

## CHAPTER IV RESEARCH FINDING AND DISCUSSIONS

### A. Description of Research Object

#### 1. Identity of the Textbook

Title	: <i>Bahasa Inggris</i>
Publisher	: <i>Kementerian Pendidikan dan Kebudayaan</i>
Year of Publication	: 2017
City of Publication	: Jakarta
Edition	: Third Edition (2017 Revised Edition)
Writers	: Utami Widiati, Zuliati Rohmah, and Furaidah
Reviewers	: Helena I. R. Agustien, Emi Emilia, and Raden Safrina
Editor	: Ramon Mohandas
Number of Pages	: 224 Pages
Font	: Myriad Pro, 12 pt. <sup>1</sup>

#### 2. The Textbook Overview

The English textbook entitled “*Bahasa Inggris*” for the Tenth Grade of Senior High School is the student’s book that is officially published by the Ministry of Education and Culture of Republic Indonesia. This book is prepared for the implementation of 2013 curriculum. By using this book, students are expected to be able to build character, knowledge, and skill for communication actively through various communication activities that hone receptive and productive skills.<sup>2</sup> In addition, all content of this book has been prepared based on the 2013 Curriculum to facilitate students in achieving the four core competencies (*KI*).<sup>3</sup>

“*Bahasa Inggris*” textbook consists of 15 chapters for two semesters. Each chapter teaches students about social function, text structure, language feature, topic-related activities, and skill focus. It contains some sections or sub-chapters, such as warmer, vocabulary builder, pronunciation practice, vocabulary exercises, grammar review, reflection, and further activities. This textbook is arranged in various interesting themes that can help students

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<sup>1</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 225.

<sup>2</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 225.

<sup>3</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 225.

understand the material in an easy and fun way. In addition, the use of colour variations in writing textbook is able to arouse students' interest in learning without feeling bored. It is also written in the appropriate font and size so that students do not encounter difficulties while reading it.

**B. Description of Research Data**

**1. Speaking Skill in “Bahasa Inggris” Textbook Based on Alan Cunningsworth’s Theory**

Based on the research problem, the research data can be described in the following explanation according to the indicators of speaking skill criteria from Alan Cunningsworth’s theory.

**a. Kinds of Material for Speaking**

**1) Oral Presentation**

The availability of oral presentation in “Bahasa Inggris” textbook can be seen in the following tables.

**Table 4.1. The Availability of Oral Presentation in “Bahasa Inggris” Textbook**

No.	Chapter	Oral Presentation	Example	Page
1.	Chapter 1 (Talking about Self)	Academic Presentation	Students pretend to be guests in a party and they have to introduce their selves to others by talking about their families, professions, and hobbies. The next activity asks students to introduce their friends who use new identities to other guests. <sup>4</sup>	17-18
<b>Figure 4.1. The Example of Oral Presentation<sup>5</sup></b>				






<sup>4</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17-18.

<sup>5</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17-18.

		<p><b>B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become</b></p> <hr/> <p style="text-align: right;">Bahasa Inggris 17</p> <hr/> <p><b>your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:</b></p> <p>May I know your name please?          Can you tell me what your profession is? Or,          What do you do?          What're your hobbies?          Do you like painting?          Do you like music?</p> <p><b>C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.</b></p>		
2.	Chapter 2 (Congratulating and Complimenting Others)	-	-	-
3.	Chapter 3 (Expressing Intention)	Show-and-Tell	By using the pictures as visual aids, students are asked to tell about a beach, amusement park, mall, and mountain. <sup>6</sup>	39
<p><b>Figure 4.2. The Example of Oral Presentation<sup>7</sup></b></p>				

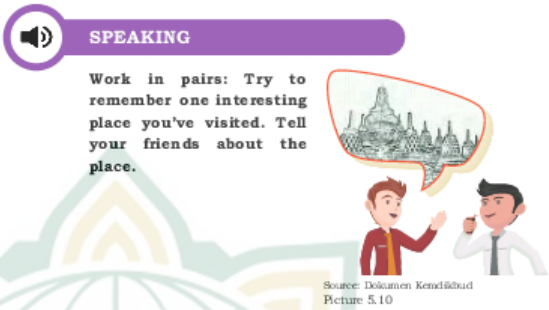
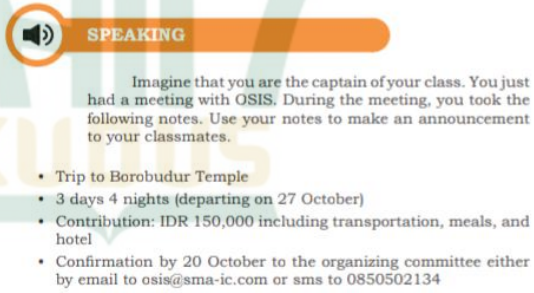
<sup>6</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 39.

<sup>7</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 39.

		<p>Look at the pictures below. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why? Share it with your friends.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Source: <a href="http://www.tipsterwisataamarah.com/wp-content/uploads/2013/07/Wisata-Terkecuali-di-Bali-Pantai-Kuta.jpg">www.tipsterwisataamarah.com/wp-content/uploads/2013/07/Wisata-Terkecuali-di-Bali-Pantai-Kuta.jpg</a> Picture 3.2</p> <p>Beach</p> </div> <div style="text-align: center;">  <p>Source: <a href="http://www.ancol.com/pload/photo/2012/12/08/ed5547c2f95402566ecd8f78e846da.JPG">www.ancol.com/pload/photo/2012/12/08/ed5547c2f95402566ecd8f78e846da.JPG</a> Picture 3.3</p> <p>Amusement park</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>Source: <a href="http://gambar-rumahan.com/attachments/pikarta-barat/269561d1254773609-serwis-haifan-condominium-mal-taman-angguk-2lu-fis-6893829009_h186d667_h.jpg">http://gambar-rumahan.com/attachments/pikarta-barat/269561d1254773609-serwis-haifan-condominium-mal-taman-angguk-2lu-fis-6893829009_h186d667_h.jpg</a> Picture 3.4</p> <p>Mall</p> </div> <div style="text-align: center;">  <p>Source: <a href="http://wddan.220658.files.wordpress.com/2012/10/01/gunungan-senora.jpg">http://wddan.220658.files.wordpress.com/2012/10/01/gunungan-senora.jpg</a> Picture 3.5</p> <p>Mountain</p> </div> </div>		
4.	Chapter 4 (Which One is Your Best Getaway?)	Did You Read about ...?	Students are asked to describe the interesting part of the places they have visited, such as waterfall, natural park, museum, temples, etc. <sup>8</sup>	67
<p><b>Figure 4.3. The Example of Oral Presentation<sup>9</sup></b></p> <div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">  <div style="background-color: #f4a460; border-radius: 10px; padding: 5px 20px; display: inline-block;">SPEAKING</div> </div> <p><b>Describing - role play</b></p> <p>Have you ever visited a waterfall, natural park, or other natural tourism objects, or interesting buildings, monuments, museum, temples, etc.? Describe what make the place interesting.</p>				
5.	Chapter 5 (Let's Visit	Did You Read about ...?	Students are asked to describe the	77

<sup>8</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>9</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

	Niagara Falls)		interesting places they have visited. <sup>10</sup>	
<p style="text-align: center;"><b>Figure 4.4. The Example of Oral Presentation<sup>11</sup></b></p> <div style="text-align: center;">  </div>				
6.	Chapter 6 (Giving Announcement)	Academic Presentation	Students pretend to be a captain of their classes and give announcement about a trip to Borobudur Temple to their classmates. <sup>12</sup>	92
<p style="text-align: center;"><b>Figure 4.5. The Example of Oral Presentation<sup>13</sup></b></p> <div style="text-align: center;">  </div>				

Based on the table above, oral presentation in Chapter 1 “Talking about Self” was found on page 17-18. It can be seen from the talk in a roleplay between two

<sup>10</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>11</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>12</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>13</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

students about their personal lives. Students are asked to tell each other about their families, hobbies, and professions. In the next activity, they are also asked to introduce their friends who also use new identities to other guests.<sup>14</sup> The type of oral presentation can be categorized as the academic presentation. This activity enables students to practice introducing self by determining and applying the formal features in self-introduction and also which language exponent would use to make the presentation of the identities runs smoothly and effectively.

Meanwhile, the researcher did not find any oral presentation in Chapter 2 “*Congratulating and Complimenting Others*”. This chapter is enriched with dialogues or conversations about expressions to congratulate and compliment others. The absence of oral presentation can be caused by the focus of teaching speaking in this chapter is to train students showing empathy by congratulating and complimenting others. In other words, this chapter teaches students to give expressions of congratulations and compliments, where the material for expressions is not suitable for the type of oral presentation exercise that aims to provide some information.

In Chapter 3 “*Expressing Intentions*”, the researcher found the oral presentation in a warmer section on page 39. From the instruction, it can be seen that students have to share some information about some tourism objects, such as beach, amusement park, mall, and mountain by using the pictures in the book.<sup>15</sup> The information to share is about the reasons why people visit those places, the activities which visitors can do, etc. Although the type of this activity was not clearly addressed, but the instruction implied that this activity enabled students to tell specific objects by showing the pictures as visual aids. Therefore, this oral presentation can be categorized as the show and tell.

In Chapter 4 “*Which One is Your Best Getaway?*”, the oral presentation can be found on page 67. From the instruction given, students are asked to describe interesting

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<sup>14</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17-18.

<sup>15</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 39.



things from tourist destinations they have visited.<sup>16</sup> The instruction states: *Have you ever visited a waterfall, ... Describe what make the place interesting.* It implied that this activity was adapted from ‘did you read about...?’ activity. It provides opportunity for students to tell something about places that they have visited. However, the type of this oral presentation was not mentioned clearly in the book.

In Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher found oral presentation on page 77. Similar to previous chapter, the oral presentation in this chapter was also categorized as the ‘did you read about...?’ with some adjustments, where students are asked to tell interesting places they have visited.<sup>17</sup> However, the writers of the book did not mention the kind of this activity clearly. By practicing this activity, students were able to describe a specific object based on their memories.

In Chapter 6 “*Giving Announcement*”, the researcher found the oral presentation on page 92. This speaking exercise was categorized as the academic presentation, but that category was implied in the book. This activity enabled students to share information orally, that was the announcement about a trip to Borobudur Temple, by paying attention to the structure of announcement text as well as its language features.<sup>18</sup>

## 2) Pronunciation Practice

The existence of oral presentation in “*Bahasa Inggris*” textbook can be presented in the following table.

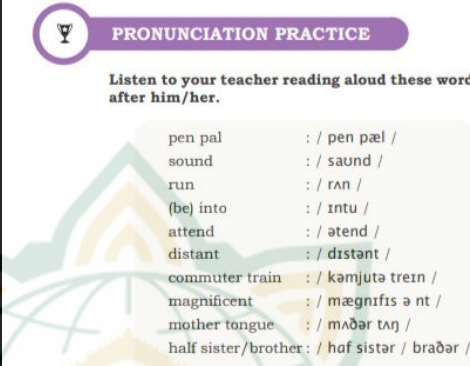
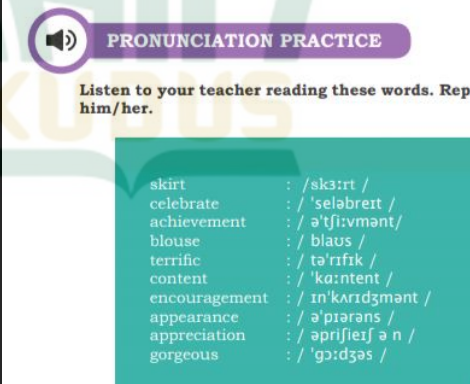
**Table 4.2. The Availability of Pronunciation Practice in “*Bahasa Inggris*” Textbook**

No.	Chapter	Pronunciation Practice	Example	Page
1.	Chapter 1 (Talking about Self)	Working with Sounds	Students were taught to differ between /ə/ and /i/ sound in the	3

<sup>16</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>17</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>18</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

			words “attend” and “distant”. <sup>19</sup>	
		<p><b>Figure 4.6. The Example of Pronunciation Practice<sup>20</sup></b></p> 		
2.	Chapter 2 (Congratulating and Complimenting Others)	Working with Stress	Students were taught to differ the placement of the stress in the words “celebrate” and “appearance”. <sup>21</sup>	22
		<p><b>Figure 4.7. The Example of Pronunciation Practice<sup>22</sup></b></p> 		

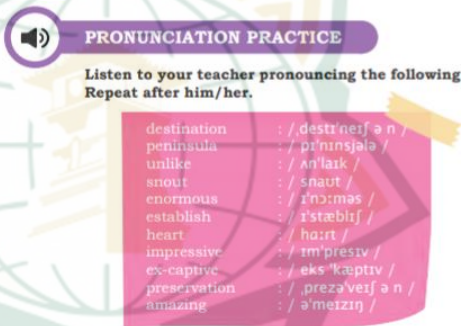
<sup>19</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 3.

<sup>20</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 3.

<sup>21</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 22.

<sup>22</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 22.





3.	Chapter 3 (Expressing Intention)	-	-	-
4.	Chapter 4 (Which One is Your Best Getaway?)	Working with Stress	Students are trained to differ the placement of the stress in the words “destination” and “establish”. <sup>23</sup>	52
<b>Figure 4.8. The Example of Pronunciation Practice</b> <sup>24</sup>				
				
5.	Chapter 5 (Let's Visit Niagara Falls)	Working with Stress	Students are taught to differ the placement of the stress in the words “bridal” and “illuminated”. <sup>25</sup>	71
<b>Figure 4.9. The Example of Pronunciation Practice</b> <sup>26</sup>				

<sup>23</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 52.

<sup>24</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 52.

<sup>25</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 71.

<sup>26</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 71.

		<div style="text-align: center;">  <b>PRONUNCIATION PRACTICE</b> </div> <p style="text-align: center;"><b>Listen to your teacher reading these words. Repeat after him/her.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; background-color: #e0f2f1;"> <table style="width: 100%; border-collapse: collapse;"> <tr><td>niagara</td><td style="text-align: right;">: / naɪ.ə.gə.rə /</td></tr> <tr><td>gorge</td><td style="text-align: right;">: / ɡɔːr.dʒ /</td></tr> <tr><td>veil</td><td style="text-align: right;">: / veɪl /</td></tr> <tr><td>bridal</td><td style="text-align: right;">: / ˈbraɪ.dl /</td></tr> <tr><td>cave</td><td style="text-align: right;">: / keɪv /</td></tr> <tr><td>hurricane</td><td style="text-align: right;">: / ˈhʌr.ɪ.kən /</td></tr> <tr><td>illuminated</td><td style="text-align: right;">: / ɪˈluː.məˈneɪ.təd /</td></tr> <tr><td>scenic</td><td style="text-align: right;">: / ˈsiː.nɪk /</td></tr> <tr><td>boat</td><td style="text-align: right;">: / bəʊt /</td></tr> <tr><td>exhilarating</td><td style="text-align: right;">: / ɪɡˈzɪlə.reɪ.tɪŋ /</td></tr> <tr><td>plunge over</td><td style="text-align: right;">: / plʌŋ.dʒ ˈəʊ.vər /</td></tr> <tr><td>sanctuary</td><td style="text-align: right;">: / ˈsæŋ.ktʃu.ər.i /</td></tr> <tr><td>apparatus</td><td style="text-align: right;">: / ə.pəˈreɪ.təs /</td></tr> <tr><td>entrance</td><td style="text-align: right;">: / ˈent.rəns /</td></tr> </table> </div>			niagara	: / naɪ.ə.gə.rə /	gorge	: / ɡɔːr.dʒ /	veil	: / veɪl /	bridal	: / ˈbraɪ.dl /	cave	: / keɪv /	hurricane	: / ˈhʌr.ɪ.kən /	illuminated	: / ɪˈluː.məˈneɪ.təd /	scenic	: / ˈsiː.nɪk /	boat	: / bəʊt /	exhilarating	: / ɪɡˈzɪlə.reɪ.tɪŋ /	plunge over	: / plʌŋ.dʒ ˈəʊ.vər /	sanctuary	: / ˈsæŋ.ktʃu.ər.i /	apparatus	: / ə.pəˈreɪ.təs /	entrance	: / ˈent.rəns /
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<p>6.</p>	<p>Chapter 6 (Giving Announcement)</p>	<p>Working with Stress</p>	<p>Students are taught to differ the placement of the stress in the words “stadium” and “approval”.<sup>27</sup></p>	<p>82-83</p>																												
<div style="text-align: center;">  <b>PRONUNCIATION PRACTICE</b> </div> <p style="text-align: center;"><b>Listen to your teacher reading these words. Repeat after him/her.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; background-color: #e0f2f1;"> <table style="width: 100%; border-collapse: collapse;"> <tr><td>cancel</td><td style="text-align: right;">: / ˈkæns ə l /</td></tr> <tr><td>stadium</td><td style="text-align: right;">: / ˈsteɪ.dɪ.əm /</td></tr> <tr><td>approval</td><td style="text-align: right;">: / ə ˈpruː.v ə l /</td></tr> <tr><td>proceed</td><td style="text-align: right;">: / prə ˈsiː.d /</td></tr> </table> </div> <div style="text-align: center; margin: 10px auto; width: 80%; background-color: #bbdefb; padding: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">82</span> Kelas X SMA/MA/SMK/MAK         </div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; background-color: #e0f2f1;"> <table style="width: 100%; border-collapse: collapse;"> <tr><td>in accordance with</td><td style="text-align: right;">: / ɪn ə ˈkɔː.d ə ns wɪθ /</td></tr> <tr><td>unforeseen</td><td style="text-align: right;">: / ʌnfɔːˈsiːn /</td></tr> <tr><td>a first-come basis</td><td style="text-align: right;">: / ə ˈfɜːst kʌm ˈbeɪ.sɪs /</td></tr> <tr><td>tremendous</td><td style="text-align: right;">: / trɪ ˈmɛn.dəs /</td></tr> <tr><td>registration fee</td><td style="text-align: right;">: / ˌredʒə ˈstreɪ.f ə n fiː /</td></tr> <tr><td>reserved</td><td style="text-align: right;">: / rɪ ˈzɜː.vd /</td></tr> </table> </div>					cancel	: / ˈkæns ə l /	stadium	: / ˈsteɪ.dɪ.əm /	approval	: / ə ˈpruː.v ə l /	proceed	: / prə ˈsiː.d /	in accordance with	: / ɪn ə ˈkɔː.d ə ns wɪθ /	unforeseen	: / ʌnfɔːˈsiːn /	a first-come basis	: / ə ˈfɜːst kʌm ˈbeɪ.sɪs /	tremendous	: / trɪ ˈmɛn.dəs /	registration fee	: / ˌredʒə ˈstreɪ.f ə n fiː /	reserved	: / rɪ ˈzɜː.vd /								
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<sup>27</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 82-83.

<sup>28</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 82-83.

Based on the table above, pronunciation practice in Chapter 1 “*Talking about Self*” was shown on page 3. It trained students to practice pronouncing a few words which consist of nouns, verbs, adjectives, and preposition on page 3, such as *pen pal, sound, run, into, attend, distant, commuter train, magnificent, mother tongue, and half sister/brother*.<sup>29</sup> In the command sentences, students would see: *Listen to your teacher reading aloud the following words. Repeat after him/her*. It can be seen that students were asked to listen to the teacher read the words aloud, then they repeat them. The kind of this exercise was clearly mentioned by the writers of the book in a separate section. It was also equipped with phonetic symbol. The pronunciation practice in this chapter was categorized as pronunciation practice that works with sounds, in which students are taught how to pronounce a word correctly by paying attention to the sounds that almost similar with the help of phonetic letters, for example /ə/ sound in the word “attend” and /ɪ/ sound in the word “distant”.

Meanwhile, in Chapter 2 “*Congratulating and Complimenting Others*”, the pronunciation practice was on page 22. This exercise provided some new vocabulary with the phonetic letters and also equipped with the placement of stress for each word. The words to learn were *skirt, celebrate, achievement, blouse, terrific, content, encouragement, appearance, appreciation, and gorgeous*.<sup>30</sup> In this chapter, the pronunciation practice was categorized as the practice that works with stress. The stress was indicated by quotation marks located on certain syllables in each word. Students were asked to pronounce the words correctly by paying attention to the appropriate stress.

In Chapter 3 “*Expressing Intentions*”, there was no pronunciation practice that was found by the researcher. In fact, this chapter was dominated by dialogues, so students had many opportunities to practice pronouncing words correctly through interactions in a class under the guidance of a teacher.

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<sup>29</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 3.

<sup>30</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 22.

In Chapter 4 “*Which One is Your Best Getaway?*”, the researcher found two pronunciation practices that focus on stress or work with stress on page 52 and 57. In these exercises, a number of new nouns, verbs, and adjectives about the topic were provided. Students must pronounce them correctly by paying attention to stressed syllable and unstressed syllable. On page 52, the words to learn include *destination, peninsula, unlike, snout, enormous, establish, heart, impressive, ex-captive, preservation, and amazing*.<sup>31</sup> Meanwhile, the vocabulary in the pronunciation practice on page 57 contained *epitome, mausoleum, inlaid, intricate, slender, octagonal, be adorned, and house (verb)*.<sup>32</sup>

In Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher also found pronunciation practice that worked with stress on page 71. Students were asked to pronounce some words about the topic with the appropriate stress, such as *niagara, gorge, veil bridal, cave, hurricane, illuminated, scenic, boat, exhilarating, plunge over, sanctuary, apparatus, and entrance*.<sup>33</sup>

In Chapter 6 “*Giving Announcement*”, the pronunciation practice was found on page 82-83 and this practice was mentioned clearly. This pronunciation practice could be categorized as working with stress. Students were asked to pronounce some unfamiliar noun, verbs, and adjectives about the topic with the appropriate stress. The practice provided some words include *cancel, stadium, approval, proceed, in accordance with, unforeseen, a first-come basis, tremendous, registration fee, and reserved*.<sup>34</sup>

### 3) Dialogue

The availability of dialogue in “*Bahasa Inggris*” textbook can be shown in the following table.

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<sup>31</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 52.

<sup>32</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 57.

<sup>33</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 71.

<sup>34</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 82-83.

**Table 4.3. The Availability of Dialogue in “Bahasa Inggris” Textbook**


No.	Chapter	Dialogue	Example	Page			
1.	Chapter 1 (Talking about Self)	Items on Board	Students have to practice a dialogue with their partners to guess some words on their back by inserting the questions on the book into their talk. <sup>35</sup>	16			
<p><b>Figure 4.11. The Example of Dialogue</b><sup>36</sup></p> <p><b>SPEAKING</b></p> <p><b>Task 1: Guessing Games - Who Am I?</b> You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.</p> <p><b>Questions to ask:</b></p> <table border="1"> <tr> <td>-Does it relate to a family relationship? -Am I female? -Am I a mother?</td> <td>- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?</td> <td>-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music? etc.</td> </tr> </table> <p><b>Words to be written on post-it:</b> brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide</p>					-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music? etc.
-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music? etc.					
		Memorizing Script	In pairs, students have to practice the dialogue between Edo and Slamet by following the example given. <sup>37</sup>	17			
<p><b>Figure 4.12. The Example of Dialogue</b><sup>38</sup></p>							

<sup>35</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

<sup>36</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

<sup>37</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

<sup>38</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.


		<p>The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.</p>  <p>Source: Dokumen Kemdikbud Picture 1.5</p>		
2.	Chapter 2 (Congratulating and Complimenting Others)	Dialogue Building	In pairs, students have a dialogue to practice the expression of congratulations through the activity on page 29. <sup>39</sup> Meanwhile, on page 35-36, students have practice the expression of compliment based on some situations given. <sup>40</sup>	29 and 35-36
<b>Figure 4.13. The Example of Dialogue</b> <sup>41</sup>				

<sup>39</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 29.

<sup>40</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-36.

<sup>41</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-36.




		<div style="text-align: right; margin-bottom: 10px;">  <b>SPEAKING</b> </div> <p><b>Task 1:</b> Let's play rock-paper-scissors.</p> <p>Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she creates an expression of compliment. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Compliments</th> </tr> </thead> <tbody> <tr> <td><b>Situation 1</b> You see your friend with her new haircut.</td> </tr> <tr> <td><b>Situation 2</b> Your sister drives very well.</td> </tr> <tr> <td><b>Situation 3</b> Your best friend handled a problem successfully.</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 10px; background-color: #00a0e3; color: white; padding: 5px; border-radius: 15px;">             Bahasa Inggris 35         </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td><b>Situation 4</b> You visit your friend's house for the first time.</td> </tr> <tr> <td><b>Situation 5</b> Your classmate submitted her project on time.</td> </tr> <tr> <td><b>Situation 6</b> Your sister's team won a game.</td> </tr> <tr> <td><b>Situation 7</b> Your brother has just bought a new, smart robot.</td> </tr> <tr> <td><b>Situation 8</b> Your friend has a new T-shirt.</td> </tr> </tbody> </table>	Compliments	<b>Situation 1</b> You see your friend with her new haircut.	<b>Situation 2</b> Your sister drives very well.	<b>Situation 3</b> Your best friend handled a problem successfully.	<b>Situation 4</b> You visit your friend's house for the first time.	<b>Situation 5</b> Your classmate submitted her project on time.	<b>Situation 6</b> Your sister's team won a game.	<b>Situation 7</b> Your brother has just bought a new, smart robot.	<b>Situation 8</b> Your friend has a new T-shirt.
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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Flow-Diagram Conversation</td> <td style="width: 40%; padding: 5px;">Students are asked to practice complimenting and responding to the compliments by following speech acts that provided in the book.<sup>42</sup></td> <td style="width: 27%; padding: 5px; text-align: center;">34-35</td> </tr> </table>	Flow-Diagram Conversation	Students are asked to practice complimenting and responding to the compliments by following speech acts that provided in the book. <sup>42</sup>	34-35						
Flow-Diagram Conversation	Students are asked to practice complimenting and responding to the compliments by following speech acts that provided in the book. <sup>42</sup>	34-35									

**Figure 4.14. The Example of Dialogue**<sup>43</sup>


<sup>42</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 34-35.

<sup>43</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 34-35.

		<p><b>Task 4:</b> Work in pairs and practice complimenting and responding to the compliments. One of you become A and the other becomes B.</p> <p>34 Kelas X SMA/MA/SMK/MAK</p>  <p>Source: Dokumen Kemdikbud Picture 2.20</p> <p><b>A1.</b> Riza is working really hard. Ami compliments Riza. Riza responds to the compliment happily. <b>A2.</b> Firda is showing a very nice drawing. Fadhil compliments Firda. Firda responds to the compliment.</p> <p><b>B1.</b> Wayan is wearing a new pair of shoes. Angelina compliments Wayan. Wayan responds to the compliment. <b>B2.</b> Zainab looks beautiful in her new skirt. Raymond compliments Siti. Siti responds to the compliment.</p>		
3.	Chapter 3 (Expressing Intention)	Dialogue Building	In pairs, students are asked to make and practice a short dialog about plans based on some situations. <sup>44</sup>	44-47
<b>Figure 4.15. The Example of Dialogue</b> <sup>45</sup>				

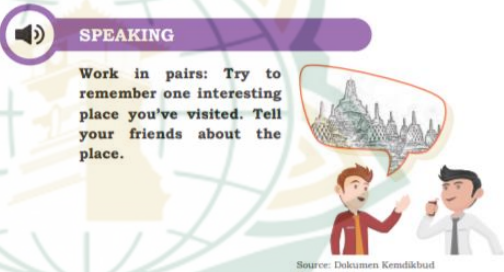
<sup>44</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-47.

<sup>45</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-47.

		<p style="text-align: center;"> <b>SPEAKING</b></p> <p><b>Task 1:</b> Make up short dialogs for the following situations. Read the answer of number 1 as an example.</p> <p style="text-align: center;">44 Kelas X SMA/MA/SMK/MAK</p> <hr/> <p>1. You plan to do the Biology project at the library after school. You ask your classmate, Rina, to do it together with you.</p> <p>A : <i>I am going to do my biology project at the library after school. Rina, are you going to do that today, too?</i></p> <p>B : <i>Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together.</i></p> <p>2. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds. Use the expressions in the previous section in the conversation.</p>		
4.	Chapter 4 (Which One is Your Best Getaway?)	Dialogue Building	In a role play, student who plays a role as a tourist is possible to make an interaction and have a dialogue with a student who pretends to be a guide describing the special peculiarities of tourism object. <sup>46</sup>	67
		<p style="text-align: center;"><b>Figure 4.16. The Example of Dialogue</b><sup>47</sup></p> <p>Pretend as if you were a guide describing the special peculiarities of the tourism object. You can also pretend to be a tourist guide for Tanjung Puting National Park or Taj Mahal. In that case, make a word web about Tanjung Puting National Park, or Taj Mahal, or your own favorite place. Based on the word web, take turns with your classmate describing the place.</p>		

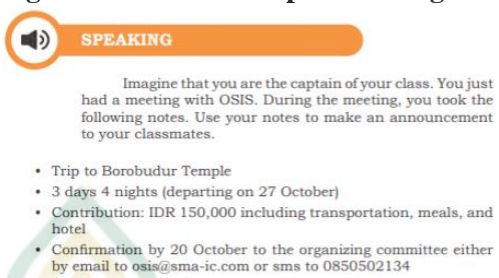
<sup>46</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>47</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

5.	Chapter 5 (Let's Visit Niagara Falls)	Dialogue Building	In pairs, students are possible to have a dialogue after their partners telling their stories about interesting places they have visited. <sup>48</sup>	77
<p><b>Figure 4.17. The Example of Dialogue</b><sup>49</sup></p>  <p>Source: Dokumen Kemdikbud Picture 5.10</p>				
6.	Chapter 6 (Giving Announcement)	Dialogue Building	In a roleplay, student who pretends to be a captain of the class gives the announcement about a trip to Borobudur Temple to classmates. After announcing, it is possible for other students to have a dialogue with the captain	92

<sup>48</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>49</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

			to know more about the trip. <sup>50</sup>	
<p><b>Figure 4.18. The Example of Dialogue</b><sup>51</sup></p> 				

Based on the table above, it can be seen that in Chapter 1 “*Talking about Self*”, the researcher found two dialogue practices. The first dialogue was on page 16 that was shown in a guessing game entitled *Who am I?*. This game can be categorized as the dialogue because it involves the interaction between two students. This dialogue activity was the variation of items on board because of the utilizing of questions on the book that had some analogy with items on board. Based on the command sentences, a student have to guess what word is on his back by asking some questions which are provided in the book.<sup>52</sup> His partner may only answer the questions with either yes or no. Meanwhile, on page 17, there was also a dialogue exercise which can be categorized as the variation of memorizing scripts since it enables students to practice a dialogue based on a given script in the book. To complete the task, students have to act out the dialogue between Edo and Slamet when introducing themselves by following the example of conversation given.<sup>53</sup>

In Chapter 2 “*Congratulating and Complimenting Others*”, the researcher found dialogues on page 29, 34-35, and 35-36. Dialogues on page 29 and 35-36 presented in the form of games. These games are playing rock, paper, and scissors. Based on the

<sup>50</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>51</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>52</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

<sup>53</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

command sentences, these speaking exercises allow students to create conversations in pairs based on various situations, so these dialogue activities can be categorized as the dialogue buildings. On the page 29, student who becomes a winner has an opportunity to choose a situation about the expression of congratulations for himself/herself, then the partner congratulates him/her.<sup>54</sup> Since students have to develop the conversation further, this activity was categorized as a dialogue building. Similarly, a dialogue exercise on page 35-36 enables students to build the dialogue about the expression of compliments.<sup>55</sup> Besides, a dialogue was also found on page 34-35 that can be categorized as a flow-diagram conversation.<sup>56</sup> It is because the instruction only provides speech acts or functions, so students have to perform the dialogue based on that and decide what appropriate expressions to be used for each speech acts. In this exercise, speech acts to elaborate are complimenting and responding to the compliment.

In Chapter 3 “*Expressing Intentions*”, the dialogue was found on page 44-47. The command sentences on page 44 clearly stated that students have to make up short dialogs based on some situations, so this exercise can be categorized as dialogue building.<sup>57</sup> In this practice, students can read the example of dialogue that is available on page 45. On page 47, students were asked to act out one of the dialogues in front of the class.<sup>58</sup>

In Chapter 4 “*Which One is Your Best Getaway?*”, the researcher found a dialogue on page 67. This dialogue activity implies in a role play, in which students have to pretend to be a guide who give a description about a special peculiarities of tourism object.<sup>59</sup> At the end of the stage, a student who becomes a tourist and a student who plays a role as a guide can be involved in a conversation to explore the more

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<sup>54</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 29.

<sup>55</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-36.

<sup>56</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 34-35.

<sup>57</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44.

<sup>58</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 47.

<sup>59</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.



information about the place. This dialogue can be categorized as a dialogue building because it offers an opportunity for students to create a conversation based on the description of a tourism object.

In Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher also found a dialogue as the part of another speaking activity on page 77. It is implicitly available in an oral presentation that enables students to share their friends about the interesting place they have ever visited.<sup>60</sup> To know more about the place, other students have a chance to ask students who share their experience in visiting a place based on their descriptions. Even though the authors of the book did not mention the type of this dialogue clearly, this dialogue activity can be categorized as a dialogue building.

In Chapter 6 “*Giving Announcement*”, the researcher found a dialogue on page 92. Similar to the previous chapter, this activity also implicitly presented in another activity. In a role play, students can build a dialogue after the announcement about a trip to Borobudur Temple was delivered by the captain of the class.<sup>61</sup> This dialogue can be categorized as a dialogue building because it gives opportunity for students to ask further information about the trip to the leader, for example what needs to be prepared, what should and should not be done during the activity, etc.

#### 4) Roleplay

The availability of oral presentation in “*Bahasa Inggris*” textbook can be presented in the following table.

**Table 4.4. The Availability of Roleplay in “*Bahasa Inggris*” Textbook**

No.	Chapter	Roleplay	Example	Page
1.	Chapter 1 (Talking about Self)	Role-Playing Controlled through	Students pretend to be guests in a party and they talk to each	17-18

<sup>60</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>61</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

		Situation and Goals	other to introduce themselves. <sup>62</sup>	
		<p><b>Figure 4.19. The Example of Roleplay<sup>63</sup></b></p> <p><b>B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become</b></p> <hr/> <p style="text-align: right;">Bahasa Inggris 17</p> <hr/> <p><b>your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:</b></p> <p>May I know your name please?          Can you tell me what your profession is? Or,          What do you do?          What're your hobbies?          Do you like painting?          Do you like music?</p>		
2.	Chapter 2 (Congratulating and Complimenting Others)	Role-Playing Controlled through Situation and Goals	In pairs, students play roles based on some situations given to create an expression of congratulations. <sup>64</sup>	29

<sup>62</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17-18.

<sup>63</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17-18.

<sup>64</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 29.

**Figure 4.20. The Example of Roleplay<sup>65</sup>**

		<p><b>Figure 4.20. The Example of Roleplay<sup>65</sup></b></p> <p><b>SPEAKING</b></p> <p><b>Let's play rock, paper, and scissors.</b></p> <p>Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.</p> <table border="1"> <tr> <td>1. haircut</td> <td>2. jacket</td> <td>3. speech contest</td> </tr> <tr> <td>4. got driver's licence</td> <td>5. new bag</td> <td>6. math Olympiad</td> </tr> <tr> <td>7. best student</td> <td>8. writing competition</td> <td>9. new baby</td> </tr> <tr> <td>10. new house</td> <td>11. graduation</td> <td>12. getting married</td> </tr> <tr> <td>13. new job</td> <td>14. successful business</td> <td>15. new book</td> </tr> <tr> <td>16. talented singer</td> <td>17. best model</td> <td>18. drawing competition</td> </tr> <tr> <td>19. create new robots</td> <td>20. best writer</td> <td>21. best teacher</td> </tr> </table>	1. haircut	2. jacket	3. speech contest	4. got driver's licence	5. new bag	6. math Olympiad	7. best student	8. writing competition	9. new baby	10. new house	11. graduation	12. getting married	13. new job	14. successful business	15. new book	16. talented singer	17. best model	18. drawing competition	19. create new robots	20. best writer	21. best teacher
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	<p>Role-Playing Controlled through Situation and Goals</p>	<p>In pairs, students play roles based on some situations given to create an expression of compliment.<sup>66</sup></p> <p>35-37</p>																					

<sup>65</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 29.

<sup>66</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-37.

		<p><b>Figure 4.21. The Example of Roleplay<sup>67</sup></b></p> <div style="border: 1px solid black; padding: 10px;"> <div style="text-align: center; border: 2px solid red; border-radius: 15px; width: fit-content; margin: 0 auto; padding: 5px;"> <b>SPEAKING</b> </div> <div style="background-color: #00a0c0; color: white; padding: 5px; border-radius: 10px; margin-top: 10px;"> <b>Task 1:</b>                      Let's play rock-paper-scissors.                 </div> <p style="margin-top: 10px;">Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she creates an expression of compliment. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Compliments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <b>Situation 1</b>                      You see your friend with her new haircut.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>Situation 2</b>                      Your sister drives very well.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>Situation 3</b>                      Your best friend handled a problem successfully.                 </td> </tr> </tbody> </table> <div style="text-align: right; margin: 10px 0;"> <span style="background-color: #00a0c0; color: white; padding: 2px 5px; border-radius: 10px;">Bahasa Inggris 35</span> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tbody> <tr> <td style="padding: 5px;"> <b>Situation 4</b>                      You visit your friend's house for the first time.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>Situation 5</b>                      Your classmate submitted her project on time.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>Situation 6</b>                      Your sister's team won a game.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>Situation 7</b>                      Your brother has just bought a new, smart robot.                 </td> </tr> <tr> <td style="padding: 5px;"> <b>Situation 8</b>                      Your friend has a new T-shirt.                 </td> </tr> </tbody> </table> </div>			Compliments	<b>Situation 1</b> You see your friend with her new haircut.	<b>Situation 2</b> Your sister drives very well.	<b>Situation 3</b> Your best friend handled a problem successfully.	<b>Situation 4</b> You visit your friend's house for the first time.	<b>Situation 5</b> Your classmate submitted her project on time.	<b>Situation 6</b> Your sister's team won a game.	<b>Situation 7</b> Your brother has just bought a new, smart robot.	<b>Situation 8</b> Your friend has a new T-shirt.
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<b>Situation 7</b> Your brother has just bought a new, smart robot.													
<b>Situation 8</b> Your friend has a new T-shirt.													
3.	Chapter 3 (Expressing Intention)	Role-Playing Controlled through Situation and Goals	Student pretends to be a candidate of the president of the student organization and he/she delivers a speech about his/her promises and plans. <sup>68</sup>	47									
<b>Figure 4.22. The Example of Roleplay<sup>69</sup></b>													

<sup>67</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-37.


<sup>68</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 47.

<sup>69</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 47.

		<p><b>Task 3:</b> Make formal speech and perform it in front of the class. Follow the steps given.</p> <ol style="list-style-type: none"> <li>1. First, imagine that you are running for the president of the student organization.</li> <li>2. You are preparing a campaign for the president of the student organization.</li> <li>3. List the promises you will make during the speech. For example:  <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; margin: 5px 0;">                     If I am elected as the president of the student organization, I will support sport competition in our school. We are going to have more regular practices of sports like soccer and badminton so that we can win in competitions. I would also like to .... etc.                 </div> </li> <li>4. Present your speech in front of the class.</li> </ol>		
4.	Chapter 4 (Which One is Your Best Getaway?)	Role-Playing Controlled through Situation and Goals	Student pretends to be a guide describing the special peculiarities of the tourism object such as Tanjung Puting National Park or Taj Mahal. <sup>70</sup>	67
<p><b>Figure 4.23. The Example of Roleplay<sup>71</sup></b></p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; background-color: #fff9c4;"> <p> <b>SPEAKING</b></p> <p><b>Describing - role play</b></p> <p>Have you ever visited a waterfall, natural park, or other natural tourism objects, or interesting buildings, monuments, museum, temples, etc.? Describe what make the place interesting.</p> <p>Pretend as if you were a guide describing the special peculiarities of the tourism object. You can also pretend to be a tourist guide for Tanjung Puting National Park or Taj Mahal. In that case, make a word web about Tanjung Puting National Park, or Taj Mahal, or your own favorite place. Based on the word web, take turns with your classmate describing the place.</p> </div>				
5.	Chapter 5 (Let's Visit Niagara Falls)	-	-	-
6.	Chapter 6 (Giving Announcement)	Role-Playing Controlled through Situation and Goals	Students pretend to be a captain of the class and have to give announcement to classmates about	92

<sup>70</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>71</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

		a trip to Borobudur Temple. <sup>72</sup>	
<p><b>Figure 4.24. The Example of Roleplay<sup>73</sup></b></p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;">  <p style="margin: 0;"><b>SPEAKING</b></p> </div> <p style="text-align: center;">Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.</p> <ul style="list-style-type: none"> <li>• Trip to Borobudur Temple</li> <li>• 3 days 4 nights (departing on 27 October)</li> <li>• Contribution: IDR 150,000 including transportation, meals, and hotel</li> <li>• Confirmation by 20 October to the organizing committee either by email to osis@sma-ic.com or sms to 0850502134</li> </ul>			

Based on the table above, the researcher found a roleplay in Chapter 1 “*Talking about Self*” on page 17-18. From the exercise, roleplay can be indicated by the presence of a command sentence which contains several keywords commonly found in roleplays such as *imagine* and *pretend*. In this roleplay, students seem to be in a party situation and are required to introduce themselves so that this speaking practice is categorized as a roleplay that is controlled through situations and goals.<sup>74</sup> It asks students to imagine that they and their classmates are as if they were guests at a party. In that scenario, they have to act as their idols and do not know each other so they have to introduce themselves.

In Chapter 2 “*Congratulating and Complimenting Others*”, roleplays were presented on pages 29 and 35-36. These roleplays were in the form of games. On page 29, students have to pretend to be in situations given and make the expression of congratulations, for example writing competition, best student, new book, etc.<sup>75</sup> Meanwhile, on page 35-36, students have to make an expression of compliments based on imaginative situations, such as your sister drives very well, you visit your friend’s house for the first time, etc.<sup>76</sup> In pairs, they have to make an

<sup>72</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>73</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>74</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17-18.

<sup>75</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 29.

<sup>76</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-36.



expression of congratulations (page 29) and an expression of compliment (page 35-36) as well as the responds. This roleplay belongs to the category of controlled roleplay through situations and goals, because it clearly involves students to be in unreal situations and to achieve certain goals, in this case, that are to congratulate and to compliment others as well as to respond it.

In Chapter 3 “*Expressing Intentions*”, a roleplay presented on page 47. The sign that indicates roleplay in this exercise can be seen from the command word *imagine*. This roleplay belongs to the type of controlled roleplay through situations and goals, where students seem to be participating in the election of the president of the student organization and they have to convince voters to vote for them. Students are asked to imagine that they are one of the candidates of the president in the election of the student organization.<sup>77</sup> Before the election took place, they have to campaign in front of the other students.

In Chapter 4 “*Which One is Your Best Getaway?*”, the researcher found a roleplay on page 67. The word of roleplay is mentioned clearly in the textbook along with describing. The presence of the command verb *pretend* also becomes evidence of the availability of roleplay. In this speaking practice, students are asked to pretend to be a guide describing special peculiarities of the tourism object or behave to be a tourist guide for local or international tourism object or favorite place to visit.<sup>78</sup> Based on the instruction, this roleplay can be categorized as a controlled roleplay through situations and goals since it replicates the situation in a specific tourism place in which students describe the special peculiarities of tourism objects.

In Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher did not find any roleplay in speaking practices. The topic in this chapter is a continuation of the previous chapter and it focuses more on one genre

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<sup>77</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 47.

<sup>78</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

of the text, namely a descriptive text. For this reason, students are expected to be able to describe an object orally, or in writing in the form of descriptive text. In this chapter, the speaking practices in the book only aims to train students to describe an object orally. In the other words, students are asked to describe an object directly through speaking without the needs of a roleplay elements.

In Chapter 6 “*Giving Announcement*”, the researcher found roleplay on page 92. In this speaking practice, it can be seen that there is a command verb *imagine* in the instructions so that this practice can be called a roleplay. In this roleplay, students are asked to imagine that they are the captain of the class and are attending a meeting of student organization.<sup>79</sup> The purpose of this roleplay is to teach students to make announcements based on the notes and deliver it orally to the classmates. From the instructions, it can be concluded that this roleplay includes a controlled roleplay through situations and goals.

### 5) Discussion

The availability of discussions in “*Bahasa Inggris*” textbook can be presented in the following table.

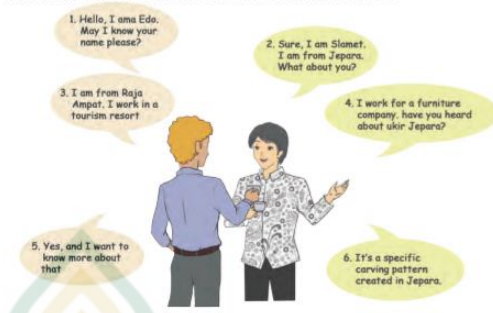
**Table 4.5. The Availability of Discussion in “*Bahasa Inggris*” Textbook**

No.	Chapter	Discussion	Example	Page
1.	Chapter 1 (Talking about Self)	Solving a Problem	Students have to discuss the expressions of introducing self in the dialogue with their classmates. <sup>80</sup>	17
<b>Figure 4.25. The Example of Discussion</b> <sup>81</sup>				

<sup>79</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>80</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

<sup>81</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

		<p>to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.</p>  <p>Source: Dokumen Kemdikbud Picture 1.5</p>		
2.	Chapter 2 (Congratulating and Complimenting Others)	Solving a Problem	Students are asked to discuss the meaning of expression used to congratulate people. <sup>82</sup>	24
<p><b>Figure 4.26. The Example of Discussion</b><sup>83</sup></p> <p><b>Task 3:</b> Read the dialog silently. Pay attention to the expression used to congratulate people. Discuss the meaning with your classmate. After that read aloud the dialog in pairs. One of you become Cita, the other becomes Ditto. Then, discuss the answer to the questions.</p> <p><b>Text 2</b></p> <p><i>Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.</i></p> <p>Ditto : Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well. Cita : Thanks, Ditto. Ditto : I heard that you will be the representative of our school in the story telling competition of our regency. Is it true? Cita : Yes, you're right. Ditto : I hope you will win as well in the next competition. Cita : I hope so. But I'm nervous. Ditto : Don't worry, you're a very good story teller. Good luck. Cita : Thanks. I'll do my best. Wish me luck.</p>				
3.	Chapter 3 (Expressing Intention)	Solving a Problem	Students are asked to discuss what needs to be considered before visiting to tourism place. <sup>84</sup>	42
<p><b>Figure 4.27. The Example of Discussion</b><sup>85</sup></p>				

<sup>82</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 24.

<sup>83</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 24.

<sup>84</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 42.

<sup>85</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 42.

		<p><b>Task 3:</b> What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.</p>		
4.	Chapter 4 (Which One is Your Best Getaway?)	Solving a Problem	Students are asked to discuss the meaning of some phrases that they find from two descriptive texts. <sup>86</sup>	64
<p><b>Figure 4.28. The Example of Discussion</b><sup>87</sup></p> <p><b>Task 4 Identifying noun phrases</b> Try to find as least 10 (ten) noun phrases from the reading text about Tanjung Puting National Park and Taj Mahal and discuss the meaning of the phrases.</p> <p>Example: <i>internationally famous ecotourism destinations</i></p>				
5.	Chapter 5 (Let's Visit Niagara Falls)	Solving a Problem	Students are asked to discuss some benefits for human's life from the creation of waterfalls. <sup>88</sup>	75
<p><b>Figure 4.29. The Example of Discussion</b><sup>89</sup></p> <p><b>POINTS TO PONDER</b></p> <p>Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.</p>				
6.	Chapter 6 (Giving Announcemen t)	Things in Common and Picture Differences	Students are asked to discuss the similarities and differences	87

<sup>86</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 64.

<sup>87</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 64.

<sup>88</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 75.

<sup>89</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 75.

			between two announcement texts. <sup>90</sup>	
		<b>Figure 4.30. The Example of Discussion<sup>91</sup></b>  Discuss with your classmate about the similarity and difference between text 1 and text 2.		

Based on the table above, the researcher found the discussion in Chapter 1 “*Talking about Self*” in the steps of completing the dialogue exercise on page 17. In this stage, students are asked to discuss with their classmates about the expressions used when introducing themselves as written in the examples given.<sup>92</sup> The instructions in this speaking activity clearly state the existence of discussion activities which are marked by a command sentence: *Discuss the expressions used with your classmate sitting next to you.* The researcher found that the discussion in this chapter tends to be a problem solving. By discussing, students would try to look at some of the existing expressions and then determine what vocabulary and grammar to use. As a result, students would find “a pattern” in introducing themselves.

In Chapter 2 “*Congratulating and Complimenting Others*”, the researcher found a discussion on page 24. In this activity, the authors of the book stated the type of speaking activity in a clear way. From the instructions given, students and their classmates are asked to discuss the meaning of the expression of congratulations in the dialogue given.<sup>93</sup> By doing activity like this, students are capable to make a decision of the problem. In this case, the problem is analogous to the meaning of the expressions to congratulate others. In other words, they have to figure out what the appropriate meaning of the expression

<sup>90</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 87.

<sup>91</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 87.

<sup>92</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

<sup>93</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 24.



used to congratulate people. Therefore, this discussion belongs to a problem solving.

In Chapter 3 “*Expressing Intentions*”, the researcher found the discussion in the dialogue section on page 42. From the clear instruction given, this discussion can be categorized as a problem solving where students are asked to discuss with their friends what things should be considered before visiting tourism objects.<sup>94</sup> They have to make some decisions by looking at some aspects, such as destination, budget, safety, usefulness, time, and so on.

In Chapter 4 “*Which One is Your Best Getaway?*” the researcher found a discussion in the grammar review section on page 64. From the clear instruction given, students are asked to find at least 10 noun phrases from 2 descriptive texts given and then they are asked to discuss the meaning of the phrases.<sup>95</sup> This activity also provides an example to facilitate students to finish the task. This discussion can be categorized as problem solving since it enables students to share their opinions about the meanings for each phrase, and then they decide which meaning is appropriate.

In Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher found the discussion in the reading section on page 75. The instruction states that students need to work with classmates and they are asked to discuss some of the benefits for human’s life from the creation of magnificent waterfalls.<sup>96</sup> This type of discussion tends to be a problem solving. This activity highly provides opportunities for students to share their opinions in spoken language and it also trains students to be grateful to God for His creations.

In Chapter 6 “*Giving Announcement*”, the researcher found a discussion in the reading section. In the exercise that is presented on page 87, students are asked to discuss with their partners the similarities and differences between two announcement texts that have

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<sup>94</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 42.

<sup>95</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 64.

<sup>96</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 75.



been given.<sup>97</sup> This activity contains two types of discussion, that is the things in common and the picture differences. This discussion is categorized as the things in common as it requires students to discuss the similarity of the texts. Meanwhile, this activity also can be categorized as the picture differences because it allows them to discuss some differences between the texts.

**6) Communication Activities (Information Gap)**

The availability of information gap activities in “*Bahasa Inggris*” textbook can be presented in the following table.


**Table 4.6. The Availability of Communication Activities (Information Gap) in “*Bahasa Inggris*” Textbook**

No.	Chapter	Communication Activities (Information Gap)	Example	Page
1.	Chapter 1 (Talking about Self)	Guessing Game	Students and their partners have to ask yes-no questions to guess a word on a post-it paper. <sup>98</sup>	16
<b>Figure 4.31. The Example of Communication Activities (Information Gap)<sup>99</sup></b>				

<sup>97</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 87.

<sup>98</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

<sup>99</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

		<div style="text-align: center;">  <b>SPEAKING</b> </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Task 1: Guessing Games - Who Am I?</b></p> <p>You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.</p> </div> <div style="margin-top: 10px;"> <p><b>Questions to ask:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">                     -Does it relate to a family relationship?                      -Am I female?                      -Am I a mother?                 </td> <td style="padding: 5px;">                     - Does it relate to a profession?                      - Do I work in a hospital?                      - Am I a medical doctor?                 </td> <td style="padding: 5px;">                     -Does it relate to a hobby?                      -Am I an outdoor activity?                      -Am I related to music? etc.                 </td> </tr> </table> </div> <div style="margin-top: 10px;"> <p><b>Words to be written on post-it:</b></p> <div style="border: 1px solid blue; padding: 5px;">                     brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide                 </div> </div>			-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music? etc.
-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music? etc.					
2.	Chapter 2 (Congratulating and Complimenting Others)	Describing and Guessing Game	Students make groups of three. To play the game, the groups have to guess what words that their teacher has described. <sup>100</sup>	21			
<p><b>Figure 4.32. The Example of Communication Activities (Information Gap)<sup>101</sup></b></p> <p><b>Describing and Guessing</b></p> <p><b>Do this game in groups. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.</b></p> <p><b>For example:</b></p> <div style="border: 1px solid red; border-radius: 15px; padding: 10px; display: inline-block; margin: 10px 0;">             'A person who serves passengers in a flight.' He/She is a 'flight attendant.'         </div> <p>After you know how to play the game, your teacher will ask you to make groups of three to play the game. The group who can guess more words will be the winner.</p>							
3.	Chapter 3 (Expressing Intention)	Dialogue	In pairs, students need to have a conversation	44-47			

<sup>100</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 21.

<sup>101</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 21.

			to exchange information to each other about plans to do. <sup>102</sup>	
<p><b>Figure 4.33. The Example of Communication Activities (Information Gap)<sup>103</sup></b></p>				
4.	Chapter 4 (Which One is Your Best Getaway?)	Discussion	Students must find at least 10 noun phrases by discussing and exchanging information to each other to find out the meaning of the phrases. <sup>104</sup>	64

<sup>102</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-47.

<sup>103</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-47.

<sup>104</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 64.

		<p align="center"><b>Figure 4.34. The Example of Communication Activities (Information Gap)<sup>105</sup></b></p> <div style="background-color: #0072bc; color: white; padding: 5px; border-radius: 10px; margin: 10px 0;"> <p><b>Task 4 Identifying noun phrases</b>                      Try to find as least 10 (ten) noun phrases from the reading text about Tanjung Puting National Park and Taj Mahal and discuss the meaning of the phrases.</p> </div> <p>Example:  <i>internationally famous ecotourism destinations</i></p>		
<p>5.</p>	<p>Chapter 5 (Let's Visit Niagara Falls)</p>	<p>Discussion</p>	<p>Students and the partners need to complete the chart by discussing the structure of the descriptive text.<sup>106</sup></p>	<p>78</p>
<p align="center"><b>Figure 4.35. The Example of Communication Activities (Information Gap)<sup>107</sup></b></p>				

<sup>105</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 64.

<sup>106</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 78.

<sup>107</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 78.

		<p><b>Task 1:</b> Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.</p> <table border="1" data-bbox="468 244 983 791"> <thead> <tr> <th>Parts of Text</th> <th>Purposes</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>Introductory paragraph</td> <td></td> <td></td> </tr> <tr> <td>Supporting paragraph 1</td> <td></td> <td></td> </tr> <tr> <td>Supporting paragraph 2</td> <td>To describe Maid of the Mist Boat Tour</td> <td></td> </tr> <tr> <td>Supporting paragraph 3</td> <td></td> <td></td> </tr> <tr> <td>Supporting paragraph 4</td> <td></td> <td></td> </tr> <tr> <td>Supporting paragraph 5</td> <td></td> <td></td> </tr> <tr> <td>Supporting paragraph 6</td> <td></td> <td></td> </tr> <tr> <td>Concluding paragraph</td> <td></td> <td></td> </tr> </tbody> </table>			Parts of Text	Purposes	Details	Introductory paragraph			Supporting paragraph 1			Supporting paragraph 2	To describe Maid of the Mist Boat Tour		Supporting paragraph 3			Supporting paragraph 4			Supporting paragraph 5			Supporting paragraph 6			Concluding paragraph		
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Supporting paragraph 3																															
Supporting paragraph 4																															
Supporting paragraph 5																															
Supporting paragraph 6																															
Concluding paragraph																															
6.	Chapter 6 (Giving Announcement)	Dialogue	In pairs, students are asked to answer some of the questions about the texts to exchange information, where they have different information from two announcement texts. <sup>108</sup>	86-87																											
<p><b>Figure 4.36. The Example of Communication Activities (Information Gap)<sup>109</sup></b></p>																															

<sup>108</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 86-87.

<sup>109</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 86-86.

		<p><b>Task 3:</b> Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.</p>
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Based on the table above, it can be seen that information gap activity in Chapter 1 “*Talking about Self*” was found on page 16. In this chapter, the information gap appeared in a guessing game “Who am I?”. This activity requires students to ask some questions with their partners to guess the word that is related to family, hobby, and profession.<sup>110</sup> The information is only obtained by asking yes-no question. The information gap occurs through a social interaction in communication activity, where the interaction stimulates students to speak and listen as often as possible to gain the information needed. The exchange of information is presented when a student has a complete information, while the another does not have, so they have to talk to each other. In other words, this activity allows students to communicate actively to complete the information.

In Chapter 2 “*Congratulating and Complimenting Others*”, the researcher found an information gap on page 21 in a describing and guessing game. Based on the instruction, students have to make groups of three and they then play the game by guessing what words that teacher has described.<sup>111</sup> The winner of this game is the group that can guess more words. The communication activity is practiced through describing and guessing the words between the students and the teacher. Meanwhile, the information gap is introduced into the interactions in which students must use their vocabulary, grammar, and communication strategies to guess words. Furthermore, the exchange of information occurs when the teacher has a total of information (the word to guess and its description), while the students have the missing part of it (the word to guess).

<sup>110</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

<sup>111</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 21.



In Chapter 3 “*Expressing Intentions*”, the researcher found an information gap on page 44-47 in a dialogue exercise. From the instruction given, it can be seen that students must make conversations according to the given situations that are related to plans.<sup>112</sup> In this activity, communication activity can be characterized by a process of building and maintaining social relationships between participants through exchange of information. The information gap occurs when students are encouraged to exploit their vocabulary, grammar, and communication strategies to communicate their plans. They have to communicate to each other to share the information about their plans. In other words, they need to ask and answer the question alternately to finish the task.

In Chapter 4 “*Which One is Your Best Getaway?*”, the information gap was found in a discussion activity on page 64. In this activity, students are asked to find at least 10 phrases and discuss the meaning of them.<sup>113</sup> The communication activity occurs through searching for specific information (the phrases) and solving a problem to find the meaning of the phrases by sharing ideas to each other. Meanwhile, the information gap is presented in the discussion that enables students to gain some information needed.

Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher found the information gap on page 78 in the form of discussion. In this activity, students have to work in pairs and then they complete the chart which contains the structure of the descriptive text in the reading comprehension.<sup>114</sup> To finish the task, students have to make a discussion. The communication activity happens through observing the structure of the text and searching for specific information (the purposes of parts of the text and the details). Meanwhile, the information gap appears in a problem-solving activity where students have opportunity to share their information or ideas as the object of consideration to finish the task.

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<sup>112</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-47.

<sup>113</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 64.

<sup>114</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 78.

In Chapter 6 “*Giving Announcement*”, the researcher found an information gap in the form of dialogue on page 86-87. From the instruction of the task, it implied that students have to ask the question each other about the announcement texts that they have read.<sup>115</sup> In this case, they read the different texts. The communication activity is introduced into the social interaction between participants to maintain social relationship through exchange of information. Meanwhile, the information gap occurs when the information needed is only gained from the interaction between the participants.

**b. Specific Strategies for Conversation or Other Spoken Activities**

Based on the research data, the specific strategies for conversation or other spoken activities in “*Bahasa Inggris*” textbook would be described in the following.


**Table 4.7. The Availability of Specific Strategies for Conversation or Other Spoken Activities in “*Bahasa Inggris*” Textbook**

No.	Chapter	Specific Strategies for Conversation and Other Spoken Activities	Example	Page
1.	Chapter 1 (Talking about Self)	Introducing Self	The conversation between Edo and Slamet who meet for the first time in a party. <sup>116</sup>	17
<b>Figure 4.37. The Example of Specific Strategies for Conversation or Other Spoken Activities<sup>117</sup></b>				

<sup>115</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 86-87.

<sup>116</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

<sup>117</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

		<p>The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.</p>  <p>Source: Dokumen Kemdikbud Picture 1.5</p>		
2.	Chapter 2 (Congratulating and Complimenting Others)	Congratulating	The conversation between Alif and his friends teaches students how to congratulate on someone's success. <sup>118</sup>	23-24
<p><b>Figure 4.38. The Example of Specific Strategies for Conversation or Other Spoken Activities</b><sup>119</sup></p>				

<sup>118</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 23-24.

<sup>119</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 23-24.

		<p><i>After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.</i></p> <p>Samuel : Alif, congratulations. You deserved it, Man.          Alif : Thank you very much. This is because you always help me.          Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.          Alif : <i>(replies with a happy tone)</i> Thank you. I cannot forget your collaboration with me, and I will still need your help.</p> <p><i>Other friends shake his hands and congratulate him too.</i></p> <p>Deni : That's wonderful, Alif.          Alif : Oh, thanks.          Santi : Good for you. Good luck.          Alif : Thank you very much.          Bejo : Well done.          Alif : Thank you for saying so.          Ivan : That was great. You must be very proud of your achievement.          Alif : Thanks. I'm glad you think so. But I still have to learn a lot.</p> <p><i>His staff also congratulate him.</i></p> <p>Eny : Please accept my warmest congratulations, Sir.          Alif : It's very kind of you to say so. Thank you.</p> <hr/> <p>Bahasa Inggris 23</p> <hr/> <p>Bintari : I must congratulate you on your success.          Alif : Thank you very much for saying so.</p> <p><i>They all celebrate Alif's success by having lunch together in a simple food stall next to their office. Every body is happy.</i></p>			
		<table border="1"> <tr> <td data-bbox="468 1034 712 1470"> <p><b>Complimenting</b></p> </td> <td data-bbox="712 1034 943 1470"> <p>The conversation between Rahmi and Sinta teaches students how to compliment others by paying attention to the expressions of complimenting and the responses.<sup>120</sup></p> </td> <td data-bbox="943 1034 1046 1470"> <p>32</p> </td> </tr> </table>	<p><b>Complimenting</b></p>	<p>The conversation between Rahmi and Sinta teaches students how to compliment others by paying attention to the expressions of complimenting and the responses.<sup>120</sup></p>	<p>32</p>
<p><b>Complimenting</b></p>	<p>The conversation between Rahmi and Sinta teaches students how to compliment others by paying attention to the expressions of complimenting and the responses.<sup>120</sup></p>	<p>32</p>			

<sup>120</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 32.

		<p align="center"><b>Figure 4.39. The Example of Specific Strategies for Conversation or Other Spoken Activities</b><sup>121</sup></p> <div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px;"> <p><b>Task 1:</b> Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses.</p> </div> <div style="background-color: #FFF2CC; padding: 10px; border: 1px solid #0070C0; border-radius: 15px; margin-bottom: 10px;"> <p>Rahmi : Hello. How are things going on, Sintia?                  Sintia : Hi. Good, and you?                  Rahmi : I'm feeling great today. How was your weekend with your family in Batu?                  Sintia : Excellent! We had a lovely time there. You should have gone there with us.                  Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.                  Sintia : Thanks a lot. My sister bought it for me last month.                  Rahmi : Wow! That's wonderful.                  Sintia : Oh, Rahmi, can I ask you something?                  Rahmi : Oh, sure. Please.                  Sintia : Have you finished writing the book we discussed two months ago?                  Rahmi : Yes. Come to my room. Look at this. What do you think?                  Sintia : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.                  Rahmi : Thanks a lot. You've inspired me to do this.</p> </div> <div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px; display: flex; align-items: center;"> <span style="border: 1px solid white; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">32</span> <span>Kelas X SMA/MA/SMK/MAK</span> </div> <hr style="border: 1px solid #0070C0; margin-bottom: 10px;"/> <p>Sintia : Your publisher should send it to all bookstores here.                  Rahmi : Yes, you're right. The publisher will do it for me.                  Sintia : Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have a nice day!                  Rahmi : You, too.</p>		
<p>3.</p>	<p>Chapter 3 (Expressing Intention)</p>	<p>Expressing Intention</p>	<p>The conversation between Riri, Santi, and Bayu teaches students how to express intention by paying attention to the bold-typed expressions.<sup>122</sup></p>	<p>40-41</p>
<p align="center"><b>Figure 4.40. The Example of Specific Strategies for Conversation or Other Spoken Activities</b><sup>123</sup></p>				

<sup>121</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 32.

<sup>122</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 40-41.


<sup>123</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 40-41.

		<p><b>Task 1:</b> Read aloud the following conversation. Take turns with your classmates doing the roles. Then, answer the questions following that.</p> <p><b>A. A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans. Pay attention to the pronunciation and intonation of the dialog below.</b></p> <p>Riri : It will be a long weekend soon. Do you have any plans?</p> <p><b>40 Kelas X SMA/MA/SMK/MAK</b></p> <p>Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.          Bayu : Stay at home? Well, you could do something more interesting!          Santi : So, what about you Bayu? Do you have any plans?          Bayu : Definitely! <b>My dad and I are going to</b> go fishing.          Santi : Fishing? Are you going to go fishing in the river near your house?          Bayu : No. We plan to go fishing in a lake near my uncle's house. <b>Would you like</b> to come with us?          Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.          Bayu : What about you, Riri? <b>What would you like</b> to do on the long weekend?          Riri : I have made a plan with my mother about what to do on this long weekend. <b>We are going to</b> practice baking cookies.          Santi : That sounds like a very good plan!          Bayu : <b>Are you going to</b> bake choco chips cookies like the last time?          Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.</p>		
4.	Chapter 4 (Which One is Your Best Getaway?)	Giving Talk (Prepared Talk)	Students are asked to describe the special peculiarities of tourism object based on a word web. <sup>124</sup>	67
<p><b>Figure 4.41. The Example of Specific Strategies for Conversation or Other Spoken Activities</b><sup>125</sup></p>				

<sup>124</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>125</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.




		<p><b>Describing - role play</b></p> <p>Have you ever visited a waterfall, natural park, or other natural tourism objects, or interesting buildings, monuments, museum, temples, etc.? Describe what make the place interesting.</p>		
5.	Chapter 5 (Let's Visit Niagara Falls)	Giving Talk (Prepared Talk)	Students are asked to describe the interesting place that they have visited. <sup>126</sup>	77
		<p><b>Figure 4.42. The Example of Specific Strategies for Conversation or Other Spoken Activities</b><sup>127</sup></p> 		
6.	Chapter 6 (Giving Announcement)	Giving Talk (Prepared Talk)	Students are asked to give announcement to classmates based on some notes provided. <sup>128</sup>	92
		<p><b>Figure 4.43. The Example of Specific Strategies for Conversation or Other Spoken Activities</b><sup>129</sup></p>		

<sup>126</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>127</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>128</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>129</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

		<div style="text-align: center;">  <span style="background-color: #f4a460; border-radius: 10px; padding: 2px 10px; font-weight: bold; color: white;">SPEAKING</span> </div> <p style="text-align: center;">Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates.</p> <ul style="list-style-type: none"> <li>• Trip to Borobudur Temple</li> <li>• 3 days 4 nights (departing on 27 October)</li> <li>• Contribution: IDR 150,000 including transportation, meals, and hotel</li> <li>• Confirmation by 20 October to the organizing committee either by email to <a href="mailto:osis@sma-ic.com">osis@sma-ic.com</a> or sms to 0850502134</li> </ul>
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Based on the table above, it can be seen that specific strategies for conversation in Chapter 1 “*Talking about Self*” was found on page 17. The textbook presented a dialogue between Edo and Slamet to teach students how to introduce self.<sup>130</sup> Introducing self is the essential strategy for conversation that enables students to build relationship with a new person by telling names, addresses, professions, and other identities. In the example given, the self-introduction is started by greeting and telling names to others. Then, the participants ask each other about their other identities and continue the conversation according to their interests.

In Chapter 2 “*Congratulating and Complimenting Others*”, the researcher found the specific strategies for conversation on pages 23-24 and 32. On pages 23-24, the textbook provided the dialogue between Alif and his friends that teaches students how to congratulate others. From that dialogue, students can use various expressions to congratulate, such as *Congratulations; That’s wonderful; Good for you; That was great; Please accept my warmest congratulations; and I must congratulate you on your success.*<sup>131</sup>

Meanwhile, on page 32, students were also taught another strategy for conversation, that is how to compliment others. By paying attention to the dialogue Sinta and Rahmi, students can use these expressions to compliment others, for example *What a beautiful skirt you are wearing; Wow! That’s wonderful; Terrific; You really did a great job; and I am proud of you.*<sup>132</sup>

<sup>130</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 17.

<sup>131</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 23-24.

<sup>132</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 32.

In Chapter 3 “*Expressing Intentions*”, the researcher found the strategy for conversation on page 40-41. Based on the dialogue given, there are Riri, Santi, and Bayu who are talking about their holiday plans. That dialogue teaches students how to express intention. They can use the formulas *be going to + simple verb* and *would like + simple verb* to make statement and question form for expressing intention and plan, for example *My dad and I are going to go fishing; Would you like to come with us?; What would you like to do on the long weekend?; We are going to practice baking cookies; Are you going to bake choco chips cookies like the last time?; Would you like to join me to learn baking cookies?; and I think I would like to bake cookies with Riri.*<sup>133</sup>

In Chapter 4 “*Which One is Your Best Getaway?*”, the strategy for conversation was introduced through a speaking activity on page 67. Based on the command sentence, the activity required students to describe orally the special peculiarities of the particular place they have ever visited, such as waterfall, monument, museum, etc.<sup>134</sup> To make the presentation run well, students should prepare the descriptive text based on the context. This activity was categorized as a giving talk in the type of a prepared talk. Through this activity, students were taught how to describe a particular place in spoken language. They have to adapt the structure of a descriptive text as well as its language features to finish the task.

In Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher also found the strategy for conversation in a speaking activity on page 77. Similarly, the activity in this chapter also asked students to tell or describe the interesting place they have visited to their friends, so it is also categorized as a giving talk in the type of a prepared talk.<sup>135</sup> By doing the exercise like this, students have an opportunity to learn one of the strategies for conversation, that is how to describe particular object by implementing the structure of the descriptive text and its language features.

In Chapter 6 “*Giving Announcement*”, the strategy for conversation was practiced through a speaking activity on

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<sup>133</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 40-41.

<sup>134</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>135</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

page 92. This activity required students to make an announcement about a trip to Borobudur Temple in spoken form based on some notes provided in the book.<sup>136</sup> This is categorized as a prepared talk in the type of a prepared talk. This prepared talk allows students to learn the strategy for conversation, that is how to make an announcement to public by applying the structure of an announcement text.

**c. Practice Materials to Cope with Unpredictability in Spoken Discourse**

The existence of practice materials to cope with unpredictability in spoken discourse in “*Bahasa Inggris*” textbook can be presented in the following table.


**Table 4.8. The Availability of Practice Materials to Cope with Unpredictability in Spoken Discourse in “*Bahasa Inggris*” Textbook**

No.	Chapter	Practice Materials to Cope with Unpredictability in Spoken Discourse	Example	Page
1.	Chapter 1 (Talking about Self)	Dialogue	Students and their partners have to ask and answer to guess the words on post-it papers. <sup>137</sup>	16
<b>Figure 4.44. The Example of Practice Materials to Cope with Unpredictability in Spoken Discourse<sup>138</sup></b>				

<sup>136</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.


<sup>137</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

<sup>138</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

		<div style="text-align: center;">  <b>SPEAKING</b> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Task 1: Guessing Games - Who Am I?</b></p> <p>You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.</p> </div> <p>Questions to ask:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">-Does it relate to a family relationship?</td> <td style="padding: 2px;">- Does it relate to a profession?</td> <td style="padding: 2px;">-Does it relate to a hobby?</td> </tr> <tr> <td style="padding: 2px;">-Am I female?</td> <td style="padding: 2px;">- Do I work in a hospital?</td> <td style="padding: 2px;">-Am I an outdoor activity?</td> </tr> <tr> <td style="padding: 2px;">-Am I a mother?</td> <td style="padding: 2px;">- Am I a medical doctor?</td> <td style="padding: 2px;">-Am I related to music? etc.</td> </tr> </table> <p>Words to be written on post-it:</p> <div style="border: 1px solid black; padding: 2px;">             brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide         </div>			-Does it relate to a family relationship?	- Does it relate to a profession?	-Does it relate to a hobby?	-Am I female?	- Do I work in a hospital?	-Am I an outdoor activity?	-Am I a mother?	- Am I a medical doctor?	-Am I related to music? etc.
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-Am I female?	- Do I work in a hospital?	-Am I an outdoor activity?											
-Am I a mother?	- Am I a medical doctor?	-Am I related to music? etc.											
2.	Chapter 2 (Congratulating and Complimenting Others)	Dialogue	Students and their partners create an expression of compliment based on the situations provided in the book and develop the conversation. <sup>139</sup>	35-36									
<b>Figure 4.45. The Example of Practice Materials to Cope with Unpredictability in Spoken Discourse<sup>140</sup></b>													

<sup>139</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-36.



<sup>140</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-36.

		<div style="text-align: center;">  <span style="background-color: red; color: white; padding: 2px 10px; border-radius: 15px; font-weight: bold;">SPEAKING</span> </div> <div style="background-color: #00A0C0; color: white; padding: 5px; border-radius: 10px; margin-top: 10px;"> <b>Task 1:</b>                  Let's play rock-paper-scissors.             </div> <p style="margin-top: 10px;">Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she creates an expression of compliment. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.</p> <table border="1" style="margin: 10px auto; width: 80%; border-collapse: collapse;"> <thead> <tr style="background-color: #808080; color: white;"> <th style="padding: 5px;">Compliments</th> </tr> </thead> <tbody> <tr style="background-color: #D3D3D3;"> <td style="padding: 5px;"><b>Situation 1</b> You see your friend with her new haircut.</td> </tr> <tr> <td style="padding: 5px;"><b>Situation 2</b> Your sister drives very well.</td> </tr> <tr style="background-color: #D3D3D3;"> <td style="padding: 5px;"><b>Situation 3</b> Your best friend handled a problem successfully.</td> </tr> </tbody> </table> <div style="background-color: #00A0C0; color: white; padding: 5px; border-radius: 10px; margin: 10px auto; width: 80%; text-align: right;">                 Bahasa Inggris 35             </div> <table border="1" style="margin: 10px auto; width: 80%; border-collapse: collapse;"> <tbody> <tr style="background-color: #D3D3D3;"> <td style="padding: 5px;"><b>Situation 4</b> You visit your friend's house for the first time.</td> </tr> <tr> <td style="padding: 5px;"><b>Situation 5</b> Your classmate submitted her project on time.</td> </tr> <tr style="background-color: #D3D3D3;"> <td style="padding: 5px;"><b>Situation 6</b> Your sister's team won a game.</td> </tr> <tr> <td style="padding: 5px;"><b>Situation 7</b> Your brother has just bought a new, smart robot.</td> </tr> <tr style="background-color: #D3D3D3;"> <td style="padding: 5px;"><b>Situation 8</b> Your friend has a new T-shirt.</td> </tr> </tbody> </table>	Compliments	<b>Situation 1</b> You see your friend with her new haircut.	<b>Situation 2</b> Your sister drives very well.	<b>Situation 3</b> Your best friend handled a problem successfully.	<b>Situation 4</b> You visit your friend's house for the first time.	<b>Situation 5</b> Your classmate submitted her project on time.	<b>Situation 6</b> Your sister's team won a game.	<b>Situation 7</b> Your brother has just bought a new, smart robot.	<b>Situation 8</b> Your friend has a new T-shirt.
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<b>Situation 1</b> You see your friend with her new haircut.											
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<b>Situation 6</b> Your sister's team won a game.											
<b>Situation 7</b> Your brother has just bought a new, smart robot.											
<b>Situation 8</b> Your friend has a new T-shirt.											
3.	Chapter 3 (Expressing Intention)	Dialogue  Students and their classmates are asked to have a conversation about plans based on some situations given. <sup>141</sup>	44-47								
<b>Figure 4.46. The Example of Practice Materials to Cope with Unpredictability in Spoken Discourse<sup>142</sup></b>											

<sup>141</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-47.



<sup>142</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-47.



		 <b>SPEAKING</b> <b>Task 1:</b> Make up short dialogs for the following situations. Read the answer of number 1 as an example. <hr/> 44 Kelas X SMA/MA/SMK/MAK <hr/> <p>1. You plan to do the Biology project at the library after school. You ask your classmate, Rina, to do it together with you.                  A : I am going to do my biology project at the library after school. Rina, are you going to do that today, too?                  B : Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together.</p> <p>2. You plan to go to the movie this weekend. You ask several friends to go with you. Two of your friends definitely agree with you, but the other two cannot make up their minds. Use the expressions in the previous section in the conversation.</p>		
4.	Chapter 4 (Which One is Your Best Getaway?)	Oral Work	Students are asked to describe the interesting parts of the place that they have visited. <sup>143</sup>	67
<b>Figure 4.47. The Example of Practice Materials to Cope with Unpredictability in Spoken Discourse</b> <sup>144</sup>  <b>SPEAKING</b> <b>Describing - role play</b> Have you ever visited a waterfall, natural park, or other natural tourism objects, or interesting buildings, monuments, museum, temples, etc.? Describe what make the place interesting. Pretend as if you were a guide describing the special peculiarities of the tourism object. You can also pretend to be a tourist guide for Tanjung Puting National Park or Taj Mahal. In that case, make a word web about Tanjung Puting National Park, or Taj Mahal, or your own favorite place. Based on the word web, take turns with your classmate describing the place.				
5.	Chapter 5 (Let's Visit Niagara Falls)	Oral Work	Students are asked to tell their partners about	77

<sup>143</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>144</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

			the interesting place they have visited. <sup>145</sup>	
		<p align="center"><b>Figure 4.48. The Example of Practice Materials to Cope with Unpredictability in Spoken Discourse<sup>146</sup></b></p> 		
6.	Chapter 6 (Giving Announcement)	Oral Work	Students pretend to the captain of their classes and give announcement about a trip to Borobudur Temple to their classmates. <sup>147</sup>	92
		<p align="center"><b>Figure 4.49. The Example of Practice Materials to Cope with Unpredictability in Spoken Discourse<sup>148</sup></b></p> 		

<sup>145</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>146</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>147</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

<sup>148</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

Based on the table above, element of unpredictability in Chapter 1 “*Talking about Self*” was introduced into a dialogue on page 16. This dialogue was presented in the type of a guessing game. The game shown that unpredictability element was well introduced through a question-and-answer activity about “*Who am I?*”. One student has to ask some questions that refer to the words written on post-it on his back, while the another has to answer the question by saying yes or no.<sup>149</sup> The element of unpredictability can be observed from the interaction itself. The interaction occurs in a real-time because it is not predetermined. Therefore, students have to give responses as soon as possible.

Meanwhile, in Chapter 2 “*Congratulating and Complimenting Others*”, the element of unpredictability was presented through the conversation about the expression of compliment in a game of rock, paper, and scissors on page 35-36.<sup>150</sup> Students are trained to cope with unpredictability in various situation and exploit their creativity in complimenting others. In this activity, students are enabled to replicate real-life situations by using unrestricted and unpredictable language. The response given by students depends on what his partners says. Students are free to build the communicative interaction further based on the topic given and it gives them the opportunity to practice language use as well. This kind of speaking exercise contains a genuine element of unpredictability, because the interaction is not preordained and it occurs in a real-time.

In Chapter 3 “*Expressing Intentions*”, the researcher found the element of unpredictability in a dialogue or conversation on pages 44-46. Students are asked to make an interaction to communicate plans according to some given situation.<sup>151</sup> This speaking activity introduces the genuine element of unpredictability even though it is just in a small portion. It is because the meaning of each turn is known to both speakers in advance.

In Chapter 4 “*Which One is Your Best Getaway?*”, the element of unpredictability was practised in the oral work on

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<sup>149</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 16.

<sup>150</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 35-36.

<sup>151</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 44-46.

page 67.<sup>152</sup> This activity definitely provided the element of unpredictability because students need to describe a place based on their own experiences. It means that listeners do not know what the speakers are going to say. The content of description is also not preordained. To make the activity become communicative, interaction can be incorporated into it by making adjustments. For example, when a student has described the place, other students can ask relevant questions. Therefore, students will gain more experience to manage the element of unpredictability that is contained in the spoken interaction.

In Chapter 5 “*Let’s Visit Niagara Falls*”, the researcher found the element of unpredictability was injected into oral work on page 77. Similar to the previous chapter, this activity asked students to describe the interesting place they have visited.<sup>153</sup> The content of this activity was not predetermined. Moreover, this activity also contained the genuine element of unpredictability since students describe their own experiences, so others cannot predict what they are going to say next. Besides, interactive elements can be included in this activity, for example students can ask and answer the questions that are related to the place after the describing session. Therefore, students are able to practice dealing with more elements of unpredictability.

In Chapter 6 “*Giving Announcement*”, the researcher found the element of unpredictability was inserted in oral work on page 92. In this exercise, students are asked to make an announcement about a trip to Borobudur Temple.<sup>154</sup> The element of unpredictability in this activity is limited because the content has already known by students. However, this activity enables them to formulate their own language about the content. Besides, similar to the previous chapter, this activity can also be customized to include an interaction to make it communicative. Students can ask questions related to the trip after the announcement is given. The interaction that occurs between students allows them to handle more elements of unpredictability.

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<sup>152</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 67.

<sup>153</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 77.

<sup>154</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, 92.

## 2. The Relevance of Speaking Skills in “Bahasa Inggris” Textbook to the 2013 Curriculum

“Bahasa Inggris” Textbook for the Tenth Grade was compiled based on the 2013 Curriculum. According to the explanation of the Deputy Minister of Education and Culture (Wamendik), the development of this curriculum is based on a number of reasons related to future competency demands, one of which is communication skills.<sup>155</sup> As the main element in oral communication, it means that speaking skills get their own portion in the 2013 Curriculum. Besides, the targets of the 2013 Curriculum are outlined in Graduate Competence Standard (SKL). Meanwhile, the objectives of this curriculum are outlined in Content Standard as a derivative of SKL, which consist of Core Competency (KI) and Basic Competency (KD).<sup>156</sup>

Core Competency (KI) is the first achievement aimed at by all subjects at a certain competency level.<sup>157</sup> Core Competency (KI) include four dimensions that reflect spiritual attitude, social attitude, knowledge and skills. Core Competency (KI) are presented in KI 1, KI 2, KI 3, and KI 4. KI 1 is respecting and appreciating the teachings of the religion one adheres.<sup>158</sup> KI 2 is appreciating honest, disciplined, polite, confident, caring and responsible behaviour in interacting effective in accordance with the development of children in the environment, family, school, community and natural environment, nation, state and regional areas.<sup>159</sup> KI 3 is understanding and applying factual, conceptual, procedural and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, culture with humanitarian, national and state insights

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<sup>155</sup> Kementerian Pendidikan dan Kebudayaan, “Papan Wakil Menteri Pendidikan dan Kebudayaan R.I Bidang Pendidikan,” Konsep dan Implementasi Kurikulum 2013, accessed on November 30<sup>th</sup> 2023, <https://www.kemdikbud.go.id/kemdikbud/dokumen/Papan/>.

<sup>156</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.

<sup>157</sup> Iwan Setiawan, “Pengajaran Bahasa Inggris dalam Kurikulum 2013: Suatu Tinjauan dan Perspektif,” *Jurnal Ilmiah Pendidikan dan Keislaman (JIPKIS)* 1, no. 02 (2021): 107.

<sup>158</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.

<sup>159</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.



regarding visible phenomena and events.<sup>160</sup> KI 4 is demonstrating reasoning, processing and presenting skills creatively, productively, critically, independently, collaboratively and communicatively, in the concrete and abstract domains in accordance with what is learned at school and other similar sources from a theoretical perspective.<sup>161</sup>

Meanwhile, Basic Competency (KD) presents the implementation of Core Competency (KI) for each subject.<sup>162</sup> This competency contains a number of abilities that students must master in certain subjects through learning.<sup>163</sup> In other words, this competency is achieved by involving students directly in learning through every subject matter taught. Each Basic Competency (KD) is derived from KI 3 and KI 4. Meanwhile, KI 1 and KI 2 are achieved through indirect learning.

Speaking skills in “*Bahasa Inggris*” Textbook for Tenth Grade reflected KI 3 and KI 4. It is because all the content in the book is integrated with knowledge and skills, especially speaking skills.

KI 3: Understanding and applying factual, conceptual, procedural and metacognitive knowledge at a simple technical and specific level based on curiosity about science, technology, art, culture with humanitarian, national and state insights regarding visible phenomena and events.<sup>164</sup>

KI 4: Demonstrating reasoning, processing and presenting skills creatively, productively, critically, independently, collaboratively, in the concrete and abstract domains in accordance with what is learned at school and other similar sources from a theoretical perspective.<sup>165</sup>

For Chapter 1 “*Talking about Self*”, Basic Competency (KD) achieved is 3.1 and 4.1. KD for Chapter 2 “*Congratulating*

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<sup>160</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.

<sup>161</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.

<sup>162</sup> Iwan Setiawan, “Pengajaran Bahasa Inggris,” 107.

<sup>163</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.

<sup>164</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.

<sup>165</sup> Dicari Guru, “Silabus Bahasa Inggris Kelas 10 K13 SMA,” accessed on November 30<sup>th</sup> 2023, <https://dicariguru.com/silabus-bahasa-inggris-kelas-10/>.



and Complimenting Others” is 3.2 and 4.2. KD which lies in Chapter 3 “Expressing Intention” is 3.3 and 4.3. Meanwhile, for Chapter 4 “Which One is Your Best Getaway?” and Chapter 5 “Let’s Visit Niagara Falls”, students are expected to achieve KD 3.4, 4.4.1, and 4.4.2. Meanwhile, in Chapter 6 “Giving Announcement”, KD to be achieved is 3.5, 4.5.1, and 4.5.2.

Furthermore, to get a more specific overview, the researcher compared the speaking activities in “Bahasa Inggris” Textbook with the speaking learning presented in the syllabus.

**Table 4.9. The Relevance of Speaking Skills in “Bahasa Inggris” Textbook to the 2013 Curriculum Syllabus**

No.	Speaking Learning in the 2013 Curriculum Syllabus	Chapter in the Textbook	Speaking Activities in the Textbook
1.	<ul style="list-style-type: none"> <li>• Listening and imitating several examples of interactions related to identity and family relationships, with correct pronunciation and word stress.</li> <li>• Identifying important expressions and the differences between several existing methods.</li> <li>• Asking about things that are unknown or different.</li> </ul>	Chapter 1 (Talking About Self)	Task 1: Guessing Games - Who Am I? (Page 16) Task 2: Introduction Game - Party Time (Page 17-18)
2.	<ul style="list-style-type: none"> <li>• Listening to and imitating several examples of extended congratulating and praising conversations</li> </ul>	Chapter 2 (Congratulating and Complimenting Others)	Describing and Guessing (Page 21) Task 1: (Page 23-24) Task 1 (Page 32-33)

	<p>demonstrated by the teacher/recordings , with correct pronunciation and word stress.</p> <ul style="list-style-type: none"> <li>• Asking and answering to identity and mentioning expressions of congratulations and praise as well as additions, and identifying similarities and differences.</li> </ul>		<p>Task 4 (Page 34-35) Let's play rock, paper, and scissors (Page 29 and 35-36) Task 3 (Page 24) Describing and Guessing (Page 21)</p>
<p>3.</p>	<ul style="list-style-type: none"> <li>• Observing several examples of interactions related to the intention to carry out an action/activity in/ with visual displays (images, videos).</li> <li>• Identifying by mentioning similarities and differences from the examples in the video, seen from the content and way of expressing it.</li> <li>• Asking and answering questions about the statements of several figures regarding plans to</li> </ul>	<p>Chapter 3 (What are you Going to Do Today?)</p>	<p>Warmer (Page 39) Task 1 (Page 40-41) Task 3 (Page 42) Task 1 (Page 44-47) Task 3 (Page 47)</p>

	<p>make improvements.</p> <ul style="list-style-type: none"> <li>• Playing games that is related to the intention to overcome problems.</li> </ul>		
4.	<ul style="list-style-type: none"> <li>• Listening to and imitating the teacher reading simple descriptive texts about tourist attractions and/or famous historical buildings with correct intonation, pronunciation, and word stress.</li> <li>• Observing and asking questions about examples of analyzing descriptions using tools such as tables, mind maps, and then applying them to analyze several descriptions of tourist attractions and other buildings.</li> <li>• Observing how to present the results of the analysis orally, practicing in each group, and then presenting in other groups.</li> </ul>	Chapter 4 (Which One is Your Best Getaway?)	Task 4 (Page 64) Describing - Role Play (Page 67)
5.	<ul style="list-style-type: none"> <li>• Listening to and imitating the teacher reading</li> </ul>	Chapter 5 (Let's Visit Niagara Falls)	Points to Ponder (Page 75)

	<p>simple descriptive texts about tourist attractions and/or famous historical buildings with correct intonation, pronunciation, and word stress.</p> <ul style="list-style-type: none"> <li>• Observing and asking questions about examples of analyzing descriptions using tools such as tables, mind maps, and then applying them to analyze several descriptions of tourist attractions and other buildings.</li> <li>• Observing how to present the results of the analysis orally, practicing in each group, and then presenting in other groups.</li> </ul>		<p>Work in pairs (Page 77) Task 1 (Page 78)</p>
<p>6.</p>	<ul style="list-style-type: none"> <li>• Listening and imitating the teacher reading several announcement texts with correct intonation, pronunciation and word stress.</li> <li>• Observing and asking questions about examples of analyzing</li> </ul>	<p>Chapter 6 (Giving Announcement)</p>	<p>Use your notes to make an announcement to your classmates (page 92) Task 3 (Page 86) Discuss with your classmate about the similarity and difference</p>

	descriptions with tools such as tables and then applying them to analyze several other announcement texts for class or friends.		between text 1 and text 2 (Page 87)
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### C. Research Data Analysis

#### 1. Speaking Skill in “Bahasa Inggris” Textbook Based on Alan Cunningsworth’s Theory

Speaking skill is one of the elements in students’ language acquisition. It allows them to build social interaction with others and communicate by exchanging meanings.<sup>166</sup> To achieve these goals, textbook should provide adequate activities to help students become proficient in speaking. In other words, students’ need in learning speaking is to communicate effectively and actively.<sup>167</sup> Skills activities in textbooks, especially for speaking, should make students actively involved in them.<sup>168</sup> Therefore, the need for analysis of speaking skills in the textbook is essential.

Based on the description of the research findings, the research data analysis can be explained as the following according to the criteria of speaking skill proposed by Alan Cunningsworth.

##### a. Kinds of Material for Speaking

Overall, the kinds of material for speaking in “Bahasa Inggris” textbook has met the criteria of Alan Cunningsworth’s theory. The most of chapters in the textbook have already covered the materials for speaking, namely oral presentation, pronunciation practice, dialogue, roleplay, discussion, and communication activities (information gap). The authors of the textbook have provided speaking materials with a clear instruction that can be understood easily by students. Besides, speaking materials were presented in various types and interesting ways that make students speak a

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<sup>166</sup> Ann Browne, *Teaching and Learning Communication, Language and Literacy*, 19.

<sup>167</sup> Alan Cunningsworth, *Choosing Your Coursebook*, 97.

<sup>168</sup> Jeremy Harmer, *How to Teach English*, 154.

lot and carry out activities with enthusiasm. The materials or activities that are informative, challenging, amusing, and exciting, can give opportunities for students to expand experiences in language learning.<sup>169</sup>

In addition, the existence of speaking activities that contain more than one type of activity implies that students are trained to explore a various focus of speaking to produce multiple outputs. Meanwhile, the lack of certain types of speaking material in certain chapters is not a problem for students. They can still gain many experiences to speak English through various materials for speaking in other chapters.

In the following description, the researcher would explain more.

### 1) Oral Presentation

The existence of oral presentation in “*Bahasa Inggris*” textbook is definitely beneficial for students’ speaking skill. By doing this activity, students have a great opportunity to learn providing some information that are significant to them. In addition, it allows students to experience a creative process that is similar to the writing process.<sup>170</sup> Besides, with the topics that are interesting and close to their daily life’s (such as family, hobbies, and profession), students will be fun to do the activity and do not feel bored. It also allows students to practice real life communication since the utterances come from the students’ personal decisions.<sup>171</sup> Besides, this activity can also build their self-confidence to speak in front of people. It is reasonable since oral presentations are one way to train public speaking.<sup>172</sup>

Based on the analysis, oral presentation in “*Bahasa Inggris*” textbook has fulfilled the criteria. This speaking material was found in all chapters of the book, except in Chapter 2. It is because the topic in the chapter 2 is

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<sup>169</sup> Alan Cunningsworth, *Choosing Your Coursebook*, 86.

<sup>170</sup> Kamal H. Soureshjani, “Factors Leading to An Effective Oral Presentation in EFL Classroom,” *The TFLTA Journal* 3, (2012): 36.

<sup>171</sup> Dat Bao, “Developing Materials for Speaking Skills,” *Developing Materials for Language Teaching*, (2013): 417.

<sup>172</sup> Kamal H. Soureshjani, “Factors Leading to An Effective Oral Presentation, 35.



irrelevant to this speaking material. However, it can be replaced by other chapters containing more than one oral presentation in the same types. Meanwhile, the types of oral presentation in the textbook consisted of three categories, namely academic presentation, show and tell, and ‘did you read about...?’. Academic presentations were found in Chapter 1 and 6, show and tell was in Chapter 3, and ‘did you read about...?’ were in Chapter 4 and 5. All of these categories are stated implicitly in the instructions for each activity. Meanwhile, in Chapter 3, the oral presentation was not found in the speaking section, but in the warmer section. It can be an alternative way to familiarize students to speak English a lot by practicing speaking at the beginning of the lesson.

## 2) Pronunciation Practice

The existence of pronunciation practice in “*Bahasa Inggris*” textbook implies that a pronunciation becomes one of the most important aspects to teach in an English class. It provides a great opportunity for students to have an English-speaking proficiency. With correct pronunciation, listeners can avoid misunderstanding the meaning conveyed by the speaker.<sup>173</sup> By doing pronunciation practice, students are taught how to speak fluently, not what to speak.

Based on the analysis, pronunciation practice in “*Bahasa Inggris*” textbook has fulfilled the criteria. All chapters of the book were enriched with pronunciation practice, except in Chapter 3. The absence of pronunciation practice is caused by the irrelevancy between this speaking material with a topic in the chapter. However, it is still acceptable since another chapter provided more than one pronunciation practice. This speaking practice was presented in a particular section with the same name. The presentation of pronunciation practice in the textbook was in a good way, where students are supplied with some vocabulary and phonetic letters to facilitate them pronouncing the words fluently. The instruction was also clear and easy to understand. The pronunciation practices

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<sup>173</sup> Alfi Septi Rahayu and Ahmad Munir, “A Case Study of The Pronunciation Practice in A Senior High School,” *RETAIN* 6, no. 2 (2018): 105.

in the textbook fell into two categories, namely working with sounds and working with stress. Pronunciation practice that works with sounds enables students to understand how to make and spell a particular sound. This category was only appeared in Chapter 1. Meanwhile, pronunciation practice that works with stress can make students understand how to pronounce words correctly by paying attention to stressed syllable and unstressed syllable. This category was shown in Chapter 2, 4, 5, and 6.

### 3) Dialogue

Dialogue in “*Bahasa Inggris*” textbook is very useful for students’ speaking skill. It allows students to speak a lot and bring the activity into their real life. It also provides a set of ready-made meaningful exchanges to perform fluently.<sup>174</sup> By doing this activity, students can build a meaningful interaction with their friends by practicing language use in a context, for example introducing self, congratulating and complimenting, expressing intention, and many others.

Based on the analysis, the study revealed that dialogue in “*Bahasa Inggris*” textbook has fulfilled the criteria. Dialogue can be found in each chapter of the book. There were four types of dialogue in the textbook, namely items on board, memorizing script, dialogue buildings, and flow diagram conversation. Items on board and memorizing script appeared in Chapter 1, dialogue buildings were in Chapter 2, 3, 4, 5, and 6, while a flow diagram conversation was found in Chapter 2. Dialogues in the textbook are presented in clear instructions that are easy to understand. Meanwhile, some of dialogues were found in dialogue sections. It indicates that dialogue gets more focus in the chapter because the aim of learning speaking lies in interactional communication. Besides, there is more than one dialogue in one chapter with different types. This is an opportunity for students because they are not only focused on practicing one type of dialogue activity, so the learning process is not monotonous.

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<sup>174</sup> Theodorus S. Suban, “Teaching Speaking: Activities to Promote Speaking Skills in EFL Classrooms,” *LECTIO* 1, no. 1 (2021): 44.

#### 4) Roleplay

The existence of roleplay in “*Bahasa Inggris*” textbook is very useful to support speaking English. This speaking activity enables students to practice communication in different social context and social roles.<sup>175</sup> Students’ creativity can also be honed to ensure the activity is meaningful. Furthermore, students are also taught to be confident to build social interactions with others through verbal communication while doing their roles.

Based on the analysis done by the researcher, the existence of roleplay in “*Bahasa Inggris*” textbook has met the criteria. All chapters have included roleplay as speaking practice, except in Chapter 5. The absence of roleplay is because the topic in Chapter 5 is similar to the topic in Chapter 4 that is about a descriptive text, where a roleplay has already been presented in advance. Moreover, students still have an opportunity to play roles through activities in other chapters that provide more than one roleplay even though they are in the same type. Meanwhile, the word *roleplay* is mentioned clearly and vaguely in the textbook, but most of them are implied in the instructions. All types of roleplays in the textbook are categorized as a controlled roleplay through situations and goals.

#### 5) Discussion

The discussion in “*Bahasa Inggris*” textbook offers a lot of benefits for students in speaking skill. By having a discussion, students have the opportunity to express their opinions based on a context. Besides, they are also trained to think systematically and rationally while making decisions. Furthermore, discussion can promote students’ critical thinking, reasoning, and democratic participation.<sup>176</sup> In addition, discussion activity is also useful for students to be confident to speak in front of people.

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<sup>175</sup> Theodorus S. Suban, “Teaching Speaking, 47.

<sup>176</sup> Jaya Nur Iman and Nike Angraini, “Discussion Task Model in EFL Classroom: EFL Learners’ Perception, Oral Proficiency, and Critical Thinking Achievements,” *Pedagogika* 133, no. 1 (2019): 45.

Based on the analysis, the discussion in “*Bahasa Inggris*” textbook fulfilled the criteria. Discussion was found in all chapters of the book. It come in three types, namely solving a problem, things in common, and picture differences. Solving a problem appeared in Chapter 1, 2, 3, 4, and 5, while things in common and picture differences found in Chapter 6. In the textbook, only Chapter 1 contains a discussion in the speaking section, while most of them are found in other sections, such as reading section and grammar review section. However, it is acceptable because some of the activities in the textbook are a combination of several skills, for example in Chapter 2, where the activity requires students to read the dialogue first to discuss the meaning of expressions for congratulating people in that dialogue. Meanwhile, the study also found that there were two types of discussions that were contained in one speaking exercise. This certainly provides an opportunity for students to produce a lot of output from one exercise.

#### **6) Communication Activities (Information Gap)**

Information gap activities in “*Bahasa Inggris*” textbook provide great opportunities for students’ speaking skill. It is very effective for students to practice speaking because this activity highly needs for communication to finish the task. In other words, this activity highly involves students’ interaction to finish the task.<sup>177</sup> Students are trained to speak actively through interesting and fun activities, such as games and dialogues with topics that are familiar to them. Furthermore, students will apply the vocabulary they have, grammar, and also strategies for communication.

Based on the analysis, communication activities (information gap) in “*Bahasa Inggris*” textbook have fulfilled the criteria. The information gap has been injected in all chapters of the book through various activities. There were four activities that apply information gap principle, namely guessing game, describing and guessing game, dialogue, and discussion. A guessing game is presented in

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<sup>177</sup> Aida Irona and Ratmanida, “Using Information Gap Activity in Classroom Interaction to Increase the Students’ Speaking Ability,” *Journal of English Language Teaching* 7, no. 1 (2018): 217-218.

Chapter 1, a describing and guessing game is in Chapter 2, dialogues are in Chapter 3 and 6, while discussions are found in Chapter 4 and 5. It can be seen that there were some information gap activities present in speaking games. It will definitely make students free from pressure so that they will be enthusiastic and enjoy the process of learning speaking.

Basically, the information gap activities in the textbook allow students to work in pairs or groups to share or exchange information through verbal communication activities. It involves grammar, vocabulary, and communication strategies to finish the task. Besides, these activities are mostly found outside speaking section, such as in warmer section, grammar review section, reading section, and writing section. It is reasonable since information gap can be integrated with multi-skills in one activity to achieve a number of goals, for example in Chapter 6, where reading skill and speaking skill are involved simultaneously in one information gap activity. It is acceptable because skills cannot only be learned separately, but can also be integrated with other skills.<sup>178</sup>

#### **b. Specific Strategies for Conversation or Other Spoken Activities**

The specific strategies for conversation and other spoken activities in “*Bahasa Inggris*” textbook provide opportunities for students to speak a lot. Students will be able to choose which appropriate strategies to convey intended meanings. Specifically, it helps students to make the conversation going smoothly to achieve communication goals.<sup>179</sup> Therefore, it is good for them to create a meaningful conversation in a real situation.

Based on the analysis, specific strategies for conversation or other spoken activities in “*Bahasa Inggris*” textbook have met the criteria. This speaking criterion has been inserted in all chapters of the textbook. The specific strategies for conversation provided in the book fell into four types, namely introducing self, congratulating,

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<sup>178</sup> Alan Cunningsworth, *Choosing Your Coursebook*, 99.

<sup>179</sup> Baso A. Pallawa, “Conversation Strategies Used by Students of the English Department of Tadulako University,” *Jurnal Pendidikan Humaniora* 1, no. 2 (2013): 160.



complimenting, and expressing intention. Some of those strategies were found outside of speaking section, such as in reading section and dialog section. The strategy to introduce self is found in Chapter 1, the strategy to congratulate and compliment others are found in Chapter 2, and the strategy to express intention is shown in Chapter 3. These conversation strategies were introduced through dialogues which contain the related expressions. Meanwhile, it was found that there was one chapter where students taught more than one strategy for conversation. It indicates that students will be enriched with insight about how to properly communicate the intended meaning in a real conversation.

Meanwhile, another activity to teach strategy for conversation in the textbook was a giving talk in the form of a prepared talk. Giving talks were found in Chapter 4, 5, and 6 in speaking sections. However, there was no any debate found in the textbook. It is because the activity is irrelevant to students' level and it is not suitable for any topic in the textbook. Due to the students is still in the first year of senior high school, it is too early to apply a debate as a speaking activity. Students will find difficulties to practice it because they do not have enough preparation yet. It is acceptable since a debate requires students to prepare much preparation, including vocabulary, grammar, communication strategies, as well as adequate knowledge. Thus, this activity is only suitable for students in the higher level, for example students of twelfth grade.

### c. Practice Materials to Cope with Unpredictability in Spoken Discourse

The practice materials which contain the element of unpredictability in “*Bahasa Inggris*” textbook is very useful for students. Unpredictability can be interpreted as the ambiguity contained in the meaning of utterances that is difficult or even unpredictable for the listener.<sup>180</sup> The unpredictability in a speaking activity enables students to replicate a real situation in which communication happens. It can train students to be more confident to speak English.

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<sup>180</sup> Abdurrahman H. Usman, “Using the Think-Pair-Share Strategy to Improve Students’ Speaking Ability at STAIN Ternate,” *Journal of Education and Practice* 6, no. 10 (2015): 37.



Eventually, they are able to generate their own strategies to overcome unpredictability in the real communication by practicing those exercises continuously.

Based on the analysis, "*Bahasa Inggris*" textbook has met the criteria of speaking skill in the aspect of practice materials to cope with unpredictability in spoken discourse. In other words, the textbook has injected the element of unpredictability into the practice materials. All of them are in the form of oral work and dialogue. Oral works are found in Chapter 4, 5, and 6, while dialogues are presented in Chapter 1, 2, and 3. Generally, the interaction and its content are not predetermined because the interaction occurs in a real-time. Besides, element of unpredictability in the textbook was introduced into communicative interactions through various exercises to achieve some learning goals, for example students are expected to be able give compliment to others and communicate their plans by practicing dialogue. However, some of activities did not involve the interactions between students. Teachers need to modify or make adjustments to those activities, so the communicative activities will be created and the unpredictability will rise more.

## **2. The Relevance of Speaking Skills in "*Bahasa Inggris*" Textbook to the 2013 Curriculum**

Overall, speaking skills in "*Bahasa Inggris*" Textbook were relevant to the 2013 Curriculum. The content of each chapter was derived from Core Competency (KI) 3 and KI 4. Furthermore, all chapters are also relevant to Basic Competency (KD) which is outlined in the syllabus. Meanwhile, there were two chapters which contained the similar Basic Competency (KD), namely Chapter 4 and Chapter 5. In addition, the speaking learnings in the syllabus have reflected the speaking activities in the textbook. The kinds of material for speaking have been covered in the syllabus, for example a dialogue in Task 2: Introduction Game - Party Time that expects students to listen and imitate several examples of interactions related to identity and family relationships. Besides, the specific strategies for conversation or other spoken activities were implied in the syllabus. For example, observing several examples of interactions related to the intention to carry out an action/activity in/ with visual displays (images, videos) reflected how to express intention. Besides, the practice materials to cope with

unpredictability was also implied in the syllabus, for example asking about things that are unknown or different.

In addition, the speaking skills in the textbook were mostly integrated with other skills, such as reading and writing. It is in line with the 2013 Curriculum that the integration of skills is very beneficial for students.<sup>181</sup> Furthermore, the 2013 Curriculum is expected to be able to produce productive, creative, innovative, and affective people through strengthening integrated attitudes, knowledge, and skills.<sup>182</sup> Therefore, it is reasonable since the integration of skills can support in achieving goals of curriculum.



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<sup>181</sup> Yokie P. Dharma and Thomas J. V. Aristo, "An Analysis of English Textbook Relevance to the 2013 English Curriculum," *Journal of English Educational Study* 1, no. 1 (2018): 27.

<sup>182</sup> Kementerian Pendidikan dan Kebudayaan, "Paparan Wakil Menteri Pendidikan dan Kebudayaan R.I Bidang Pendidikan," Konsep dan Implementasi Kurikulum 2013, accessed on November 30<sup>th</sup> 2023, <https://www.kemdikbud.go.id/kemdikbud/dokumen/Paparan/>.