

**An Analysis of English Speaking Activities Found in the Textbook *Bahasa***

***Inggris untuk Siswa SMA-MA /SMK-MAK Kelas X***

**Thesis**

***Submitted as a Partial Fulfillment of the Requirements to Obtain  
Bachelor of Education (B. Ed) in English Language Education Program***



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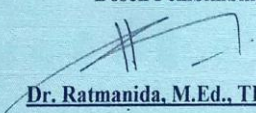
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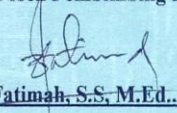
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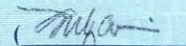
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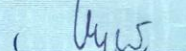
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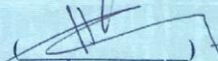
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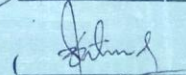
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## **ABSTRACT**

Wulandari, Anisa Fitri. (2019). *An analysis of English speaking activities found in the textbook Bahasa Inggris untuk Siswa SMA-MA /SMK-MAK Kelas X*. Thesis. Padang: English Language Education Program, Universitas Negeri Padang.

This research is a descriptive research that is aimed to describe the types and the degree of communicativeness of speaking activities found in the textbook entitled *Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X* published by Yrama Widya. The data was gained by using two data formats. The first data format is a table to classify the types of speaking activities in the textbook. The second data format is adapted from Littlewood (2004) which has range and criteria in each level of communicativeness of the activity. The result of this research revealed that the textbook has relatively varied speaking activities namely role play, drill, discussion, interview, information gap activity, reporting, and storytelling. Also, the degree of communicativeness of the speaking activities in the textbook is above average.

## **ABSTRAK**

Wulandari, Anisa Fitri. (2019). *An analysis of English speaking activities found in the textbook Bahasa Inggris untuk Siswa SMA-MA /SMK-MAK Kelas X*. Skripsi. Padang: Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mendeskripsikan tipe-tipe dan tingkat kekomunikatifan aktivitas berbicara yang terdapat di buku Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X yang diterbitkan oleh Yrama Widya. Data penelitian ini didapat menggunakan dua buah data format. Data format yang pertama adalah tabel yang digunakan untuk mengambil data mengenai tipe-tipe aktivitas berbicara di dalam buku teks tersebut. Data format yang kedua diadaptasi dari tabel yang dibuat Littlewood (2004) yang memiliki rentang dan kriteria level kekomunikatifan dari sebuah aktivitas. Hasil dari penelitian ini menyatakan bahwa buku teks tersebut memiliki aktivitas berbicara yang relatif beragam yaitu role play, drill, diskusi, interview, information gap activity, reporting, dan storytelling. Selain itu, tingkat kekomunikatifan aktivitas berbicara di dalam buku teks tersebut adalah di atas rata-rata.

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Anisa Fitri Wulandari

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## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the initial enlightenment of this research. It includes background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purpose of the research, significance of the research, and definition of key terms.

#### **A. Background of the Problem**

Textbook is one of the sources of language teaching materials in all level of education. Apparently, the existence of textbook in language teaching process is very helpful since it provides teachers and students with the “ready” materials, such as various text, and activities. Also, Riazi (2003) says that after the teacher, another important item in the area of language teaching and learning of second or foreign language classroom is a textbook. Thus, it can be stated that textbook also takes a crucial part in language teaching process.

Ideally, a textbook is written and organized by harmonizing the content with the current curriculum. In Indonesia, the current curriculum is *Kurikulum 2013*. In its English subject syllabus, it is stated that “English subject focuses to develop students to have communicative competence in interpersonal, transactional, and functional text by using numerous English spoken and written texts” (Kementrian Pendidikan dan Kebudayaan, 2016, p.3). Thus, content covering the topic, the text, the language features that should be taught, and the kind of activities should fit what the curriculum focuses which is aiming student

to obtain communicative competence.

Savignon (1997) says that one of some characteristics of communicative competence is that it exists in limitless types of situations. Therefore, the one's success on particular roles in a situation depends on the one's experience and knowledge in the same prior situation. Hence, a speaking activity ideally should direct students to language, role and situations that they will face in real life to avoid failure in communication. Also, based on learning theory of communicative language teaching, acquiring communicative competence should be equipped with the real language use activity (Richard and Rodgers, 2001) which expose students to the language use in the real life. In addition, Graves (2000) also says that activities should make the students see the relationship of the activity with the real language use to gain experience with real language use.

As stated in the previous paragraph, English subject focuses on aiming students to obtain communicative competence by using numerous English spoken and written texts. Therefore, it also demands the students to have the communicative speaking and writing activities to achieve that aim. However, still, speaking is the common way to communicate. It is in line with Luoma's idea (2007) who states that speaking is what people do in daily life as part of social activity. Thus, in learning a language, students clearly need to do communicative speaking activities that lead them to real world communication.

In relation to communicativeness of speaking activities, Littlewood (2004) has a continuum that ranges the type of activities regarding the

communicativeness level. Its focus starts from language form and structure and moves to meaning. Since the real world verbal communication, obviously taken place in real life, is purposeful and meaningful, it means that the more the activity purposeful and meaningful, the more communicative it is. It does not simply mean that the knowledge about lexical and grammar is not needed, but the real world verbal communication requires more complex language knowledge rather than just language structure. Therefore, most of speaking activities in a textbook ideally should promote real, meaningful and purposeful communication without missing activity to learn language structure.

Research about speaking activities in a textbook actually have been done by several researchers before. For instance, Wahyuningsih (2013) analyzed the speaking activities in a textbook found that the textbook is lack of communicative activities. Also, Kirik (2015) conducted a study which one of the aims was to analyze the rate of two way speech to one way speech among speaking activities found in coursebook series of teaching Turkish as foreign language. The result revealed that the rate of interactive activities in the course book was low. Those studies are evidences that even though some textbooks or course book have been published, sold in the bookstore and even used in some schools or colleges, their quality is not simply guaranteed. Thus, present and forth, the researcher sees that it is highly crucial to analyze any textbooks used by the teachers or used in schools.

The idea about the urge of analyzing the speaking activities of a textbook came up when the researcher taught several classes of Grade 10 students as a part



of teaching practice program in 2017. The researcher was provided with a textbook by a teacher entitled *Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X* published by *Yrama Widya*. This textbook provides numerous activities grouped in four skills. Thus, there are listening activities, speaking activities, reading activities, writing activities, and also some integrated activities. However, after taking a glance of the speaking activities of the first chapter in the textbook, the researcher found that there are many speaking activities restrict the language form, for example the activity where the students are asked to complete a structured dialog and practice it and pair practice by using a structured questions list. Also, the spoken text in the textbook are totally scripted and lack of authentic or real language exposure. The researcher thinks about what is left in the speaking activities if the spoken text as the model of real language cannot help the students to get real communication exposure and help them to develop their communicative competence.

Thus, the researcher decided to analyze the speaking activities in the textbook. This book puts most of the activities separately in skill classification, so the researcher can differentiate clearly speaking materials with other skills materials and avoid bias in this study. Also, this book was composed based on the current curriculum, *Kurikulum 2013*. Thus, the researcher thinks that it is applicable to analyze this textbook.

## **B. Identification of the Problem**

There is a problem identified in the background of the problem. It is the needs to analyze speaking activities in a textbook used by English teachers. Even

though there are many textbooks that are used in school and sold in the bookstore, there is no guarantee they have a good merit. Since most textbooks contain materials and activities, analysis about those things is worth for the sake of goodness in language teaching development.

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

Based on statements above, the researcher took the speaking activities found in “*Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X*” as the limitation of the problem.

### **D. Formulation of the Problem**

Based on the limitation of the problem, the problem can be formulated into “How are the speaking activities found in *Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X* textbook?”

### **E. Research Questions**

The research questions are formulated as:

1. What are the types of speaking activities found in *Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X* textbook?
2. To what degree is the communicativeness of speaking activities found in *Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X*?

### **F. Purpose of the Research**

The purpose of this research is to analyze the types of speaking activities in *Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X* textbook and to

see the degree of communicativeness of speaking activities in *Bahasa Inggris untuk Siswa SMA-MA/ SMK- MAK Kelas X*.

### **G. Significance of the Research**

This study is expected to give teacher useful information and review about speaking activities in the textbook. For textbook publishers, the findings of this study are expected to provide contribution in reviewing the speaking activities in the textbook that it is also expected to appear as encouragement to actively and kindly evaluate and improve the teaching materials published. Finally, this study is also expected to be a useful information for the next researchers or writers who wish to conduct further research or to write paper concerning speaking activities.

### **H. Definition of Key Terms**

1. Speaking activities: activities that require students, as speakers, to learn and implement the speaking skill knowledge to communicate to achieve particular outcomes.
2. Communicativeness level of speaking activity: the level of speaking activities in promoting real world verbal communication.
3. Textbook: a book that teaches a particular subject and that is used especially in school and collages.
4. *Bahasa Inggris untuk siswa SMA-MA /SMK-MAK Kelas X*: an English textbook for tenth grade students published by Yrama Widya.