

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Textbook

Textbooks play a crucial role in the teaching and learning process. Many teachers in formal and non-formal education institutions use textbooks as a learning media. The use of textbooks in learning is claimed to be effective and efficient. Therefore, it is necessary to understand it well beginning from its definition, its role, its characteristics, to textbook evaluation.

a. Definition of Textbook

The term of textbook has various definitions in various perspectives. The simplest definition appears in the Oxford Learner's Pocket Dictionary which defines a textbook as a book used in schools to teach certain subjects.¹ Meanwhile, Mumtaz Ahmed et. al. state that a textbook is an essential teaching tool for formal and informal teaching and it facilitates student studying by themselves.² Furthermore, Penny Ur explains that a textbook is a coursebook that is systematically arranged on a certain basis that is used by teachers and students as the basis for organizing a course.³

Furthermore, Sucipto Sucipto and Septian D. Cahyo state that a textbook provides learning objectives and it is arranged based on national curriculum.⁴ Besides, some of the skills are also generally included in the textbook. For example, language textbooks usually include a portion of receptive skills (listening and reading) and productive skills as well (speaking and writing). It is in line with Marie Nordlund's argument that a language textbook is beneficial in facilitating students to be

¹ *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 2008), 459.

² Mumtaz Ahmed, et. al., "Evaluation of Listening Skill of ELT Textbook at Secondary School Level," *Advances in Language and Literacy Studies (ALLS)* 6, no. 3 (2015): 225.

³ Penny, *A Course in Language Teaching*, 183.

⁴ Sucipto Sucipto and Septian D. Cahyo, "A Content Analysis of the Reading Activities in "Bright 2" an English Textbook for Junior High School Students," *English Language Teaching Educational Journal (ELTEJ)* 2, no. 1 (2019): 15.

skilful in language acquisition.⁵ Therefore, the existence of skills in a textbook greatly influences their ability to use language in appropriate way. In addition, textbooks can also reflect values that can be adopted by students, such as social values, cultural values, moral values, religious values, and national defence values.

From the statements above, it can be concluded that a textbook is a media that is used in formal and informal teaching and learning. It contains materials and exercises about a particular lesson. It also teaches skills and values which are beneficial for students. It acts as a guide for teachers and students that is compiled based on a particular basis.

b. Role of Textbook

As a popular learning media, the use of textbook appropriately can support students in achieving learning goals. Furthermore, T. Hutchinson and E. Torres state that a textbook can act as agent for change as long as the textbook meets the following conditions:

- 1) Textbooks serve as media for teacher and student training;
- 2) Textbooks provide support and assistance for teachers in classroom management;
- 3) Textbooks provide a plan for change and clear practice guidelines.⁶

In addition, Alan Cunningsworth also mentions a number of important roles of textbooks as follows:

- 1) A learning resources that contains material for presentations (spoken and written);
- 2) A source of practice and communicative interaction for students;
- 3) A source of knowledge for students;
- 4) A reference in running a learning program;
- 5) A syllabus;
- 6) A learning resource for autonomous learners;
- 7) A help for unexperienced teachers to be confident while teaching.⁷

⁵ Marie Nordlund, "EFL Textbooks for Young Learners: A Comparative Analysis of Vocabulary," *Education Inquiry* 7, no. 1 (2016): 48.

⁶ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, 83.

⁷ Alan Cunningsworth, *Choosing Your Coursebook*, 7.

c. Characteristics of Good Textbook

Teachers should be careful when evaluating textbooks for their classes. When evaluating textbook, teachers should pay attention to the criteria of a good textbook. Penny Ur explains that a good textbook should contain the following characteristics:

- 1) Learning objectives are explained at the beginning and presented in the material;
- 2) Learning approach according to student needs;
- 3) Attractive design and easy to use;
- 4) Presentation of appropriate material;
- 5) Fun topics and exercises;
- 6) Various topics and exercises for different learning styles, levels, and interests of students;
- 7) Clear instructions;
- 8) Systematic content of the syllabus;
- 9) The content is neatly organized and based on the level of difficulty;
- 10) Reviewed and tested regularly;
- 11) Rich in authentic language;
- 12) Good pronunciation material and practice;
- 13) Good vocabulary material and practice;
- 14) Good grammar material and practice;
- 15) Exercises to enhance the four skills;
- 16) Motivates students to study independently;
- 17) Adequate guidance for teachers;
- 18) Equipped with audio or cassette;
- 19) Available in local area.⁸

d. Textbook Evaluation

In achieving the learning objectives that have been set, textbook evaluation plays an essential role. Textbook evaluation aims to assess whether the quality of the textbook used has met certain criteria or not. Similarly, Jeremy Harmer states that textbook evaluation is a judgement on the extent to which the textbook is actually implemented in the classroom and whether the quality of the textbook is good or not.⁹ Through textbook evaluation, the teacher can find out what elements should be actualized or not in the textbook.

⁸ Penny Ur, *A Course in Language Teaching*, 186.

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, 301.

Teachers have various reasons for evaluating textbooks. For example, the teacher wants to use a new textbook because the previous textbook is no longer relevant to the newest curriculum. Basically, Alan Cunningsworth mentions the following objectives of textbook evaluation:

- 1) To select a new textbook;
- 2) To optimize the use of textbooks by identifying their strengths and weaknesses;
- 3) To provide a valuable reference for teachers on the characteristics of the material;
- 4) To help teachers and students prioritize the most important elements in the textbook and familiarize them with the various materials inside it.¹⁰

2. Speaking Skill Criteria based on Alan Cunningsworth's Theory

The criteria of speaking skill contained in an English textbook can be evaluated using various indicators. Alan Cunningsworth provides the specific criteria to analyze the speaking skill in a textbook that consist of three categories, namely kinds of material for speaking, specific strategies for conversation or other spoken activities, and practice materials to cope with unpredictability in spoken discourse.

a. Kinds of Material for Speaking

According to Alan Cunningsworth, an English textbook should include the materials for speaking, namely oral presentation, pronunciation practice, dialogue, roleplay, discussion, and communication activities (information gap).¹¹ These kinds of speaking material would be explained more as in the following.

1) Oral Presentation

According to H. Douglas Brown, the oral presentation can be done by asking students to present some information in front of the class, for example presenting a report.¹² In addition, Scott Thornbury divides oral presentations into four types, namely:¹³

¹⁰ Alan Cunningsworth, *Choosing Your Coursebook*, 14.

¹¹ Alan Cunningsworth, *Choosing Your Coursebook*, 69-70.

¹² H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), 179.

¹³ Scott Thornbury, *How to Teach Speaking*, 94-95.

a) **Show-and-Tell**

Teacher asks students to talk and answer questions about a specific object or image for example topic related to hobbies, holidays, sports, family, etc. The talk is about two or three minutes and unscripted but the use of notes is allowed.

b) **Did You Read about ...?**

This activity is a variant of show-and-tell and it can be done in small groups. The topic is about ‘something I read in the paper or heard on the news’. In groups, students take turns to relate their news item to the rest of the group. The most interesting story in each group can be performed in front of the class.

c) **Academic Presentations**

This task is usually taken by students who are studying English for specific purposes. They need preparation before doing this test. They need to discuss the formal features of such genres and identify specific language exponents associated with each stage. The example of this task is Oral Academic Presentation (OAP).

d) **Business Presentations**

This activity can be done by asking students to work in pairs to make preparation of the presentation and deliver the presentation in turns. At the end of the stage, there will be a question-and-answer session, and other students will be given a limited time to prepare their questions. It can be followed by discussion about the strengths and weaknesses of the presentation, or the presenters can be asked to evaluate their own presentation.

2) **Pronunciation Practice**

Pronunciation practice allow students to speak English with the correct pronunciation. According to Jeremy Harmer, the classification of pronunciation practices is based on these five focus areas:¹⁴

a) **Working with Sounds**

The focus of this pronunciation practice is on one particular sound. It enables students to demonstrate how it is made and how it can be spelt. The technique can be done by asking students to listen to pairs of words and

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, 187-198.

practice the difference between /ʃ/ and /tʃ/, for example *ship* and *chip*, *sherry* and *cherry*, *washing* and *watching*, *cash* and *catch*, etc. The teacher may use a diagram of the mouth to help students to see the small difference between the sounds. The teacher may also use the phonemic chart as a teaching aid.

b) Working with Stress

The focus of this activity is on the stress in words, phrases, and sentences. To teach the stress in words, teacher can mark the stressed syllables of new words by using a consistent system of stress marking, or show where the weak vowel sounds occur in words. For the stress of phrases, teacher can write some short familiar phrases on the board. He/she then reads them aloud and draws a large circle under each stressed syllable and small circles under the unstressed syllables. Besides, teacher can also teach special stress in phrases and sentences. The stress can change depending upon what the speakers intend to say. To make students easily to understand the placement of stress, the use of Cuisenaire rods is permitted. These rods of different lengths and colours can demonstrate the stress patterns of words, phrases, and sentences.

c) Working with Intonation

This activity focuses on falling and rising intonation. It can be done by asking students to listen to some phrases to identify nuclear stress (that is the main stress where there is a change of pitch) and to hear falling intonation in those phrases (e.g. *It's mine. She's from Rome. Is it yours?*) and rising intonation (e.g. *I think so. Probably. Are they here yet? Is this the Paris train?*). Teacher then asks students to repeat the phrases with the right intonation.

d) Sounds and Spelling

The pronunciation practice which focuses on sounds and spelling can be done by asking students to listen to a tape and pay attention to how many different pronunciations they can find for the *ou* spelling in words, such as *could*, *unconscious*, *thought*, *sound*, *trough*, *foul*, *out*, *young*, etc. Besides, another technique that can be used is to ask students to look for rules of different sounds and spelling of the same letter. The

example of this is that students are asked to read two list of words aloud and then determine how to pronounce the letter *c* in those different words, e.g. (Column 1: *cell, certain, place, dance, cycle, cent*) and (Column 2: *cat, catch, cake, call, came, could*).

e) Connected Speech and Fluency

The pronunciation practice which is focused on connected speech and fluency can be done in three stages:¹⁵

(1) Comparing

Teacher shows students sentences and phrases and asks them to pronounce every word correctly in isolation, e.g. *I am going to see him tomorrow*. Teacher then plays a recording of someone saying the sentences in normal connected speech or he/she say them him/herself. Students are asked to notice the differences they can hear.

(2) Identifying

Students are asked to write out a full grammatical equivalent of what they heard.

(3) Production

Students are given the connected version, including contractions where necessary, and they are asked to say the phrases and sentences in this way. To teach students' fluency, teacher can also adopt the above three stages to say phrases and sentences as quickly as possible, starting slowly and then speeding up. To make students aware of speaking customs and improve their overall fluency, teacher can ask students to have dialogues and play extracts.

3) Dialogue

Dialogue is the classic activity to teach speaking. Through dialogue, students are given opportunities to speak more. According to Scott Thornbury, dialogue practices are divided into eight types:¹⁶

a) Items on Board

To do this activity, the teacher writes some expressions on the board, for example communication strategy

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 197-198.

¹⁶ Scott Thornbury, *How to Teach Speaking*, 72-79.

formulas as *how do you say...? It's one of those things that...* etc. Then, students practice to speak by using those expressions (such as buying items in a store). The expression will be rubbed off the board successively when it has been incorporated into students' talk.

b) Chunks on Cards

This activity requires students to have a dialogue in pairs and each student has a set of cards that contains useful expressions, for example *by the way, speaking of which* etc. Students have to include the expressions into the conversation naturally as many as possible. This activity can be converted into a game, with the rule that student who discards all cards first will be the winner.

c) Memorizing Scripts

This activity can be done by asking students to order a jumbled dialogue, for example:

Yes, it's first on the right, after the lights.

Yes?

Thanks very much.

Excuse me?

You're welcome.

*Can you tell me where Hills Road is, please?*¹⁷

The alternative way is to ask them to hear a dialogue on tape and then repeat it line by line. Students then practice the dialogue in pairs and they can also do some substitution and adaptation, for example substituting different items into key 'slots', e.g. *Yes, it's second on the left, after the bridge.* or doing adaptation to change an informal dialogue into a formal dialogue by changing the relationship between speakers, or a face-to-face dialogue into a phone dialogue.

d) Picture and Word Cues

This activity can be done by representing the dialogue script on the board either in the form of drawings (picture) or word prompts. The drawings should be a simple picture because they are only a memory aid. Meanwhile, word prompts can be used such as *Hills Road?* to indicate the dialogue *Can you tell me where*

¹⁷ Scott Thornbury, *How to Teach Speaking*, 74.

Hills Road is, please?, right-lights to indicate the dialogue *Yes, it's first on the right, after the lights.*, etc. The prompts can be erased one by one if students become more proficient at the dialogue.

e) Flow-Diagram Conversations

This activity can be done by representing the dialogue in terms of its speech acts (or function). Students perform the dialogue based on the flow-diagram containing different functions, and then they select appropriate expressions from memory for each speech act. Another technique for doing this activity is to ask students to listen to a dialogue then they choose the appropriate flow-diagram to matches it.

f) Conversational 'Tennis'

This technique is very interactive because it can motivate students to talk as much as possible. Teacher uses a dialogue recording to isolate and highlight the three conversational features below:

- (1) To provide two pieces of information for every one question asked, e.g. A: *What did you do yesterday?*
B: *I worked all day. Then I went to the gym.*
- (2) To respond to answers with a show of interest, e.g.
B: *Did you? Really? Wow!*
- (3) To return a question with another question, e.g.:
A: *What did you do yesterday?*
B: *I worked all day. Then I went to the gym.*
A: *Did you?*
B: *What did you do?*

After those features have been highlighted and practiced in isolation, then the teacher sets the students to have a conversation by following those rules as much as possible. It is best to practice this activity regularly in every beginning of a lesson.

g) Disappearing Dialogue

This activity is interesting for both teacher and students. Through disappearing dialogue, teacher writes a dialogue on the board then students read it aloud in pairs. Then teacher starts to remove word by word of the written dialogue until it is totally removed. At the end of stage, the written dialogue has been memorized by students and teacher can ask them to write it out from memory.

h) Dialogue Building

Dialogue building can be done in the following stages:¹⁸

- (1) Teacher sets the situation by drawing visual clues on the board (it is usually drawings of two stick figures). Then teacher asks question to elicit the situation based on visual clues, e.g. *Where are they? Who are they? Do they know each other?*
- (2) Having established a context and a purpose for the exchange, e.g. the man wants a room for the night. Teacher starts to elicit the dialogue line by line.
- (3) Teacher starts to elicit the first line of the dialogue, e.g. the receptionist saying, *Good morning. Can I help you?* It is drilled few times, both chorally and individually while the teacher corrects the students' rhythm and intonation.
- (4) Teacher elicits ideas for the second line of the dialogue, for example how the guest responds. Teacher corrects the class's suggestions until the appropriate response is obtained, e.g. *Yes, I'd like a room for the night.*
- (5) The two lines of the dialogue are put together.
- (6) This process continues until the complete dialogue has been established by eliciting each line then drill it and recap it frequently by using visual clues on the board.
- (7) Teacher asks two students to perform the complete dialogue in front of the class.
- (8) The dialogue can be elicited back from the students and written on to the board which students can copy it.

4) Roleplay

Roleplay is an interesting activity for students as it requires them to play roles based on the scenario. According to Jeremy Harmer, role play can be done by asking students to play a role according to a script that has been prepared or by improvising (no script required).¹⁹ Furthermore, Jack C. Richards states that role play has three main stages, namely preparing, modelling and

¹⁸ Scott Thornbury, *How to Teach Speaking*, 77-79.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, 271-274.

eliciting, and also practicing and reviewing.²⁰ Besides, William Littlewood explains that role play can be done by the following techniques:

- a) Students are asked to imagine that they are in a situation;
- b) Students are asked to act according to the rules in the situation;
- c) Students are asked to act as if they were in a real situation according to the character of their role.²¹

In addition, he proposes the following types of role play:²²

a) Role-Playing Controlled through Cued Dialogues

Students are given cues printed on separate cards. Each student has to listen to the partner before giving an appropriate response based on the cues. The cues allow them to predict what the partner will say and also to prepare general gist of their own responses.

b) Role-Playing Controlled through Cues and Information

One student has detailed cues, while the other has information that allow him to respond as necessary. For example, student A plays the role of the guest at a hotel, while student B plays the role of the hotel manager. Student A has cues so he can control the interaction, while student B have to respond to student A's cues by exploiting the information he has.

c) Role-Playing Controlled through Situation and Goals

Students are given a situation and goals they have to achieve. They have opportunity to build the interaction by themselves through communication. They have to respond to each other spontaneously. During the activity, they may focus on a given picture, in order to add realism and avoid misunderstanding.

²⁰ Jack C. Richards, *Teaching Listening and Speaking*, 31.

²¹ William Littlewood, *Communicative Language Teaching: An Introduction* (Cambridge: Cambridge University Press, 1981), 49.

²² William Littlewood, *Communicative Language Teaching*, 51-57.

d) **Role-Playing in the Form of Debate or Discussion**

Students work in groups of four. The situation is a debate or discussion about a real or simulated issue. The students' roles ensure that they have acceptable shared knowledge about the issue and different arguments to defend. At the end of the stage, students may have to achieve a decision or put the issue to a vote.

Meanwhile, Penny Ur explains that role play can be done by playing roles as written on role cards. Students are set in a situation with a problem or task, and they have to play individual roles as written on cards. For example:

Role Card A: *You are a customer in a cake shop. You want a birthday cake for a friend. He or she is very fond of chocolate.*

Role Card B: *You are a shop assistant in a cake shop. You have many kinds of cake, but not chocolate cake.*²³

As the above example, role play is done in pairs and sometimes it involves interaction about five or six roles. Usually, the groups or pairs play roles between themselves without involving audience, or sometimes volunteers may perform their role plays later. This kind of activity provides opportunities for students to practice improvising real-life spoken language and it is very effective if students are confident and cooperative.

5) **Discussion**

Discussion teaches students to make a decision about a problem. Basically, discussion requires students to deliver their opinions about a topic discussed. Similarly, Jeremy Harmer states that the main focus of discussion is to ask students to discuss a topic by sharing their opinions in a small group and then performing the result of the discussion in front of the class.²⁴ According to Penny Ur, discussion can be done in the following activities:²⁵

a) **Describing Pictures**

Students work in group and each group has a picture that can be seen by all its members. They have to say sentences which describe the picture as many as possible. A secretary marks a tick on a piece of paper

²³ Penny Ur, *A Course in Language Teaching*, 132.

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, 271-274.

²⁵ Penny Ur, *A Course in Language Teaching*, 125-127.

representing each sentence. Groups report how many ticks they have. The activities are repeated again with the second picture and groups should try to get more ticks.

b) Picture Differences

Students work in pairs. Each member of the pair has a different picture. They have to find out the differences between their pictures without showing them each other.

c) Things in Common

Students work in pairs. Their partner should be a student who they do not know well. They have to find things that they have in common as much as possible by talking to each other (not obvious or visible characteristics). They then share their findings in front of the class.

d) Shopping List

Students are asked to imagine that there is a miracle store. The commodities sold in the store are only stocked if there is a demand (as shown in a table). Students have to choose three items that they want to buy and find at least three other students who also want those items. They mark the names of the other students in the appropriate column. If four students want an item, this is enough demand to justify the owners of the store acquiring the stock in order to get them to stock all items students have chosen.

e) Solving a Problem

Teacher tells students that they are an educational advisory committee that has to advise the principal of a school on students' problems. They should discuss their recommendation and write it out in a letter to the principal.

6) Communication Activities (Information Gap)

As the name suggests, communication activities are very communicative and interactive because they train students' speaking skill while communicating with others. According to Scott Thornbury, these activities have the following characteristics:

- a) Activity aims to produce multiple outcomes through the use of language;
- b) Activity occurs spontaneously;

- c) Activity involves the interaction of the participants through speaking and listening;
- d) The output is not totally predictable;
- e) The use of language is not restricted.²⁶

According to J. Clark cited in David Nunan, communicative activities are classified into seven types:

- a) Solving problems through social interaction (convergent tasks);
- b) Establishing and maintaining social relationships and discussing topics of interest through exchange of information, ideas, attitudes, feelings, experiences, and plans (divergent tasks);
- c) Searching for specific information for some given purposes, process it, and use it in some way;
- d) Listening to or reading information, process it, and use it in some way;
- e) Giving information in spoken or written form based on personal experience;
- f) Listening to, reading or observing story, poem, feature, etc. and responding to it personally in some way;
- g) Making an imaginative text.²⁷

Another type of communication activities is the information gap. Basically, this activity involves students' speaking skills and knowledge in completing incomplete information. Scott Thornbury explains that the main focus of information gap activity is that the information needed to complete the task is only obtained from interactions between participants.²⁸ Jack C. Richards adds that this activity enables students to exploit available vocabulary, grammar, and communication strategies to finish a task.²⁹ It means that this activity allows students to maximize the use of language to communicate in finding missing information, then compose them into one complete information.

²⁶ Scott Thornbury, *How to Teach Speaking*, 79-80.

²⁷ David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge: Cambridge University Press, 1989), 67.

²⁸ Scott Thornbury, *How to Teach Speaking*, 80.

²⁹ Jack C. Richards, *Communicative Language Teaching Today* (Cambridge: Cambridge University Press, 2006), 18.

According to David Nunan, information gap activity can be done in various techniques, for example:³⁰

- a) Students work in pairs. Each member of the pair has a part of the total information (for example incomplete picture) and tries to deliver it verbally to the partner.
- b) Students have to complete a tabular representation with information available in a given piece of text.

b. Specific Strategies for Conversation or Other Spoken Activities

Alan Cunningsworth proposes that a textbook should be equipped with specific strategies for conversation. For example, those to be found in the activities that focus on *saying what you mean* and on *getting around vocabulary difficulties* at elementary level, and on learning how to redirect a conversation at advanced level.³¹

In addition, he also proposes the examples of activities to teach strategies for conversation as follows.

1) Debate

Debate is a kind of speaking activity that allows students to present their different arguments on a real or simulated topic. Paulette Dale and James C. Wolf states that a debate is a speaking situation in which opposite opinions are shared and argued.³² Debate can be an effective activity to represent strategies for speaking. According to A. Roy and B. Macchiette, debate teaches students not only determining what to say, but also how to say it.³³ Through debating, students have to present their knowledge about the issue and give their opinions to defeat, so it can be very useful for them to enhance their speaking skill.

2) Giving Talks

The example of these activities is the interactional talk. This kind of activity represents the interactional function of speech, such as how to greet, take leave, begin

³⁰ David Nunan, *Designing Tasks for the Communicative Classroom*, 66.

³¹ Alan Cunningsworth, *Choosing Your Coursebook*, 70.

³² Fernandes Arung and Jumardin, "Improving the Students' Speaking Skill through Debate Technique," *Journal of English Education (JEE)* 1, no. 1 (2016): 72.

³³ Jaya Nur Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill," *International Journal of Instruction* 10, no. 4 (2017): 94.

and end a conversation, thank, apologize, etc.³⁴ Another activity is the prepared talk. This activity is done by asking students to make a presentation on a topic of their own choice. When presenting a topic, students should use notes rather than a script. Through the prepared talk activity, students are shown a defined and useful speaking genre.³⁵

c. Practice Materials to Cope with Unpredictability in Spoken Discourse

Alan Cunningsworth also recommends that a textbook should inject the elements of unpredictability in practice materials. Those two elements can be found in the technique of communication activities for example, which involves two students where they have to sit back-to-back and imagine that they are on the phone, a student have to communicate some information (or cue card) on different pages of the textbook to another in turns. This activity provides an authentic conversation or discussion and it can promote students' self-confidence to have a conversation and can build strategies to cope with unpredictability in speaking.³⁶ This kind of activity presents conversation in a realistic situation by creating an information gap, but it does not teach students how to arrange conversation.³⁷

Another kind of activity that shows a limited but genuine element of unpredictability is oral work by asking students to ask and answer questions about their own likes and dislikes. This activity allows students to create a meaningful interaction and to cope with language use that is open-ended.³⁸

3. Speaking Skill

In learning a new language, the involvement of four skills becomes a major aspect. Those four skills are listening, speaking, reading, and writing. One of the most difficult skills to be mastered is speaking. Here, the researcher explained more about the definition of speaking, its functions, and its components.

a. Definition of Speaking

Speaking skill needs to be comprehended by students in order to get proficient in language. Speaking is a productive

³⁴ Penny Ur, *A Course in Language Teaching*, 129.

³⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 274.

³⁶ Alan Cunningsworth, *Choosing Your Coursebook*, 70.

³⁷ Alan Cunningsworth, *Choosing Your Coursebook*, 70.

³⁸ Alan Cunningsworth, *Choosing Your Coursebook*, 120.

skill. According to Kang Shumin, speaking is one of language skills that useful for creating oral communication.³⁹ Besides, oral communication involves speakers and listeners. It means that speaking is closely related to listening. Ann Browne states that speaking (with the involvement of listening) plays a big role in language production; it allows someone to create social interactions.⁴⁰ Once again, this indicates that speaking is the key to verbal communication.

Meanwhile, David Nunan also has his own argument about nature of speaking. He states that spoken language is related to the area of pronunciation, that is the utterances produced by speakers.⁴¹ However, speaking is not only related to pronunciation. In fact, it can involve plenty of language elements. In line with this, Thornbury confirms that speaking is a complex language skill, where speakers not only have to understand grammatical aspect, but they should also comprehend another skills and knowledge which are involved.⁴² It means that complexity of speaking is measured from the number of elements processed and integrated by speakers.

From the explanation above, it can be concluded that speaking is a productive skill that should be mastered by students in new language acquisition. This skill is about speech production which is an essential aspect for communication. Besides, speaking skill is a complex because of the number of other elements involved.

b. Function of Speaking

When speaking, speakers certainly have an intended meaning of what they convey. For example, someone who talks to his friend surely has the different intended meaning from a buyer who talks to a seller. Basically, Scott Thornbury divides the purpose of speaking into two main domains below.

⁴³

1) Transactional Function

This function refers to conveying meaning for the purposes of transactions for goods and services, such as

³⁹ Jack C. Richards, *Methodology in Language Teaching*, 204.

⁴⁰ Ann Browne, *Teaching and Learning Communication, Language and Literacy*, 19.

⁴¹ David Nunan, *Designing Tasks for the Communicative Classroom*, 26.

⁴² Scott Thornbury, *How to Teach Speaking*, 1.

⁴³ Scott Thornbury, *How to Teach Speaking*, 13.

talking to a waiter to order some meals. Generally, transactional function aims to exchange information.⁴⁴

2) **Interpersonal Function**

This function aims to create and maintain social relationship. For example, a person greets his old friends when they are in the same event. It is also called as the interactional function.⁴⁵

c. **Components of Speaking**

The successful of speakers in speaking is determined by their ability to properly integrate all the components inside. If all components are involved appropriately, the effectiveness in speaking will be achieved. Kang Shumin explains that speaking involves four components below.⁴⁶

1) **Grammatical Competence**

This component is related to how words and sentences are organized through the placement of stress and intonation properly, so that the intended meaning can be inferred accurately and fluently. Therefore, speakers should master grammar (morphology and syntax), vocabulary, and mechanics (pronunciation, stress, and intonation).

2) **Discourse Competence**

This component regulates how sentences are connected to each other, so that the speakers are able to convey meaning in a meaningful way, which is related to cohesion and coherence. Therefore, speakers should comprehend the structure and discourse markers, conjunctions, and time signals.

3) **Sociolinguistic Competence**

This component refers to the use of language appropriately according to the social and culture of the target language. To achieve this competency, speakers should have a knowledge of the rules and norms applied in the target language, for example how to ask correctly, refute arguments, give suggestions, apologize, and so on.

⁴⁴ Jack C. Richards, *Teaching Listening and Speaking*, 21.

⁴⁵ Jack C. Richards, *Teaching Listening and Speaking*, 21.

⁴⁶ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, 207-208.

4) Strategic Competence

This component is about the ways or strategies adopted by speakers to process the language communicatively. It means that speakers should have an understanding of how to start conversation, continue and also end it appropriately.

d. Criteria of Good Speaking Activities

The existence of activities in the textbook can certainly be helpful for students to comprehend the material easier through the application of various techniques. Jack C. Richards and Willy A. Renandya define an activity as an exercise that students do by utilizing the language resources they have and leading to an actual outcome.⁴⁷ In addition, the quality of activities also greatly influences the outcome that will be produced. Penny Ur reveals that a speaking activity can be categorized as a good one if it meets the four criteria below:

- 1) Students speak as often as possible;
- 2) Students get an equal portion in participation;
- 3) Students have high motivation;
- 4) Students learn the language at an appropriate level.⁴⁸

4. Curriculum

Basically, an educational system in a country is based on a structural schema which is arranged by the government. That planning is commonly called a curriculum. It is important to elaborate more, so the researcher gives some explanation about the definition of curriculum and the specific curriculum that is developed by Indonesian Government, namely the 2013 Curriculum.

a. Definition of Curriculum

A curriculum is a vital element of educational system. It has various definition comes from various perspectives. The basic one is explained by Denise Finney cited in Richards and Renandya, that a curriculum includes a set of the planning, implementation, and evaluation of an educational system that are applied in a teaching and learning process.⁴⁹ More

⁴⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, 94.

⁴⁸ Penny Ur, *A Course in Language Teaching*, 120.

⁴⁹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, 70.

technically, Government Regulation Number 20 of 2003 article 1 paragraph 19 cited in Ali Akbarjono, et. al. states that a curriculum is a regulation that provides the guidelines for the implementation of teaching and learning to achieve educational objectives, covering learning goals, contents and materials of lesson, and learning methods.⁵⁰ From those definition, it can be concluded that a curriculum is a guideline of plan, implementation, and evaluation of teaching and learning to achieve educational objectives.

b. The 2013 Curriculum

The 2013 Curriculum or K-13 is the updated curriculum being adopted by the education system in Indonesia today. This curriculum is an improvement of the previous curriculum, namely the KTSP. The 2013 Curriculum covers two dimensions: the first is the planning and arrangement of objectives, content, and lesson material; and the second is the method applied for learning.⁵¹ As stated in the Regulations of the Ministry of Education and Culture Number 69 of 2013 concerning the Basic Framework and Curriculum Structure for Senior High Schools/Madrasah Aliyah, the 2013 curriculum aims to prepare Indonesian people in order to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization.⁵² The 2013 Curriculum includes the four core competence, namely the core competence of spiritual attitude, social attitude, knowledge, and skill.

B. Review of Previous Study

A number of studies have been conducted to analyze the speaking skill presented in the English textbook. Some of them can be reviewed in the following explanation.

⁵⁰ Ali Akbarjono, et. al., "Content Analysis of Speaking Activities in English Textbook Based on 2013 Curriculum for the First Grade Students at Senior High School," *English Review: Journal of English Education* 10, no. 1 (2021): 106.

⁵¹ Kementerian Pendidikan, Kebudayaan. Riset, dan Teknologi, "Kurikulum 2013," Sistem Informasi Kurikulum Nasional Pusat Kurikulum dan Pembelajaran, accessed on March 25th 2022, <https://kurikulum.kemdikbud.go.id/kurikulum-2013/>.

⁵² Kementerian Pendidikan, Kebudayaan. Riset, dan Teknologi, "Kurikulum 2013,".

1. A study was conducted by Firmansyah entitled “An Analysis of Speaking Materials in “Headline English 2” Textbook for Eighth Grade of Junior High School” in 2020. The study aimed to analyze speaking materials in “Headline English 2” textbook based on BSNP criteria, those are the content feasibility, presentation feasibility, and language feasibility.⁵³ This study adopted content analysis as its method, while the instrument used was document. The result of this study shown that speaking materials contained in “Headline English 2” for the Eighth Grade of Junior High School textbook met the criteria proposed by BSNP. In the aspect of content feasibility, 91,67% have met the criteria. Likewise, presentation feasibility got the same score as content feasibility, which was 91,67%. Meanwhile, for language feasibility, the textbook has met the criteria of 100%. The total score for all indicators is 94,44%. It means that “Headline English 2” for Eighth Grade of Junior High School was categorized as a good textbook.

The current research has similarities and differences with the research conducted by Firmansyah. Similar to his research, basically the current research also aims to analyze the speaking skills contained in the English textbook. However, different from the previous study, the current research does not analyze speaking materials, but it focuses more on the speaking activities. In addition, the theory and research subject used for analysis in the current research are different from Firmansyah’s study. The current research does not adopt the theory from BSNP as a basis for analysis, but it is based on Alan Cunningsworth’s theory instead, in the aspect of speaking skill. Besides, unlike previous research which analyzed the English textbook for Junior High School, the current research chooses the textbook for Senior High School entitled “*Bahasa Inggris*” for the Tenth-Grade students as the research subject.

2. A study was conducted by Marcelina entitled “An Analysis of the Relevancy between Speaking Materials in Syllabus and in the Textbook for the Eight Grade Students of SMP Negeri 2 Sungguminasa (A Descriptive Research)” in 2020. This study aimed to know the relevancy between speaking materials in the English textbook with speaking materials that were formulated in

⁵³ Wahyu Firmansyah, “An Analysis of Speaking Materials in “Headline English 2” Textbook for Eighth Grade of Junior High School” (a thesis, State Islamic University of Raden Intan Lampung, 2020), 6.

syllabus of 2013 curriculum or K-13.⁵⁴ This research adopted descriptive method and used checklist table as the instrument to analyze the data. The result of this study revealed that there were sixteen speaking materials found in syllabus, while in the textbook, there were nine chapters that contained speaking materials. Six chapters of speaking materials in the textbook has been compatible with syllabus, while the rests were irrelevant with syllabus. It means that 6 of 9 chapters were relevant with syllabus of K-13 and the textbook can be used in English learning and teaching.

The current research has similarities and differences with Marcelina's study. The current research also chooses the topic of study about speaking skills contained in the English textbook. However, unlike the previous study which analyzed speaking materials, the current research focuses on analyzing speaking activities. Meanwhile, the current study does not use the syllabus of 2013 curriculum as a basis for analysis, but the theory used is speaking skill proposed by Alan Cunningsworth. The differences are also in the research subject, where the current research does not use the textbook for Junior High School students, but it uses the textbook for Senior High School entitled "*Bahasa Inggris*" intended for the Tenth-Grade students.

3. A study was conducted by Safitri entitled "An Analysis of English Textbook Entitled "When English Rings a Bell" based on Alan Cunningsworth Criteria" in 2020. The objective of this study was to investigate the quality of the English textbook for the Seventh Grade students based on the three criteria of a good English textbook proposed by Alan Cunningsworth, namely language content, skills, and topic.⁵⁵ The research was a descriptive qualitative study. The data collection techniques were done by documentation. The results of the study shown that all chapters in "When English Rings A Bell" textbook met the three criteria and could be categorized as a good textbook.

⁵⁴ Sheila Marcelina, "An Analysis of the Relevancy between Speaking Materials in Syllabus and in the Textbook for the Eight Grade Students of SMP Negeri 2 Sungguminasa (A Descriptive Research)" (a thesis, Muhammadiyah University of Makassar, 2020), 18.

⁵⁵ Yurestiana Yangga Safitri. "An Analysis of English Textbook Entitled Bahasa Inggris "When English Rings A Bell" Based on Alan Cunningsworth Criteria" (a thesis, State Institute for Islamic Studies (IAIN) Ponorogo, 2020), 4-5.

There are several similarities and differences between the current research and the research conducted by Safitri. Just like her research, the current research is also about the analysis of the English textbook. In addition, the researcher also uses the theory proposed by Alan Cunningsworth in analyzing the data, but there are differences in the selection of the criteria. The current research does not adopt Alan Cunningsworth's theory of language content, skills, and topic as a whole, but it only focuses on in-depth analysis of one of the skills criteria, namely speaking skill. Meanwhile, different from the previous research, the current research does not choose the English textbook for Junior High School as the research subject, but the researcher uses the English textbook for Senior High School to be analyzed, namely "*Bahasa Inggris*" for the Tenth-Grade students.

C. Theoretical Framework

Textbooks are the most widely used by teachers and students in teaching and learning. Textbook is a coursebook that is systematically arranged on a certain principal that is used by teachers and students as the basis for organizing a lesson.⁵⁶ Textbooks used in the teaching and learning process should be able to equip students to develop their abilities optimally, for example in speaking skill. One thing that is of concern is the availability of adequate speaking activities. However, in fact, sometimes the quality of this element is inadequate. This dilemma leads to the inability of students to speak English fluently and appropriately. As the solution, it is necessary to evaluate the textbook. Textbook evaluation is a way to do in supporting an effective teaching and learning. Furthermore, it also contributes to the development of education. However, choosing textbook is quite difficult for teachers. Penny Ur states that teachers should be very careful about choosing the textbook and what parts of it that need to be evaluated.⁵⁷ In addition, Jeremy Harmer explains that a good textbook will allow teachers to continue to use it in the learning process because the content presented is appropriate.⁵⁸

Textbook evaluation is based on standard criteria. Before taking the further steps, the teacher should first determine the focus and priority in the evaluation, either by adopting the criteria formulated by government, experts, or developing the criteria of

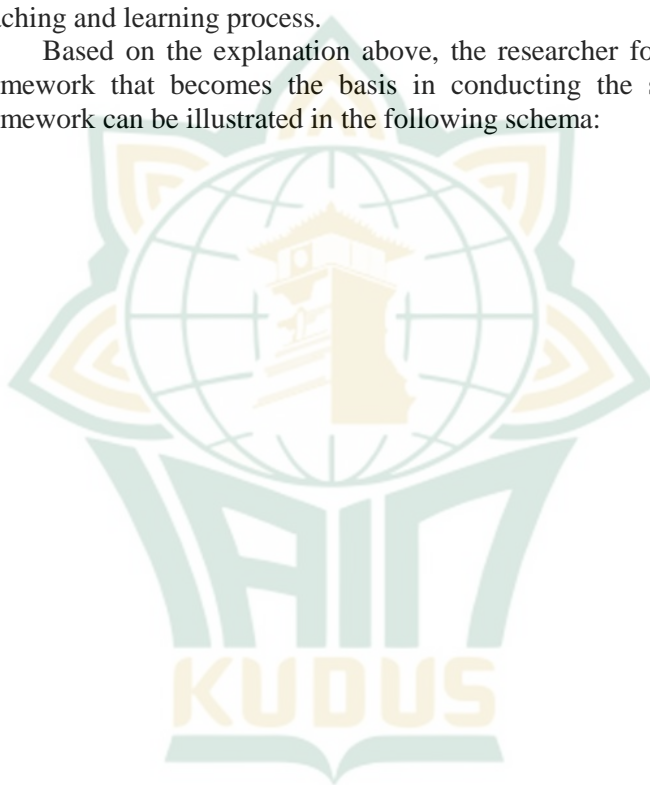
⁵⁶ Penny Ur, *A Course in Language Teaching*, 183.

⁵⁷ Penny Ur, *A Course in Language Teaching*, 184.

⁵⁸ Jeremy Harmer, *How to Teach English*, 146.

their own.⁵⁹ Alan Cunningsworth is one of the experts who has proposed criteria for evaluating and choosing the good textbook. As a solution of the problem described previously, he has formulated a number of criteria in evaluating speaking skill in the English textbook. This is crucial to do in order to know the quality of speaking activities in the textbook. As a result, teachers can make decisions about which textbooks to choose and use in English classes, thereby minimizing the ineffectiveness of the English teaching and learning process.

Based on the explanation above, the researcher formulates a framework that becomes the basis in conducting the study. The framework can be illustrated in the following schema:



⁵⁹ Alan Cunningsworth, *Choosing Your Coursebook*, 2.

Figure 2.1. Theoretical Framework

