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TUGAS BERBICARA PADA BUKU TEKS SISWA “WHEN ENGLISH RINGS A BELL” UNTUK KELAS 7 SMP

SPEAKING TASK IN STUDENTS’ ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” FOR 7th GRADE OF JUNIOR HIGH SCHOOL

Lyoni Navinci¹⁾, Elmiati²⁾, Yelliza³⁾,

¹STKIP PGRI Sumatera Barat, Indonesia

email: navincilyoni@gmail.com¹, elmiatisoviana@gmail.com², yellizajr@gmail.com³

Abstract

This study aims to analyze the speaking tasks in the textbook and the type of speaking assessment presented in the speaking task of student's English textbook entitled "When English Rings A Bell" for 7th grade of junior high school. This research was motivated by the phenomenon of the type of speaking assessment that is suitable for 7th grade students, that was imitative speaking and intensive speaking. Thus, to analyze the type of speaking assessment, it is necessary to determine the speaking task presented by the book. This research is a qualitative descriptive study because the data collected is in the form of words using the Content Analysis method. This study used the student's English textbook entitled "When English Rings A Bell" for 7th grade Junior High School as a source of data. Document checklist was used as an instrument for data collection techniques, especially on the speaking task in the student's English textbook. The results showed that there were 92 speaking tasks in 8 chapters in the textbook that is Roles Play, Dialogue Completion, Directed Response, Read Aloud, Discussion, Games, Question And Answer Task, Repeat Word or Sentence, And Oral Presentations. For the type of speaking assessment in the speaking task, it was found that the Intensive speaking type was the most common with a percentage of 33.70%, Interactive Speaking 32.61% Extensive Speaking 30.43%, Imitative Speaking 2.17%, and Responsive Speaking 1.087%.

Keywords: Speaking Task, Speaking Assessment, Textbook

Abstrak

Penelitian ini bertujuan untuk menganalisis tugas berbicara dalam buku teks dan jenis penilaian berbicara yang disajikan dalam tugas berbicara dari buku teks bahasa Inggris siswa yang berjudul "When English Rings A Bell" untuk kelas 7 SMP. Penelitian ini dilatarbelakangi oleh fenomena tipe penilaian berbicara yang cocok untuk siswa kelas 7 yaitu berbicara imitatif dan berbicara intensif. Dengan demikian, untuk menganalisis jenis penilaian berbicara, perlu ditentukan tugas berbicara yang disajikan oleh buku. Penelitian ini merupakan penelitian deskriptif kualitatif karena data yang dikumpulkan berupa kata-kata dengan menggunakan metode Content Analysis. Penelitian ini menggunakan buku teks bahasa Inggris siswa yang berjudul "When English Rings A Bell" untuk kelas 7 SMP sebagai sumber data. Daftar periksa dokumen digunakan sebagai instrumen untuk teknik pengumpulan data, terutama pada tugas berbicara dalam buku teks bahasa Inggris siswa. Hasil penelitian menunjukkan bahwa terdapat 92 tugas berbicara dalam 8 bab dalam buku teks yaitu Roles Play, Dialogue Completion, Directed Response, Read Aloud, Discussion, Games, Question And Answer Task, Repeat Word or Sentence, Dan Oral Presentation. Untuk jenis penilaian berbicara dalam tugas berbicara, ditemukan bahwa jenis berbicara Intensif adalah yang paling umum dengan persentase 33,70%, Berbicara Interaktif 32,61% Berbicara Ekstensif 30,43%, Berbicara Imitatif 2,17%, dan Berbicara Responsif 1,087%.

Kata kunci: Tugas Berbicara, Penilaian Berbicara, Buku Ajar

1. INTRODUCTION

Textbook is one of media that usually used in the classroom. The process of teaching in the school always uses book as the teaching materials as one of the sources to make students understand about the topic they are going to learn. According to (Subakir et al. 2012) textbook is the media which helps the students easy to get the point from the learning. This means that for both teachers and students, a textbook plays an important role because process of teaching in the school always uses book as one of the sources to make the students understand about the topic. As a reason, most English teachers use a textbook to facilitate teaching and learning in the classroom.

Moreover, in every English textbook there are some assessments to measure the learner's ability in that subject and one of them must be a speaking assessment. One of the speaking assessment in English textbook is speaking task to give feedback of the students' achievement. The speaking task that presented in English textbook has a rate and variation based on the speaking assessment theory. It is supported by (H. D. Brown, et, al 2019) who explain that there are five types of speaking Assessment: Imitative speaking, Intensive speaking, Responsive speaking, Interactive speaking, and Extensive speaking. It means that, the speaking task that presented in the English textbook while using in learning process has a variation based on the types of speaking assessment. Variation of type of speaking assessment should be suitable with the students in order to make students understand and comprehend about the topic they are going to learn.

Further (Swastika et al. 2020) states speaking task for Junior High School still in the beginner, so the students in the middle school still have many task about imitative and intensive speaking because the students in the middle school still at the level of introducing a new language, also practicing for the pronunciation of the vocabularies. In addition, (Rachmijati and Cahyati 2020) state learning English at Junior High school could be the first time for students in learning foreign language, Some students have not had any English subject at their Elementary school. It means that students are still in level of introducing a new language.

In conclusion, dealing with the explanation above, it is conclude that one of the phenomena that the researcher found here there is a need to analyze the speaking task especially the type of speaking assessment that presented in students English textbook based on the

speaking task. The types of speaking assessment may be found from textbook contains materials such as task from the instructions.

2. METHODS

In conducting this research, the researcher used Content Analysis method because it analyze the content of the textbook. According to (Razavieh 2010) Content analysis is the method which is going to explain as the descriptive design which is focused on the public record, textbook, letters, films, tapes, diaries, themes, reports, or other documents. It means that it is a method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena. The researcher used a textbook especially speaking task as a source of the data with a total of 92 task that researcher found in all chapter of this textbook.

Furthermore, in this research, the researcher used research instruments that is Document Checklist as one of the instrument during this study. It is supported by (Salvador 2018) that document Checklist is a list of aspects to observe as content, abilities, and behavior where the researcher checks indicators that are being observed and It is a mechanism to verify if certain indicators or symptoms are present. In this case, the writer used the steps which states by (Creswell, 2014) to be data analysis technique. Those generic steps of specific research consisted of six steps. The six-generic steps were as organizing and preparing the data for analysis, read all of the data, beginning detailed analysis with a coding process, using the coding process, advance, making interpretation or meaning of the data. The researcher put the data and percentage it by using the formula by (Wulandari and Fatimah 2019):

$$P = \frac{n}{t} \times 100\%$$

P = the percentage

n = the number of type of speaking

t = the total speaking task

Dealing with the explanation above, the researcher decided that after doing analysis the data, researcher used percentages to make the data become more specific and understandable.

3. RESULTS AND DISCUSSION

This research conducted to find out how the speaking task presented in the Students' English Textbook "When English Rings a Bell" for 7th grade of Junior High School. The researcher used the Document Checklist as the instrumentation in this research. It was used to get the data about the Speaking task and type speaking assessment presented in the speaking task. The researcher found the result about there are kinds of speaking task presented in the textbook and types of speaking assessment presented in speaking task. The findings are explained as follow:

Table 1. Findings

Speaking Tasks	Type Of Speaking Assessment	Percentages
Repeating word and sentence	Imitative speaking	2,17%
Directed Response Tasks, Read-Aloud Tasks, Dialogue Completion	Intensive speaking	33,70%

Question and Answer	Responsive speaking	1,087%
Role Play, Discussions and Games	Interactive speaking	32,61%
Oral Presentations	Extensive speaking	30,43%

First, there are many kinds of speaking task presented in the textbook. We can see the speaking task based on the instruction that is given by the textbook. After doing the analysis, there 92 speaking tasks in the textbook and there are kinds of speaking task presented in the textbook that is Roles Play, Dialogue Completion, Directed Response, Read Aloud, Discussion, Games, Question And Answer Task, Repeat Word or Sentence, And Oral Presentations. For Roles Play task there 26 task in textbook, Directed Response 10 task, Read Aloud 20 task, Discussion 3 task, Games 1 task, Repeat Word or sentence 1 task, and Oral Presentations 31 task.

Second, the types of speaking assessment in this research the reseacher found that for the Imitative Speaking, there are 2 task that included to this type that is Repeat word or sentence. This task is based on the indicators that reseachers explain before. In a simple repetition task, test takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question The percentages of this types speaking assessment in this task is 2,17%. Then, for the Intensive speaking, there 31 task that included to this type speaking assessment. The tasks is Directed Response, Read Aloud, and Dialogue Completion. This task is included to the indicators of Intensive Speaking. The percentages of this type is 33,70%. This types give more portion than the other types in the task. After that, for the Responsive speaking, there is 1 task for this type of speaking assessment. The task is Qeustion and answer Task. The percentages of this types is 1,087%. Then, Intercative speaking. There are 31 task included to this type speaking assessment that is Roles play, Discussion, and games. This task is included to this type because suit with the indicators based on the theory. The percentages of this types is 32,61%. Then, Extensive Speaking. There are 28 task that included to this types speaking assessment that is Oral Presentations. The percentages of this types is 30,43%.

4. CONCLUSION

The results of this study showed there are 92 task from chapter 1 until chapter 8 presented in textbook with many kinds of speaking task. We can see the speaking task based on the instruction that is given by the textbook. After doing the analysis, there are kinds of speaking task presented in the textbook that is Roles Play, Dialogue Completion, Directed Response, Read Aloud, Discussion, Games, Question And Answer Task, Repeat Word or Sentence, And Oral Presentations. Then, the result for the types of speaking assessment presented in the speaking task is Intensive Speaking give more portion than the others types which the percentages 33,70%, Imitative Speaking 2,17%, Responsive Speaking 1,087%, Interactive speaking 32,61% and Extensive speaking 30,43%. The result show that, the speaking task presented in the textbook has corresponding the students because the speaking task make the students practicing for the pronunciation of the vocabularies and produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language with the task is Directed Response Tasks, Read-Aloud Tasks, and Dialogue Completion, Pictured-Cued Tasks.

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