

ANALYSIS OF SPEAKING MATERIALS AND ACTIVITIES WRITTEN IN “INTERACTIVE ENGLISH 3” TEXTBOOK

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ABSTRACT

This research is focused on the type of speaking materials and activities of “Interactive English 3” textbook based on Cunningsworth’s and Kathleen’s theories and to find out how is types of speaking materials and activities based on 2013 Curriculum. The method used in this research is document analysis. The research result showed that the textbook provided all the types of speaking materials based on Cunningsworth’s theory. For the speaking activities, this textbook has provided almost all of the types of speaking activities based on Kathleen’s theory, except one, physical actions in speaking lessons. The most presented type of speaking material is practice of language items with a total number is 24 out of 54 and the most presented speaking activity is conversation activities with a total number is 15 out of 47. The speaking materials and activities in this textbook almost fulfilled the criteria of 2013 Curriculum. In conclusion, this textbook should improve several things, which are, the materials and activities must match the level of students’ development, it should emphasis the diversity, and the textbook still too monotonous. This is because the types of speaking materials and activities that appear are always repeated. The teachers are expected to provide other varied learning resources and activities that can be used in the classroom.

Keywords: textbook, speaking materials, speaking activities

INTRODUCTION

Speaking is one of the fundamental skills that students need to learn to be mastered the English language. Through speaking, students can express their opinions and build communication with each other in the social environment. According to Clark & Clark, speaking is an instrument act by which a speech will have an impact on the listener. Speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal in a variety of contexts.

Speaking is an important part of learning and teaching activity. Another important thing in teaching speaking skills is the activities. The students can practice their English through the exercises. Jeremy Harmer states that there are three reasons to get students to talk in class. First, speaking activities provide opportunities for practicing speaking in real life in the classroom. Second, speaking activities in which students try to use one or all of the languages they know to provide feedback to both the teacher and students. Third, students have the opportunity to active various elements of language that they have stored in their brains, especially because the use of these elements becomes automatic (Harmer, 2007: 123). In order to teach speaking skill at school, the teacher should be provided with a textbook equipped with teaching materials and activities as a

source of study. These parts play a role in teaching and learning activity as the core of the curriculum that serves as a means of delivering goals in teaching and learning activity. It also helps teachers prepare subject materials and guide the students in their learning.

To achieve goals in teaching and learning activities, the materials and activities provided by textbooks should stimulate the students to be active in the classroom. This is the role of the teacher is needed where the teacher as the facilitator in the classroom. Besides of teacher's role in the class, the diversity and the attractiveness of the materials and activities are also important things that teachers should consider in teaching and learning activities. The materials and activities that can be successfully delivered will give a high possibility that students can understand the lessons well.

The speaking materials and activities should be accurate with the criteria from curriculum and theory from experts. If we are talking about curriculum, it has relevance in all aspects of the education system because all the teaching and learning activity are based on the established curriculum by the Ministry of Education and Culture (Akbarjono, 2021: 106). The current curriculum in Indonesia is the 2013 Curriculum. According to Mulyasa (2013), 2013 Curriculum is a competency-based curriculum concept that emphasizes character development and the ability to perform competency tasks with certain performance standards, so that results can be felt by the students.

However, speaking in English is not as simple as it sounds, especially for Indonesian students where English is a foreign language and they are not familiar with it. Meanwhile, the key point of learning speaking skill is communicating English words or sentences. In teaching speaking skill, the teacher most of the time refers to the textbook that has provided the speaking materials in the form of several English words and their meanings. So, it is really important to serve good materials and activities in textbook.

There are some researches about the analysis of speaking materials and activities in an English textbook. The first is the research entitled “*An Analysis Speaking Materials of a Student Textbook*”, which has concluded that most of the speaking materials from the textbook are compatible with KTSP syllabus. This research was conducted by Laurika L. Simatupang, Albert Rufinus, and Dwi Riyanti in the *Journal of Tesol Teacher Training and Education Faculty Tanjungpura University*.

Another research entitled “*Content Analysis of Speaking Activities in English Textbook Based on 2012 Curriculum for the First Grade Students at Senior High School*”. This study used the method of content analysis and found that the textbooks fulfilled the category of good and fair for students in teaching and learning activities. This research is written by Ali Akbarjono, Pipit Melati, Feny Martina, and Syafradin from the *Journal of English Education*.

The last is the research entitled “*Content Analysis of English Textbook “Interactive English” Used in First Grade Junior High School in 2013 Curriculum*” by Monica Tambunan, which has shown the result that the textbook is good enough and suitable as the media

for teaching and learning activity. This research used Cunningsworth’s theory to analyze the textbook.

According to some researches above, the researcher wants to analyze the speaking materials and activities written on “Interactive English” textbook for ninth grade students. The reason why the researcher chooses this textbook is because this textbook is used by ninth grade students of MTsN 2 Padang Pariaman, the place where the researcher has done the PPL activity. The purposes of this research are to find out the type of speaking materials based on Cunningsworth’s theory and types of speaking activities based on Kathleen’s theory that are mostly presented in the “Interactive English 3” textbook and based on 2013 Curriculum’s criteria. “Interactive English” is the English textbook published by Yudhistira is written by Rina Dwi Indriastuty with a page count of 216. This textbook has eleven units in total.

This research is expected to be useful for educational terms, especially for (1) Students, as the source of the study; (2) teachers, as a guide in carrying out teaching and learning activities; and (3) school, as an inspiration and reference for improving the quality of teaching and learning activity, especially in English subject.

Furthermore, based on the explanation above, the writer conducted the research entitled “*Analysis of Speaking Materials and Activities written on “Interactive English 3” Textbook*”.

A. METHODOLOGY

This research used the descriptive qualitative research method. The writer planned to examine the speaking materials and activities provided by the “Interactive English” textbook with document analysis design to collect the data from the textbook. The method used to analyze, interpret and report the data that has been described in the textbook. This research aims to analyze the speaking materials based on Cunningsworth’s theory and the speaking activities based on Kathleen’s theory.

This research used the English textbook entitled “Interactive English” for ninth grade students of Junior High School published by Yudhistira as the source of data.

There are several steps in collecting the data in this research. The first step, the researcher reads all the chapters of the textbook entitled “Interactive English” for ninth grade students of Junior High School. The next is identification. The writer identifies the types of speaking materials and speaking activities for each chapter. Next, the researcher classified the types of speaking materials and activities based on the theories. The last step is analyzing the data that has been collected.

In the data analysis technique, the technique used requires an understanding of how to form credible data so that can answer the research question. The procedures of the data analysis technique are the first is organizing. The researcher reads the speaking materials and activities contained in the “Interactive English” textbook for each chapter

to get a deep understanding of speaking materials and activities. Next is coding. The researcher coded the data by looking at the instructions of speaking materials and activities based on the theories that the researcher used to help the classification process. The next is interpreting. The researcher interprets the data obtained by adding comments, explanations, pictures, and others. The last is representing. The researcher represents the data in the form of a description or explanation in detail to show the result of the analysis.

B. FINDINGS AND DISCUSSION

1. FINDINGS

After analyzed the types of speaking materials and activities above, the researcher found the result that based on the data, this textbook has 11 chapters with the total number of speaking materials based on Cunningsworth's theory is 50 that consists of 1 oral presentations, 24 practice of language items, 15 dialogues, 7 role-plays, and 3 communication activities. The most presented speaking material is practice of language items which always appears in every chapter. We can say that almost all of the types of speaking materials exist in the “Interactive English” textbook for ninth grade students of Junior High School in different amounts.

For the speaking activities, the number of speaking activities based on Kathleen's theory is 40 which consist of 10 conversations, 3 interviews, 1 information gap, 1 jigsaw activities, 9 role- plays, 2 logic puzzles, and 14 picture-based activities. The most presented speaking activity is picture-based activities. The only activity that does not appear is the physical actions in speaking lessons.

According to Kemendikbud 2017, the materials and activities must emphasize the criteria based on 2013 Curriculum, they are, the contents should in accordance with the curriculum, the contents are reliable, accurate, and relevance with the students, the contents should in accordance with the level of development of students, the information is presented clearly and straightforwardly, emphasis on diversity, contains the examples and the activities that diverse and varied in form and the level of the activities, the materials provide character values and national insight, and contains varied descriptions that encourage and motivate students to develop themselves.

a) The contents presented contextually in accordance with the curriculum by supporting the goals of national education

The materials and activities that are provided in this textbook is related with the 2013 Curriculum. It can be seen in chapter 1 to chapter 11 of this textbook always referring to core competency and basic competency which are also

listed on the first page of the textbook.

b) The description and contents are reliable, accurate, and relevance

This textbook has provided the materials and activities which are reliable, accurate, and relevance, because, the materials and activities presented in this textbook is in accordance with the topics discussed. For example, it can be seen in chapter 1, it discussed about the expression of congratulations. On pages 7 and 8, there are dialogues about the topic and how to use it in daily life.

c) The contents presented is in accordance with the level of development of students

After analyzed the materials and activities of this textbook, I can say that the contents are accordance with the level of students' development, but the problem is the use of English language. The materials and activities are presented in full English. This textbook is intended for ninth grade students which is mean that their English level is still low, especially for students who have never studied English since elementary school. If the contents are presented in full English, it would be hard for them to understand it without the guidelines from teacher.

d) The information is presented clearly and straightforwardly

This textbook has already presented the materials and activities clearly and straightforwardly without adding unnecessary things that might confuse the students.

e) Emphasis on diversity

If we talk about diversity (*kebhinekaan*), this means that the materials and activities in this textbook should show cultural diversity which will later be related to the topics. Unfortunately, the element of diversity is less visible in this textbook. There are only a few of it as on page 10 which shows Balinese dance and page 93 about the characteristics of several regions in Indonesia. Other than that, just about things in general.

f) Contains the examples and the activities that diverse and varied in form and the level of the activities

After analyzed the materials and activities contained in this textbook, this textbook has served some kind of materials and activities based on the theory of Cunningsworth and Kathleen that are quite diverse and varied. But, still too monotonous. This is because the materials and activities that appear are always repeated. The teachers are expected to provide another varied learning resources and activities that can be used in the classroom.

2. DISCUSSION

In the research findings, the researcher analyzed the types of speaking materials based on Cunningsworth's theory and speaking activities based on Kathleen's theory written on "Interactive English" textbook for ninth grade students of Junior High School. Alan Cunningsworth states that there are five types of speaking materials that consist in the textbook, they are oral presentation, practice of language items, dialogues, role-play and communication activities. According to Kathleen M. Bailey, there are eight types of speaking activities, those are conversations, interviews, information gap, jigsaw activities, role-play, logic puzzle, picture-based activities and the physical actions in speaking lesson. Based on the theories above, this textbook consists of 50 speaking materials and 40 speaking activities.

In speaking materials based on Cunningsworth's theory, this textbook has provided all of the types of speaking materials. But, the distribution of the speaking materials did not evenly distribute throughout the chapter. Only the practice of language items material was found in all chapters. As well as the types of speaking activities in this textbook, where each chapter has a dominating type of speaking activity that gives a monotonous effect in each chapter.

The most presented type of speaking material is the practice of language items. Scott Thornburry states that in teaching speaking skill, one of the basic procedures is focus on language features (Thornburry, 2005: 48). Some parts of language features are the sentence structure, grammar, and vocabulary. This type of speaking material is essential for the students in order to understand English, because, in addition to the correct English language pronunciation, students need to know the correct language structure and grammar in English. On the other hand, oral presentation was the rarely presented type of speaking material in this textbook. This is in line with Rebeca Hughes's statement about oral testing as a difficult test and materials (Hughes, 2011: 81). This is because the oral presentation will be difficult if given the same treatment as other conventional tests and materials.

The most presented type of speaking activity is picture-based activity. Sari Luoma said that different people have different interpretations of a picture (Luoma, 2004: 54). This is very interesting because the students can express their opinion on an image and this certainly trains their ability to think and speak. On the other hand, the rarely presented type of speaking activities are information gap and jigsaw activity. Jeremy Harmer states that the information gap activity is really motivating and has the elements of ideal speaking activity. As well as the jigsaw activity. This group-based activity can encourage students

to be active in speaking. They can exchange information and analyze it together with their group.

Beside of the types of speaking materials and activities, the researcher also analyzed how are the speaking materials and activities based on 2013 Curriculum. The researcher found out that this textbook has followed some criteria of 2013 Curriculum and some others do not. The criteria that are appropriate from materials and activities based on the criteria of the 2013 Curriculum are the first, the contents presented are in accordance with the curriculum.

The second is the contents are reliable, accurate, and relevance. This is really important because material as a source of student learning must be based on reliable source, accurate, and relevant for students. Michael Rost states that relevance means that the materials are suitable for the students or learners. Providing the students with relevant materials will trigger the true motivation of learning that is essential for progress in language learning (Rost, 2002: 160).

The third is the information is presented clearly and straightforwardly. This textbook has provided the materials and activities that presented clearly and straightforwardly. This is important because if the material is too convoluted and unclear, it causes difficulties for students to understand the topic and it is very ineffective.

The criteria that are not followed by this textbook are the contents presented is not in accordance with the level of development of students, the contents do not emphasis on diversity, and the materials and activities do not contain the examples and the activities that diverse and varied in form and the level of the activities.

Overall, the “Interactive English” textbook for ninth grade students of Junior High School has provided almost all types of the speaking materials and activities based on Cunningsworth’s theory and Kathleen’s theory. This textbook also followed some of the criteria based on 2013 Curriculum. Some of the drawbacks of this textbook are the use of English language. This textbook is served for ninth grade students, so, they are not at a fluent level in English, so it is difficult for them to understand the materials without the guidance from teacher. The next is the diversity of the contents and the examples and the activities that are less diverse and varied.

C. CONCLUSION

1. The type of speaking material mostly presented in “Interactive English 3” textbook

There are five types of speaking materials based on Cunningsworth’s

theory, they are oral presentation, practice of language items, dialogue, role-play, and communication activities. The highest percentage of all these speaking materials is the practice of language items (44,44%) which is mean that the most presented type of speaking material is the practice of language items.

2. The type of speaking activity mostly presented in “Interactive English 3” textbook

According to Kathleen's theory, there are eight types of speaking activities, they are conversations, interviews, information gap, jigsaw activities, role-play, logic puzzle, picture-based activities, and physical actions in speaking lessons. The most presented type of speaking activity in this textbook is the conversation activities (31,91%).

3. The similarities between Cunningsworth’s theory and Kathleen’s theory

Although these two theories talk about two different things, there are the similarities that are found. The first, in Cunningsworth’s theory there was a type of speaking material called dialogue, where students communicate with each other about a topic. In Kathleen’s theory, there was activity related to dialogue, namely conversation. The second, there was a type of speaking material named role-play based on Cunningsworth’s theory, and based on Kathleen’s theory there was also a type of speaking activity named role-play. The thing that distinguishes between these materials and activities is the instruction. The activities will have the instruction in the form of orders to make or practice related to improving speaking skills.

4. The speaking materials and activities based on 2013 Curriculum

This textbook has provided almost all of the criteria provided by 2013 Curriculum, they are the contents presented are in accordance with the curriculum, the contents are reliable, accurate, and relevance, and the last is the information is presented clearly and straightforwardly. The criteria that this textbook did not follow are the contents presented is not in accordance with the level of development of students, the contents do not emphasis on diversity, and the materials and activities do not contain the examples and the activities that diverse and varied in form and the level of the activities.

In conclusion, this textbook should improve several things, the first is the materials and activities must match the level of students’ development, the second, it should emphasis the diversity, and the last is this textbook has already provided the speaking materials and activities that are quite varied, but, still too monotonous. This is because the types of speaking materials and activities that appear are always repeated. The teachers are expected to provide another varied learning resources and activities that can be used in

the classroom.

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