



**SPEAKING TOPICS APPEARED  
IN ENGLISH TEXTBOOK  
AT IX GRADE JUNIOR HIGH SCHOOL STUDENTS**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the degree of  
Education Graduate (S.Pd) in english*

**Written By:**

**LOLI SINTA SIREGAR  
Reg. Number. 12 340 0019**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2019**



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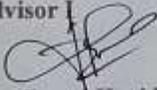
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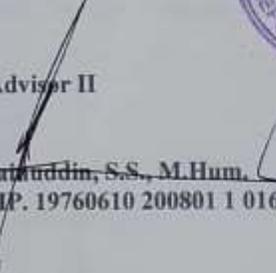
**LOLI SINTA SIREGAR  
Reg. Number. 12 340 0019**



**Advisor I**

  
**Eka Sustris Harida, M.Pd.  
NIP.19750917 200312 2 002**

**Advisor II**

  
**Zamrudin, S.S., M.Hum.  
NIP. 19760610 200801 1 016**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
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**2019**



## LETTER OF AGREEMENT

Term : Munaqosyah  
a.n. Loli Sinta Siregar  
Item : 7 (seven) exemplars

Padangsidempuan, June 2019  
To:  
Dean Tarbiyah and  
Teacher Training Faculty  
In-  
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Loli Sinta Siregar**, entitled "*Speaking Topics Appeared in English Textbook at IX Grade Junior High School Students*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

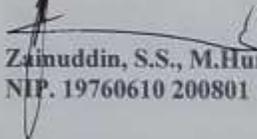
Wassalamu'alaikum Wr.Wb.

Advisor I



**Eka Sustris Harida, M.Pd**  
NIP. 19750917 200312 2 002

Advisor II



**Zainuddin, S.S., M.Hum**  
NIP. 19760610 200801 1 016

**DECLARATION OF SELF THESIS COMPLETION**

The name who signed here:

Name : Loli Sinta Siregar

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Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1

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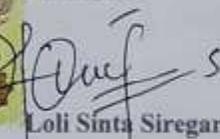
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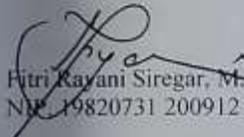
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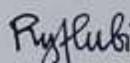
**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : LOLI SINTA SIREGAR  
Reg. No : 12 340 0019  
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education  
Department  
Thesis : **SPEAKING TOPICS APPEARED IN ENGLISH  
TEXTBOOK FOR JUNIOR HIGH SCHOOL  
STUDENTS**

Chief,

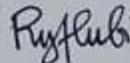
Secretary,

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

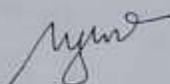
  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

Members,

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

  
Rayendriani Fahmei Lubis, M.Ag.  
NIP. 19710510 200003 2 001

  
Eka Sutri Harida, M.Pd.  
NIP. 19750917 200312 2 002

  
Yusni Sinaga, M.Hum.  
NIP. 19700715 200501 2 010

Proposed :  
Place : Padangsidempuan  
Date : June, 28<sup>th</sup> 2019  
Time : 14.00 WIB until finish  
Result/Mark : 63 (C)  
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RELIGION MINISTRY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

### LEGALIZATION

**Thesis** : SPEAKING TOPICS APPEARED IN ENGLISH  
TEXTBOOK AT IX GRADE JUNIOR HIGH SCHOOL  
STUDENTS

**Written By** : LOLI SINTA SIREGAR  
**Reg. No** : 12 340 0019  
**Faculty/Department** : TARBIYAH AND TEACHER TRAINING FACULTY /  
TBI-1

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of  
graduate of Education (S.Pd.) in English

Padangsidimpuan, June 2019  
Dean of Tarbiyah and Teacher  
Training Faculty



Dr. Celya Hilda, M.Si.  
NIP. 19710920 200003 2 002

**Name** : LOLI SINTA SIREGAR  
**Reg. No** : 12 340 0019  
**Faculty** : Tarbiyah and Teacher Training  
**Department** : English Education (TBI-1)  
**Title of Thesis** : **SPEAKING TOPICS APPEARED IN ENGLISH  
TEXTBOOK AT IX GRADE JUNIOR HIGH  
SCHOOL STUDENTS**

### **ABSTRACT**

This research focused on finding speaking topics appeared in students' textbook of junior high school at grade IX. It is quite difficult to get English textbook has good materials and suitable with the curriculum. Although the government has released the list of appropriate textbook, textbook analysis is seen as an important thing to be conducted. This research was conducted to find out how many speaking topics appeared in the textbook and what are the speaking topics appeared in the textbook.

This research was qualitative approach in using descriptive method. This research began from October 2017 finished on June 2019. Subject and source of data wastextbook for junior high school at grade IX entitled "English in Focus". There were fivechapters in this textbook to be analyzed. Techniques of collecting data wasdocument. Technique of data analysis were: The research analyzed the speaking topic that appear in the book, the researcher counted the number of topics of speaking of the textbook, then the researcher presented the data.

Having presented and analyzed the textbook the researcher found that there are five chapters in the textbook. Each chapter consists of two speaking topics with twelve preactices to support the material. So there are ten speaking topics;respond to a monologue discourse in the form of procedural text and expressions of asking repetition,respond to speech, responding to hesitation correctly,retelling the text in the form of a report, respond to the speech acts, such as showing attention and admiral expression, and respond to a monologue discourse in the form of procedural text, give interesting news or information; express monologue in the narrative form, express monologue in the form of report texts; promote something through an advertisement.

***Key Words: Speaking topics, Textbook***

**Name** : LOLI SINTA SIREGAR  
**Reg. No** : 12 340 0019  
**Faculty** : Tarbiyah and Teacher Training  
**Department** : English Education (TBI-1)  
**Title of Thesis** : **SPEAKING TOPICS APPEARED IN ENGLISH  
TEXTBOOK AT IX GRADE JUNIOR HIGH  
SCHOOL STUDENTS**

### **ABSTRACT**

Penelitian ini berfokus pada menemukan topik speaking yang muncul di buku teks siswa sekolah menengah pertama di kelas IX. Cukup sulit mendapatkan buku teks bahasa Inggris yang memiliki bahan yang bagus dan sesuai dengan kurikulum. Meskipun pemerintah telah merilis daftar buku teks yang sesuai, analisis buku teks dipandang sebagai hal penting untuk dilakukan. Penelitian ini dilakukan untuk mengetahui berapa banyak topik speaking yang muncul di buku teks dan apa topik pembicaraan yang muncul di buku teks.

Penelitian ini adalah pendekatan kualitatif dengan menggunakan metode deskriptif. Penelitian ini dimulai dari Oktober 2017 selesai pada Juni 2019. Subjek dan sumber data adalah buku teks untuk sekolah menengah pertama di kelas IX berjudul "English in Focus". Ada lima bab dalam buku teks ini untuk dianalisis. Teknik pengumpulan data adalah dokumen. Teknik analisis data adalah: Penelitian menganalisis topik berbicara yang muncul dalam buku, peneliti menghitung jumlah topik berbicara dalam buku teks, kemudian peneliti mempresentasikan data.

Setelah mempresentasikan dan menganalisis buku teks tersebut, peneliti menemukan bahwa ada lima bab dalam buku teks tersebut. Setiap bab terdiri dari dua topik speaking dengan dua belas latihan untuk mendukung materi. Jadi ada sepuluh topik speaking; menanggapi wacana monolog dalam bentuk teks prosedural dan ungkapan meminta pengulangan, menanggapi pidato, menanggapi keraguan dengan benar, menceritakan kembali teks dalam bentuk laporan, menanggapi tindakan pidato, seperti menunjukkan perhatian dan ekspresi laksamana, dan menanggapi wacana monolog dalam bentuk teks prosedural, memberikan berita atau informasi menarik; mengungkapkan monolog dalam bentuk narasi, mengungkapkan monolog dalam bentuk teks laporan; mempromosikan sesuatu melalui iklan.

***Key Words: Speaking topics, Textbook***

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, June 2019

Researcher

**Loli Sinta Siregar**

**Reg. No. 12 340 0019**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

English is one of international languages has an important role in education in Indonesia. Students can make communication with other people around the world and open doors to scientific and technical knowledge, by mastering English. It also let the students to have a better access to many informations. English also facilitates students to have a better chance to get a better job and a better university. It is because English becomes requirement to enter either company or university, hence having a good ability in English can lead students to gain success in their life.

Mastering English means mastering the four skills, two receptive skills; listening and reading and two productive skills; speaking and writing. Then in fact the mastery of speaking skill in English for foreign language learners is considered to be a measurement of success of learning foreign language especially English.<sup>1</sup> This means that students in Indonesia also need to acquire speaking skill.

Mc donough and shaw said that speaking is purpose-driven to communicate something in order to fulfill certain particular end, involving

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<sup>1</sup> Jack C. Richards, *Teaching Speaking And Listening From Theory To Practice* (Cambridge: Cambridge University Press, 2008), p. 19.

expressing of ideas, negotiating or by solving particular problem and in most common case is to maintain relations or friendships.<sup>2</sup> It is a verbal action to show the existence of human being.

However acquiring speaking skill is not as easy as we think. Because speaking is an interactive process it requires the ability to co-operate in speaking turns. It also typically takes place in real time, with little time for detailed planning.<sup>3</sup> It means that context which surround the speakers highly interfere the way of conveying what speakers think.

Another reason of acquiring speaking skill is not easy is because of the grammar of spoken language differs in numbers significant ways of the grammar of written language.<sup>4</sup> Many differences appeared between the real and direct conversation on the grammar and conversation in text or written material. In direct conversation students do not have time to make plan to express their ideas.

Therefore speaking is the most demanding skill for the teacher to teach. In their own language students are able to express emotion, to communicate intentions and reactions, explore the language and make fun of it, so they expect to do the same in English.<sup>5</sup> These circumstances demand the teacher to generate a highly motivate speaking lesson. In order to make the

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<sup>2</sup> Jo McDonough and Christopher Shaw, *Materials and Method in ELT 2nd Edition "A Teacher's Guide"*, (Oxford: Blackwell Publishing Ltd, 2003), p.134.

<sup>3</sup> Scott Thornbury, *How To Teach Speaking* (Edinburgh: Pearson Education Ltd., 2005), p. 4.

<sup>4</sup> Scott Thornbury, *How To Teach...*, p. 4.

<sup>5</sup> Wendy A. scott & Lisbeth H. Ytreberg, *Teaching English to Children* (New York: Longman, 2000), p. 33.

students to feel comfort to use English, even though as a foreign language, as their mother tongue in the speaking lesson.

Talking about speaking lesson, teacher needs material to support the lesson. What do we mean by material here is textbook. Textbooks as one of the learning materials play a very significant role in the success of teaching and learning. According to Cunnings worth textbooks provide educational text which can be used as source of material for teaching and learning<sup>6</sup>. They provide objectives for the teaching.

Considering textbook as one of essential components of ESL course, the way of selecting the most suitable textbook for a particular context demands for a careful investigation. A textbook can be referred to a published material specially designed to help language learners to improve their linguistic and communicative abilities.<sup>7</sup> Teacher use a textbook which is very important in giving instruction in class even for an English teacher. It is not only the teacher but also the students who definitely use the textbook. Teacher would have a greater chance to be able to teach the material well if there is an appropriate textbook guiding the teaching-learning process, not only inside but also on the outside for example extracurricular class . Teachers and students would be able to build and developed their communicative

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<sup>6</sup>Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMillan Publisher Limited, 1995), p. 7.

<sup>7</sup>Gul Fatima, Syed Kazim Shah and Humail Sultan, "Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context", *International Journal of English Language Teaching*, Vol.3, No.4, pp.79-97, June 2015. ([www.eajournals.org](http://www.eajournals.org) accessed at June 19, 2019 retrieved on 10 pm).

competence better if they use qualified textbooks which has role as provider and supporter the material needed.

Experts offer some criteria of choosing good speaking materials and activities. Hammer stated that opportunities for students to practice real life speaking and offer feedback for both teacher and students are good criteria of speaking activities.<sup>8</sup> Then the same idea is stated by Tomlinson. He adds that good language materials should be relevant and useful.<sup>9</sup> Relevant here means the material of the textbook is connected to what is happening or being discussed. For instance that the materials should give opportunity for students to practice real life speaking activities in can be called as relevant material. Then, suitability between topic and task also can be a consideration for teachers in selecting good speaking materials.<sup>10</sup> By giving a relevant and suitable speaking activities, students are given chance to participate freely and enthusiastically during their speaking class.

In Indonesia it must meet with the curriculum in choosing a textbook for learning and teaching material besides its qualification,. The Ministry of Education and Culture of Indonesia has made a decision that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competency based

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<sup>8</sup> Jeremy Harmer, *How to teach English*, (England: Longman,2007), p. 12.

<sup>9</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 263.

<sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching forth edition*, (New York: Longman, 2007), p. 345.

curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which includes competency of knowledge, attitude, and integrated skills. The aim of 2013 curriculum is to create 2045 generations as intellectual generations who possess noble, independent, democratic, responsible characters.<sup>11</sup>

Now, there are so many publisher that have published English textbooks, either locally or foreign publisher. When the government issued a new curriculum, lots of new English textbooks with the new curriculum published, it is because the goal of the study will be based on the new curriculum.

A lot of number of English textbooks can be found in the market. The eye can easily be deceived by a beautiful layout, attractive artwork and colorful covers. One who is new or inexperienced teacher may have difficulty to know what to look for in an English textbook. The decision to purchase a textbook should therefore be carefully considered. The materials of English textbooks influences what teachers teach and students learn. If the textbook is too advanced or too simple for the students, this will cause problems.

Therefore in reality, it is quite difficult to get an English textbook that has good materials and suitable with the curriculum. Although the the list of

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<sup>11</sup> Indah Surya Wardhani, *Jarak Idealisme Kurikulum dan Realitas* (Semarang: Kompas, 2013), p. 12.

appropriate textbook has been released by the government. So textbook analysis seems as an important thing to do by the teacher.

Considering those matters above, the researcher conducted a textbook analysis for the ninth grade of junior high school textbook. The English textbooks entitled “English in Focus” in this research the researcher analyzed speaking topics appeared in the textbook.

### **B. Focus of the Problem**

There are many materials in this textbook based on language skills such as, listening, reading, and writing and the researcher focused on topics of speaking appeared in this textbook. Here, the researcher limited the research on finding speaking topics that appeared in “English in Focus” as an English textbook for junior high school ninth grade.

English in Focus is written by Artono Wadirman, Masduki B. Jahur and M. Sukirman Djusma at Jakarta. Published by Pusat Perbukuan Departemen Pendidikan Nasional in 2008.

### **C. Formulation of the Problem**

Based on the background of the research above, the researcher formulated the research problem as follow:

1. How many speaking topics that appeared in English textbook for junior high school at grade IX entitle “English in Focus”?

2. What are speaking topics that appeared in English textbook for junior high school at grade IX entitle “English in Focus”?

#### **D. Purpose of the Research**

Based on the formulation of the problem above, the purpose of the research as follows:

1. To find out the number of topics speaking that appeared in English textbook for junior high school at grade IX entitle “English in Focus”
2. To find out what speaking topics are available that appeared in English textbook for junior high school at grade IX entitle “English in Focus”

#### **E. Significance of the Research**

The significances of the research are:

1. English Teacher, to be more creative, adaptive and attractive in teaching speaking.
2. Students, to improve their own speaking ability
3. Researchers, to do further same topic of the research.

#### **F. Review of related Findings**

In supporting the idea of analysis, the researcher has read and consulted some thesis and journal as the guidance which are relevant to the topic. All these give large contribution to the researcher in writing this thesis. Below are the related findings that have been consulted by the

researcher:

The first is a research by Muniroh.<sup>12</sup> The objective of her research was identifying of appropriateness of the English textbook materials entitled “When English Rings a Bell” for grade VII junior high school by using content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP (*Badan Nasional Standar Pendidikan*).

In the result of her research showed that English textbook entitled “When English Rings a Bell” for grade VII Junior High School has fulfilled the criteria of content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP by achieving average score of 90% with coverage 83% for the appropriateness of materials with standard of competence and basic competence, 100% for the material accuracy, 90 % for supporting learning materials, 100% for language appropriateness, 75% for teaching and learning technique, 64% for Presentation coverage, 100% for presentation technique, 100% for book size, 100% for cover design, 92% for content design.

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<sup>12</sup>Muniroh, “A Content Analysis Of The English Textbook Entitled “When English Rings A Bell” For Grade Vii Of Junior High School Published By Ministry Of Education And Culture Of Indonesia In The Year Of 2016” thesis (Semarang: Education And Teacher Training Faculty Walisongo State Islamic University Semarang, 2018).

Then the second research is by Miftahul Khair Nur Ali Mubar.<sup>13</sup> The main goal of his research was developing English speaking materials especially speaking as an additional learning sources. His research was conducted at MTsN Model Makassar in academic year 2014/2015. In his research the population was the third grade students.

The result of the his research showed that the third grade students of MTsN Model Makassar want english materials especially speaking materials based on their need. The existing materials that they used in learning still have many weaknesses. Then, these findings become the basic for the researcher to develop English learning materials especially for speaking. Finally, The English learning materials for students called speaking materials consist of six rules as main topic and 18 activities to improve students' speaking ability. The materials presented in 24 pages.

The third is a research by Fadhillah Akbar. His study focuses on the evaluation of "Let's Talk" English Textbook for Junior High Shool Students year 9 based on Rajan's theory. The results of the study show 10 good criteria are found based on Rajan's theory. In the in-depth approach, those criteria are motivating (95.08%), meaningful (82.23%), authentic (100%), appropriate (100%), graphic (100%), graded (100%), interesting (50%),

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<sup>13</sup>MiftahulKhairNur Ali Mubar, "Developing English Learning Materials For Young Learners Based On Needs Analysis At Mtsn Model Makassar" *Journal*, Volume I, Number 02, December 2015 ([miftahulhairnam@gmail.com](mailto:miftahulhairnam@gmail.com), accessed at June 19, 2019 retrieved on 10 pm).

interactive (100%), integrated (100%), contextualized (92.92%), and creative (100%). The result of percentage is 92.75%. those data aboveshow that the content of the textbook is compatible with Rajan's theory.<sup>14</sup>

The forth research is conducted by Mailani<sup>15</sup> in 2012. The aim of her study is finding out whether the speaking materials of English textbook entitled "English in Focus" compatible with KTSP or not and describing the feasibility of content, language and presentation of the textbook. She used descriptive qualitative approach by using document analysis. She took all speaking materials on the textbook as unit of analysis. Then the findings of her study stated that (1) the presentation of speaking materials in the textbook is not exactly compatible with the curriculum. That can be proven by the fact that there are some of speaking materials suggested in curriculum do not exist in the textbook. (2) The order of presentation of the speaking materials in the textbook is not presented systematically and not compatible with the latest curriculum. In terms of the feasibility of language, the language that appeared in the textbook is simple and understandable.

So those are researches from other researchers to be related findings in this research. The difference between this research and another research is

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<sup>14</sup>Fadhillah Akbar, "The Evaluation Of English Textbook "Let's Talk" For Junior High School Students Year 9 Based On Rajan's Theory" *Article Publication*, (Surakarta: School Of Teacher Training And Education Muhammadiyah University Of Surakarta, 2015).

<sup>15</sup>Mailani. "An Analysis on Speaking Materials Written on English in Focus: An English Textbook for First Year of Junior High School", *thesis* (Jakarta: SyarifHidayatullah State Islamic University Jakarta, 2011).

this research only focuses on finding the number of speaking topics and to find out what are speaking topics appeared in the textbook. That means this research was not done to find the appropriateness the speaking topics to the curriculum or to compare the speaking topics to an expert theory.

### **G. Defenition of The Key Term**

There are some words that important to definite to avoid misunderstanding, they are:

#### 1. Textbook

Textbook is a set of teaching material designed to meet the students' need.

#### 2. Speaking

Speaking is a productive skill that is used by human to communicate ideas orally.

### **H. Methodology of Research**

#### **1. Research Design**

The kind of this research is library research. Library research is a research to analyze the document, book etc.<sup>16</sup> The researcher applied the method to analyze and to find out the speaking topics appear in English

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<sup>16</sup>L. G. Gay And Peter Ariasian, *Educational Research: Component For Analysis And Application*. (Usa. Prentice Hall, Incorporated, 2000), p. 60.

textbook. The researcher used descriptive method because this research described the speaking topic appear in English textbook. Descriptive research also called survey research. It means to analyze or make sense perception about situation or events.<sup>17</sup> From that theory can be concluded that the research design of analysis on the English textbook entitled “*English in Focus*” for grade IX Junior High School is categorized as descriptive qualitative and the type of research is content analysis.

## **2. Sources of Data**

In the preparation of this research uses library research. The source of data this research is “English in Focus” used in the IX grade of Junior High School.

## **3. Technique of Collecting the Data**

In this case, the technique of data collection that has been used document. Document was used for collecting and analyzing the data. It means that document related with the object of research that is “English in Focus” as a textbook used in the IX grade of Junior High School.

The researcher has several steps to collect the data, as follows:

- a. The researcher read all the topics to find speaking topics of English in Focus
- b. The researcher collected the speaking topic that appear in the book.

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<sup>17</sup>L.G.Gay and Peter Ariasian, *Educational Research...*, p. 315.

- c. The researcher made code to all speaking topic
- d. The researcher noted for all speaking topic
- e. The researcher interpreted the data
- f. The researcher took conclusion

#### **4. Technique of Data Analysis**

After the data have been collected, techniques analysis data to find out the speaking topics appear in English in Focus by using content analysis theory. Analysis is study of something by examining it's parts and their relationship.

The analysis data will be administered in the following steps, they are:

- a. The researcher analyzed the speaking topic that appear in the book.
- b. The researcher counted the number of topics of speaking of the textbook.
- c. The researcher presented the data.

#### **I. Outline of the Thesis**

The systematic of this research was consisted to five chapter.

Each chapter consisted of many sub chapter and explanation with detailed like as:

Chapter one was about introduction, consisted of about Background of The Research, Focus of The Problem, Formulation of The Problem, Purpose of The Research, Significances of The

Research, Review of Related Finding, Definition of The Key Term, Research Methodology, And The Outline of The Thesis.

Chapter two was about review of speaking. Was consisted about definition of speaking, function of speaking, speaking activities, role of role of teacher in speaking class, characteristics of a successful speaking activity, and the last problem of speaking ability.

Chapter three was about text book. Consist of definition of textbook, function of textbook, selection of textbook and adapting textbook.

Chapter four was consisted to analysis of the data. The number of speaking topic, speaking topic are available on textbook, discussion and threats of the research.

And the last chapter was just consisted to conclusion and suggestion.

## CHAPTER II

### REVIEW OF SPEAKING

#### A. Defenition of Speaking

McDonough and Shaw stated that speaking is purpose-driven to communicate something in order to fulfill certain particular end, involving expressing ideas, negotiating, or by solving particular problem and in most common cases is to maintain social relations or friendship.<sup>1</sup> It can be concluded that speaking is a productive skill that means human produce sound in order to preserve his life. In addition, cited in Chaney, Kayi determined speaking as building and sharing process of meaning through verbal and non verbal symbol in variety of contexts.<sup>2</sup> So speaking is a phenomenon happens to human being as a way of showing existence and maintaining relationship to others.

Speaking is equally important in children's overall language development. Children learning as their native language spend time developing speaking skills. If you were to visit a class for native English speaking five-year-old in North America, you would undoubtedly see children saying finger-plays, simple chant's and rhymes with hand or finger motions. They would be

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<sup>1</sup> Jo McDonough and Christopher Shaw, *Materials and Method in ELT 2<sup>nd</sup> Edition "A Teacher's Guide"*, (Oxford: Blackwell Publishing Ltd, 2003), p. 134.

<sup>2</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language, The Internet TESL Journal, Vol. XII, No 11* (Nevada: University of Nevada, 2006), p. 1

singing with their teachers. This is regular and important part of the school day because teachers working with young learners recognize how important it is for children to develop strong speaking skill.”<sup>3</sup>

Speaking is the active use of language to express meaning so that other people can make sense of it.<sup>4</sup> It means that speaking is a part of the language that is used to communicate with the other. Speaking ability is an important thing in the process of language learning.

Speaking is considered as a well developed tool in communicating and sharing ideas to fulfill their needs.<sup>5</sup>In addition, cited in Chaney, Kayi determined speaking as building and sharing process of meaning through verbal and non verbal symbol in variety of contexts.<sup>6</sup>To sum up those definitions above, the researcher concludes that speaking is commonly used as a way to relate information or informations between speaker and listener in order to fulfill their need.

## **B. Aspects Of Speaking**

Aspect of speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some

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<sup>3</sup> David Nunan, *practical english language teaching:young learners*, (New York: the international book edition, McGraw-hill, 2000), p. 47-48.

<sup>4</sup> Cameron, *Teaching Language to Young Learners*. (New York: Cambridge University Press, 2001), p. 40

<sup>5</sup> Henry Guntur Tarigan, *Berbicara :Sebagai Suatu Keterampilan Berbahasa*, (Bandung :Angkasa Bandung, 2008), p. 16.

<sup>6</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, *The Internet TESL Journal*, Vol. XII, No 11 (Nevada: University of Nevada, 2006), p. 1

guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

### 1. Speaking is face to face

Most conversation take place face to face which allows speaker to get immediate feedback, i.e. “do listeners understand? Are they in agreement? Do they sympathize?”.<sup>7</sup> So communication through speaking has many assets such as facial expressions, gestures and even body movement. Speaking also occurs most of the time in situations where participant or inter locutors are present.

### 2. Speaking is interactive

Whether we are speaking face to face or over the telephone to one person or a small group, the wheels of conversation usually turn smoothly with participants offering contribution at appropriate moments with no undue gaps or everyone talking over each other.<sup>8</sup> Turn taking is a main feature in interaction and it is an unconcious part of normal conversation.

### 3. Speaking Happens In Real Time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet.<sup>9</sup> These time constraints affect the

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<sup>7</sup>Cornbleet, S. And Carter, R. *The Language Of Speech And Writing* (London: Routledge, 2001) P. 16

<sup>8</sup>Cornbleet, S. And Carter, R. *The Language...*, p. 27

<sup>9</sup>Foster, P., Tonkeyn, A. And Wigglesworth, G. “*Measuring Spoken Language/: A Unit For All Reasons*” *Applied Linguistics*, V.21, N. 3, Pp: 354-3759 (2000), p. 368

speaker's ability to plan to organize the message and change their mind midway; which is termed a false start.

This implies that the production of speech in real time imposes pressures but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands.<sup>10</sup> Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter.

### **C. Function of Speaking**

Among the four skills of language they are listening, reading, writing and speaking, speaking seems as the most important skill after all.<sup>11</sup> It is because students who learn a foreign language expect that they soon be able to use the language to communicate with others. In order to make the process of communicationsmooth, fluency is much needed for students.

Jack Richard stated that the goal of learning speaking skiil in language program is fluency.<sup>12</sup> In order to speak fluently in English, students need to be able to pronounce phonemes correctly, to use appropriate stress and intonation

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<sup>10</sup>Foster, P., Tonkeyn, A. And Wigglesworth, G. "*Measuring Spoken...*", p. 76

<sup>11</sup>Ur ,op. cit., p. 120.

<sup>12</sup> Richards, *op. cit.*, p. 2.

patterns and to speak in connected speech.<sup>13</sup> Then, the other speaking component in languageclass are encouraging the acquisition of communication skill and promoting real communication in and out of the classroom.<sup>14</sup>

Furthermore, there are two functions of speaking they are transactional and personal based on Thornbury.

- a. Transactional fuction is a way of expressing informations and facilitates the exchange of goods and services. For example phoning to book table at a restaurant.
- b. Interpersonal function establishes and maintains good relation among people. For example conversation between friends that take place at the restaurant.<sup>15</sup>

In Brown and Yules' book it is stated that transaction refers to situations where the focus is on what is said or done. Making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Mean while, interpersonal or interactional refers to conversation and it describes interaction that serves a primarily social

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<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007), Forth Edition, p. 343.

<sup>14</sup> Celce-Murcia, *op. cit.*, p. 126.

<sup>15</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), p. 13.

function. For example when people meet they exchange greetings, engage in small talk, recount recent experiences and many more.<sup>16</sup>

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In other words, we can say that speakers do one thing by doing another.<sup>17</sup> So both purposes can be viewed as two dimensions of spoken interaction.

Analyzing speaking purposes more precisely, Kingen combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. Personal; expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive; describing someone or something, real or imagined.
3. Narrative; creating and telling stories or chronologically sequenced events.
4. Instructive; giving instructions or providing directions designed to produce an outcome .
5. Questioning; asking question to obtain information.

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<sup>16</sup>Richards, *op. cit.*, pp. 21—29.

<sup>17</sup> D.Brazil, *A Grammar of Speech* (Oxford: Oxford University Press, 1995).p., 29.

6. Comparative; comparing two or more objects, people, ideas or opinions  
To make judgments about them.
7. Imaginative; expressing mental images of people, places, events, and objects.
8. Predictive; predicting possible future events.
9. Interpretative; exploring meanings, creating hypothetical deductions, and considering inferences.
10. Persuasive; changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
11. Explanatory; explaining, clarifying, and supporting ideas and opinions.
12. Informative; sharing information with others<sup>18</sup>

#### **D. Communicative competence taxonomies**

Canale developed a framework of communicative competence. He distinguished among four elements in communicative competence; Grammatical competence, sociolinguistic competence, discourse competence and strategic competence.<sup>19</sup>

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<sup>18</sup>S. Kingen, *Teaching Language Arts in Middle Schools. Connecting and Communicating* (New Jersey: Lawrence Erlbaum Associates Publishers, 2000).p., 218.

<sup>19</sup>M. Canale, *A Communicative Approach to Language Proficiency Assessment in Minority Setting* (Great Britain: Robert Hartnoll Ltd, 1984).p. 107.

## 1. Grammatical competence

Grammatical competence includes using correct grammar, pronunciation and adequate vocabulary.<sup>20</sup> Then below is further explanation about using correct grammar, pronunciation and adequate vocabulary:

- a. Using grammar correctly in speech implies the ability to produce the distinctive grammatical structures of the language and to use them effectively in communication taking into consideration the characteristics of spoken grammar. For example, spoken clauses, rather than complete sentences, are often joined with coordinators like "and" or "but", or not joined through conjunctions, but simply uttered next to each other, with possibly a short pause between them. Thus simple phrasal structure and purposeful repetition can often be markers of high proficiency.
- b. Using vocabulary adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using the common collocations of words and fixed phrases. This includes also the use of vague language.<sup>21</sup>
- c. Pronunciation, according to Cornbleet & Carter, includes elements such as:

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<sup>20</sup>H. Riggenbach, *Evaluating Learner Interactional Skills. Conversation at the Micro Level* (Amsterdam: John Benjamin's Publishing Company, 1998), p. 55.

<sup>21</sup>S. Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), p. 24.

- 1) Sounds: These include consonants, vowels and consonant clusters.
- 2) Intonation: This refers to the pattern of pitch changes. There are two basic patterns: rising and falling.
- 3) Rhythm: It is created according to the position of stress within a single word or a group of words. Within words stresses have fixed positions but stress within a group of words can move according to meaning.
- 4) Linking and assimilation: When sounds are linked in spoken language, changes occur because of the influence of neighboring sounds.<sup>22</sup>

## 2. Discourse competence

Discourse competence, there are two division in discourse competence they are transactional and interactional. With respect to transactional speech, it is a discourse competence implies the ability to use various information, routines-evaluative and expository including their sequential stages in conversations. It includes also the ability to use the typical rituals for starting or closing a conversation and for changing the subject.<sup>23</sup> With respect to the interactional element of spoken discourse, it is based on the speaker's knowledge of interaction routines and the typical

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<sup>22</sup>S. Cornbleet, and R. Carter, *The Language of Speech and Writing*. (London: Routledge, 2001).p. 18.

<sup>23</sup>R. Young, "Discourse, Approaches to Oral Language Assessment", *journal (Annual Review of Applied linguistics V.22, n. 2, Pp: 243 -262, 2002)*.

interactional features including boundaries such as openings and closings, interrupting, as well as sequential organizations of turns and topics

Concisely, discourse competence includes the learner's ability to:

- a. Structure discourse coherently so hearers can easily follow the sequence of what is said. This implies an adequate knowledge of information and interactional routines.
- b. Use grammatical and lexical references appropriately to refer to people and objects so listeners can keep track of them.
- c. Use discourse markers that cue coherence relations. These are divided into those that mark informational relations and those that mark conversational relations. Conversational discourse markers consist of discourse particles (well, now, anyway) used by participants to maintain conversational coherence. Informational markers include those signaling the introduction of a topic, a shift to a new topic and a summary of the topic. They include also inter-sentential connectors such as markers indicating causative relations, concessive relations and so on.
- d. Keep a conversation going through (ensuring that people will listen, showing interest and interrupting politely to clarify or challenge what someone has said)
- e. Manage turn-taking which entails taking a turn of talk, holding a turn, and relinquishing a turn.

### 3. Pragmatic Competence

Pragmatic Competence is quite linked to appropriateness.<sup>24</sup> It is affected by the context, purpose and interlocutors in the conversation.

Pragmatic competence includes two sub-competences: Functional competence and sociolinguistic competence.<sup>25</sup>

a. Functional competence refers to the ability to accomplish communication purposes in a language. It includes the use of speech acts and phrases associated with them. Hence, to achieve a certain function, some forms are considered appropriate while others are not. Language functions classification is based on listing the main functions for which the language is used. The main language functions suggested are:

- 1) Social functions include functions such as (greeting, introducing people, complaining, thanking and apologizing).
- 2) Information includes functions such as (asking for factual information, providing personal information, describing and narrating).
- 3) Giving opinion includes functions such as (asking for an opinion, giving an opinion, agreeing, disagreeing and predicting).

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<sup>24</sup>S. Cornbleet, and R. Carter, *The Language of Speech and Writing*. (London: Routledge, 2001).p. 18.

<sup>25</sup> G. Pohl, "Cross-Cultural Pragmatic Failure and Implications for Language Teaching. Second Language Teaching and Learning.V.4 2004". (<http://www.usq.edu.au/opacs/sllt/4/Pohl04.html>, accessed on 22th june 2019).

Requesting includes functions such as (requesting, asking favors and accepting or refusing a request).

4) Directing includes functions such as (encouraging, persuading, suggesting, advising, instructing, and threatening).<sup>26</sup>

b. Sociolinguistic competence, on the other hand, is defined as the awareness of how to speak appropriately in different situations and to different people, with varying degrees of formality. Here, the focus is on politeness strategies which entails that the more distant the social relationship between the speaker and hearer, the more politeness markers we would expect to be required.<sup>27</sup>

#### 4. Strategic Competence

In addition to the other three competencies is strategic competence. Effective speakers use compensatory and achievement strategies for example; gestures, circumlocution, topic selection...etc, in assisting them when they don't know all the words to say.<sup>28</sup> Strategic training helps students to manage output in the form of the following skills: interrupting, asking for clarification, asking for explanation and changing the topic.

Here it is clear that strategic competence subsumes many of the skills involved in other competencies. Moreover, it includes other sub-skills

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<sup>26</sup>J. Nattinger & J. De Carrico, *Lexical Phrases and Language Teaching* (Oxford: Oxford University Press, 1992).p. 55.

<sup>27</sup>J. Nattinger & J. De Carrico, *Lexical Phrases...*, p. 57.

<sup>28</sup>R. Scarcella & R. Oxford, *The Tapestry of Language Learning* (Boston: Heinle & Heinle Publishers, 1992).p. 35.

such as compensatory and achievement strategies. Fluency, although not a main component either in communicative competence models or conversational models, is adopted in the current study. Fluency is related to using all speaking skills in the context of the time-bound nature of speaking. It relies on the speaker's ability to use facilitation skills (fillers, lexical phrases, ellipsis...etc.) and compensation skills (self-correction, rephrasing, or repeating) to cope with ongoing fast communication.

### **E. Speaking Activities**

There are many speaking activities that can be applied. Such as four speaking activities have been pointed out by Heidi and Anne they are: performance activities or speech, linguistically structured activities or drill, observation activities and participation activities or guided discussion. Then, Penny Ur also added so many speaking activities.<sup>29</sup> As it is explained below:

#### a. Describing pictures

This activity i.e. describing pictures, teachers give a paper that consists of so many activities to the students. Students in a group are asked to say as many sentences as they can in attempt of describing the picture.

#### b. Pictures differences

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<sup>29</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007), Forth Edition, p. 343.

In pictures differences activities, students are grouped in pairs, each member of the pair has different pictures. Without showing the pictures to each other, they have to find out what the differences are between them so that each of them can take turn to tell about the pictures.

c. Things in Common

In this activity i.e. things in common, students are asked to sit in pairs. And then, they talk to one another in order to find out as many things as they can understand that they have in common.

d. Solving a problem.

In this activity i.e. solving problem, students are asked to solve a problem after the teacher gives a story that contains problem.

Moreover, other speaking activities are created by Hammer, they are:

a. Acting from a script

In this activity there are scripts or dialogues that have been prepared for the students to perform. The text can be prepared either by teacher or students.

b. Prepared talk

In this activity students are asked to give presentation, or speech.

c. Questionnaires

In this activity the whole class takes turn to ask as many questions as possible one by one.

d. Simulation and Role Play

In this activity students are told to simulate a simulation performance such as business meeting, an interview in a hotel, a shop or, a cafeteria. They do these activities like in the real world.<sup>30</sup>

Moreover as Thornbury divided storytelling into three activities, storytelling can be a suitable speaking activity. The divisions are:

a. Guess the lie

In this activity students take turn in telling each other three short personal anecdotes, two of which are true, and one anecdote is wrong. Then other students are asked to guess which one the wrong statement and give necessary reasons.

b. Insert the word

In this activity a card with unusual word or expression are given to students. Then those students take turn in telling each other an anecdote in which they incorporate their secret item as unremarkably as possible. At the end of each telling phase, the others have to guess what the word or expression was.

c. Chain story

In this activity students are asked to work in group. They take turns to tell a story, each one taking over from and building on, the contribution of their class mates at a given signal from the teacher.

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<sup>30</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), p. 13.

## **F. Characteristics of a Successful Speaking Activity**

There are some characteristics of successful speaking activities, the explanation as follow:

### a. Learners talk a lot

All students can participate well. They can share their brilliant idea without hesitation. Then the speaking class is full of students' voices.

### b. Participation is event

All students have opportunity or chance to speak. Either talkative students or taciturn students can involve well in speaking class. The participation of every student is an event in speaking class.

### c. Motivation is high

Students always have something new to say. They are enthusiastic to speak.

### d. Language is of an acceptable level

In expressing their ideas students use language that are relevant, comprehensible to other and an acceptable level of language accuracy.

## **G. Problem Speaking Ability**

### 1. Inhibition

Speaking requires some degree of real-time exposure to audience, unlike reading writing and listening activities. However, most of students are often too shy about trying to say things in foreign language in the class. They are worry about making mistake and afraid of criticism.

## 2. Nothing to Say

In speaking class students are asked to talk a lot most of the time. In this condition students feel that they are forced to say and think. As a result, they often confuse about what they are going to say even they cannot think.

## 3. Low or Uneven Participation

Usually only some students that get opportunity to speak in a big group, the class is dominated by talkative students, while other students have only very little time to talk. It will be a problem if the teachers have less ability in managing the class.

## 4. Mother-tongue Use

When students lack of word or sentences in a foreign language in a speaking class, they often use their mother-tongue instead of the target language because they feel it is easier to say it in their mother tongue.

## CHAPTER III

### REVIEW OF TEXTBOOK

#### A. Defenition of Textbook

Word textbook always comes to consideration in concerning about teaching and learning process. Textbook refers to “a coherent body of language teaching materials which may consist of either just the course book(s) but also of a learning package consisting of several parts” based on Theo van Els explanation.<sup>1</sup> The statement above shows both students and teachers must have a close relation to the term of textbook. As an essential instructional material teaching and learning process need textbook.

Based on ministry of cultural and education:

Buku teks pelajaran adalah buku acuan wajib untuk digunakan di sekolah yang memuat materi pembelajaran dalam rangka peningkatan keimanan dan ketakwaan, budi pekerti dan kepribadian, kemampuan penguasaan ilmu pengetahuan dan teknologi, kepekaan dan kemampuan estetis, potensi fisik dan kesehatan yang disusun berdasarkan standar nasional pendidikan.<sup>2</sup>

Textbook is a major reference and source of material to be used in school which content learning materials are arranged in order to increase faith and piety, character and personality, mastery of science and technology, ability and

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<sup>1</sup>Theo van Els, *Applied Linguistics and the Learning and Teaching of Foreign Languages*, (London: Edward Arnold, 1984), p. 298.

<sup>2</sup>Peraturan Menteri Pendidikan Nasional, Nomor 11 Tahun 2005 tentang BukuTeks Pelajaran, p. 2.

sensitivity of aesthetic, potentiality of physical and health that is arranged based on standard of education.

Textbook refers to a coherent body of language teaching materials which may consist of either just the course book(s) but also of a learning package consisting of several parts.<sup>3</sup>Textbook is one of the most important elements in the teaching learning process. Because textbooks can present a variety of material that will be taught

Based on those definitions above, the researcher summarizes that textbook is a body of language teaching material which content is arranged in order to facilitate students in attaining the objective of learning.

## **B. Function of Textbook**

Penny Ur explains about advantages of textbook. The researcher selects some of them as function of textbook, the explanation as follows:

### 1. Framework

As a guideline for teachers in transferring knowledge to the students, textbook provides clear framework. The textbook is formulated based on a syllabus in a curriculum. Thus, materials on textbook have been matched with the learning objectives and students' need. It makes teacher easier to keep on track of what they should teach to students.

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<sup>3</sup>Theo van Els, et al, *Applied Linguistics and the Learning and Teaching of Foreign Languages*, (London: Edward Arnold, 1984), p. 298.

## 2. Ready-made texts and tasks

A textbook provides texts and tasks which are prepared and ready to be used by teacher to teach students. Content of textbook facilitate teachers to prepare teaching materials. The teacher do not consume a lot of time to arrange teaching materials, because they just need to select materials and activities which are appropriate to student's need.

## 3. Guidance

A textbook can be guidance especially for inexperience teachers, one who still new to the teaching world. Sometimes those such new teacher confuse in explaining materials due to the language. They may not be able to produce accurate language on their own. Thus, textbooks as material provider can help to solve this problem, because textbook presents explanation about materials.

## 4. Autonomy

By having textbook, students have a greater chance to do independent learning. They can learn at home before teacher explains materials. They also can use it for reviewing materials that have been learnt. And then, they also can check what aspect that will be tested. In summarized, textbook can be a resource for self-directed learning or self-access for the students.<sup>4</sup>

Moreover, Jack C. Richard also mentioned some functions of textbook, they are:

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<sup>4</sup> Penny Ur, *A Course in language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 184.

1. Textbook provides structured materials and a syllabus for a program. Textbook not only acts as an instructional material but also it can be a syllabus. Materials on textbook are developed based on syllabus in a curriculum, hence it opens possibility for the teachers to teach without looking at the syllabus.
2. Textbook helps to standardize instruction of teaching-learning process, teachers in Indonesia teach some classes in the same level. All of their students receive similar explanation, thus they can test their students in the same way. As a result textbook can be a standardize instruction.
3. Textbook provides a variety of learning resource. Some textbooks are often accompanied by work book, CD's and cassettes, videos, and CD-ROM's, etc. By giving rich learning resources, the students will not get bored when learning English in the class.
4. Textbook is efficient. Textbook can save teachers' time. It is because they do not consume a lot of time to make material. They just need to select what kind of materials and tasks to teach their students in a certain meeting. It enables teachers to offer time to teach rather than material production. So the teacher can use their time efficiently.

5. Textbook can trainteacher. Inexperienced teachers may always learn material inside a textbook before they teach their students. Hence, textbook can help those such teachers in training their ability in teaching.<sup>5</sup>

### C. Selection of Textbook

Due to the enormous numbers of commercial textbook of English language teaching available on the market, so teachers have to pay more attention to select textbook itself. In selecting a textbook for students, teachers need to be very careful, because unsuitable textbook could possibly make the class tedious with uninteresting material. Cunningsworth stated three stages in selecting textbook:

1. Identifying the aim and objectives of the teaching program.
2. Analyzing the teaching situation which the material will be used.
3. Drawing up list of potential textbook, it can be done by using information from publisher, advice from other people and our own previous experience.<sup>6</sup>

Then, Theo Van Els said that it seems useful to distinguish between the following two stages in selecting a textbook:

1. GlobalSelection

Teachers can choose textbook based on the review of textbook, users' judgments and information from authors and publishers in the global selection.

- a. Textbook review is the most general of textbook description. It often

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<sup>5</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), pp. 254—255.

<sup>6</sup> Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMillan Publisher Limited, 1995), p. 5

consists of summary and surface information.

- b. Then, usually some textbook completed with readers' judgment. It contains the readers' opinion about textbook based on their experience after using it.
- c. The last, information from authors and publishers also can be a consideration in selecting textbook. It explains the strengths of contents in a textbook.

## 2. Analysis of the Textbook

In analyzing the textbook teacher at least can use checklist and comparative textbook description. Through some categories below teacher can check contents of textbook:

- a. Objectives and methodology
- b. Structure
- c. Organization of teaching
- d. Texts
- e. Exercises
- f. Grammar
- g. Phonetic
- h. Vocabulary
- i. Communicative, social and situational context

Teachers can compare it with other textbooks after checking contents of one textbook. Then, those teachers may decide to choose textbook that

more appropriate to their students' need.

Moreover, a good textbook usually have good materials. Based on Tomlinson suggestion that good language teaching material should have some characteristic such as:

- a. Materials should facilitate students in receiving knowledge.
- b. Materials should help students in increasing their confidence.
- c. Materials should be relevant and useful.
- d. Materials should expose students' authentic language.
- e. Materials should provide students with opportunities to use the target language to achieve communicative purpose.
- f. Materials should consider that the students have different learning styles.
- g. Materials should take into account that the students have differentiation in affective attitudes.
- h. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement that stimulates both right and left brain activities.
- i. Materials should provide opportunities for outcome feedback.

#### **D. Adapting Textbook**

In an attempt to find a suitable textbook for their students, teachers should adapt content of a textbook based on students' need. Theo Van Els emphasizes that adaptability of a textbook is an important factor in textbook selection.<sup>8</sup> Explanations below can be taken as a consideration for teachers in adapting a textbook:

1. Modifying content

Teachers can modify the textbook by modifying the text or changing a certain word to make the text more appropriate for their students if material in the textbook not suitable for the students' age, gender, social class, occupation, religion, or cultural background. For examples, a text may contain something related to other religion.

2. Adding or Deleting Content

Teacher can delete material that cannot support students in practicing speaking skill or perhaps teacher can delete writing exercise when a teacher find a Textbook that contain too much or too little explanation or tasks. For example, when teachers want to focus on teaching speaking skill. Then the teacher can add any other information related to the material when explanation in a material is lack.

### 3. Reorganizing Content

Teacher may reorganize arrangement of units on a textbook or within a unit. Teachers may decide not to follow the sequence of activities in a unit but reorder them for particular reason.

### 4. Modifying Tasks

Activities and exercises may need to be changed to give them an additional focus. Example, a reading activity may focus only on getting main idea, so that teachers may take any kind of texts on a textbook in order to practice students to find mainidea.

### 5. Extending Task

Exercise may contain insufficient practice, henceadditional practice tasks need to be added in order to make students having ability in a certain material or skill.

## CHAPTER IV

### ANALYSIS DATA

#### A. Description

##### 1. The number of topics speaking

“English in Focus” English book for Grade IX of Junior High Schools.<sup>1</sup> There are five chapters in the book. In chapter one there are two speaking topic to be appeared; Respond to a monologue discourse in the form of procedural text and expressions of asking repetition, chapter two there are two speaking topic; Respond to speech, responding to hesitation correctly; Retelling the text in the form of a report, chapter three there are two speaking topic; respond to the speech acts, such as showing attention and admiral expression, and respond to a monologue discourse in the form of procedural text, chapter four there are two speaking topic; give interesting news or information; express monologue in the narrative form, chapter five there are two speaking topics; express monologue in the form of report texts; promote something through an advertisement. So, there are ten speaking topics in the textbook “English in Focus” English book for Grade IX of Junior High School.

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<sup>1</sup>Artono wardiman, Masduki B. Jahur, M.sukirman Djusma, *English In Focus For Grade IX Junior High School*, (Jakarta, Pusat Perbukuan, Departemen Pendidikan Nasional:2008)

## 2. Speaking topics are available in the textbook

### a. Chapter One

In chapter one the speaking topic Appeared on English In Focus For Grade IX Junior High School are;

- 1) Respond to a monologue discourse in the form of procedural text
- 2) Expressions of asking repetition.<sup>2</sup>

In this section, students will learn how to:

- 1) Respond to a monologue discourse in the form of procedural text;
- 2) Express correctly to spoken act of repetition.

After learning the lesson in this section, students are expected to be able to:

- 1) Do a monologue discourse in the form of procedural text;
- 2) Show expressions for asking repetition.

The textbook also provides example of speech act about expression of asking repetition;

**Table I**  
**Expressions of asking repetition**

Informal	Sorry, I can't hear you! I'm sorry. I didn't catch what you said.
Formal (to older people or a stranger)	Could you repeat again, please? Would you be louder, please? Sorry, what did you say?

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<sup>2</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p. 6.

There are twelve activities for speaking in this textbook;<sup>3</sup>

- 1) Practice 1 is answering question orally.
  - a) What will you say if you someone to repeat something?
  - b) What do you feel if someone replies your question or statement in an unexpected way?
- 2) Practice 2 is practicing dialog
- 3) Practice 2 is class project; making a paper aeroplane based on teacher's instruction
- 4) Practice 4 is making dialog with the expressions for asking repetition.
- 5) Practice 5 is answering the question orally.
  - a) Have you ever done a procedure by folloeing some instructions?
  - b) Is it difficult for you to do that?
  - c) Why is it difficult or not difficult?
- 6) Practice 6 is practicing the dialogue.
- 7) Practice 7 is retelling the dialogue with own word.
- 8) Practice 8 is taking turn first-aid instruction.
 

What should you do to stop nose bleeding?

  - a) First, loosen the clothing around

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<sup>3</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p. 6-11.

- b) Put a cotton pad in the bleeding nostril.
  - c) Then sit down with your head leaning forward.
  - d) Squeeze your nose until it stops bleeding.
  - e) If your nose continues to bleed, call a doctor.
- 9) Practice 9 is working group;creating advice about something and share it with the class.
- 10) Practice 10 is creating your own tips

Then the textbook provides pronunciation practice;

**Table II**  
**Pronunciation practice**

/tʃ/ (ch)	Chocolate Chain	/tʃɒklət/ /tʃeɪn/
/θ/ (th)	Think	/θɪŋk/
/ŋ/ (ng)	Sung	/sʌŋ/
/ʃ/ (sh)	Sheep	/ʃi:p/

- 11) Practice 11 is announcing it to the class.
- 12) Practice 12 is answering question orally.

## **b. Chapter Two**

In chapter two the speaking topic Appeared on English In Focus For Grade IX Junior High School are; Respond to speech, responding to hesitation correctly; Retelling the text in the form of a report.<sup>4</sup>

In this section, students will learn how to:

- 1) Respond to speech, such as responding to hesitation correctly;

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<sup>4</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p. 28.

2) Retell the text in the form of a report.

After learning the lesson in this section, students are expected to be able to:

- 1) Use the expressions for responding to hesitation;
- 2) Do a monologue in the form of reported text.

**Table III**  
**Expression to Respond Hesitation**

Informal	<p>I'm a hundred percent certain.....</p> <p>You can be sure about.....</p> <p>I've no doubt about....</p> <p>Absolutely positive/certain... (surely) that's obvious, (isn't it?), (say with a smile, and only to friends, it can sound rude) ....</p> <p>It's quite certain....</p>
Formal (To older people or stranger)	<p>I don't think there can be any doubt about that....</p> <p>I don't think there can be any doubt....</p> <p>I'm fairly sure....</p> <p>There's no/very little doubt in my mind....</p> <p>There can't be any doubt....</p>

There are fourteen activities for speaking in this section they are:<sup>5</sup>

- 1) Practice 1 is studying pictures ; answering the question orally.
  - a) Do you like dancing?
  - b) What kind of dancing do you like?
  - c) What is the difference between modern dances and Traditional dances?
  
- 2) Practice 2 is Studying the expression.
  - a) Our group is *absolutely positive* that *dangdutis* the music of joy.
  - b) We don't think *there can be any doubt* that traditional art is becoming extinct.
  - c) Our group is *quite certain* that 75% of young people love rock music.
  
- 3) Practice 3 is studying the dialogue.
 

Siska : are you sure you are going to your singing course this Morning?

Lana : I couldn't say right now. My uncle is sick, and my sister asked me to visit him at 05:00 p.m.

kristin : I don't think there can be any doubt that. She really sing beautifully without lip-sync.

Surya : There's some doubt in my mind that Britney Spears can

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<sup>5</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p. 28-34.

really sing well without lip-sync.

Father :What do you think of the dancers, Son?

Soni : I'm not all convinced that they had good preparation before, Dad.

- 4) Practice 4 is identifying the expression to respond hesitation dialogue
- 5) Practice 5 is answering the question orally based on dialogue in practice 3.
  - a) Who hesitates to go to the singing course?
  - b) Why is that?
  - c) Does Surya think that Britney use lip-sync?
  - d) What does Soni think of the dancers?
- 6) Practice 6 is responding the teacher said
- 7) Practice 7 is discussing the statements; speaking the result discussing from number one to number four.
  - a) Dancing is moving the body together with music.
  - b) Most people dance to have fun.
  - c) We can also dance when we are in a bad mood condition.
  - d) Dancing belongs to rich people.
- 8) Practice 8 is Answering the question orally.
  - a) How is the development of dance in our country? State your opinion based on the dances that you often see on TV.

- b) Can you predict the development of Indonesian dances in the future? Give your opinion.
  - c) Is it necessary to keep the traditional dances in the future? Why?
- 9) Practice 9 is Listening the teacher carefully.
  - 10) Practice 10 is answering the question.
  - 11) Practice 11 is discussing the meaning of word or phrases taking from the text.
  - 12) Practice 12 is retelling text in practice 9 with own word.
  - 13) Practice 13 is reading explanation; do exercising.
  - 14) Practice 14 supplying the gerund of verb.

### c. Chapter Three

In chapter three the speaking topic Appeared on English In Focus For Grade IX Junior High School are; respond to the speech acts, such as showing attention and admiral expression, and respond to a monologue discourse in the form of procedural text.<sup>6</sup>

In this section, the students will learn how to:

- 1) Respond to the speech acts, such as showing attention and admiral expression;
- 2) Respond to a monologue discourse in the form of procedural text.

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<sup>6</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p. 55.

After learning the lesson in this section, the students expected to be able to:

- 1) Use speech acts of showing attention and admiral expression;
- 2) Do a monologue in the form of procedural text.

There are sixth Practice in this section they are:<sup>7</sup>

- 1) Practice 1 is answering the question orally.
  - a) Have you ever seen or read a procedure?
  - b) Where did you find it?
  - c) Did you follow the procedure step by step?
- 2) Practice 2 is rolling play; acting the dialogue.

Vita : I brought some sandwiches. Do you want some?

*(She hands a sandwich to Nely)*

Nely : Thank you. *(Nely takes the sandwich)* It's very delicious. *Fantastic taste.*

Vita : I made them by myself.

Nely : *Really?* Tell me how to make them.

Vita : OK. First, take two slices of bread. Put a slice of butter on each slice. Then cut some cheese into slices.

Nely : *Uh..uh..* and then?

Vita : After that, place the cheese slices on a piece of bread.

Finally, put the other piece of bread on top

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<sup>7</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p. 55-57.

- 3) Practice 3 is answering the question based on the dialogue in practice 2
  - a) Who brought sandwiches?
  - b) Does Nely take the sandwich?
  - c) Did Vita make them by herself or did she buy them?
  - d) What do you call the italicised phrases in the dialogue?
  - e) What are the ingredients for a sandwich?
- 4) Practice 4 is classing project: listening the teacher and follow him/her instruction.
- 5) Practice 5 is Reading the following dialogue.
- 6) Practice 6 is working in pairs: making a dialogue similar to the dialogue in practice 5.

#### **d. Chapter Four**

In chapter four the speaking topic Appeared on English in Focus For Grade IX Junior High School are; give interesting news or information; express monologue in the narrative form.<sup>8</sup>

In this section, students will learn how to:

- 1) Give interesting news or information;
- 2) Express monologue in the narrative form.

After learning the lesson in this section, students are expected to be able to:

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<sup>8</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p.83.

- 1) Use the expressions for giving interesting news or information;
- 2) Do monologue discourse in the narrative form.

**Table IV**  
**Expression to Respond Interesting News or Information**

Informal	<p>You know what? This story is really interesting.</p> <p>Excellent!</p> <p>How great!</p> <p>Wow, I can't believe it.</p>
Formal (to older people or a stranger)	<p>This is the most marvelous news I've ever read, Sir/ Ma'am.</p> <p>I believed that news is really interest you much, Sir? Ma'am.</p>

There are thirteen Practice on this last section there are:<sup>9</sup>

- 1) Practice 1 is answering the question orally.
  - a) What will you say to give an interesting news or information?
  - b) How do you respond to someone who gives you interesting news or information?
- 2) Practice 2 is Studying the expression.
- 3) Practice 3 is responding the statements orally.

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<sup>9</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma, *English In Focus*, p. 83-87.

- 4) Practice 4 is completing the miss word; giving expression or responding to interesting news or information.
- 5) Practice 5 is telling the interesting news or information based on topic.
- 6) Practice 6 is making the dialogue with own word ; giving interesting news or information.
- 7) Practice 7 is Answer the question orally.
  - a) Do you like listening to a story?
  - b) What kind of story do you like?
  - c) What do you like most when you tell the story to the people around you?
- 8) Practice 8 is reading story loudly; Pronunciation and intonation.
- 9) Practice 9 is answering the question based o story in practice 8.
  - a) What did Collin and Sylvia do one sunny morning?
  - b) What did Collin say?
  - c) What did Sylvia agree to?
  - d) How did they spend the rest of that morning?
  - e) What did Collin collect?
  - f) What did Sylvia bring?
  - g) And what did they say at last?
- 10) Practice 10 is matching the word.

**Table V**  
**Matching word column A and column B**

No.	A.	B.
1.	crawling	a. coloured leaf, like division of a flower
2.	remark	b. small pointed piece of steel, used in sewing
3.	gaze	c. metal point of a pen
4.	enormous	d. very small pieces of dry food (eg. bread)
5.	wise	e. move slowly along the ground or on the hands and knees
6.	crumb	f. having good judgment
7.	pea	g. round green vegetable
8.	shell	h. say or write something especially as a comment
9.	Petal	i. hard outer, covering of eggs, nuts, and some animals
10.	pen nib	j. look long and steadily
11.	Needle	k. very large, greatly

- 11) Practice 11 is making the sentence from the words in practice 10.
- 12) Practice 12 is rolling play; retelling the story in practice 8 in own words.
- 13) Practice 13 is developing own word story and share it.

### e. Chapter Five

In chapter five the speaking topic Appeared on English in Focus For Grade IX Junior High School are; speak politely; express monologue in the form of report texts; promote something through an advertisement.<sup>10</sup>

In this section, students will learn how to:

- 1) Speak politely;
- 2) Express monologue in the form of report texts;
- 3) Promote something through an advertisement.

After learning the lesson in this section, students are expected to be able to:

- 1) Speak politely in your daily life;
- 2) Perform monologue in the form of report texts;
- 3) Promote something through an advertisement.

In this section there are twelve Practicing they are:<sup>11</sup>

- 1) Practice 1 is answering the question.
- 2) Practice 2 is bellowing the dialogue for making a hotel reservation.
- 3) Practice 3 is choosing the correct answer based on the dialogue in practice 2

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<sup>10</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p.105.

<sup>11</sup>Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma,*English In Focus*, p.105-111.

- 4) Practice 4 is Rolling play; practicing the dialogue in practice 2.
- 5) Practice 5 is practicing the dialogue on the front of class.
- 6) Practice 6 is Complete the dialogue.
- 7) Practice 7 is answering the question orally. 1. Do you know what a hotel is ?
  - a) Where do you usually find a hotel?
  - b) Can you mention types of hotels that you know?
- 8) Practice 8 is reading text loudly; making some notes and retelling again.
- 9) Practice 9 is answering the question orally based on the text.
  - a) When did inns start serving Travelers?
  - b) Where are hotels usually available?
  - c) What happened by the end of the 18th century?
  - d) Where were larger hotels built in the 19th century?
- 10) Practice 10 is Fill in the blank.
- 11) Practice 11 is completing the advertisement; promoting hotel.
- 12) Practice 12 is making own advertisement. Trying to promote.

## **B. Discussion**

This research is an attempt to analyze and to find out the number and what are speaking topics available in students' textbook entitled "English in Focus", the writers of this textbook are; Artonowardiman, Masduki B. Jahur, M.sukirmanDjusma. This textbook published in Jakarta 2008 by

PusatPerbukuan, DepartemenPendidikanNasional. There are five chapters in thistextbook. Each chapter contains two speaking topics, supported by various speaking activities.

In this research the researcher found that in chapter one there are two speaking topics they are:Respond to a monologue discourse in the form of procedural text and expressions of asking repetition. Then there are twelve practices provided in the textbook.

Then in chapter two there are also two speaking topics appeared they are: Respond to speech, responding to hesitation correctly; Retelling the text in the form of a report. Then there are also twelve practices provided in this textbook.

Furthermore in chapter three there are two speaking topics appeared they are: Respond to the speech acts, such as showing attention and admiral expression, and respond to a monologue discourse in the form of procedural text. Then there are also twelve practices provided in this textbook.

Next in chapter four there are two speaking topics appeared they are: Give interesting news or information; express monologue in the narrative form. In this chapter there are also twelve practices provided.

The last inchapter five there are two speaking topics appeared they are: express monologue in the form of report texts; promote something through an advertisement. There are also twelve practices provided in this last capter of the textbook.

A research conducted by Mailani in 2012. The aim of the study is to find out whether or not the speaking materials of English Textbook entitled “English in Focus” compatible with KTSP and to describe the feasibility of content, language, and presentation of the textbook. This research used descriptive qualitative approach by using document analysis. The writer took all speaking materials on the textbook as the unit of analysis. The findings of the study stated that:

- 1) The presentation of the speaking materials in this textbook is not exactly compatible with the curriculum. That is proven by the fact that there are some of speaking materials suggested in curriculum not include in this textbook.
- 2) The order of presentation of the speaking materials in this textbook is not presented systematically and not compatible with the latest curriculum. In terms of the feasibility of language, the language that used in this textbook is simple and understandable.<sup>12</sup>

So based on the findings that the researcher found and the related finding by Mailani in 2012 as explained above, the researcher draw a conclusion that the Ten speaking topics appeared in this textbook is still not enough to be presented as speaking material for junior high school at grade IX.

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<sup>12</sup>Mailani. “*An Analysis on Speaking Materials Written on English in Focus: An English Textbook for First Year of Junior High School*”, thesis (Jakarta: SyarifHidayatullah State Islamic University Jakarta, 2011).

### **C. Threats of the research**

There are of course many imperfections in this research, because of the researcher's limitation on research methodology and knowledge about the related topic. The researcher found that this is the first experience of analyzing a textbook. The textbook that the researcher used in this research was in Pdf form.

Then there was another textbook to be compared with in this research. So it was hard to take comparative to another textbook used in junior high school. So this research cannot be generalized to every textbook used in junior high school.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

After analyzing the textbook entitled “English in Focus” English book for Grade IX of Junior High Schools. In this research the researcher wanted to find out how many speaking topics appeared in this textbook and what are the speaking topics appeared in this textbook. The researcher make conclusion as follows:

1. There are five chapters in the textbook. For each chapter of the textbook consists of two speaking topics. So there are ten speaking topics appeared in the textbook entitled “English in Focus”.
2. The speaking topics appeared in the textbook are:
  - a. Respond to a monologue discourse in the form of procedural text and expressions of asking repetition
  - b. Respond to speech, responding to hesitation correctly Retelling the text in the form of a report
  - c. Respond to the speech acts, such as showing attention and admiral expression, and respond to a monologuediscourse in the form of procedural text
  - d. Give interesting news or information; express monologue in the narrative form

- e. Express monologue in the form of report texts :promote something through an advertisement

## **B. The Suggestions**

Based on the conclusions above, the researcher gave some suggestions as follow:

1. The reasearcher on this occasion hopes that other researcher will conduct a research related to the topic study, especially to analyze other textbook for junior high school.
2. The students of junior high school, need to be more active in using English textbook, in order to increase their speaking ability and students should to practice in speaking especially from the textbook.
3. The teacher, motivate the students to improve/develop their ability in speaking especially by using the speaking topics in the textbook.

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## CURRICULUM VITAE

### A. Identity

Name : Loli Sinta Siregar  
Nim : 12 340 0019  
Place and Birthday : Palopat Maria, 03<sup>th</sup> January 1994  
Sex : Female  
Religion : Moslem  
Address : Jln. Jendral Sudirman, Palopat Maria Lk. II, Kec.  
Padangsidimpuan Hutaimbaru

### B. Parents

1. Father's Name : Alm. Jhon Hanser Siregar
2. Mother's Name : Siti Rolia Rambe

### C. Educational Background

1. Basic Child Education : TK Bunga Tanjung Palopat Maria (1999-2000)
2. Elementary School : SD Negeri 200118 Sadabuan (2000-2006)
3. Junior High School : MTs Swasta YPKS Padangsidimpuan (2006-2009)
4. Senior High School : SMA Negeri 6 Padangsidimpuan (2009-2012)
5. Institute of Educational : IAIN Padangsidimpuan (2012)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 Jalan H.T. Rizal Nurdin Km. 4,5 Silitang 22733  
 Telephone (0634) 22080 Faximile (0634) 24022

Source : /In.14/E.6a/PP.00.9/10/2017  
 : Biasa  
 : Pengesahan Judul dan Pembimbing Skripsi

Padangsidimpuan, October 2017

Kepada Yth  
 Bapak/ibu : ( Pembimbing I )  
 1. Eka Sustri Harida, M.Pd ( Pembimbing II )  
 2. Zainuddin Saragih, S.S., M.Hum

Di -  
 Padangsidimpuan.  
 Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut:

Nama : LOLI SINTA SIREGAR  
 NIM : 12 340 0019  
 Fakultas/ Jurusan : FTIK/Tadris Bahasa Inggris  
 Judul Skripsi : SPEAKING TOPICS APPEARED IN ENGLISH TEXTBOOK AT IX GRADE JUNIOR HIGH SCHOOL STUDENTS

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud dan dilakukan penyempurnaan judul bilamana perlu.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.  
 Wasalamu'alaikum Wr. Wb.

KETUA JURUSAN TBI

SEKRETARIS JURUSAN TBI

Ravendriani Fanmei Lubis, M.Ag  
 NIP. 19710510 200003 2 001

Fitri Rayani Siregar, M.Hum  
 NIP. 19820731 200912 2 004

Wakil Dekan Bidang Akademik

Dr. Irena Hilda, M.Si  
 NIP. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
 PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA  
 PEMBIMBING II

Eka Sustri Harida, M.Pd.  
 NIP. 19750917 200312 2 002

Zainuddin Saragih, S.S., M.Hum  
 NIP. 19760610 200801 1 016