CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of related theories and literatures that underline the study. The review is expected to serve as important background information for the discussion of finding and the analysis. The discussion covers the English curriculum; its nature and the profil, the text, the textbook materials and curriculum relationship, the criteria of appropriate English textbook and good speaking materials.

A. The Curriculum

1. The Nature of Curriculum

The term"curriculum" has many different definitions just like the curriculum development process that has many approaches. Even though there is much difference given by many authors of many curriculum books. The meaning of curriculum is conceptually the same; the different is only in its perspective.

Saylor, Alexander and Lewis made a classification of curriculum concepts by using the categories different from those employed by Lewis and Miel and Tanner and Tanner. Saylor, Alexander and Lewis classified curriculum concepts as, (1) the curriculum as subjects and subject matters, (2)

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the curriculum as experiences, (3) the curriculum as objectives and , (4) the curriculum as planed opportunities.[1]

Another definition of curriculum is given by Winecoff. He states that the curriculum is generally defined as a plan developed to facilitate the teaching learning process under the direction and guidance of the school, college, or university and its staff members.[2]

Whereas, in our education, the definition of the curriculum can be seen at the constitution number 2/1989 about the system of the National Education (UUSPN). It is stated that curriculum is a set of plan and regulation about lesson content and lesson material and technique, used as a guide in the teaching and learning activity.[3]

All the above statement agree that in constructing curriculum educators have to think about the objectives they want to attain. They also have to think about the kind of subject matter or experiences that will help the students achieve the objectives. These experiences are put together systematically and finally the result of applying the curriculum need to be evaluated.

It means that curriculum consists of objective, learning experiences, organization of learning experience, and evaluation.

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[1] Saylor, j.G, et al., *Curriculum Planning For Better Teaching and Learning*, (New york : Heineman,1981), p.3

[2] Wiecoff, H.Larry, *Curriculum Development and Instuctional Planning*, (Jakarta:Depdikbud, 1989), p.1

[3] Undang-undang R.I. No.2, *Sistem Pendidikan NasionaL*, (Jakarta: CV. Armas duta jaya, 1989)

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2. The Profile of Standart Isi 2006

Standar isi is a minimum target of materials that have to be mastered by the student to reach the standar kompetensi Lulusan (Completion of Competence Standard). The standar isi and the standar Kompetensi Lulusan will be used as reference to construct KTSP (School Based Curriculum).[4]

Standar isi consists of a scope of materials and competence level which are broken down into Standar Kompetensi or SK (competence standards) and Kompetensi Dasar or KD (basic competences). In English subject, the material is focused on the kind of text and genre (will be discussed on page 10)

Competence standard and basic competence are the goals of course in each stage of learning. Logically, basic competence is more operational than competence standard. The basic competence formula operationally shows the expected result that should be reached by students in the end of each learning unit.[5]

Different from the previous curriculum (2004 curriculum) the indicator of the competence in present curriculum is not included. Since the indicator has to be created by the teacher in constructing syllabus.

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[4] Susanto, *Pengembangan KTSP dengan Perspektif Manajemen Visi*, (Surabaya: Mata pena, 2007), p.29

[5] Susanto, *Penyusunan Silabus dan RPP Berbasis Visi KTSP*, (Surabaya : Mata pena, 2008), p.19

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Competence standard and basic competence of English subject are formulated in terms of communication or discourse because. Philosophically, language is placed within a social semiotic perspective, that is, language as communication and not as set of rules.[6]

In line with this perspective, the language competence model is the one that sees competence as communicative competence that is pedagogically motivated, and not as competence representing grammatical rules in human mind. This distinction needs to be understood so that teachers clearly know what their main responsibilities are. Their job is to make the students communicate for social and especially for academic purpose. The competence standard and the basic competence in English curriculum are set based on the four language skills: listening, speaking, reading, and writing. Since the study is focused on the relevance of eleventh grade textbook, then it will therefore only describe the competence standard and the basic competence of the eleventh grade in first and second semester of English curriculum.

B. Text

The meaning of text is not simply something written that we usually read, but text here means a discourse unit. Text can be spoken or written. Halliday in Hellena state that text is a social exchange of meanings.[7] When two people or

[6] Agustien, Helena I.R, *School Based Curriculum Competence, Process and Assessment Standards* ,(Universitas Negeri malang, 2 october 2006)

[7] Agustien, Helena I.R, op.cit., p. 20

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more have a conversation, they get involved automatically in an exchange of meaning, they create text, and so do they when they write. So, it can be concluded that text is a communicative product.

The written texts might be in the form of labels, charts, essays, and books. Texts are organized with certain structures and realized in their own characters.[8] Based on English curriculum, the text that needs to be mastered by the ninth grade Junior High School Students is described below.

1. Interpersonal and Transactional text

Brown divided spoken language functions into two major divisions. Those are spoken language for interpersonal and transactional purposes.[9] Its objective is to establish and to maintain social relationship. The conversation is done for the sake of conversing, to kill the time, or to talk for the sake of talking.[10] The example is the conversation between two close friends (Taken from "Look ahead" 2 on page 124)

some one telling story to you . respond to him / her interpersonally.

Story teller : Once , on the coast of Western sumatra near the mounth of the batang arau River there lived a boy named Malin and his mother. They were very poor.
You :.....
Story teller: you're right . you know , Malin Wished to become a captain af agreat ship. So, Malin went sailing.
You :.....

[8] Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed)*, (New York : Logman, 2001), p.141
[9] Ibid
[10] Agustien, Helena I.R, loc.cit.

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From the example above, it can be said that it is not important for them to know about the holiday situation. They ask the question only to build social relationship among them.

Transactional speech is messaging oriented.[11] It can be viewed as "business-type" talk with the focus on content and conveying information. The priority is on message clarity and precision. Speakers often use confirmation checks to make sure what they are saying is clear. They may even contradict the listener if there is misunderstanding about the information. The conversation is carried out to ask for help, to buy and self something, to have something to do.

The contrast between the two types of speech is usually clear, but sometimes those are related in a conversation. A conversation requires a good combination of the two. Teachers need to provide experiences in both transactional and international talk for their students. The students need instruction and oral practice to help them recognize when one of the two functions is used and how they can respond appropriately. Based on English Curriculums, the transactional and interpersonal texts that need to be mastered by eleventh grade Senior High School Students are the expressions of arguments, ask the opinion, express satisfaction or dissatisfaction, advising,

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[11] Morley, Joan, *Aural Comprehension Instuction: Principles and Practice.*In Marrianne celce Murcia (Ed.) . *Teaching English As a second or Foreign Language,* (2001), p.69-85

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warning, permission, express relief, pain, pleasure, pleased, scared, love, happy, sorrow, attention, embarrassment and anger.

2. **Short Functional Text**

The main function of this is presenting information or ideas. Its purpose is to show and to tell or persuade the audience. There are some types of short functional text; they are pamphlet, banner, and poster.

a. A pamphlet is an unbound booklet (that is, without a hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths (called a leaflet), or it may consist of a few pages that are folded in half and stapled at the crease to make a simple book. In order to count as a pamphlet, UNESCO requires a publication (other than a periodical) to have "at least 5 but not more than 48 pages exclusive of the cover pages"; a longer item is a book

b. Banner is a flag or other piece of cloth bearing a symbol, logo or message

c. Poster is an advertisement attached to wall to advertise something, a picture of a celebrity, an activity or others. That one likes, intended to be attached to a wall, a shot which hits the post of the goal and does not go in.

3. **Genre**

Text is classified into various types based on the communicative purpose and organized based on its generic structure and linguistic feature and

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linguistic features. The classification is called genre. It occurs due to social contest differences from each culture. Based on *English Curriculum*, genres that need to discuss in eleventh grade of senior high school are report, narrative, spoof, analytical exposition and hortatory exposition. The characteristics and the language features of each genre are described bellow.

a. Report

The purpose of text is to present information about something. It generally describes an entire class or things, whether natural or made such as, mammals, planet, plants, computers, transport, and soon. It includes general statement identifying the subject of the information report, perhaps defining and classifying it .[12] As the example below.(Taken from " Look Ahead 2" on page 27)

Tornado

General classification	A tornado is apowerful, twisting wind strom. It is one of the most destructive stroms on earth. A tornado is also called a waterspout.
Identification	A tornado is along cloud which comes down from the sky. It is shaped like a funnel and consists of wind which whirls around and around exremely fast. In fact, the wind can reach a speed of more than 900 km per hour. Most tornadoes form a long a front (boundary) Between cool, dry air and warm, humid air. Weather scientists are unable to know exactly when tornados will occur. Fortunately, the tornado is not ussually very big and it does not last long.

[12] Departemen Pendidikan Nasional, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris sekolah Menengah Atas dan Madrasah Aliyah,* (Jakarta: Depdiknas, 2003), p.39

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b. Narrative

Narrative texts tell a story. It consists of events with problematic and or unexpected outcome. The basic purpose of narrative is to entertain, to gain and to hold reader's interest in the story. But, narratives may also seek to teach or inform, to embed the writer's reflection on experience, and perhaps most important to nourish and extend the reader's imagination. There are many types of narrative. They are typically imaginary but can be factual. They include fairy stories, mysteries, science fiction, adventure stories, romances, horror stories, heroes and villains (e.g. TV cartoon), parables, fables and moral tales, myths and legends, and historical narratives. The focus of the text is one the sequence of actions.[13]

1) Orientation:

It introduces the setting of the stories. It usually creates an "atmosphere" that the readers or the listeners eager to listen to the story.

2) Complication:

It presents several problems which push the crisis or the climax of the story. It is used to make the story interesting, many unexpected thing may happen.

[13] Derewianka, Barely, *Exploring How Texts Work*, (Newton: Primary English Teaching Association, 1995)

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3) Resolution:

This is the stage when the main character of the story finds the solution or the way out for the problem. This will describe how the story ends, although there are certain types of narrative which leave the reader or the listener wondering "how does it end?"

The linguistic features of narrative text use certain nouns or pronouns, adjectives to form noun phases, time connectives and conjunctions to chronicle the event, adverb and adverbial phases to show the setting, action verbs, simple past tense, saying verbs and thinking verb.

The example of Narrative text is,(taken from "Look Ahead 2" on page 68)

The Sign of four

Orientation	Sherlock Holmes was a famous private detective who lived in London with his best friend, Dr. Watson ,a retired British army doctor. Together they helped each other to solved mysterious cases. Both lived at 221 Baker Street in London
Complication	One day , abeautiful lady named miss Morstan came to the house for some help. Dr. Watson fell in love for the very first time with her. Miss morstan told holmes , " my father , captain Morstan has been lost since " returning to England from india in 1878 .from then on, I always receive a beatiful pearl every year on the date my father lost. "this morning " she continued, " I got a letter asking me to Lyceum theater at 7 p.m. tonight. So , please, accompany me to go there"

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Resolution	At Lyceum Theatre, a man named Theodore Sholto greeted the three of them " Miss Morstan, my name is Theodore Sholto. Nice to see you," he said. "do you want to know about your father's death? Let me tell you. My father and yours were friend during thier service in India.

c. Spoof

It tells about the strange of funny event based on the real life, purposed to entertain the readers that end with twist. The linguistics features of the text spoof use action verbs, connectives, adverbial phrase of time and place, the simple past (taken from " Look ahead 2" on page 176).

We Don't Subsribe to any Newspapers

Orientation	Jack was auniversity student . he studied history. At the end of the year, his history professor failed him in this examination and he was told to leave the university.
Events	The next day, jack's father went to see the prpfessor . he urged the professor to let jack continue his studies the following year. " he's a good boy" said jack's father, " and if you give him a chance this time, I'm sure he will improve a lot next year." "No, no! That's quite impossible," replied the professor, " Do you know , last month I asked him when napoleon died, and he could no to answer it."
Twist	"please , sir , give him another chance, " said jack's father, "you see , We Don't subsribe to any newspapers in our house, so none of us even knew that napoleon was ill.

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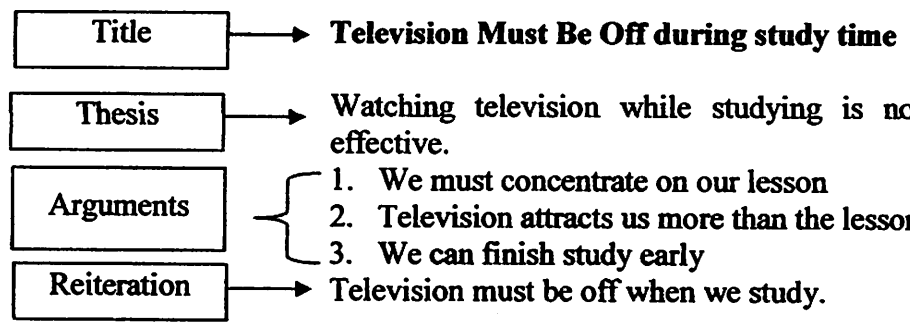
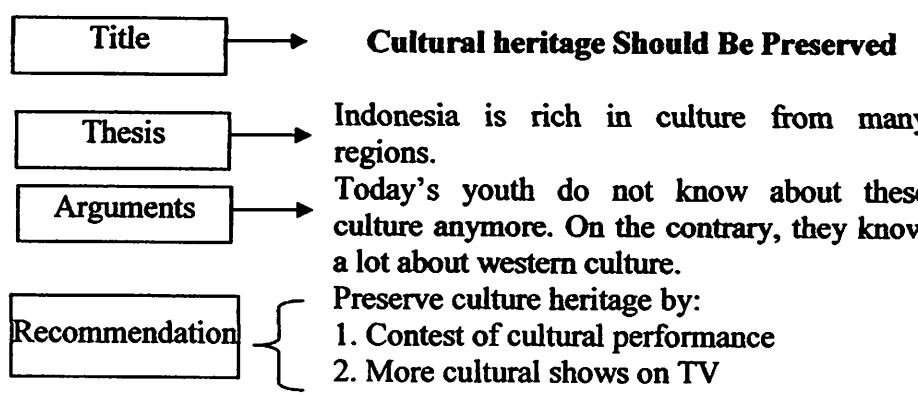
d. Analytical exposition

It argues and persuades audience (listeners and readers) that there is a serious issue that should be responded. The language features of analytical exposition use Emotive words, complex and compound sentences, the past tense, action verb, modal verbs/adverbs, general nouns (taken from "look ahead 2" on page 112)



e. Hortatory Exposition

The language features of Hortatory Exposition use connectives, abstract nouns, action verbs, thinking verbs, simple past tense, and passive voice (taken from "look Ahead 2" on page 201).



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C. The Role of Textbook

Textbook is an instructional material used as a guideline in the teaching and learning process. According to Brown, the most obvious and common form of material support for teaching and learning comes from textbook.It facilitites teacher to carry out instruction during the teaching and learning activity.[14] It provides exercises that lead students to practice and understand materials given. From the textbook, the students can also prepare the subject they are going to discussed at home. They can study it before they get it at school from their teacher.

Textbook also takes an important role in achieving the objectives of basic course outline. Nunan states that the commercial materials including textbook can help define the goals of the syllabus and roles of the teachers and learners within the instructional processes.[15] If the teachers use the textbook based on the ways intended by the author, it can be a professional teaching and learning device.

It can be said that besides teacher and learner, textbook is one of the important things which is needed in achieving the objectives of teaching and learning activity.

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[14] Brown, H. Douglas, op.cit., p.136

[15] Nunan, David, *Language Teaching Methodology: A Textbook For teachers*, (London: Practice Hall International (UK) Ltd, 1991), p.208

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D. The Relationship between Textbook and Curriculum

Textbook plays an important role in teaching and learning activity, since it appears to support the success of the teaching and learning activities. In order to reach that condition, textbook, which is used to facilitate the teaching and learning activity, should be clearly linked to the curriculum. In other word, the content or the material presented in the textbook should follow the official syllabus in a creative manner. As Nunan States that the materials on the textbook should be linked to the curriculum.[16]

Brown states that the degree of relationship between a set of materials a particular program can best be determined by considering the degree to which the materials fifth the curriculum. It is because, the curriculum is arranged to be the guideline in teaching and learning process. The curriculum includes the purpose of the program, teaching procedures and learning experiences that will be necessary to achieve by the students, assessment system, and also teaching and learning resources.

A textbook has a close relationship with a curriculum. A good textbook should be gained and supported by the curriculum. As a matter of fact, it is clear that the principle in creating a textbook has to be in line with the curriculum. The materials in this case have to be assigned in line with the objectives of the study, which are formulated in the curriculum". Therefore, the textbooks for Senior High

[16] Nunan, David, *Designing Task For The Communication Classroom,* (Cambridge:Cambridge University Press, 1989)

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School are designed on the basic of the 2006 English Standard Competence. Their content, especially the speaking materials have to be relevant to the current curriculum.

E. The Criteria of An Appropriate English Textbook

Textbook has a function as a supporting material for teaching-learning activities in a certain lesson. For teachers, using textbook involves the selection of book and then the steps which are taken to implement the book in class. The better quality of the textbook, the better teaching-learning activity will be. Byrd states some criteria that must be addressed in a textbook evaluation for selection.[17]

1. The fit between the materials and the curriculum

   Curriculum guides teaching and learning process, including the purpose of the program, teaching procedures and learning experiences. The fit between the textbook material and the curriculum will help the students to achieve the goal of teaching and learning process.

2. The fit between the material and the students

   Textbooks are for students. To meet their needs, textbook must have not just the English language or communication skill content demanded by the curriculum. The textbook must also fit the needs of students as learners of

[17] Byrd, Particia, *Textbooks : Evaluation For Selection and Analysis For Implementation.*In Marriane Celce Murcia (Ed). *Teaching English As s Second or foreign Language,* (Boston : Heinie & Heinle, 2001), p.415-427

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English. In the point, there are some questions need to consider: 1) is the content likely to be of interest or use to the students?, 2) do the explanations of the topics help the students to understand what they need to learn?, 3) are the examples appropriate to the lives and interest of the students?, 4) do the exercise provide enough variety to meet the needs of different kinds of learners in the classes?, 5) are the illustrations and other graphical and design elements appropriate for the students age and educational level?.

3. The fit between the material and teacher

Textbooks are also for teachers. The evaluation for selection process needs to find out whether the textbook can be used effectively by the teachers to whom it will be assigned. There are some considerations to focus, those are 1) if can the teachers handle the materials in the textbook?. 2) if there an instructor's manual that helps the teacher the teacher better understand the content and ways of using the content with the student? 3) Whether the instructor's manual make suggestions for implementation of the exercises? 4) does the textbook provide answer key for any exercises that have discrete answer, such as grammar drills or vocabulary activities? In addition, Tarigan and Tarigan state some requirements that must be fulfilled by a good textbox. There are: 1) arising the students interest, 2) giving motivation for students who use it, 3) consisting of interesting illustration, 4) considering linguistics aspects which are appropriate with student's ability, 5) being integrate the other subject matters, 6) stimulating personal activities of student, 7) avoiding

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ambiguity concepts which can make the students confuse, 8) having a clear point of view, 9) being able to give stressing point and valve to children and adult, 10) appreciating the individual differences of the students.[18]

Meanwhile, Grant states that the perfect textbook does not exist, but the textbook will be available to use if it meets three conditions. First, it should suit the needs, interest and abilities of students. Second, it should ssuit the teachers. And the last, it meets the needs of official public teaching syllabus or examinations.[19]

F. Speaking

1. The Nature of Speaking

In social life need several skills and process to communicate with each other so that the society can express their feeling and interact in the social community and speaking is one of the ways which is needed in the communication. As stated by Chenfeld that speaking is essential skill to successful communication and everyday living in society.[20] It is also supported by Norton's definition; she says that oral language is our chief method of communication.[21] In other words we can say that it is a way to communicate with others, to send the messages and get information. Speaking

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[18] Tarigan, H. G. and . Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung : Angkasa, 1986), p. 20

[19] Grant, Neville, *Making the Most Of Your Textbook*, (New York : Logman , 1987), p.118

[20] Chenfeld, Mimi Brodsky, *Teaching Language Arts Creatively*, (New York : Harcourt Brace Jovanovich, 1978), p.141

[21] Norton, Donna E, *The Effective Teaching Of Language Arts*, (Columbus: A Bell & Howell Company, 1980), p.48

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is a process to learn, express feeling, and how to interact in social community, which seems to be natural process possessed by human being. In other opinion, speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things people say), speaking is "an interactive process of constructing meaning that producing, receiving, and processing information".

From the explanation above, speaking can be defined as a process to produce utterances in oral communication, which requires a complex skill to interact in social community in order to express thoughts, ideas, and feelings, which involves two or more people.

2. The Objective Teaching and Learning Speaking

Since, speaking is very important in communication, it is a need for everybody to learn speaking. It means the teaching of speaking is needed so that, the objective of speaking teaching and learning can be reached. According to Norton, oral instruction has some objectives such as:

a. Vocabulary development that involves new words relates them to context and use them in purposeful communication
b. The development of a pleasant speaking voice
c. The development of a graceful bearing. (increasing the student's confidence to speak in front of the audience)
d. Training in planning and organizing an oral presentation
e. Allowing the students to use appropriate form of speech

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f. The development of the ability to make good sentences

g. The development of the response ability to an audience

h. The development of the student's ability in expressing imagination.[22]

From the explanation above, it can be said that the students or the learners of the speaking should reach all of the objectives of learning speaking so that they can communicate with each other.

3. Speaking Materials

In order to reach the objectives of learning and teaching speaking, it is necessary for the teacher to select the materials which are needed to develop their ability in speaking. As stated by Richards that in communicative approach, a wide variety materials have been used.[23] Many practitioners of communication language teaching explained that the materials have been used as a way of influencing the quality of classroom interaction and language use. It means that the class will achieve the objective of teaching if we used appropriate materials. It is also supported by Brown that materials as any systematic description of the techniques and exercises to be used in classroom teaching.[24] Besides, Nunan also stated that instructional materials can provide detailed specification of content, even in the absence of syllabus.[25] They give guidance to teachers on both the intensity of coverage and the amount of

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[22] Ibid.,p.49

[23] Richard, Jack C, *Curriculum Development In Language Teaching*, (United State Of America : Cambridge University Press, 2001), p.89

[24] Brown, James D, *The Elements of language Curriculum: A Systematic Approch to Program Development*, (Massachutes : Heinle and Heinle, 1995), p.139

[25] Nunan, David.1991, op.cit., p.208

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attention of demanded by particular content or pedagogical tasks. They can help define the goals of the syllabus, and the roles of teachers and learners within the instructional process.[26]

4. The criteria of good speaking material

According to Nunan materials should be evaluated according to criteria such as their rationale, accessibility, layout, and case of use.[27]

According to Brown adopting materials in a rational manner is not as easy as it might at first appear. There are some things that should be considered;

a. It is necessary to decide what types of materials are desirable
b. All materials should be located just in case they might prove useful
c. Some form of review / evaluation procedures must be set up to prepare this list down to only those materials that should be seriously considered so that final choices can be made.
d. Some strategy of these adopted materials must be set up to make sure that they do not become irrelevant to the needs of the students and the changing condition in the program.[28]

Major consideration which should go into the evaluation of teaching materials is proposed by Savignon. The considerations are as follows.

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[26] Ibid
[27] Ibid.,h.209
[28] Brown, James D. 1995, op.cit., p.157

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a. The materials should give equal attention to the conveyance of meaning and the creative use of language.
b. There should be opportunities for learners to relate the materials to their interest and experience
c. The materials should reflect an understanding of communicative abilities- interpretation, expression, and negotiation, for example underlying all language use.
d. There should be a clear rationale for exercise types and their relation to both short term and long term goals of the learners.
e. The materials should encourage the learners to seek language samples outside the book and outside the classroom
f. The materials should be attractive using photographs, drawings, charts, colors, etc in order to invite the learners to browse, ask question, and start a conversation
g. The language samples should be realistic
h. The materials should encourage learners to use the language in daily life conduct of the class activities.[29]

Besides, Nunan states that a good common language lesson should:

a. Derive input from authentic sources

[29] Savignon, Sandra J, *Communication Competence: Theory and Classroom Practice*, (USA: Addison Wesley Publishing Company, 1983), p.169

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b. Involves learners in problem solving activities in which they are required to negotiate meanings.
c. Incorporate task which relate to learners' real life communication needs
d. Allow learners choices in what, how, when to learn
e. Allow learners to rehearse in class, real-world task
f. Require learners and teachers to adopt a range of roles, and use language in a variety of setting in and out of classroom.
g. Expose learners to the language as a system
h. Encourage learners to develop skills in learning how to learn
i. Integrate the four macro skills
j. Provide controlled practice in enabling micro skills
k. Involve learners in creative language use.[30]

Based on the criteria above, this study will only take some considerations which have the same points of view to be the criteria of good speaking materials. The first is the usefulness of the speaking materials to the students' real life. As stated by Nunan that a good common language lesson should incorporate task with relate to learners' real life communication needs. Since the goal of language teaching is to master the language which is used and applied in the real life communication so it is worth to investigate the usefulness of the speaking materials in the textbook.[31]

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[30] Nunan, David, op.cit.,p.132
[31] Ibid

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The second is the appropriateness of the speaking materials to the students' interests. It is very important for the students because it will influence their enjoyment in the language teaching. It is supported by Brown that in adopting the materials it is necessary to decide what types of materials are desirable. From that statement, it can be concluded that providing interesting materials which have the appropriateness with the students' want is an essential thing.[32]

The third is the authenticity of the speaking materials. It is based on Nunan statement that a good common language lesson should derive input from authentic source can be culled from many sources such as recording of authentic interaction, extracts from television, radio, newspaper, photographs, and pictures, timetables, and schedule, signs, maps, and charts, menus, etc. Because of that it is essential to investigate the authenticity of the materials of the textbook especially the speaking materials of it.[33]

The last criterion is the attractiveness of the speaking materials. It is chosen because as stated by Savignon that materials should be attractive using photograph, drawing, charts colors, etc in order to invite learners to browse, ask question, and start a conversation.[34]

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[32] Brown, James D, op.cit.,p.157

[33] Ibid.,p.132

[34] Savignon, Sandra J, *Communication Competence: Theory and Classroom Practice*, (USA: Addison Wesley Publisshing Company, 1983), p.170

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