AN ANALYSIS OF ENGLISH SPEAKING ACTIVITIES FOUND IN THE TEXTBOOK *"BAHASA INGGRIS UNTUK SISWA SMA-MA/ SMK-MAK KELAS X"*

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Abstract

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 UntukSiswa SMA-MA/ SMK-MAK Kelas X* published by YramaWidya. The data was gained by using two data formats. The first data format is a table to gain the types of speaking activities in the textbook. The second data format is adapted from Littlewood (2004) which has rank 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.

Key words: English speaking activities, textbook

A. INTRODUCTION

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 texts, 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 teachingprocess.

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" (KementrianPendidikandanKebudayaan, 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

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communicative competence. Savignon (1997) says that one of some characteristic 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 languageuse.

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 stated 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 communicativenesslevel.Itsfocusstartsfromlanguageform and structure and movestomeaning.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 *BahasaInggrisuntukSiswa SMA-MA/ SMK-MAK*

*KelasX*publishedbyYramaWidya.Thistextbookprovidesnumerousactivities 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. RESEARCH METHOD

Van der Voordt (2002) states that a descriptive research is "about describing how reality is" (p.53). In this way, the design of this research is descriptive research since it is simply aimed to describe the speaking activities found in the textbook entitled *Bahasa Inggris Untuk Siswa SMA-MA/ SMK-MAK Kelas X* published by Yrama Widya. With the purpose of analyzing the textbook, the researcher uses a data format as the instrument of the research. The first data format is a table to gain the types of speaking activities in the textbook. The second data format is adapted from Littlewood (2004) which has criteria in each level of communicativeness of the activity.

Then, the data analysis was done in several steps. First, the researcher analyzed the data obtain as in Appendix 1. Then, the researcher also found the percentage of each type of speaking activity and each communicative speaking activities level by using the formula below:

$$P = \frac{n}{t} \text{ x } 100\%$$

P = the percentage
n = the number of one type of speaking activity
t = the total speaking activities

After the researcher gets the percentage of each type of speaking activity, then the researcher found the level of their communicativeness level by using data format 2 (Appendix 2). The degree of communicativeness of the speaking materials can be calculated as follow:

Degree of communicativeness= (level 1 x 1) + (level 2 x 2) + (level 3 x 3)
+ (level 4 x 4) + (level 5 x 5) / (5 x total
number of speaking activities) x 100%

Then, the researcher will determine the communicativeness level of the speaking activities by using quality classification based on scale in this following table:

Grade	Percentage
Excellent	81-100%
Above average	61-80%
Average	41-60%
Below average	21-40%
Poor	$\leq$20%

Adapted from Gay, Geoffery, and Airasian (2009)

C. RESULT AND DISCUSSION

1. Research Finding (tentative)

After analyzing the data, the researcher discovered seven types of speaking activities listed in indicators provided namely drill, role play, interview, discussion, information gap activity, reporting, and storytelling as displayed in table 1 below (Ch.stands for chapter).

Table 1. The distribution of speaking activity in the Textbook

no	Speaking activity	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Ch. 5	Ch. 6	Ch. 7	Ch. 8	Ch. 9	Total	%
1.	Role play	5	3	6	1	2	4				21	29,2
2.	Drill	5		1	1		9				16	22,2
3.	Discussion	1	4		1	1	1	1	2	5	16	22,2
4.	Interview	1		2	4		3				10	13,9
5.	Information gap activity	1		3	1						5	6,9
6.	Reporting						1		1	1	3	4,1
7.	Storytelling								1		1	1,4
Total per chapter		13	7	12	8	3	18	1	4	6	72	100
Total		72										

Based on table 4.1 above, it can be seen that role play is the most dominant type of speaking activity in the textbook. This activity exists 18 times (29,2%). The second most dominant speaking activities are drill and discussion that both exist 16 times (22,2%). The third most dominant speaking activity is interview activities that occur 10 times (13,9%). The fourth dominant speaking activity is information gap activities which occurs 5 times (6,9%). The fifth dominant speaking activity is reporting activities which were found 3 times (4,1%) in the textbook. Lastly, there is only 1 (1,4%) story tellingactivity in the textbook. Overall, the total of speaking activity in the textbook is 72 activities.

The number of speaking activities regarding to the level of communicativeness to promote real-world verbal communication skill can be seen in this followingtable.

Table 2. The level of communicativeness of speaking activity in the textbook

No.	Activity	Level of communicativeness	Number of activities	Score per activity	Total Score
1	Non-communicative learning	Level 1	16	1	16
2	Pre-communicative language practice	Level 2	5	2	10
3	Communicative language practice	Level 3	27	3	81
4	Structured communication	Level 4	4	4	16
5	Authentic communication	Level 5	20	5	100
Total			72		223
Mean score					0,6194
%					61,94%

Based on table 4.2 above, it can be seen that the communicative language practice (level 3) is the most dominant level with total number 27 activities and it is scored 81. Then, authentic communication activity (level 5) stands as the second dominant level with 20 activities and it is scored 100. After that, non-communicative learning activity (level 1) is the third dominant level with 16 activities and with score 16. Then, pre-communicative language practice (level 2) is the fourth dominant level with 5 activities and with score 10. Lastly, structured communication (level 4) is the least level with 4 times and with score16.

After calculating the score with formula explained in the research methodology, the percentage of the communicativeness level of speaking activities in the textbook is 61,94%. It means that the degree of communicativeness to promote real-world verbal communication skill of speaking activities in the textbook is above average.

2. Discussion

In relation to the types of speaking activities, there are seven types of speaking activities found in the textbook *BahasaInggrisUntukSiswa SMA-MA/ SMK-MAK Kelas X*. They are role play, drill, discussion, interview, information gap activity, reporting, and storytelling. This result, concerning the number of speaking activity types, is same with the study conducted by Lesmana and Kusumarasdyati (2015). There are also seven types of speaking activity found in textbook entitled *When English Rings A Bell*. However, the result concerning the types of speaking activities that were found is different. There are conversation practice, monolog, prepared talk, discussion, questionnaires, role play, and communication games activities found in textbook *When English Rings A Bell*.

The difference of the speaking types found in the textbooks may happen since the researchers used different theory basis on considering the speaking activity types itself. Lesmana and Kusumarasdyati (2015) used Harmer's theory while the researcher counted on theories proposed by Lazaraton (1991), Prabhu (1987), Woods (2005) and Kayi (2006).

However, from all of the speaking activities proposed by some experts, there is one speaking activity that appears on three experts speaking activities' lists discussed before and even also in Harmer's theory. The activity is role play, which also stands as the most dominant speaking activity found in textbook "BahasaInggrisuntukSiswa SMA-MA/ *SMK/MAK Kelas X".* It can be concluded that role play is a common activity expected to promote oral skill and the textbook has made sure it has sufficient number of this activity. This activity is good to make students practice sociocultural variation in speech act. Students learn how to act as a certain role in certain situation or condition and also the suit expressions to express something. In addition, this activity can be modified and developed depending on the level of the students and the length of study program. For instance, a simple structured role play is for novice students and the more complex, creative and longer role play for the advanced students, or a simple structured role play is put in the beginning of the study program and the more complex, creative and longer role play is put in the middle to the end of the study program.

As stated before, intextbook *BahasaInggrisuntukSiswa SMA-MA/ SMK/MAK Kelas X,* the dominant activity is role play. It takes almost a third of total speaking activities with 21 activities (29,2%). However, it does not happen similarly in other textbooks. Lesmana and Kusumarasdyati (2015) found the monolog activity as the most dominant speaking activity found in textbook When English Rings A Bell, a textbook used by seven graders in Indonesia in 2013 Curriculum. On the other hand, from the study conducted by Lee and Chang (2011), information gap activity was found as the dominant activity in junior high school English textbooks in China and drill was found as the dominant activity in junior high school English textbooks in Taiwan.

Thus, it can be assumed that the types and its number provided in each textbook may be different since each textbook is composed for specific grade of students. Also, different writers and curriculum as basis in composing the textbook also contribute on the varieties and composition of speaking activities in a textbook.

Each type of the speaking activities found in textbook *BahasaInggrisuntukSiswa SMA-MA/ SMK/MAK Kelas X* takes its own part to build students' communicative competence. It can be said that each speaking activity types has certain level of complexity in using features of language. For instance, drill demands students to just learn certain structure, or to learn pronunciation and intonation. In other hands, discussions demand students to use more complex language features. The students have to speak and articulate their opinion with understanding of suitable expression with the context, manner, word choice and intonation. In this activity, the focus is on transferring information. There is no pressure of strict rule about grammar since discussion is an activity

for intermediate to advanced students who relatively have sufficient grammar skill. Even if there is a mistake about it, it will not be a big deal and a brief correction can be done. Then, role play demands students to act out dialogue with understanding of context, expression, situation, role, and also intonation.

Related to the communicativeness of the speaking activities to promote real world verbal communication skill in the textbook, the textbook has communicative language practice as the most dominant activities. The level of this activity is in the middle of the continuum proposed by Littlewood (2004). It is in line with the research conducted by Lee and Chang (2011) which revealed that communication language practice has the highest percentage in all volumes of the junior high school English textbooks in China. However, in junior high school English textbooks in Taiwan, pre-communicative language practice got the highest percentage.

Then, authentic communication stands as the second dominant activity found in textbook *BahasaInggrisuntukSiswa SMA-MA/ SMK/MAK Kelas X*. It is very different with what Lee and Chang (2011) found in junior high school English textbooks in China and junior high school English textbooks in Taiwan. Speaking activities promoting authentic communication stands as the least dominant activity. Even in junior high school English textbooks in Taiwan, there is no authentic communication activity found.

In addition, non-communicative learning activity stands as the third dominant activity found in textbook *BahasaInggrisuntukSiswa SMA-MA/ SMK/MAK Kelas X*. However, Lesmana and Kusumarasdyati (2015) did not find any non-communicative learning activity in textbook *When English Rings A Bell*.

It can be seen that each textbook also has different composition of speaking activities regarding to communicativeness level because each textbook is designed, written and made based on different curriculum. Each textbook is also designed for certain grade students and by different writers. However, from the result, it can be seen that the speaking activities in found in textbook *BahasaInggrisuntukSiswa SMA-MA/ SMK/MAK Kelas X* are sufficient enough to promote communicative activities. With the authentic communication activity, as the second dominant activity, is beneficial for students to learn and practice real world verbal communication skill. Also, this textbook still notices structure and pronunciation as important part of learning and acquire language. It is in line with Yalden in Lee and Chang (2011) who states that both linguistic forms and communicative functions are complementary and necessary to develop communicative competence.

Based on calculation of score of all speaking activity, it takes percentage 61,94%. In short, it simply shows that the degree of communicativeness of the speaking activities in the textbook is lightly above average. However, it can be seen that the level of communicativeness of most speaking activities in the textbook is in the middle of the Littlewood's (2004) continuum. Thus, it can be assumed that the attempt of many speaking activities found in the textbook is to make a shift between language structure focus to communicative focus.

D. CONCLUSION AND SUGGESTIONS

Based on findings and discussion, it can be concluded that Textbook *BahasaInggrisUntukSiswa SMA-MA/ SMK-MAK Kelas X* has relatively varied speaking activities namely role play, drill, discussion, interview, information gap activity, reporting, and storytelling. Some of those speaking activities also have different level of communicativeness in each its type with the communicative language practice as the biggest part with 27 activities. Then, authentic communication activity has 20 speaking activities and non-communicative learning activity has 16 activities. In addition, pre-communicative language practice has 5 activities and structured communication has 4 activities. It can be concluded that the communicativeness level of speaking activities found in the textbook is just light above average because numerous of speaking activities in the textbook stands as a transition activities between language form focus activity and communicative activity.

Based on findings of the research, there are several suggestions advised to this textbook for a better quality of speaking activities in the textbook. The suggestions are:

1. This textbook need to provide more types of speaking activities such as game, picture narrating, picture describing, or evena project as variation so the students do not feel bored and always feel interested and enthusiastic in doing the speaking activities.
2. This textbook needs to provide more ideas and form of speaking activities fostering authenticcommunication.

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