking Tasks in English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga by Dwi Rachmat Fikri (1611230107)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana in English Education Program**

Chairman

Dr. Eva Dewi, M.Ag

NIP. 197505172003122003

Secretary

Hengki Satrioso, M.Pd.I

NIP. 199001242015031005

Examiner I

Feny Martina, M.Pd

NIP. 198703242015032002

Examiner II

Reko Serasi, M.A

NIP. 198711092018011002

Bengkulu, 26 January 2022

Approved by the Dean of Islamic and Tadris Faculty



Dr. Muis Mulyadi, M.Pd

NIP. 197005142000031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon: (0736) 51276-51171-51172 Faksimili: (0736) 51171-51172

Website: www.uinfasbengkulu.ac.id

ADVISORS SHEET

Subject: Thesis of Dwi Rachmat Fikri

Nim: 1611230107

To: The Dean of Tarbiyah and Tadris Faculty

UIN Fatmawati Sukarno Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith as the advisors, we state that the thesis of:

Name: Dwi Rachmat Fikri

Nim: 1611230107

Title: An Analysis of Speaking Tasks in English Textbook Entitled Passport to

the World by Tiga Serangkai and Bright an English by Erlangga

Has already fulfilled the requirements to be present before the board of examiners (munaqasah) to gain bachelor degree in english education. Thank you

for the attention.


Wassalamu'alaikum Wr. Wb

First Advisor

Second Advisor


Dr. H. Ali Akbarjono, M.Pd

NIP. 197509252001121004


Feny Martina, M.Pd

NIP. 198703242015032002

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. My beloved parents Mr. Zaharudin, S.Pd and Mrs. Esnania, S.Pd., I always love and respect for them. Thank you very much for your support, motivation, prays and patience to make my education success. No words can describe how I love and thankful for them. Words are powerless to express my gratitude.

2. My beloved brother M. Hidayaturrizki, S.Farm, Alfari Zacky Zafran and my sister in law Juli Yanti, S.Farm. Thank you very much for your motivated, help and spirit during my education, and also give me support when I am feeling down.

3. My first advisor Dr. H. Ali Akbarjono, M.Pd and my second advisor Feny Martina, M.Pd, who had given the guidance till this thesis finished. Thank you very much for your suggestions, corrections and ideas during the process of writing this thesis.

4. My big family in Penani bin, Hasyim and Sahin bin Sanin, who always support, motivate and regarding me to be a strong boy, good attitude, and nice person and also for teaching me the real meaning of life.

5. My best partner in life Dina Octa Lestari, S.M who always give me love every second, minutes, hours, and every time. Thank you because you have been wasting your time for me.

6. My best friend during education (Ismail, Jery, Yuleo, Rizky, Fadly, and Aji), more than words to show my feeling. Thank you for bringing the pieces of heaven in my life.

7. My beloved and close friend TBI 2016 especially TBI D for every support in any form.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
JalanRaden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 61276-61171-61172- Faksimili (0736) 61171-61172
Website: www.uinfasbengkulu.ac.id

PRONOUNCEMENT

Name : Dwi Rachmat Fikri
NIM : 1611230107
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis entitled “An Analaysis of Speaking Tasks in English Textbook entitled Passport to the World by Tiga Serangkai and Bright and English by Erlangga” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2022

Stated by ,

 
17AJX636176906

Dwi Rachmat Fikri
1611230107

ACKNOWLEDGEMENT

First of all, the researcher would like to express his gratitude to Allah SWT, the almighty that has given his *hidayah* during wrote this thesis entitled “An Analysis of Speaking Tasks of English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga”. This thesis is as one of the requirements to get bachelor degree (*sarjana*) in English Education Program, Faculty of Tarbiyah and Tadris of UINFAS Bengkulu.

Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to the lightness. In the process of writing this thesis, there are many people provided motivation, advice, and support the researcher. In this valuable chance, the researcher aims to express his deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Prof. Dr. KH. Zulkarnain Dali M.Pd, the rector of UIN Famawati Sukarno Bengkulu.
2. Dr. Mus Mulyadi, M.Pd, the dean of Tarbiyah and Tadris Faculty.
3. Risnawati, M.Pd, the head of Tadris Department.
4. Feny Martina, M. Pd, the chief of English Study Program.
5. Dr. H. Ali Akbarjono, M.Pd as advisor I and Feny Martina, M.Pd as advisor II.
6. All of English lecturers and administration staffs of IAIN Bengkulu.
7. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes 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, February 2022

Dwi Rachmat Fikri
NIM. 1611230107

ABSTRACT

Dwi Rachmat Fikri. 1611230107. 2021. *An Analysis of Speaking Tasks in English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga.* A thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, Universitas Islam Negeri Fatmawati Soekarno (UINFAS) Bengkulu.

Advisors: (I) Dr. H. Ali Akbarjono, M.Pd, (II) Feny Martina, M.Pd.

Keywords: *Speaking Tasks, English Textbook, Passport to the World, Bright an English*

Speaking is saying word orally such as communicating by speaking, making a request, and delivering a speech. This study aimed to know the kinds are presented and which part of the textbook explored and unexplored in those English textbook entitled “Passport to the World by Tiga Serangkai and Bright an English by Erlangga” for grade VII Junior High School. Qualitative was used as method to analyze the data. The subject of study was the English textbook of Junior High School at seventh grade in SMPN 06 Seluma who was implemented the 2013 curriculum. In collecting the data, the researcher used instrument based on the theory of Nunan’s table (1989) in terms to evaluate the textbook by aspect of goals, inputs, activities, roles, and setting. Content analysis was used as a research design to analyze the data. Based on the results of this study indicates in table evaluation criteria, textbook entitled *Passport to the World by Tiga Serangkai* have 34 kinds of speaking activities which is including of 18 goals, 7 inputs, 18 kinds of activities, 21 roles and 18 settings and have 10 chapters/units. Meanwhile, the textbook entitled *Bright an English By Erlangga* have 58 kinds of speaking activities which is including into 21 of goals, 10 of inputs, 21 kinds of activities, 27 of roles and 18 of settings that divided into 12 chapters/units.

ABSTRAK

Dwi Rachmat Fikri. 1611230107. 2021. *An Analysis of Speaking Tasks in English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga.* A thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, Universitas Islam Negeri Fatmawati Soekarno (UINFAS) Bengkulu.

Advisors: (I) Dr. H. Ali Akbarjono, M.Pd, (II) Feny Martina, M.Pd.

Keywords: *Speaking Tasks, English Textbook, Passport to the World, Bright an English*

Berbicara adalah mengucapkan kata secara lisan seperti berkomunikasi dengan berbicara, mengajukan permintaan, dan menyampaikan pidato. Penelitian ini bertujuan untuk mengetahui jenis-jenis yang disajikan dan bagian mana dari buku teks yang dieksplorasi dan belum dieksplorasi dalam buku teks bahasa Inggris yang berjudul “Passport to the World oleh Tiga Serangkai dan Bright an English oleh Erlangga” untuk kelas VII SMP. Kualitatif digunakan sebagai metode untuk menganalisis data. Subyek penelitian adalah buku teks bahasa Inggris SMP kelas VII SMPN 06 Seluma yang menerapkan kurikulum 2013. Dalam pengumpulan data, peneliti menggunakan instrumen berdasarkan teori tabel Nunan (1989) dalam hal mengevaluasi buku teks dari aspek tujuan, masukan, kegiatan, peran, dan setting. Analisis isi digunakan sebagai desain penelitian untuk menganalisis data. Berdasarkan hasil penelitian ini menunjukkan dalam tabel kriteria evaluasi, buku teks yang berjudul Passport to the World karya Tiga Serangkai memiliki 34 macam kegiatan berbicara yang meliputi 18 tujuan, 7 masukan, 18 jenis kegiatan, 21 peran dan 18 setting serta memiliki 10 bab/unit. Sedangkan buku teks berjudul Bright an English By Erlangga memiliki 58 jenis kegiatan berbicara yang terdiri dari 21 tujuan, 10 masukan, 21 jenis kegiatan, 27 peran dan 18 setting yang terbagi dalam 12 bab/unit.

TABLE OF CONTENT

COVER	
ADVISORS SHEET	i
RATIFICATION	ii
MOTTO.....	iii
DEDICATION	iv
PRONOUNCEMENT	vi
ACKNOWLEDGMENT.....	vii
ABSTRACT	viii
ABSTRAK.....	ix
TABLE OF CONTENT	x
LIST OF TABLES	xii
CHAPTER I: INTRODUCTION	
A. Background.....	1
B. Identification of the Problem	3
C. Limitation of Study	4
D. Research Questions.....	4
E. Objective of the Study.....	4
F. Significance of the Study	5
G. Operational Definition of Key Terms.....	6
CHAPTER II: LITERATURE REVIEW	
A. Speaking Activities.....	7
1. Definition of Speaking Activities	7
2. The Importance of Speaking Activities	8
3. The Nature of Speaking Tasks.....	10
4. Components of Communicative Tasks	21
B. English Textbook.....	32
1. Definition of Textbook	32
2. The Important Role of Textbook in Classroom	32
3. Function of Textbooks on Social Sciences and Humanities.....	33
4. Advantages and Disadvantages of Using Textbook	35
C. Previous of Research.....	40

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	43
B. Subject of Research.....	44
C. Instrument of Research	45
D. Data Collection	45
E. Data Analysis	46

CHAPTER IV: FINDING AND DISCUSSION

A. Findings	48
1. Profile of Textbook Entitled "Passport to the World" by Tiga Serangkai and Bright an English by Erlangga.....	48
2. Kinds of Speaking Activities of Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga	56
3. Part of Textbook were Explored and Unexplored Based on Nunan's Table	59
C. Discussions	64

CHAPTER V: CONCLUSSION AND SUGGESTION

A. Conclusion	77
B. Suggestion.....	78

REFFERENCES

APPENDICES

LIST OF TABLE

Table 4.1	57
Table 4.2	65
Table 4.3	66
Table 4.4	67
Table 4.5	68
Table 4.6	69
Table 4.7	70
Table 4.8	71
Table 4.9	73
Table 4.10	74
Table 4.11	75

CHAPTER I

INTRODUCTION

This chapter presents the background of study, identification of problem, limitation of research, research question, objective of research, significances of research, and definition of key terms.

A. Background

A textbook is one of many items commonly utilized in the teaching and learning process. It is one of the most accessible knowledge sources, and it serves as one of many tools to aid students in gaining a comprehensive understanding of subject matter. Textbooks were regarded the most important components of the curriculum in Indonesia's educational system. The content, methods, and processes for teaching and learning in the classroom were developed by the National Education Department. They also give teachers with a structured syllabus to follow when teaching a specific subject. In Indonesia, approved publishers create textbooks based on the most recent curriculum.

Based on the observation that has been done by researcher on November 2019 in seventh grade of Junior High School number 6 of Seluma, the textbook that used in the school is look like too simple and not giving a depth understanding for the students especially in speaking activities. The researcher found this case in the classroom while teaching learning process, the student just doing the activities in textbook without understand the use of activities in the textbook. Besides, the researcher has been also done the

informal interview in November 2019, with teacher and students in who used this textbook. Based on interviews, Mr. Priyanto as an english teacher at SMPN 06 SELUMA said that they used this textbook in the teaching and learning process, they would felt like they were teaching nothing especially in speaking activity. It was because, in the textbook commonly have much tasks than speaking activity. Moreover, because the teacher merely asks them to complete the task in the textbook, students appear to be repeating subjects that they were taught in elementary school. When children were just concerned with completing a task, they appear to be concerned with linguistic form. In this case, how were the textbook materials presented and why do they appear to be overly simple. As a result, analysis is required to examine the textbook's content in order to gain a thorough understanding, particularly in the speaking activities. As mention above, for analyze the speaking activities in this textbook the researcher used there were two research instrument those were researcher and observation.

In this research, the researcher will collect data from data sources using two observation sheets. The first observation sheet was utilized to address the number one research question. Then there was observation, which was the second instrument. These observation sheets used field note technique by filling the table and column based on the data that was gotten from data sources. The field note technique was used on these observation sheets, which included populating the table and column with data collected from data sources. To begin, the researchers separated speaking actions from other

textbook tasks. The researcher would monitor the textbook in order to obtain the data that would be studied in this research. Firstly, the researchers separated the speaking exercises from the other textbook tasks by looking at the instructions for each activity. Then, on observation sheet one, fill in the instructions on the table. The speaking activities can be plainly identified by analyzing the instructions.

In this research, the researcher use textbook entitled Passport to the World, a fun and easy English Book for Grade VII of Junior High School, which was published by Tiga Serangkai. The second sample was also English textbook for Junior High School for seventh grader students which title is Bright an English, courses for Junior High School Students, which was published by Erlangga Publisher which used by students in seventh graders in 2013 curriculum. The reason why the researcher was used the textbooks because this book was the most suitable for students and teachers in curriculum 2013 in Indonesia country.

This analysis would disclose what types of speaking activities were employed in the textbook and how each chapter presented those activities. Finally, every reader of this study will have a thorough comprehension of the book and form their own opinions about it, allowing them to use it to assist classroom speaking exercises.

B. Identification of the Problem

The researcher discovered various issues based on the background of study related to speaking activity as follows; a) The students are not fluent in

speaking English, b) The students sometimes using wrong word and expressions, c) The students often mispronouce in speaking English, d) The textbook have much tasks in completion the language form than the material of speaking activity, e) The speaking activity in textbook too simple, f) The textbook does not explain the material in detail.

C. Limitation of Study

Based on the problem in English class especially speaking tasks, the researcher would analyzed kinds of speaking activities at seventh grade students of SMPN 06 Seluma. By analyzing speaking activities based on Nunan's table (1989) which is include goals, inputs, activities, roles and setting of both textbook entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga. Hopefully, it can give impact on teacher or students.

D. Research Questions

The researcher constructed the research question as follows:

1. What kinds of speaking activities are presented in students' textbook for the first year of junior high school entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga?
2. Which part of the textbook is explored and unexplored based on the theory?

E. Objectives of the Study

Based on the research questions above, the objective of the research can be seen as follows:

1. To know which kinds of speaking activities in those English textbook entitled “Passport to the World by Tiga Serangkai and Bright an English by Erlangga”.
2. To know which part of the textbook is explored and unexplored based on the theory.

F. Significances of the Study

The researcher expected to this research, it would give benefits for teachers, students, and the researchers who want to conduct this research. There are several benefits for each of them:

1. For Teachers

The teachers are able to teach speaking tasks for students conducting to those textbook entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga for effective learning during the classroom activities.

2. For Students

Hopefully, those textbook were used as subject would give depth understanding and encourage students’ motivation to improve their English skills especially in speaking activities.

3. For the Next Researchers

The researcher expects that this study would be useful to other researchers who want to conduct this research as reference in writing new research about speaking tasks in English textbook in the future.

G. Operational Definiton of Key Terms

1. Speaking is the act of delivering information or expressing one's feelings and thoughts through spoken language.
2. Activities, in this case speaking activities, are something that a person or group does or has done.
3. A textbook is a book that serves as a reference work for students studying a particular subject, such as English.

CHAPTER II

LITERATURE REVIEW

This chapter explains review of study's theories. The theories presented into two headings: Speaking activities and English textbook. While, the previous related to this study also presented.

A. Speaking Activities

1. Defenition of Speaking Activities

In the subject of language learning, academics have given a range of definitions for the term speaking. According to Nunan (1995, P. 593) in Webster New World Dictionary, speaking is saying words orally, such as communicating by speaking, making a request, and delivering a speech. Speaking is the activity of producing and communicating meanings in various circumstances through the use of verbal and nonverbal symbols (Chaney, 1998, p. 203).

Seeking, creating, receiving, and processing information are all part of the interactive process of making meaning when speaking. It is considered to be the systematic combination of sounds in meaningful sentences (Bygate, 1987, p.115). Meanwhile, Torky (2006, p.220) defined speaking as a two-way procedure that involves the process of the real communication of opinions, information, or emotions. In conclusion, speaking is a tool communicate and speaking activity is a tool to knowing good their speaking in language.

2. The Importance of Speaking

Humans are programmed to talk earlier than they discover ways to examine and write. Somehow, people spend a good deal extra time interacting orally with language in place of the usage of it in its written form. Speaking is the most essential skill due to the fact it's miles one of the skills that is needed a conversation in performing. English speaking skill is not always easy task due to the fact speakers have to understand many large additives like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners must to have sufficient English speaking ability as a good way to talk without difficulty and successfully with different people. According to Rivers (1981, p.98) the use of language outside of the classroom, because it is recognized that speaking is utilized twice as much as analyzing and writing combined. As defined by Brown (1994, p.235) that learners' language tools are listening and speaking.

Speaking is of great importance for the interaction between people, wherever they speak in any place and every day. Speaking is the way to communicate ideas and messages orally (Efrizal, 2012, p.127-134). If we want to encourage students to communicate in English, we must utilize it in real-life situations and urge them to do so as well. Traditional methods ignored speaking skills in classrooms, where the emphasis was on reading and writing skills.

Reading and writing were significant abilities in the Grammar Translation technique, although speaking and listening skills were not.

(Richards & Rodgers, 2001, p.265). Speaking was the most critical and for efficient communication among the four language abilities of listening, speaking, reading, and writing. Through the integration of the other language abilities, the necessity of speaking was demonstrated. It aids students in expanding their vocabulary and grammar, as well as improving their writing abilities. Students can use language to convey their feelings and ideas, tell stories, make requests, and converse, discuss, and illustrate its different purposes.

Therefore, Ur (2000, p.58) mentioned that native speakers have a greater chance of finding work in a variety of organizations and businesses. These statements were supported by Baker and Westrup (2003, p. 262) said that students those who were fluent in English have a better chance of getting a better education, landing a decent job, and moving up the corporate ladder. People cannot learn a language without many opportunities for meaningful repetition, according to previous study. Interactions in the spoken language and the ability to produce language in meaningful tasks give the necessary exercise for internalizing language.

Asher (2003, p.172) supports the idea that learners like to imitate what has been spoken shortly after teachers have modified the language. Meanwhile, Krashen (1988, p.302) explained the relation among listening and speaking capabilities. It was said that when students talk, their speech demonstrates that they have mastered the language.

Speaking was significant skills that can support students' ability for apply the language especially in learning English. Speaking was important because can helps people activities and interact easily with others in the daily activities. Related with McDonough & Shaw (1993, p.134) that said speaking skill allows people to form sentences for actual communication. It means, they like to communicate in language to achieve certain goals.

In the conclusion, speaking is very important to us. Because, through speaking we can understand one each other and can we communicate each others as a human.

3. The Nature of Speaking Tasks

The term "activities" refers to what learners will do with the input that serves as the starting point for the learning task (Nunan, 1989, p.140). As a result, balanced communicative activities play a vital function in language to help students improve their communicative skills in the classroom. On the subject of this, Richards (2001, p.106) reveals that learning activities are selected according to how well they engage the student in meaningful and authentic language use rather than mechanical language pattern repetition. More specifically, communicative activities play a critical role in achieving autonomy since students were able to participate in the language interactively. According to Nunan (1995, p.507) a good task can be done if it following some characteristics. To identify good communicative tasks, there were some criteria below:

a. The Task has to be Motivating

According to Harmer (1991) Motivation is a type of internal drive that drives people to take action. We will be powerfully motivated to do whatever it takes to achieve a goal (that is, something we want to achieve) if we believe it to be appealing enough. That is, pupils who are extremely motivated will achieve regardless of the methods used or the circumstances in which they learn. Ur (1996, p.274) states that there are numerous methods for motivating students, but one of the most effective is to make assignments and classes entertaining. Meanwhile, Willis (1996, p.49) said that motivation is the essential to language learning success, and that success and satisfaction are important variables in maintaining motivation. When students perform well in class, they are more likely to return to class and use the language outside of the classroom. Some students have long-term goals in mind, such as traveling, studying abroad, or improving their employment prospects. However, other students come to the classes because it was a school requirement or their parents or want them to learn English.

In the short run, a thoughtful selection of themes and assignments can help to motivate them. It caused many students' exposure to English was restricted to class time. It was critical to encourage them to continue learning outside of the classroom by conversing with online pals, playing computers game, listening to

songs and reading in English. Students are more likely to engage actively in an activity if they believe it would be entertaining and relevant to something they need to learn. According to Akins, etc., al (1995, p.129) the stronger students sense of purpose for speaking, the more likely they will participate actively.

b. The Task has to Address the Students' Needs

The second characteristic of successful tasks is that the task has to address the student' needs, be appropriate to achieve the aims and designed based on the proficiency level of the students. It was not too easy or too difficult but it was more like a challenging. According to Long and Crooks in Richards & Rodgers (2001, P.202) selection of tasks must be based on the learners needs by careful analysis of the real-world. The implementation of need analysis was in order to find for what the students' needs of specific group. A combination of tools, methodologies, and procedures for assessing the language content and learning process for a specific group of learners is known as a need analysis (Nunan, 1999, p.149). There were two types of needs analysis; objective analysis and subjective analysis.

Richterich in Nunan (1999) also distinguishes between initial and ongoing needs. Prior to the start of a course, a needs analysis is conducted, and continuous needs analysis is the somewhat informal examination conducted after the course has started. Teachers, on the other hand, are only able to engage in continuing needs analysis in

most educational systems since they often receive information about the students when the course begins. One strategy for teachers to acquire information about their students' ongoing requirements, according to Nunan (1999), is to include projects in their lessons that encourage students to submit ideas about what should be studied and how it should be learned. This would give the teacher a quick "picture" of the class's interests and performance.

c. The Task has to be Meaningful to the Students

Another crucial feature of tasks is that they must be relevant to the students. In Communicative Language Teaching, the concept of meaningfulness is crucial: language that is meaningful to the learner encourages learning. As a result, rather than encouraging mechanical repetition of language patterns, learning tasks should be selected based on how well they engage the student in meaningful and real-world language use (Richards & Rodgers, 2001). Meanwhile, Halliday (1975) in a meaningful work, students are also requested to share information with one another in small groups and/or with the teacher. There are two advantages to this type of student participation. First, at the same time, the entire class actively engages in a task, and once the activity is completed, students can compare their findings, and the relevant activity is practiced in class for subsequent use in real-world communication outside of the classroom.

d. The Task must Elicit Real Communication

The fourth characteristic was that the assignment has to inspire genuine communication and encourage English discussion. This implies that all four language abilities (listening, speaking, reading, and writing) must be exchanged with feedback, with speaking being the most crucial. Speakers of a language are those who are fluent in that language. She goes on to say that classroom activities that help students develop their ability to express themselves orally are an important part of a language course. Successful speaking tasks must have the following features, according to Ur (1996, P.120) a lot of learner discourse, even participation, high motivation, and an acceptable level of language use. The types of duties, on the other hand, are difficult to develop and administrate. Inhibition, not saying anything, poor or uneven engagement, and the usage of the mother tongue are some of the issues that teachers may face. Some of these issues can be addressed by group work, utilizing simple language in the activity, carefully selecting a topic task to pique students' attention, providing some education or training in discussion abilities, and keeping students speaking the target language. A good topic is one that learners can relate to and discuss using ideas from their own lives and experiences. Teachers prefer task-centered activities to topic-centered conversations in general because there is more talk, more even participation, more incentive, and more enjoyment. However,

other students like talks that are focused on a specific topic, such as debates because they find them more engaging and allow them to dig deeper into subjects. Both should be part of a well-rounded program.

Harmer (1991, p.301) states that there are two basic sorts of classroom activities to consider while teaching and learning English: those that provide students with language input and those that motivate them to generate language output. Input is insufficient on its own. We need to give pupils opportunity to use their knowledge and develop language that they can choose from the material they've received. Students can practice language use in the classroom and receive feedback from teachers, peers, and themselves through output activities.

According to Harmer (1991) and Bell & Gower cited in Tomlinson (1998) language is a multi-faceted ability in which everything is interconnected. True, one skill cannot be done without the assistance of another. In many circumstances, the same event or issue necessitates the use of a variety of abilities. As a result, instructional materials should attempt to represent this. When kids practice reading, for example, the book should serve as a springboard for honing other abilities. We listen and speak together, and we read and write together, at the very least. In addition, in the creation of spoken course materials, includes visuals for communication objectives. (Bygate, 1987).

- e. The Tasks must have a Purpose that goes Beyond a Classroom Exercise

Another crucial feature which is related to the previous one, is that the assignment must serve a purpose other than being a classroom exercise. According to Harmer (1991), in order for students must have a desire to communicate, a reason for using the language, and this motivation should be the most important component of the communication in order to be truly communicative and increase language use. As a result, the students' focus should be on the content - what is being said or written – rather than the language form being employed. Learners require opportunities to communicate what they want to say and express what they want to feel or think, according to Willis (1996). Practice activities that are not meaning-focused – activities in which the goal is to practice specific forms and functions – have also been found to be ineffective in promoting learning, according to her.

Students in EFL settings may not have enough or any exposure to the target language, or opportunities to utilize it in real-world conversation outside of the classroom centered on education that emphasizes linguistic form. It is critical to assist pupils in improving more quickly and continuing to progress. Tasks that promote language form awareness, make students aware of specific language qualities, and encourage them to think about them are recommended by (Willis,

1996). These activities are more likely to be effective in the long run than form-focused activities geared at automating single-item production. Instructors might create awareness-raising activities that highlight certain features of language that students encounter in their reading and listening texts. These activities can provide an opportunity for them to inquire about other characteristics that they observe. The language elements that must be taught must be tailored to the demands of the students. Teachers must choose which grammatical and linguistic features should be taught or reinforced depending on the tasks utilized in the previous tasks after the students have completed the activities.

f. The Task Should Preferably be Fair for Pair or Group Work

Methodologists have advocated for the use of group work in FL/SL schools for several years. Advances in FL/SL acquisition are aided by properly planned interactions between students. This assertion has been backed up by pedagogical arguments: group activity boosts the quantity and quality of student conversation., individualizes instruction, promotes the acquisition of global language skills, boosts student enthusiasm and generates a good affective mood in the classroom (Nunan, 1989).

Seligson (1997) believes that if language is considered as a tool, it should be taught in a participatory manner. Speaking is a very active process that is rarely done alone. As a result, it provides a natural

foundation for interaction, such as talking to someone in real life. He also believes that pupils learn best when they can do things for themselves, which group work allows them to do. It is also more motivating for pupils and teachers once they have been accustomed to it. Furthermore, because the teacher is not responsible for everything, he or she is able to listen to more pupils at once and provide more individualized assistance. On the other hand, Group work is a technique of showing students that you care about them and encouraging them to work independently. They can support one other, which promotes maturity and reduces their need on us.

Other benefits of group work, according to Ur (1996), include the development of learner responsibility and independence, as well as a sense of cooperation and warmth in the classroom. Furthermore, teachers are afraid of losing control of their students, making too much noise, or having students overuse their mother tongue, therefore the potential benefits are rarely fulfilled that they will execute the duties poorly or not at all; all of their fears are justified. However, using Cooperative Learning (CL) methodologies, we can solve some of these issues. In order for group work tasks to be highly successful, instructors should learn about the ideas that underpin CL and follow their advice.

g. The Texts in Tasks Should be Authentic

Nunan (1999, pp.79-80) defines authentic texts are those that were created during genuine communication and are not specifically prepared for language teaching reasons. Students can practice listening to and reading authentic English from a range of sources with authentic texts. Texts, videotapes, audio recordings, minilectures, TV and radio broadcasts, dialogues, interviews, announcements, field trips, community resources, student knowledge, web resources, and visual aids (posters, maps, bulletin boards, and so on) are examples of authentic materials. It is primarily composed of works written for native speakers of the language. Students will be better able to deal with authentic communication outside of the classroom if they practice with these items (Nunan, 1999). Working with real texts, according to Willis (1996), has additional advantage, they contain language qualities that aren't always the ones we're focused on in class, if some students were not developmentally ready to internalize the desired characteristic, other linguistic aspects of the texts, such as vocabulary and expression, may aid them. As a result, various students will most likely master distinct components of the language.

Since teachers will frequently be working with texts that are beyond their students' current competency levels, it is critical to be able to employ authentic resources in such a way that the majority of students, regardless of their competence level, can benefit from them.

Furthermore, when choosing subject, teachers should search for topics that are familiar to students and for which they already have the language, content, and background knowledge.

h. The Task must Include a Pre-task, a While-task, and a Post-task

The researchers have found another crucial feature for good task performance was that the activity must comprise a pre-task, a while-task, and a post-task. Methodologists usually agree that a task must have an introduction, the task itself, and a follow-up, despite the fact that researchers use diverse terms. According to Harmer (1991) For students to be able to complete work satisfactorily, the organization of an activity and the teacher's directions are crucial. He was said that an action can be broken down into the following sections: a lead-in, in which the teacher introduces the topic; instruct, in which the teacher instructs students exactly what to do and shows them how to do it; initiate, in which the students complete the assignment; and finally, feedback. As previously stated, proponents of task-based learning agree with this viewpoint. They believe that a task should be viewed as one component of a bigger framework if it is to foster continuous learning and improvement. There are three phases to this framework: pr-task, task cycle, and linguistic emphasis. The first and second step provide the necessary conditions for language learning, while the third step provides the desired outcome.

4. Components of a Communicative Tasks

As suggests by Nunan (1989) that said a goals, input, activities, setting and roles are includes to the communicative tasks.

a. The Goals

The overall goals behind each specific communicative and learning effort are referred to as goals. They could be linked to a variety of broad outcomes (communicative, effective, or cognitive), or they could be used to describe teacher or learner behavior specifically. Communicative activities with no goals will not pique learners' interest in verbal engagement; in this case, communication is not a true task. As a result, goals are essential components of communication tasks, and they play a critical part in the overall process of communicative activities.

All communicative tasks have the same basic goal: to build and sustain interpersonal relationships in order to exchange information, ideas, opinions, attitude, and sentiment, as well as to get things done. The purpose of each activity may be different. Activity X, for example, may be designed to encourage students to negotiate information with one another in order to improve their interaction skills, whereas task Y may be designed to boost students' confidence in public speaking. On the other hand, goals and tasks rarely have a straightforward one-to-one relationship. In some circumstances, a complicated assignment comprising a variety of activities may be advancing learners toward

many goals at the same time. The program designer and material writers might use task and task goals to make explicit ties between the task and the broader curriculum it is intended to serve. There was a chance that task-based learning programs would not be cohesive if goal statements are not explicitly specified (Widdowson, 1987).

b. Input

Theories of second language acquisition agree that learners must be exposed to a considerable amount of natural or artificial language input instructional situations, in order to learn a modern language. Rod Ellis (1999) defined input as the language spoken to a foreign language student by a native speaker or another foreign language learner. The term of "input" might relate to the language that students hear or read as well. There should be some fresh knowledge for the students to learn: In other words, the input should be at a somewhat higher level than the learner is capable of using, but at a level that he can comprehend. Textbooks were concerned with the teaching and learning of the language itself, they should include correct, current, and Standard English in some or all of its features.

The linguistic input in teaching materials should be thorough and appropriate for the student's skills. Krashen (1985) makes the case that comprehensible input in the target language is both essential and sufficient for language acquisition if learners are successfully prepared to "let in" the information they understand. Meanwhile,

Cunningsworth (1995) and Tomlinson (1998) claimed that authentic inputs can enrich educational materials. They suggest that adding actual materials, establishing realistic situations, and encouraging learners to participate in activities that improve communicative skills and tactics can encourage autonomy and self-reliance in textbooks. According to Richards and Rodgers (2001) the following are some of the benefits claimed for using authentic languages in ELT materials: (1) they improve learner motivation; (2) they expose students to real language; (3) They promote a more creative approach to language instruction; and (4) they provide accurate cultural knowledge about the target culture. So, in terms of input, we should anticipate teaching materials to present language exponents as a means of providing learners with pathways to language knowledge and the language competencies that the course wants to teach.

c. Activities

The behavior that participants have with the information, which serves as the starting point for the learning task, is referred to as activities. Nunan (1989) provides three broad categories for describing activities: 1) real-world rehearsal (authenticity); 2) skill application; 3) fluency and accuracy. Listening, speaking, reading, and writing appear to be the most important of the four skills: people who know a language are referred to as speakers of that language, as if speaking

encompassed all other types of knowing; and many, if not most, foreign language learners are primarily interested in learning to speak.

According to Prabhu (1987), there were three principal types of activities in the following below:

1. Information Gap Activity

An information gap activity is one in which supplied information is transferred from one person to another, from one form to another, or from one location to another. It refers to the process of decoding or encoding information from or into a language. Pair work is an example of this where each member of the pair has a piece of the entire information, such as an incomplete picture, and tries to communicate it verbally to the others. Completing a tabular representation with data from a given piece of text is another example. The activity frequently entails the selection of relevant data, and learners may be required to meet criteria for completeness and accuracy when transferring data.

2. Reasoning Gap Activity

It entails using inference, deduction, practical reasoning, or the perception of links or patterns to derive new information from existing data. Working out a teacher's schedule based on specified class schedules is an example. Another is determining which course of action is optimal for a certain aim and under specific limits, such as the cheapest or quickest. As an information gap action, the

activity necessitates comprehending and conveying information, but the information to be transmitted is not the same as that which was first comprehended. There is a piece of reasoning which connects the two.

3. Opinion Gap Activity

Identifying and communicating a personal choice, feeling, or attitude in response to a specific situation, such as tale completion and participation in a social issue discussion, is an example of an opinion gap action. Although the activity may contain the use of factual data and the construction of arguments to support one's perspective, there is no objective technique for establishing whether or not outcomes are correct, and there is no reason to expect the same result from various people or at different times. As cited by Nunan (1989, p.68) in Pattison (1987) there are the types of seven activities. The following below those of them:

a. Question and answers.

These activities were built on the idea of establishing an information gap by allowing learners to choose a personal and private language item from a selection of items that all fit into a specific frame (e.g. the location of a person or object). The goal is for students to figure out what their classmates' secret selections. This activity can be used to practice almost any structure, function, or concept.

b. Dialogue and Role-plays

Learners are more likely to participate freely and learn more fully if they have some input in what they say and there is a clear aim to be achieved by what they say in their role-plays than if they are simply told to repeat a provided conversation in pairs.

c. Matching Activities

The learners should complete the task to recognize matching items, complete pairs or sets.

d. Communication Strategies

Those were activities that taught students to use communication skills like paraphrasing, borrowing or inventing words, gesturing, asking for feedback, and simplifying.

e. Pictures and Picture Stories

The use of picture can be as stimulating for many communication activities. Spot the difference, memory test, and photo sequencing to tell a tale are some of the examples.

f. Puzzle and Problems

These encourage students to make educated assumptions, use their imagination, draw on their general knowledge and personal experience, and put their logical thinking skills to the test.

g. Discussions and decisions

In order to make a choice, the students must gather and share information (For example, to determine which items from a list are necessary to have on a desert island.

In terms of the difficulty of communication activities, Stern (1992, pp.199-201) proposes that it is important to develop criteria to assess the difficulty of a communicative activity for learners of different degrees of proficiency. It was the following criteria:

1. The predictability- unpredictability dimension

Language teaching techniques have often been criticized on the grounds that much of the task is predictable, and new information is rarely transmitted from the speaker to the listener.

2. Length of an Utterance

Brown and Yule (1983, p.16) make a straightforward differentiation between short and long turns while analyzing conversational English. Long turns are clearly more demanding in terms of comprehension and production than short turns.

3. Contextual Support

Communicative activities which are embedded in practical activities, for example cooking while listening to instructions or doing art work under verbal guidance are easier to handle than following an hour lecture on philosophy. In school settings, subject matter drawn from history, which makes use of abstractions and

relies mainly on speech or written text. It is more demanding linguistically than art or physical education, both of visual and involves movement.

4. Familiarity of Content

Subject matter with which the L2 learner is familiar is easier to handle than topics which are entirely novel.

5. Clarity and Familiarity of Delivery

If voices were clear, they are more manageable for L2 learner. Familiarity with the style of delivery is also helpful.

6. Stress

When a second language learner was under stress, discomfort, exhaustion, physical danger, mental anguish, or hostility, communicative activities are likely to be more difficult to engage in than when they are in a calm and happy circumstance.

7. Learners' Roles

As defined by Nunan (1989) the term of "role" refers to the part that students and teachers must play in completing learning activities, as well as the participants' social and interpersonal relationships. Meanwhile, Richard and Rodger (2001) proposed that Learner responsibilities include things like background knowledge, confidence, personality, motivation, learning pace, language skills ability, cultural knowledge/awareness, and linguistic knowledge.

In analyzing tasks in terms of powers and control, Nunan (1989, p.86) drills and other similar activities offer the teacher a lot of power, but communicative tasks like role plays, problem-solving exercises, and simulations give the learner a lot more power. This demonstrates that learners are the passive beneficiaries of the language acquisition process in the traditional approach. They have no control over their education and no opportunity to speak up about what and how they are taught. It was supposed to sit back and wait to be slammed with a massive amount of theoretical information. Instead of just repeating and absorbing language, students were required to put language to a variety of uses, to negotiate meaning, and to draw on their own resources when undertaking communicative tasks. Furthermore, learners are seen as negotiators in the learning process, as they may decide what to talk about and how to do it with the teacher. They are pushed to learn how to operate successfully in groups, bargaining with colleagues to arrive at a final product that their classmates would appreciate.

8. Teachers' Roles

As students, several roles are assumed for teachers in CLT. Teacher plays important roles include positions such as controller, director, and counselor, among others. Richard and Rodger (2001) mentioned the degree of control over learning activities, the content

responsibility of the teacher, and the patterns of interactions between the teacher and the students. Teachers who use communicative tasks perform the following roles, in contrast to their traditional responsibilities as only providers of knowledge and decision makers for all class activities. First and foremost, the instructor serves as a facilitator, assisting participants in communicating effectively. It was intended to assist students in better expressing their expectations and directing their active participation to what is most advantageous to the educational goals. Second, the teacher engages in the learning process by actually interacting in the classroom and giving his ideas, opinions, or personal experiences. Third, the teacher can act as an observer, putting himself in the shoes of the students and assuming and notifying them of their difficulties.

9. Settings

Setting relates to the classroom managements that are defined or implied in the assignment, as well as whether the task will be completed entirely or partially outside of the classroom. It also refers to the teaching environment in which pedagogical issues are addressed (Nunan, 1989). It differentiates between two characteristics of the learning scenario known as mode and environment. The learning mode relates to whether the students are working individually or in groups. Meanwhile, the learning

environment, which is closely related to mode, refers to the location where the learning takes place. A language center's regular classroom, a community class, an industrial or occupational setting, a self-access learning facility, and so on are all options. It was widely expected that learning would take place in a traditional classroom until recently. Many educational institutions, especially those that cater to adult students, are experimenting with more flexible arrangements and options. Based on the explanation from the experts above, the researcher conclude that speaking activity is a tasks carried out by students and there are a sacrifices from teachers and other students. Speaking activity have some type, there are monologue, dialogue and others. Speaking activity also have a lot of purpose, one of that purpose is to increase the speaking skill of students. Students and teachers must understand the tasks and know the use of activity in their life.

Speaking activity have some criteria, it must include in speaking activity to make a good speaking activity. The researcher will use those five components that have been explained above as an indicator or aspect in exploring speaking activity namely goals, inputs, activities, roles and settings.

B. English Textbook

1. Definition of Textbook

In the area of English language instruction, the terms coursebook and textbook are frequently interchanged. A textbook is an instructional material for teaching English as a subject in schools that is developed for specific groups of learners in a defined context, such as a specific educational context within a country. While a textbook is a collection of resources used to teach English as a subject in a specific educational setting, a textbook is a collection of materials used to teach English as a subject in a general educational setting. According to Nunan (1995), course books are designed for a generalist target population for usage in English or non-English speaking nations, rather than for a specific group of people. A textbook is typically thought of as a teaching aid. It was only one of many possible learning materials because it assists teachers and students in achieving their learning objectives. It was employed if it can perform better than any of the other accessible instructional resources. Teachers discover major benefits in the textbook that must be mastered. It frequently condenses a large amount of useful information traditionally connected with a specific course. Because each student usually has a copy of the text, it can serve as a common resource.

2. The Important Role of Textbook in Classroom

The textbook plays an important part in the teaching-learning process since it deals with the material that will be provided to the

students. Cunningsworth discusses the importance of textbook resources in language teaching in Richard (2001). The following are some of them:

- a. A resource for presentation materials includes both spoken and written communication.
- b. A resource for learning activities and communicative interaction.
- c. A grammar, vocabulary, and pronunciation guide for students.
- d. A source of inspiration and activity ideas for the classroom.
- e. A course outline (where they reflect learning objectives that have already been determined).
- f. Assistance for inexperienced teachers who are still building their confidence.

O'Neill (1982, 9.111) stated that a textbook is a book that is intended to be used in the classroom. Given the relevance of textbooks, a number of experts have done studies to look at their significance. Textbooks are also utilized as a supplement to classroom instruction.

3. Function of Textbooks on Social Sciences and Humanities

The roles of textbooks in the social sciences and humanities have been discovered to be purposefully established features (quality) of the textbook as a basic information management tool of university education, in compliance with state educational standards of higher education. The following are the functions of social science and humanities tutorials:

a. Adaptation

An educational material needs reflects the inclusion of the necessary scientific knowledges, abilities, and skills in the textbook's contents. The logic and science systems were not the same as the discipline logic and system. Nazarova & Gospodarik (2005, pp 3-11) states that the logic of science must be projected onto the educational subject while taking into account the objective laws of assimilation, which are necessary for man's intellectual development. Individual human experience and the growth of knowledge, capacities, and skills in human history (as documented by science) diverge.

b. Systematizing

The system was designed to organize knowledge, talents, and skills in a way that permits their accessibility, integrated perception, and absorption while taking into account psychological and didactic patterns of cognitive operations. According to Bespal'ko (19, p.160) not only should the textbook develop a system of knowledge abilities and skills, but it should also establish a model of cognitive activities coupled with scientific knowledge structure.

c. Methodical

It guarantees that students' cognitive activity develops, without which knowledge cannot be digested. Even if a textbook's scientific material is excellent, it may not be fully internalized if the learner lacks active means of dealing with it. Tyurina (1998, pp.1-12) said that

the textbook should provide for minimal teacher involvement in the learning process of students; ensure that students work independently on mastery of knowledge and consolidation in order to function as an autonomous learning tool; and provide for the independent work of students on mastery of knowledge and consolidation in order to perform as an autonomous learning tool.

d. Ideological

Petrova (2016, p.6-28) defined that the textbook should incorporate logical-rational and artistically inventive means of presenting knowledge with the goal of forming the ability to think in the form of asking questions and searching for answers.

e. Management

It allows for the identification of the textbook's place in the didactic system of means, forms, and techniques of training, as well as the control of the process of knowledge, abilities, and skills development.

4. Advantages and Disadvantages of Using Textbook

Depending on how they are utilized and the settings in which they are used, textbooks have both advantages and disadvantages in the classroom. What one instructor perceives as a textbook's benefit, another may see as a disadvantage (Graves, 2000, pp.175-176). Basturkmen (2010, pp.145-150) mentioned the benefits of using textbooks were list in the following below:

- a. It provides a course syllabus because the authors of the syllabus have selected what will be learned and in what order.
- b. It instills confidence in pupils since they have a course map: they know what to expect and what is expected of them.
- c. It comes with a set of graphics, exercises, readings, and other materials, which saves the teacher time looking for or producing them.
- d. It provides a framework for teachers to assess their pupils' progress. Several textbooks offer tests and evaluation tools.
- e. Additional materials (teacher's manual, CD, worksheets, and video) may be supplied.
- f. Using the same textbook by all teachers guarantees consistency within a curriculum at a certain level. It ensures consistency between levels if textbooks are organized in a series.

Textbooks, too, have limitations, which could make professors and students unhappy with the course. The following is a list of the most frequently noted disadvantages of using only ready-made textbooks:

- a. The information or examples may or may not be relevant or acceptable to the group, and they may or may not reflect the needs of the students, as textbooks are commonly designed for international markets and may or may not reflect students' interests and wants.
- b. They may contain inauthentic language, as texts, dialogs, and other content elements are frequently prepared specifically to convey teaching points and are not indicative of real language use.

c. The content may not be at the right level. There may not be the correct balance of activities (too much of X, not enough of Y), too much emphasis on one or more parts of language and not enough on others, or it may not cover everything teachers want to include.

- The unit sequence does not correspond to the actual needs of the job.
- The activities, readings, pictures, and other elements may be tedious.
- The deadline for finishing the textbook, or portions of it, may be unrealistic.
- The textbook does not take into account the pupils' prior knowledge.

Graves (2000) to reduce textbook selection difficulties, teachers should: use the textbook as a guide, not as the only resource for students; be free to adapt, evaluate, develop, change, eliminate, or add to the material in the textbook; supplement the textbook with a large number of other readings.

5. Criteria of a Good Textbook

- a. How much does the textbook cost? Are the pupils able to afford it? Will they have to purchase a workbook to go along with it? Is it possible for them to afford both? Is it possible for the teacher to pay for the teacher's book and tapes?

- b. Is the course offered? Are all of the components (students' book, teacher's book, workbook, etc.) currently available in stores? What about the following level (for the following term/semester)? Is it available? Has it been published? What about cassettes, DVDs, and other media?
- c. Is the book appealing? Is it something with which the teacher is at ease? Is the student pleased with it? Is the design user-friendly? Does it obstruct or increase what the text is attempting to accomplish?
- d. How does the text encourage teaching and learning? Is it possible for teachers and students to create proper ESA sequences using it? Is it possible to strike a fair balance between study and activity?
- e. Does the book effectively cover the four skills of reading, writing, speaking, and listening? Is there a good balance between skill and luck? Is there room in the skill work for both study and activation? Is the reading and listening text written in an appropriate language? Is it likely that the speaking and writing exercises will pique the pupils' interest?
- f. Is the book's syllabus suitable for your students? Is it covering all of the language elements you'd expect? Is everything in the correct order? Does the difficulty of the reading and hearing texts grow as the book progresses?
- g. Does the book cover a wide range of topics? Is it conceivable that they will pique the students' interest? Is the teacher receptive to their

questions? Are they appropriate for the kids' cultural backgrounds? Is it possible that they are too grown-up or too childish?

- h. Is there a good teacher's manual available? Is it simple to operate? Is it complete with all of the answers the instructor might require? Does it provide alternatives to traditional classroom procedures? Is there a declaration of intent that makes the teacher and pupils happy?

Based on the explanations provided by the experts, the researcher comes to the conclusion that a textbook is something that was used in the teaching of learning processes. Textbooks contain content for teaching as well as exercises that students must complete in order to comprehend the material. One of the benefits of textbooks is that they may be used as a medium for teaching and learning. Textbooks serve a variety of functions in the lives of students and teachers, one of which is for teachers to use textbooks as a medium for teaching and for students to use textbooks as a medium for learning.

Textbooks are an important part of the national education system because they are one of the components in the teaching and learning process. With a good textbook, content standard, appealing presentation, normative language, and engaging and relevant examples are all covered, as well as the Competency Standard (SK) and Base Competence (KD). It is expected that the teaching and learning process will achieve the highest level of graduate competency. The majority of teachers consider textbooks to be their only teaching resource, according to the study.

However, textbooks have an impact not only on what and how students learn, but also on what and how professors teach in the classroom.

Harmer (1991) mentioned that a good textbook have eight characteristics that explained above; a) expensive, b) available attractive, c) promote about kind of teaching and learning, d) textbook cover four skills, e) the material of book based on the syllabus for students, f) variety of topics, and g) simple and easy using. So, the researcher will use this eight characteristic of a good textbook as an indicator or aspect in exploring the textbook.

C. Previous of Research

There are some relevant researches as a reference in writing this research project. The first research was analyzed by Putri Aulia Swastika, et.al (2020) entitled: *The Analysis of Speaking Assessment Types in Textbook “When English Rings a Bell Grade VII”*. The previous study was qualitative research and used content analysis as method. This research was aimed to analyze the five types of speaking assessments in the textbook “When English Rings a Bell for Grade VII”. The previous research and this research have similarity in research design and method. The differences were on subject and theory used. The previous research only used one textbook entitled *When English Rings a Bell Grade VII* and analyzes the content by Brown’s theory. In collection the data was analyze based on Brown’s Theory was done by three procedures 1) looking, 2) observing, 3) analyzing. The result of the study there are five types of speaking tasks in that textbook, but

it has a different rate of the types. The textbook not only has a speaking task, it also has another skill of English there are reading, listening, and writing. Meanwhile, this research used two English textbook entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga and analyzes by Nunan's Table In collection the data was analyzed based on Nunan's Table by five aspects 1) Goals, 2) inputs, 3) activities, 4) roles, and 5) setting.

The second research was analyzed by Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo (2018) entitled "*An Analysis of English Textbook Relevance to the 2013 English Curriculum*". It was aimed to analyze the relevancies of English textbook between 2013 English curriculum. The similarity of previous research and this research were use qualitative. The differences came from subject of research. Previous research used English textbook with no name and 2013 English curriculum. Meanwhile, this research used English textbook Passport to the World by Tiga Serangkai and Bright an English by Erlangga.

The last research conducted to Mega Safitri and Peptia Asrining Tyas (2019) entitled: *An Analysis of English Textbook Entitled "Bahasa Inggris SMA/MA SMK/MAK Kelas X"*. The previous research was qualitative study by using Biocchi's (2000) coursebook for Senior High School to evaluation the contents, grammar, levels of material, kind of the material, and assigned and encouraged students autonomy to learn and use the language. Meanwhile, the previous research was used English textbook Passport to the World by

Tiga Serangkai and Bright an English by Erlangga based on Nunan's Table by evaluate five aspects such as goals, inputs, activities, roles, and setting.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, subject of research, instrument of research, data collection, and data analysis.

A. Reserch Design

This research was used content analysis as a research design to analyze the data. A method for methodically assessing written, vocal, or visual evidence that dates back to the 1950s and the study of mass communication, can be applied qualitatively or quantitatively called content analysis (White & Marsh, 2006). After the materials have been sorted and coded, certain themes emerge. Books, manuscripts, paintings, photographs, recorded conversations, videotaped events, communications on electronic mailing lists and online forums, blog postings, and other sources can all be used to create content. The content was broken down into conceptual parts, which were subsequently coded or labeled. Many contemporary scholars in the field of content analysis include Kimberly Neuendorf and Klaus Krippendorff. According to Neuendorf, the method is essentially quantitative. Meanwhile, Krippendorff feels that content analysis does not require counting. Numbers and counting were seen as valid as verbal categories and a list of quotes.

Content analysis and relational analysis were the two types of content analysis. The data is coded for certain words, subjects, or themes, and the analyst derives conclusions from the patterns that emerge. Relational analysis builds on conceptual analysis by delving further into the connections between

the concepts and themes that emerge from the text under investigation. Because of its versatility, relational analysis has become popular, however this flexibility can be a disadvantage when reliability and trustworthiness are required in research. The research becomes impossible to replicate when the analysis was too flexible. To give the content analysis process stability, a codebook, a coding form, rules, and often more than one coder are required.

B. Subject of Research

This study took population was the English textbook for Junior High School exactly in SMPN 06 SELUMA. The researcher chooses two samples of English textbook for Junior High School. First, the sample was English textbook for Junior High School for seventh grader students entitled *“Passport to the World, a Fun and Easy English Book for Grade VII of Junior High School”*, which was published by Tiga Serangkai. Second, the sample was English textbook for Junior High School for seventh grader students entitled *“Bright an English, Courses for Junior High School Students”*, which was published by Erlangga Publisher. The samples mentioned above were the English textbooks that claims if the materials were already based on the 2013 Curriculum. It is also English textbooks that are utilized at one of Seluma's Junior High Schools, which has already integrated the 2013 Curriculum for their seventh-graders. It signifies that the sample can provide the data required for this investigation.

C. Instrument of Research

Since the data for this study came in the form of speaking tasks/activities, i.e. two English textbooks for Junior High School, the instruments employed in this study were speaking tasks/activities adapted from Nunan (1989) in the form of the table in speaking tasks. The speaking tasks evaluation criteria were adapted from the framework proposed by Nunan (1989). In conclusion, this study applied adapted from Nunan (1989) which were contains speaking tasks/activities framework evaluation criteria. Regarding the evaluation from suggestions of Nunan, the evaluation table contains five speaking tasks evaluation criteria. They were: goals, inputs, activities, roles and setting.

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks	
			Textbook passport to the world	Textbook bright an english
1	Goals			
2	Inputs			
3	Activities			
4	Roles			
5	Settings			

D. Data Collection

The data for this study was gathered through a series of processes. The first step was to choose a school that had already implemented the 2013 Curriculum. After receiving authorization from the school to collect the data, they checked and asked for their seventh-grade students' syllabus as well as

the textbook used by the teacher. Following that, the syllabus was copied and the English textbooks were gathered. Following those three processes, the textbook evaluation criteria checklist was created, which includes a set of standard criteria for evaluating English textbooks developed from Nunan (1989). The checklist also includes the fundamental competency and indicator from the 2013 Curriculum to determine the English textbook materials' relevance to the 2013 Curriculum. After collecting the syllabus and textbook and creating all of the checklist instruments, the two English textbooks were analyzed using all of the checklist instruments.

E. Data Analysis

The instruments of research were a table including a set of standard criteria for evaluating English textbooks, as well as a questionnaire, as well as a table containing the basic competence and indicators in the 2013 Curriculum syllabus, which was adapted from Nunan (1989). Nunan (1989) suggest there were five speaking tasks evaluation criteria as follows:

1. Goals
2. Inputs
3. Activities
4. Roles of students / teachers
5. Setting

The content of the two English textbook materials was then analyzed and observed using the instruments listed above. The materials discovered in each chapter of the textbook were analyzed based on the tables above and

given a checklist in the tables of the instrument checklist. Furthermore, after being given a checklist, the materials in each chapter of the textbook were given a more detailed description of each indicator listed in those three tables, as well as some examples in each chapter of the textbook that corresponded to each indicator.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the results of the analysis. The explanation was divided into some parts. The first section represents the results of the study which describe textbook's profile, textbook content and the data of textbook's analysis which deal with the criteria of aim and methods, design and organization, linguistic content, skills, topic, methodology, teacher's book, and practical consideration are all factors to consider. The second one is discussion about the results.

A. Finding

1. Profile of Textbook Entitled “Passport to the World” by Tiga Serangkai and “Bright an English by Erlangga”

There were two English textbook used in this research. The textbook entitled *Passport to the World by Tiga Serangkai* and *Bright an English by Erlangga*. The English textbook was written based on the revised 2013 curriculum edition that used by teacher in Junior High School especially in SMPN 06 Seluma which has implemented 2013 curriculum. The textbook entitled *Passport to the World* published by *Tiga Serangkai* were written by Djatmika, Agus Dwi Priyanto, and Ida kusuma Dewi and have 10 chapters. Meanwhile, the textbook entitled *Bright an English by Erlangga* have 12 chapters and written by Nur Zaida.

- a. The content of the textbook entitled “Passport to the World” by Tiga Serangkai and Bright an English by Erlangga

1. Description of the textbook

English textbook entitled *Passport to the World* and *Bright an English* designed for students in Junior High School. It is designed to meets the needs of students in daily interactions with fellow students and teachers. This booklet was also equipped with various interesting things to learn for Junior High School students such as some interesting picture and interesting conversation in the textbook.

2. Description of the Materials

The materials of english textbook entiled *Passport to the World* and *bright an english* contains reading, writing, speaking, listening, vocabulary and grammar in every chapter. The description of the materials in those textbook entitled *Passport to the World* and *Bright an English* is as follows :

1. Textbook entitled *Passport to the World* by Tiga Serangkai

This textbook consists of 10 chapters in the following bellow:

a) Chapter 1 : Hello, Nina

The functions of this chapter were:

- Introducing and greeting

- Ending a conversation and saying goodbye
- Introducing others
- Expressing gratitude
- Apologizing
- Be-sentence

b) Chapter 2 : Where are you from ?

The functions of this chapter are:

- Personal identity
- Spelling
- Identity card
- Numbers
- Descriptive text
- Possesive adjective

c) Chapter 3 : What time do you get up ?

The functions of this chapter are :

- Telling time
- To or past ?
- Quarter or half ?
- A.m. or p.m. ?
- Daily activities
- Prepositions of time: on, in, at

d) Chapter 4 : What day is it today ?

The functions of this chapter are :

- Days of a week
- Months of a year
- Dates of the month
- Years of the century
- Reading the complete dates
- Preposition to show days, dates, months, and years

e) Chapter 5 : Many things

The functions of this chapter are :

- Nouns
- Big family
- Singular and plural nouns
- Non-countable nouns

f) Chapter 6 : How do they look like ?

The functions of this chapter are :

- Physical appearance
- A letter to describe a person
- Noun phrase
- Making a short announcement

g) Chapter 7 : Who's that ?

The functions of this chapter are :

- Personality traits
- Descriptive texts
- Infinitive +-s/-es

h) Chapter 8 : There are many animals in the zoo

The functions of this chapter are :

- Asking for and giving facts
- Descriptive texts
- Determiners of quantity

i) Chapter 9 : What does a pilot do?

The functions of this chapter are :

- Professions
- Describing professions

j) Chapter 10 : Let them sing

The functions of this chapter are :

- Let's sing together

2. Textbook entitled *Bright an English* by Erlangga

This textbook consists of 12 chapters in the following below:

a) Chapter 1 : Hi, how are you ?

The functions of this chapter are :

- Identify greeting phrases
- Identify greeting expressions
- Identify expressions to take leave
- Express greetings and departures.
- Act out greetings and departures in a role-play

b) Chapter 2 : Thank you very much

The functions of this chapter are :

- Recognize thank-you expressions and how to respond to them.
- Recognize apology expressions and how to respond to them.
- Correctly express gratitude and apologies
- Play a role-playing game about appreciating and apologizing.
- Compose thank-you messages for others.
- Compose texts to express regret to others.

c) Chapter 3 : Let me introduce myself

The functions of this chapter are :

- Introduce ourselves to others
- Introduce others
- Respond to an introduction
- Fill in a personal identity form
- Use simple present tense
- Use “to be”

d) Chapter 4 : How many days are there in a week ?

The functions of this chapter are :

- Talk about cardinal and ordinal numbers
- Ask about time and respond
- Ask about months and respond

- Ask about days and respond
- Ask questions using “when”

e) Chapter 5 : People around me

The functions of this chapter are :

- Identify kinship terms
- Describe our family
- Tell about occupations
- Use the simple present tense
- Use singular and plural forms of countable nouns

f) Chapter 6 : Things at school

The functions of this chapter are :

- Identify expressions to ask about things at school
- Identify expressions to mention things at school (there is/are)
- Use the expression “how many”

g) Chapter 7 : Things in my house

The functions of this chapter are :

- Identify and use nouns related to house
- Identify and use adjectives modifying nouns
- Mention and ask questions about the number of things
- Ask question using *what*
- Describe a house

h) Chapter 8 : Things around us

The functions of this chapter are :

- Use appropriate articles
- Mention and ask inquiries regarding the quantity of items
- Identify countable and uncountable nouns
- Use the appropriate measurement for uncountable nouns

i) Chapter 9 : My favourite animals

The functions of this chapter are :

- Understand descriptions of animals
- Describe animals
- Use the appropriate pronouns

j) Chapter 10 : Describing things

The functions of this chapter are :

- Understand descriptions
- Describe something
- Use the appropriate possessive pronouns
- State and ask about ownership
- Use *one* and *ones* to substitute nouns

k) Chapter 11 : What does it look like ?

The functions of this chapter are :

- Identify the generic structure of a descriptive text
- Identify the language features of a descriptive text

- Use adverbs of frequency appropriately
- Identify words related to parts of the body
- Identify words related to personality
- Make yes-no questions
- Make wh- questions
- Make negative sentences
- Create written and spoken descriptions of a person

1) Chapter 12 : Lovely songs

The functions of this chapter are :

- Identify the messages of songs
- Identify the themes of the songs

2. Kinds of Speaking Activities of Textbook Entitled *Passport to the World* by Tiga Serangkai and *Bright an English* by Erlangga

Speaking is saying words orally, such as communicating by speaking, making a request, and delivering a speech. It is like the activity of producing and communicating meanings in various circumstances through the use of verbal and nonverbal symbols. Meanwhile, the term of activities refers to what learners will do with the input that serves as the starting point for the learning task. So, based on the definition the term of speaking activities is something that a person or group does or has done.

In english textbook entitled *Passport to the World* by Tiga Serangkai consist of ten units and the textbook entitled *bright an English* by Erlangga consist of twelve units those textbook there some speaking

activity in each units. Table 4.1 below presents the total number of speaking activity in each units of those textbook.

Table 4.1
Distribution of speaking activities/tasks

Units/chapter	Number of activities	
	Textbook <i>Passport to the World</i>	Textbook <i>Bright an English</i>
Chapter one	6	6
Chapter two	5	6
Chapter three	3	8
Chapter four	3	6
Chapter five	3	4
Chapter six	5	9
Chapter seven	1	8
Chapter eight	6	1
Chapter nine	2	1
Chapter ten	0	5
Chapter eleven	-	2
Chapter twelve	-	2
Total	34	58

Based on the Table 4.1 above, the data of this study gained from two English textbook entitled *Passport to the World* and *Bright an English*. The findings showed there were 34 speaking activities in 10 units of the textbook entitled *Pasport to the World* by Tiga Serangkai. In units 1 has 6 speaking activities which the main topics aimed dialogues with others such as introducing, greetings, or conversation. In units 2 have 5 speaking activities with the main topics for asking the addresses of someone. In units 3 have 3 speaking activities with the main topics telling about the

time. In units 4 have 6 speaking activities with the main topics talking about a date such as days, weeks, a months, and years. In units 5 have 4 speaking activities that tell about nouns or many things that can count although uncountable nouns. In units 6 have 4 speaking activities that tell about how to make a letter to describe a person, talking about appearance or short announcement. In units 7 have 3 speaking activities that asking about a person or their personality with infinitive +-s/-es. In units 8 have 3 speaking activities that asking and giving facts, descriptive texts and determiners of quantity. In units 9 have 2 speaking activities that describing about someone professions. In units 10 have 1 speaking activities that bring us to sing a song together.

Then, there are 58 speaking activities in 12 units of the textbook entitled *Bright an English* by Erlangga. In units 1 have five speaking activities which aimed to do a conversation like greeting expressions. In units 2 have six speaking activities with the main topics to say thanks for others. In units 3 have six speaking activities with topics that discuss about an introduction to others. In units 4 have five speaking activities that asking about times, date, days, months and how to respond it. Similar with unit 4, in units 5 also have five speaking activities with topics discuss about simple presents tense, especially describing about person one by one. In units 6 have three speaking activities that talking about

things at school and how to identify expressions to mention it such as the use of (there is/are). In units 7 have five speaking activities that discuss about the things related to the house, identify the use of nouns and adjectives, ask question using *what*, and describe about a house. In units 8 have four speaking activities with topics the things around us, the use of articles, countable and uncountable nouns. In units 9 have three speaking activities that describe about an animals and the use of pronouns. In units 10 have five speaking activities that describe about something related to the use of possessive pronouns, the use of *one* and *ones* to substitute nouns. In units 11 have nine speaking activities that discuss about the descriptive text related to the structure like generic structure and language features, use adverbs of frequency, identify words related to parts of body and personality, make yes-no questions, wh-questions, negative sentences, and create written and spoken description about person. In units 12 have two speaking activities that discuss about a songs related to the messages and themes of songs.

3. Part of Textbook are Explore and Unexplored Based on Nunan's Table

By analyzing the textbook entitled Passport to the World and Bright an English based on the Nunan's table (1989), it was showed that the part of textbook are explore and unexplored in those textbook.

a. The textbook entitled Passport to the World

The researcher analyzed the textbook based on the Nunan's table. The result of analyzing by evaluating speaking activities/tasks of goals, inputs, activities, teachers' roles, and setting of the textbook showed that in textbook entitled Passport to the World have 10 chapters/units.

1. Explored and unexplored the part of textbook entitled Passport to the World by goals

By analyzing of the goals showed if from chapter 1-10 were explored because there was existed a topic or occurrences for each chapter.

2. Explored and unexplored the part of textbook entitled Passport to the World by inputs

By analyzing of the inputs showed if from chapter 1-10 only 1-7 of chapters that existed the topic or occurrences. Meanwhile, chapter 8, 9, and 10 there was not existed the topics or occurrences. It means not all of chapters were explored because there was existed a topic or occurrences only from chapter 1-7 while chapter 8, 9, and 10 did not have a topics or occurrences that meant if in its chapter unexplored.

3. Explored and unexplored the part of textbook entitled Passport to the World by activities

By analyzing of the activities showed that from units 1-10 were existed the speaking activities. It meant, there were explored a part of speaking activities. The speaking activities found about a discussion and then do conversations.

4. Explored and unexplored the part of textbook entitled Passport to the World by teachers' roles/learners' roles.

By analyzing of the part of speaking activities of roles showed that from units 1-10 were existed the speaking activities. It meant, there were explored a part of speaking activities. In this situation allows students more active than teacher. The speaking activities found about a discussion and then do conversations.

5. Explored and unexplored the part of textbook entitled Passport to the World by setting

By analyzing of the setting showed that from units 1-10 were existed the speaking activities. It meant, there were explored a part of speaking activities. In this situation, students bring to do a tasks individual work, pair work, or group work.

- b. The textbook entitled Bright an English

The researcher analyzed the textbook based on the Nunan's table. The result of analyzing by evaluating speaking activities/tasks of goals, inputs, activities, teachers' roles, and setting of the textbook

showed that in textbook entitled Bright an English have 12 chapters/units.

1. Explored and unexplored the part of textbook entitled Passport to the World by goals

By analyzing of the goals showed if from chapter 1-10 were explored because there was existed a topic or occurrences for each chapter but in chapter 11 and 12 were unexplored because did not exist a topic in this chapter.

2. Explored and unexplored the part of textbook entitled Passport to the World by inputs

By analyzing of the inputs showed if from chapter 1-10 only 1-7 of chapters that existed the topic or occurrences. Meanwhile, chapter 8, 9, and 10 there was not existed the topics or occurrences. It means not all of chapters were explored because there was existed a topic or occurrences only from chapter 1-7 while chapter 8, 9, and 10 did not have a topics or occurrences that meant if in its chapter unexplored.

By analyzing of the inputs showed if chapter 1-8, 10, and 11 were explored because exist the topic or occurrences. Meanwhile, chapter 9 and 12 there was not existed the topics or occurrences. It means not all of chapters were explored because there was existed a topic or occurrences only from chapter 1-8, 10, and 11

while chapter 9 and 12 did not have a topics or occurrences that meant if in its chapter unexplored.

3. Explored and unexplored the part of textbook entitled Passport to the World by activities

By analyzing of the activities showed that from units 1-12 were existed the speaking activities. It meant, there were explored a part of speaking activities. The speaking activities found about a dialogues and practicing the material based on the topic in its chapter.

4. Explored and unexplored the part of textbook entitled Passport to the World by teachers' roles/learners' roles.

By analyzing of the part of speaking activities of roles showed that from units 1-12 were existed the speaking activities. It meant, there were explored a part of speaking activities. In this situation allows students more active than teacher those students to speak always. The speaking activities found about a introduction and greetings, orally ask about date and time to others, and then singing a songs.

5. Explored and unexplored the part of textbook entitled Passport to the World by setting

By analyzing of the setting showed that from units 1-12 were existed the speaking activities. It meant, there were explored a part

of speaking activities. In this situation, students bring to do a tasks individual work, pair work, or group work.

B. Discussion

This study analyzed English textbook entitled *Passport to the World* by *Tiga Serangkai* and *Bright an English* by *Erlangga* for Junior High School of 6 Seluma in seven grade students by employing a content analysis method. The objective of this study is to identify whether the textbook mention above need in terms of goals, inputs, activities, roles and settings by Nunan (1989). In this study, the table evaluation criteria chosen from Nunan (1998) to analyze those textbook entitled *Passport to the World By Tiga Serangkai* and *Bright an English By Erlangga*.

1. Data analysis of speaking tasks (Nunan's table)

a. Aspects in relation of goals

The first thing to look for when evaluating a communicative activity is whether or not there is a core list of objectives that allows students to decide for themselves where they are headed and what they may hope to accomplish. Goals are the purpose of the textbook what it want to be the students and how the way to students understands of the explanation of the textbook. The goals of those textbook are mentioned at the beginning of each chapters/units of textbook *Passport to the World* and *Bright an English* in tables below.

Table 4.2

The Objectives of Speaking Activities in Textbook *Passport to the World* by Tiga Serangkai

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks goals in each units
			<i>Textbook Passport to the World</i>
1	Goals	1	<ul style="list-style-type: none"> • To greet others • To introduce other people to my friends • To ask forgiveness • To thank others for help
		2	<ul style="list-style-type: none"> • To ask for and give information • To spell names • To say numbers in english
		3	<ul style="list-style-type: none"> • To orally ask and show time correctly
		4	<ul style="list-style-type: none"> • To tell the times of activities
		5	<ul style="list-style-type: none"> • To tell days in a week • To tells month in a year • To tell years of the century
		6	<ul style="list-style-type: none"> • To mention dates of important event
		7	<ul style="list-style-type: none"> • To describe a physical appearance orally
		8	<ul style="list-style-type: none"> • To ask for information of a person or things
		9	<ul style="list-style-type: none"> • To describe personality traits orally
		10	<ul style="list-style-type: none"> • To orally give and ask for facts of certain animals

By analyze the speaking tasks (Nunan's table) aspects of the goals, it was showed that the textbook entitle *Passport to the World* published by *Tiga Serangkai* have 10 chapters/units with 16 topics or occurrences of goals from all of chapters.

Table 4.3

The Objectives of Speaking Activities in Textbook *Bright an English* by Erlangga

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks goals in each units
			<i>Textbook Passport to the World</i>
1	Goals	1	<ul style="list-style-type: none"> Express greeting and leave-taking Do a role-play on greeting and leave taking
		2	<ul style="list-style-type: none"> Express thanks and apology correctly Do a role-play on thanking and apologising
		3	<ul style="list-style-type: none"> Introduce ourselves to others Introduce others Respond to an introduction
		4	<ul style="list-style-type: none"> Talk about cardinal and ordinal numbers Ask about time and respond Ask about months and respond Ask about days and respond Ask questions using “when”
		5	<ul style="list-style-type: none"> Describe our family Tell about occupations
		6	<ul style="list-style-type: none"> Mention and ask questions about the numbers of thing
		7	<ul style="list-style-type: none"> Ask questions using “what” Describe a house
		8	<ul style="list-style-type: none"> Mention and ask question about the number of things
		9	<ul style="list-style-type: none"> Describe animals
		10	<ul style="list-style-type: none"> Describe something State and ask about ownership
		11	-
		12	-

By analyze the speaking tasks (Nunan's table) of aspects of the goals, it was showed that the textbook entitle Bright an English have 12 chapters/units with 21 topics or occurrences of goals from chapters 1-10 while chapter 11-12 did not have topics/occurrences.

b. Aspect in relations to input

Inputs are the kinds of the activies in those textbook. In those textbook inputs do not mentioned clearly but the inputs can found in every task in the chapters/units. As the example in unit one have a model dialogue as the inputs in this chapter/unit. It is proposed that for the content to be beneficial, the language input must be intelligible and motivating, as it accounts for the majority of the language input.

Table 4.4

The Objectives of Speaking Activities in Textbook *Passport to the World* by Tiga Serangkai

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			Textbook <i>Passport to the World</i>
2	Inputs	1	Model dialogue
		2	Model dialogue
		3	Illustrations
		4	Using sourche data (calender)
		5	Using noun around
		6	Interviewing people
		7	Tell someone
		8	-
		9	-
		10	-

By analyze the speaking tasks (Nunan's table) of aspects of the inputs, it was showed that the textbook entitle Passport to the World

have 10 chapters/units with 7 topics or occurrences of goals from chapters 1-7 while chapter 8-10 did not have topics/occurrences.

Table 4.5

The objectives of Speaking Activities in English Textbook

Bright an English by Erlangga

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			Textbook <i>Bright an English</i>
2	Inputs	1	Model dialogue
		2	Model dialogue
		3	Introducing
		4	Using source data
		5	Tell about people
		6	Using noun
		7	Using noun
		8	Using noun
		9	-
		10	Describing
		11	Interviewing
		12	-

By analyze the speaking tasks (Nunan's table) of aspects of the inputs, it was showed that the textbook entitle Bright an English have 12 chapters/units with 10 topics or occurrences of inputs from chapters 1-8, 10, and 11 while chapter 9 and 12 did not have topics/occurrences.

c. Aspects in Relation to Activities

Activities/tasks are the jobs or work that given by teachers to the students. Activities in those textbook shown clearly in every chapters/units. there are much of kinds activities in those textbook.

For example there are practicing dialogue, do a role-play, interview and describing.

Table 4.6

The Objectives of Speaking Activities in Textbook *Passport to the World* by Tiga Serangkai

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			<i>Textbook Passport to the World</i>
3	Activities	1	<ul style="list-style-type: none"> • Discussions • Practice dialogue
		2	<ul style="list-style-type: none"> • Dialogue • Spelling
		3	<ul style="list-style-type: none"> • About time • Dialogue
		4	<ul style="list-style-type: none"> • About dates • Dialogue
		5	<ul style="list-style-type: none"> • Counting nouns • Dialogue
		6	<ul style="list-style-type: none"> • Dialogue and discussions
		7	<ul style="list-style-type: none"> • Fill dialogue and discussions
		8	<ul style="list-style-type: none"> • Practice dialogue • Interview
		9	<ul style="list-style-type: none"> • Dialogue • Interview
		10	<ul style="list-style-type: none"> • Singing • Fill the blank song

By analyze the speaking tasks (Nunan's table) of aspects of the activities, it was showed that the textbook entitle *Passport to the World* have 10 chapters/units with 18 topics or occurrences of goals from all of chapters.

Table 4.7

The Activities in the Speaking Sections in English Textbook *Bright an English* by Erlangga

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			Textbook <i>Bright an English</i>
3	Activities	1	<ul style="list-style-type: none"> • Practicing a role-play on greeting and leave-taking • Practice dialogue
		2	<ul style="list-style-type: none"> • Dialogue
		3	<ul style="list-style-type: none"> • Discussions • Dialogue and monologue
		4	<ul style="list-style-type: none"> • Asking using “when” • Dialogue
		5	<ul style="list-style-type: none"> • Describing • Dialogue
		6	<ul style="list-style-type: none"> • Dialogue and discussions • Using “there is/are”
		7	<ul style="list-style-type: none"> • Dialogue • Describing • Using “what”
		8	<ul style="list-style-type: none"> • Practice dialogue
		9	<ul style="list-style-type: none"> • Dialogue • Interview
		10	<ul style="list-style-type: none"> • Dialogue • Discussions
		11	<ul style="list-style-type: none"> • Practicing dialogue
		12	<ul style="list-style-type: none"> • Sing a song

By analyze the speaking tasks (Nunan’s table) of aspects of the inputs, it was showed that the textbook entitle Bright an English have 12 chapters/units with 21 topics or occurrences of inputs from all of chapters.

d. Aspect in Relation to Roles

The role that learners and teachers are required to play in completing learning activities, as well as the social and interpersonal interactions that exist between them, is referred to as role as indicated in the literature section. Unlike traditional pedagogy (such as drills and the like), communicative tasks (such as role plays, problem-solving exercises, and simulations) are designed to give the learner far greater control. In the first, the teacher's job was limited to that of a materials manager. In contrast, in the latter, the teacher's role is reduced to that of catalyst, adviser, or guide, with the full responsibility being delegated to the students. Roles are the main of purpose in every activities in the textbook. In those textbook there are much roles that will be studied by the students. The roles in the textbook do not mentioned clearly, but we can understand the roles in every task activities if we understands what is it means.

Table 4.8

The Roles of Speaking Activities in Textbook *Passport to the*

World by Tiga Serangkai

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			<i>Textbook Passport to the World</i>
4	Roles	1	<ul style="list-style-type: none"> • Greet others • Introduce other people to my friends • Ask forgiveness • Thank others for help
		2	<ul style="list-style-type: none"> • Ask for and give information • Spell names

			<ul style="list-style-type: none"> • Say numbers in english
		3	<ul style="list-style-type: none"> • Orally ask and show time correctly • Tell the times of activities
		4	<ul style="list-style-type: none"> • Tell days in a week • Tells month in a year • Tell years of the century • Mention dates of important event
		5	<ul style="list-style-type: none"> • Singular and plural noun • Countable and un-countable noun
		6	<ul style="list-style-type: none"> • Describe a physical appearance orally • Ask for information of a person or things
		7	<ul style="list-style-type: none"> • Describe personality traits orally
		8	<ul style="list-style-type: none"> • Orally give and ask for facts of certain animals
		9	<ul style="list-style-type: none"> • Describe and understand jobs and professions
		10	<ul style="list-style-type: none"> • Singing

By analyze the speaking tasks (Nunan's table) of aspects of the roles, it was showed that the textbook entitle *Passport to the World* published by *Tiga Serangkai* have 10 chapters/units with 21 topics or occurrences of roles from all of chapters.

Table 4.9

The Roles in the Speaking Sections in English Textbook *Bright an English* by Erlangga

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			Textbook <i>Bright an English</i>
4	Roles	1	<ul style="list-style-type: none"> • Greeting and leave-taking • Do a role-play on greeting and leave taking

		2	<ul style="list-style-type: none"> • Thanks and apology correctly • Do a role-play on thanking and apologising
		3	<ul style="list-style-type: none"> • Discussions • Dialogue and monologue
		4	<ul style="list-style-type: none"> • Asking using “when” • Dialogue
		5	<ul style="list-style-type: none"> • Describing • Dialogue
		6	<ul style="list-style-type: none"> • Dialogue and discussions • Using “there is/are”
		7	<ul style="list-style-type: none"> • Dialogue • Describing • Using “what”
		8	<ul style="list-style-type: none"> • Practice dialogue
		9	<ul style="list-style-type: none"> • Dialogue • Interview
		10	<ul style="list-style-type: none"> • Dialogue • Discussions
		11	<ul style="list-style-type: none"> • Practicing dialogue
		12	<ul style="list-style-type: none"> • Sing a song

By analyze the speaking tasks (Nunan’s table) of aspects of the roles, it was showed that the textbook entitled *Bright an English* published by *Erlangga* have 12 chapters/units with 22 topics or occurrences of roles from all of chapters.

e. Aspects in Relation to Setting

Setting refers to the classroom setup described or inferred in the task, as mentioned in the literature section. It meant setting in this situation refers to what would do by teachers and students of the learning process in the classroom. In addition, it signifies the instructional setting where pedagogical conditions are treated. It suggested that the most effective and appropriate classroom

organization is pair work and group work. Settings are the way of students did the task/activities of those textbook. In those textbook the settings mentioned clearly in every task/activities how the students must did that. For example those textbook mention such as; discuss with your friend, describe the things and others.

Table 4.10

The Settings of Speaking Activities in Textbook *Passport to the World* by Tiga Serangkai

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			<i>Textbook Passport to the World</i>
5	Settings	1	<ul style="list-style-type: none"> • Group work • Pair work
		2	<ul style="list-style-type: none"> • Pair work • Individual work
		3	<ul style="list-style-type: none"> • Individual work • Pair work
		4	<ul style="list-style-type: none"> • Individual work • Pair work
		5	<ul style="list-style-type: none"> • Individual work • Pair work
		6	<ul style="list-style-type: none"> • Group work • Pair work
		7	<ul style="list-style-type: none"> • Individual work • Group work
		8	<ul style="list-style-type: none"> • Pair work
		9	<ul style="list-style-type: none"> • Pair work • Individual work
		10	<ul style="list-style-type: none"> • Individual work

By analyze the speaking tasks (Nunan's table) of aspects of the setting, it was showed that the textbook entitle *Passport to the World* published by *Tiga Serangkai* have 10 chapters/units with in chapter 1

consist of group work and pair work, chapter 2 consist of pair work and individual work, chapter 3 consist of individual work and group work, chapter 4 consist of individual work and pair work, chapter 5 consist of individual work and pair work, chapter 6 consist of group work and pair work, chapter 7 consist of individual work and group work, chapter 8 pair work, chapter 9 pair work and individual work, and chapter 10 individual work.

Table 4.11

The Settings in the Speaking Sections in English Textbook *Bright an English* by Erlangga

No	Components of communicative tasks	Units	Occurrences of the Speaking Tasks Inputs in each units
			Textbook <i>Bright an English</i>
5	Settings	1	<ul style="list-style-type: none"> • Pair work
		2	<ul style="list-style-type: none"> • Pair work
		3	<ul style="list-style-type: none"> • Group work • Individual work • Pair work
		4	<ul style="list-style-type: none"> • Pair work
		5	<ul style="list-style-type: none"> • Individual work • Pair work
		6	<ul style="list-style-type: none"> • Group work • Pair work
		7	<ul style="list-style-type: none"> • Individual work • Pair work
		8	<ul style="list-style-type: none"> • Pair work
		9	<ul style="list-style-type: none"> • Pair work
		10	<ul style="list-style-type: none"> • Pair work • Group work
		11	<ul style="list-style-type: none"> • Pair work
		12	<ul style="list-style-type: none"> • Individual work

By analyze the speaking tasks (Nunan's table) of aspects of the setting, it was showed that the textbook entitled *Bright an English* published by *Erlangga* have 12 chapters/units with in chapter 1 pair work, chapter 2 pair work, chapter 3 consist of group work, individual work and pair work; chapter 4 pair work, chapter 5 consist of individual work and pair work, chapter 6 consist of group work and pair work, chapter 7 consist of individual work and pair work, chapter 8 pair work, chapter 9 pair work, chapter 10 consist of pair work and group work, chapter 11 pair work, and chapter 12 individual work.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter summarizes the findings of the study and offers some recommendations to anybody who is directly involved with the English textbook used in Junior High School.

A. Conclusion

Based on the findings and discussion on the previous chapter of analyzing by Nunan's Table (1989) of English textbook entitled *Passport to the World* by Tiga Serangkai and *Bright an English* by Erlangga through employing the content analysis, it can be concluded that there was five evaluation criteria to analyzed English textbook, they were; goals, inputs, activities, roles and setting. By analyzed the profile of textbook entitled *Passport to the World* it was known that the textbook designed for students at seventh grade at Junior High School of SMP N 6 Seluma who implemented 2013 curriculum. It was consisted of 10 chapters/units and has 34 kinds of speaking activities. Meanwhile, the textbook entitled *Bright an English* also designed for seven grade in Junior High School who implemented 2013 curriculum. It was known that this textbook consisted 12 chapters/units and has 58 kinds of speaking activities.

The data gained through analysis of speaking tasks (Nunan's Table) by evaluate five aspects of goals, inputs, activities, roles, and setting. In the textbook entitled *Passport to the World* by analyze the aspects in relation of goals that known if the textbook have 16 topics or occurrences of goals from

all of chapters. By analyzing the aspects of inputs known that have 7 topics or occurrences of goals from chapters 1-7 while chapter 10 did not have topics/occurrences. By analyzing the aspects of activities known that have 18 topics or occurrences from all of chapters. From analyzing the aspects of roles known have 21 topics/occurrences of roles from all of chapters. By analyzing the aspects of setting known do the tasks by group work, pair work, and individual work. Meanwhile, in the textbook entitled Bright an English by analyze the aspects of goals known have 21 topics/occurrences from chapters/units 1-10 while chapters 11-12 did not have topics/occurrences. From analyze the aspects of inputs, it was known have 10 topics/occurrences from chapters 1-8, 10, and 11 while chapter 9 and 12 did not have topics/occurrences. By analyzing the aspects of activities known have 21 topics/occurrences from all of chapters. Analyze the aspects of roles known have 22 topics/occurrences from all of chapters. And by analyzing the aspects of setting, it was known that the students do the tasks by pair work, group work and individual work.

B. Suggestions

Based on the conclusions above, there was some recommendations for people who work directly with textbooks, such as teachers, students, and other researchers.

1. For teachers

Teachers should choose English textbooks carefully. The textbook chosen should relevance with the curriculum implemented in the school.

Teachers should employ an additional book as a reference to complement to the textbook in the classroom.

2. For students

In order to study English, students need use other literature as a reference. To know more knowledge, students should employ another source as additional materials not only focused on the textbook. Textbook showed the materials in big line but for more detail we can see the videos related to the speaking activities, dialogue with friends and others. They can use of technology as an instructional tool to gather as much information as possible.

3. For other researchers

The purpose of this textbook was to do a content analysis of the English Textbook for the seventh grade at Junior High School, especially in Seluma. Future content analysis research for the same textbooks or similar subjects should go into additional details and produce useful results.

REFERENCES

- Asher, J. J. (2003). *Learning another Language through Actions (6th edition)*. Los Gatos, CA: Sky Oaks Productions, Inc. p. 172.
- Atkins, J., Hailom, B., & Nuru, M. (1995). *Skills Development Methodology, Part I*. Addis Ababa University Printing Press.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum, p. 262.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Paglave Macmillan, Pp. 149-150.
- Bespalko, V. P. (1988). *The Theory of the Textbook*. Moscow: Pedagogy. P. 160
- Brown, G., & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NJ: Prentice Hall Regents, p. 235.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching (4thEd)*. New York: Pearson Education, P. 306.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press, P.115.
- Chaney, A. (1998). *Teaching Oral Communication in Grades K-8*. USA: A Viacom Company, P.203.
- Cunnigsworth, A. (1995). *Choosing Your Course Book*. London: Hineman.
- Dharma, P. Y., & Aristo, J. P. T. (2018). An Analysis of English Textbook Relevance to the 2013 English Curriculum. *Applied on Journal of English Educational Study (JEES) 1(1) pp 24-33*. Retrieved from <https://jurnal.stkippersada.ac.id/jurnal/index.php/JEES/article/viewFile/277/275>
- Efrizal, D. (2012). Improving Students' Speaking through Communicative Language Teaching Method at MTS Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *Applied on International Journal of Humanities and Social Science*, 2(20), Pp. 127-134. Retrieved from

- Graves, K. (2000). *Designing Language Course: A Guide for Teachers*. Boston: Heinle Cengage Learning, Pp. 175-176.
- Halliday, M. A. K. (1975). *Learning How to Mean*. London: Edward Arnold.
- Harmer, J. (1991). *The Practice of English Language Teaching (New Edition)*. New York: Longman Group UK Ltd.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, P. 79.
- Herdalosari, A. (2019). *Analyze the Textbook According to Jeremy Harmer*, P.1.
- Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education, P. 301.
- Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press, p. 251.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.
- Krashen, S. D. (1988). *Second Language Acquisition and Second Language Learning*. New York: Prentice-Hall, P. 302.
- Mazouzi, S. (2013). Analysis of Some Factors Affecting Learners' Oral Performance. *A Case Study: 3rd Year Pupils of Menaa's Middle Schools*. P. 128. Retrieved from <http://archives.univ-biskra.dz/bitstream/123456789/4772/1/PEOPLE1.pdf>
- McDonough, J., & Shaw, C. (1993). *Materials and Method in ELT; A Teacher's Guide*. UK: Blackwell Publishing Ltd, p. 134.
- Nazarova, T. S. & Gospodarik, Y. P. (2005). *Strategy of Development of Educational Books*. Psychology, p.3-11.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

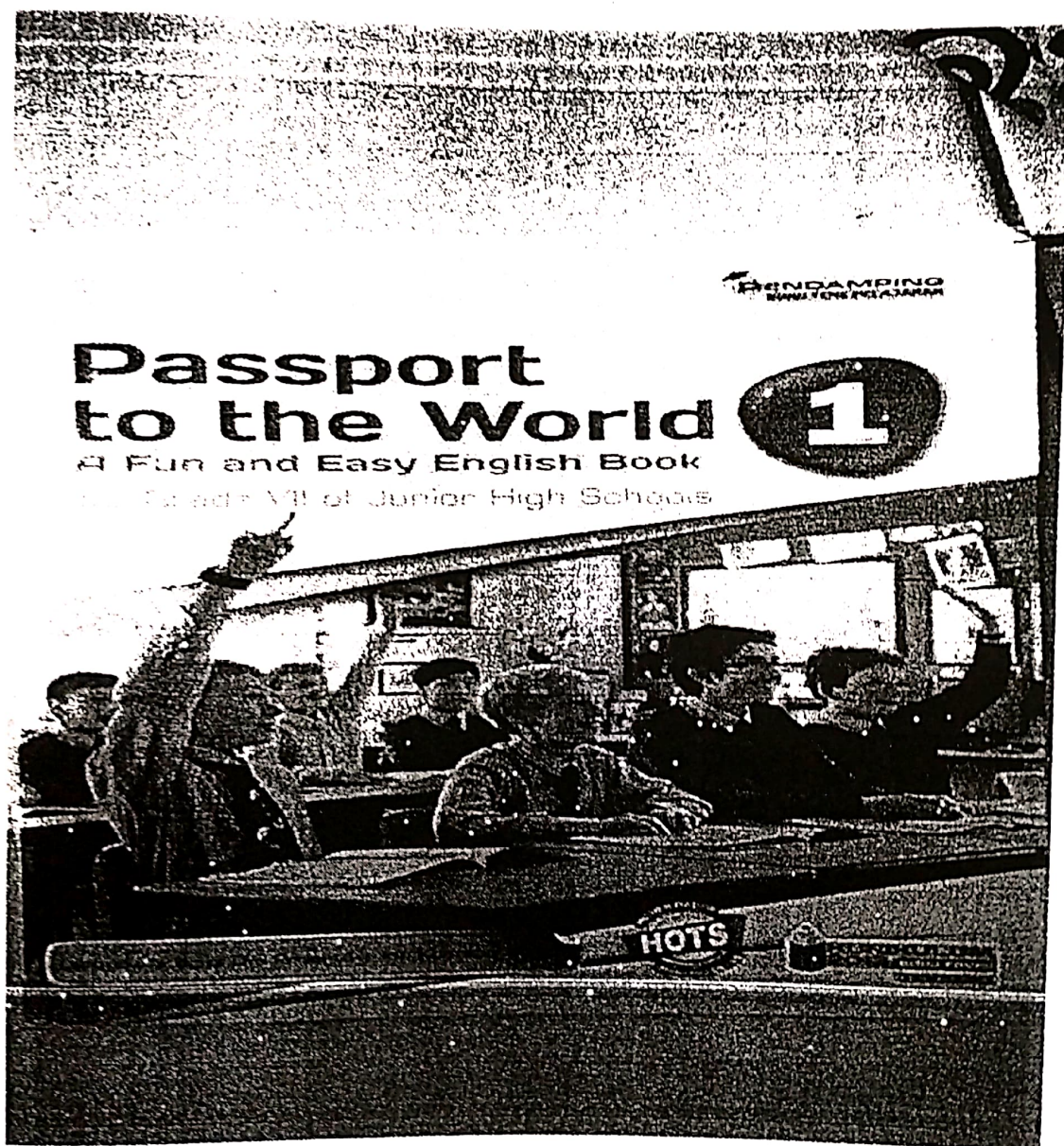
- Nunan, D. (1995). *Language Teaching Methodology: A Textbook for Teachers*. New York: Phoenix Ltd, p. 593.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.
- Petrova, T. N., et al (2016). Education as the Management of Research Universities Students' Socialization. *Applied on Journal International Review of Management and Marketing*, 6(2S) p. 6-28. Retrieved from <https://econjournals.com/index.php/irmm/article/view/1980>
- Prabhu, N. (1987). *Second Language Pedagogy: A Perspective*. Oxford: Oxford University Press.
- O'Neill, R. (1982). "Why Use Textbooks?". *Applied on ELT (English Language Teaching) Journal*. 36(2), p. 111. New York: Oxford University Press. Retrieved from <http://textbookuse.pbworks.com/f/Why+use+textbooks.pdf>
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, p. 265.
- Rivers, W. M. (1981). *Teaching Foreign Language Skills (2nd edition)*. Chicago: University of Chicago Press, p 98.
- Safitri, M., & Tyas, A. P. (2019). An Analysis of English Textbook Entitled "Bahasa Inggris SMA/MA SMK/MAK Kelas X". *Applied on Journal of English Educators Society (JEES)* 4(1). Retrieved from <http://ojs.umsida.ac.id/index.php/jees/article/view/1777/1514>
- Seligson, P. (1997). *Helping Students to Speak*. London: Richmond Publishing.
- Stern, H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Stryker, S., & Leaver, B. (1997). *Content Based Instruction in Foreign Language Education: Models and Methods*. Washington, D.C: Georgetown University Press.
- Swastika, A. P., Miranti, R. R., & Nur, R. O. M. (2020). The Analysis of Speaking Assessment Types in Textbook "When English Rings a Bell Grade VII". *Applied on Jurnal Studi Guru dan Pembelajaran*, 3(2). Retrieved from <https://e-journal.my.id/jsgp/article/view/262/276>

- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman, P. 144.
- Tomilson, B. (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Torky, S. (2006). The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. *Applied on Ph. D Dissertation Curricula and Methods of Teaching Department*. Women's College: Ain Shams University, P. 220. Retrieved from https://www.academia.edu/28704526/The_Effectiveness_of_a_Task-Based_Instruction_program_in_Developing_the_English_Language_Speaking_Skills_of_Secondary_Stage_Students
- Tupalsky, N. I. (1976). *The Main Problems of University Textbooks*. Minsk Higher School P. 183.
- Tyurina, L. G. (1998). *University Textbook: Today and Tomorrow*. Russia: Higher Education, Pp. 1-12.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, P. 58.
- White, M.D., & Marsh, E. E. (2006). Content Analysis: A Flexible Methodology. *Applied on Journal Library Trends* 55(1), 22-45 doi: 10.1353/lib.2006.005. Retrieved from https://www.academia.edu/50109740/Content_Analysis_A_Flexible_Methodology
- Widdowson, H.G. (1987). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Willis, J. (1996). *A Framework for Task-Based Learning*. London: Longman.

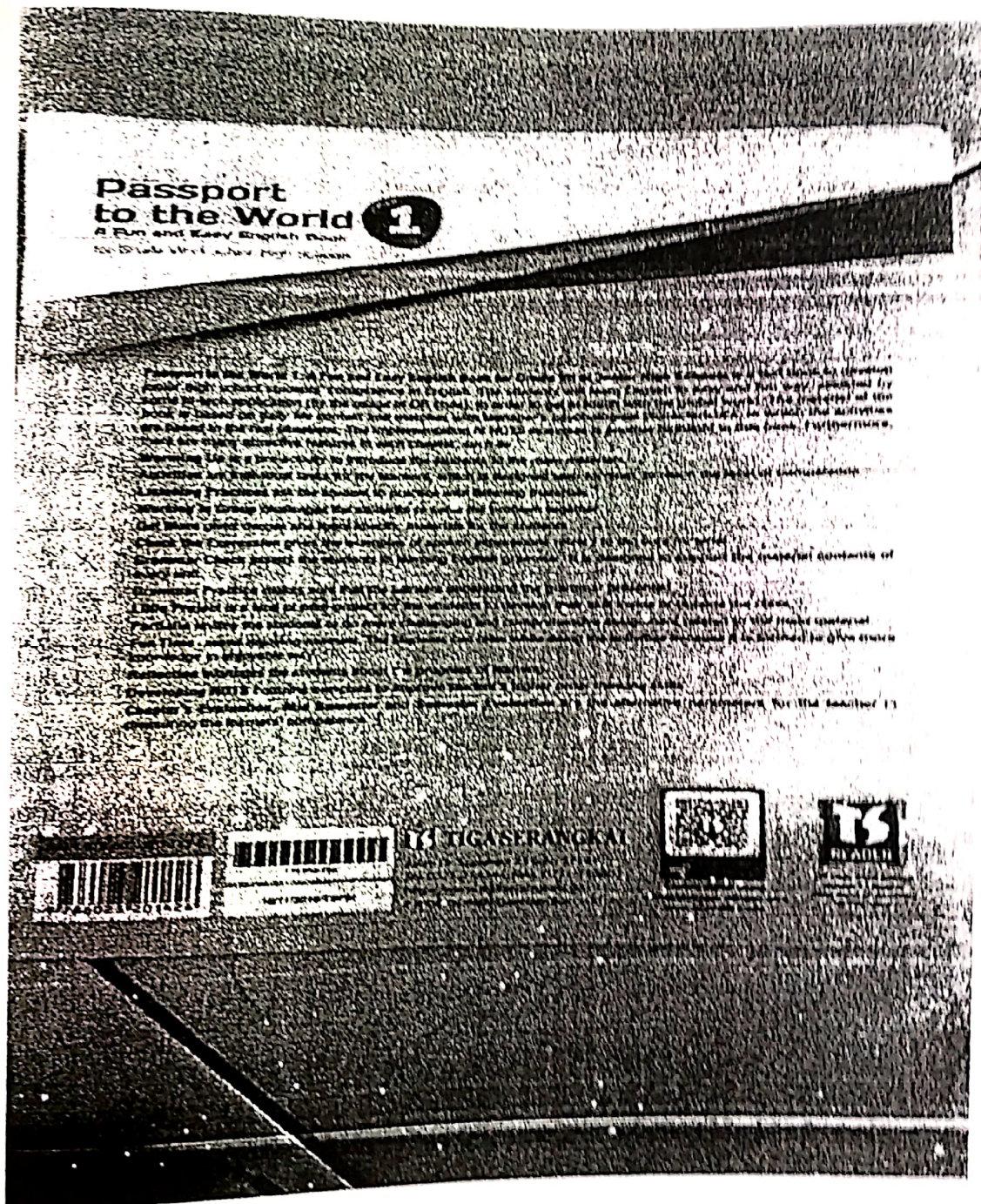
**A
P
P
E
N
D
I
C
E
S**

APPENDIX 1

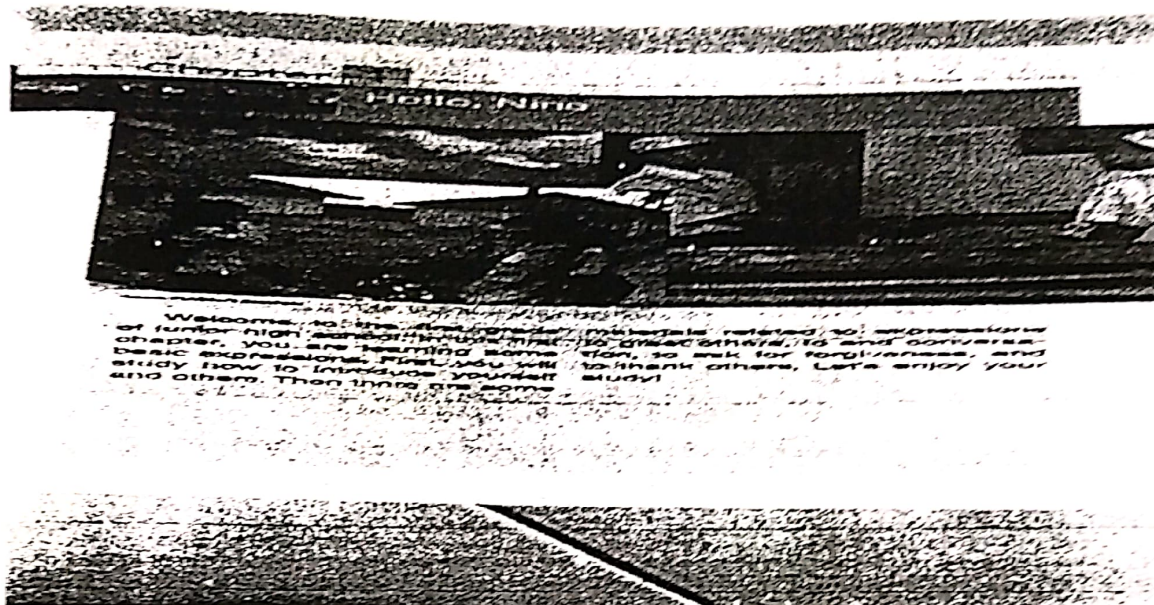
The Profiles of English Textbook Entitled Passport to the World By Tiga Serangkai



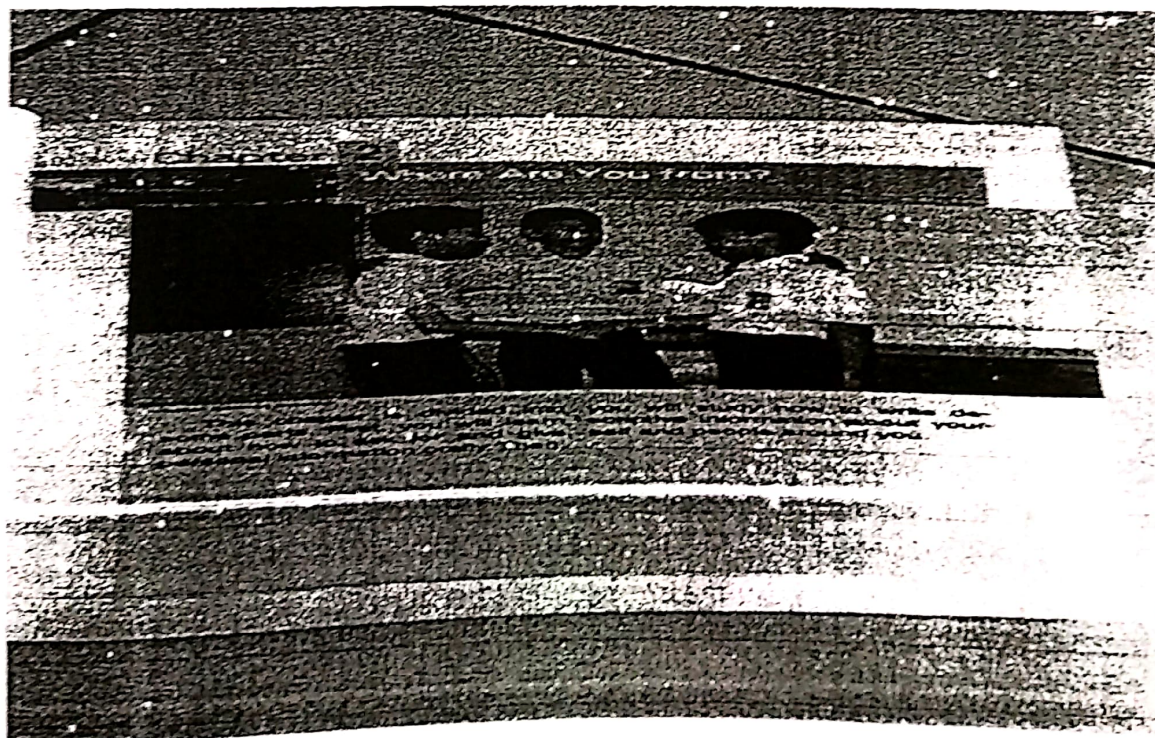
Picture 1. Front cover of English textbook entitled Passport to the World



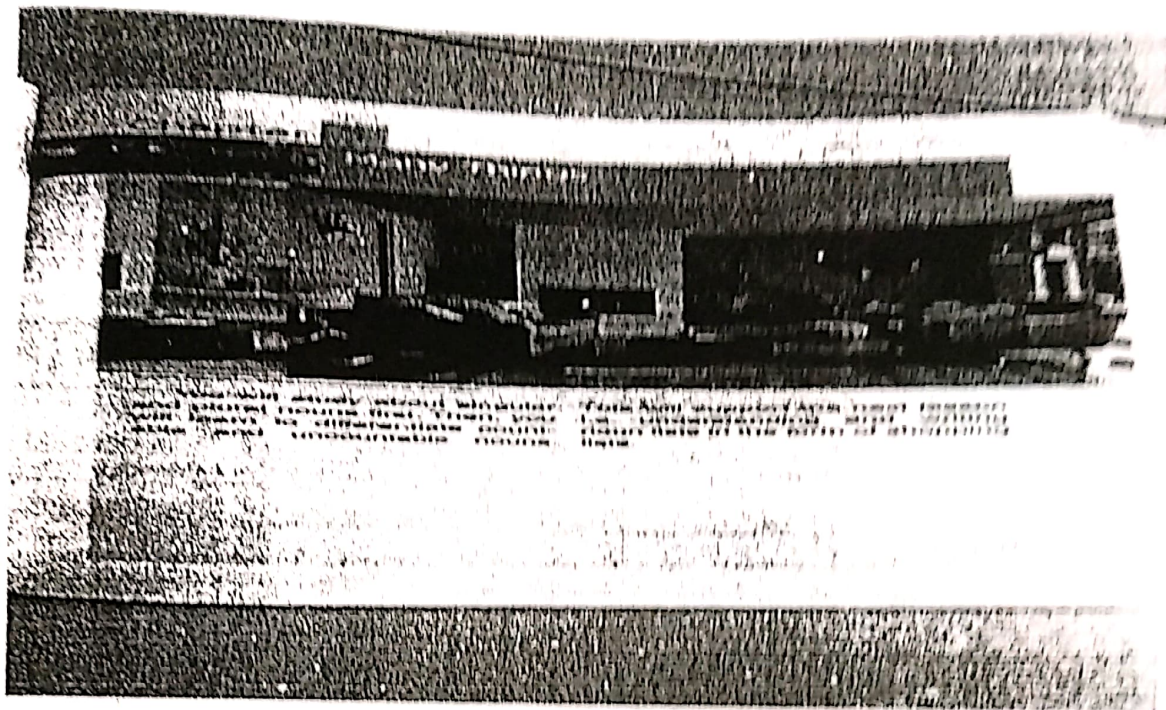
Picture 2. Back cover of English textbook entitled Passport to the World



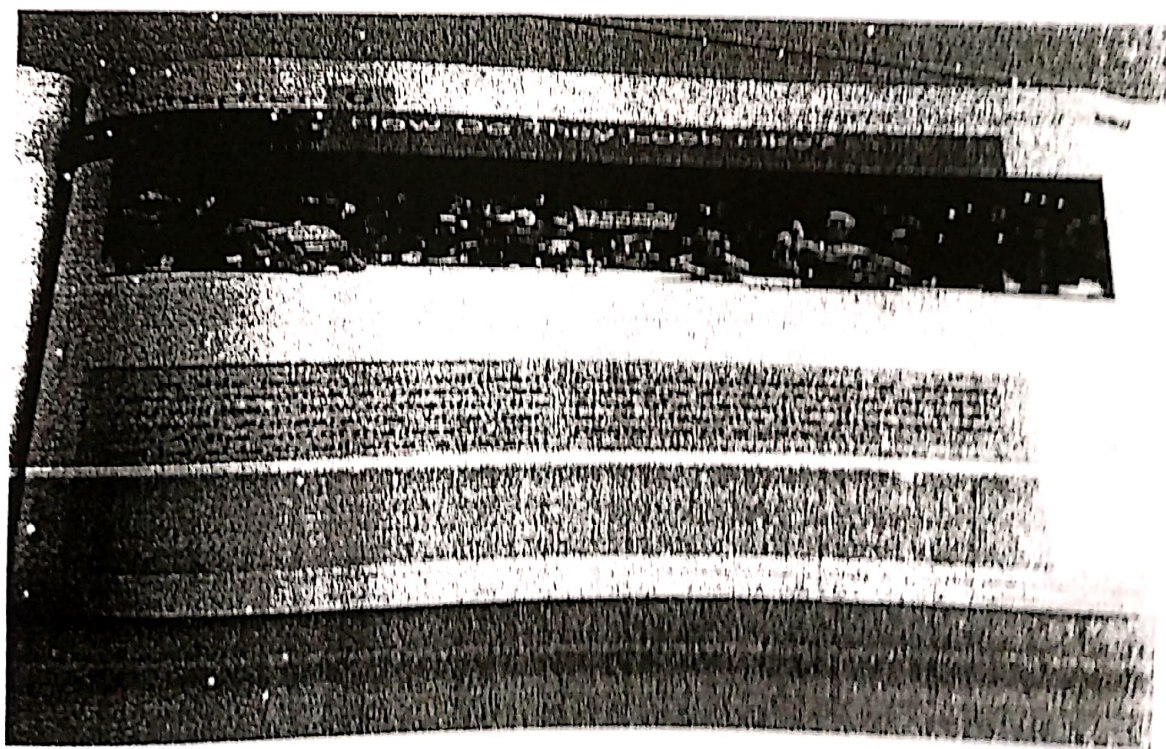
Picture 3. Chapter 1: Hello, Nina



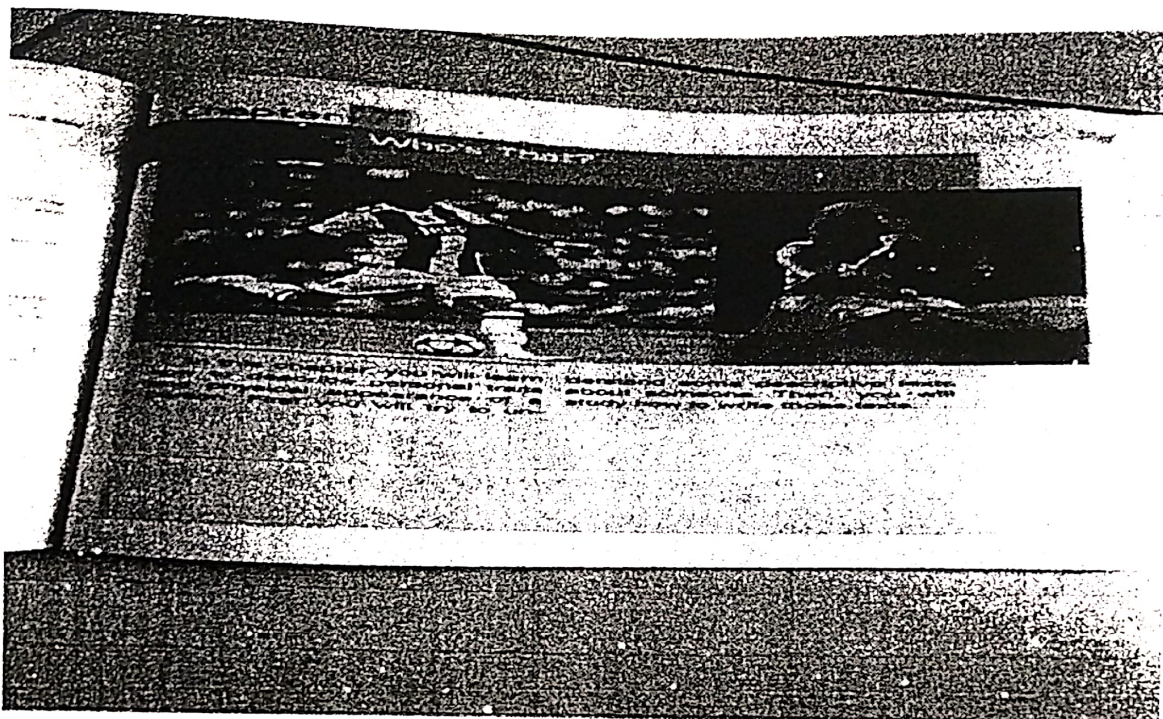
Picture 4. Chapter 2: Where Are You from?



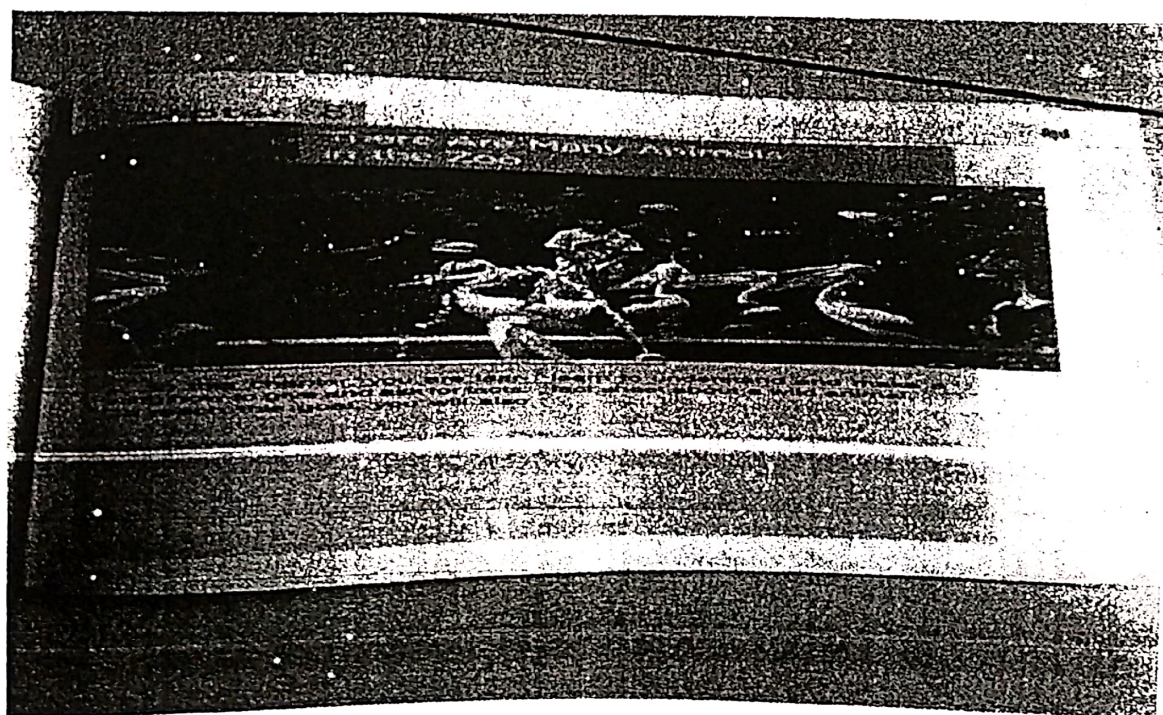
Picture 7. Chapter 5: Many Things



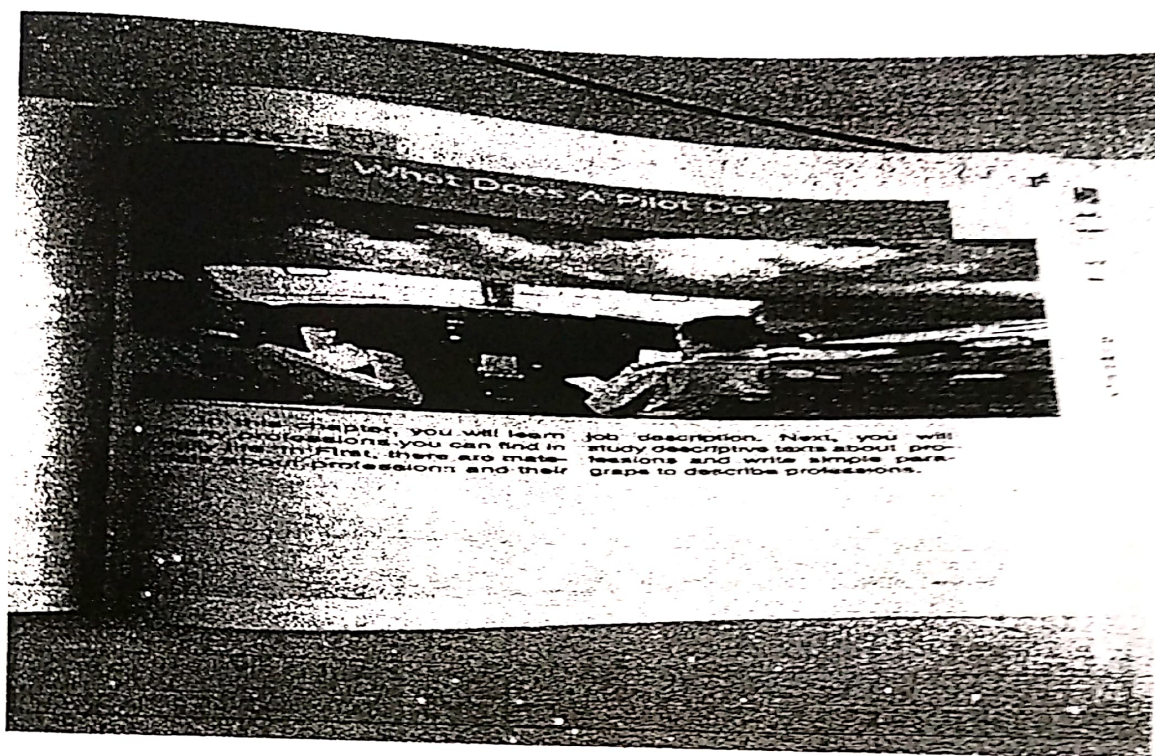
Picture 8. Chapter 6: How Do They Look Like?



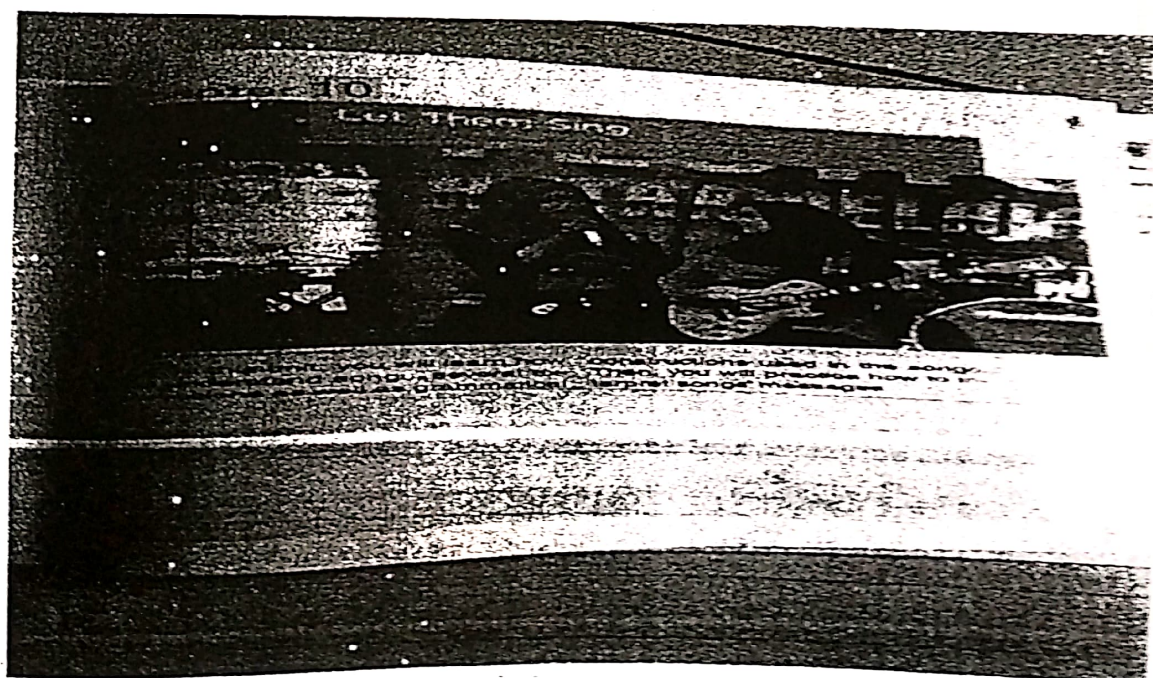
Picture 9. Chapter 7: Who's That?



Picture 10. Chapter 8: There Are Many Animals in the Zoo



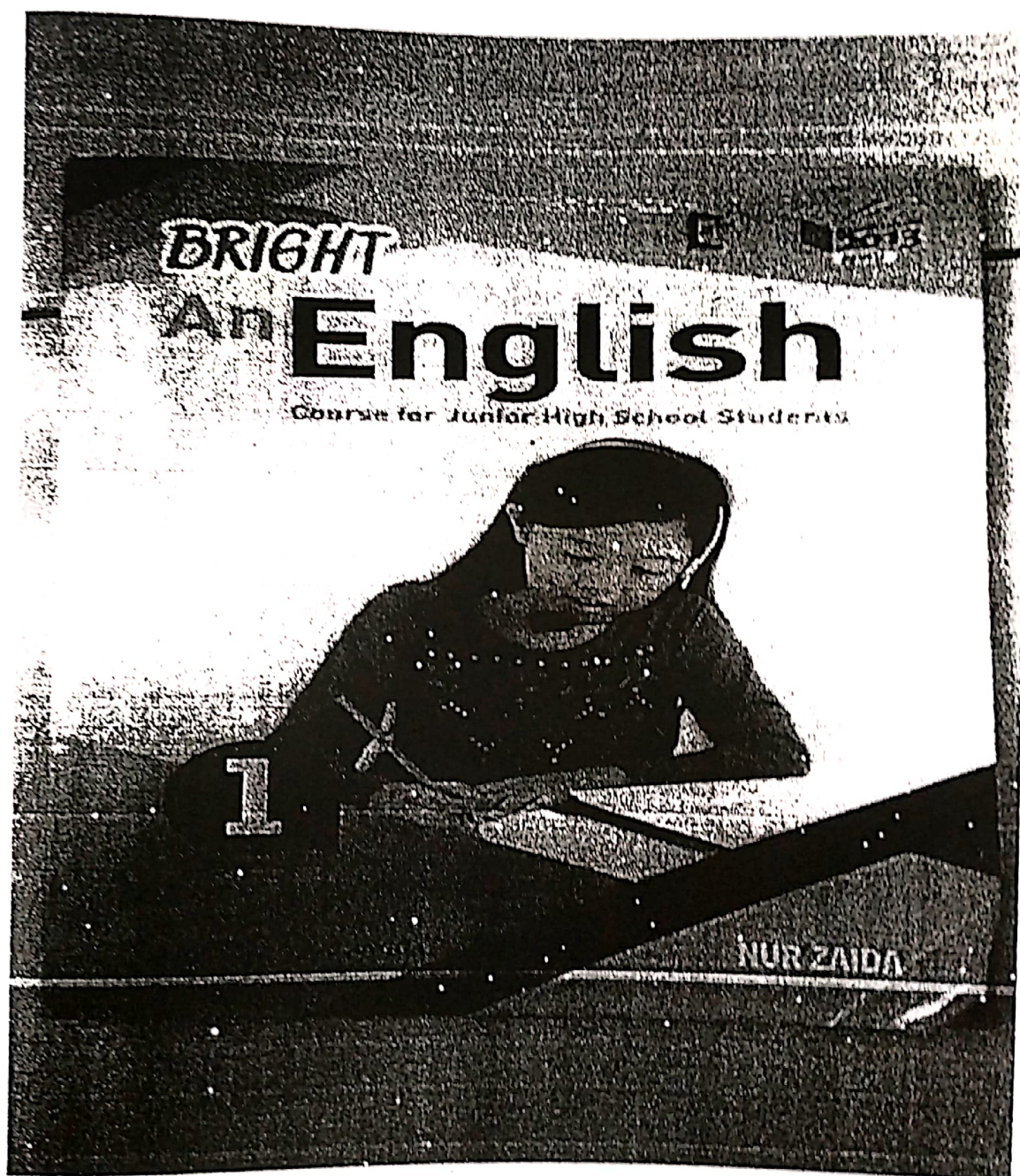
Picture 11. Chapter 9: What Does A Pilot Do?



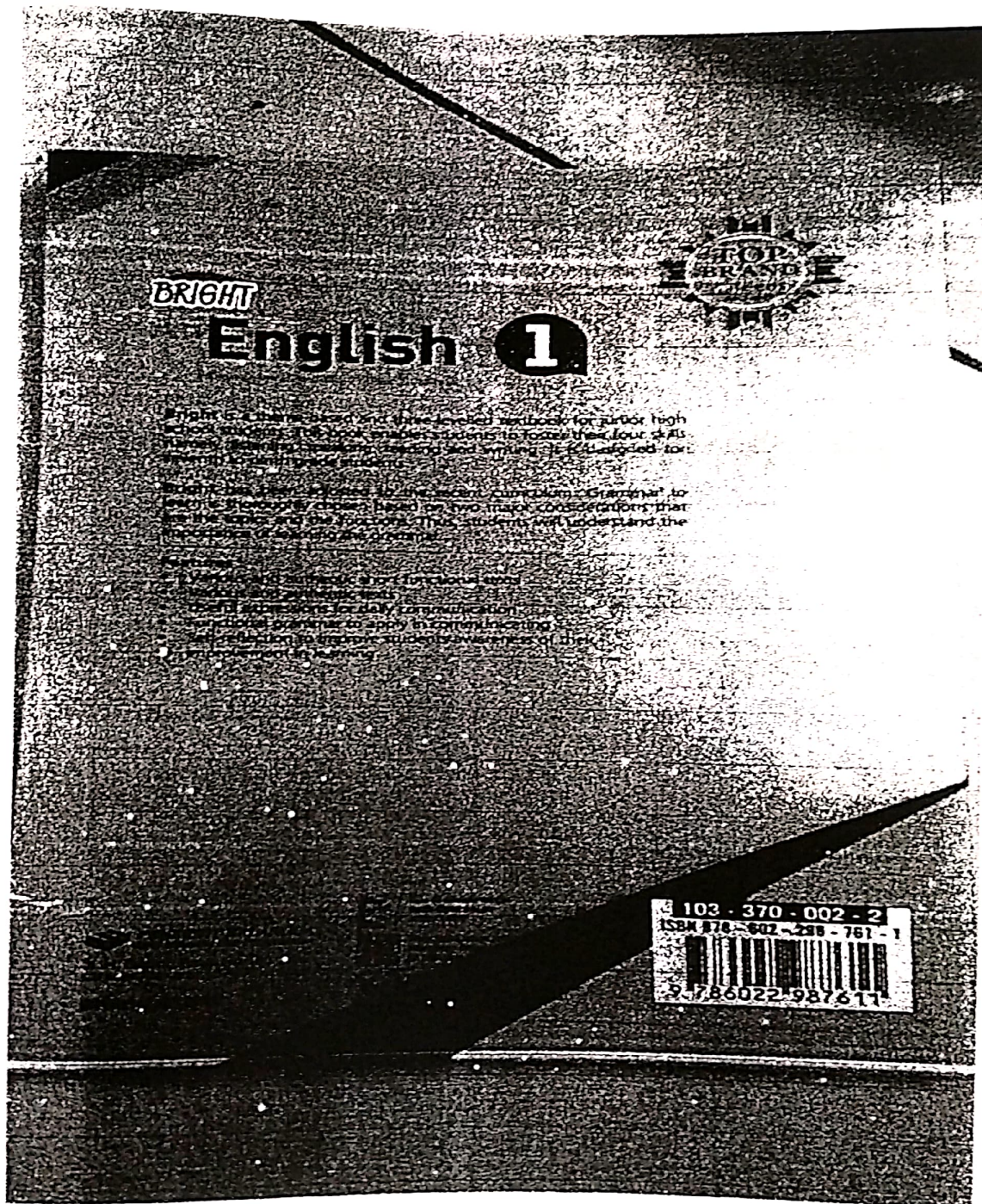
Picture.12. Chapter 10: Let Them Sing

APPENDIX 2

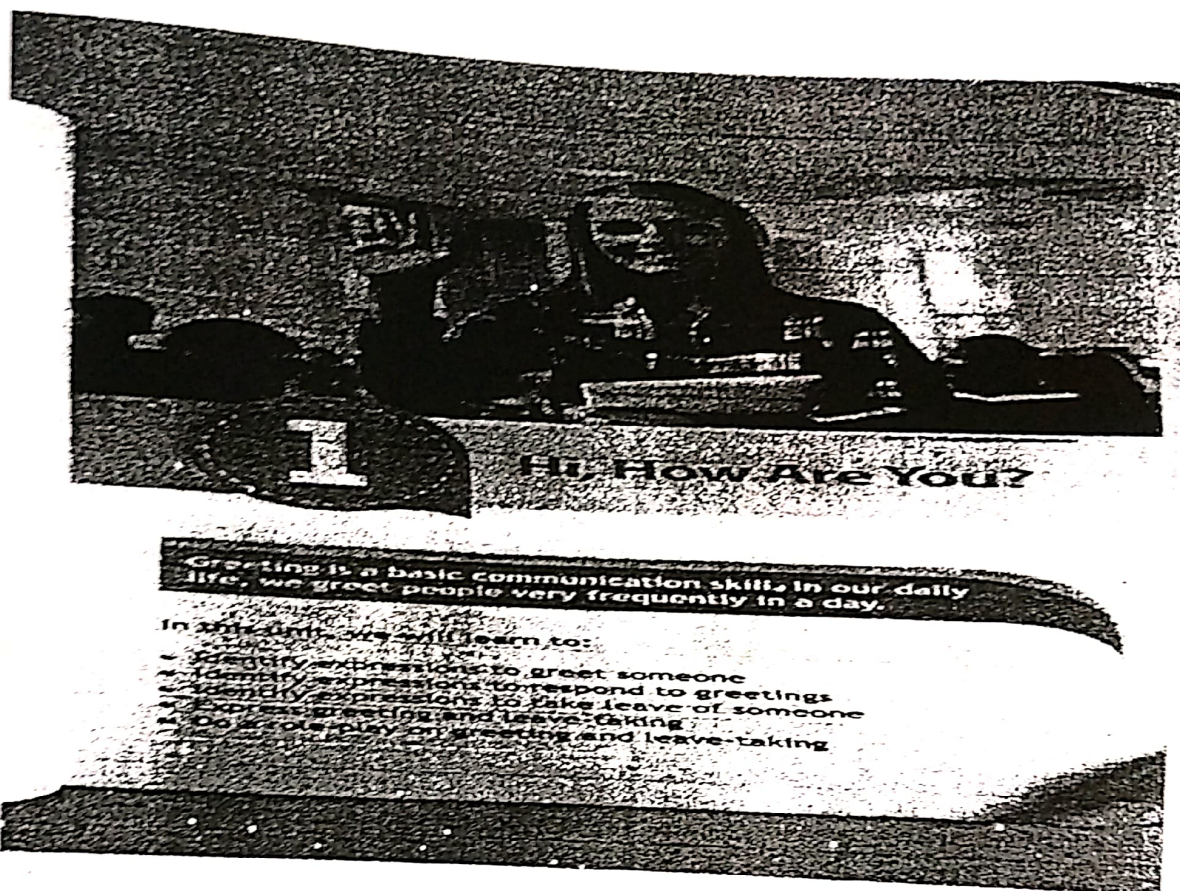
The Profiles of English Textbook Entitled Bright an English By Erlangga



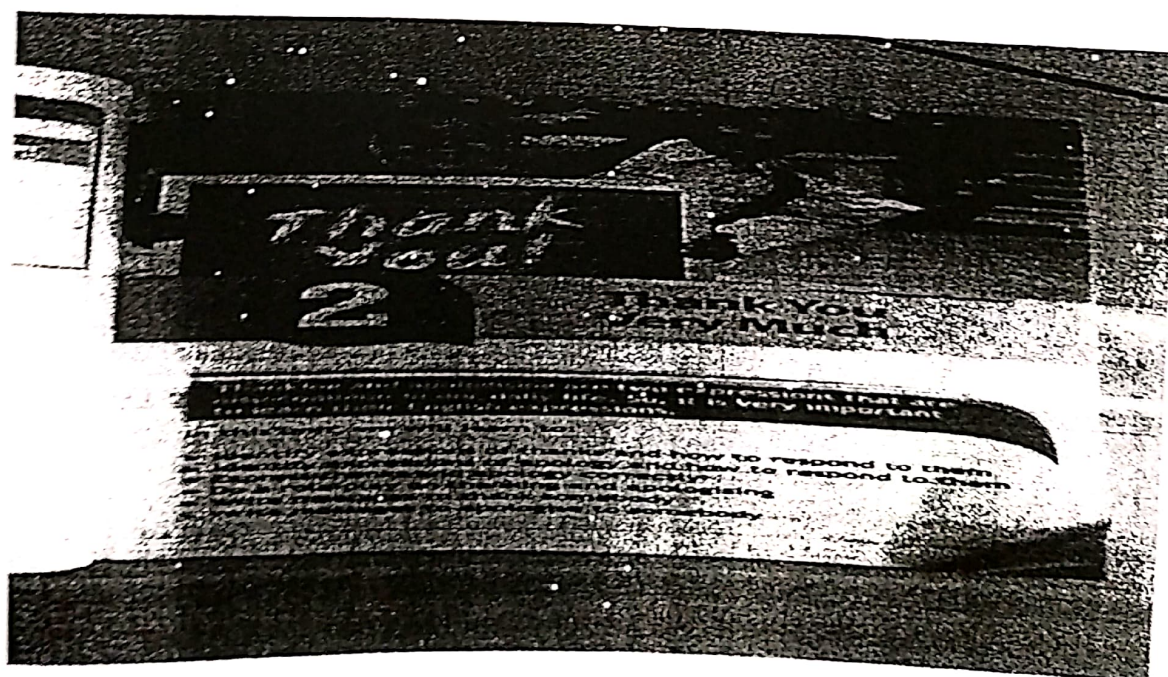
Picture 13. Front cover of English textbook entitled Bright and English



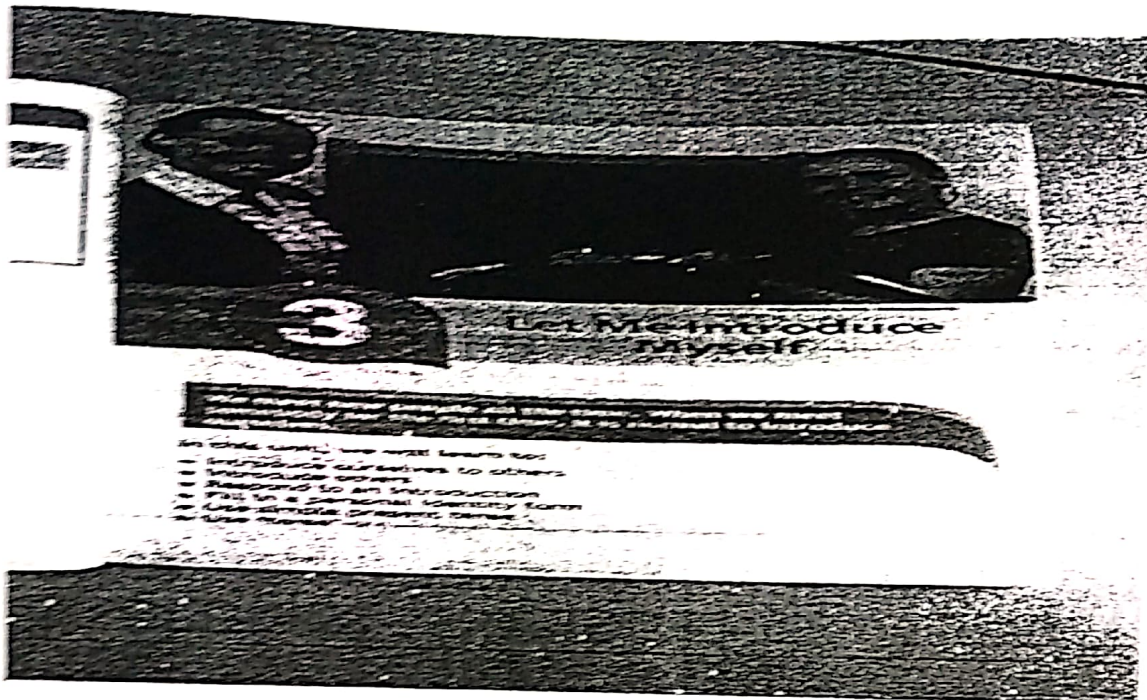
Picture 14. Back cover of English textbook entitled Bright an English



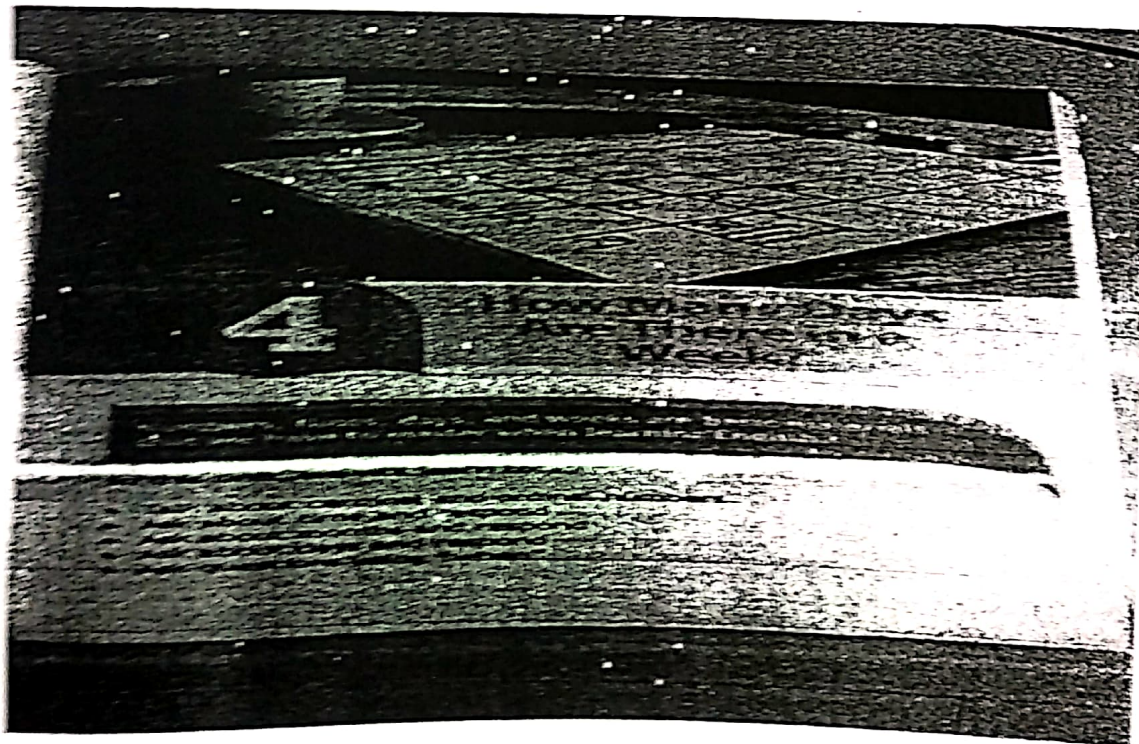
Picture 15. Chapter 1: Hi, How Are You?



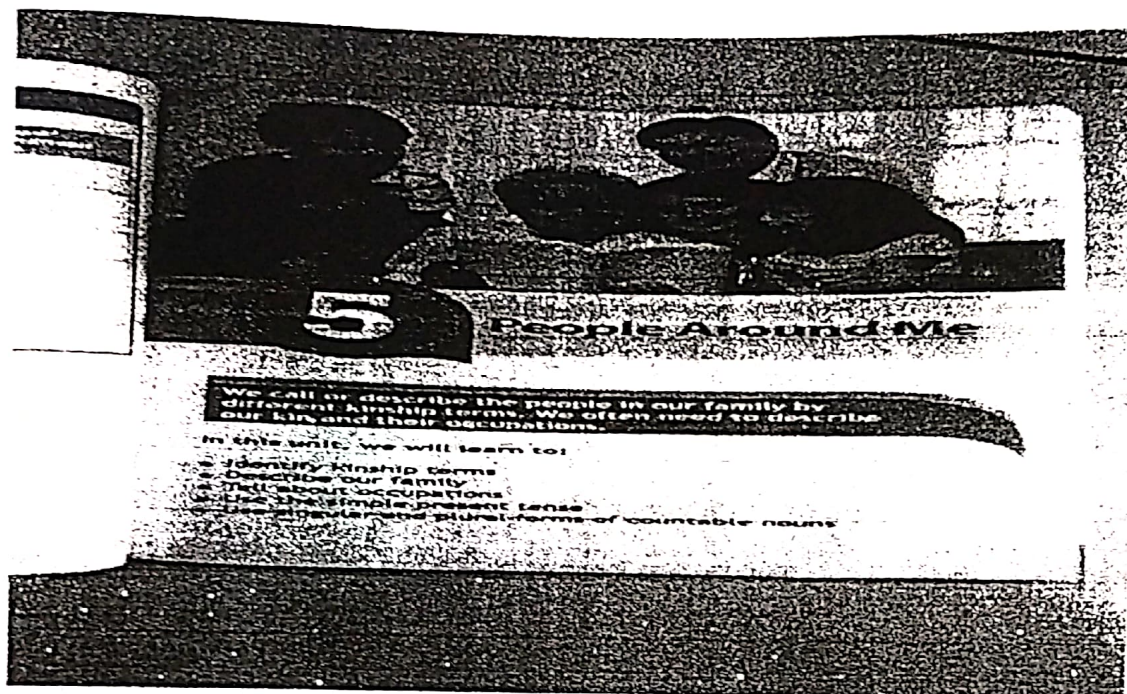
Picture 16. Chapter 2: Thank You Very Much



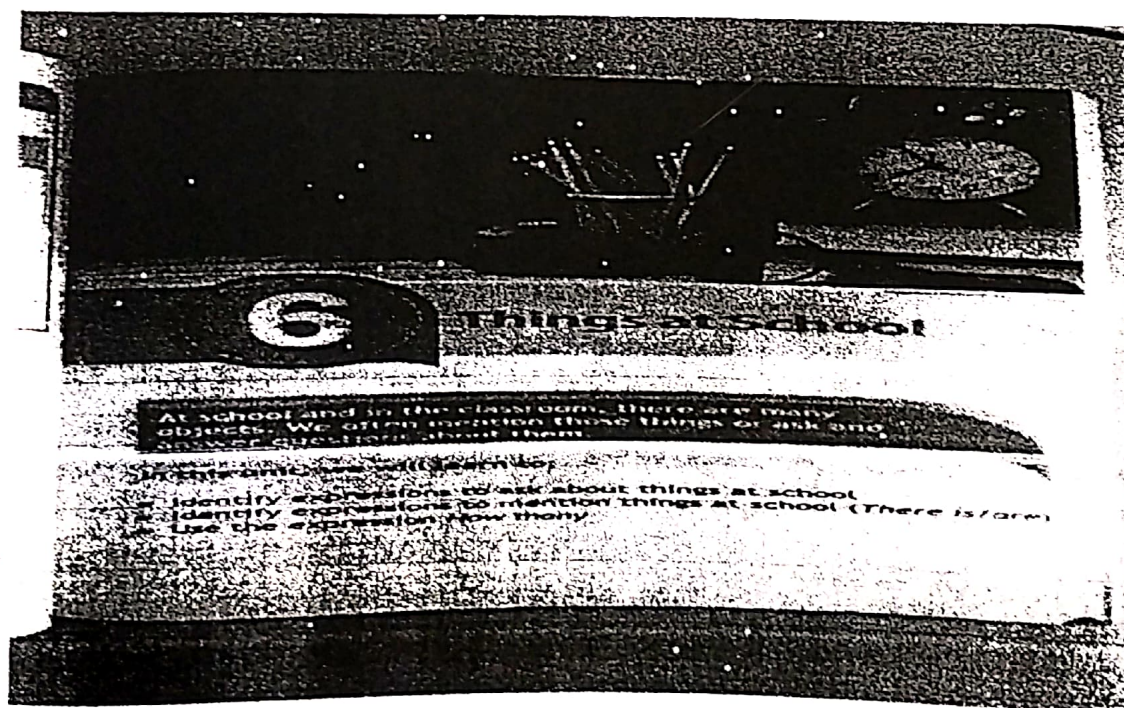
Picture 17. Chapter 3: Let Me Introduce Myself



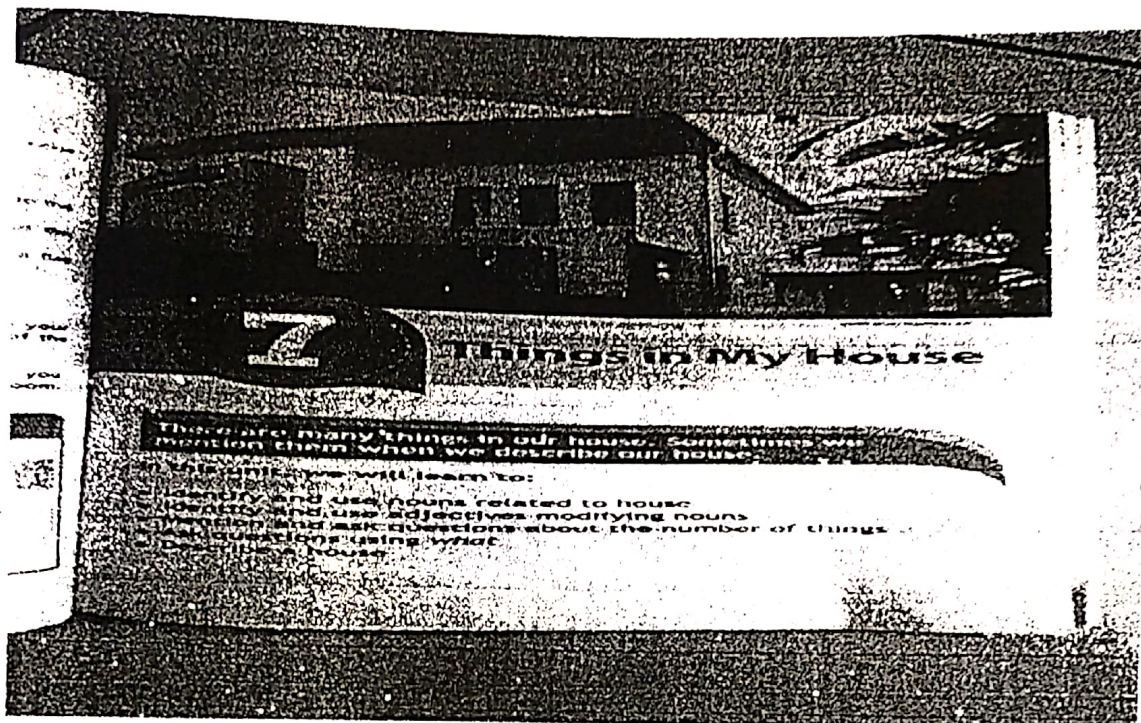
Picture 18. Chapter 4: How Many Days Are There in a Week?



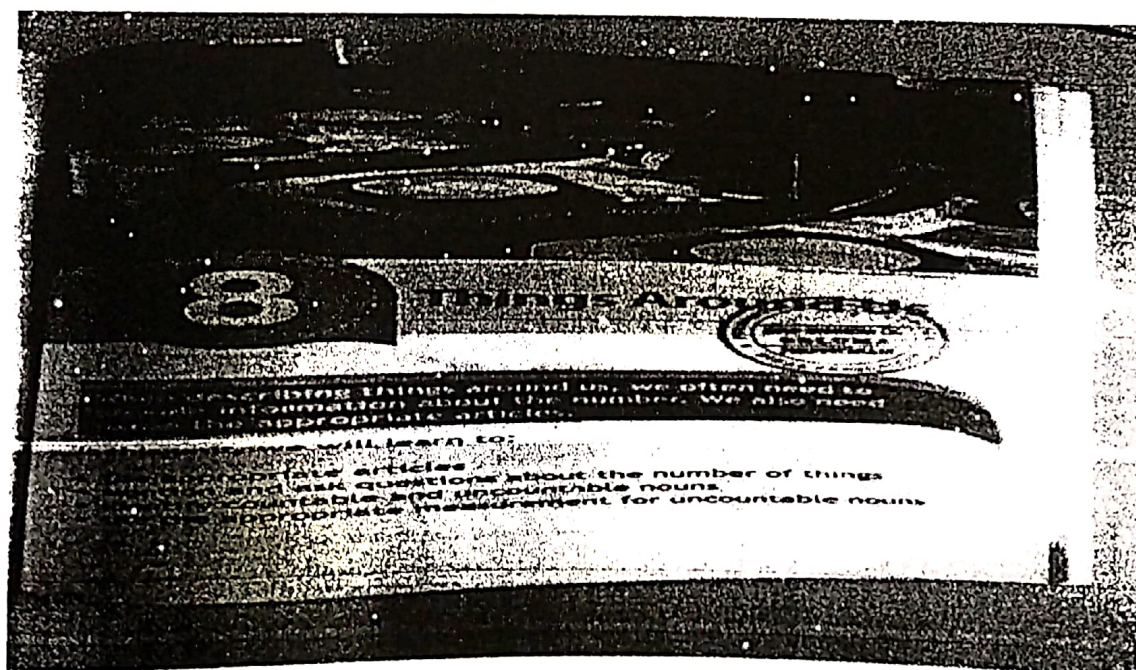
Picture 19. Chapter 5: People Around Me



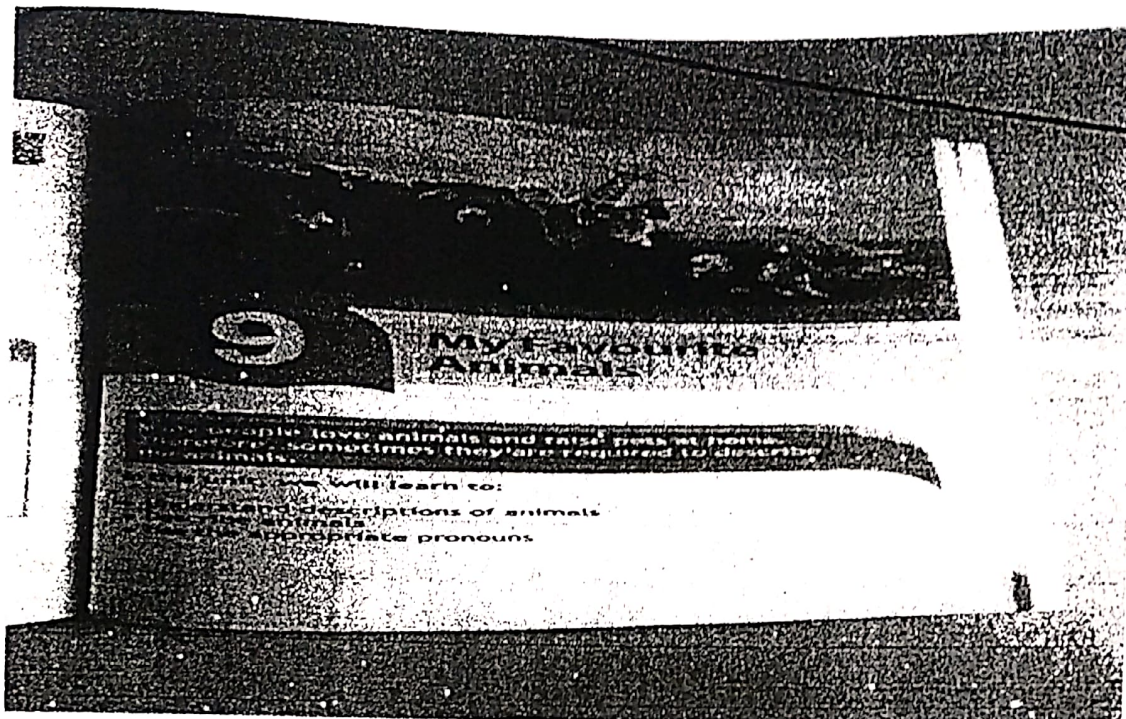
Picture 20. Chapter 6: Things at School



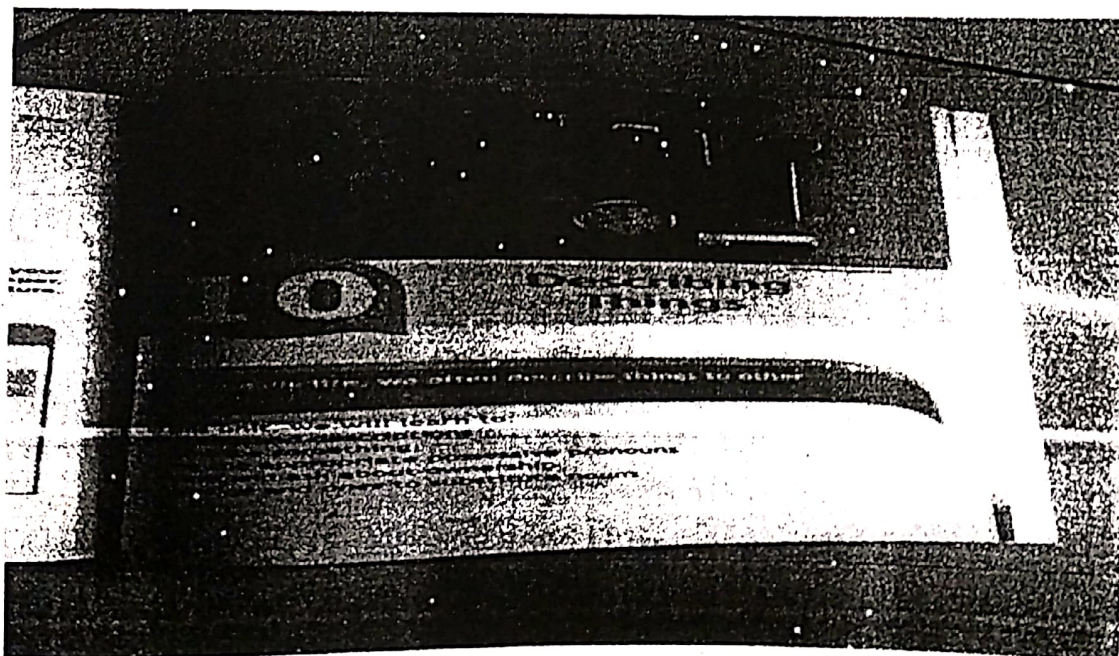
Picture 21. Chapter 7: Things in My House



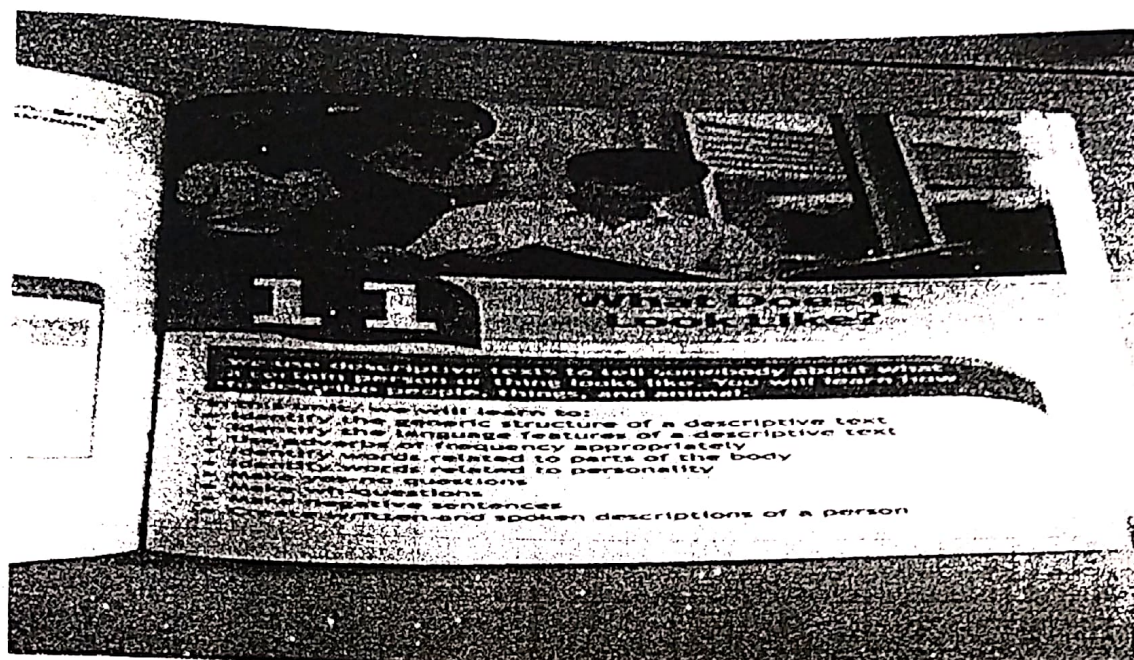
Picture 22. Chapter 8: Things Around Us



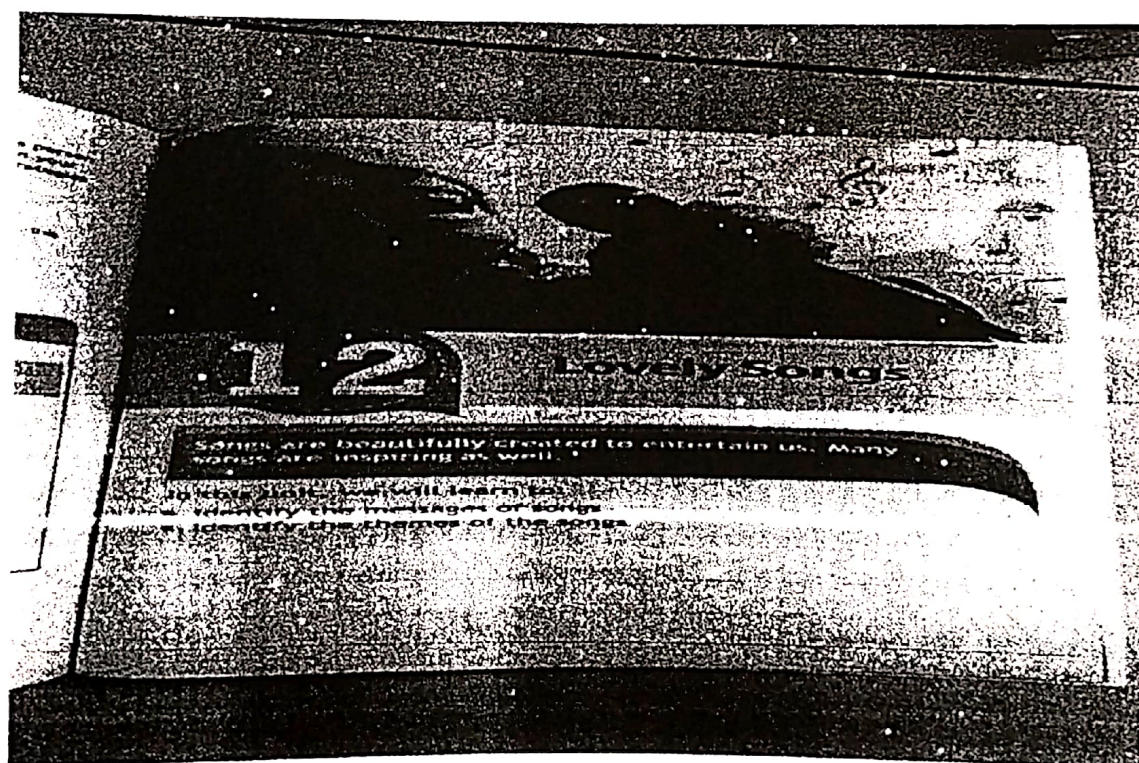
Picture 23. Chapter 9: My Favorite Animals



Picture 24. Chapter 10: Describing Things

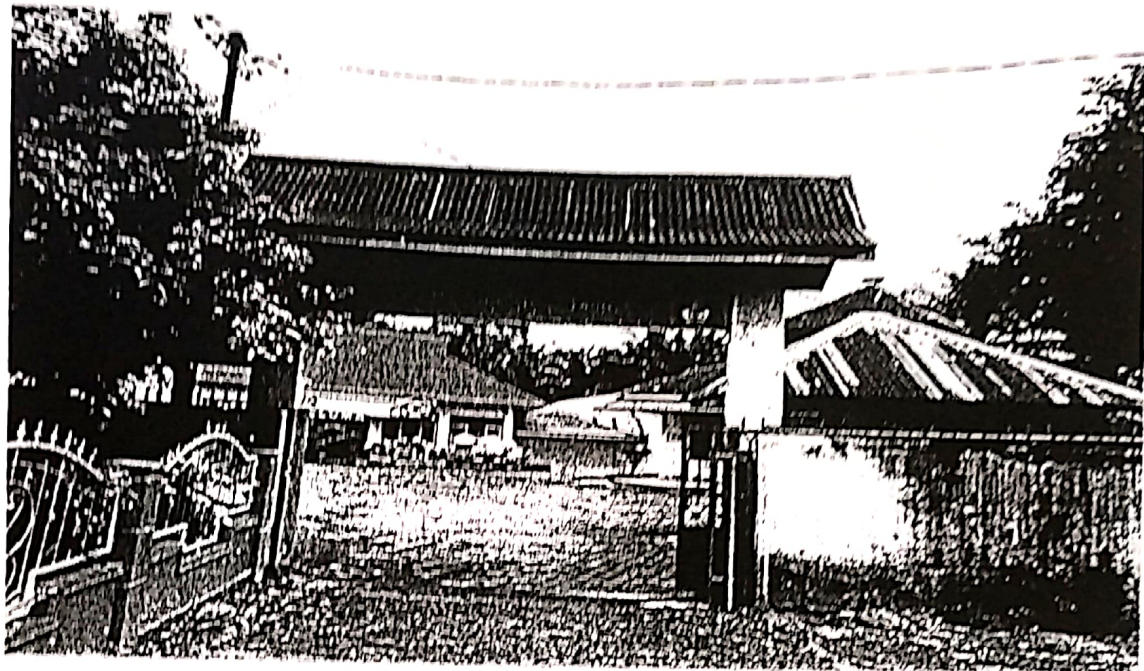


Picture 25. Chapter 11: What Does It Look Like?

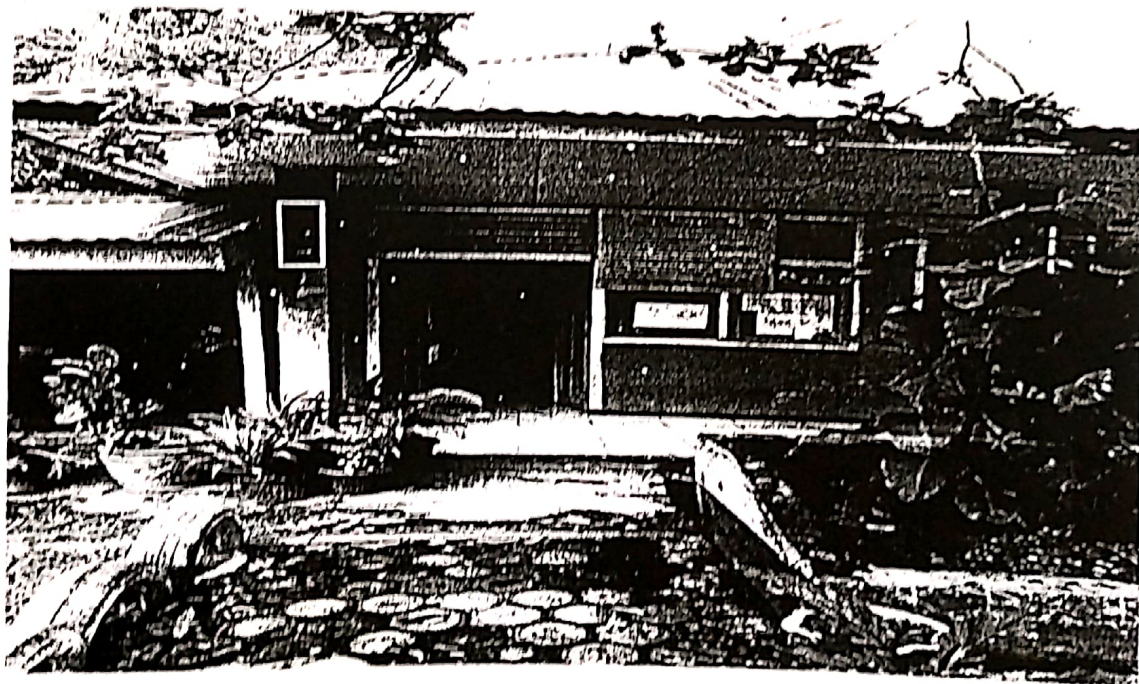


Picture 26. Chapter 12: Lovely Songs

DOCUMENTATION



Picture 27. Front gate of SMP NEGERI 6 SELUMA



Picture 28. The teacher office of SMP NEGERI 6 SELUMA



Picture 29. The teacher taught students using English textbook Bright an English



Picture 30. The teacher taught students using English textbook Passport to the World



Picture 31. The interview of researcher between teacher



Picture 32. The conversation of researcher between students



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 1612/In.11/F.II/PP.009/05/2020

Untuk Membantu penyelesaian tugas akhir mahasiswa, maka Dekan Fakultas Tarbiyah & Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk bapak/Ibu dosen:

No	Nama NIP	Jabatan	Mahasiswa NIM	Judul
1	Dr. H. Ali Akbarjono, M.Pd. 197509252001121004	P I	Dwi Rachmat Fikri 1611230107	An Analysis of Speaking Activities in English Textbook for First Year Junior High School
2	Fery Martina, M.Pd. 198703242015032002	P II		

Ditugaskan untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang nama yang tertera di atas

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 18 Mei 2020

Dekan.



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL. Raden Fatah Pagar Dewatelp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Dwi Rachmat Fikri
NIM : 1611230107
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **An Analysis of Speaking Activities in English Textbook for First Year Junior High School**

Menjadi : **An Analysis of Speaking Tasks in English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

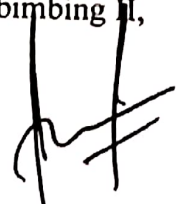
Bengkulu, 2021

Disetujui oleh,

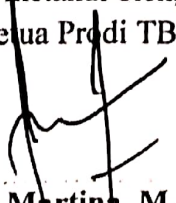
Pembimbing I,

Pembimbing II,


Dr. H. Ali Akbarjono, M.Pd
NIP.197509252001121004


Feny Martina, M.Pd
NIP. 198703242015032002

Diketahui oleh,
Ketua Prodi TBI


Feny Martina, M.Pd.
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Paderan Fatah Pagar Dewa Kota Bengkulu 36211
Telepon (0736) 51216-51171-51172-52879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor: 0465 /In.11/F.IPP.00.9/01/2021

Bengkulu, 24 Januari 2021

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Detti Lismayanti, M.Hum. (Penyeminar I)
2. Andri Saputra, M.Sc. (Penyeminar II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Selasa, 26 Januari 2021

Waktu : 08.00 sampai selesai

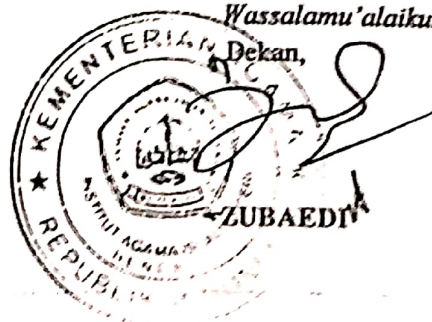
Tempat : Gedung C4.1 (Ruang Munagorah)

NO.	NAMA/NIM	JUDUL
1.	Seli Permata Sari 1611230064	An Analysis of Classroom Interaction in Speaking at Second Grade of SMA N 3 Bengkulu City
2.	Raesita Sekar Mentari 1611230031	An Analysis of Classroom Interaction in English Foreign Language (EFL) Classroom at the Eleventh Grade of SMAN 1 Bengkulu Tengah
3.	Karina Febriyanti Manulang 1611230144	An Analysis of Teaching Materials English Textbook Curriculum of 2013 for Senior High School Eleventh Grade on Tomlinson's Theory 2013 Used by English Teachers at SMAN 4 Bengkulu City
4	Dwi Rachmat Fikri 1611230107	A Comparative Study of Speaking Activities in English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga (A Content Analysis at the Seventh Grade of SMPN 06 Seluma in Academic Year 2020/2021)
5	Dice Lestari 1711230010	Investigating English Teacher and Students' Classroom Interaction in Online Learning During Pandemic (A Case Study Conducted at MAN 2 Kota Bengkulu of the Second Grade IPS 1 Students in the Academic Year 2020/2021)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL.Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Dwi Rachmat Fikri, NIM : 1611230107 yang berjudul
"AN ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK
ENTITLED PASSPORT TO THE WORLD BY TIGA SERANGKAI AND BRIGHT
AN ENGLISH BY ERLANGGA (A content analysis at the Seventh Grade Students of
SMPN 06 Seluma in Academic Year 2020/2021)." Telah diseminarkan oleh tim
penyeminar pada:

Hari/Tanggal : Selasa, 26 Januari 2021

Waktu : 08.00 s/d selesai

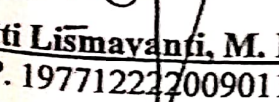
Tempat : Gedung C4.i (Ruang Munaqosah)


Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan
pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK
Penelitian)

Bengkulu, 26 Januari 2021

Penyeminar I

Penyeminar II


Detti Lismananti, M. Hum
NIP. 1977122220090112006


Andri Saputra, M. Sc
NIP. 199106262019031014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIIS

Alamat : JL.Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Dwi Rachmat Fikri, NIM : 1611230107 yang berjudul
"AN ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK
ENTITLED PASSPORT TO THE WORLD BY TIGA SERANGKAI AND BRIGHT
AN ENGLISH BY ERLANGGA (A content analysis at the Seventh Grade Students of
SMPN 06 Seluma in Academic Year 2020/2021)." Telah diseminarkan oleh tim
penyeminar pada:

Hari/Tanggal : Selasa, 26 Januari 2021

Waktu : 08.00 s/d selesai

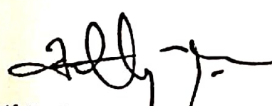
Tempat : Gedung C4.1 (Ruang Munaqosah)

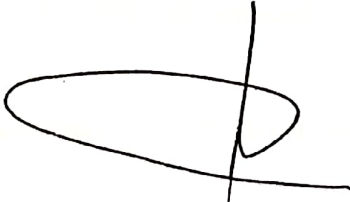
Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan
pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK
Penelitian)

Bengkulu, 26 Januari 2021

Penyeminar I

Penyeminar II


Detti Lismayanti, M. Hum
NIP. 1977122220090112006


Andri Saputra, M. Sc
NIP. 199106262019031014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Jln. Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51161-53879, Faximili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor : ~~1567~~ / In.11/F.II/TL.00/03/2021

19 Maret 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : Mohon izin penelitian

Kepada Yth,
Kepala SMPN 06 Seluma
Di –
Kabupaten Seluma

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*An Analysis Of Speaking Materials in English Textbook Entitled Passport to The World By Tiga Serangkai and Bright an English By Erlangga (A Content Analysis at The Seventh Grade Students of SMPN 06 Seluma in Academic Year 2020/2021)*"

Nama : Dwi Rachmat Fikri
NIM : 1611230107
Prodi : Tadris Bahasa Inggris
Tempat Penelitian : SMPN 06 Seluma
Waktu Penelitian : 19 Maret s/d 30 April 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADIRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Non.or: 2546 /In. 11/F.II/PP.009/06/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Dwi Rachmat Fikri

NIM : 1611230107

Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Adi Saputra, M.Pd.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Andri Saputra, M.Sc.	Kompetensi Jurusan/Prodi	1. Hafalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL < LTR, ESP, CMD
3	Vebby Andra, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RFP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji.
 2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
 3. Skor nilai kelulusan ujian komprehensif, adalah 60 s'd 100.
 4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
 5. Angka kelulusan ujian komprehensif adalah keulusan per-aspek
- Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.

Bengkulu, 18 Juni 2021

Dekan,

ZUBAEDI



PEMERINTAH KABUPATEN SELUMA
DINAS PENDIDIKAN
SMP NEGERI 06 SELUMA
TERAKREDITASI "A"



NPSN : 10701500 NSS : 201 260 301 018

Jln. Raya Bengkulu – Tais Km 34 Desa Dermayu Kec. Air Perukan Kab. Seluma. Kode Pos : 38577

SURAT KETERANGAN

Nomor : 036 /L.26.5.1/SMPN 6/DS/2021

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 06 Seluma di Dermayu Kecamatan Air Perukan Kabupaten Seluma, menerangkan bahwa :

Nama : **DWI RACHMAT FEBRI**
NIM : **1611230107**
Jurusan/Prog. Studi : **Tarbiyah/Tadris Bahasa Inggris**
Perguruan Tinggi : **IAIN Bengkulu**

adalah benar telah melakukan kegiatan penelitian untuk melengkapi kebutuhan data penulisan skripsi yang berjudul **"An Analysis Of Speaking Materials in English Textbook Entitled Passport to The World By Tiga Serangkai And Bright an English By Erlangga (A Content Analysis at The Seventh Grade Students of SMPN 06 Seluma in Academic Year 2020/2021)"**. Kegiatan penelitian tersebut telah dilakukan dari tanggal 19 Maret hingga 30 April 2021 di SMPN 06 Seluma.

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dermayu, 30 April 2021
Kepala Sekolah,



Katerman, S. Pd

NIP. 19651023 200604 1 002

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Dwi Rachmat Fikri
Nim : 1611230107
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : An Analysis of Speaking Tasks of English Textbook Entitled
Passport to the World by Tiga Serangkai and Bright an English
by Erlangga

Telah melakukan verifikasi plagiasi melalui program <https://www.turnitin.com>.
Skripsi ini memiliki indikasi plagiat sebesar 22% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini dibuat, dan untuk dipergunakan sebagaimana
semestinya, apabila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan
peninjauan ulang kembali.

Bengkulu, December 2021

Mengetahui

Ketua Tim Verifikasi

Yang Menyatakan


Dr. H. Ari Arbarjono, M.Pd
NIP.197509252001121004



Dwi Rachmat Fikri
NIM.1611230107

19 Hanura Febrtani
Cek Turnitiin Dwi rahmat_TBI

ORIGINALITY REPORT

22%

SIMILARITY INDEX

19%

INTERNET SOURCES

2%

PUBLICATIONS

9%

STUDENT PAPERS

PRIMARY SOURCES

1

etd.aau.edu.et
Internet Source

4%

2

www.redalyc.org
Internet Source

3%

3

www.slideshare.net
Internet Source

2%

4

eprints.uny.ac.id
Internet Source

2%

5

docplayer.net
Internet Source

1%

6

Submitted to Coventry University
Student Paper

1%

7

repository.iainpurwokerto.ac.id
Internet Source

1%

8

Submitted to National Economics University
Student Paper

1%

9

repository.iainpare.ac.id
Internet Source

1%

10	gustavorubinoernesto.com Internet Source	1 %
11	Submitted to Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan Student Paper	1 %
12	journals.library.ualberta.ca Internet Source	<1 %
13	www.scribd.com Internet Source	<1 %
14	repository.unj.ac.id Internet Source	<1 %
15	Submitted to Victoria University Student Paper	<1 %
16	eprints.ums.ac.id Internet Source	<1 %
17	silo.pub Internet Source	<1 %
18	Submitted to University of Hull Student Paper	<1 %
19	repository.ar-raniry.ac.id Internet Source	<1 %
20	wsx.zjpdt.cn Internet Source	<1 %

21 Submitted to Universitas Muhammadiyah
Surakarta
Student Paper <1 %

22 Hanoi University
Publication <1 %

23 Submitted to Universitas Negeri Surabaya The
State University of Surabaya
Student Paper <1 %

24 Submitted to Centrum Zdalnego Nauczania
Uniwersytetu Jagiellonskiego
Student Paper <1 %

25 Submitted to 8779
Student Paper <1 %

26 Submitted to Chulalongkorn University
Student Paper <1 %

27 Submitted to University of Wales Swansea
Student Paper <1 %

28 Submitted to La Trobe University
Student Paper <1 %

29 Submitted to The Hong Kong Polytechnic
University
Student Paper <1 %

30 Jérémy Jammes, Victor T. King. "Chapter 1
Fieldwork and the Self: Perspectives and

31	eltvoices.in Internet Source	<1 %
32	Submitted to University of the Free State Student Paper	<1 %
33	repository.iainpalopo.ac.id Internet Source	<1 %
34	bearworks.missouristate.edu Internet Source	<1 %
35	camtesol.org Internet Source	<1 %
36	core.ac.uk Internet Source	<1 %
37	revista.inie.ucr.ac.cr Internet Source	<1 %

Exclude quotes Off
Exclude bibliography Off

Exclude matches Off



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117

Website: www.uinfasbengkulu.ac.id

Bengkulu, 07 Januari 2022

Nomor : 0061 /Un.23/F.II/PP.00.9/01/2022

Tempat : -

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Eva Dewi, M.Ag. (Ketua)
2. Hengki Satrisno, M.Pd.I. (Sekretaris)
3. Feny Martina, M.Pd. (Penguji Utama)
4. Reko Serasi, M.A. (Penguji II)

di -

Bengkulu

Wassalamu'alaikum Wr. Wb.

Dengan Hormat,

Sehubungan dengan ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jumat, 07 Januari 2022

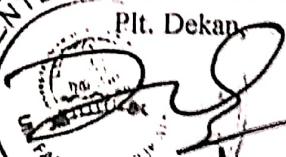
Waktu : 08.00 sampai selesai

Tempat : C.4.1

Nama/Nim	Judul
Dwi Rachmat Fikri 1611230107	An Analysis of Speaking Tasks in English Textbook Entitled Passport to the World by Tiga Serangkai and Bright an English by Erlangga
Koko Susanto 1611230041	English Teachers' Strategies in Teaching Speaking in the New Normal: A Descriptive Study at SMAN 4 Seluma in the Academic Year 2020/2021
Siti Rahmah Tiur Hasibuan 1711230035	The Effectiveness of Flipped Classroom Model towards Students' Writing Ability of Narrative Text (A Quasi Experimental Study at SMAN 11 Bengkulu City)
Selly Meisyah Amanda 1611230014	The Correlation between Emotional Intelligence and Speaking Ability (A Study at Eighth Grade Students of SMPN Muara Batang Empu in the Academic Year 2020/2021)
Yunia Revita Pamulatri 1711230065	Students' Perceptions on the Use of Video Conferencing Software for English Learning (A Survey Study of English Department Students' Experiences during the Covid-19 Pandemic at IAIN Bengkulu)

Sehubungan surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.
Plt. Dekan

Subaedi
KEMENTERIAN AGAMA REPUBLIK INDONESIA

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI

BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172

Website: www.iainbengkulu.ac.id

a mahasiswa : Dwi Rachmat Fitri
: 1611230107
san : Bahasa Inggris
i : Tadris Bahasa Inggris

Pembimbing I/II : Fey Martina,
M.Pd

Judul skripsi : Ana Analysis of
Speaking activities in English textbook for
First Junior high school student of SMPN 6 Sel

Hari/Tanggal	Materi bimbingan	Saran pembimbing I/II	Paraf pembimbing
Sen, 14 Sep 2020	Taxonomy bloom's LOT and HOT Kurikulum 2013	Perbaiki saran	
Selasa, 13 okt 2020	Cari speaking test teori	Perbaiki saran	
Rabu, 4 nov 2020	- Bab 3 → Content analysis - Perbaiki research question - Jenis-jenis Speaking Tester - Bab 3 untuk Content analysis		
Rabu, 11 nov 2020	- Perbaiki Bab 3 - Pertanyak referensi membaca - Tambahkan MATRIX analysis		
Selasa 24 nov 2020	ACC Sempur		

Mengetahui,
Kepala RIAN
Fey Martina, M.Pd
19603081996031005

Bengkulu,

Pembimbing I/II

Fey Martina, M.Pd
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI

BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172

Website: www.iainbengkulu.ac.id

a mahasiswa : Dwi Rachmat Fikri

Pembimbing I : Dr. H. Ali Akbarjono, M.Pd

: 1611230107

an : Tadris Bahasa Inggris

Judul skripsi :

: Tarbiyah dan Tadris

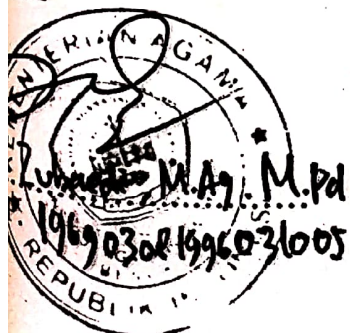
Hari/Tanggal	Materi bimbingan	Saran pembimbing I/II	Paraf pembimbing
29-12-2020/relax lum	- Perbaiki empirical theory - hipotesa Ellypta	can you show clearly of compound - make your introduction the end of the 1st part. - can you show the conclusion.	A J J

Bengkulu,

Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP.197509252001121004

ngetahui,
kan





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama mahasiswa : Dwi Rachmat Fikri

Pembimbing I : Dr. H. Ali Akbarjono, M.Pd

NIM : 1611230107

Jurusan : Tadris Bahasa Inggris

Judul skripsi :

Prodi : Tarbiyah dan Tadris

No	Hari/Tanggal	Materi bimbingan	Saran pembimbing I/II	Paraf pembimbing
		propos	<ul style="list-style-type: none">- Check again same error of writing & typing sentences.- Check the grammar in sentences.- Simple check the factuation and don't do again.- Acc to propos & proposal	<ul style="list-style-type: none">UAAA

Mengetahui,

Dekan
Dr. H. Ali Akbarjono, M.Pd
NIP. 196703081996031005

Bengkulu,

Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

ma mahasiswa : Dwi Rachmat Fikri Pembimbing II : Feny Martina, M.Pd
M : 1611230107 Prodi : Tarbiyah dan Tadris
usan : Tadris Bahasa Inggris
tul skripsi : an analysis of speaking tasks in english textbook entitled passport to the world by
a serangkai and bright an english by erlangga

Hari/Tanggal	Materi bimbingan	Saran pembimbing I/II	Paraf pembimbing
	Bab 3 & 4	- Perbaiki Matriks	
	Bab 3 & 4	- Ubah bentuk tabel ukur	
	Bab 3 & 4	- Perbaiki Description of materials	
	Bab 3 & 4	- Pisahkan tabel di tiap Matriks	
	Bab 3 & 4	- Buat tabel distribusi	
	Jurnal	- Tambah referensi & isi	
	Accepted Aee Munagayeh	Aee Munagayeh	

Mengetahui,

DEKAN
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Feny Martina, M.Pd
NIP.198703242015032002

Bengkulu, 22 - 11 - 2021

Pembimbing II

Feny Martina, M.Pd
NIP.198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama mahasiswa : Dwi Rachmat Fikri Pembimbing I : Dr.H. Ali Akbarjono, M.Pd
NIM : 1611230107 Prodi : Tarbiyah dan Tadris
Jurusan : Tadris Bahasa Inggris
Judul skripsi : an analysis of speaking tasks in english textbook entitled passport to the world by
Jiga serangkai and bright an english by erlangga

No	Hari/Tanggal	Materi bimbingan	Saran pembimbing I/II	Paraf pembimbing
		Bab IV	-Olah ulang bagian Result and discussion	
		Bab V	-Sinkronkan dengan bab w -Lengkapi semua kebutuhan check again some error of typo wrong pattern into each paragraph	
		Bab IV - V	- Eased grammar word above - Complete whole idea & take need - All to prove for exam	

Mengetahui,



Dr. Zuhairi, M.Ag., M.Pd

NIP. 19690308 1996031005

Bengkulu, 07 - 12 - 2021

Pembimbing I

Dr.H. Ali Akbarjono, M.Pd
NIP.197509252001121004