

**THE ANALYSIS OF ENGLISH SPEAKING ACTIVITY IN STUDENTS' TEXTBOOK ENTITLED
WHEN ENGLISH RINGS A BELL USED BY SEVENTH GRADERS IN 2013 CURRICULUM**

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Abstract

One of the the goals of the educational system in indonesia is producing students who have good competence to face the global era. In this era, students not only should master the materials that given in class but also should be able to show what they know to others fluently and accurately. In this case, having good communication skills is needed especially speaking skill. Therefore the speaking activity given should belong to the communicative activity in order to help them improve their speaking ability. This reasearch focus on speaking activity in stduents' textbook entitled *When English Rings a Bells* which used by students in seventh graders in 2013 curriculum. There are two research questions those are; what kinds of speaking activities that presented in students textbook and do the speaking activities belong to the communicative activity. This reasearch use descriptive qualitative in order to get information about the contents of the textbook. The data sources that used is textbook entitled *When English Rings a Bell* used by seventh graders. Then, the instrument that used is observation by using field note in order to collect data from data sources. Next, when the data has been gotten, it will analyze by using the theory from Harmer (2007) about kinds of classroom speaking activities and theory from Littlewood (2004) which about the stages of activity from focus on form to focus on meaning. The result of this reasearch shows that there are seven kinds of speaking activities those are conversation practice, monolog, prepared talk, discussion, questionnaires, roleplay, and communication games. Then, based on the analysis, all the activities in the textbook belong to the communicative activity becuae there is no activity which totally focus on language form.

Keywords: analysis, speaking, speaking activity, communicative activity.

Abstract

Salah satu tujuan dari sistem pendidikan di Indonesia adalah meghasilkan siswa siswi yang mampu menghadapi era global. Di era ini, siswa siswi tidak hanya dituntut untuk dapat menguasai materi yang diberikan dikelas tetapi juga harus mampu menunjukkan apa yang mereka ketahui kepada orang lain secara lancar dan tepat. Dalam hal ini, mempunyai kemampuan komunikasi yang baik sangatlah dibutuhkan khususnya kemampuan berbicara. Oleh karena itu, aktivitas berbicara yang diberikan kepada siswa haruslah termasuk dalam aktifitas komunikatif untuk membantu mereka meningkatkan kemampuan berbicara. Penelitian ini terfokus pada aktifitas berbicara yang disajikan dalam buku berjudul *When English Rings a Bell* yang digunakan oleh kelas 7 dalam pengajaran di kurikulum 2013. Terdapat dua rumusan masalah yaitu; apa saja aktifitas berbicara yang ada dalam buku *When English Rings a Bell* dan apakah aktivitas berbicara tersebut termasuk dalam aktifitas yang komunikatif. Model penelitian yang digunakan adalah deskriptif kualitatif untuk mendapatkan informasi mengenai isi dari buku tersebut. Sumber data yang digunakan adalah textbook berjudul *When English Rings a Bell* yang digunakan oleh kelas 7 dalam pengajaran di kurikulum 2013. Kemudian, instrumen yang digunakan adalah observasi dalam bentuk *field note* untuk mengumpulkan data dari sumber data. Selanjutnya, ketika data sudah didapat, data tersebut akan dianalisis dengan memgggunakan teori dari Harmer (2007) mengenai macam-macam aktifitas berbicara dikelas dan teori dari Littlewood (2004)

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mengenai tingkatan aktifitas dari mulai aktifitas yang terfokus pada susunan bahasa sampai aktifitas yang terfokus pada makna dari bahasa yang dihasilkan. Hasil dari penelitian tersebut menunjukkan bahwa terdapat tujuh macam aktifitas berbicara yaitu *conversation practice, monolog, prepared talk, discussion, questionnaires, roleplay, and communication games*. Kemudian, berdasarkan analisis, semua aktifitas berbicara yang ada di buku teks termasuk dalam aktifitas yang komunikatif karena tidak ada aktifitas berbicara dalam buku teks yang secara total terfokus pada susunan bahasa.

Keywords: analisis, berbicaraaktifitas berbicara, aktifitas yang komunikatif.

INTRODUCTION

The changes of curriculum commons happen in educational system in Indonesia. Recently, the government has implemented 2013 Curriculum in some level of education. Unfortunately, this curriculum is stopped in January 2014 in some schools because they still not ready yet to implement the 2013 Curriculum. Thus, the evaluation is doing by government to polish the curriculum itself and it will use again when all school in Indonesia has ready to use this curriculum.

In 2013 Curriculum, one of the goals is producing students who have good competence to survive in global era. Global era is one of the external challenge for the students in Indonesia in many aspects such as technology and information, revolution of creative industries, and development of education in international level (*Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 68 Tahun 2013*). In those sectors, the competitors are not only from inside country but also foreigner. In this case, communication is a key competent to support the students in showing their ability. Good communication ability will help students easily communicate with others fluently and accurately. Therefore, the role of English, a tool to face this challenge, is important for every student in Indonesia.

In daily communication, almost all people more often speak rather than write. In addition, some people more often judge others from the way they speak rather than the way they write. It shows that speaking ability is an important point that reflects on knowledge, thought, and behaviour of someone. Thus, having good speaking ability is very helpful for students. Generally, speaking ability has some aspects to be awarded those are fluency, accuracy, pronunciation, coherence, cohesion, grammatical, stress and intonation (Harmer, 2007). When students want to have good speaking ability, they should concern with those kinds of aspects. In fact, there are many students good in an aspect but failed in the

other aspects. For example, students understood many vocabularies in their memory but only a few of them who can use those vocabularies in their speaking activity (Goh and Anne, 2012). Besides, some observer stated that students are able to produce sentence in good order during the teaching and learning process, but they cannot apply it in their real life communication. Therefore, the activities in class should belong to the communicative activity.

Based on the informal observation that has been done by researcher on Mei 2014, the textbook that used in 2013 Curriculum seems like too easy if it compares with textbook that use KTSP as standard. Another, the researcher has also done the informal interview in December 2014, with teacher and students in who used this textbook. Teachers stated that they feel teaching nothing, if they used this textbook in the teaching and learning process. Besides, students seem like repeat materials that they have been taught in elementary level because the teacher only asks them to complete the task in the textbook. Whereas, when students are only focus on the completion of a task, they seem like focus on language form. In this case, actually, how were the materials in the textbook presented and why it seems like too easy. Therefore, the analysis is needed to analyze the content of the textbook in order to get deep understanding, especially in the speaking activities. The result of this analysis will show what kinds of speaking activities that is used in the textbook and how those activities presented in each chapter. Finally, every reader of this research will get deep understanding and create their own thought about this book in order to find a useful thing from this book to support the speaking activities in classroom.

Referring to the background of the study, the researcher formulated the research question as follows:

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1. What kinds of speaking activities are presented in students' textbook entitled *When English Rings a Bell*?
2. Do the Speaking activities in students' textbook *When English Rings a Bell* belong to the communicative activity?

RESEARCH METHOD

This research used descriptive qualitative as a research design to analyze the data. Descriptive qualitative is an analysis that use words to describe the phenomenon in depth. Ary D. et al. (2011) stated that there are eight type of descriptive qualitative research, those are basic interpretative study, case study, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and phenomenological studies. In this case, researcher is analyzing a textbook, which can categorize as a document and it does not use any statically and numerical data. Therefore, the researcher categorized this research as a documentary or content analysis.

In content analysis, there are two kinds of data those are data and data sources (Roth, 2006). The data that used to support the result that would be appeared later after the research. Then, data sources are materials that was collected as sources to establish the data. In this research, the data sources that would be used is textbook entitled *When English Rings a Bell* that used by students in seventh graders. It was consist of 210 pages and divided into eleven chapters. Researcher would construct data that going to be analyze from this data sources.

In this research, there are two research instruments those are researcher and observation. It used researcher as an instrument because it is documentary analysis which does not need permit from any institution to do this research (Ary D. et al. 2011). In this research, researcher would observe the textbook in order to get the data that going to be analyze. Then, the second instrument was observation. In this case, researcher will use two observation sheets to collect data from data sources. First observation sheet that used to answer research question number one, it will use to collect data about what kinds of speaking activities that was presented on textbook. Then, second observation sheet used to collect data to analyze what activities that belongs to the communicative activity. It will also in the form

of table which contain the classification of the various kinds of activity from focus on form to focus on meaning. Finally, by using the table, the activities will be classified.

These observation sheets used field note technique by filling the table and column based on the data that was gotten from data sources. Firstly, the researcher sorted the speaking activities from other activities on textbook by seeing the instruction on each activity. Then, filling the instruction on the table on observation sheet one. By investigating the instruction, the speaking activities can be clearly seen what activity is it. Next, writing comments for the activities as a reflection of the thought of this research. Secondly, to collect data for research question two, researcher will use table also to classify whether the activities involve to the real life verbal communication or not.

Related to Ary D. et al (2006), in order to analyze the data in descriptive qualitative research it have been done in three stages those are (1) organizing and familiarizing; (2) coding and reducing; (3) interpreting and representing. In this research, firstly, the researcher familiarized and organized the data by reading and rereading the data sources to create depth understanding on it. Then, it was continued by writing notes or memos in observation sheet to represent the thought and understanding based on the data gotten. Secondly, the data were coded by looking the instruction in each activity based on the number of activity. Thirdly, the researcher interpreted the data that have gotten by writing the comments as a reflection of the words, sentences, phrase, pictures, or others on observation sheet. In this case, the interpretation was about expressing what the researcher have been seen in order to present the result of the study by giving the explanation based on the data on observation sheet. The last section, the researcher represented the data in form of descriptive detail in order to show the result of the analysis. Those are stages that was done by researcher in order to finish this research.

RESULT OF THE STUDY

The researcher did the observation on textbook entitled *When English Rings a Bell*

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used by seventh graders. It was conducted from June 27th 2015 until July 2nd 2015. During the observation, the researcher collect data from the textbook by using observation sheet in order to understand in dept the content of the textbook especially in speaking activities.

SPEAKING ACTIVITIES IN STUDENTS' TEXTBOOK

Based on the result of the research, it can be seen that there are seven types of speaking activities those are conversation practice, monologue, questionnaires, discussion, prepared talk, role play, and game communication.

First, the activities on textbook that included in conversation practice are used to familiarize the expression that commonly used in English language such as greeting, saying thank you, and apologizing. It could be found in chapter I (activity 2, 3, 5, 7 and 18), chapter II (activity 5, 10, 11, and 13), chapter III (activity 2, 3, 14), chapter IV (activity 11), chapter VIII (activity 16). Once the activities on textbook provide the activity that closely related to their real life, it will improve their motivation to learn (Larsen and Freeman, 2007).

Second, monologue in this speaking activities are presented in the form of presentation. In each activity of monologues, students are asked to explain the result of the work or in the form of describing people, animals, places and things around. Monologue could be found in chapter I (activity 4), chapter II (activity 2), chapter III (activity 4 and 7), chapter IV (activity 6 and 9), chapter V activity (6 and 12), chapter VIII (activity 2 and 17), chapter IX (activity 13, 15, and 17), chapter X (activity 4 and 8), chapter XI (monolog). Both of telling or describing it can be categorized as a presentation as long as the student present it to others. In this case, presentation is also part of the monologue activity (Sze, 1995).

Third, questionnaires are also commonly found in the speaking activities on the textbook *When English Rings a Bell*. Related to the result of the study, the questionnaires activities in this textbook are involved interviewing classmates by asking several questions using proper expression that has

been taught. Questionnaires on textbook could be found in chapter I (activity 8), chapter II (activity 8 and 9), chapter III activity (11, 16, and project), chapter VIII (activity 5). It is in line with Harmer (2007), which stated that questionnaire is a simple equipment to collect any informations or issues that needed by the interviewer. Surely, the students should be prepared the questions that going to be asked before they do the interview. These questions are guidance for the learner to do the interview (Harmer, 2007).

Fourth, there are two kinds of discussion activity which found in the textbook those are instant comment and buzz group. Based on the data, from those two activities, the instant comment discussion is the most simple one to do because it involve a simple questions which usually only need a short answer. In this case, their answer or comment will measure how far they understood what they have read, seen, or heard (Harmer, 2007). Instant comment discussion could be found in chapter I (activity 11), chapter V (activity 13), chapter VII (activity 14), chapter IX (activity 7), and chapter X (activity 2). Next, buzz group activity is discussion activity which commonly found in the speaking activity in textbook. It has been proven by Ariani (2014) that buzz group activity could be improve the students activities especially in speaking because when students in a discussion they will more enjoy to talk to their friends in small group rather than in the whole class. In textbook, buzz group activities could be found in chapter IV (activity 3, 7, 9, and 11) and chapter 9 (activity 4, 10, 11, and 12). Related to Harmer (2007), in buzz group activities students are asked to make a pairs or small group in order to discuss several statements or questions. In fact, the textbook is not only provide statements or question but also pictures, text, and song lyrics.

Fifth, in the theory from Harmer (2007), the prepared talk activity is an activity which is students are give a chance to make preparation in the form of small note as a guidance when they present the materials. Another, Pater (2010) also stated that that writing an outline in note before presentation will very helpful for the presenter. In the prepared talk activity on textbook, the use of note is made as interesting as possible. For

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example, students are asked to make poster, family picture, display card that completed with small notes which stick on them. Then, they will present their work and use the note that have been prepared as guidance. The prepared talk activities could be found in chapter 2 (project), chapter 4 (activity 10 and project), chapter 9 (activity 3 and project).

Sixth, there is only one role play activity in this textbook. The role play use two cue card to present the instruction about the expression that should students said. That activity could be found in chapter I (project activity). Students should follow the instruction in order to create good conversation. When students can produce the right expression based on the instruction in cue cards, it means students understood the materials. It is support Brown's (2004) which stated that roleplay and simulation can be use to assess how deep the students have understood the materials that they have learned.

The last but not the least, game communication based on Harmer (2004) are classified into two those are information-gap games and television and radio games which can stimulate students to talk with friends to solve various problem. In textbook, based on the data, is only found information gap game which stimulate students to talk in order to guess the meaning based on the words, phrase, or a picture that mention by teachers or friend as a clues. Those games could be found in chapter III (calendar game), chapter VI (activity 12), and chapter X (communication game).

In summary, there are seventh speaking activities in textbook *When English Rings a Bell* those are communication practice, monologue, questionnaires, discussion, prepared talk, role play, and game communication.

**COMMUNICATIVE ACTIVITY IN
TEXTBOOK**

Related to Littlewood (2004) and support by Lee, Y., Chang, L (2007) stated that when the tasks or activities are more focus on language it means it is more closely related to the communicative activity which can help the learners to using english in the real life

situation. Related to table that made by Littlewood (2004) about the continuum from focus on form to focus on meaning, there are five types of communication activities those are non-communicative learning, pre-communicative learning, communicative language practice, structured communication, and authentic communication. First, Non-communicative learning activity is focusing on the structures of language, how the language are formed (Littlewood, 2004). In textbook, based on the result, non-communicative learning activity is not found in the textbook because there is no activity in textbook which totally focus on structure of language. Second, pre-communicative practice is an activity which practicing language with some attention to meaning without transferring new message. The activities involved are question and answer practice (Littlewood, 2004). In textbook, based on the result, there are many activities which contained the question and answer practice which many kinds variation on it. Third, communicative language practice is activity which practicing pre taught language in a context in order to communicate new information. The activities involved are information gap activities or personalized questions (Littlewood, 2004). Based on the result, the communicative language practice are found in the textbook it is the form of telling and describing various kinds of topic or theme related to the materials in each chapter. Fourth, structured communication is using language to communicate in situation which student will get a pre-learn language, but with some unpredictably in producing language. The activities involved are structured role play and simple problem solving (Littlewood, 2004). Related to the result, the structured communication can be find in textbook in the form of role play and questionnaires activity which fulfilled the criteria of structured communication which stated by Littlewood (2004). Fifth, authentic activity is using language to communicate in situations where the meanings are unpredictable. The activities involved are creative role play, more complex problem solving and discussion (Littlewood, 2004). Based on the data in textbook, the majority of authentic communication are found in the form of discussion, the rest is the form of more complex problem solving in various kinds of activity such as presenting

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work, presenting the result of the interviews, and finding the meaning of the words.

CONCLUSION

Based on the observations, the result shows that there are seven speaking activities which are found in textbook entitled *When English Rings a Bell*. Those activities are conversation practice, monolog, questionnaires, discussion, prepared talk, role play, and game communication. Those activities are spread on eleven chapters of this books. Then, all speaking activities in the textbook belong to the communicative activity because there is no activity which is totally focus on language form. It can be seen through the result that appeared from observation sheet which show that there is no any activity which classified in the non-communicative learning. The activities in textbook start to fill the second classification that is pre-communicative practice which start to concern on the meaning of language. The rest of activities filled the classification of communicative language practice, structured communication, and authentic communication.

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