



**SPEAKING TOPICS IN “ENGLISH IN FOCUS”  
FOR GRADE VIII JUNIOR HIGH SCHOOL  
(SMP/MTs) SMP NEGERI 5  
PADANGSIDIMPUAN**

**A THESIS**

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

**Written By:**

**PATIMAH HANDAYANI NASUTION**  
Reg. Number. 12 340 0028

**ENGLISH EDUCATION PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
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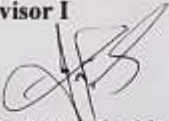
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## LETTER OF AGREEMENT

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Item : 7 (seven) exemplars

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Assalamu'alaikum Wr.Wb.

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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 Padangsidimpuan. Thank you.

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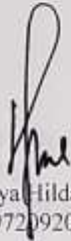
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**LEGALIZATION**

**Thesis** : Speaking Topics Appeared In English Textbook At  
Grade VIII Of Junior High School

**Written By** : PATIMAH HANDAYANI NASUTION  
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**Department** : English Education (TBI-1)  
**Title Of Thesis** : Speaking Topics Appeared In English  
Textbook at Grade VIII Of Junior  
High School

### **ABSTRACT**

The purpose of the research is to describe the speaking topic appeared in English textbook “*English in focus for VIII junior high school*” this book also presents theories as well as activities that are closely familiar to the students. The activities will explore your creativity and encourage you to use your language skills in English and presentation proposed by *pusat perbukuan*, ministry of national education. The research is expected to give reading topic appeared in English textbook.

In this research used qualitative to find out how many topics are presented in textbook and what the kinds of speaking topics.

This research used qualitative descriptive method. Subject and source the data were data in English textbook for junior high school grade viii. The data were collected from every chapter in textbook. As a descriptive analysis researcher write the speaking topic in every chapter, what students would be learned and after learned the lesson section, the students will be able and comprehend the speaking topic every chapter in English textbook

The result indicated that the speaking topic in “English in focus” textbook ere proposed by *pusat perbukuan*, ministry of national education. There was nonconformity found in the textbook, i.e. there some speaking topics is appear in every chapter in English textbook.

**Keywords:** *textbooks, speaking topics.*

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**Title Of Thesis** : Speaking Topics Appeared In English  
Textbook at Grade VIII Of Junior  
High School

### **ABSTRAK**

Tujuan dari penelitian ini adalah untuk mendeskripsikan topik speaking yang muncul dalam buku teks bahasa inggris "fokus bahasa inggris untuk smp VIII" buku ini juga menyajikan teori serta kegiatan yang akrab bagi siswa. Kegiatan ini akan mengeksplorasi kreativitas siswa dan mendorong siswa untuk menggunakan keterampilan bahasa dalam bahasa inggris dan presentasi yang diusulkan oleh pusat perbukuan, departemen pendidikan nasional. Penelitian ini diharapkan dapat memberikan topik bacaan yang muncul di buku teks bahasa inggris.

Dalam penelitian ini digunakan kualitatif untuk mengetahui berapa banyak topik yang disajikan dalam buku teks dan apa jenis topik pembicaraannya.

Penelitian ini menggunakan metode deskriptif kualitatif. Subjek dan sumber data adalah data dalam buku teks bahasa inggris untuk smp kelas VIII. Data dikumpulkan dari setiap bab dalam buku teks. Sebagai peneliti analisis deskriptif menulis topik speaking di setiap bab, apa yang akan dipelajari siswa dan setelah mempelajari bagian pelajaran, siswa akan dapat dan memahami topik speaking setiap bab dalam buku teks bahasa inggris

hasilnya menunjukkan bahwa topik speakingbuku teks“English in focus” yang diusulkan oleh pusat perbukuan, departemen pendidikan nasional. Ada ketidaksesuaian yang ditemukan di buku teks, yaitu ada beberapa topik speaking yang muncul di setiap bab dalam buku teks bahasa inggris.

**Keywords:** *textbooks, speaking topics*

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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, juni 2019  
Researcher



**Patimah handayani nasution**  
**Reg. No. 12 340 0028**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the research

Language is an important tool to do communication in delivering and sharing ideas, information, and feeling. English dominates all aspects in communicating. Language is foremost a means of communication, and communication almost always takes place within some sort of social context. When use language, communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which a part: our family, social groups, and other associations.<sup>1</sup> So, learning English is very important in this modern era. It plays a very important role in almost all fields in life aspect like economy, politic, education, and technology. It causes the quality of human resources become a success key. Therefore have to more rely on the professional human resources. In addition, the people assume that learning and mastering English becomes an important thing to their continuation of education, job, and social status.

Then mastering English means mastering four skill of language too. Two skills are considered as receptive skill; listening and reading. The other two skills are considered as productive skill; speaking and writing. The

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<sup>1</sup> Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage*, (Cambridge: Cambridge University Press, 2000), p. 12.



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>2</sup> Speaking is the key to communication. It is the way to make communication in all aspects of language learning better. The researcher can say that the people are not able to comprehend the language if they cannot use the language in speaking, so it is important for the people to have a good speaking skill.

Speaking is a productive skill that can be directly and empirically observed; those observations are invariable colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an production test.<sup>3</sup> It means that speaking is the productive skill. It could not be separated from listening. When speak produce the text and it should be meaningful.

Speaking represents the real challenge to most language learners. In reality speaking is a lot more than the ability to form grammatically correct sentences and then to pronounce them. 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>4</sup> It means that context which surround the speakers highly interfere the way of conveying what

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<sup>2</sup> Jack C. Richards, *Teaching Speaking And Listening From Theory To Practice* (Cambridge: Cambridge University Press, 2008), p. 19.

<sup>3</sup> Douglas Brown, *Language Assessment (Principles and Classroom Practice)*, (America: San Fransisco State University, 2004), p. 96.

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

speakers think. Another reason of acquiring speaking skill to be challenging is because of the grammar of spoken language differs in numbers significant ways of the grammar of written language.<sup>5</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.

Furthermore speaking is the most demanding skill for the teacher to teach. In their mother tongue 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>6</sup> These circumstances demand the teacher to generate a highly motivate speaking lesson. In order to enabling and to make the students to feel comfort to use English, even though as a foreign language, as their mother tongue in the speaking lesson.

In order to help the students in the speaking lesson we need to know that there are many components which influence English teaching-learning process, namely teachers, learners, materials, and media. Of those factors, teacher is the dominant factor who determines the success of achieving the teaching goals. In teaching, the teacher manages the materials and controls the circumstances of the class. Media can help teachers make the teaching-learning process easy.

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<sup>5</sup> Scott Thornbury, *How To Teach...*, p. iv.

<sup>6</sup> Wendy A. scott & Lisbeth H. Ytreberg, *Teaching English to Children* (New York: Longman, 2000), p. 33.

In teaching-learning process, teachers use the materials. They can be anything that is useful for studying. Materials are anything used to assist students in language learning. They can be in the form of textbook, workbook, cassette, CD-Rom, video, photocopied handout, newspaper, paragraph written on the whiteboard: anything which presents or informs about the language being learned.<sup>7</sup> One of the most important components which can be used to support the teaching is the textbook which provides a clear framework that teachers and learners know where they are going and what is coming next, so that there is a sense of structure and progress.

Penny Ur states that a book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.<sup>8</sup> 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>9</sup>. They provide objectives for the teaching.

Textbooks are considered as an essential component of any ESL course and thus the selection of the best suitable book for a particular context

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<sup>7</sup> Brian Tomlinson, *Materials Development in Language Teaching*, (Cambridge: Cambridge University Press, 1998), p. xiii.

<sup>8</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2006), p. 184.

<sup>9</sup> Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMillan Publisher Limited, 1995), p. 7.

demands careful investigation. A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities.<sup>10</sup> As an English teacher, he or she cannot avoid using a textbook which is important in giving instruction at school. It is not only the teacher but also the students who use the textbook. Teacher can teach the material well if there are appropriate textbook guiding the teaching-learning process, not only inside but also on the outside (extracurricular class of the classroom). Teachers and students can build and develop their communicative competence better if they use qualified textbooks which provide and support the material needed.

Then here are some criteria to choose good speaking materials and activities. Harmer explained that speaking activities should provide opportunities for students to practice real life speaking and offer feedback for both teachers and students.<sup>11</sup> The same idea is also explained by Tomlinson. He adds that good language teaching materials should be relevant and useful.<sup>12</sup> Relevant means connected with what is happening or being discussed. It means that materials which give chance for students to practice real life speaking in their daily life can be called as relevant material. Then, suitability between topic and task also can be a consideration for teachers in

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<sup>10</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).

<sup>11</sup> Jeremy Harmer, *How to teach English*, (England: Longman, 2007), p. 12.

<sup>12</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 263.

selecting good speaking materials.<sup>13</sup> By giving good speaking materials and activities, students are easier to participate freely and enthusiastically during the speaking class.

In Indonesia, Choosing a textbook for learning and teaching material besides its qualification, it must meet the curriculum. The Ministry of Education and Culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competency based curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which includes competency of attitude, knowledge, and skills integrated. The aim of 2013 curriculum is to create 2045 generations became intellectual generations who possess noble characters, independent, democratic, responsible.<sup>14</sup> There must be lots of new English textbooks with the new curriculum because the goal of the study will be based on the new curriculum, too.

At present, there are many English textbooks that have been published, either by local publisher or foreign publisher when a new curriculum is issued by the government. A countless number of English textbooks are available on the market. The eye can easily be deceived by colorful covers, a beautiful

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<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching forth edition*, (New York: Longman, 2007), p. 345.

<sup>14</sup> Indah Surya Wardhani, *Jarak Idealisme Kurikulum dan Realitas* (Semarang: Kompas, 2013), p. 12.

layout and attractive artwork. As an inexperienced teacher it can be particularly difficult to know what to look for in an English textbook. It is quite difficult to get English textbook has good materials and suitable with the curriculum.

The specific research to choose a textbook should therefore be carefully considered. The content of English textbooks influences what teachers teach and learners learn. If the textbook is too advanced or too simple for the students, teacher will certainly be faced with problems. The content of the textbook might not be of the kind that students can relate to.

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

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

Here, the research on analyzing speaking topics appeared in English in focus as English textbook for Junior High School eighth grade. 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.

**C. Formulation of the Problem**

1. How many topics speaking in the textbook?
2. What are the topics speaking in the textbook?

**D. Purpose of the Research**

1. To find out the number of topics speaking
2. To find out what speaking topics are available the textbook

**E. Significances of the Research**

1. English Teacher, to be more creative, adaptive and attractive in 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. The objective of this study was to identify the appropriateness of the materials in the English textbook entitled

“When English Rings a Bell” for grade VII Junior High School with the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP (Badan Nasional Standar Pendidikan).

The result 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<sup>15</sup>

Then, a second research is by Kartini. The purpose of her study was to describe the speaking materials and activities of the English textbook entitled ” ENGLISH ALIVE 1” for ten grade of senior high school student compatible with school-based curriculum or KTSP. Then, she also studies about the feasibility of content and presentation of the textbook.

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<sup>15</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).



Her study uses descriptive method by using document analysis. The data collected for this study will be gathered from the English textbook “English Alive 1” published by Yudhistira. The data is about speaking materials and activities written on the textbook. Based on the result, it can be drawn conclusion that speaking materials and activities are appropriate with school-based curriculum or *KTSP* and it has met criteria of good textbook.<sup>16</sup>

Next, a research by Devy Angga Gunantar, she analyzes some textbooks used in one of Junior High Schools in Indonesia. The way she analyzed the textbooks was based on cultural perspective. This is mainly because, in learning English, Indonesian students should focus more on talking and discussing Indonesian culture in English rather than the English speaking countries’ culture. To analyze and examine the cultural contents in the English textbooks, the writer followed the standards set by Bryam. Bryam’s criterion is considered sufficient and comprehensive. This set of checklist is driven from the idea of cultural learning and teaching as an integral part of language education. The result shows that the writer believed that the material content in the English textbooks has included the topic of Indonesian culture. Most of the discussion is focused on Indonesia local

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<sup>16</sup> Kartini, “A Content Analysis On Speaking Materials And Activities Written On ”English Alive I” Textbook (An Analytical Study on English Textbook for First year of Senior High School)” *thesis* (Jakarta: The Department Of English Education Faculty Of Tarbiyah And Teachers’ Training “Syarif Hidayatullah” State Islamic University Jakarta 2015).

culture and it is considered as an effective way to teach English to Indonesian learners.<sup>17</sup>

## G. Defenition of The Key Term

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

### 1. Textbook

Allan stated that textbook is the best resource to help students in achieving the aim and objectives of learning, because it has already set based on the learners' need.<sup>18</sup> Textbooks are considered at the heart of educational activities, as they provide students "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience".<sup>19</sup> So textbook is a set of teaching material designed to meet the students' need.

### 2. Speaking

Speaking is a productive skill. According to McDonough and Shaw, speaking is "purpose-driven to communicate something in order to fulfill certain particular end, involving expressing of ideas, negotiating, or by

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<sup>17</sup> Devy Angga Gunantar, "Textbooks Analysis: Analyzing English As A Foreign Language (Efl) Textbooks From The Perspective Of Indonesian Culture" *Journal of Language and Literature*, XI/2, April 2017(<http://journal.unnes.ac.id>, accessed at June 19, 2019 retrieved on 11 pm).

<sup>18</sup> Alan Cunningsworth, *Choosing Your...*, p. 7.

<sup>19</sup> Masnur, Muslih. *Text Book writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*, (Yogyakarta: Ar-Ruzz media, 2010), p.50

solving particular problem and in most common cases is to maintain social relations or friendships.”<sup>18</sup>

## 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>20</sup> The researcher applied the method to analyze and to find out the speaking topics appear in English textbook. The researcher used descriptive method because this research described the speaking topic appears in English textbook.<sup>21</sup> Descriptive research also called survey research. It means to analyze or make sense perception about situation or events. The theory it can be concluded that the research design of analysis on the English textbook<sup>22</sup> entitled “*English in Focus*” for grade VIII Junior High School is categorized as descriptive qualitative and the type of the study is content analysis.

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<sup>20</sup> L.G.Gay And Peter Arision, *Educational Research: Component For Analysis And Application*. (Usa. Prentice Hall, Incorporated, 2000), P. 60

<sup>21</sup> *Ibid*, P. 315

<sup>22</sup> B. Anderson, *Pedagogical Rules and Their Relationship to Frequency in Input: Observational and Empirical Data from French*, *Applied Linguistics* 28(2), 2007, available online at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.130.8533&rep=rep1&type=pdf>. on 19/06/2017.

## **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 VIII grade of Junior High School.

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

In this case, the technique of data collection that will be used is 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 used in the VIII 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 appeared in the book.

## **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 its parts and their relationship.

From explanation above analysis is the study of something to find out the real situation. The analysis data will be administered in the following steps, they are:

- a. The researcher analyzed the speaking topic that appears in the book.
- b. The researcher counted the number of topics of speaking of the textbook.

## **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, aspects of speaking, function of speaking, speaking activities, speaking genres, characteristics of a successful speaking activity and communicative competence taxonomies.

Chapter three was about text book. Consist to Definition of Textbook, Function of Textbook, Selection of Textbook, Adapting Textbook.

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

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

## CHAPTER II

### REVIEW OF SPEAKING CONCEPTS

#### A. Defenition of Speaking

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, point out that traditionally the focus in speaking was on motor perceptive skill.<sup>1</sup> Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener.

This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units sounds and move through mastery of words and sentences to discourse.<sup>2</sup> Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense.

Alternatively, advocates adopting a definition of speaking based on interactional skills which involve making decision about communication.<sup>3</sup> This is considered a top down view of speaking.

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<sup>1</sup> Bygate, M. *Speaking* (Oxford: University Press, 1987) P. 5-6

<sup>2</sup> Cornbleet, S. And Carter, R. *The Language Of Speech And Writing* (London: Routledge, 2001) P. 18

<sup>3</sup> Bygate, M. *Theoretical Perspectives On Speaking*, “*Annual Review Of Applied Linguistics V.18. N.1, Pp:20-42*” p.23

Like writing skill, speaking is also a productive skill. According to McDonough and Shaw, speaking is “purpose-driven to communicate something in order to fulfill certain particular end, involving expressing of ideas, negotiating, or by solving particular problem and in most common cases is to maintain social relations or friendships.”<sup>4</sup> Still the same as their idea, Tarigan stated that speaking referred to the production of sounds and words as a meaningful verbal language.

Here are some experts’ statements about speaking. Speaking is one of the central elements of communication.<sup>5</sup> Speaking is the key to communication. It is the way to make communication in all aspects of language learning better. We can say that the people are not able to comprehend the language if they cannot use the language in speaking, so it is important for the people to have a good speaking skill.

Speaking is the active use of language to express meaning so that other people can make sense of it.<sup>6</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.

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<sup>4</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>5</sup> Richards and Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*. (New York: Cambridge University Press, 2002), p. 210

<sup>6</sup> Cameron, *Teaching Language to Young Learners*. (New York: Cambridge University Press, 2001), p 40



Speaking is a productive skill that can be directly and empirically observed, those observations are invariable colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an production test.<sup>7</sup> It means that speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful.

Speaking is also a well developed tool in communicating and sharing ideas between speakers and listeners to fulfill their needs.<sup>8</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>9</sup> To sum up those definitions above, the writer concluded speaking is commonly used as a way to relate any information between speaker and listener in order to accomplish their need.

It is this latter approach that is adopted in the current study and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

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<sup>7</sup>Douglas Brown, *Language Assessment (Principles and Classroom Practice)*. (America: San Fransisco State University, 2004), p. 96

<sup>8</sup> Henry Guntur Tarigan, *Berbicara :Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Angkasa Bandung, 2008), p. 16.

<sup>9</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

## B. Aspects Of Speaking

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some 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 conversations take place face to face which allows speakers to get immediate feedback, i.e. “do listeners understand? Are they in agreement? Do they sympathize?.”<sup>10</sup> Thus 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 participants or interlocutors 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 contributions at appropriate moments with no undue gaps or everyone talking over each other.<sup>11</sup> Turn taking a main feature in interaction is an unconscious part of normal conversation.

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<sup>10</sup> Cornbleet, S. And Carter, R. *The Language Of Speech And Writing* (London: Routledge, 2001) P. 16

<sup>11</sup> Cornbleet, S. And Carter, R. *The Language...*, p. 27

### 3. Speaking Happens In Real Time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet.<sup>12</sup> These time constraints affect the 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>13</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

Speaking is discussed in applied linguistics, speaking as interaction, speaking as a social and situation based activity, these perspectives speaking as an integral part of people's daily lives.<sup>14</sup> Speaking is so much a part of daily life that we take.<sup>15</sup> McKay states that when people speak, it is not the case that they simply open their mouths and speak the words and sentences, when people

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<sup>12</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

<sup>13</sup> Foster, P., Tonkeyn, A. And Wigglesworth, G. "Measuring Spoken...", p. 76

<sup>14</sup> Sari Luoma, *Assessing Speaking*, (New York: University Press), P.9

<sup>15</sup> Scott Thornbury, *How To Teach Speaking*, (English Longman: 2001), P.1

speaking, they are doing so in a cultural context, they are speaking to another person or persons (perhaps friend, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation or a task that needs complimenting.<sup>16</sup>

Among the four skills (listening, reading, writing and speaking) speaking seem as the most important.<sup>17</sup> It is because students who learn a language expect they can use the language to communicate with others people. In order to smooth the process of communication, factor of fluency is much needed for students.

Jack Richards' stated that fluency becomes the goal of learning speaking skill in a language program.<sup>18</sup> To speak fluently in English, students need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>19</sup> So the teacher must enable the students to speak fluently in and out of the school in order to achieve the goal of learning speaking.

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<sup>16</sup> Penny McKay , *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), P.179

<sup>17</sup> Henry Guntur Tarigan, *Berbicara :Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Angkasa Bandung, 2008), p. 120.

<sup>18</sup> Jack C. Richards', *Teaching Listening And Speaking From Theory Topractice* (New York: Cambridge University Press,2008) P. 2.

<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007), Forth Edition, p. 343.

Furthermore, according to Thornbury, there are two functions of speaking, which are Transactional and Interpersonal.

1. Transactional function expresses information and facilitates the exchange of goods and services. For example phoning to book table at restaurant.
2. Interpersonal function establishes and maintains good relation between people. For example conversation between friends that take place at the restaurant.<sup>20</sup>

Brown and Yule stated that transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. While, interpersonal or interactional refers to conversation and describes interaction that serves a primarily social function. For example when people meet, they exchange greetings, engage in small talk, recount recent experiences and many more.<sup>21</sup> The most important thing in speaking is transaction between speaker and listener and the content of what is being talked based on the context of the speaker and listener.

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

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<sup>20</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), p. 13.

<sup>21</sup> Brown and Yule, *Discourse Analysis*, (Cambridge: Cambridge University Press, 2000) , p.21—29.

one thing by doing another.<sup>22</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 questions to obtain information.
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.

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<sup>22</sup> D. Brazil, *A Grammar of Speech* (Oxford: Oxford University Press, 1995). p., 29.

11. Explanatory; explaining, clarifying, and supporting ideas and opinions.
12. Informative; sharing information with others<sup>23</sup>

#### **D. Speaking genres**

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them.<sup>24</sup>

Carter and McCarthy classify speaking extracts in terms of genres as follows:

1. Narrative: A series of everyday anecdotes told with active listener participation.
2. Identifying: Extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.
3. Language-in-action: Data recorded while people are doing things such as cooking, packing, moving furniture, etc.
4. Comment-elaboration: People giving casual opinions and commenting on things, other people, events and so on.
5. Debate and argument: Data, in which people take up positions, pursue arguments and expound on their opinions.
6. Decision-making and negotiating outcomes: Data illustrating ways in

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<sup>23</sup> S. Kingen, *Teaching Language Arts in Middle Schools. Connecting and Communicating* (New Jersey: Lawrence Erlbaum Associates Publishers, 2000). p., 218.

<sup>24</sup> R. Hughes, *Teaching and Researching Speaking* (Warlow: Longman, 2002). p., 83

which people work towards decisions/consensus or negotiate their way through problems towards solutions.<sup>25</sup>

It is recognized that no speech genre can be entirely discrete; for example, narratives can be embedded within other main generic categories. Furthermore, speaking genres overlap with language functions explained before.

## **E. 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>26</sup>

### **1. Grammatical competence**

Grammatical competence includes using correct grammar, pronunciation and adequate vocabulary.<sup>27</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

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<sup>25</sup> M. McCarthy, *Spoken Language and Applied Linguistics* (Cambridge: Cambridge University Press, 1998). p. 98-99.

<sup>26</sup> M. Canale, *A Communicative Approach to Language Proficiency Assessment in Minority Setting* (Great Britain: Robert Hartnoll Ltd, 1984). p. 107.

<sup>27</sup> H. Riggenbach, *Evaluating Learner Interactional Skills. Conversation at the Micro Level* (Amsterdam: John Benjamin's Publishing Company, 1998). p. 55.



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>28</sup>
- c. Pronunciation, according to Cornbleet & Carter, includes elements such as:
  - 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.

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<sup>28</sup> S. Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004). p. 24.

4) Linking and assimilation: When sounds are linked in spoken language, changes occur because of the influence of neighboring sounds.<sup>29</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>30</sup> With respect to the interactional element of spoken discourse, it is based on the speaker's knowledge of interaction routines and the typical 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.

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<sup>29</sup> S. Cornbleet, and R. Carter, *The Language of Speech and Writing*. (London: Routledge, 2001). p. 18.

<sup>30</sup> R. Young, "Discourse, Approaches to Oral Language Assessment", *journal* (Annual Review of Applied linguistics V.22, n. 2, Pp: 243 -262, 2002).

- 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>31</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>32</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>31</sup> S. Cornbleet, and R. Carter, *The Language of Speech and Writing*. (London: Routledge, 2001). p. 18.

<sup>32</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>33</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>34</sup>

#### 4. Strategic Competence

Strategic Competence in addition to the other three competencies, effective speakers use compensatory and achievement strategies for example; (gestures, circumlocution, topic selection...etc) to assist when they don't know all the words to say.<sup>35</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>33</sup> J. Nattinger & J. DeCarrico, *Lexical Phrases and Language Teaching* (Oxford: Oxford University Press, 1992). p. 55.

<sup>34</sup> J. Nattinger & J. DeCarrico, *Lexical Phrases...*, p. 57.

<sup>35</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.

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

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

1. Learners talk a lot

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

2. Participation is event

All students get 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.

3. Motivation is high

Students are enthusiastic to speak; they always have something new to say.

4. Language is of an acceptable level

Learners express their ideas that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

## CHAPTER III

### REVIEW OF TEXTBOOK CONCEPT

#### A. Definition of Textbook

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>1</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.

Textbook is a major reference to be used at school which content learning materials in order to increase faith and piety, character and personality, mastery of science and technology, ability and sensitivity of aesthetic, potentiality of physical and health that is arranged based on standard of education.<sup>2</sup> In addition textbooks also support the teaching learning process to be going regularly and effectively. Then without textbooks, teaching learning will not going smoothly and effectively. Brown state that The presence of a textbook is necessary to support teaching learning process.<sup>3</sup> Its means that with the presence of textbooks can be facilitate students to follow the learning process.

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<sup>1</sup>Theo van Els, et al, *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 Buku Teks Pelajaran, p. 2.

<sup>3</sup>Douglas Brown, *Principles of Language Learning* (New Jersey: Prentice Hall, 1994), p., 143.



As an instructional material in teaching becomes one of the important factors that will determine the success of learning. It is defined as anything used by teachers to promote learning for student.<sup>4</sup> Furthermore Richards states that instructional materials are usually provided as the basis for much of the language input that the learners receive and the language practice that occurs in the classroom.<sup>5</sup> In other words, instructional materials are presented to assist the teachers in teaching and learning process. Then the most supportive materials for ELT is textbook.<sup>6</sup> It is safe to say that materials for teaching and learning process in the classroom are mostly found in course book. Many performance activities and the language instructions can also be encountered in course book. Therefore, it is considered an essential component of any EFL program.

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<sup>4</sup> I. Cakir, "Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary schools. Student views of instructor-student rapport in the college classroom", *journal* (International Electronic Journal of Elementary Education, accessed at June 21, 2019 retrived on 3:30 pm), p., 69-82.

<sup>5</sup> Jack C Richards, *Beyond training*. Cambridge (Cambridge: Cambridge University Press, 1998). p., 45.

<sup>6</sup> H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy* (Englewood Cliffs: Prentice Hall, 2001). p., 133.

## **B. Function of Textbook**

There are several functions of textbook issued by expert. The experts that described the functions of text are:

### 1. Penny Ur

Penny Ur explains so many advantages of textbook. The writer selects some of them as function of textbook, the explanation as follows:

#### a. Framework

As a guideline for teachers in transferring knowledge to their students, either in the class or out of the class, textbook provides clear framework. It is formulated based on a syllabus in a curriculum. Thus, materials on textbook have been matched with the learning objectives. It makes teacher easy to keep on track of what they should teach to students.

#### b. Ready-made Texts and Tasks

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

c. Guidance

A textbook can be guidance especially for inexperienced teachers. Sometimes they confuse to explain materials due to the language. They may not be able to produce accurate language on their own. Thus, textbooks as material provider can help them to solve this problem, because textbook presents explanation about materials.

d. Autonomy

By having textbook, students can do independent learning. They can learn at home before teacher explains materials. They also can use it for review materials that have been learnt. And then, they also can know what aspect that will be tested. In summarized, textbook can be a resource for self-directed learning or self-access to the students.<sup>7</sup>

2. Jack C. Richard

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

- a. Textbook provides structure and a syllabus for a program. Textbook not only plays as an instructional material but also it can be a syllabus.

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<sup>7</sup> Penny Ur, *A Course in language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 184.

Materials on textbook are developed based on syllabus in a curriculum, hence it make possibility for teachers to teach without looking at the syllabus.

- b. Textbook helps standardize instruction Usually, 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.
- c. Textbook provides a variety of learning resource Some textbooks are often companied by work book, CD's and cassettes, videos, and CD-ROM's, etc. By giving rich learning resources, the students will not feel bored learning English in the class.
- d. 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.
- e. Textbook can train teacher Inexperienced teachers may always learn textbook before they teach their students. Hence, textbook can help those teachers in training their ability in teaching.<sup>8</sup>

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<sup>8</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), pp. 254—255.

### C. Selection of Textbook

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

1. Identify the aim and objectives of the teaching program.
2. Analyze the teaching situation which the material will be used.
3. Draw up list of potential textbook, it can be done by using information from publisher, advice from others people and our own previous experience.<sup>9</sup>

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

1. Global Selection

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

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<sup>9</sup> Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMillan Publisher Limited, 1995), p. 5

- a. Textbook review is the most general of textbook description. It often consists of summary and surface information.
- b. Then, usually some textbook also completed by user's judgment. It contents the users' 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 textbook.

## 2. Analysis of the Textbook

In analyzing textbook, teacher at least can use Checklist and Comparative textbook description. Teachers can check contents of textbook through some categories below:

- 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

After checking contents of one textbook, teachers can compare it

with other textbooks. Then, they may decide to choose textbook that more appropriate to teach their students.

Moreover, good textbook usually have good materials. Tomlinson suggests that good language teaching material should have some characteristics, the explanation as follows:

- a. Materials should facilitate students in receiving the 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 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

To make a textbook more suitable for students, teachers should adapt contents of a textbook based on students' need. Theo Van Els emphasizes that adaptability of a textbook is an important factor in textbook selection.<sup>10</sup> Some explanation below can be a consideration for teachers in adapting a textbook:

### 1. Modifying Content

Sometimes, there is material in a textbook which is 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. In this case, teacher can modify the text by changing a certain word to make the text more appropriate for students.

### 2. Adding or Deleting Content

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

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<sup>10</sup> Theo van Els, et al, *Applied Linguistics* ..., p. 298.



### 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

Exercise and activities may need to be changed to give them an additional focus. For 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 main idea.

### 5. Extending Task

Exercise may contain insufficient practice, hence additional 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 VIII of Junior High Schools.<sup>1</sup> There are six chapters in the book. In chapter one there are three speaking topic to be appeared; Asking, giving, and rejecting help, Admitting and denying a fact, Responding to a descriptive text.

Chapter two there are five speaking topic; Asking, giving, and rejecting items, Asking and giving opinions, Expressing agreement and disagreement, Responding to a descriptive text, Responding to a short functional text in the form of notes.

Chapter three there are four speaking topic; Accepting and declining an invitation, Congratulations and Compliment, Responding to a monologue in the form of recount text, Responding to a short functional text in the form of announcement.

Chapter four there are seven speaking topic; asking, giving, and declining opinions, asking and giving agreement, asking, giving, and rejecting help, asking, offering, giving, and rejecting an item, responding

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

to a statement, responding to a narrative text and responding to a short functional text in the form of brochure.

Chapter five there are three speaking topics; responding to a recount text, starting, extending, and ending a conversation on the phone, giving attention to the speaker.

Chapter six there are four speaking topics; asking, giving, and denying information, starting, extending, and ending a conversation, responding to narrative monologue, retelling stories.

So, there are twenty three speaking topics appeared in the textbook entitled “English in Focus” English book for Grade VIII of Junior High School.

## **2. Speaking topics are available in the textbook**

### **a. Chapter One**

There are three speaking topic appeared in chapter two with theme “My Favourite Animals and Plants they” are;

- 1) Asking, giving, and rejecting help
- 2) Admitting and denying a fact
- 3) Responding to a descriptive text

In this section, students will learn how to:

- 1) Use the expressions for asking, giving, and rejecting a help
- 2) Use the expressions for admitting and denying a fact

## 3) Retell a descriptive text

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

- 1) Practice how to ask, give, respond and reject help
- 2) Practice how to admit and deny a fact
- 3) Practice how to retell a descriptive text.

This chapter also provides example of speech act about expression of asking repetition;

**Table I**  
**Expressions of asking for someone's help**

Informal	Can you help me, ...? Please, help me.
Formal (to older people or a stranger)	Can you do me a favour, please? Would you be so kind as to ...?

**Table II**  
**Expressions of giving help to someone**

Informal	Let me give you a hand. Here, I'll do it for you.
Formal (to older people or a stranger)	May I help you with ..., Sir/Ma'am?

**Table III**  
**Expressions of rejecting someone's help**

Informal	No, it's not necessary.
Formal (to older people or a stranger)	Thank you for offering, but ....

**Table IV**  
**Expressions of rejecting someone's help**

Informal	Yes, I admit it. Yes, I did ....
Formal (to older people or a stranger)	Yes, it's true.

**Table V**  
**Expressions of rejecting someone's help**

Informal	I'm not lying, Dad. (actually you lie). No, I didn't say that. (actually you said it).
Formal (to older people or a stranger)	The flower smells good. (actually the flower smellsbad)

There are twelve activities for speaking in this textbook;

- 1) Practice 1 is completing a dialogue with suitable adjectives provided in the box. Then practising it with friend.
- 2) Practice 2 is answering question orally.
  - a) Your friend wants you to describe your pet. How do you describe it?
  - b) Your friend doesn't know about the jasmine flower. She wants you to describe it. How do you describe it?
  - c) What do you usually say to describe things?

- 3) Practice 3 is acting a role play.
- 4) Practice 4 is studying expression with a picture.
- 5) Practice 5 is describing things orally.
- 6) Practice 6 is doing role play.
- 7) Practice 7 is answering questions
  - a) What is Nina asking Niko to do?
  - b) Where will Nina go tomorrow?
  - c) Why is Nina going there?
  - d) What kind of Á over do Baron and Jaja want to see?
  - e) Has Jaja seen that kind of Á over before?
  - f) Does the flower smell good?
- 8) Practice 8 is Going outside the classroom and finding some animals or plants. Then making descriptions about them. Then, reading them in front of the class.
- 9) Practice 9 is Answering question before reading a text in practice  
10
  - a) Do you like gardening?
  - b) Do you have a garden in your yard?
  - c) Mention one famous garden in your country?

10) Practice 9 is reading a text.

MrWarsidi has a garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cut the leaves and the branches in taking care of it. He said that the flowers must get more sun. MrWarsidi often involves his children to take care together of the garden. So they will understand how to take care their environment. Many people tell MrWarsidi how beautiful his garden is.

11) Practice 11 is working in partner to answer question below:

- a) What is MrWarsidi's hobby?
- b) 2. What is he planting in the garden today?
- c) 3. What tree does he always cut its leaves and branches?
- d) 4. Why does he always cut them?
- e) 5. What do many people think about his garden?

12) Practice 12 is describing things orally.

## **b. Chapter Two**

There are five speaking topic appeared in chapter two with theme "It's Time for Holidays" are;

- 1) Asking, giving, and rejecting items
- 2) Asking and giving opinions
- 3) Expressing agreement and disagreement
- 4) Responding to a descriptive text
- 5) Responding to a short functional text in the form of notes

In this section, students will learn how to:

- 1) Use the expressions of asking, giving, and rejecting items
- 2) Use the expressions of asking and giving opinions
- 3) Express agreement and disagreement
- 4) Retell a descriptive text
- 5) Express to a short functional text in the form of notes.

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

- 1) Express how to ask, give, and reject items
- 2) Express how to ask and give opinions
- 3) Express how to express agree and disagree
- 4) Express how to retell a descriptive text
- 5) Express how to respond to a short functional text in the form of notes.

This chapter also provides example of speech act about expression of asking repetition;

**Table VI**  
**Expressions of asking for items from someone**

Informal	Can I have ...? Can you give me ...?
Formal (to older people or a stranger)	May I have ...?



**Table VII**  
**Expressions of giving items for someone**

Informal	Here you are. This is for you.
Formal (to older people or a stranger)	I'd like to give you .... Please accept ....

**Table VIII**  
**Expressions of rejecting items from someone**

Informal	No, thank you
Formal (to older people or a stranger)	Not for me, thanks. Not this time, thanks.

**Table IX**  
**Expressions of rejecting someone's help**

Informal	Yes, I admit it. Yes, I did ....
Formal (to older people or a stranger)	Yes, it's true.

**Table X**  
**Expressions of asking for opinion**

Informal	What do you think ...?
Formal (to older people or a stranger)	What's your opinion ...? How do you feel about?

**Table XI**  
**Expressions of giving opinion**

Informal	I think ....
Formal (to older people or a stranger)	I must say .... From my point of view ....

**Table XII**  
**Expressions of agreeing of something**

Informal	Yes, I agree.
Formal (to older people or a stranger)	That's true.

**Table XIII**  
**Expressions of disagreeing of something**

Informal	I don't agree.
Formal (to older people or a stranger)	No, I don't think ....

Practice 1 is answer the question orally there are below:

- 1) Where do you usually spend your holiday?
- 2) Have you ever been to a theme park?
- 3) What do you say if you want to give opinion?
- 4) What do you say if you agree with your friend's opinion?

Practices 2 are Rolling Play Act out the following dialogue. The dialogue bellow:

Budi and all his classmates are going to Dufan. Budi is chatting with his best friend, Dani.

Budi : It's very exciting today.

Dani : Yes, it is. I'm having so much fun

Budi : Which is the most exciting game for you here?

Dani : Well, I must say that roller coaster is the most exciting game.

Budi :Yes, I agree. The roller coaster gave me an unforgettable experience. I think I want to rideit again.

Dani : Yes, me too. By the way, are you chewing gum?Can I have some?

Budi : Yes, of course. Here you are.

Dani: Thanks.

Budi : Do you want the new banana flavour? It tastesgood.

Dani: Not for me, thanks. I don't like bananas.

Practice 3 answering the question based on dialogue in practice 2. The question below:

- 1) What is Dani's opinion about the most exciting game?
- 2) What about Budi's opinion about it?
- 3) Who is chewing gum in the dialogue?
- 4) Which flavour doesn't Dani like?

Practice 4 is practicing the dialogue with friend. The dialogue below:

Bara : Hi, Mentari. Where are you going anyway?

Mentari:Oh, hi Bara. I'm going to the library.

Bara : Oh. Hey, maybe you can also borrow teenlitor chick lit there?

Mentari: Well, I think that's impossible, Bara. Because I don't like those books. In my opinion, thestories are not so interesting and sometimesthey're so boring.

Bara : I see. According to me, the books are okay. The stories are based on the everyday facts in teenagers' life.

Mentari: Then, we have different opinions about it, Bara. And I appreciate your opinion.

Practice 5 are role playing working with partner. Making own questions using phrases below:

What's your opinion ?

May I have, please?

What do you think about?

What is your feeling about \_\_\_\_\_?

Can I have \_\_\_\_\_, please?

Practice 6 are answering the question orally, based on picture below:



- 1) What picture is it?
- 2) Have you ever stayed in this kind of room?
- 3) What do you usually find in a hotel room?

Practice 7 is studying the following text below.

“When I had a holiday in Malaysia last month, I stayed in a small but comfortable hotel. The room was very beautiful although it was not very big. The color of the wall was cream, so it felt warm inside. The curtains were arranged beautifully. The furniture was nice too. The room has a sofa and a small TV set”.

Practice 8 is telling own experience of staying at hotel room.

Practice 9 is saying the aloud note below:

Trip to puncak  
 Cost per student including transportation, food, and lodging:  
 Rp. 300.000  
 Length of stay : 3 days and 2 nights  
 Place to stay : Jasmine chalet  
 those who wish to go please submit your details and pay the fee to Mr. Hilman.

Practice 10 is answering the question orally.

- 1) What is the purpose of the notice?
- 2) How much is a student charged for the trip?
- 3) Where will the students stay?

### c. Chapter three

There are six speaking topics appeared in chapter Three with theme “It’s growing up” are;

In this section, you will learn how to:

- 1) Use expressions to invite;
- 2) Use expressions to accept and decline an invitation;
- 3) Use expressions to congratulate;
- 4) Use the expressions to compliment;
- 5) Retell a recount text;
- 6) Respond to a short functional text in the form of announcement.

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

- 1) Express how to invite;
- 2) Express how to accept or decline an invitation;
- 3) Express how to congratulate;
- 4) Express how to compliment;
- 5) Express how to retell a recount text;
- 6) Express how to respond to a short functional text in the form of announcement.

This chapter also provides example of speech act about expression of asking repetition;

**Table XIV**  
**Expressions of inviting someone**

Informal	Shall we ...? Can you come to ....
Formal (to older people or a stranger)	Would you like to come? I'd very much like you to come.

**Table XV**  
**Expressions of accepting invitation**

Informal	Yes, certainly I will come. Absolutely, count me in.
Formal (to older people or a stranger)	I would, very much. Yes, I'd like nothing better.

**Table XVI**  
**Expressions of declining an invitation**

Informal	I'm terribly sorry. I don't think I can.
Formal (to older people or a stranger)	I'm very sorry, I can't. Thank you very much, but ....

**Table XVII**  
**Expressions of congratulating someone**

Informal	Well done Fantastic
Formal (to older people or a stranger)	Congratulations.

**Table XVIII**  
**Expressions of complimenting someone**

Informal	That's a nice .... (appearance) You're looking good. (appearance) Wow. You're very clever
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Practice 1 is answering the question orally:

- 1) Do you like going to parties? What kinds of party?
- 2) What must we consider if we want to have a party?
- 3) Do you have plans to have a party? Explain.

Practice 2 is Rolling play and choosing the dialogues. Act out dialogue with your friends.

#### Dialogue 1

Diana, her friends Shinta and Toni are walking home from school.

They are talking about a party at Diana's house tonight.

Diana : Shinta, I am going to have a party tonight.

Would you like to come?

Shinta : I'd love to! By the way, what are you celebrating?

Diana : I won the Science Olympics last week.

Shinta : Congratulations. Wow, you're very clever.

Diana : Not at all. You just have to study harder.

Will you come to my party?

Toni : I'm sorry, I can't. My parents are going to go to the hospital. I may be late getting to your party, is that all right?

Diana : Yes, it's all right as long as you are allowed by your parents.

Shinta : Hmm, speaking about parents, I have to call my father to ask his permission.

#### Dialogue 2

Shinta is using her cell phone to call her father at her house.

Shinta : Hello, good afternoon, Dad!

Mr Kusye: Afternoon, Shinta.



Shinta: Dad, can I go to Diana's party tonight, please? Tomorrow is a holiday.

I don't have any homework.

Mr Kusye: Yes, certainly, but what time will the party be over?

Shinta : I think about 11 p.m., Dad.

Mr Kusye: *Well, I'm afraid I can't let you stay until 11, Shinta.* We are going to go to your grandparents the next morning. How about if I pick you up at 10, So You'll have time to rest before You go for the trip.

Shinta : All right, Dad. Thanks. See you later.

Practice 3 is answering the question orally based on dialogue in practice 2.

- 1) Who is going to have a party?
- 2) Does Shinta accept the invitation to the party?
- 3) How about Toni? Does he accept the invitation too?
- 4) Is Toni going to come to the party?
- 5) Does Shinta's father allow Shinta to stay at Diana's party until the party is over? Why or why not?

Practice 4 is completing the dialogues below:

- 1) Your friend invites you to come to his/her house to do homework together.

Nia : Do you want to come to my house? We can do our homework together.

Adi : \_\_\_\_\_

- 2) It is late in the evening, your friend asks you to come to his/ her house for a drink.

Ajeng : Come and have a drink at my house.

Ika : \_\_\_\_\_

- 3) You are invited by your new friend to watch a football match at the football stadium. Your favorite team is going to play.

Bayu : Would you like to come and watch the football game with me? The Indonesian team is going to play against the All-Star team.

Ikbal : \_\_\_\_\_

- 4) A new orchestra is going to perform tonight. Your father asks you to accompany him and your mother, but you have a test tomorrow.

MrRoy : Son, a new orchestra is going to perform at the assembly hall tonight. Would you come to join me and your mother to the concert?

Dika : \_\_\_\_\_

- 5) Your father is having dinner in the dining room. He asks you to come with him. But you've already eaten your dinner.

MrRafly : Anjas, have you had your dinner yet? Come to join me?

Donny : \_\_\_\_\_

Practice 5 is answering the question.

- 1) What kind of movie do you like?
- 2) Have you ever watched a movie at the cinema?
- 3) Have you ever had a scary experience?

Practice 6 is read the text carefully, making notes to some main sentence. The text below:

“After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my bicycle. I pedalled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he would not be alone. Both of us laughed out loud over our behavior.”

Practice 7 is working with partner to answer the question.

- 1) What time did the writer watch the movie?
- 2) What kind of movie did the writer watch?
- 3) Why did the writer begin to cycle faster?
- 4) Why did Hadi cycle after the writer?

Practice 8 is write scary story based on own experience then retelling.

Practice 9 is saying aloud the announcement below.

### **Drama Club**

The Drama Club will put on a play called "The Magic Carpet". All teachers and students are invited to watch the play. Parents will also be invited.

Date : December 21st

Time : 10.00 a.m.

Place : School hall

Students who are interested in taking part in this play may register their names with Mr Rudi. An audition will be held on November 9th to choose actors and actresses for the following parts:

- |                         |                   |
|-------------------------|-------------------|
| 1. The Princess         | 5. Eight soldiers |
| 2. The Prince           | 6. The wise man   |
| 3. The Cruel Stepfather | 7. The old lady   |
| 4. The Hunter           | 8. Five villagers |

Students who are chosen must come for practice on the following dates at 2.00 p.m. in the school hall.

First Practice : November 16th

Second Practice : November 23th

Third Practice : November 30th

Fourth Practice : December 7th

Last Practice : December 14th

The play will be directed by Mrs Tari.

Practice 10 is answering the question orally.

- 1) What is the name of the play?
- 2) How many practices are there?
- 3) Who will direct the play?
- 4) If you auditioned, which character would interest you to be?

Explain your reason!

Chapter 11 is studying to the following sentences and fill in the blank.

*Mayang saw an accident yesterday.*

*Mayang saw Omy in the accident.*

1) What happened yesterday? Happened yesterday.

2) Who saw an accident yesterday?

saw an accident yesterday.

3) When did Mayang see the accident?

Mayang saw an accident \_\_\_\_\_

4) Whom did Mayang see in the accident?

Mayang saw \_\_\_\_\_ in the accident.

5) Where did Mayang see Omy yesterday?

Mayang saw Omy \_\_\_\_\_ .

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

There are seven speaking topic in chapter 4 with theme 1

“A Friend in Need Isa Friend Indeed”

In this section, Students will learn how to:

- 1) Express the expressions for asking, giving, and disagreeing with opinions;
- 2) Express the expressions for asking and giving agreement;
- 3) Express the expressions for asking, giving, and rejecting a help;

- 4) Express the expressions for asking, offering, giving, and rejecting an item;
- 5) Express the expressions for responding to a statement;
- 6) Retell a narrative text;
- 7) Respond to a short functional text in the form of brochure.

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

- 1) Express how to ask, give, and decline opinions correctly;
- 2) Express how to give agreement correctly;
- 3) Express how to ask, give, and reject help correctly;
- 4) Express how to ask, offer, give, and reject an item correctly;
- 5) Express how to respond to a statement correctly;
- 6) Retell a narrative text correctly;
- 7) Understand how to respond to a short functional text in the form of brochure.

This chapter also provides example of speech act about expression of asking repetition;

**Table XIX**  
**Expressions of asking for agreement**

Informal	Do you agree?
Formal (to older people or a stranger)	Would you agree with ...? ..., wouldn't you say?

**Table XX**  
**Expressions of giving an agreement**

Informal	That's a good idea. Well, that's settled.
Formal (to older people or a stranger)	We seem to be saying the same thing.

**Table XXI**  
**Expressions of responding to a statement**

Informal	Why not? Really? How true.
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Practice 1 Complete the dialogues with suitable expressions. The expression are:

- 1) I think it's terrible because it can be dangerous to humans too.
- 2) I think she's so beautiful.
- 3) I'm sorry, I haven't read it.
- 4) I don't know. I hardly ever listen to symphony orchestra.
- 5) I think the Internet is very useful

Practice 3 is Complete the practice the dialogue.

Practice 4 is rolling play. Act out with friend.

Ami : It's almost 7 p.m. How about going to the cafe. I'm hungry. Are you?

Ari : A little bit.

Ami : Listen! After having our dinner we'll go for a play. Do you agree?

Ari : Why not? That's a good idea. How about "The East Side Story".

Ami : Great! I'll treat you.

Ari : Thanks a lot.

Practice 5 is Study the following situation carefully.

In the bookstore, you and your friend are discussing which book that you must buy. The followings are some expressions that you and your friend may say.

- 1) Come on, I'm confused. Which book must I buy?
- 2) Don't be so confused. Would you agree if I choose this book?
- 3) Of course not. I can't agree with you. That book is quite expensive.
- 4) What about this one?
- 5) No, I disagree with you. That's not a good book. Some say the author imitates from another book.
- 6) I'm so tired. Just help me to choose, I know you're the expert. But give me one with a reasonable price.

Practice 6 is working in pair. Composing a good dialogue.

Practice 7 Answer the question orally.

- 1) What do you see in the picture?
- 2) Who needs some help?
- 3) What does his friend say?
- 4) What does he say to respond to the offer?



Practice 8 is rolling play and act out.

Nadine, Fitri, and Dara are friends. They are preparing Andre's party.

Nadine : Fitri, please go to the shop and buy a kilo of sugar. We have to bake a cake for Andre's party.

Fitri : Please wait. Let me shut down my computer first.

Nadine : Dara, Can you take thirty plates from the cupboard?

Dara : Sure, Do you want the pink plates, the blue plates, or the purple plates?

Nadine : Take the pink and the purple plates.

Dara : Do you want some forks and spoons?

Nadine : Yes, Please.

Dara : You're busy baking the cake, Nadine. Can help you?

Nadine : No, thanks. It's almost done.

Practice 9 is giving response to situations.

1. MrHasibuan: Excuse, me. Could you be kindly helping me with this heavy bag?

(You say you will be glad to help)

2. Desry : Can I help you taking that book upstair?

(You refuse Desry's help politely)

3. MrsTrihatmojo : Young man, can you show me the way to the travel agency?

(You say you will help her until she reaches the travel agency)

4. Your sister : Let me help you to cook that vegetables.

(You accept your sister's help with pleasure)

Practice 10 working pair and making dialogue.

Practice 11 looking the picture then answer the question below:

- 1) What is in the picture?
- 2) Have you ever read a story about them?
- 3) What other stories have you read?

Practice 12 is read the following text with good pronunciation.

“Buggy Races  
Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sandhill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time”.

Practice 13 is retelling the story about the hare and their tortoise. Some question below will help you.

- 1) Who were the two friends?
- 2) What did the hare ask the tortoise?
- 3) What happened next?
- 4) How did the hare find a way to race?
- 5) How was the end of the story?

Practice 14 Working with partner. Find the Indonesian translation for these words.

- 1) Best (adj)
- 2) Race (n)
- 3) Always (adv)
- 4) Win (v)
- 5) Beach (n)
- 6) Refused (v)
- 7) Loose (adj)
- 8) Sorry (adj)

Practice 16 is look and study the brochure and dialogue.

Dad : Have you decided, which set of books you want to buy?

Didi: Both sets look interesting. Famous Fables are written in English while Favorite Stories are written in both languages.

Dad: You get a set of twelve books for Rp300,000 when you buy Favourite Stories.

Didi: But if I buy Famous Fables, I can get a discount on my next purchase.

Practice 17 is fill in the blank

	Favorit stories	Famous fables
Price	<sup>1</sup> _____	Rp. 400.000
Writers	Local	<sup>2</sup> _____
Offer	10 % Discount	<sup>3</sup> _____

Practice 18 is writing the paragraph about the book. Then share with your friend.

- 1) Price
- 2) number of books
- 3) writers
- 4) offer

I would choose because \_\_\_\_\_

#### e. Chapter Five

There are three speaking topic in chapter five with theme, personal experience.

In this section, students will learn how to:

- 1) Retell a recount text;
- 2) Use the expressions for starting, extending, and ending a conversation on the phone;
- 3) Use the expressions for giving attention to the speaker.

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

- 1) Retell a recount text;
- 2) Understand how to start, extend, and end a conversation on the phone;
- 3) Understand how to give attention to the speaker.

This chapter also provides example of speech act about expression of asking repetition;

**Table XXII**  
**Expressions of starting a conversation on phone**

Informal	Hello. This is .... Hello. ... speaking. Can I speak to ....
Formal (to older people or a stranger)	May I speak to ....

**Table XXIII**  
**Expressions of extending a conversation on phone**

Informal	Hold on, please. By the way.
Formal (to older people or a stranger)	Furthermore, .... Moreover, ....

**Table XXIV**  
**Expressions of extending a conversation on phone**

Informal	Hold on, please. By the way.
Formal (to older people or a stranger)	Furthermore, .... Moreover, ....

**Table XXV**  
**Expressions of extending a conversation on phone**

Informal	See you then. Bye. I'll call you later.
Formal (to older people or a stranger)	All right. See you again, Sir/Ma'am. Thank you very much.

Practice 1 is Rolling play and act the dialog.

Dialogue 1

Ane : Polo, can you help me, please?

Polo : Sure! What's wrong, Ane? You look sick.

Ane : I've got a headache, and my body feels cold.

Polo : What? Here, I have a thermometer. Let me check your temperature. You have a fever, your temperature is quite high. I suggest you to see a doctor.

Dialogue 2

Yeni : Coky, can you do me a favour, please?

Coky : Of course, what can I do for you?

Yeni : Could you buy some medicine for me? I'm not feeling well.

Coky : I think you've caught cold. Don't worry. I'll buy you some medicine.

Practice 2 answer the question based on the dialogue.

1) What happen to Ane in dialogue 1?

2) What does Polo do for Ane?

3) What does Coky do for Yeni?

Practice 3 is complete the dialogue using own words.

Practice 4 is the following monologue.

“I went to Rahman’s house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made rujak. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The rujak was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school”.

Practice 5 is answer the following question orally.

1) When did the writer go to Rahman’s house?

2) Why did the writer go to there?

3) Whom did the writer go with?

4) Who made rujak?

5) Why did the writer not go to school the next morning?

Practice 6 is rolling play write own story then retell it.

Follow the clues below to start arranging your story.

1) Remember your most unforgettable bad experience in the past.

2) Tell your friend when, where, how it was happened.

- 3) Tell how you can get through the problem.
- 4) What was the moral from your bad experience?

Practice 7 is looking the picture and answering the question.

- 1) What are the two people in the pictures doing?
- 2) What do you think they say to start the conversation?
- 3) What do you think they say to end the conversation?

Practice 8 is rolling play and act out with friend.

Mia : Hello

Yeyen : Hello, Mia. This is Diane. May I speak to Andre, Please?

Mia : I'm sorry but he's gone out. Would you like to leave a message?

Yeyen : Yes. Please tell Viktor that I won't be able to come for taekwondo practice this afternoon. I've sprained my ankle. Please tell him to inform Mr Suroso that I can't have the practice for at least a week.

Mia : Oh, I'm sorry to hear that. I hope your ankle gets better soon.

Yeyen : Thank you, Mia. Mia : Hold on, please. Have you seen a doctor?

Yeyen : I haven't. I don't think it's that bad.



Mia : I think you'd better go to the doctor to check your ankle.

Yeyen : Thanks for the advice, Mia. See you then. Bye.

Mia : You're welcome. Bye.

Practice 9 is role-play work in pairs make a practice a phone conversation.

Practice 10 is giving advice to friends based on situation given.

- 1) Your friend is always coughing because he drinks ice too much. Advise him to stop drinking ice.
- 2) Your friend has a bad toothache. Advise him to go to the dentist as soon as possible.

#### **f. Chapter Sixth**

There are four speaking topics in chapter nine with the theme "share your story".

In this section, you will learn how to:

- 1) Identify expressions of asking, giving, and denying information;
- 2) Identify expressions of starting, extending, and ending a conversation;
- 3) Respond to narrative monologue;
- 4) Retell narrative text.

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

- 1) Identify and respond to expressions of asking, giving, and denying information;
- 2) Identify and respond to expressions of starting, extending, and ending a conversation;
- 3) Identify and give responses to a recount text. retell stories appropriately;
- 4) Retell stories appropriately.

This chapter also provides example of speech act about expression of asking repetition;

**Table XXVI**  
**Expressions of starting a conversation**

Informal	Hi! ... Hello! ...
Formal (to older people or a stranger)	Excuse me, .... I hope you don't mind if .... Lovely/nice day, isn't it?

**Table XXVII**  
**Expressions of extending a conversation**

Informal	Really? By the way.
----------	------------------------

**Table XXVIII**  
**Expressions of ending a conversation**

Informal	Sorry, I've got to go now.
Formal (to older people or a stranger)	I'm afraid I must go now.

Practice 1 is completing the dialogue with Suitable expressions provided.

- 1) Yes, it's a famous recreational place in Ancol, Jakarta.
- 2) Sure, it's a big statue of a lion with a human head. It's in Egypt.
- 3) How about the White House, what do you know about it?

Practice 2 is rolling play, studying the dialogue, and acts it with partner.

Mr Kingsley is on a summer vacation in a town. He is trying to get to the bank but he doesn't know how. He is asking someone for the information.

Mr Kingsley : Excuse me, do you know where the first National Bank is, Madam?

Miss Hana : Yes. Just go straight down this road and the bank is on your right, Sir!

Mr Kingsley : Thank you very much, Madam. By the way, can you tell me how to get to the subway station from the bank?

Miss Hana : Sure, you have to take the no. 12 bus and get off in Burbank Street. The subway station is there.

Mr Kingsley : Are you sure? As far as I know the guidebook informs us that we have to take the no. 14 bus.

Miss Hana : You're right. I confused the no. 14 bus with the no. 12 one.

Mr Kingsley : Thank you, Madam. Have a pleasant day.

Miss Hana : You're very welcome, Sir.

Practice 3 is completing the dialogue using the expressions.

Situation: 1

You are a tourist arriving at Singapore's Changi Airport. You want to know how to get to downtown Singapore. You have to ask someone in the lounge.

2. Situation:

You are window shopping in a mall when suddenly a foreigner approaches you. She is asking about the ladies restroom. You know that the toilet is near the record store.

3. Situation:

You are watching the story about Warner Brothers World in Gold Coast Australia. It is said to be one of the most interesting theme parks. Your brother has just entered the living room, he said he doesn't know about it.

Practice 4 is look at the picture and answers the picture.

- 1) What does the woman say?
- 2) Why so?
- 3) What does the man say to respond to it?
- 4) What do you say to start a conversation?
- 5) What do you say to end a conversation?

Practice 5 is Rolling play act the dialogue with friend.

Ramzi : Nice day, isn't it?

Cika : Yes, it is. Nice weather we're having.

Ramzi : Look! This is a fantastic sight!

Cika : Yes, I agree. I think it's spectacular!

Ramzi : The weatherman says it'll be sunny today.

Cika : Really? Let's go camping then.

Ramzi : I'm sorry, I'd love to but I can't. I have to finish my  
geography project.

Cika : Oh, by the way, how was your vacation?

Ramzi : We had a great time. But during the trip. We had  
a flat tire.

Cika : That's terrible.

Ramzi : (bleep!) That's my mobile phone. I'm afraid I must go  
now. Have a good day

Cika : You too. See you!

Practice 6 is answer the question based on dialogue.

- 1) Who suggests going camping?
- 2) Why does she suggest it?
- 3) Why can't Jason go camping?
- 4) Whose phone is beeping?

Practice 7 Completing and practicing the dialogue.

You :

MrSetiawan : Oh, hello. Yes, the weather is so bright. I love it.

You :

MrSetiawan : I want to go to the dentist. I'm getting old here, so I have to check up my teeth once a month.

You :

MrSetiawan : Yes, sure. Nice to meet you, too. Take care.

Practice 8 Studying the story carefully.

#### The Owl and the Nightingale

There was once a nightingale in a cage by a window that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. "When I was captured, explained the nightingale, It was day and I was singing. In this way I learnt to be more carefully and to sing only at night."

"Are you afraid you might be captured a second time?" asked the owl. "Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn't really matter anymore, right?"

Practice 9 is answering the question based on the text above.

- 1) Where did the nightingale?
- 2) What did his habit?

- 3) What was the question of the owl?
- 4) What was the answer of the nightingale?
- 5) What did the owl's reply?

## **B. Discussion**

This study evaluated an English textbook entitled "English in focus" for grade VIII junior high school by employed a content descriptive analysis method. The objective research is described the speaking topic appeared in English textbook for junior high school entitled "English in focus" for junior high school. There are six topics which every chapter used skill; listening, speaking reading, writing, then test learning essential and learning review. In chapter of topics contents are 1) My favorite animals and plants 2) it's time for holiday 3) growing up 4) a friend in need is a friend indeed 5) personal experience 6) the last share your story.

Research conducted by the first is a research by Muniroh. The objective of this study was to identify the appropriateness of the materials in the English textbook entitled "When English Rings a Bell" for grade VII Junior High School with the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP (Badan Nasional Standar Pendidikan).

- 1) The material of the speaking text book is a way with the curriculum that is proven by the fact that there are many topics appeared in this English textbook.
- 2) The order presentation of the speaking topics are many presented to supported the language skills in the term of feasibility of language, the language skills are compatible in this English textbook is suitable with hope curriculum (K-13).

So, Based on The result of this research findoutbyMuniroh explained above, the researcher written the conclusion that the twenty eight speaking topic appeared in this English textbook it is so enough to be presented as speaking topics for junior high school.

### **C. Threat of the Research**

In doing this research, the researcher met some threats. They are; there was no hard copy of the textbook being analyzed. So the researcher used textbook with pdf format. Then there was no another textbook to be compared with. So the result of the research did not reflect the textbook used in juniorhigh school fully.

Then in analyzing the textbook the researcheronly used content analysis. There was no curriculum to be used in reference. So the result of this research only on the content of the textbook.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Here, researcher will conclude the result of the research based on previously chapter like as:

1. The Speaking topics in English topics presented in every chapter as a basic skill for students comprehending what they wanted to be success in educational program. There are 28 topics appeared in English in focus for grade VIII.
2. The speaking topic was analyzed by researcher they are 28 topics appeared there are The speaking topics appeared: Asking, giving, and rejecting help, Admitting and denying a fact, Responding to a descriptive text, Asking, giving, and rejecting items, Asking and giving opinions, Expressing agreement and disagreement, Responding to a descriptive text, Responding to a short functional text in the form of notes, Accepting and declining an invitation, Congratulations and Compliment, Responding to a monologue in the form of recount text, Responding to a short functional text in the form of announcement, asking, giving, and declining opinions, asking and giving agreement, asking, giving, and rejecting help, asking, offering, giving, and rejecting an item, responding to a statement, responding

to a narrative text and responding to a short functional text in the form of brochure, responding to a recount text, starting, extending, and ending a conversation on the phone, giving attention to the speaker, asking, giving, and denying information, starting, extending, and ending a conversation, responding to narrative monologue, retelling stories.

## **B. SUGGESTION**

Based on the conclusion above, the researcher gives some suggestions to:

1. It is suggested to the teachers especially the junior high school teachers, it was suggested to use the English in Focus book, to improve speaking skills of junior high school students.
2. For other researcher it was suggested to continue the research on textbook students on junior high school, because in these study researchers only used content analysis in analyzing student textbooks not to compare them to other textbooks.

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## CURRICULUM VITAE

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