

**ANALYZING THE COMMUNICATIVENESS OF SPEAKING
MATERIALS IN ENGLISH TEXTBOOK USED BY THE TENTH GRADE
STUDENTS OF SMAN 1 NARMADA IN ACADEMIC YEAR 2015/2016**



AN ARTICLE

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RATIFICATION

An article entitled “**Analyzing the Communicativeness of Speaking Materials in English Textbook Used by the Tenth Grade Students of SMAN 1 Narmada in Academic Year 2015/2016**” by Rukyal Aini (E1D112107) has been approved as partial fulfillment of the requirements for Bachelor Degree in English Department Faculty of Teacher Training and Education University of Mataram.

Mataram, September 16th, 2016:

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**ANALYZING THE COMMUNICATIVENESS OF SPEAKING
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Rukyal Aini, Muhammad Amin, Rizky Kurniawan.

ABSTRACT

This research aimed to analyze the communicative speaking materials in English textbook “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X Semester 1”, used by the tenth grade students of SMAN 1 Narmada in academic year 2015-2016. However, this research focused on (1) finding out whether the English textbook fulfill the communicative speaking materials or not based on the characteristics communicative speaking materials proposed by Morrow (1981) in Larsen-Freeman (2000: 129) and Grant (1996), (2) investigating the kinds of communicative speaking materials designed in English textbook, and (3) finding out whether the speaking materials in English textbook are in line with the syllabus of English Curriculum 2013. This research used a descriptive qualitative method in analyzing the speaking materials found in textbook, and comparing those materials to the syllabus. In addition, the researcher used documentary checklist as the research instrument. From research findings, it was discovered that there are ten kinds of speaking materials found in the textbook, but nine of them met the requirement of the criteria of communicative speaking materials. Those are: talking about oneself, expressing and responding to compliment, expressing care, asking and stating intentions, expressing and responding to congratulations, talking about someone, talking about famous place, talking about historical place, and the last one is giving announcement. Besides, regarding to the relevancy of the speaking materials from both textbook and syllabus, the findings showed that not all speaking materials found in the textbook are in line with the material suggested in the syllabus. There are two of them which partly relevance such as talking about tourist resorts and talking about famous place. It is because, respectively the material in the textbook does not provide students to present the descriptive text about tourist resorts as suggested in the syllabus, and the other, the topic in the task provided in the textbook is unsuitable for the syllabus of 2013 Curriculum.

Key words: *Analysis, Textbook, Communicative Speaking Materials.*

ANALISIS MATERI SPEAKING KOMUNIKATIF PADA BUKU BAHASA INGGRIS KELAS 10 SMAN 1 NARMADA TAHUN AJARAN 2015/2016

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ABSTRAK

Peneitian ini bertujuan untuk menganalisis materi speaking komuniatif pada buku bahasa Inggris “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X Semester 1” yang digunakan oleh kelas X SMAN 1 Narmada tahun ajaran 2015-2016. Akan tetapi, penelitian ini fokus untuk (1) menemukan apakah buku bahasa Inggris memenuhi materi speaking komunikatif atau tidak berdasarkan kriteria materi speaking komunikatif yang diusulkan oleh Morrow (1981) pada Larsen-Freeman (2000: 129) dan Grant (1996), (2) meneliti jenis-jenis materi speaking komunikatif yang ada pada buku bahasa Inggris, dan (3) menemukan apakah materi speaking di buku bahasa Inggris sesuai dengan silabus kurikulum 2013. Penelitian ini menggunakan metode deskriptif kualitatif dalam menganalisis materi speaking yang ditemukan di buku, dan membandingkan materi speaking tersebut dengan silabus. Peneliti juga menggunakan checklist sebagai instrumen penelitian. Hasil penelitian menunjukkan bahwa ada sepuluh jenis materi speaking yang ditemukan di buku bahasa Inggris, tetapi ada sembilan jenis materi yang memenuhi criteria materi speaking komunikatif. Diantaranya; talking about oneself, expressing and responding to compliment, expressing care, asking and stating intentions, expressing and responding to congratulations, talking about someone, talking about famous place, talking about historical place, and the last one is giving announcement. Selain itu, berkenaan dengan hubungan materi speaking di buku bahasa Inggris dan silabus, hasil analisis menunjukkan bahwa tidak semua materi speaking yang ditemukan di buku sesuai dengan materi yang diusulkan di silabus. Dua dari materi speaking yang ada di textbook sebagian materinya tidak sesuai dengan silabus, yaitu talking about tourist resorts dan talking about famous place. Dimana materi tersebut secara berturut-turut tidak memberikan siswa kesempatan untuk membuat text deskriptif tentang tourist resort (tempat pesiar) sebagaimana yang disarankan di silabus, dan pokok pembicaraan pada task yang disediakan di buku tidak sesuai dengan silabus kurikulum 2013.

Kata Kunci: Analisis, Textbook, Materi Speaking Komunikatif.

I. BACKGROUND OF STUDY

English is an International language which commonly used to communicate by people of all cultures across the globe. Moreover, in this present day, having communicative ability in speaking English is becoming demands or needs for every human being. This is because English language influence in almost all aspect in life. Thus, most people are interested in learning and mastering speaking skill as the main priority in learning English.

Generally, teaching-learning process needs some factors which influence the success of it. Communicative material like English Language Teaching (ELT) textbook is one of three main factors that contribute the process of education in classroom besides teachers and students. According to Sheldon (1987), textbook as a published book that has explicit aims to assist second-language learners in improving their linguistic knowledge or communicative ability. Textbook also has been viewed as the main resources in achieving communicative competence in teaching-learning process. It is not surprising that most of teachers use the textbook as a primary resource and tend to use all guidance provided by a textbook. However, as Williams (1983: 251) stated that “any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting”. It is also argued by Ur (1996: 185), the textbook does not always meet the variety conditions in a language class.

By virtue of the review above, the researcher is interested in analyzing the English textbook due to the textbook claimed as one of the crucial factors in determining the learners’ success in language course. The textbook to be analyzed is “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X Semester 1”, used by the tenth grade students of SMAN 1 Narmada.

However, this study is focused on analyzing the speaking material in textbook whether or not it is fulfill the communicative speaking materials criteria proposed by Grant and Morrow, and that are in line with the syllabus of English Curriculum 2013. Speaking material is chosen to be analyzed since many second language learners claimed that speaking skill is the main priority in learning language.

II. REVIEW OF RELATED LITERATURE

Many published textbooks claimed as a communicative one to facilitate students in learning language. Thus, some teachers may get confuse to choose a suitable textbook for their students. In order to avoid the mistaken in choosing the textbook, Grant (1996: 13) defines communicative textbook as a textbook that “provides opportunities for students to use the language in the classroom, as a sort of ‘halfway house’ before using it in real life”. Since the goal of the communicative English textbook is able to communicate in the target language, the publisher include teacher may create a communicative material, especially for speaking skill in order to promote students in learning language.

In language teaching, the mastery of speaking skill is a priority for many second language or foreign language learners. Therefore, in contributing to the teaching and learning process of speaking skill, it is important for teachers to make up some communicative materials followed by some communicative activities in the classroom. According to Richards (2012), in designing speaking activities or instructional materials for second-language or foreign-language teaching, it is necessary to recognize the very different function speaking performs in daily communication as mentioned above and the different purpose for which the students need speaking skills.

Here are some characteristics of communicative speaking materials as adopted from Morrow (1981) in Larsen-Freeman (2000: 129) followed by Grant (1996: 14) as followed:

1. The task emphasizes the communicative function of language.
2. The task tries to reflect the students’ needs.
3. The task tries to reflect the students’ interests.
4. The task emphasizes on the skill in using the language.
5. The task provides students’ opportunity to choose the language.
6. The task provides students to get feedback.
7. The task encourages students to get information (information-gap).

8. The task tends to be very specific in its definition of aim.
9. The task reflects the authentic language of everyday life.
10. The task encourages work in groups and pairs.
11. The task emphasizes more on fluency rather than accuracy.

III. RESEARCH DESIGN AND METHODOLOGY

This present research aims to investigate the communicative speaking materials found in the textbook, and to compare the speaking materials from both textbook and current syllabus. The object in this research is the English textbook “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X Semester 1”, used by the tenth grade students of SMAN 1 Narmada. In this study, the researcher acted as the key instrument for collecting the data taken from both English textbook and syllabus of English curriculum 2013, in which the data were collected through checklist used to analyze the speaking material found in English textbook based on the communicative speaking materials criteria proposed by Grant (1996) and Morrow (1981) in Freeman (2000: 129), another checklist also used compare the data from both documented analysis textbook and syllabus. Moreover, some questionnaires used to know the students’ interests in learning speaking materials. The data were analyzed qualitatively in the form of words.

To answer the first research question, the researcher collected the data whether or not the textbook fulfilled the criteria of communicative speaking materials. To investigate what kinds of speaking materials found in the textbook fulfilled those eleven criteria, some actions were conducted: (1) analyzing the data based on the eleven characteristics of communicative speaking materials; (2) finding out how much each speaking material met the requirement of the characteristics that was done by dividing the total score with the maximum score of the communicative speaking materials criteria and multiplied by 100%; and (3) concluding the result of the analysis in the form of percentage, and then giving explanation in the form of words. To compare the speaking materials from both textbook and syllabus, the researcher used three degrees to show whether the data from textbook are in line with the

syllabus of 2013 Curriculum, those are relevant, partly relevant, and irrelevant.

The textbook are considered to be relevant if the textbook provides the speaking materials and activities as stated in the syllabus. Partly relevant means if the textbook only provides some of the speaking materials and activities suggested in the syllabus. Meanwhile, irrelevant category means no learning material and activities as written in the syllabus was provided in the textbook.

IV. RESEARCH FINDING AND DISCUSSION

The textbook to be analyzed is intended for the tenth grade students of senior high school as a source of learning in which students can explore the English lessons extensively. This textbook is organized for one semester in which consists of 9 chapters that are elaborated into 160 pages. There are some learning objectives at the beginning of each chapter followed by the learning materials and exercises. In addition, each chapter of the textbook covers four skills of English such as listening, reading, speaking, and writing that integrated into one thematic chapter; and also supported by supporting skills of English such as grammar and vocabulary.

In term of the speaking materials, there are ten kinds of speaking materials found in textbook such as in (Unit I) talking about self, (Unit II) expressing and responding to the compliment, (Unit II) expressing care (sympathy), (Unit III) asking and stating intentions, (Unit IV) expressing and responding to congratulation, (Unit V) talking about someone facial feature, physical appearance, and personality, (Unit VI) talking about tourist resorts, (Unit VII) talking about famous place, (Unit VIII) talking about historical place, and the last in (Unit IX) giving announcement.

In order to measure whether the speaking materials in the textbook fulfilled the communicative speaking materials or not, the researcher used some characteristics of communicative speaking materials which adopted from Morrow (1981) in Freeman (2000: 129) followed by Grant (1996). Those

are: the task emphasizes the communicative function of language, the task tries to reflect the students' needs, the task tries to reflect the students' interests, the task emphasizes on the skill in using the language, the task provides students' opportunity to choose the language, the task provides students to get feedback, the task encourages students to get information (information-gap), the task tends to be very specific in its definition of aim, the task reflects the authentic language of everyday life, the task encourages work in groups and pairs, and the last is the task emphasizes more on fluency rather than accuracy.

In conclusion, there are nine out of ten kinds of speaking materials were categorized as communicative speaking material. Those are talking about self, expressing and responding to compliment, expressing care, asking and stating intentions, expressing and responding to congratulations, talking about someone, talking about famous place, talking about historical place, and the last is giving announcement. On the other hand, one of them was not categorized as communicative. The material is "talking about tourist resorts". This material only fulfills eight out of eleven characteristics. It means that the percentage is less than 81%, which makes the material is not determined as a communicative one.

In case of the relevance speaking materials from both textbook and syllabus, the researcher collected the data from textbook by gathering the materials and the speaking activities as stated in the syllabus. In general, the findings show that the textbook covers 17 competences out of 26 competences (Syllabus of 2013 Curriculum). However, the focused one of this section is the relevance of the speaking materials in textbook towards the syllabus. In which, there are eight out of ten kinds of speaking materials found in the textbook were relevant to the suggested materials in the syllabus. Also, two of them are still partly relevant since the textbook only consists of some speaking activities presented in the syllabus.

Therefore, it can be concluded that the textbook provides speaking materials that is in line with the materials and activities suggested in the syllabus that encourage students to speak English communicatively.

However, two kinds of speaking materials are partly relevant to the materials suggested in the syllabus because one material does not ask the students to present the text, while the other topic of the task is unsuitable with the suggested material in the textbook.

V. CONCLUSION AND SUGGESTION

CONCLUSION

After conducting the research, some conclusions can be drawn. The textbook fulfilled the communicative speaking materials criteria proposed by Morrow (1981) in Lasen-Freeman (2000: 129) followed by Grant (1996). From ten kinds of speaking materials found in the textbook, there are nine of them that can be considered as communicative speaking materials – because they meet the requirement of Grant and Morrow’s characteristics of communicative speaking materials. Those are: talking about self, expressing and responding to compliment, expressing care, asking and stating intentions, expressing and responding to congratulations, talking about someone, talking about famous place, talking about historical place, and the last one is giving announcement. Aside from this, one kind of speaking materials is considered as an adequately communicative, it is talking about tourist resorts.

Besides, with regard to the relevancy of speaking materials between textbook and syllabus, the result shows that not all speaking materials found in the textbook are in line with the materials suggested. There are two kinds of them are partly relevant to the syllabus: talking about tourist resorts and talking about famous place because respectively the material in the textbook does not provide student with the task that ask them to present the descriptive text about tourist resorts as suggested in the syllabus, and another, the topic of the task provided in the textbook is unsuitable with the syllabus.

SUGGESTION

From conclusion above, some suggestion can be given toward the publishers and the teachers. For the publishers, before publishing the English

Language Teaching (ELT) Textbook, they should consider the characteristics of communicative speaking materials contained the communicative tasks and activities in presenting the English textbook in order the students have an opportunity to practice and use the target language communicatively. They also should think over that the materials to be designed in the textbook are in line with the materials suggested in the syllabus, especially for speaking materials.

Thereby, for the teacher, it is necessary to consider the kinds of speaking materials and the activities in the textbook that can activate and encourage students to speak in the target language communicatively. Moreover, in line with the suggested materials in the syllabus, a teacher needs to select the best textbook that suitable for the students' level and relevant to suggested materials in the syllabus of the curriculum being implemented. Besides that, the teachers may create an additional speaking material or activity that is beyond the materials suggested in the syllabus in order to support students to learn the language, especially for speaking skill.

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