

**AN ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH
WORKBOOK ENTITLED BUPENA ENGLISH FOR
7th GRADE OF JUNIOR HIGH SCHOOL**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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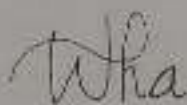
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MOTTO

Change your mind and you can change your world.

Where there's a will, there's a way.

Believe yourself.



DEDICATION

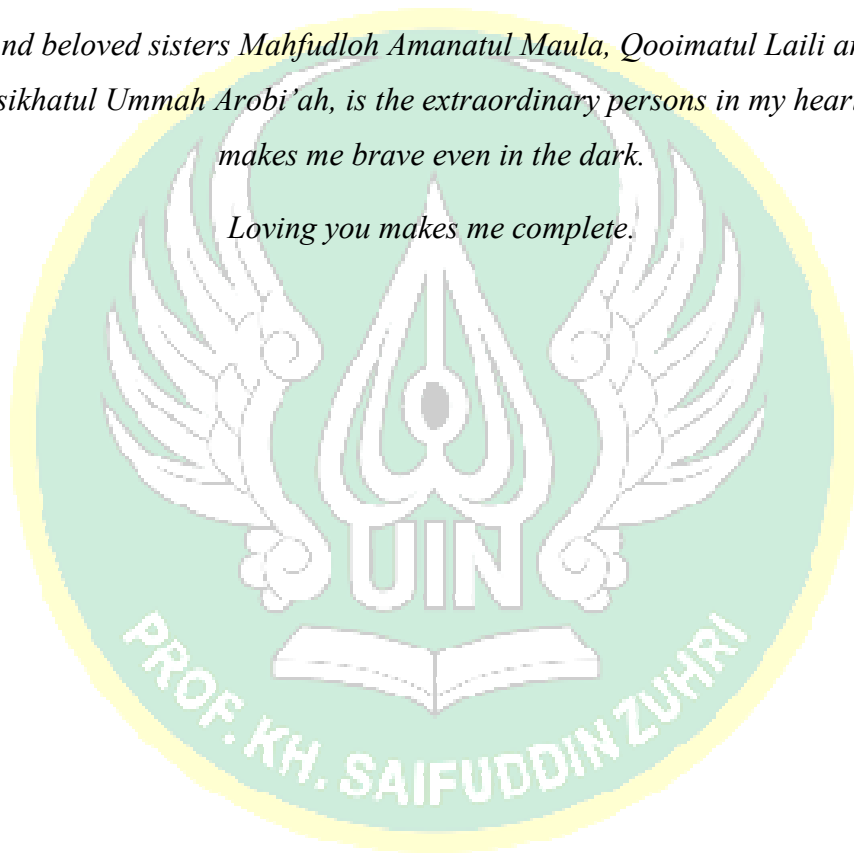
Every challenging in my life needs self efforts as well as guidance of elder especially those who are very close to my heart. This thesis, I dedicated to my sweet and loving family:

My parents,

Mas'ad Hisyam & Sekarina Rose

And beloved sisters Mahfudloh Amanatul Maula, Qooimatul Laili and Naasikhatul Ummah Arobi'ah, is the extraordinary persons in my heart who makes me brave even in the dark.

Loving you makes me complete.



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I hope that this research will broaden our knowledge so that we can learn new things every day and become better developers and academic.

Purwokerto, 20 September 2022

The writer,



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ABSTRACT

The purpose of this study is to analyze and identify speaking activities in Bupena English workbook used by students in seventh grade in 2013 curriculum. The goals of this study are as follows; 1) to investigate the kinds of speaking activities in the workbook, 2) to determine whether speaking activities belong to the communicative activity or not in the workbook. The researcher used descriptive qualitative in order to get information about contents of the workbook. The data sources that used is workbook entitled Bupena English for 7th grade of junior high school published by Erlangga. Then, the instrument used is documentation by using field note in order to collect data from data sources. Next, when the data has been gotten, it is analyzed by using theory from Harmer (2007) about kinds of speaking activities in the classroom and theory from Littlewood (2004) about speaking communicative activities in the classroom. The result of this research shows that there are six kinds of speaking activities. There are acting from a script, communication games, discussion, prepared talks, questionnaires, and simulation and role play. Then, based on the analysis, all the speaking activities in the workbook belong to the communicative activity because there is no activity which totally focuses on language form. It means that in the Bupena English workbook there is no activity classified in the non-communicative learning.

Keywords: speaking activities, English workbook.

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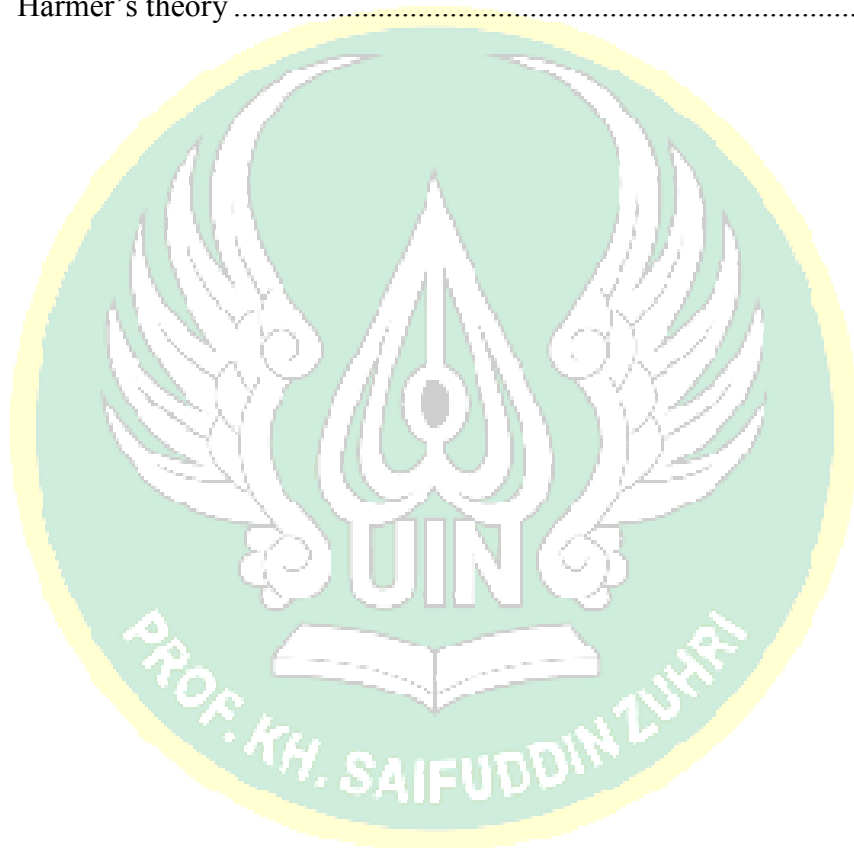
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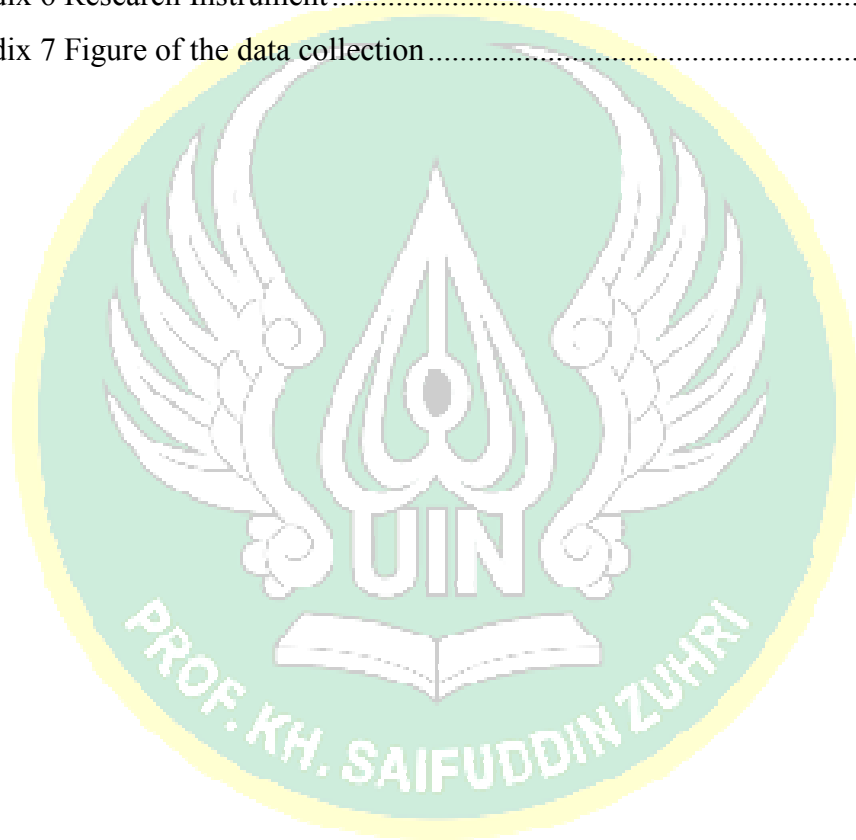


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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, curriculum changes are common in the education system in Indonesia. The government changes *Kurikulum Tingkat Satuan Pendidikan (KTSP)* and has implemented the 2013 Curriculum (*K-13*) at several levels of education. Based on 2013 Curriculum, the objective of learning English in Indonesia is to develop students' potential to have communicative competence in interpersonal, transactional, and functional discourse by using written and oral language fluently and accurately¹. The 2013 Curriculum emphasizes on the communicative competence. Also mentioned that one of the goals of 2013 Curriculum is producing students who have good competence to survive in global era. Global era is one of the external challenge for the students in Indonesia in many aspects such as technology and information, revolution of creative industries, and development of education in international level². In those sectors, the competitors not only from inside country but also foreigner. In this case, communication is a key competence to support the students in showing their ability. Good communication ability will help students easily communicate with other fluently and accurately. Therefore, the role of English especially in speaking, a tool to face this challenge, is important for every students in Indonesia to be taught in this curriculum.

Speaking is one of important skills in learning English because the main function of language is as an access of delivering idea or information verbally besides writing information³. So, in order for students to have benefit fully from

¹ Ramon Mohandas, dkk, *Pedoman Guru Mata Pelajaran Bahasa Inggris*, Jakarta: Kementerian Pendidikan dan Kebudayaan Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, 2014, p. 8

² Mohammad Nuh, "Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah", https://simpuh.kemendiknas.go.id/regulasi/permendikbud_68_13/ accessed on September 08, 2021 at 10.48 PM

³ Yulita Sela Sari, Thesis: "*An Analysis On Speaking Activities Of An English Textbook Entitled Stop Bullying Now Used At SMAN 01 KAUR*", (Bengkulu: State Institute For Islamic Studies Bengkulu, 2020), p. 1

English, they must master it. Based on curriculum in Indonesia, speaking has become one of main skills in learning speaking English with various kinds of materials. Moreover, there are many problems found in teaching and learning process.

One of the problems found is that the students spend more time studying how to understand text rather than how to speak in English. Because of that, it is difficult to find the students who are very good in speaking English, because they may have low standard of pronunciation and vocabulary mastery as well as speaking activities. When students want to have good speaking ability, they should concern with some kind aspects of speaking ability. In fact, there are many students good in an aspect but failed in the other aspects. For example, students understood many vocabularies in their memory but only a few of them who can use those vocabularies in their speaking activity⁴. Beside, some observer claimed that students are able to produce sentence in good order during the teaching and learning process, but they cannot apply it in their real life communication⁵. Therefore, the activities in class should belong to the communicative activity. In this case, speaking activities provided in their English workbook play important roles for students. The most complete and suitable activities in the workbook will help the students to develop their speaking skills. Therefore, by using the complete and suitable workbook, it will make the learning process become to the active learning and more organized.

Workbook plays an important role to support the teachers in the learning process. Workbook also known as a source in gaining the information and as a leader in giving students' exercise. Workbook is supported the textbook by the teacher and student in the learning process. As a teachers' book, textbook essentially provides the instruction for teacher in the learning process. While for the students' book, textbook could supply the major source of their

⁴ Anne Burns, "*Concepts for Teaching Speaking in the English Language Classroom*", Language Education and Acquisition Research Network Journal, Vol. 12, No. 1, January 2019, p. 2

⁵ Santi Indah Lesmana & Kusumarasyati, "The Analysis Of English Speaking Activity in Students' Textbook When English Rings A Bell Used By Seventh Graders in 2013 Curriculum", (Surabaya: State University of Surabaya), 2015, p. 2

language input apart from the teachers' input⁶. Therefore, the existence of workbook is important to provide the learning process for the teacher and the students by doing some activities in the learning process.

There are some criteria to choose good speaking materials and activities in the workbook. Harmer stated that one of the criteria needed is speaking opportunities for students to practice real life speaking and get results or benefits not only for teachers but also for students from these activities⁷. It means the material that can give them the opportunity to apply English in their daily lives. Tomlinson also said that good language materials should be relevant and useful⁸. By speaking and good materials, it can increase student enthusiasm in following the learning process. To help students improve their speaking skills, one way is to provide good speaking material and activities.

In 2013 Curriculum, the students are expected to be more active especially in terms of speaking⁹. The teachers do not actively explain the lesson in the classroom. Indeed, they are as mediators. The teacher only provides material and the students must dig deeper into the material and practice it in their daily life.

Based on the explanation above, it can be said that the curriculum in Indonesia requires students to be active learners in learning English¹⁰. It will encourages the students to dig information from the workbook that they use in learning English, especially speaking. Therefore, the learning activities, especially speaking must be relevant for the students' need to practice in their daily life. To measure the appropriateness of the speaking activities in the English workbook, it is important to do an analysis the English workbook, especially for speaking activities. Therefore, the researcher interested in analyzing speaking activities in English workbook entitled "Bupena English".

⁶ Jack C. Richards, *"The Role of Textbook in Language Program"*, Sydney: The University of Sydney, 2015, p. 1

⁷ Jeremy Harmer, *How To Teach English*, England: Longman, 2007, p. 12

⁸ Jack C. Richards, *Curriculum Development in Language Teaching*, New York: Cambridge University Press, 2001, p. 263

⁹ Yulita Sela Sari, *Thesis*.....p. 10

¹⁰ Yulita Sela Sari, *Thesis*.....p. 10

The researcher chooses “Bupena English” as the object of the research because the book was used in several schools in Banyumas regency. One of them in Zam-zam Junior High School, from 2020 until 2021. Based on the preliminary study on April 1th 2022, English teacher in Zam-Zam Junior High School said that quality of “Bupena English” is good, there is a lot of interesting picture that motivate the students to study. Also, this book supplementary digital materials with learning videos and CBT Tryouts. She said that this book suitable to be used by the teachers as instructional media. This workbook revised edition for seventh grade of Junior High School was published by Erlangga which has many exercises of speaking activities. Furthermore, the workbook is for national scale user and the implementation of 2013 Curriculum. Therefore, the researcher conducted the research entitled *An Analysis of Speaking Activities in English Workbook entitled Bupena English for 7th Grade of Junior High School*.

B. The Scope of Study

The following definitions are provided to make readers have the same understanding or perception for some terms used in this research. They are also aimed to avoid misunderstanding between readers and the researchers. These terms are explained as follows:

1. Speaking Activities

Speaking is a productive language skill. Harmer stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot, speaking happens when two are engaged in talking each other¹¹. It can be concluded that speaking is an activity that involves two or more people in conversation orally aimed to deliver messages for the listener.

¹¹ Nur Ainun Siregar & Desvalini Anwar, “Implementing Learning Community Strategy To Improve Students Speaking Ability In Junior High School”, Journal of English Language Teaching, Vol. 7, No. 3, 2018, p. 393

2. English Workbook

Workbook is the one type of educational products. It is different from a textbook because it focuses on providing activities rather than presenting theories. It can function either as instructional materials or supplementary materials. Workbook is usually in a form of guideline, the ways to answer the questions, and an exercise has clear basic competences as goals¹². A workbook basically represents the crucial component of the teaching process and functions as a standard model for classroom practice¹³. Workbook usually filled with practice problems, with empty space so that the answer can be written directly in the book.

C. Research Questions

Based on the background of the study, the questions of this research can be formulated as follows:

1. What kinds of speaking activities are presented in English workbook entitled Bupena English for 7th grade of junior high school?
2. What speaking activities belonging to the communicative activity in English workbook entitled Bupena English for 7th grade of junior high school?

D. Aims and Significances of the Study

The aims of the research are:

- a. To investigate the kinds of speaking activities in Bupena English for 7th grade of junior high school.
- b. To determine whether speaking activities belonging to the communicative activity or not in English workbook entitled Bupena English for 7th grade of junior high school.

The significances these studies are divided into two aspects there are theoretical and practical significances:

1. Theoretical significances

Theoretical significances of this research are:

¹² Dwi Wiji Astuti, *The Content Analysis of English Workbook Used in SMKN 1 Gombong*, Qualitative Research Journal, Vol. 3, No. 1, p. 8

¹³ Yulita Sela Sari, *Thesis*.....p. 26-27

The result of this study may give additional references to the readers in order to they can more understand about speaking activities in English Workbook “Bupena English for 7th Grade of Junior High School”, also can give more information on how to choose and select an appropriate workbook for teaching and learning process, so the effective teaching and learning process will be successfully implemented.

2. Practical significances

Practical significances of this research are:

a. For the students

- 1) To encourage students to learn speaking skill seriously by using and applying activities provided in their English workbook.
- 2) To give information that speaking activities in the workbook are important to apply in a real life. Therefore, they should use the most appropriate books in learning English.

b. For the teachers

- 1) To remind awareness of the English teachers to be more selective in choosing textbooks or workbook and selecting materials for the students.
- 2) To give reference to select suitable English workbook in terms of speaking activities in the teaching process.

c. For the other researchers

Hopefully this research can be used as a reference for other researchers who conduct research related about analysis speaking activities.

E. Previous Studies

Based on several sources such as journals and previous research that have relevance with the research topic, the following are the results of some research that relate with the research:

1. A thesis entitled “*An Analysis on Speaking Activities of An English Textbook Entitled Stop Bullying Now Used at SMAN 01 Kaur Viewed Richard and Rodgers Concept*” written by Yulita Sela Sari from IAIN Bengkulu in 2020. This study aims to investigate the speaking

exercise/activities of the textbook which was used in SMAN 01 Kaur has really met the notion of CLT principles proposed by Richard and Rodgers (2001). The similarities between the current studies and the previous study are both of them focus on the analysis speaking activities in English book, and they also applied content analysis with qualitative approach. The differences of the two researches are this research uses English textbook entitled *Stop Bullying Now* as the object of the research and analyzed using theory of Richard and Rodgers, meanwhile the researcher use English workbook entitled *Bupena English* as the object of the research and analyzed using theory of Harmer (2007) and Littlewood (2004). This research find out that the English textbook entitled “Stop Bullying Now” that used by English teacher at SMAN 01 KAUR for eleventh grade, really met the notion of CLT principles proposed by Richard and Rodgers. The researcher concluded that all speaking activities in this textbook conducted in pair work and group work because they involved more interaction among students in speaking class.

2. An article written by Lee and Chang entitled “*An Analysis of Speaking Activity Designs of Junior High School English Textbooks Used in Taiwan and China*” published in Journal of English Language Teaching, in 2016. This research is analyzed the designs of speaking activities used in Taiwanese and Chinese Junior High School English textbook. The similarities between the current studies and the previous study are both of them focus on the analysis speaking materials in English book. The distinction with this research is that the previous research was focused on correcting the similarities, differences and degree of speaking activities between English textbook in the two countries. Meanwhile, the researcher focus on kinds and communicativeness of speaking activities in the workbook. The result of the research showed that: (1) the speaking activities in these two junior high school English textbooks lack an adequate level of opportunity for authentic communication; (2) a predominance of information-gap activities is found in textbooks C, and it

is found that almost three-fourths of the speaking activities of textbooks T are drills; (3)the degrees of communicativeness of the two book sets basically conform to the common progression; that is, form-focused activities are gradually de-emphasized, and meaning-focused activities are given more emphasis as learners' proficiency levels increase; (4) the design of pronunciation teaching is quite different between the two sets of textbooks.

3. An article entitled "*An Analysis of English Speaking Activities Found in the Textbook Bahasa Inggris Untuk Siswa SMA-MA/SMK-MAK Kelas X*" published in *Journal of English Language Teaching* written by Wulandari, Ratmanida, and Fatimah in 2019. The purpose of this study is to describe the types and the degree of communicativeness of speaking activities found in the textbook. The similarities between the current studies and the previous study are both of them focus on the analysis speaking materials in English book. The differences of the two researches are this research uses English textbook entitled *Bahasa Inggris Untuk Siswa SMA-MA/SMK-MAK Kelas X* as the object of the research and analyzed using theory from Larazaton (1991), Prabhu (1987), Woods (2005) and Kayi (2006), meanwhile the researcher use English workbook entitled *Bupena English* as the object of the research and analyzed using theory of Harmer (2007) and Littlewood (2004). This research find out that the textbook has relatively varied speaking activities namely role play, drill, discussion, interview, information gap activity, reporting, and storytelling. Also, the degree of communicativeness of the speaking activities in the textbook is above average.

F. Methodology

1. Types of the research

In this research, the researcher use descriptive qualitative approach. The descriptive qualitative approach purposed to get data for evidence in this research. According to Cresswell (2009) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe

to a social or human problem. Meanwhile, Azwar (1998) defines descriptive research as a research that aims to systematically and accurately describe facts and characteristics about a population or a particular field¹⁴.

2. Source of the data

a. Primary sources

Primary source is a first-hand or contemporary account of an event or topic, it is original materials, regardless of format¹⁵. The primary data sources in this research are obtained from the workbook entitled *Bupena English* that used by students in seven graders. It was consist of 170 pages and divided into ten chapters. The researcher focus on speaking activities in this workbook.

b. Secondary sources

Secondary sources mean approach that involves relying on already existing data when carrying out a systematic investigation. The secondary data sources in this research are obtained from journals, books, and articles which are relevant to the topic of the research.

3. Techniques of data collection

The technique of collecting data is the way the researcher do for collecting data in the research. The technique of data collection in this research is documentation. Documentation method was used in this research because the writer analyzed the contents of a workbook, particularly discuss about the speaking activities. Documentation is a systematic procedure for reviewing or evaluating documents, both printed and electronic material¹⁶. The main instrument in this research is the researcher herself, as it is a qualitative research. According to Sugiyono (2016), the researcher as a human instrument, has the functions of determining the focus of the research, selecting informants as data sources,

¹⁴ Khoerul Inayah, Thesis: “*An Analysis of The English Textbook Entitled Modul Bahasa Inggris for Grade XI of SMK Ma’arif NU 2 Bantarkawung*”, (Purwokerto: State Islamic University of Prof. K.H. Saifuddin Zuhri, 2022), p. 9

¹⁵ <https://library.shu.edu/primarysources.html> accessed on October 12 2021 at 11:18

¹⁶ Glenn A. Bowen, *Document Analysis as a Qualitative Research Method*, Qualitative Research Journal, Vol. 9, No. 2, p. 27

collecting data, assessing data quality, analyzing data, interpreting data, and drawing conclusions¹⁷. To collecting data, researcher will use two observation sheets to collect data from the data sources. First observation sheet that used to answer research question number one, it will use to collect data about what kinds of speaking activities that presented on textbook. Then, second observation sheet used to collect data to analyze what activities that belongs to the communicative activity.

4. Techniques of data analysis

In analyzing data, the researcher use documentary analysis. Documentary analysis is a type of qualitative research in which documents are reviewed by the analyst to assess an appraisal theme¹⁸. The researcher uses documentary analysis with field note technique by filling the table and column based on the data that was gotten from data sources. Firstly, the researcher sorted the speaking activities from other activities on workbook by seeing the instruction on each activity. Then, filling the instruction on the table on observation sheets. Next, writing comments for the activities as a reflection of the thought of this research.

The researcher use theory from Harmer's (2007) and Littlewood (2004) to analyzing the data. To answer the research question number one use theory from Harmer's (2007) about kinds of speaking activities in the workbook. Then, for question number two the researcher use theory from Littlewood (2004) about speaking communicative activities. The researcher use the Harmer's and Littlewood's theory because the theory is detail and suitable to be used in this research. Also, this theory has been widely used by other researchers. For example, (1) in the journal written by Santi Indah Lesmana about analysis speaking activity in *When English Rings a Bell* textbook, (2) in the journal written by Lee and Chang about analysis speaking activity designs in English textbook used in Taiwan and

¹⁷ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, Bandung: Alfabeta, 2017, p. 205

¹⁸ https://en.wikipedia.org/wiki/Documentary_analysis.html accessed on October 12 2021 at 01.45 PM.

China, and (3) in the journal written by Anisa Fitri Wulandari, et al about analysis speaking activities in *Bahasa Inggris untuk Siswa SMA-SMK-MA Kelas X* textbook. In addition, Harmer and Littlewood is famous coursebook writer. Harmer also the designer and the author of key titles on EFL teaching methodology¹⁹.

G. Organization of the Paper

To create a logical, clearly, and systematically discussion of this research, the researcher created a framework to figure the structure of the research. It will be described in this research as follow:

Chapter I contains an introduction which consists of the background of the study, the scope of study, research questions, aims and significances of the study, previous studies, methodology and organization of the paper.

Chapter II contains about the theoretical basis of the speaking activities in English workbook which is divided into several sub-chapters. First, speaking which divided into sub-topics including definition, goals and function, the elements, the kinds of speaking, problems in speaking activities, characteristics of successful speaking activities, and speaking communicative activities in the classroom. Second, English workbook which divided into sub-topics including definition, criteria, advantages, problems, how to use the workbook and English workbook in Indonesia.

Chapter III contains about profile of English workbook “Bupena English for 7th Grade of Junior High School” including the identity of the workbook, structure and content of the workbook.

Chapter IV contains about research finding and discussion, consist of data presentation, research finding and discussion.

Chapter V divides into three parts, as follows: the conclusion, limitation of the study, and suggestion.

¹⁹ <https://www.cambridge.org/br/cambridgeenglish/authors/jeremy-harmer>. accessed on July 7 2022 at 02.32 PM.

CHAPTER II

LITERATURE REVIEW

A. Speaking Activities

1. Definition of Speaking

Speaking has an important part in human life. Speaking is the basic ability through verbal use to communicate aimed to achieved peoples' purposes and build relationship²⁰. According to Harmer, speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot, speaking happens when two are engaged in talking each other²¹. In addition, Flucher stated that speaking is verbal use of language to communicate with others²². It can be concluded that speaking is an activity that involves two or more people in conversation orally aimed to deliver messages for the listeners. In other words, speaking is the ability to express feelings, ideas, or information through verbal use.

2. Goals and Function of Speaking

Speaking seems to be the most crucial of the four skills (listening, reading, writing and speaking)²³. It is because students who learn a language expect they can use the language to communicate with others people. In order to fluent the process of communication, factor of fluency is needed for the students. Jack C. Richards stated that fluency becomes the goal of learning speaking skill in a language program²⁴. Students must be able to pronounce phonemes clearly, employ proper stress and intonation patterns, and engage in connected speech in order to speak English

²⁰ Re Tali Imani, Thesis: "*Teachers' Strategies In Teaching Speaking At 8th Grade Of SMP Al Irsyad Al Islamiyyah Purwokerto*", (Purwokerto: State Institute On Islamic Studies, 2020), p. 15

²¹ Nur Ainun Siregar & Desvalini Anwar, "*Implementing Learning*.....p. 393

²² Glenn Flucher, *Testing Second Language Speaking*, (Great Britain: Pearson Education, 2007), p 27

²³ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 120

²⁴ Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 2

fluently²⁵. Then, encouraging the acquisition of communication skill and promoting real communication in and out of the classroom also become the goal of speaking component in language class.

Furthermore, according to Thornbury, there are two functions of speaking, which are transactional and interpersonal²⁶.

- a. Transactional function expresses information and facilitates the exchange of goods and services. For example phoning to book table at restaurant.
- b. Interpersonal function establishes and maintains good relation between people. For example conversation between friends that take places at the restaurant.

Brown and Yule stated that transaction refers to situations where the focus is on what is said or done. The messages and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. While, interpersonal or interactional refers to conversation and describes interaction that serves a primarily social function. For example when people meet, they exchange greetings, engage in small talk, recount recent experiences and many more²⁷.

3. The Elements of Speaking

It is very important for people who learn the language to master the elements of speaking because they can acquire the ability to communicate. According to Harmer, there are two elements of speaking, it is language features and mental or social processing²⁸:

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, (New York: Longman, 2007), p. 343

²⁶ Scott Thornbury, *How To Teach Speaking*, (New York: Longman, 2005), p. 13

²⁷ Jack C. Richards, *Curriculum Development*....., p. 21-22

²⁸ Jeremy Harmer, *The Practice*....., p. 269-270

a. Language features

- 1) Connected speech is the modifying in sounds production or utterances such as assimilation, omission, addition, weakened (through contraction and stress patterning).
- 2) Expressive devices are the alteration of the speed, volume, and stress of utterances to show the feeling. The use of this device contributes the ability to convey meaning.
- 3) Lexis and grammar related to the ability to use a number of common lexical phrases, especially in the performance of certain language functions.
- 4) Negotiation language is the ability to get benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

b. Mental or social processing

- 1) Language processing: the ability to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- 2) Interacting with others. This means that speaking also involves a good deal of listening, and understanding of how the other participants are feeling.
- 3) Information processing: the ability to process the information the moment we get it.

4. The Kinds of Speaking Activities

It is important to give the students a variety of speaking activities so that they will be able to cope with different situations in reality. The reason for designing a variety of activities is that the students have different learning styles, so some kinds of activities may suit some students, while other activities may suit other students.

According to Harmer, there are six kinds of speaking activities²⁹:

a. Acting from a script

Playing scripts and acting out the dialogues are two kinds of acting script that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Communication games is a set of well-design activities which stimulates students interaction in the classroom. These games are designed to provoke communication between frequently depend on an information gap. So, that one student has to talk to his partner in order to solve the puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. In this activities, the students are allowed to express their real opinions. Discussion or problem solving activities encourage students to talk together to find a solution to a set of problems or tasks. These activities demand the student to communicate with each other to find out the best solution of the problem in order to can solve the problem and can complete the task.

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, (New York: Pearson Longman ELT, 2007), p. 348-353

d. Prepared talks

In this activities, students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more writing like. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks. The questionnaires activities are involved interviewing classmates by asking several questions using proper expression that has been taught. It is in line with Harmer, which claimed that questionnaire is simple equipment for collecting any details or issues that needed by the interviewer. Surely, the students should be prepared the questions that going to be asked before they do the interview. These questions are guidance for the learner to do the interview.

f. Simulation and role-play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulations as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have

to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

5. Problems in Speaking Activities

According to Harmer, there are some problems find in speaking activities:

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real- time exposure to audience. However, most of students are often shy about trying to say things in a foreign language in the classroom. They worried about making mistake and afraid of criticism or losing face.

b. Nothing to Say

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

c. Low or Uneven Participation

In big group, only some students get opportunity to speak. It is usually is dominated by talkative students, while other students have only very little time to talk. It is also a problem if teachers have less ability in manage the class.

d. Mother-tongue Use

When students face difficulty to say word or sentences in a foreign language in speaking class, they often use their mother-tongue. It is because they feel it is easier to say in mother tongue³⁰.

³⁰ Jeremy Harmer, *The Practice*.....,p. 344

6. Characteristics of Successful Speaking Activities

In teaching an English skill, the target is successful classroom activities. To reach the success class, it is important for the teachers to use the best strategy and model during the learning process. The successful of speaking activity in the classroom is based on the participation of students in the classroom. Furthermore, to know the characteristics of successful speaking in class, Flojo explained that:

- a. More learner talk, as much as possible a big part of the period allotted to the activity is in fact occupied by learner talk.
- b. Even participation, classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and participate in the classroom.
- c. High motivation, learners are eager to speak because they are interested in the topic and have something new to say about it.
- d. Acceptable language, learners express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy³¹.

To reach the success in the classroom, it needs active participation of teachers as tutor who guide the students in the classroom. Such as how the teacher encourage the learners to speak, give students in even portion, motivate them, and train them in using acceptable English.

Furthermore, there are some characteristics of successful speaking activities according to Harmer, the explanation as follows:

- a. Learners talk a lot

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

³¹ Ofelia Oracion Flojo, *Curriculum and Instruction: The Teacher of English*, (USA: The Teacher Education Council, Department of Education), p. 25

b. Participation is event

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

c. Motivation is high

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

d. Language is of an acceptable level

Learners express their ideas that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy³².

7. Speaking Communicative Activities in The Classroom

In communicative speaking activities, there are two focuses of the activities or tasks. They are focus on form and focus on meaning. This theory will be helpful for students to operate the different degrees of focus on form or meaning. Littlewood made five classification of this theory to describe the categories with reference to how they relate to the goal of language teaching that is called as communication³³:

Table 4.1

The concept of speaking communicative activity based on the Littlewood's theory (2004)

Focus on Form	←		→	Focus on Meaning
<i>Non-Communicative Learning</i>	<i>Pre-Communicative Language Practice</i>	<i>Communicative Language Practice</i>	<i>Structured Communication</i>	<i>Authentic Communication</i>
Focusing on the structures of language, how they are formed	Practising language with some attention to meaning but not	Practicing pre-taught language in a context where it communicates	Using language to communicate in situations which elicit pre-learned language,	Using language to communicate in situations where the

³² Jeremy Harmer, *The Practice*.....p. 347-348

³³ William Littlewood “*The Task-Based Approach: Questions And Suggestion*”, ELT Journal, Vol.58 No. 4, 2004, P.322

and what they mean. e.g: substitution, exercise, discovery, and awareness raising activities	communicating new message to others. e.g: question and answer practice	new information. e.g: information gap activities or personalized questions	but with some unpredictability. e.g: structured role play and simple problem solving	meanings are unpredictable. e.g: creative role play, more complex problem solving and discussion
“Exercise”	←		→	“Tasks”
“Enabling Tasks”	←		→	“Communicative Tasks”

The activities described in Table 4.1 are familiar, and the diagram requires little elaboration:

a. Non-communicative learning

At the extreme left of the diagram is non-communicative learning. Non-communicative *learning* involves the strongest focus on forms. It includes, for example, uncontextualized grammar exercises, substitution drills, and pronunciation drills.

b. Pre communicative language practice

As we move to the right into column 2, is pre communicative language practice. In the pre communicative learning still focuses primarily on formal features, but is also oriented towards meaning. An example of this is the familiar ‘question-and-answer’ practice, in which the teacher asks questions to which everyone knows the answer (‘Who is sitting next to John?’ and so on) but the student cannot answer without paying attention to the meaning of the words.

c. Communicative language practice

In the middle of the column is communicative language practice. Communicative language practice we come to activities in which learners still work with a predictable range of language but use it to convey information. These would include, for example, activities in which learners use recently taught language in order to conduct a survey amongst their

classmates, or ask a partner for information in order to complete a table or picture.

d. Structured communication

In the *structured communication*, the main focus moves to the communication of meanings. But, the teacher has carefully structured the situation to ensure that the learners can cope with it with their existing resources, including perhaps what they have recently used in more form-focused work. This category includes more complex information-exchange activities or structured role-playing tasks.

e. Authentic communication

In the right of the continuum is *authentic communication*. Authentic communication comprises activities in which there is the strongest focus on the communication of messages, and in which the language forms are correspondingly unpredictable. Such as using language for discussion, problem-solving, and content-based tasks. Such tasks may develop into larger scale projects which contribute to students' personal and interpersonal development.

In terms of the twofold distinctions mentioned above, the five categories correspond to a progression from clearly defined exercises (or enabling tasks) to clearly defined tasks (or communicative tasks), passing through middle categories which possess features of both. Of course, since this is a continuum, the categories shade into each other, and five is merely a convenient number could distinguish fewer or more, according to the purpose. The distinction between 'tasks' and 'exercises', for example, uses just two categories. Or we could create even more than five categories by, say, further dividing 'authentic communication'. According to whether the tasks aim to promote not only communicative development but also cognitive and personality development.

B. English Workbook

1. Definition of Workbook

Workbook is one of printed media that usually use in learning process to guide a teacher in giving some activities toward the student. According to Ozlem Ulu Kalin workbook is a learning material that support student to provide their knowledge and skills which compatible with the mandate of education program³⁴. Workbook should be contains some skills that integrated to the material so the student will learn based on the context and it will coherence with the curriculum. Sometimes, workbook is well-known as a curriculum practice resource because it will help the teacher to teaching, monitoring, and assessing the students' work. So, it can be inferred that workbook as an instructional resource that coherence with the curriculum to help the teacher in learning process. Also workbook plays important role because the teacher use it as their guide in the learning process because it provides students' need that integrated to the curriculum practice.

In addition, workbook is a resource that require to reach Task-based learning (TBL) approach by looking at the characteristic of TBL. According to Douglas and Kim, Task Based-Learning is used to engage students to use the target language as they learn through task so the students will learn based on the context³⁵. Regard to the existence of workbook that must provide the students' need, TBL is an appropriate approach to be used in the learning process. The student will be more understanding as they learn by the context. Beside it, as they learn by the context, the student will gain their target language by learn through workbook. In line with Douglas and Kim, according to Ganta, task-based learning develops students' cognitive to have communicative skills in

³⁴ Ozlem Ulu Kalin, "Creating Interactive Student Workbook for Primary Education Social Studies Class and Researching its Efficiency", Journal of Education and Practice, 2017, Vol. 8, No. 12, p.33

³⁵ Scott Roy Douglas and Marcia Kim, "Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context", TESL Canada Journal, 2014, vol. 31, No. 8, p. 3.

language learning³⁶. This approach is intended the learner to focus on the usage of a language. However, workbook can be defined as a resource that require the task-based learning approach because workbook contains the context that integrated to the syllabus.

It can be inferred that workbook is a published printed material that serve as a sources and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book, or subject book. Workbook is the most frequently used of all printed educational materials. The workbook becomes one of many aids to assist students in acquiring clear concepts of subject matter.

2. Criteria of Workbook

Because workbook is designed to reach language skills which integrated to the curriculum and syllabus, the quality of workbook is important to be noticed by all of the teachers that use workbook as their instructional resource in learning process. According to Badan Standar Nasional Pendidikan (BSNP), each of educational system must provide the facilities, such as the use of media in learning process which support to the standardized of BSNP. The main criteria that should be noticed is the content of material, the content of a language, and the content of presentation.

In the use of English workbook, there are some criteria that should be noticed by the teacher³⁷:

- a. English language teaching materials should be contextualized.

It means that the materials that are intended to be addressed should be contextualized to the curriculum. Then, the material also should be contextualized to the experiences, realities and first language of the students as it intended to involve an awareness of the social-cultural

³⁶ Tonia Grace Ganta, "The Strengths and Weaknesses of Task Based Learning (TBL) Approach", Scholarly Research Journal for Interdisciplinary Studies, 2015, Vol. 3, No. 16, P. 2-4.

³⁷ Jocelyn Howard and Joe Major, "Guidelines for Designing Effective English Language Teaching Materials", p. 104-107, (retrieved from <http://www.paaljapan.org/> on October 7st, 2022 at 10 a.m.)

of the students. In addition, the topics and themes of the material should be contextualized that provide the meaningful, purposeful of the use to students' target language.

- b. English language teaching materials should stimulate and generative.

Language teaching materials should provide the situations where the students can interact with each other outside of the classroom. So the learning process involves the students to explore their language proficiency.

- c. English language teaching materials should develop learning skills and strategies.

The self-evaluation is providing the opportunities which encourage the students to assess their language development by provide the necessary metalanguage and incorporate activities. The aim of this guideline is to encourage the students to be active and to be independent in learning a language. So the first language of the students can be as well as English.

- d. English language teaching materials should allow focus on form.

This means that the materials is necessary encourage the student to have analytical approach of the language around them, and to form and verify their own hypotheses about the work of a language.

- e. English language teaching materials should offer opportunities for integrated language use.

To become competent at integrating the extra-linguistic, the materials should provide students opportunities in integrating all the language skills in an authentic way.

- f. English language teaching materials should be authentic.

Magazines and newspaper are commonly consider as the authentic written material. And for the authentic spoken and visual material, the students need to hear, read, and see the way how the native are communicate with each other naturally.

- g. English language teaching materials should link between the progression of skill and language items.

The materials should have coherence in design process because it will help to ensure the objectives of the progress in learning process while giving the opportunities for repetition and reinforcement of earlier learning.

- h. English language teaching materials should be attractive.

The materials should be attractive in physical appearance because it is important to be the first impression as the language teaching materials to be good looking, such as in the type size, the cohesiveness and consistency of the layout. Then, the materials should be attractive in the terms of the usability. Also the materials should be considered to be made robust enough to last the required distance. And the materials should have the ability to be reproduced.

- i. English language teaching materials should have appropriate instruction.

The instruction should be clear, concise, and efficient as they should be written in language that is appropriate to the target language of the students.

- j. English language teaching materials should be flexible.

The material should be flexible in the terms of content, approach, level, methodology, logistics, technology, teaching style, evaluation procedures and expected outcomes.

3. Advantages of Workbook

The advantages of workbook according to Greene and Petty are:

- a. Workbooks are useful because its instructions are so clear that misuse will not happen.
- b. Workbook saves time. The clear instructions and systematic questions will make fast students' response.
- c. Workbook encourages the establishment of good work habits. By setting a specific task, a definite plan of attack and a time to

complete the task, workbook exercises aid pupils in establishing habits of thoroughness in their schoolwork.

- d. Workbook aids in class control. The readily available test and practice materials provided in the modern workbook in language enable the teacher to keep his active and under control.
- e. Workbooks provide meaningful practice and drill. Practice exercise can be used effectively if there recognized purpose in the mind of the learners.
- f. Workbooks provide material for individual instruction, workbooks provide a practical means of supplementing group instruction with individual instruction.
- g. Workbooks serve as means of adjusting for individual different workbook exercises of suitable content and difficulty gives the slow students an opportunity to grow in mastery and in confidence in his own ability to improve his language skills.
- h. Workbooks serve a feedback. The student's work can be used to review and give feedback for the next program design.
- i. Workbooks are useful for diagnostic and remedial for diagnostic workbook can be used to know the student's difficulties so that the remedial program can be taken.
- j. Workbooks are variety and supplement instruction interesting activities and practice exercises that frequently are crowded out of the textbook itself find a useful place in the workbook.
- k. Workbooks save the teachers' time. The arranged tasks and time will make the teacher manage the class easier.
- l. Workbooks provide saving on cost. All factors needed in the teaching and learning, contents from many sources included in a workbook, will give advantages for all, since it is already fulfilled the mains for teaching learning process with expensive cost.

4. Problems of Workbook

Much of the workbooks are providing the students the writing part of language but not the oral communication part of the English³⁸. This shows that, there is a lot of opportunity for the teacher to use oral communication in the classroom to develop listening, reading and speaking skills in the classroom, which the teacher has to develop through various methods and modes of instruction. More opportunities should be provided to students to develop pronunciation, intonation, stress, etc. in the language teaching.

Some teachers believe that workbooks help in developing vocabulary, in reinforcing and maintaining skills, and in individualizing instruction. But other teachers argue that workbooks are too expensive. It takes too long to correct them.

One of the reasons why workbooks have not been successful in many situations is that little thought or planning was given to their selection and use³⁹. Before any workbook is purchased, the teachers should have an opportunity to examine it in order to determine whether it is designed to meet the specific purposes which they wish to achieve. Workbooks, like textbooks, must have their use carefully planned in order to get the most effective results. No workbook is published with the assumption that will not require intelligent preparation and presentation by the teacher.

5. How to Use the Workbook

There is a significant influence of workbooks and the way they are being used in the classroom on the overall development of English language development in the students. The first step to improving the effectiveness of work book pages is to establish a purpose for using them.

³⁸ Paul Douglas, "Teacher's Perception on The Learning Difficulties and Development of English Language Skills Among High School Students: Influence of Classroom Teaching and Workbooks", Ejournal, 2010, Vol. 2, No. 8, p. 12.

³⁹ Margaret Kerr, "Teaching with Workbooks", The Elementary School Journal, 1947, Vol. 48, No. 4, p. 218

Workbook pages should provide extra practice needed to help a child master a skill and provide success practice (not trial and error or tests).

Second step to improving the use of workbook pages is to develop effective methodology for carrying out these purposes. Workbook can effectively provide practice and success for pupils who need to master language skills.

A successful program of workbook procedure may be summarized briefly⁴⁰:

- a. Most of the language exercises should be administered orally, even though designed apparently to be written.
- b. All grammar worksheets should be accompanied by parallel oral drill; otherwise they will never become functional in oral speech.
- c. All punctuation drills should be given simultaneously with written composition projects, in order that their habituation to the semi phonetic processes of writing may be effected.
- d. Student correction should be employed whenever possible, the teacher acting only as a mediator when questions arise.

6. English Workbook in Indonesia

As J. Howard said that each materials or syllabus must be considered with the needs of analysis regard to English language skills of listening, speaking, reading, writing, vocabulary knowledge, and grammar⁴¹. As a major part in learning English, workbook has been a main medium in learning process that used by some teacher in Indonesia. The use of workbook as a learning material is simply encompass the main skills of English language learning. Workbook in Indonesia is believed as a source in gaining the information and doing some activities to help the teacher in the learning process. As stated by Dewi et al, workbook is helped the

⁴⁰ Fred G. Walcott, "Problems of the Workbook Author", The English Journal, 1933 Vol. 22, No. 7, p. 218

⁴¹ Jocelyn Howard and Joe Major, *Guidelines for Designing Effective English Language Teaching Materials*, p. 104-107, (retrieved from <http://www.paaljapan.org/> on October 7st, 2022 at 10 a.m.)

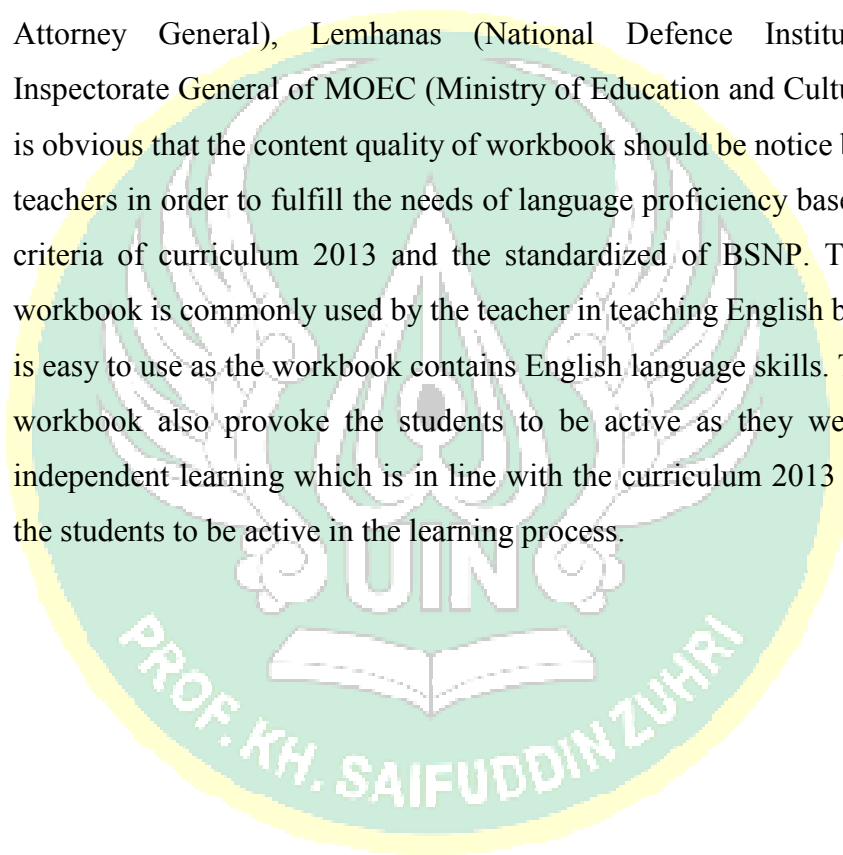
student in finding a concept, and also as the students' guide in creating independent learning activities with the guidance of the teacher, as well as increasing the student understanding from the concept of the material. In addition, workbook is used as the resource to provide the students to be active in the learning process⁴². Therefore, workbook is used by some teacher as the main resource in teaching process because it help the teacher in the learning process as provoke the student to be independent in the learning process.

Moreover, the importance of the content quality in English workbook is needed. Prasetianto stated that “the content covers linguistic features and technical terms of the topic. The materials still need linguistics because it deals with English. The materials taught are four skills and grammar. Besides, technical terms are also presented in the materials because it deals with content/subject. The students can learn some definition related to the topic”. It is obvious that the content quality of workbook must be qualified before its being used by the teacher and the student because the content quality plays important role for any workbook. The content quality of workbook must cover the main four skills in English, so the student will learn communicatively.

With the concern of workbook in Indonesia, every publishers of each workbook should take a look on several security procedure that should be applied in the workbook. *Depdiknas (Department Pendidikan Nasional)* or national education department stated that the workbook have to contain at least the title, basic competencies that will be achieved, time regulation to finish the task in the workbook, a brief information, instruction, and report that must be done by the students. So it can be seen that the rules of composing the workbook is officially declared by the government of Indonesia education.

⁴² Dewi Niken Ariyanti, Herpratiwi, and Undang Rosidin, FKIP Unila, ” *Pengembangan Lembar Kerja Siswa Berbasis Scientific Approach Mata Pelajaran Ipa Kelas VII Smp di Bandar Lampung*”, p. 3. (Retrieved from <https://media.neliti.com/media/publications/192061-IDpengembangan-lembar-kerja-siswa-berbasis.pdf>)

Moreover, the rules in composing the content of the book is also written by the government of Indonesia education. Nurkhimah cited in Jazadi “the content of books should be in line with and not contradictory to Pancasila (the state philosophy), UUD 1945 (the 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators coming from Mabes ABRI, Kejaksaan agung (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).” It is obvious that the content quality of workbook should be notice by all the teachers in order to fulfill the needs of language proficiency based on the criteria of curriculum 2013 and the standardized of BSNP. Therefore, workbook is commonly used by the teacher in teaching English because it is easy to use as the workbook contains English language skills. Then, the workbook also provoke the students to be active as they were doing independent learning which is in line with the curriculum 2013 that asks the students to be active in the learning process.



CHAPTER III

PROFILE OF THE BOOK

A. Identify of The Book

Picture 3.1
Cover of the Book



Bupena English is the title of English workbook that is analyzed by the researcher. The author of the workbook is Nur Zaida. The designer of the workbook is Ahmad Haerani. And the editors of the workbook are E. Tiyas Utami and Dwi Wahyu Priyanto. This book is published by *Erlangga*, publisher in 2018. This book is created for junior high school and MTs grade VII. *Bupena English* facilitates the students to learn in all four basics English skills; listening, reading, speaking, writing, grammar and vocabulary, also the language components. Additionally, this workbook employs the 2013 curriculum revised edition of English subject.

Bupena English is a theme-based and first-leveled workbook for junior high school students that will encourage the learning process with project based learning. The series of learning processes in this book can help the teachers develop learning activities.

The features of this English workbook are:

1. Useful expressions for daily communication.
2. Functional grammar to apply in communicating.
3. Various and authentic texts.
4. Various of interesting picture that easier to understand the learning.
5. A lot of exercise.
6. There is brainstorming, scoring scheme and scoring rubric.
7. Supplementary digital materials with learning videos and CBT Tryouts.

B. Structure and Content of the Book

Bupena English workbook for junior high school students 7th grade consists of 170 pages. Also, it has a width of 22 cm, a length of 26.3 cm, and a thickness of 1 cm. There are 10 chapters which are divided into 2 terms. The chapters 1-5 are the chapter of the first term. And the chapters 6-10 are the chapters of the second term. The distribution can be seen below:

Chapter 1: Making Friends

Chapter 2: Hi! It's Me

Chapter 3: What Time Is It?

Chapter 4: Things at School

Chapter 5: Things at Home

Chapter 6: Public Places

Chapter 7: Things Around Us

Chapter 8: Describing People

Chapter 9: Describing Animals

Chapter 10: Sing a Song

The following tables explain the distribution speaking activities:

Table 3.1

The Distribution of Speaking Activities in Workbook

Chapter	Topic	Content of Speaking Activities
1	Making Friends	Assignment 2: Work in pairs. Read the situations. Then, create and act out simple dialogues.
2	Hi! It's Me	Assignment 1: Act out the following dialogues. Assignment 2: Talk about elena's family and friends. Practise the dialogues. Assignment 5: Work in pairs. Introduce yourself and exchange the following personal information with your partner. Assignment 6: Work in a group of three. Introduce your new friend to another friend. Exchange the following personal information in the conversation.
3	What Time Is It?	Assignment 1: Look at the pictures. Take turns asking and answering about the time. Assignment 2: Look at the schedule and act out the dialogue. Take turns to ask and answer the time. Each of you will have five turns. Assignment 3: Read about important dates. Take turns to ask and answer about them. Each of you will get four turns.
4	Things at School	Assignment 1: Work in pairs. Look at the pictures and practice the dialogues.
5	Things at Home	Assignment 6: Have a dialogue with your friends about items in your bedroom. Tell him/her things you have in your room and also their number. Describe how the things look.
6	Public Places	Assignment 1: Look at the map. Take turns asking for the locations of buildings. Assignment 3: Draw a map of your neighbourhood. Ask each other questions about where public places are.

7	Things Around Us	Assignment 2: Choose one of your favourite items. Bring it to the classroom. Show it to your classmates and describe it. Provide the following information.
8	Describing People	Assignment 4: Work in pairs. Look at the pictures. Practice the dialogue. Assignment 5: Here are the journals of the Rahmayadi family. Work in pairs. Read the journals and practice the dialogues. Assignment 6: Work in pairs. Look at the pictures. Practice the dialogues. Assignment 11: Describe one of your family members in front of the class. Bring his/her full length photo.
9	Describing Animals	Assignment 3: Talk to other students. Practice asking your partner about the following questions. Assignment 5: Describe the animal you write about in front of the class.
10	Sing a Song	Assignment 2: practice singing the song in the assignment 1. Sing the song and present your analysis in front of your friends.
	Total	20 Activities

The table above shows that there are 20 activities that practice in speaking. In this workbook, there are little bit materials and various exercises which are arranged according to themes in each chapter. In front page of each chapter informs students about the materials they are going to learn.

Based on the table above, conclude that in the chapter 1 (Making Friends), chapter 4 (Things at School), chapter 5 (Things at home), chapter 7 (Things Around Us) and chapter 10 (Sing a Song) there is only one assignment of speaking activities. Chapter 2 (Hi! It's Me) and Chapter 8 (Describing People) there are fourth assignment of speaking activities. In chapter 3 (What Time Is It?) there is three assignment of speaking activities. Last, in the chapter 6 (Public Place) and chapter 9 (Describing Animals) there are two assignment of speaking activities. The total assignment of speaking activities in the Bupena English workbook for 7th of junior high school is twenty activities.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the kinds of speaking activities based on the Harmer's theory and speaking communicative activities based on the Littlewood theory. This chapter reveals the research analysis and result. The analysis and its result answer the research questions which stated in this first chapter of this report, there are "What kinds of speaking activities are presented in English workbook entitled Bupena English for 7th grade of junior high school?" and "What speaking activities belonging to the communicative activity in English workbook entitled Bupena English for 7th grade of junior high school?".

There are twenty activities of speaking activity totally analyzed by the research in this research. The researcher used a documentary analysis to evaluate the speaking activities in Bupena English workbook for 7th grade of Junior High School. The workbook contains ten chapters. Every chapter has different themes and topics to learn for the students. Those themes are in accordance with the syllabus of the curriculum 2013. Furthermore, there are many activities included in the Bupena English workbook. Those activities practice the four basic skills namely, speaking, listening, reading, and writing. But, this research focuses only on speaking skill. To clarify the data analysis procedure, the researcher divided into several classification items that will be analyzed. According to the observation which have been done by the researcher during the research, the researcher found some findings.

A. Kinds of Speaking Activities in Bupena English Workbook for 7th Grade of Junior High School Published by Erlangga

This section discussed the kinds of speaking activities in this workbook. The data is classified six categories of speaking activities based on Harmer's theory. There is acting from a script, communication games, discussion, prepared talks, questionnaires, and simulation and role play.

The researcher will explain one by one the kinds of speaking activities. For example, if the researcher encounters a text, the text will be analyzed and classified into the category and the type section. Here are the explanation:

1. Acting from a script

In the acting from a script, the teacher can ask their students to act out scenes from plays or their workbooks. The students act out the dialogues as real acting. When students are working on play scripts, students should treat it as real acting⁴³. The following section will elaborate the detail explanation of speaking activities on acting from a script.

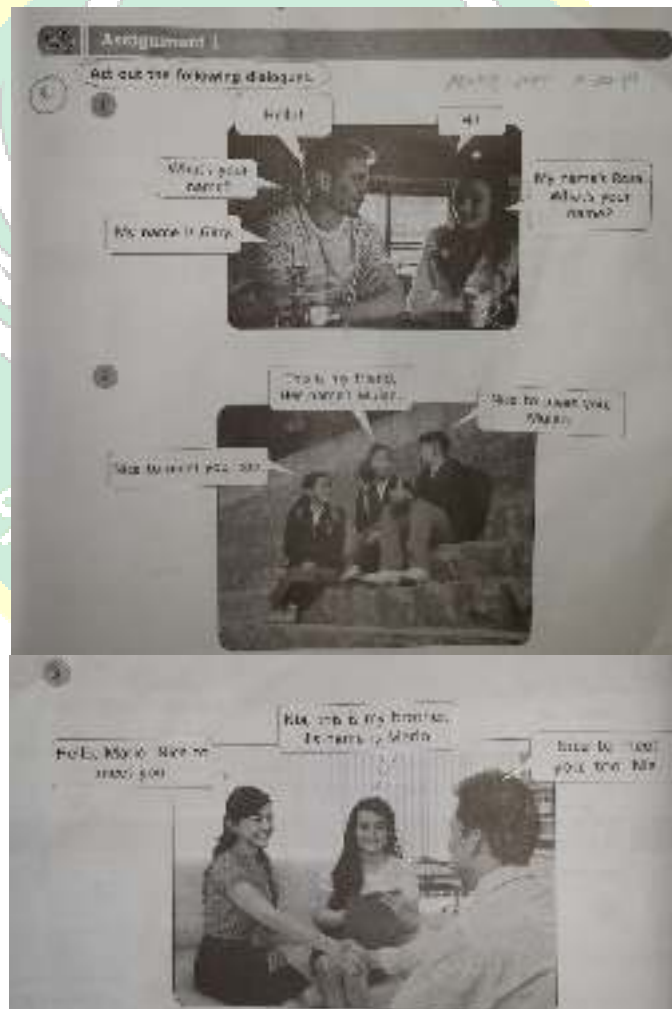


Figure 1: Acting from a script with the code Asgn.1/CH.2/P.27

⁴³ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, (New York: Longman, 2007), p. 349

From the speaking exercise as shown in *figure 1* above, the instruction is clear that the students are asked to practice the dialogues that have been provided in the workbook. This data relate with Harmer's theory about kinds of speaking activities in the classroom. The instruction is "*Act out the following dialogues*". The students are asked to practice the dialogue about expressions of introduce yourself. In this activity, the students are asked to act out the dialogue from the book as real acting. From explanation above, this data include in acting from a script because the students practice based on the dialogues provided in the book.

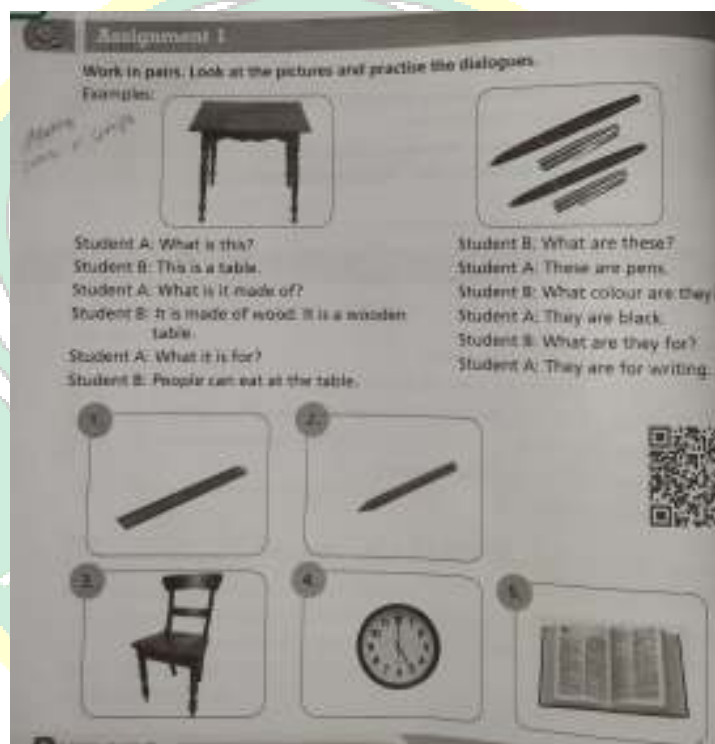


Figure 2: Acting from a script with the code Asgn.1/CH.4/P.62

Based on the *figure 2* above, it can be seen that the instruction is "*Work in pairs. Look at the pictures and practise the dialogues*". This kind of activity is categorized as acting from a script, because the students act out the dialogue from the book as real acting. In this exercise, the students are asked to work with her partner to practice the dialogues about things at schools. The students are asked to describe a table, pens, pencils, a book, chairs, o'clock, and the ruler with their partner.



Figure 3: Acting from a script with the code Asgn.4/CH.8/P.133

From the speaking exercise as shown in figure 3 above, the instruction is “*Work in pairs. Look at the pictures. Practice the dialogues*”. The students with her partner are asked to practice the dialogues based on the picture about people’s behavior. From the data above, it can be seen that the activity is acting from script. It is because the students act out the dialogues from the book as real acting. So, this activity is relevant with Harmer’s theory about kinds of speaking activities in the classroom.



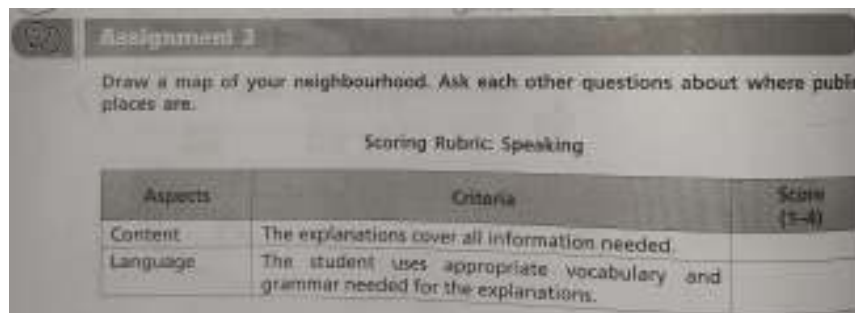
Figure 4: Acting from a script with the code Asgn.6/CH.8/P.136

Figure 4 same with figure 3 above, the instruction is “*Work in pairs. Look at the pictures. Practice the dialogues*”. This activity is discuss about people’s habits. The students are asked to work with her partner to act out the dialogues based on the picture that have been provided. This kind of activity is categorized as acting form a script, because the students act out the dialogue from the book as real acting.

2. Communication games

In the communication games, Harmer classified into two activities it is information-gap games and television and radio games. In information-gap games, the students have to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between

pictures⁴⁴. While, the television and radio games provide good fluency activities.



Aspects	Criteria	Score (1-4)
Content	The explanations cover all information needed.	
Language	The student uses appropriate vocabulary and grammar needed for the explanations.	

Figure 5: Communication games with the code Asgn.3/CH.6/P.104

From the speaking exercise as shown in figure 5 above, it is communication games. This activity can stimulate students to talk with friends to solve various problem. In the workbook, based on the data, the researcher only found one activities in this kinds of speaking activities. The instruction is “*Draw a map of your neighborhood. Ask each other questions about where public places are*”. The data is relevant with Harmer’s theory about kinds of speaking activities in the classroom. It is included in information gap games which stimulate students to talk in order to guess the meaning based on the words, phrase, or a picture that mention as a clue.

3. Discussion

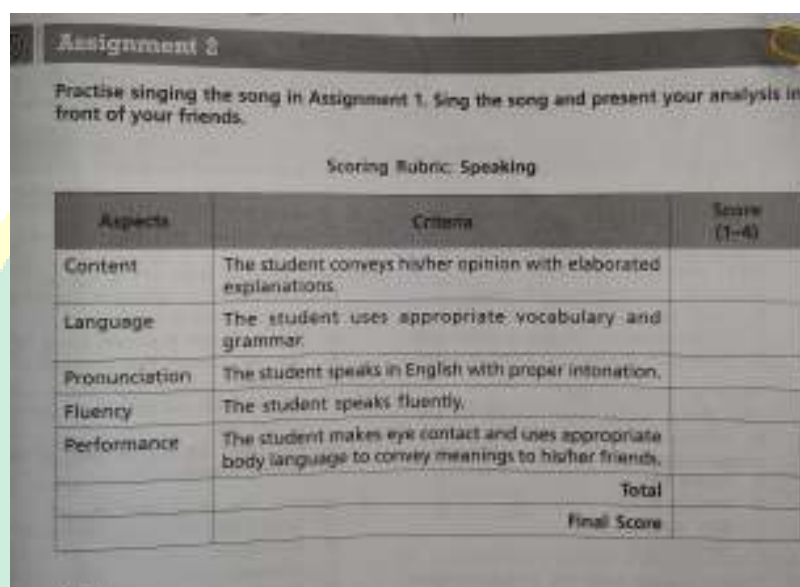
Discussions are classify into five category⁴⁵. First, buzz group, it can be used for a whole range of discussion. For example, teachers might want students to predict the content of a reading text, or teachers may want them to talk about their reactions to it after they have read. Teachers might want them to discuss what should be concluded in a news broadcast or have a quick conversation about the right kind of music.

The second is instant comment. This activity involves showing the students photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. Third,

⁴⁴ Jeremy Harmer, *The Practice of English Language Teaching*....., p. 349

⁴⁵ Jeremy Harmer, *The Practice of English Language Teaching*....., p. 350

formal debates, the students prepare argument in favour or against various propositions. Four, unplanned discussion. In this activity, some discussions just happen in the middle of lessons; they are unprepared for by the teacher. But, if encourage, can provide some of the most enjoyable and productive speaking in language classes. Lastly, reaching a consensus, this activity encourages discussion is to provide activities which force students to reach a decision or a consensus.



Aspects	Criteria	Score (1-4)
Content	The student conveys his/her opinion with elaborated explanations.	
Language	The student uses appropriate vocabulary and grammar.	
Pronunciation	The student speaks in English with proper intonation.	
Fluency	The student speaks fluently.	
Performance	The student makes eye contact and uses appropriate body language to convey meanings to his/her friends.	
Total		
Final Score		

Figure 6: Discussion with the code Asgn.2/CH.10/P.163

The speaking activities in Figure 6 above are discussion. The instruction is “Practice singing the song in assignment 1. Sing the song and present your analysis in front of your friends”. This activity included in buzz group, because the students are asked to practice and analysis of the song lyrics with their own in front of their friends. Therefore, the data above is relate with Harmer’s theory about kinds of speaking activities in the classroom.

4. Prepared talks

In prepared talk, students make a presentation on a topic of their own choice⁴⁶. Such talk are not designed for informal spontaneous

⁴⁶ Jeremy Harmer, *The Practice of English Language Teaching*....., p. 351

conversation. Because they are prepared, they are more ‘writing-like’ than this. However, if possible, students should speak from notes rather than from a script.

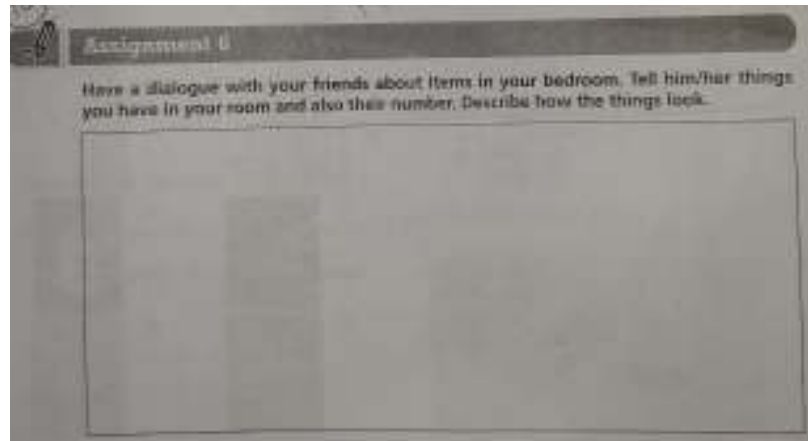


Figure 7: Prepared talks with the code Asgn.6/CH.5/P.85

The speaking activity in Figure 7 above are prepared talks. The students are asked to observe their bedrooms and describe/tell the things in their room with their friends. The instruction is “*Have a dialogue with your friends about items in your bedroom. Tell him/her things you have in your room and also their number. Describe how the things look*”. This exercise discusses about things at home. In this activity, the students make a presentation on a topic of their own. So, the data above is relate with Harmer’s theory about kinds of speaking activities in the classroom. It is because the students presents their work and use the note that have been prepared as guidance.

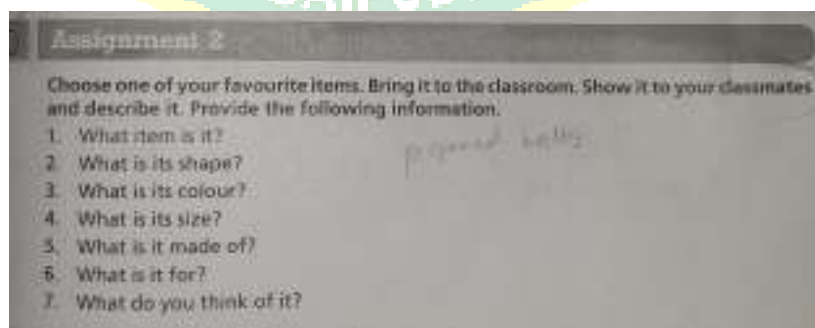
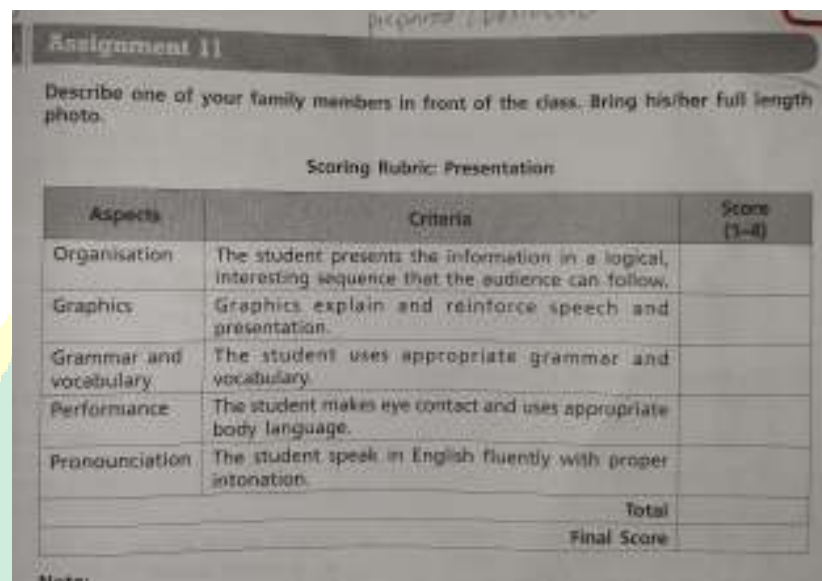


Figure 8: Prepared talks with the code Asgn.2/CH.7/P.117

Based on the *figure 8* above, it can be seen that the instruction is “Choose one of your favorite items. Bring it to the classroom. Show it to your classmates and describe it. Provide the following information”. In this exercise, the students are asked to describe their favorite items in front of the class. This activity discusses about things around us. The students describe their favorite items based on their notes that they have written.



Assignment 11		
Describe one of your family members in front of the class. Bring his/her full length photo.		
Scoring Rubric: Presentation		
Aspects	Criteria	Score (1-4)
Organisation	The student presents the information in a logical, interesting sequence that the audience can follow.	
Graphics	Graphics explain and reinforce speech and presentation.	
Grammar and vocabulary	The student uses appropriate grammar and vocabulary.	
Performance	The student makes eye contact and uses appropriate body language.	
Pronunciation	The student speak in English fluently with proper intonation.	
Total		
Final Score		

Note:

Figure 9: Prepared talks with the code Asgn.11/CH.8/P.141

The speaking activities in *Figure 9* above are prepared talks. The students are asked to describe their family members with the photo in front of the class. The instruction is “Describe one of your family members in front of the class. Bring his/her full length photo”. This activity discusses about describing people. In prepared talks, the students presents their work and use the note that have been prepared as guidance. Therefore, the data above relate with Harmer’s theory about kinds of speaking activities in the classroom.

Assignment 5		
Describe the animal you write about in front of the class.		
Scoring Rubric: Speaking		
Aspects	Criteria	Score (1-4)
Content	The student gives details about the appearance of the animal he/she describes	
Language	The student uses appropriate vocabulary and grammar	
Pronunciation	The student speaks in English fluently with proper intonation	
Text organisation	The student uses the correct generic structure for elaborating ideas	
Performance	The student makes eye contact and uses appropriate body language to convey meanings	
Total		
Final Score		
Note: 1 = poor, 2 = average, 3 = good, 4 = excellent		

Figure 10: Prepared talks with the code Asgn.5/CH.9/P.155

The speaking activities as shown in figure 10 above are prepared talks. The instruction is “Describe the animal you write about in front of the class”. This activity discusses about describing animals. The students are asked to describe the animals in front of the class based on their notes that they have written. So, the data above relate with Harmer’s theory about kinds of speaking activities. It is because the students presents their work and use the note that have been prepared as guidance.

5. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other⁴⁷. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process.

⁴⁷ Jeremy Harmer, *The Practice of English Language Teaching*....., p. 352

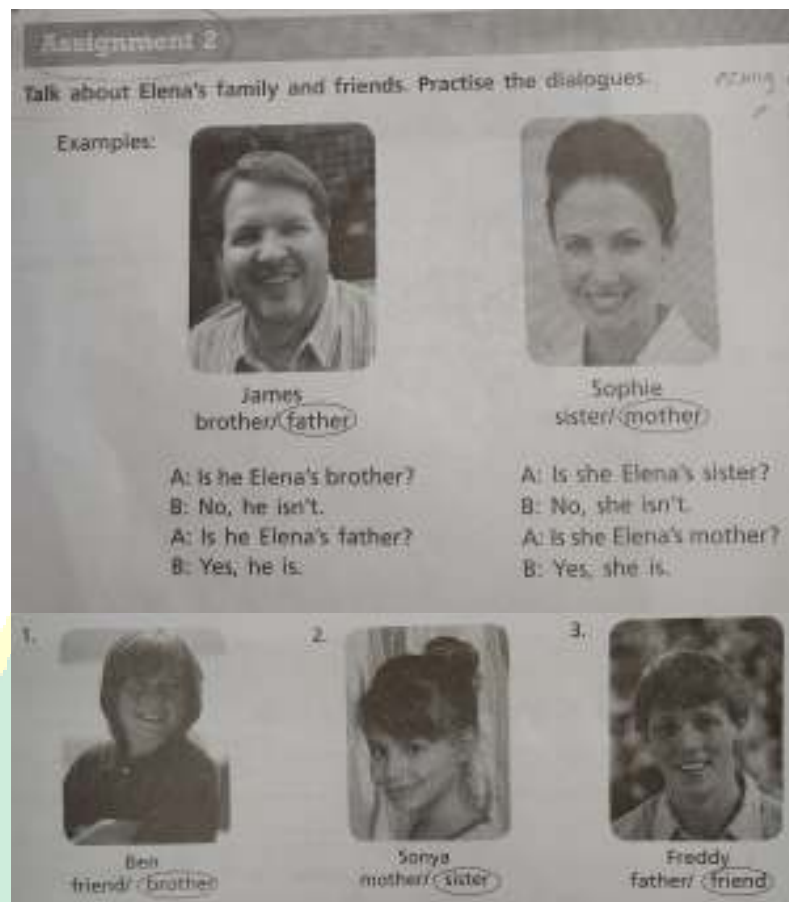


Figure 11: Questionnaires with the code Asgn.2/CH.2/P.28

From the speaking exercise as shown in figure 11 above, the instruction is clear that the students are asked to practice the dialogue that have been provided in the textbook. The instruction is “*Talk about Elena’s family and friends. Practice the dialogue*”. This activity discusses about hi! it’s me. The questionnaires activity in the data above are involved interviewing their partner by asking several questions using proper expression that has been taught. Therefore, the data above relate with Harmer’s theory about kinds of speaking activities in the classroom.

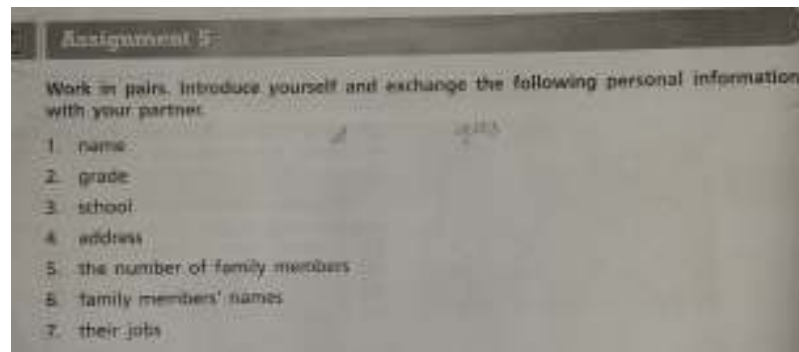


Figure 12: Questionnaires with the code Asgn.5/CH.2/P.30

Based on the figure 12 above, it can be seen that the instruction is “Work in pairs. Introduce yourself and exchange the following personal information with your partner”. The students with their partner are asked to practice the dialogue based on the information that have been provided. This activity discusses about hi! it’s me. According to the data above, the activity relate with Harmer’s theory about kinds of activities. It is because in the activity, the students prepared the questions that going to be asked before they do the interview.

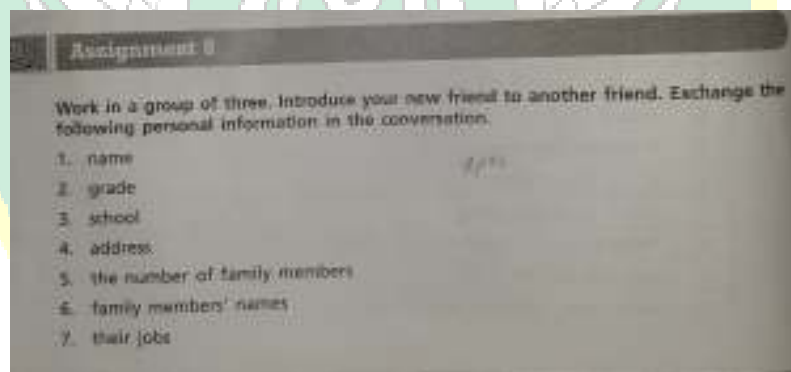


Figure 13: Questionnaires with the code Asgn.6/CH.2/P.30

The data in Figure 13 above are questionnaires. The instruction is “Work in a group of three. Introduce your new friend to another friend. Exchange the following personal information in the conversation”. This activity discusses about hi! it’s me. The students are asked to introduce their friends with their partner based on the information that have been provided. Speaking activity of questionnaires in the data above is a simple equipment to collect any information or issues that needed by the

interviewer. Therefore, the data above relate with Harmer's theory about kinds of speaking activities.

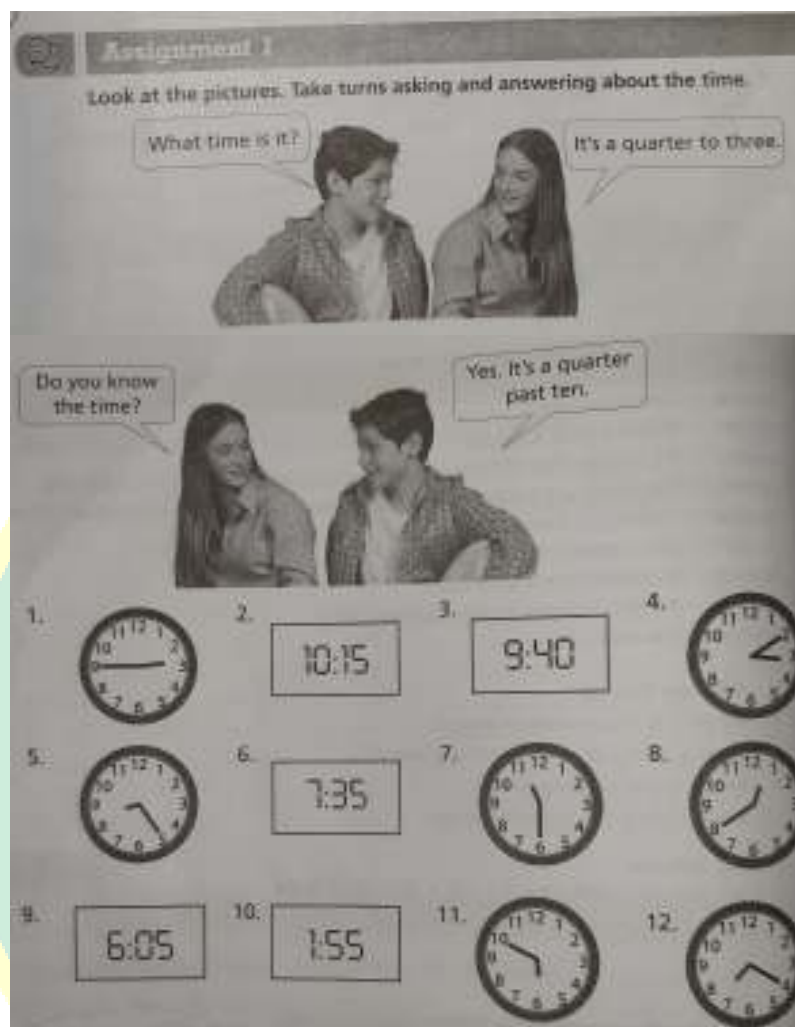


Figure 14: Questionnaires with the code Asgn.1/CH.3/P.45

Based on the figure 14 above, it can be seen that the instruction is "Look at the pictures. Take turns asking and answering about the time". The activity discusses about what time is it. The students are asked to practice asking and answering the dialogue based on the pictures that have been provided. According to the data above, the activity relate with Harmer's theory about kinds of activities. It is because in the activity, the students prepared the questions that going to be asked before they do the interview.

Assignment 2

Look at the schedule and act out the dialogue. Take turns to ask and answer the time. Each of you will have five turns.

Example:
 Student A: What time is math class on Monday?
 Student B: It's at twenty past eight.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7.30	English	physical education	math	physical education	geography
8.20	math	physical education	geography	biology	computer
9.10	music	biology	arts	english	math
10.00	BREAK				
10.20	computer	english	physics	computer	arts
11.00	history	arts	history	music	english

Figure 15: Questionnaires with the code Asgn.2/CH.3/P.46

Based on the figure 15 above, it can be seen that the instruction is “Look at the schedule and act out the dialogue. Take turns to ask and answer the time. Each of you will have five turns”. This exercise discusses about what time is it. The students are asked to act out the dialogue asking and answering based on the schedule that have been provided. According to the data above, the activity relate with Harmer’s theory about kinds of activities. It is because in the activity, the students prepared the questions that going to be asked before they do the interview.

Assignment 3

Read about important dates. Take turns to ask and answer about them. Each of you will get four turns.

Example:

Student A: What is the date of National Education Day of Indonesia?

Student B: It's on the second of May.

Student A: When was Kartini born?

Student B: She was born on the twenty-first of April eighteen seventy-nine.

21 April 1879

1. National Children's Day: 23 July
2. World Cup 2014: 12 June to 13 July 2014
3. Earth Day: 22 April
4. Mother's Day: 22 December
5. National Transportation Day: 17 September
6. Teacher's Day: 25 November
7. Scout Day: 14 August
8. Book Day: 23 April

Figure 16: Questionnaires with the code Asgn3/CH.3/P.47

Figure 16 above are questionnaire. This exercise discusses about what time is it. The instruction is “Read about important dates. Take turns

to ask and answer about them. Each of you will get five turns". The students are asked to read and practice the dialogue with their partner based on the information that have been provided. Speaking activity of questionnaires in the data above is a simple equipment to collect any information or issues that needed by the interviewer. Therefore, the data above relate with Harmer's theory about kinds of speaking activities in the classroom.

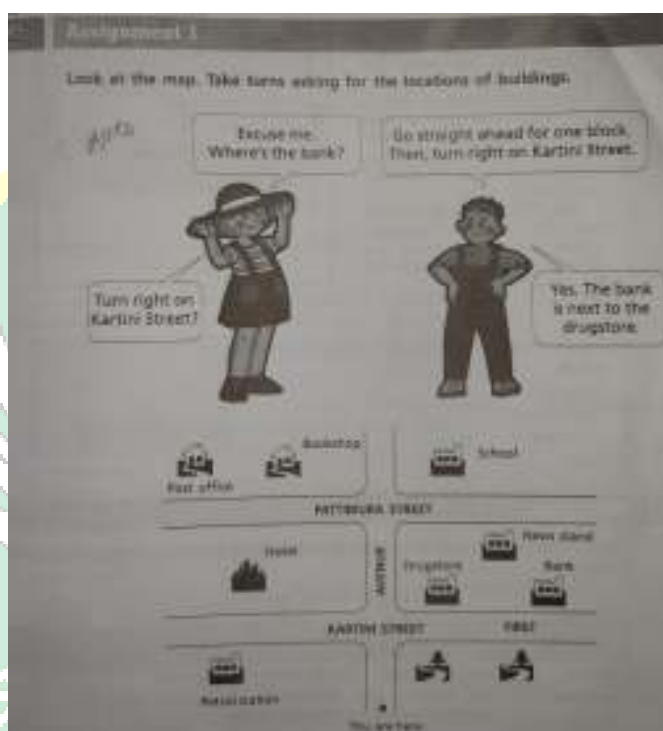


Figure 17: Questionnaires with the code Asgn.1/CH.6/P.103

From the speaking exercise as shown in figure 17 above, the instruction is "Look at the map. Take turns asking for the locations of the buildings". This exercise discusses about public places. The students are asked to practice the dialogue asking the locations of the building based on the map. Speaking activity of questionnaires in the data above is a simple equipment to collect any information or issues that needed by the interviewer. Therefore, the data above relate with Harmer's theory about kinds of speaking activities in the classroom.

Assignment 5

Here are the journals of the Rahmayadi family. Work in pairs. Read the journals and practice the dialogues.

Example

What does Mr Rahmayadi do on Friday? — He cooks dinner.

Mr Rahmayadi	
cook dinner	Sunday, Thursday, Friday
go to the bank	Wednesday
play futsal	Tuesday

Mrs Rahmayadi	
go to the supermarket	Wednesday
cook dinner	Monday, Tuesday, Wednesday
go to the museum club	Friday

Ali	
clean the bedroom	Wednesday and Friday
wash the car	Sunday
play football	Tuesday and Thursday

Figure 18: Questionnaires with the code Asgn.5/CH.8/P.135

Based on the figure 18 above, it can be seen that the instruction is “Here are the journals of the Rahmayadi family. Work in pairs. Read the journals and practice the dialogues”. This exercise discusses about describing people. The students are asked to practice the dialogue with their partner based on the information that have been provided. Speaking activity of questionnaires in the data above is a simple equipment to collect any information or issues that needed by the interviewer. Therefore, the data above relate with Harmer’s theory about kinds of speaking activities in the classroom.

Assignment 3

Talk to other students. Practice asking your partner about the following questions.

- Do you have a pet?
- What is it?
- What's its name?
- What does it look like?
- Does it have (long ears, big eyes, ...)?
- What does it eat?

Figure 19: Questionnaires with the code Asgn.3/CH.9/P.154

From the speaking exercise as shown in figure 19 above, the instruction is “Talk to other students. Practice asking your partner about

the following questions". This exercise discusses about describing animals. The students are asked to practice the dialogue with their partner based on the information that have been provided. Speaking activity of questionnaires in the data above is a simple equipment to collect any information or issues that needed by the interviewer. Therefore, the data above relate with Harmer's theory about kinds of speaking activities in the classroom.

6. Simulation and role play

Simulation and role play can be used to encourage general oral fluency or to train students for specific situation, especially where they are studying English for specific purposes (ESP). When students are doing simulations and role plays, students need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. With more elaborate simulations, such as business meetings, mock enquiries or TV programs, for example, we will want to spend some time creating the environment or the procedures for the simulation. Students simulate a real-life encounter (such as a business meeting, an interview or a conversation in an aeroplane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. When we give students these roles, we call the simulation a role-play⁴⁸.

⁴⁸ Jeremy Harmer, *The Practice of English Language Teaching*....., p. 352



Figure 20: Simulation and Role play with the code Asgn.2/CH.1/P.10

From the speaking exercise as shown in figure 20 above, the instruction is “*Work in pairs. Read the situations. Then, create and act out simple dialogues*”. This activity discusses about making friends. The students are asked to create a dialogue based on the roles in the pictures and act out with their partner. In simulation and role-play, the students simulate a real-life encounter such as in business meeting, a conversation in a shop or cafeteria, etc with follow the instruction in order to create good conversation⁴⁹. Therefore, the data above relate with Harmer’s theory about kinds of seaking activities in the classroom.

Based on the explanation above, it can be concluded that there are four speaking activities of acting from a script and prepared talks in the Bupena

⁴⁹Jeremy Harmer, *The Practice of English Language Teaching*....., p. 352

English workbook. For communication games, discussion, simulation and role play the researcher only found one speaking activities in the textbook. Lastly, the researcher found nine speaking activities in questionnaires in the workbook.

B. Speaking Activities that Belong to Communicative Activity in Bupena English Workbook for 7th Grade of Junior High School Published by Erlangga

This section answer the second research question “What the speaking activities belong to the communicative activity in English workbook entitled Bupena English for 7th grade of junior high school?”. The researcher use theory from Littlewood (2004) about “focus on form and focus on meaning” to answer this question.

In communicative speaking activities, there are two focuses of the activities or tasks. They are focus on form and focus on meaning. This theory will be helpful for students to operate the different degrees of focus on form or meaning. Littlewood made five classification of this theory to describe the categories with reference to how they relate to the goal of language teaching that is called as communication⁵⁰:

Table 4.1

The concept of speaking communicative activity based on the Littlewood’s theory (2004)

Focus on Form	←		→	Focus on Meaning
<i>Non-Communicative Learning</i>	<i>Pre-Communicative Language Practice</i>	<i>Communicative Language Practice</i>	<i>Structured Communication</i>	<i>Authentic Communication</i>

⁵⁰ William Littlewood “*The Task-Based Approach: Questions And Suggestion*”, ELT Journal, Vol.58 No. 4, 2004, P.322

Focusing on the structures of language, how they are formed and what they mean. e.g: substitution, exercise, discovery, and awareness raising activities	Practising language with some attention to meaning but not communicating new message to others. e.g: question and answer practice	Practicing pre-taught language in a context where it communicates new information. e.g: information gap activities or personalized questions	Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability. e.g: structured role play and simple problem solving	Using language to communicate in situations where the meanings are unpredictable. e.g: creative role play, more complex problem solving and discussion
“Exercise”	←		→	“Tasks”
“Enabling Tasks”	←		→	“Communicative Tasks”

The activities described in Table 4.1 are familiar, and the diagram requires little elaboration. At the extreme left of the diagram, *non-communicative learning* involves the strongest focus on forms. It includes, for example, uncontextualized grammar exercises, substitution drills, and pronunciation drills. As we move to the right into column 2, *pre communicative language practice* still focuses primarily on formal features, but is also oriented towards meaning. An example of this is the familiar ‘question-and-answer’ practice, in which the teacher asks questions to which everyone knows the answer (‘Who is sitting next to John?’ and so on) but the student cannot answer without paying attention to the meaning of the words. With *communicative language practice* we come to activities in which learners still work with a predictable range of language but use it to convey information. These would include, for example, activities in which learners use recently taught language in order to conduct a survey amongst their classmates, or ask a partner for information in order to complete a table or picture.

In *structured communication*, the main focus moves to the communication of meanings, but the teacher has carefully structured the situation to ensure that the learners can cope with it with their existing resources, including perhaps what they have recently used in more form-focused work. This category

includes more complex information-exchange activities or structured role-playing tasks. Finally, at the extreme right of the continuum, *authentic communication* comprises activities in which there is the strongest focus on the communication of messages, and in which the language forms are correspondingly unpredictable, such as using language for discussion, problem-solving, and content-based tasks. Such tasks may develop into larger scale projects which contribute to students' personal and interpersonal development.

In terms of the twofold distinctions mentioned above, the five categories correspond to a progression from clearly defined exercises (or enabling tasks) to clearly defined tasks (or communicative tasks), passing through middle categories which possess features of both. Of course, since this is a continuum, the categories shade into each other, and five is merely a convenient number could distinguish fewer or more, according to the purpose. The distinction between 'tasks' and 'exercises', for example, uses just two categories. Or we could create even more than five categories by, say, further dividing 'authentic communication'. According to whether the tasks aim to promote not only communicative development but also cognitive and personality development.

The researcher use table 4.1 "list of distribution six criteria of speaking activities based on the Harmer's theory (2007)" to classify the communicativeness of speaking activities in Bupena English. Here are the explanation:

1. Non-communicative learning

The activities described in table 4.2 above showed that non-communicative learning involves the strongest focus on forms. Non-communicative learning focusing on the structures of language, how they are formed and what they mean. For example, uncontextualized grammar exercises, substitution drills, and pronunciation drills. In the Bupena English workbook, based on the result, non-communicative learning activity is not found in the workbook because there is no activity in the workbook which totally focus on structure of language.

2. Pre-communicative language practice

In column 2, pre-communication language practice focuses primarily on formal features, but it is also oriented towards meaning. For example, question answer practice, in which the teacher asks questions to everyone knows the answer, but the students cannot answer without paying attention to the meaning of the words. In the Bupena English workbook, there are three activities which contained the question and answer practice. There are in the Chapter II assignments 1, Chapter IV Assignment 1, and in the Chapter VIII Assignment 4.

3. Communicative language practice

In communicative language practice we can come to activities in which learners still work with a predictable range of language but use it to convey information. These would be include activities in which learner use recently taught language in order to conduct survey among their classmate, or ask a partner for information in order to complete picture. Based on the data, there are six activities of communicative language practice found in the Bupena English workbook. There are in the Chapter VI Assignment 3, Chapter VIII Assignment 6 and Assignment 11, Chapter VII Assignment 2, Chapter V Assignment 6, and in the Chapter IX Assignment 5.

4. Structured communication

In structure communication, the main focus moves to the communication of meanings, but the teacher carefully structured the situation to ensure that the learners can cope with it with their existing resources, including what they have recently used in more form-focused work. This category include more complex information-exchange activities or structured role-play tasks. In the Bupena English workbook, there are nine activities of structured communication. There are in the Chapter II assignments 2, 5 and 6, Chapter III Assignment 1 2, and 3, Chapter VI Assignment 1, Chapter VIII Assignment 5 and in the Chapter IX Assignment 3.

5. Authentic communication

Authentic communication comprises activities in which there is the strongest focus on the communication of message, and in which the language forms are correspondingly unpredictable, such as using language for discussion, problem solving, and content based task. Such tasks may develop into larger scale projects which contribute to students' personal and interpersonal development. Based on the data in workbook, the majority of authentic communication are found in the form of discussion, the rest is the form of more complex problem solving in various kinds of activity such as presenting work, presenting the result of the interviews, and finding the meaning of the words. There are two activities found of authentic communication in Bupena English textbook. There are in Chapter I Assignment 2 and in the Chapter X Assignment 2.

Based on the observation, the result shows that all speaking activities in the workbook belong to the communicative activity because there is no activity which is totally focus on language form. It can be seen through the result that appeared from observation which show that there is no any activity which classified in the non-communicative learning. The speaking activities in the textbook start to fill the fourth classification that is structured communication which the activities concern on the meaning of language. The rest of activities filled the classification of communicative language practice, pre-communicative language practice, and authentic communication.

C. Discussion

The findings of this research revealed important result to discuss. In relation to the kinds of speaking activities, there are six kinds of speaking activities found in the Bupena English workbook for 7th Grade of Junior High School. They are acting from a script, communication games, discussion, prepared talks, questionnaire, and simulation and role play. Every kinds has its own part. The table of distribution of six criteria of kinds speaking activities is presented as follows:

Table 4.2

List of distribution six criteria of speaking activities based on the Harmer's theory (2007)

No	Criteria	Elaboration	Number of activities
1	Acting from a script	The students are expected to act out the dialogues as real acting.	<ul style="list-style-type: none"> - Asgn.1/CH.2/P.27 - Asgn.1/CH.4/P.62 - Asgn.4/CH.8/P.133 - Asgn.6/CH.8/P.136
2	Communication games	The students has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between picture.	<ul style="list-style-type: none"> - Asgn.3/CH.6/P.104
3	Discussion	The students express their real opinions or arguments in favor or against various propositions.	<ul style="list-style-type: none"> - Asgn.2/CH.10/P.163
4	Prepared talks	The students make a presentation on a topic of their own choice based on their notes.	<ul style="list-style-type: none"> - Asgn.6/CH.5/P.85 - Asgn.2/CH.7/P.117 - Asgn.11/CH.8/P.141 - Asgn.5/CH.9/P.155
5	Questionnaires	The students as a questioner or respondent that have something to say to each other.	<ul style="list-style-type: none"> - Asgn.2/CH.2/P.28 - Asgn.5/CH.2/P.30 - Asgn.6/CH.2/P.30 - Asgn.1/CH.3/P.45 - Asgn.2/CH.3/P.46 - Asgn.3/CH.3/P.47 - Asgn.1/CH.6/P.103 - Asgn.5/CH.8/P.135 - Asgn.3/CH.9/P.154
6	Simulation and role play	The students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.	<ul style="list-style-type: none"> - Asgn.2/CH.1/P.10

Based on the table 4.2 above, it can be concluded that there are four speaking activities of acting from a script and prepared talks in the Bupena English workbook. For communication games, discussion, simulation and role play the researcher only found one speaking activities in the workbook. Lastly, the researcher found nine speaking activities in questionnaires in the workbook.

This result, concerning the number of kinds speaking activity, is different with the study conducted by Wulandari, Ratmanida and Fatimah (2019). There are seven kinds of speaking activity found in textbook *Bahasa Inggris Untuk Siswa SMA-MA/ SMK-MAK Kelas X*. They are role play, drill, discussion, interview, information gap activity, reporting, and storytelling.

The difference of the kinds speaking activities found in the textbook and workbook may happen since the researcher used different theory basis on considering the speaking activity types itself. Wulandari, Ratmanida and Fatimah (2019) used theory from Lazaraton (1991), Prabhu (1987), Woods (2005) and Kayi (2006). While the researcher counted on the theory from Harmer's (2007).

However, from all of the speaking activities proposed by some experts, there is two speaking activity same on Harmer's theory and even also on Lazaraton, Prabhu, Woods and Kayi theory. The activity is discussion and role play. As stated before, in Bupena English workbook the dominant activity is questionnaire. It takes nine activity of total twenty speaking activities in the workbook. However, it does not happen similarly in other book. Wulandari, Ratmanida and Fatimah (2019) found the role play activity as the most dominant speaking activity found in textbook *Bahasa Inggris Untuk Siswa SMA-MA/ SMK-MAK Kelas X*. On the other hand, from the study conducted by Lee and Chang (2011), information gap activity was found as the dominant activity in junior high school English textbook in China and drill was found as the dominant activity in junior high school English textbook in Taiwan.

Thus, it can be assumed that the types and its number provided in each textbook and workbook may be different since each textbook and workbook is composed for specific grade of students. Also, different writers and curriculum

as basis in composing the textbook and workbook also contribute on the varieties and composition of speaking activities in a textbook and workbook.

Each type of the speaking activities found in the Bupena English workbook takes its own part to build students' communicative competence. Related to the communicativeness of the speaking activities to promote real world verbal communication skill in the workbook, the workbook has structured communication as the most dominant activities. The level of this activity is in the fourth of the continuum proposed by Littlewood (2004). It is different with the research conducted by Wulandari, Ratmanida and Fatimah (2019) which communicative language practice as the most dominant activities in the textbook *Bahasa Inggris Untuk Siswa SMA-MA/ SMK-MAK Kelas X*. And it is different also with the research conducted by Lee and Chang (2011) which revealed that communication language practice has the highest percentage in all volumes of the junior high school English textbook in China. However, in junior high school English textbook in Taiwan, pre-communicative language practice got the highest percentage.

It can be seen that each textbook and workbook also has different composition of speaking activities regarding to communicativeness level because each textbook and workbook is designed, written and made based on different curriculum. Each textbooks and workbook is also designed for certain grade students and by different writers. However, from the result, it can be seen that the speaking activities in found in Bupena English workbook belong to the communicative activity because there is no activity which is totally focus on language form. The speaking activities in the workbook start to fill the fourth classification that is structured communication which the activities concern on the meaning of language. The rest of activities filled the classification of communicative language practice, pre-communicative language practice, and authentic communication.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborates the summary of this research. The conclusion of this research was drawn based on the data findings and discussion gathered from the answer of research questions. It is divided into two parts: conclusion and suggestion.

A. Conclusion

Based on the result of the data analysis on kinds of speaking activities in the Bupena English workbook for 7th grade of junior high school, the total of speaking activities in this workbook is twenty activities. The researcher use the theory from Harmer's to classify the kinds of speaking activities in the workbook. There are acting from a script, communication games, discussion, prepared talk, questionnaire, and simulation and role play. First, the questionnaire is the most dominant type of speaking activity in the workbook. This activity exists nine activities. The second most dominant speaking activities are acting from a script and prepared talks that occur four activities. Lastly, there is only one activity of communication games, discussion, and simulation and role play found in the workbook.

In the communicativeness of speaking activities in the Bupena English workbook for 7th grade of junior high school, all of speaking activities in the workbook is belong to the communicative activity. Because there is no activity which is totally focus on language form. It can be seen through the result that appeared from observation which show that there is no any activity which classified in the non-communicative learning. The speaking activities in the workbook start to fill the fourth classification that is structured communication which the activities concern on the meaning of language. The rest of activities filled the classification of communicative language practice, pre-communicative language practice, and authentic communication.

B. Limitation of Study

The research was conducted using descriptive qualitative methods and using data obtained from the Bupena English workbook. There are some limitations experienced and could be a factor that considered by future researchers. Some of the limitations in this research include:

1. The theory used to analyze the writing task is still does not have many references so that researchers are a bit difficult to find relevant references.
2. The research was conducted only for the junior high school level, and the results may not be the same as the book research at the high school level which is more numerous and varied, so further research needs to be carried out by further researchers.

C. Suggestion

In this section, the researcher would like to give some suggestions that might be useful for the teachers, students, and everyone who read this study:

1. The English teacher have to pay attention on materials and choosing the suitable workbook for their students' need. And also teacher should be able to expand their ideas in teaching speaking using good resource.
2. The English teacher should give students more speaking activities in order that they can be familiar in English activities and apply them in a real life.
3. The English teacher should give more support to the students in building students confidence for doing speaking activities in the classroom even out of the classroom.
4. It is important for the further researcher to do research related to speaking activities in order to give more benefits for teachers, students, and schools.
5. It is hoped that the readers of this study will gain some references or perspectives on textbook selection and the usefulness of communicative speaking activity in educational and social settings.

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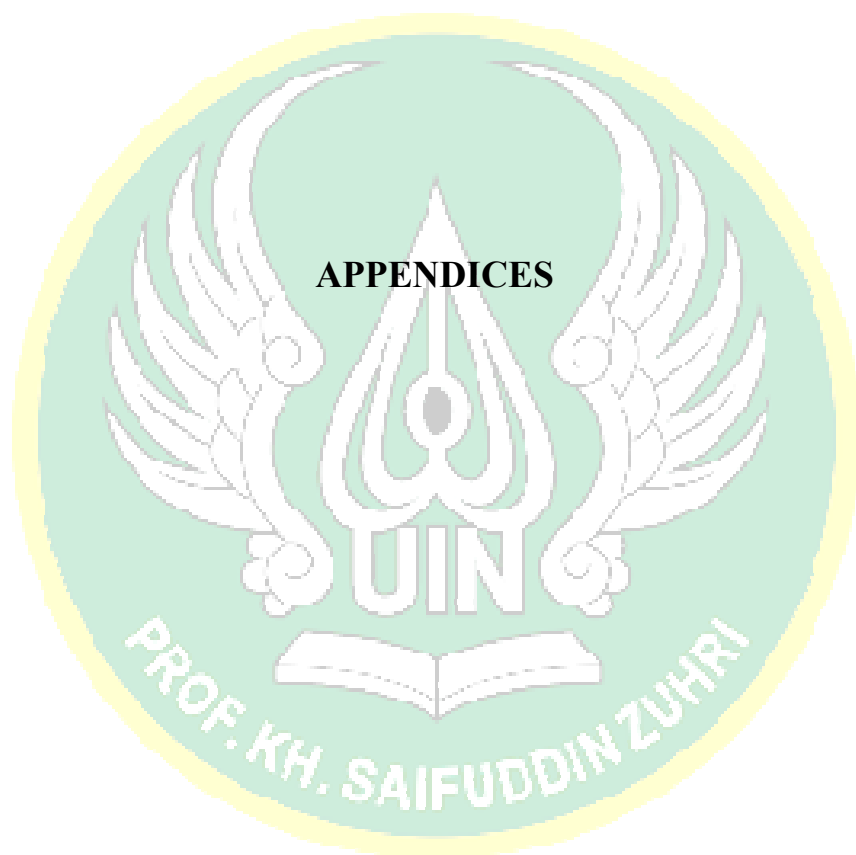
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APPENDICES

Appendix 1: Cover of the workbook



Appendix 2: List content of the workbook

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Chapter 324	4538
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Chapter 326	4566
Chapter 327	4580
Chapter 328	4594
Chapter 329	4608
Chapter 330	4622
Chapter 331	4636
Chapter 332	4650
Chapter 333	4664
Chapter 334	4678
Chapter 335	4692
Chapter 336	4706
Chapter 337	4720
Chapter 338	4734
Chapter 339	4748
Chapter 340	4762
Chapter 341	4776
Chapter 342	4790
Chapter 343	4804
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Chapter 345	4832
Chapter 346	4846
Chapter 347	4860
Chapter 348	4874
Chapter 349	4888
Chapter 350	4902
Chapter 351	4916
Chapter 352	4930
Chapter 353	4944
Chapter 354	4958
Chapter 355	4972
Chapter 356	4986
Chapter 357	5000
Chapter 358	5014
Chapter 359	5028
Chapter 360	5042
Chapter 361	5056
Chapter 362	5070
Chapter 363	5084
Chapter 364	5098
Chapter 365	5112
Chapter 366	5126
Chapter 367	5140
Chapter 368	5154
Chapter 369	5168
Chapter 370	5182
Chapter 371	5196
Chapter 372	5210
Chapter 373	5224
Chapter 374	5238
Chapter 375	5252
Chapter 376	5266
Chapter 377	5280
Chapter 378	5294
Chapter 379	5308
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Chapter 401	5616
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Chapter 443	6204
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Chapter 447	6260
Chapter 448	6274
Chapter 449	6288
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Chapter 451	6316
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Chapter 455	6372
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Chapter 460	6442
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Chapter 484	6778
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Chapter 494	6918
Chapter 495	6932
Chapter 496	6946
Chapter 497	6960
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Chapter 499	6988
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Chapter 502	7030
Chapter 503	7044
Chapter 504	7058
Chapter 505	7072
Chapter 506	7086
Chapter 507	7100
Chapter 508	7114
Chapter 509	7128
Chapter 510	7142
Chapter 511	7156
Chapter 512	7170
Chapter 513	7184
Chapter 514	7198
Chapter 515	7212
Chapter 516	7226
Chapter 517	7240
Chapter 518	7254
Chapter 519	7268
Chapter 520	7282
Chapter 52	

Appendix 3: Table distribution of speaking activities in the workbook

Chapter	Topic	Content of Speaking Activities
1	Making Friends	Assignment 2: Work in pairs. Read the situations. Then, create and act out simple dialogues.
2	Hi! It's Me	<p>Assignment 1: Act out the following dialogues.</p> <p>Assignment 2: Talk about elena's family and friends. Practise the dialogues.</p> <p>Assignment 5: Work in pairs. Introduce yourself and exchange the following personal information with your partner.</p> <p>Assignment 6: Work in a group of three. Introduce your new friend to another friend. Exchange the following personal information in the conversation.</p>
3	What Time Is It?	<p>Assignment 1: Look at the pictures. Take turns asking and answering about the time.</p> <p>Assignment 2: Look at the schedule and act out the dialogue. Take turns to ask and answer the time. Each of you will have five turns.</p> <p>Assignment 3: Read about important dates. Take turns to ask and answer about them. Each of you will get four turns.</p>
4	Things at School	Assignment 1: Work in pairs. Look at the pictures and practice the dialogues.
5	Things at Home	Assignment 6: Have a dialogue with your friends about items in your bedroom. Tell him/her things you have in your room and also their number. Describe how the things look.
6	Public Places	<p>Assignment 1: Look at the map. Take turns asking for the locations of buildings.</p> <p>Assignment 3: Draw a map of your neighbourhood. Ask each other questions about where public places are.</p>

7	Things Around Us	Assignment 2: Choose one of your favourite items. Bring it to the classroom. Show it to your classmates and describe it. Provide the following information.
8	Describing People	Assignment 4: Work in pairs. Look at the pictures. Practice the dialogue. Assignment 5: Here are the journals of the Rahmayadi family. Work in pairs. Read the journals and practice the dialogues. Assignment 6: Work in pairs. Look at the pictures. Practice the dialogues. Assignment 11: Describe one of your family members in front of the class. Bring his/her full length photo.
9	Describing Animals	Assignment 3: Talk to other students. Practice asking your partner about the following questions. Assignment 5: Describe the animal you write about in front of the class.
10	Sing a Song	Assignment 2: practice singing the song in the assignment 1. Sing the song and present your analysis in front of your friends.
	Total	20 Activity

Appendix 4: Table concept of speaking communicative activity based on the Littlewood's theory.

Focus on Form	←	SAIFUDDINZURI	→	Focus on Meaning
<i>Non-Communicative Learning</i>	<i>Pre-Communicative Language Practice</i>	<i>Communicative Language Practice</i>	<i>Structured Communication</i>	<i>Authentic Communication</i>

Focusing on the structures of language, how they are formed and what they mean. e.g: substitution, exercise, discovery, and awareness raising activities	Practising language with some attention to meaning but not communicating new message to others. e.g: question and answer practice	Practicing pre-taught language in a context where it communicates new information. e.g: information gap activities or personalized questions	Using language to communicate in situations which elicit pre-learned language, but with some unpredictability. e.g: structured role play and simple problem solving	Using language to communicate in situations where the meanings are unpredictable. e.g: creative role play, more complex problem solving and discussion
<i>“Exercise”</i>	←		→	<i>“Tasks”</i>
<i>“Enabling Tasks”</i>	←		→	<i>“Communicative Tasks”</i>

Appendix 5: Data findings

List of distribution six criteria of speaking activities based on the Harmer's theory (2007)

No	Criteria	Elaboration	Number of activities
1	Acting from a script	The students are expected to act out the dialogues as real acting.	- Asgn.1/CH.2/P.27 - Asgn.1/CH.4/P.62 - Asgn.4/CH.8/P.133 - Asgn.6/CH.8/P.136
2	Communication games	The students has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between picture.	- Asgn.3/CH.6/P.104
3	Discussion	The students express their real opinions or arguments in favor or against various propositions.	- Asgn.2/CH.10/P.163
4	Prepared talks	The students make a presentation on a topic of their own choice based on their notes.	- Asgn.6/CH.5/P.85 - Asgn.2/CH.7/P.117 - Asgn.11/CH.8/P.141 - Asgn.5/CH.9/P.155

5	Questionnaires	The students as a questioner or respondent that have something to say to each other.	<ul style="list-style-type: none"> - Asgn.2/CH.2/P.28 - Asgn.5/CH.2/P.30 - Asgn.6/CH.2/P.30 - Asgn.1/CH.3/P.45 - Asgn.2/CH.3/P.46 - Asgn.3/CH.3/P.47 - Asgn.1/CH.6/P.103 - Asgn.5/CH.8/P.135 - Asgn.3/CH.9/P.154
6	Simulation and role play	The students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.	<ul style="list-style-type: none"> - Asgn.2/CH.1/P.10

Appendix 6: Research Instrument

Sheet 1

RESEARCH INSTRUMENT

Name of researcher : Nur Af. Idati

Title of the research : *An Analysis of Speaking Activities in English Workbook Entitled Bupena English for 7th Grade of Junior High School*

Purpose of this instrument : To investigate the kinds of speaking activities in Bupena English for 7th grade of junior high school.

Procedure:

1. The researcher examines six criteria based on the Harmer's theory (2007).
2. Then the researcher provides a checklist table to classify the emerging themes and the activities. The table is presented as follows:

No	Criteria	Elaboration	Number of activities
1	Acting from a script	The students playing scripts and acting out the dialogues, playing scripts as real acting.	
2	Communication games	The students has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find	

		similarities and differences between picture.	
3	Discussion	The students express their real opinions or arguments in favor or against various propositions.	
4	Prepared talks	The students make a presentation on a topic of their own choice based on their notes.	
5	Questionnaires	The students as a questioner or respondent that have something to say to each other.	
6	Simulation and role play	The students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.	

Table 1: List of six criteria speaking activities based on the Harmer's theory.

- After grouping the activities, the researcher calculate the total number of activities based on the emerging theme.
- The last, the researcher interprets data analysis results using descriptive analysis.

Sheet 2

RESEARCH INSTRUMENT

Name of researcher : Nur Af. Idati

Title of the research : *An Analysis of Speaking Activities in English Workbook Entitled Bupena English for 7th Grade of Junior High School*

Purpose of this instrument : To find out whether speaking activities belonging to the communicative activity or not in English workbook entitled Bupena English for 7th grade of junior high school.

Procedure:

- The researcher provides a checklist table speaking activities based on Bupena English workbook.

Chapter	Topic	Content of Speaking Activities
1	Making Friends	
2	Hi! It's Me	
3	What Time Is It?	
4	Things at School	

5	Things at Home	
6	Public Places	
7	Things Around Us	
8	Describing People	
9	Describing Animals	
10	Sing a Song	

Table 2: The distribution of speaking activities in workbook

- After grouping the activities, the researcher analyze the activities with used the theory from Littlewood (2004) to find out the speaking activities belonging to the communicative activity or not. The theory presented as follows:

Focus on forms		←	→	Focus on meaning
Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication
Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, 'discovery' and awareness-raising activities	Practising language with some attention to meaning but not communicating new messages to others, e.g. 'question-and-answer' practice	Practising pre-taught language in a context where it communicates new information, e.g. information-gap activities or 'personalized' questions	Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and simple problem-solving	Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving and discussion
'Exercises'	←	(Ellis)	→	'Tasks'
'Enabling tasks'	←	(Estaire and Zanon)	→	'Communicative tasks'

Figure 1: Littlewood's theory of communicativeness of activities (2004)

- The last, the researcher interprets data analysis results using descriptive analysis.

Appendix 7: Figure of the data collection



Figure 1: acting from a script



Figure 2: acting from a script



Figure 3: acting from a script



Figure 4: acting from a script

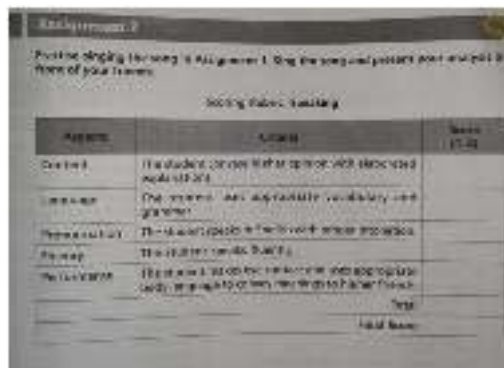


Figure 5: Communication games

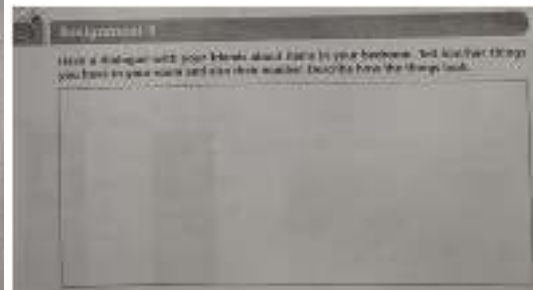


Figure 6: Discussion



Figure 7: Prepared talks

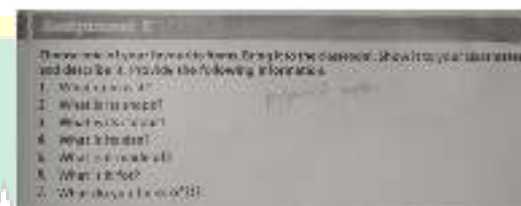


Figure 8: Prepared talks

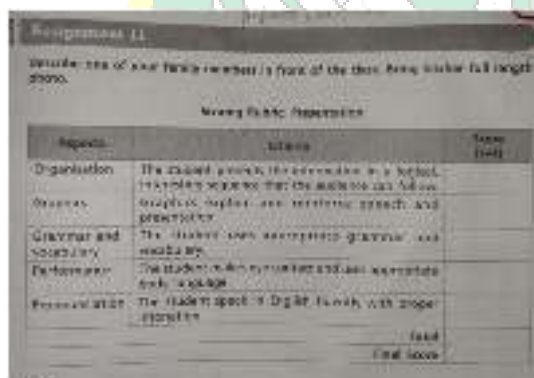


Figure 9: Prepared talks

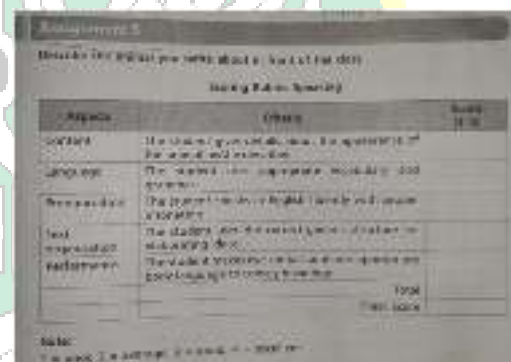


Figure 10: Prepared talks

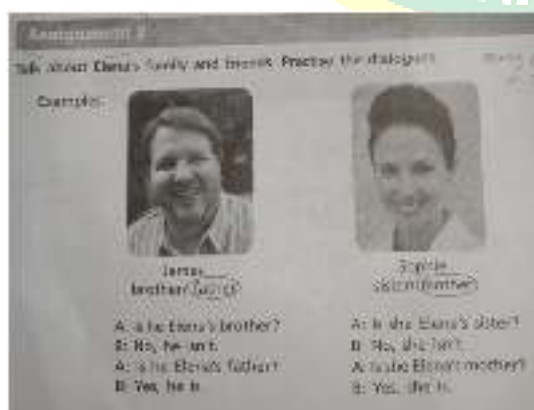


Figure 11: Questionnaires

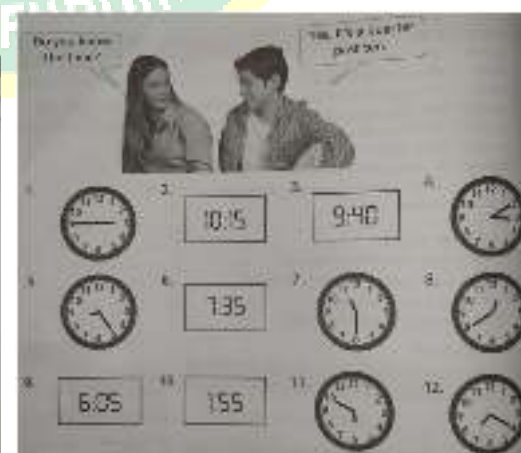


Figure 12: Questionnaire

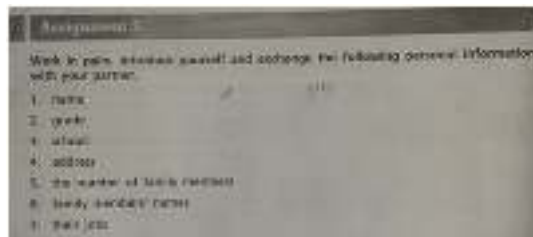


Figure 13: Questionnaires

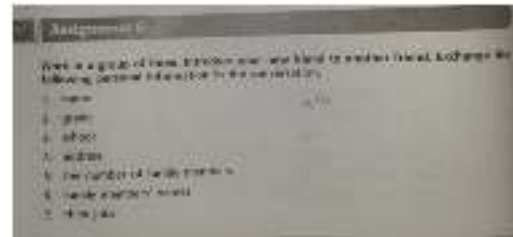


Figure 14: Questionnaire

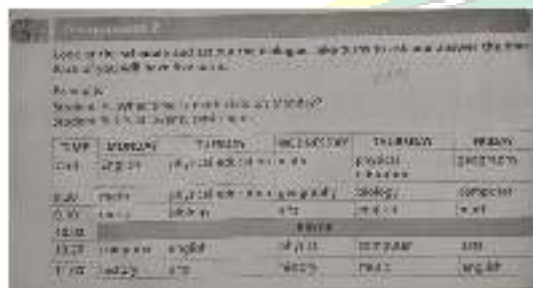


Figure 15: Questionnaires



Figure 16: Questionnaire

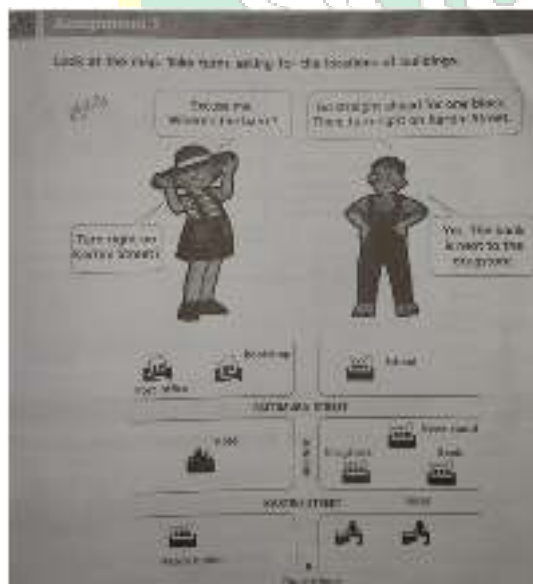


Figure 17: Questionnaires



Figure 18: Questionnaire

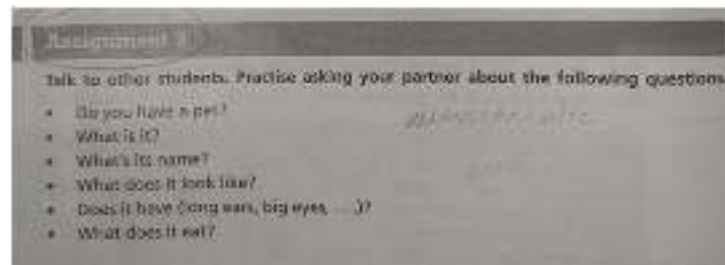


Figure 19: Questionnaires



Figure 20: Simulation and role play