

THE ANALYSIS OF SPEAKING MATERIALS IN “SCAFFOLDING” ENGLISH TEXTBOOK FOR THE NINTH GRADERS AND THEIR RELEVANCE TO SI 2006

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Abstract

Among the 4 skills, speaking is the most vital skill in English; this is so because the ability to function in another language is generally characterized in terms of being able to speak that language (Nunan, 1991:225). To teach speaking, the teachers need appropriate materials. There are many learning resources that can be used as teaching materials. One of the materials is a textbook. Textbook is designed based on the curriculum in its country and reflected assumptions of teaching practices of how foreign languages are learned. Based on the explanation, the *SCAFFOLDING* English textbook for The Ninth Graders was analyzed to decide whether the speaking materials in the textbook fulfilled the criteria of good speaking materials and based on Standar Isi 2006 (SI) in order to find the relevance between these two references.

The design of this study is descriptive qualitative and the subject of this study is the English textbook *SCAFFOLDING*. The results of this study shows that the speaking materials in this book are included into good speaking materials because it has fulfilled two of three criteria of good speaking materials and the speaking materials in Scaffolding English textbook are relevant to speaking materials stated in Standar Isi 2006. Furthermore, the speaking materials of this textbook need to be revised so that, the objective of language teaching, especially speaking can be reached.

Keywords: Relevance, Speaking materials, Textbook, Standar Isi 2006 (SI).

INTRODUCTION

Language is a device to communicate that consists of alphabets, words, sentences, and paragraphs. People need a certain language that can make them understand each other. There are many kinds of languages but a certain language is needed to communicate between any two people in this world. And today, the selected language is English which is used as the international and the world language. This fact proves that English is really important as the media which can help to survive in globalization era. Diaz (2004: 1) states that the world today stands on the bright of an opportunity ever available before. It means that someone who mastered English in active and passive skill can get the best job and education in this day. The use of language as the world language can sustain intercultural contact between individuals and people who would like to communicate.

English is not only used by native speakers but also non native speakers. By the time, English becomes more important due to jobs, books, and other things that are delivered in English. English has become a tool for International communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). It can help us to survive in worldwide communication era by mastering English as one of life skills. And in academic life, English is added in elementary school up to senior high school for preparing the students to be more competent. English has a function as a means to help students to develop themselves in science, technology, and cultural

study and to help students to develop their ability in four skills: listening, reading, speaking, and writing (Depdiknas, 2006).

To develop the English skills for their students, teachers need a curriculum to make the teaching planned well. KTSP (Kurikulum Tingkat Satuan Pendidikan) is a curriculum that is developed and implemented in each education unit under the coordination and the supervision of the National Educational Department by taking into account the potential of each of education unit (Susanto, 2007). KTSP is the newest based curriculum which Indonesia has. The school has the opportunity to manage, create, and treat its management and academic activity through the school based curriculum. “The curriculum is expected a lot to be able to improve the quality of education in Indonesia, including the quality of English language teaching is directed to develop listening, speaking, reading, and writing skill to make students able to communicate English in a certain level” (Depdiknas, 2006).

Among the 4 skills, speaking is the most vital skill in English; this is so because the ability to function in another language is generally characterized in terms of being able to speak that language (Nunan, 1991: 225). As stated by Agustien (2004: 1) that English education is aiming at providing school graduates with life skill in the sense that they are expected to achieve the competence required to obtain communication skill. To most students, mastering the art of speaking is the most important aspect of learning a second or foreign language, and success in measuring the ability to carry out the conversation in the language (Nunan, 1991:39). Therefore, the government

focuses on learning language by speaking for all grades at school as providing the students in Globalization era. This statement shows that speaking is an important skill which already stated at first in this study and it should be learned and mastered by the students.

To teach speaking, the teachers need appropriate materials. Teaching materials are an important key in most language program (Richards, 2001). There are many learning resources that can be used as teaching materials. The materials have an important role in teaching-learning process, so the teacher can teach materials that the students need which it lines with the curriculum itself. Teachers can use their own material or textbook which provides the teaching material the students need. Furthermore, teacher should be selective in choosing the materials since it can affect the goals and objective of the lesson. Richards's states (2001:251) that there are three kinds of materials: (a) printed materials such as book, workbook, worksheet, or readers; (b) non-printed materials such as cassette or audio materials, videos, or computer based materials; (c) printed and non-printed materials such as self-access materials and materials on the internet.

One of the printed materials used by many teachers in teaching is a textbook. Textbook is designed based on the curriculum in its country and reflected assumptions of teaching practices of how foreign languages are learned. Nunan (1989:98) states the inexperienced teachers often look the materials in the textbook first for instance in planning their course and teaching ideas. Therefore, the English teacher should be more aware in choosing an English textbook because not all English textbooks provide what teachers need, especially for speaking skill. Textbook is not only a material of teaching but also a guide for teacher in teaching, it helps teacher to reach the teaching goal in classroom.

RESEARCH DESIGN

In order to get a good research result, descriptive qualitative is used. Descriptive qualitative is a type of research design which describes a phenomenon in naturally occurring situations in which control and manipulation of behaviors and setting do not exist (McMillan, 1992). This state is supporting the research of researcher which analyzed the relation between Standar Isi 2006 and Speaking materials on SCAFFOLDING Textbook. This research only analyzed the correlation of relevance which did not include numerical or statistic data in this research. Support by Dörnyei (2007: 4) which states that qualitative research is an approach which involves data collection procedures that result primarily open-ended, non-numerical data which are then analyzed by non-statistical methods. Or it can say that qualitative research focuses on describing phenomenon by using verbal narratives and observation rather than numbers (McMillan, *ibid*).

The object of the study is English textbook for the ninth graders entitled SCAFFOLDING published by JP Books. The textbook is designed and created by Joko Priyana, Riandi, and Anita P. Mumpuni. This book was

chosen by the researcher because, firstly, there has been previous researched about this book but in different focus. In this research, the researcher focused in analyzing the speaking materials. Secondly, this book is claimed in line with Standar Isi 2006 curriculum and it is used by some junior high schools.

The source of data in this study was the English textbook SCAFFOLDING for the ninth graders published by JP Books. The data were in the form of documented materials in the textbook. The textbook consists of nine units for two semesters; unit 1 – 5 for the first semester and unit 6 – 9 for the second semester. At the end, there would be a review in each semester.

In the data collection technique, there were some steps used by the researcher. First step, the researcher selected the speaking materials in the textbook. It was done by sorting the speaking materials with other materials. The second step, the researcher would decide whether the textbook fulfills good criteria of good speaking materials by using checklist conformity table of good speaking materials criteria. And the third step, the researcher observed and analyzed the data whether it was relevant or not with Standar Isi 2006 (for research question no.2).

In this research, the researcher is the research instrument. It is because everything that will be done in this study must be done by the researcher and because this study is descriptive-qualitative research design. The role of the researcher in this study is to collect and analyze the speaking materials in the English textbook entitled SCAFFOLDING for the Ninth Graders Published by JP Books.

In order to get the correct description, this study used some steps in analyzing the data. The first step was to classify the speaking materials in the textbook by distinguishing the speaking materials from others materials. The second step was to analyze the speaking materials by using checklist table.

Table was used to explain the fulfillment of good speaking materials criteria and the relevance between speaking materials in Scaffolding and Standar Isi 2006.

RESULTS AND DISCUSSIONS

The Presentation of Speaking Materials in Scaffolding English Textbook

The textbook consists of nine units and 233 pages. These pages are added with key to pronunciation, list of abbreviations, review of each semester, bibliography, picture sources, appendices, listening scripts, answer key, teacher's scripts, glossary, subject index, and notes about the book (kata pengantar).

There are nine units presented in this textbook. The textbook is intended to support one year English teaching-learning activities. In the first semester, the students will learn unit one to unit five and the rest will be got for the second semester. And at the end of each unit, there is a summary which contains the repetition of the materials and there is also a vocabulary list. Addition, at the end of both semesters, there are two evaluations (in the book called as review). The first review is in unit five

on page 101-108 and the second one is in unit nine on page 197-204. The aim of the evaluation is to evaluate what they have learnt throughout each semester.

The topics of unit one to unit nine are *Foods, Computers and Mobiles Phones, Recycling Things, Endangered Animals, Natural Disasters, Information Technology, Honesty, Friendship, and History*.

There are five forms of speaking materials which are presented in Scaffolding English textbook. **First**, the language functions which are implemented in transactional and interpersonal talks presented in the form of dialogue. The students are asked to practice the dialogue after they learnt it. It makes the students act if they were in the real situation. It can be found on page 7 and 10 in unit 1, page 25 in unit 2, page 46 in unit 3, page 66 in unit 4, page 112 in unit 6, page 134 in unit 7, page 157 in unit 8, and page 178 in unit 9.

Second, speaking materials are presented in the form of incomplete dialogue. The students are asked to complete the dialogue with the words or expressions which provided and act it out in front of the class with classmate. It can be found on page 4 in unit 1, page 26 and 34 in unit 2, page 44 and 56 in unit 3, page 63 in unit 4, page 83 and 86 in unit 5, page 113 and 116 in unit 6, page 158 and 169 in unit 8, and page 179 in unit 9.

Third, speaking materials also presented in the form of make up dialogue. The students are asked to make a dialog based on the situation given and they must act those dialogues out. It can be found on page 4, 8, and 16 in unit 1, page 27, 28, 31, and 35 in unit 2, page 64 in unit 4, page 97 in unit 5, page 116 and 126 in unit 6, page 137 and 148 in unit 7, page 159 and 169 in unit 8, and page 181 and 192 in unit 9.

Fourth, the speaking materials of the textbook are presented in the form of make up monologue. It can be found on page 15 and 16 in unit 1, page 48, 55, and 56 in unit 3, page 74, and 76 in unit 4, page 88 and 99 in unit 5, page 124 and 126 in unit 6, page 145 in unit 7, and page 167 in unit 8.

And the **fifth**, the speaking materials in the textbook are presented in the form of expression. By presenting in the form of expression, the students can comprehend the materials easily. It can be found on page 3, 12, and 14 in unit 1, page 23, 26, and 31 in unit 2, page 43, 51, and 54 in unit 3, page 63, 70, and 73 in unit 4, page 82, 90, and 94 in unit 5, page 111 and 113 in unit 6, page 133, 135, and 143 in unit 7, page 155, 158, and 164 in unit 8, page 177 and 186 in unit 9.

It can be concluded that the speaking materials in Scaffolding varies in forms. They are presented the in the form of dialogue, incomplete dialogue, make up dialogue, make up monologue, and form of expressions. But most of speaking materials in Scaffolding are presented in the form of dialogue. In general, these forms of speaking materials are presented in a table below:

Table 4.1

THE FORMS OF SPEAKING MATERIALS

Unit	Form of Speaking Materials
1	a. dialogue b. incomplete dialogue c. make up dialogue

2	d. make up monologue e. form of expression a. dialogue b. incomplete dialogue c. make up dialogue d. form of expression
3	a. dialogue b. incomplete dialogue c. make up monologue d. form of expression
4	a. dialogue b. incomplete dialogue c. make up dialogue d. make up monologue e. form of expression
5	a. incomplete dialogue b. make up dialogue c. make up monologue d. form of expression
6	a. dialogue b. incomplete dialogue c. make up dialogue d. make up monologue e. form of expression
7	a. dialogue b. make up dialogue c. make up monologue d. form of expression
8	a. dialogue b. incomplete dialogue c. make up dialogue d. make up monologue e. form of expression
9	a. dialogue b. incomplete dialogue c. make up dialogue d. form of expression

In order to describe the answer of research question number 1: "*How the English textbook entitled SCAFFOLDING for the ninth graders of Junior High School is fulfilling good criteria of good speaking materials*", researcher takes three considerations as follow: The first is the authenticity of the speaking materials, second is the attractiveness of the speaking materials, and third is the appropriateness of the speaking materials to the students' interests.

The first consideration is authenticity of the speaking materials in Scaffolding English textbook for the ninth graders. It is based on Nunan (1989: 132) statement that a good common language lesson should derive input from authentic source. And Hammer (2002: 68-69) also states that the authentic source can be taken from many sources as recording of authentic interaction, extracts from television, radio, newspaper, photographs, and picture, timetables and schedules, signs, maps and charts, menus, etc.

In the textbook, there is no recording which used as speaking materials which can be found in task 3 unit 1 page 2. Even it asks the student to listen the dialogue

record and asks the students to study the expressions which contain in the recording (task 5 unit 1 page 3).

In task 11 of unit 1 (page 6), the students are asked to study in spelling words correctly. The purpose of this task is students are expected to pronounce the words correctly. From the explanation above, it can be concluded that the materials are partly not authentic.

The second consideration is the attractiveness of the speaking materials. It is chosen because as stated by Savignon (1983: 160) that materials should be attractive using photographs, drawings, charts, colors, etc in order to invite the learners to browse, ask question, and start conversation. It can reduce students' boredom and monotonous of the materials while teaching and learning activity happens.

In scaffolding textbook presents some photographs, pictures, colors, etc which are related to the topics in order to attract the students to take a part in conversation or interaction while teaching and learning happens in the class. The pictures can be seen in each unit, for example, on page 8 task 14 unit 1. And the photographs can be seen on page 113 task 9 unit 6. It can be said that the speaking materials in Scaffolding are attractive to invite the students to be active in speaking class.

The last consideration is the appropriateness of the speaking materials to the students' interests. It is very important because it will influence their enjoyment in the language teaching. It is supported by Brown (1995: 157) that in adopting the materials it is necessary to decide which types of materials are desirable.

In the textbook Scaffolding, the speaking materials are really appropriate with the students' interest. For example, the topic of each unit is designed to attract the students with something that make them interest. The topics are foods, computers and mobile phones, friendship, etc. in unit one, the topic is about food. The students, of course, like to eat food especially a good food. They need a lot of energy to do their activity and they love talk about food. The topic in unit two, computers and mobile phones is also interesting for the students. These days, the students like to do something that relates about gadgets or computers. The students also have their own mobile phones that make them easier in contact with their parents or friends. That is why it can be said that the speaking materials are appropriate with the students' interest. On the other hand, the language functions are also appropriate with the students' interest. Take an example, the expression of admiring someone or something which are presented in the textbook. This expression is always used by the students in admiring someone or something. They often tell something interesting with friends and they will shout or express their words of admire about it (in their native language). It gave them chance to study how to express their feeling in admiring. Another example is the expression of showing attention. In this case, the students learned how to show their attention in listening or responding about people's talk or news. Hence, most of all expressions as speaking materials in Scaffolding are appropriate with students' interest.

Table 4.2

CRITERIA OF GOOD SPEAKING MATERIALS FULFILLMENT

No.	Criteria of Good Speaking Materials	Fulfillment	
		yes	no
1.	The authenticity of the speaking materials		√
2.	The attractiveness of the speaking materials	√	
3.	The appropriateness of the speaking materials to the students' interests	√	

Scaffolding English textbook for the ninth graders presents various forms of speaking materials such dialogues, incomplete dialogues, make up dialogues, make up monologues, and forms of expressions. Those forms of speaking materials are spread over the textbook. And it is good to reduce boredom and monotony of the materials while learning and teaching activity happens. Furthermore, speaking materials in various forms can also help the teachers give in meaningful activities for their students. In order to make the students interested in the materials, the writers of Scaffolding English textbook provided pictures and photographs to support the materials. As stated by Savignon (1983: 160) that materials should be attractive using photographs, drawings, charts, colors, etc in order to invite the learners to browse, ask question, and start conversation. It can reduce students' boredom and monotonous of the materials while teaching and learning activity happens.

From the explanation above, it can be concluded that Scaffolding English textbook for the ninth graders has a good presenting materials which can help the students attractive and motivate to study English, especially in speaking. Even one of three considerations is not fulfilled.

The Relevance of Speaking Materials in Scaffolding English Textbook for The Ninth Graders with Standar Isi 2006

In Scaffolding English textbook, the speaking materials in each unit developed in the forms of one to five types. In unit 1, the speaking materials developed in the textbook is asking certainty and responding uncertainty that can be found on page 3-4, 7-8, 10, 12, and 14-16 in the forms of dialogue, incomplete dialogue, make up dialogue, make up monologue, and expressions. In unit 2, the speaking materials developed in the textbook are asking for repetition and expressing gratitude that can be found on page 23, 25-28, 31, and 34-35 in the forms of dialogue, incomplete dialogue, make up dialogue, and expressions. In unit 3, the speaking materials developed in the textbook is admiring someone or something that can be found on page 43-44, 46, 48, 51, and 54-56 in the forms of dialogue, incomplete dialogue, make up monologue, and expressions. In unit 4, the speaking materials developed in the textbook is showing attention that can be found on page 63-64, 66, 70, 73-74, and 76 in the forms of dialogue, incomplete dialogue, make up dialogue, make

up monologue, and expressions. In unit 5, the speaking materials developed in the textbook is expressing and responding to doubts that can be found on page 82-83, 86, 88, 90, 94, 97, and 99 in the forms of incomplete dialogue, make up dialogue, make up monologue, and expressions. In unit 6, the speaking materials developed in the textbook is telling an interesting news that can be found on page 111-113, 116, 124, and 126 in the forms of dialogue, incomplete dialogue, make up dialogue, make up monologue, and expressions. In unit 7, the speaking materials developed in the textbook is telling an interesting news that can be found on page 133-135, 137, 143, 145, and 148 in the forms of dialogue, make up dialogue, make up monologue, and expressions. In unit 9, the speaking materials developed in the textbook is responding to news given that can be found on page 177-179, 181, 186, and 192 in the forms of dialogue, incomplete dialogue, make up dialogue, and expressions.

And also the learning materials which presented in Scaffolding English textbook can be seen in the table below,

Table 4.3
SPEAKING MATERIALS IN SCAFFOLDING TEXTBOOK

No.	UNIT	SPEAKING MATERIALS
1.	1 FOODS	Asking for Certainty Responding to Uncertainty Functional text with topic : Procedure
2.	2 COMPUTERS AND MOBILE PHONES	Asking for repetition Expressing gratitude Functional text with topic: Procedure
3.	3 RECYCLING THINGS	Admiring something or somebody Functional text with topic: Procedure
4.	4 ENDANGERED ANIMALS	Showing attention Functional text with topic: Report
5.	5 NATURAL DISASTERS	Expressing doubts Responding to doubts Functional text with topic: Report
6.	6 INFORMATION TECHNOLOGY	Telling interesting news Functional text with topic: Report
7.	7 HONESTY	Telling interesting news Functional text with topic: Narrative
8.	9 HISTORY	Responding to news given Functional text with topic: Narrative

According to Tarigan and Tarigan (1986: 22), a good textbook has to support and be relevant to the

implementation of the curriculum. As the resource of materials in teaching and learning activity, the materials which presented in the textbook should be relevant to the curriculum in which the textbook published. In this section will be discuss the relevance of speaking materials presented in Scaffolding English textbook with speaking materials in Standar Isi 2006.

The speaking materials in Scaffolding English textbook will be presented in table and confronted with speaking materials in Standar Isi 2006. The researcher has distinguished the materials in the textbook and here are the results of analysis presented in the table below, the sign (√) means the speaking materials which presented in the textbook and speaking materials in Standar Isi 2006 are relevant.

Table 4.4
THE RELEVANCY OF SPEAKING MATERIALS IN SCAFFOLDING ENGLISH TEXTBOOK AND STANDAR ISI 2006

N o.	Speaking Materials stated in SI 2006	Speaking Materials presented in SCAFFOLD ING	Relevancy	
			Relev ant	Irrelev ant
1.	Mengungkapk an makna dalam percakapan transaksional dan interpersonal:	a. Asking for repetition		
	a. Meminta pengulanga n (asking for repetition)		√	
	b. Mengunka pkan dan menanggap i keraguan (expressing and responding to doubts)	b. Expressing and responding doubts	√	
	c. Meminta dan memberi kepastian (asking and giving certainty	c. Asking for certainty d. Responding to uncertainty	√	
	d. Menunjukk an perhatian (showing attention)	e. Showing attention	√	
	e. Menyataka	f. Admiring	√	

	n kekaguman (admiring someone or something)	something or somebody		Mengungkapka n makna teks monolog sederhana dengan topik: c. Report	Doing an oral in the form of monologue text with the topic of : c. Report	√
f.	Mengungkap kan kesantunan (expressing gratitude)	g. expressing gratitude	√			
g.	Memberi berita yang menarik perhatian (telling interesting news)	h. telling interesting news	√			
h.	Memberi komentar terhadap berita (responding interesting news given)	i. responding to news given	√			
		j. Attracting someone's attention	√			
		k. Offering something	√			
		l. Inviting someone	√			
		m. Accepting and refusing someone invitations	√			
2.	Mengungkapka n makna teks fungsional pendek		√			
3.	Mengungkapka n makna teks monolog sederhana dengan topik: a. Procedure	Doing an oral in the form of monologue text with the topic of : a. Procedure	√			
	Mengungkapka n makna teks monolog sederhana dengan topik: b. Narrative	Doing an oral in the form of monologue text with the topic of : b. Narrative	√			

From the table above, it can be concluded that most of speaking materials in Standar Isi 2006 are developed in Scaffolding English textbook. However, one of the speaking materials in Standar Isi 2006 is not developed in the textbook, such as *Mengungkapkan makna teks fungsional pendek*. Other speaking materials in Scaffolding English textbook are developed which unstated in Standar Isi 2006 such as *attracting someone's attention, offering something, inviting someone, and accepting and refusing invitations*.

Example of the relevant speaking materials is presented in the Scaffolding textbook unit 1. In unit one, the speaking materials are relevant to Standar Isi 2006. The students are asked to learn about how to ask for and respond certainty. The materials presented in the form of expressions, incomplete dialogues, and make up dialogues. The students can learn the expression from the recording in the task 3 in unit one. It can be said that the speaking materials not only relevant to Standar Isi 2006, but also fulfill the criteria of good speaking materials (the attractiveness of the speaking materials and the appropriateness of the speaking materials to the students' interests).

But there is one speaking materials in Standar Isi 2006 that is not developed in the textbook and make it as irrelevant speaking materials in the textbook, such as *mengungkapkan makna teks fungsional pendek (doing short functional texts)*. And also there are speaking materials which unstated in Standar Isi 2006, such as speaking material *attracting someone's attention* in unit 6 page 111 in the form of expressions; *offering something* in unit 7 page 135 in the form of dialogue, expression, and incomplete dialogue; *inviting someone* in unit 8 page 155 in the form of expressions; and *accepting and refusing invitations* in unit 8 page 158 in the form of dialogue, expression, incomplete dialogue, and make up dialogue. Those speaking materials are also counting as good speaking materials and unfulfilled the criteria of good speaking materials. However, those speaking materials which are developed in Scaffolding English textbook are not relevant to Standar Isi 2006 when the researcher analyzed it.

From the analysis and discussion, it shows that the presentation of speaking materials in Scaffolding English textbook for the ninth graders are various which presented the speaking materials in the various form (dialogue, incomplete dialogue, make up dialogue, make up monologue, and form of expressions). The speaking materials are included into a good speaking materials because it has fulfilled two of three criteria of good speaking materials based on the literature in chapter II, namely the attractiveness of the speaking materials and

the appropriateness of the speaking materials to the students' interests.

From the analysis and discussion, it also shows that the speaking materials in Standar Isi 2006, most of all are presented well in Scaffolding English textbook for The Ninth graders. Some of speaking materials in the textbook are not relevant because it is not developed in the textbook as stated in Standar Isi 2006 such as *mengungkapkan makna teks fungsional pendek (doing short functional texts)* and some are unstated in Standar Isi 2006 such as speaking material *attracting someone's attention, offering something, inviting someone, and accepting and refusing invitations*. The speaking materials of the textbook need to be revised so that, the objective of language teaching, especially speaking can be reached.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The presentations of speaking materials in Scaffolding English textbook for ninth graders are very various with the speaking materials are presented in various form (dialogue, incomplete dialogue, make up dialogue, make up monologue, and form of expressions). The speaking materials in this book are included into good speaking materials because it has fulfilled two of three criteria of good speaking materials based on the literature in chapter II, namely the attractiveness of the speaking materials and the appropriateness of the speaking materials to the students' interests.

The speaking materials in Scaffolding English textbook are relevant to the speaking materials stated in Standar Isi 2006. Because most of speaking materials stated in Standar Isi 2006 are presented well by Scaffolding English textbook. Only some of speaking materials in the textbook are not relevant because it is not developed in the textbook as stated in Standar Isi 2006 such as *mengungkapkan makna teks fungsional pendek (doing short functional texts)* and some are unstated in Standar Isi 2006 such as speaking material *attracting someone's attention, offering something, inviting someone, and accepting and refusing invitations*.

Suggestion

Relating to the result of analyzing the speaking materials in **Scaffolding** English textbook for The Ninth Graders of Junior High School, the suggestion will be given to the teacher and the writer of the textbook.

For the teachers, they should be more selective in choosing an English textbook which used as learning-teaching source in the class. The teachers should not teach the irrelevant materials for the students if the materials are not appropriate as stated in Standar Isi 2006 or the teachers should find other materials which are used as the replacement of the irrelevant materials.

For the writers, they should revise the textbook based on Standar Isi 2006, especially in speaking materials. So, the textbook can be better next time, especially the speaking materials.

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