

**ANALYSIS OF SPEAKING MATERIALS IN THE
COURSE BOOK ENTITLED “SCAFFOLDING” FOR
GRADE VII**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Chaqiqi, M Nur (2017), *Analysis of Speaking Materials In the Course Book Entitled "Scaffolding" For Grade VII*. A Thesis, English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Rizka Safriyani, M. Pd.

Key words: Materials Evaluations, Course Book, Speaking Materials.

Course book is common media in teaching English as Foreign language. Language contents consist grammar and vocabulary and language skills include speaking, writing, reading and listening. The researcher focused on analyzing speaking materials because speaking is productive skill which is require student to practice more to convey the message to the audience. The problem that have been discussed in this research is to know the quality of the speaking materials in course book entitled "Scaffolding".

A descriptive qualitative research was used in this research. Data were taken and collected from pdf book. And because of the researcher limit, the speaking materials only taken from the odd chapter from the book by random sampling. After getting the data, the researcher was analyzed the data of speaking materials in course book with the criteria of good speaking materials and comparing two of them. The instrument in this research was checklist table taken from combining collected data and the criteria.

The result of this research is that the quality of the speaking material in course book entitled "Scaffolding" for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008 is "Fair" with whole percentage 70,83 % in which the speaking materials in the coursebook is relevant with good speaking criteria on the checklist table.

ABSTRAK

Chaqiqi, M Nur (2017), *Analysis of Speaking Materials In the Course Book Entitled "Scaffolding" For Grade VII*. Sebuah Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing: Rizka Safriyani, M. Pd.

Kata kunci: Materials Evaluations, Course Book, Speaking Materials.

Course book merupakan media yang sering digunakan dalam pengajaran bahasa Inggris. Kontent bahasa terdiri atas grammar, vocabulary, dan language skills yaitu berbicara, menulis, membaca dan mendengarkan. Fokus penelitian ini tertuju di bagian *speaking materials* karena speaking merupakan productive skill yang mana menuntut murid untuk berlatih agar bisa menyampaikan pesan / informasi ke lawan bicara. Penelitian ini membahas tentang kualitas speaking materials yang ada di course book berjudul "Scaffolding".

Metode penelitian yang di pakai yaitu deskriptif kualitatif dan pembatasan jumlah data menggunakan metode random sampling. Setelah data terkumpul, data tersebut kami bandingkan dengan tabel kriteria materi speaking yang baik. Instrument yang di gunakan di penelitian ini yaitu tabel checklist table.

Hasil penelitian kualitas speaking material yang ada di course book berjudul "Scaffolding" untuk kelas VII diterbitkan oleh PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008 yaitu "Fair" dengan presentase keseluruhan 70,83 % yang mana speaking materials di coursebook tersebut relevan dengan kriteria materi speaking yang baik.

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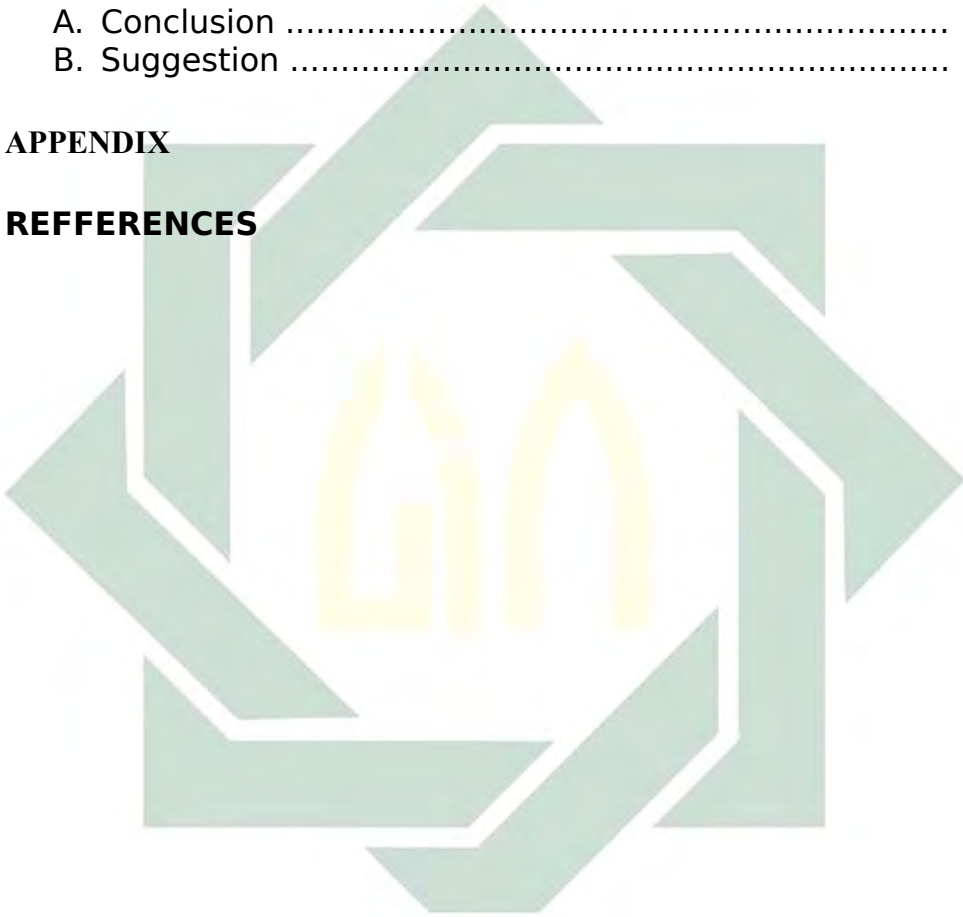
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CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research questions, purposes or objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

As the second language, English should be understood either the content or the context itself. The knowledge of English is considered to essential for getting good jobs as exams and interviews for civil services, armed forces and other attractive posts are conducted in this language. The inevitability of English, not only in Indonesia but in the whole world, lies in its dominance in the three major areas of development: science, humanities and trade.¹

Keeping in view the importance and the need to learn this language, here are three main perspectives on English Language Teaching (ELT) as follows²:

1. The students need to learn the language to use it for communicative purposes
2. It needs to be taught as a system of grammar and vocabulary in structural perspective
3. The learners need to develop their four basic skills-reading, writing, listening and speaking in this language.

Foreign Language (EFL) learning has emerged. “English has become the world’s Second language, the world’s lingua franca”³. ELT materials play a very

¹ <https://www.ukessays.com/essays/english-language/coursebook-and-materials-evaluation-english-language-essay.php> 23rd March, 2015

² Cunningsworth (1984:5)

³ Krashen, 2006, p 45.

important role in many language classrooms but in recent years there has been a lot of debate on the actual role of materials in teaching English as a Second/Foreign Language. A successful course book requires a working balance between the three perspectives mentioned above. Arguments about the textbooks include both the advantages and the limitations of materials for students as well as the needs and preferences of teachers who are using them. Other modern issues regarding material evaluation include textbook design and practicality, methodological validity, the role of textbooks in innovation, the authenticity and the appropriateness of subject matter, and cultural components. Therefore, it is absolutely essential that we establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms.⁴

The present study was conducted using content analysis. Content analysis is a systematic, objective technique for summarizing texts into content categories based on explicit rules of coding⁵. In another definitions, Content analysis is the study of human communications. Among the forms suitable for study are books, magazines, web pages, poems, newspapers, songs, paintings, speeches, letters, e-mail messages, bulletin board postings on the Internet, laws, and constitutions, as well as any components or collections thereof.⁶ Under the above definition, the technique of content analysis can be applied to wide areas. Both the textbooks examined and the student speech productions in the present study would be

⁴ <https://www.ukessays.com/essays/english-language/coursebook-and-materials-evaluation-english-language-essay.php> 23rd March, 2015

⁵ Krippendorff, 2004; Weber, (1990)

⁶ Babbie Babbie (2008) Evaluating the Materials p. 350 (2008)

appropriately analyzed with content analysis. Therefore, the present study was carried out using content analysis to explore the speaking-activity.

A common equipment in teaching English as foreign language is course book. And of course an English course book has an important role in teaching English as the foreign language. Course book helps providing both teacher and student with the map to look what has been done in the lesson. Textbooks yield a respectable practicality as they are relatively inexpensive and involve low lesson preparation time, whereas teacher-generated materials can be ineffective in terms of time, cost and quality. In this way, textbooks can reduce professional workload and allow teachers the opportunity to spend more time in concentrating on the material available instead of arranging for a new one every time.⁷

Since the 1970's there has been a movement to make learners the center of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. Therefore, we must make every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. We should also ensure "that careful selection is made, and that the materials selected closely reflect the aims, methods, and values of the teaching program."⁸

Another reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. the textbook evaluation helps teachers to acquire useful, accurate, systematic, and contextual insights into

⁷Cunningsworth Alan, *choosing your coursebook*, (cambridge : Cambridge University Press), 1995.

⁸(Cunningsworth, 1995:7).

the overall nature of textbook material. Then the textbooks materials should contain more communicative communication activities to support the learning.⁹

As an educator especially the school teachers, we have to be able to develop or select suitable coursebook and supporting material for students¹⁰. In designing coursebook, teacher has to design materials which are appropriate with students' need. Moreover, some research mentions that the criteria of good course book is giving cohesion to the language activity and learning process with the direction, supporting materials for the classroom activity¹¹.

It can be concluded that the use of course book should have content validity, a systematic content, language use and appropriate graphic design. Before giving the course book to the students, we better evaluate the course book first. From evaluating, we can find the suitable course book for our students' need.¹²

The reasons above motivated the researcher to analyze one kind of materials in an English course book entitled "Scaffolding" for grade VII that is the speaking materials. The purpose of this research is to find out whether the materials in course book "Scaffolding" are good or not. Because by finding out the quality of the speaking materials in course book, it also can help the teachers to evaluate the materials they want to teach to their students.

To be specific in content analysis research, the researcher only focuses on analyzing in one language skill that is speaking. The researcher focuses in

⁹ *ibid*

¹⁰ Tomlison, Brian *developing materials for language learning and teaching*, (Cambridge : Cambridge University Press) 2012.

¹¹ *Ibid*

¹² Harmer J. *How to teach English*. London and new York : longmaninc .2007

analyzing the speaking since it is an important and essential tool in daily communication, and through dialogues and conversations it shares the information directly from speaker to listener, so that it is important in shaping, modifying, extending, and organizing thought between them.

B. Research Question

Concerning on the background which is explained above, the researcher formulates only one research question that is “What is the quality of Speaking Materials in English course book “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008?”

C. Objective of the Research

Based on the research problem explained above, the researcher formulated the objective of the research to know the quality of speaking materials in course book “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008.

D. Significance of the Study

1. For lecturer

It is expected to give feed back to the lecturers especially those teaching student in developing speaking materials.

2. For student

Good course book can make them easier to understand and enjoy the material.

And their speaking ability improved as the students“ need.

3. For the teacher

For teachers, using course book in learning activities can facilitate them in trying to engage students with the subject they are going to deal with. The result of the study could provide much helpful information in selecting and evaluating good course book and any other materials before decide to use it in classroom practices.

4. For the publisher

This study might help them to evaluate in developing English textbooks for students and aware more of the content worthiness, the correctness and appropriateness of the language used, and the books layout.

5. For future research

For other researchers, the research could be used as the foundation for the future research and give general knowledge of how to evaluate textbooks or other forms of English speaking materials.

E. Scope and Limitation

The researcher limits the scope and using random sampling. The random sampling focused on the odd chapters of that book.

This research is done to any of the speaking materials that consist of tasks, activities, and theories that related on speaking in the course book entitled “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008.

F. Definition of Key Terms

The researcher attaches some definition of key terms to help readers to understand this research easily, as follow:

1. Material Evaluation

Theoretically, material evaluation means an evaluation materials which is expect to found the quality of the course book. Content or document analysis focuses on characteristics of material. It means that a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, webpages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents¹³. Operationally, This research is done to any of the speaking materials that consist of tasks, activities, and theories that related on speaking field.

2. Course Book

Theoretically, In education, a cousebook is part of the continuity of education. With coursebooks, the implementation of education can be more smooth. Teachers can manage learning activities effectively and efficiently trough the means of course books. Students also can track on learning activities maximally by means of a course. Coursebooks constitute an effective resource for self-directed learning and for presentation of material, asource of ideas and activities, a reference source for students, and a syllabus where they reflect pre-determined

¹³Donald Ary, et.al., Introduction to Research in Education (Canada: Wadsworth, CengageLearning, 2010, 2006), 457

learning objectives¹⁴. Operationally, The course book used in this research is the Book entitled “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008.

3. Quality

Theoretically, Quality is the standard of something as measured against other things of a similar kind; the degree of excellence of something. standard, grade, class, caliber, condition, character, nature, form, rank, value, level. a distinctive attribute or characteristic possessed by someone or something.¹⁵

4. Speaking Materials

Theoretically, Speaking materials is a brief of activities, tasks, and subjects of one of main skill /receptive skill that have to be achieved by student in communication. This research is expected to measure the speaking materials quality. Operationally, speaking materials analyzed are any of the speaking materials that consist of tasks, activities, and theories that related on speaking field within the coursebook entitled “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008.

¹⁴Alan Cunningsworth, *choosing your coursebook*, (cambridge : Cambridge University Press), 1995. P.55

¹⁵Rie Tanaka, *standard degree and measurement*, (Kanto : Fukusha Press), 1998. P.35

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that support this study. It deals with the theory related to coursebook, materials development, and speaking materials itself.

A. Review of Related Literature

1. Definition and The Role of Course book

A realia or media has purpose to helps student and teacher in learning activity. Teachers usually use some realia or media to helps them organize the teaching and learning activities in consistently and genres for four skills area (speaking, listening, reading and writing). Other expectation to using media is to help teachers easier in explaining the materials. One of medias which common used by the teacher is course book. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. Other definition of course book is “stimulus and instrument in teaching and learning”¹⁶. Other terminology of course book is students“ book. a course book is the printed materials that can be use for teaching activity. In addition, coursebooks constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined

¹⁶Thomson Heinle, *Designing Language Courses: A Guide for Teachers*, (Canada:Kathleen Graves, 2000), p. 175.

learning objectives, and support for less experienced teachers who may be lacking in confidence.¹⁷

For the description above, we can conclude that course book is printed materials that helps student to easier understanding the materials. A course book is kind of Medias which helps teacher prepare the materials and it can be route maps fro both teacher and learner, to look ahead to what will materials in the next class. And to look back on what lesson has been done.

2. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

¹⁷ Alan cunningsworth, *choosing yourcoursebook* p.15

c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

a. Goals and Techniques for Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- 1) Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
- 2) Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a

transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

b. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language

learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

1) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In

these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

3. Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

a. Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a

task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

1) Information Gap Activities

Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

2) Completing the picture

The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in

number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

3) Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present

this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you

can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

b. Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions*.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- a. Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- b. Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- c. Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- d. Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- e. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.

- f. Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- g. Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- h. Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- i. Do topical follow-up: Have students report to the class on the outcome of their role plays.
- j. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- a. Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- b. Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television

programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

- c. Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- d. Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- e. Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- f. Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- g. Do topical follow-up: Have students report to the class on the results of their discussion.
- h. Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make

mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

4. Speaking Materials

Speaking is one basic skill that we have to master in learning English, because its skill is purpose for communication. Speaking is like singing. It means we have to go-up and down our intonation voice in different level. A student of music has to combining the voice with the sounds music harmonic as well as speaking. In speaking, we have to combining vocabulary, intonation; pronunciation, grammar and other aspect for deliver our speaking to the audience. In learning English, speaking is important skill. To master speaking we have to learn about speech of sounds, spelling, pronunciation, vocabulary and any other aspect.¹⁸

Another terminology of speaking, speaking is a skill that deserves every bit as much as literary skill, in both of first and second language. There are two basic ways, he adds, which speaking can be seen as skill, they are: ¹⁹

- a. Motor perceptive skill, including articulation, perceiving, recalling, in the correct order sounds and the structure of the language.
- b. Interaction skill, which cover making decision about communication, such as what to say, how to say it and whether to develop it, in accordance with one's intention, with maintaining the desire relation with other.

Other expert stated that speaking is the production skill consists of producing systematic verbal utterance to convey the meaning.²⁰Based on the

¹⁸Buechener, Carl W 2007 *Education and Language*. Austria

¹⁹Bygate . 1987 *Language Teaching: A scheme for Edecation*. Oxford. Oxford University.

description above, we can conclude that skill that diverse every bit to convey the speaker meaning to the audience. In addition, the researcher adds that some who speak in foreign language have to know the rule of that language, like grammar, vocabulary, pronunciation, and word-formation. In addition, they have to apply them when they are communicating using that language.

5. Designing Speaking Materials

As teachers, designing a course book is one of important activity in teaching program. The common terminology of course book is course materials. Most of teachers focus on selecting, evaluating, adapting, and designing materials for their students.²¹ Designing a coursebook is a work in process in its whole, parts, and its implementation. Each aspect of course published, the content, objectives, need assessment, material, and evaluation are works in progress both in their conception and in their implementation. Therefore, that can achieve the goal or objective of the lesson

And for the language lesson books especially English should be more focuses in developing how the student communicate using the language itself. So that here are several rules in designing speaking materials:²²

- a. The English speaking materials should integrate the language skills and the content.

²⁰Bailey, K. M 2005 *S. peaking in Practical English Language Teaching* Singapore:MrGrawwHill.

²¹Jocelyn Howard.– Jae Major. *Guidline for Designing Effective English Language Teaching Materials*(www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf accessed on April 04, 2015)

²²Didik santoso

- b. The English speaking materials should create the productive, joyful, and without stress learnings.
- c. The English speaking materials should be able to optimize the students' potentials through conscious and unconscious suggestion.
- d. The English speaking materials should promote natural, social, and moral realities (good character).
- e. The English speaking material should contain linguistic and communicative competence.

Those five rules can become a foundation in designing the speaking activities. But, to create the good one is one of the challenging cases.

6. Good Speaking Criteria

In order to maximize speaking opportunities and increase the chances that learners will experience autonomous language use, the following conditions need to be met²³:

- a. **Clear Instructions** – speaking tasks should have some relation to real-life language use. If not, they are poor preparation for autonomy. But, in order to become autonomous, learners will need to understand the instructions that the teacher give. It also means that the kind of topics, genres, and situations must be well informed during pre-activity in order to smooth the students to act the lesson.
- b. **Interactivity** – activities should require learners to take into account the effect they are having on their audience. If not, they can hardly be said to be

²³ Thornbury Scott, How To Teach Speaking, p.90 - 91

good preparation for real-life language use. Even formal, monologic speaking tasks such as talks and presentations should be performed in situations where there is at least the possibility of interaction, e.g. where there is an audience present, one which can demonstrate interest, understanding, and even ask questions or make comments at the end.

- c. **Challenge** – the task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome. This will help them experience the sense of achievement, even excitement, that is part of autonomous language use. Of course, if the degree of challenge is *too* high, this can be counterproductive, inhabiting learners or reducing them to speaking in their L1. The teacher needs to be sensitive to the degree of difficulty a task presents individual learners and to adjust the task accordingly.
- d. **Analytical** – often language productivity can be increased by making sure that the speaking activity has a clear outcome especially one which requires learners to work together to achieve a common purpose. For example, the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members. Requiring learners to report to the class on their discussion is also an effective way of ensuring a greater degree of commitment to the task. A competitive elements such as – turning the task into a race – can also help.

So from the whole study, here are several criteria of good speaking materials.

a. Have Clear Instructions in Every Activity

The way how the materials explained is crucial to both successful learning and teaching English. Perhaps the most important point that determines how successfully students will learn is the way instructions are formulated and sometimes it is this point which distinguishes good teachers from bad ones. It is important, therefore, that teachers' directions also relating to academic activity and behavior are clear, precise and effective. It goes without saying that the best activity in the world will turn into a disappointing failure if students don't understand the instructions.²⁴

Amazingly, while some students may remain focused on tasks, others may appear to be distracted or confused. That's why, if directions or instructions are not effectively and clearly formulated, there will be a number of students who will simply not have assimilated what is to be done or have only caught part of the information. Any failure to hear or understand teachers' directions will undoubtedly result in many unwanted behavior²⁵

While there are many factors that can help or hinder learning, the act of giving clear instructions is clearly one of the most crucial. The way that we give instructions can make or break an activity. Without clear instructions, students may become confused, may lose confidence, and may not get the most out of the experience. Without clear instructions, we may find ourselves ending an exercise with a less-than-warm feeling. "Speaking is

²⁴ Rhalmi Mohammed. *Practical Teaching Tips for Giving Instructions* · (Jim Scrivener's excellent book MARCH 19, 2010)

²⁵ *ibid*

easy; communicating is a miracle,” Caleb Gattegno.²⁶ Here are rules of being clear in communicating materials:

- 1) **B**reaking things down.
- 2) **E**xplaining the activity.
- 3) **C**reating a step by step outline.
- 4) **L**etting students see what the activity looks like.
- 5) **E**xperimenting with a student.
- 6) **A**ssessing their understanding.
- 7) **R**epairing misunderstandings.

So, being clear with your instructions and expectations will reduce the likelihood of ongoing disruption and interruptions. With better ways to direct students, teachers will help not only attentive students but also those seemingly low achievers who can't do a task because they may have trouble understanding what is asked from them.

b. There are Communicative Activities

Using the communicative activities such as innovative program had a significant impact on improving students' speaking proficiency. Meaningful situations were established using pair work and group work, both important features of Communicative Language Teaching in the speaking materials. Thus created a positive atmosphere and in the same time, reducing affective barriers to language learning.²⁷

²⁶ TESOL. *Classroom Instructions - Essential Teaching Skills Scaffolding*, 2007

²⁷ Prayong Klankrit, Communicative activities for developing English speaking proficiency (Melbourne Graduate School of Education Doctorate thesis/ Thailand - 2005)
<http://hdl.handle.net/11343/42856>

Recommendations have been provided for teachers in arranging the speaking materials as communicative as possible. The Information-gap and the Role-play are highly recommended as an effective method in the improvement of students' speaking proficiency.²⁸

c. There are Engaging and Challenging Activities

Including designing and arranging the materials carefully in new and challenging ways, ways which are, nonetheless, compatible with the realities of modern live. Most particularly the teacher must be able to support the learners in their initial endeavors, as they begin to work in very different ways to those they have been used to, within themselves about their own spoken English; in how they work with their friends and classmates; and, especially, in how they relate and work with their teacher. Encouraging them to get through the challenges this offers by taking the time to consciously reflect on what is going on, was shown to be one way this could be done successfully. That is why the speaking activities has crucial portion to mastering language.²⁹

Speaking activities should give students a chance to use what they have been studying and really make it „theirs,“ so they can draw on it when needed in their lives. They provide a variety of ways to practice structures

²⁸ Ibid.

²⁹ Pesce Claudia. *7 Ways to Turn the Boring Coursebook into Engaging Speaking Tasks*, Norwegia - 2007

and vocabulary students have been learning, at first with some guidance, then more and more independently.³⁰

Activities that Emphasize Speaking can be formed into Group competitive games such as: Short dialogs, Information gaps, Corners, Talking (or writing about)/finding things in pictures (What's happening here?), Line up (partner exchange) for short Q & As, Mingles, Dictations (not communicative, but they give more hearing practice as well as being useful for assessment. it's easier to see what they've learned.) , Find someone who (An activity in which Intermediate students ask many classmates questions from a list until they get a positive response and signature for every question possible.), The Question game, Debate, and there are still many more ideas that can be used in speaking materials.³¹

Most of these activities can be adapted to many different lessons. Several are especially useful as icebreakers (to help classmates get acquainted), warm-ups (start of class review and switching-mind-to English activities, especially useful if not all students arrive on time) and as breaks or extra review when there's a little time left after the main lesson has been completed. Some activities are quite simple and may not sound like much if you haven't tried them, but if they are planned considering the levels and interests of your class they can add a lot to a lesson. Enjoy your class, listen to their needs, and feel free to experiment the speaking materials provided.³²

³⁰ ibid

³¹ English hints.com

³² ibid

d. There are Analytical Activities

How do teachers encourage students to think critically must be supported by good source especially in teaching English. Here is why analytical activities should blend into the materials. After all, so much of language learning is rote memorization. Critical thinking can and does fit in the language classroom and see how well they can express their thoughts with the language they are learning. And also critical thinking is particularly important because it will serve them in their futures no matter what language they are speaking. The activities that suitable such as open ended questions, giving a quick answer, encourage argument, make predictions, and soon.³³

So in conclusion, there are four criteria that indicate the good quality of speaking materials:

- 1) Has Clear Instructions In Every Activities
- 2) There Are Communicative Activity
- 3) There Are Engaging And Challenging Activities
- 4) There Are Analytical Activities

B. Previous Study

There are many studies that focus on analyzing course book. There are so many studies that focus on analyzing course books. The first study was done by Dian Setiawati entitled *Content Analysis of Student Book "Scaffolding" For Grade Viii*

³³ Verner Susan. *Thinking Outside the Blank: 8 Critical Thinking Activities for ESL Students*, London-2011

Junior High School. The aim of the research is to analyze the relevance between the materials in the student book “Scaffolding” for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning.³⁴ The result of the study that was done by Dian Setiawati showed that the materials in The student book “Scaffolding” for grade VIII Junior High School relevant with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. Since the researcher concluded that the textbook covers around 78.37% materials which are relevant with the cognitive domain and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials which are intended to be achieved by the students.³⁵

The similarity of this research with this research is analyzing same coursebook title that is scaffolding but with the different grade. On the contrary, the difference of this research with the previous study is the subject of the study. She only focused on the relevancies with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning thus the researcher focused on the analysis of speaking materials in this book.

The second research was conducted by Rindawati entitled *An Analysis on English Textbook “Bahasa Inggris: When English Rings the Bell*. This research is aimed at finding out the explicit and implicit nature of the English textbook “Bahasa Inggris: When English Rings the Bell” by the material analysis called Three Level of

³⁴ Dian Setiawati “*Content Analysis of Student Book “When English Rings A Bell” For Grade Viii Junior High School*. 2015 (SEMARANG, UNNES Semarang)

³⁵ *ibid*

Analysis proposed by Littlejohn (2011). Level 1 analysis asks „what is there“. Level 2 analysis asks „what is required of users“. Level 3 analysis asks „what is implied“.³⁶The similarity with this research is the researcher analyse the material in a coursebook. On the contrary, the differences of this research with the previous study here is the researcher analyze different coursebook with the different subject..

The third study was done by Kartini entitled *A Content Analysis on Speaking Materials And Activities Written On “ENGLISH ALIVE I” Textbook*. The similarity on with the study here is both research aim focused on the Speaking Materials and Activities. But the previous research using different book entitled ENGLISH ALIVE I since the research done here using book entitled “Scaffolding” for Grade VII.³⁷

The fourth research was done by lecturer team, they are Laurika L. Simatupang. Drs. Albert Rufinus, MA. DwiRiyanti, S. Pd, M.A. Tesol. Their research entitled *AN ANALYSIS ON SPEAKING MATERIALS OF A STUDENT TEXTBOOK (A Descriptive Research On “Pista Modul Bahasa Inggris SMK Kelas X Semester 1” Of SMK Pariwisata Pontianak In 2011/2012)*. As the third research, this previous study is focused on the Speaking Materials too but using different book and used the curriculum KTSP as measurement.³⁸

³⁶Rindawati, Ikhsanudin, Wardah “An Analysis on English Textbook “*Bahasa Inggris: When English Rings the Bell*” .(Pontianak, Tanjungpura University)

³⁷Kartini “A Content Analysis on Speaking Materials And Activities Written On “ENGLISH ALIVE I” Textbook” 2015.(Jakarta, UIN Syarif Hidayatullah)

³⁸ Laurika L. Simatupang. Drs. Albert Rufinus, MA. Dwi Riyanti, S. Pd, M.A. Tesol “AN ANALYSIS ON SPEAKING MATERIALS OF A STUDENT TEXTBOOK (A Descriptive Research On “Pista Modul Bahasa Inggris SMK Kelas X Semester 1” Of SMK Pariwisata Pontianak In 2011/2012)” Pontianak (Teacher Training And Education Faculty Tanjungpura University)

The last recent study that can support this research was conducted by Meita Fitriyani entitled *A Textbook Analysis of “When English Rings the Bell” An Textbook for the Seventh Grade of Junior High*. This research study try to find out what criteria is needed to make a good textbook. It has to have correlation with today’s curriculum in Indonesia. As today curriculum in Indonesia said that English Lesson start to be learned in this phase, the junior high school level. That is why as a starting point level of learning English as a Second Language; teacher should find a suitable textbook to teach as a Communicative Language Teaching.³⁹

In conclusion, the researcher chose the speaking materials in the book entitled “scaffolding” as the subject of the research because the speaking materials in this book need to be understood more for students need. So that this research can contribute in part of material evaluation especially in speaking.

³⁹ Meita Fitriyani “ *A Textbook Analysis of “When English Rings The Bell” An Textbook For The Seventh Grade Of Junior High*” 2013(Yogyakarta, Universitas Negeri Yogyakarta)

CHAPTER III

RESEARCH METHOD

In this chapter, the writer will discuss in details the methodology of the research used in this study. Those are research design and research approach, researcher presence, data and source of data, research instruments, data analysis technique, checking validity of findings and research stages.

A. Research Design and Research Approach

In this research, the researcher used qualitative approach. Maxwell stated that “the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers”⁴⁰.

Donald stated that the materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.⁴¹

In this study, it was described the quality of speaking materials in the coursebook “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008 based on the checklist given. The researcher collected the document and analyzes it to know the quality of speaking materials in course book entitled “Scaffolding” for grade VII.

⁴⁰Maxwell, Joseph Alex. *Qualitative Research Design*, (London: SAGE Publication, 1996), p. 17.

⁴¹Donald Ary, et.al., *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010, 2006), 457

B. Research Presence

In this research, the researcher roles are the collector of the data and as participator in analyzing course book entitled “Scaffolding” for grade VII to find out the objective of the research. The documentation analysis used indefinite function to endorse the researcher’s task as instrument. Therefore, the presence of the researcher in qualitative research is imperative. Here, the human instrument can understand the meaning of every interaction, read mime, and see through opinion and value of each subject’s statement or deed. In the qualitative method, the researcher is to be everything in the whole research process.⁴²

One of the researcher’s roles in this research is as the participator in analyzing coursebook published. The researcher analyzing the course book entitled “Scaffolding” for grade VII to find out the quality of speaking materials in the course book.

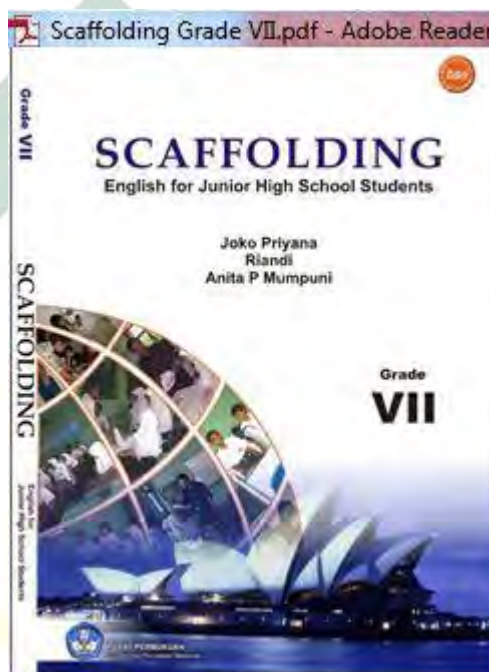
C. Data and Source of Data

Based on the objective of the study, obviously, this study is documentary research. In this research, the writer does not need hypothesis test for present and explaining the data. In other terminology, documentation research is library research. Library research used to gain written sources either had been published or not published yet, by reading and analyzing as the basis of composing the research.⁴³

⁴²Prof. Dr. Sugiyono. *Metode Penelitian Kuantitatif, Kualitative dan R & D*, Bandung: Penerbit Alfabeta, 2009. Pages 121

⁴³Siti Sholikhatun “*Content Analysis of Reading Materials in English on Sky textbook for Junior High School*.(SEMARANG, States Institutes for islamic Studies Walisongo Semarang)

The writer attempted to choose course book entitled “Scaffolding” for grade VII as data sources. In this research, the researcher prepared the book in form of soft file with the format Pdf file.



Picture 3.1: the book in format of Pdf file

The researcher preferred soft file because the data analyzed can be cropped into picture form, so it makes the analysis process run smooth than using real book, in which the researcher needs to scan the book first to get the data needed. The whole cropping pictures are placed in Appendix to avoid confusion.

the writer used one technique to collect the data named documentary research. The writer uses document that is the course book as the main data to

know the result of this research. Document is all of the written file or film that provides the research to get the goal of the research.⁴⁴

In the course book “Scaffolding” for grade VII, The researcher not analyzed all speaking materials in every chapters in the course book because of the researcher limit, so here the researcher use sampling technique named random sampling. , random sampling means the researcher not take all of the materials. But only some of them after chosen randomly that can be representative from the whole book speaking materials.

In that book there are 10 chapter / Unit such as in this table:

Table 3.1: Speaking Materials Unit in the Course Book “Scaffolding”

No Unit	Unit Tittle
1	Hello, I’m Adi
2	Tina, This is Angelina
3	Open Your Book On Page 10
4	Can You Tell Me?
5	Sweep the Floor, Please
6	May I Have One, Please?
7	Are You Sure?
8	What Do You Think of?
9	What Would You Like to Have?
10	Could You Help Me, Please?

And the researcher only choose the odd chapter which means the speaking materials will be taken from chapter / unit 1, unit 3, unit 5, unit 7, and unit 9. That can be representative from speaking material research in this book.

⁴⁴Donald Ary, et.al., *Introduction to Research ...*, 503

And after choosing the chapter by random sampling and taking all the data needed by picture cropping, the researcher put the activities / tasks in to a table to make it clear.

Table 3.2: The Speaking Materials Analyzed after Random sampling

Chapter	'Scaffolding' Speaking activities
I	Task 3 (<i>see appendix I</i>)
	Task 8 (<i>see appendix II</i>)
	Task 11 (<i>see appendix III</i>)
III	Task 3 (<i>see appendix IV</i>)
	Task 9 (<i>see appendix V</i>)
V	Task 8 (<i>see appendix VI</i>)
	Task 9 (<i>see appendix VII</i>)
	Task 10 (<i>see appendix VIII</i>)
VII	Task 12 (<i>see appendix IX</i>)
	Task 15 (<i>see appendix X</i>)
IX	Task 7 (<i>see appendix XI</i>)
	Task 8 (<i>see appendix XII</i>)

Then, only speaking materials in the odd chapter that analyzed to representative the evaluation result. all the material provided generally consist of language skills material and language components. In this study, researcher only focused on speaking materials in the course book. Therefore, documentation is used to know the result of this study.

D. Research Instrument

Here, the researcher used checklist table as the instrument. Through checklist, it will know the objective of this research. Checklist is commonly used to observe and to know the result of the research and one effective way of ensuring that the needs and wants of learners are given careful consideration

when choosing coursebook to apply a written checklist of appropriate selection criteria to potential coursebook.⁴⁵

In the checklist table, the researcher compared all of the speaking materials activities in course book entitled “Scaffolding” for grade VII with the criteria of the good speaking material to measure the result of this research. In this research, researcher focused on analyzing speaking activities in the odd unit. The results of this research is presented in table. Teacher of course need to evaluate every source they have before they teach their students especially when teaching speaking. So, here are the measurement criteria for the speaking materials in the coursebook to know the good or bad the activity of the material it self.

based on in the chapter 2, there are 4 categories to identify the speaking material quality that has been stated and summarized in form of number in the table below:

Table 3.3 : Criteria of Good Speaking Materials

Criteria of Good Speaking Material	
1	Has clear instructions in every activities
2	There are communicative activities
3	There are engaging and challenging activities
4	There are analytical activities

So then, after knowing the speaking material activity in every odd chapter and criteria that can indicate the quality of the speaking material. The researcher

⁴⁵Alan Cunningsworth, *Choosing your Coursebook*. (Cambridge: Cambridge University Press, 1995),2

combines those two things in format of checklist table to make the research easier to be conducted. Here is the checklist table:

Table 3.4: Checklist Table

Chapter	'Scaffolding' Speaking activities	Criteria Number				Remark
		1	2	3	4	
I	Task 3 (see appendix I)					
	Task 8 (see appendix II)					
	Task 11 (see appendix III)					
III	Task 3 (see appendix IV)					
	Task 9 (see appendix V)					
V	Task 8 (see appendix VI)					
	Task 9 (see appendix VII)					
	Task 10 (see appendix VIII)					
VII	Task 12 (see appendix IX)					
	Task 15 (see appendix X)					
IX	Task 7 (see appendix XI)					
	Task 8 (see appendix XII)					
TOTAL:						

As the table shown, there is remark column that indicates the quality in every speaking material. Here researcher purposely show the remark in the first place in which avoiding the confusion in filling the remarks during the research analysis. Then the remarks are just like in the table below:

Table 3.5: Criteria Remarks

Remark Category Based on Criteria Acquired	
Criteria acquired	Remark
4 Criteria	Very Good
3 Criteria	Good
2 Criteria	Fair
1 Criteria	Bad
0 Criteria	Very Bad

So, from that remark table above, if the material topic has 4/four criteria, the remark is "Very Good". And in contrast if there is no criteria acquired. Then there will be no score.

After that, the researcher can count the total score acquired. Then count the percentage with the formula below:

$$\frac{\text{Total Criteria Acquired}}{48 \text{ (Top amount of criteria)}} \times 100 = \dots\%$$

The final step after getting the whole percentage of course book speaking materials, the researcher finally could find the quality of coursebook speaking materials based on the table below:

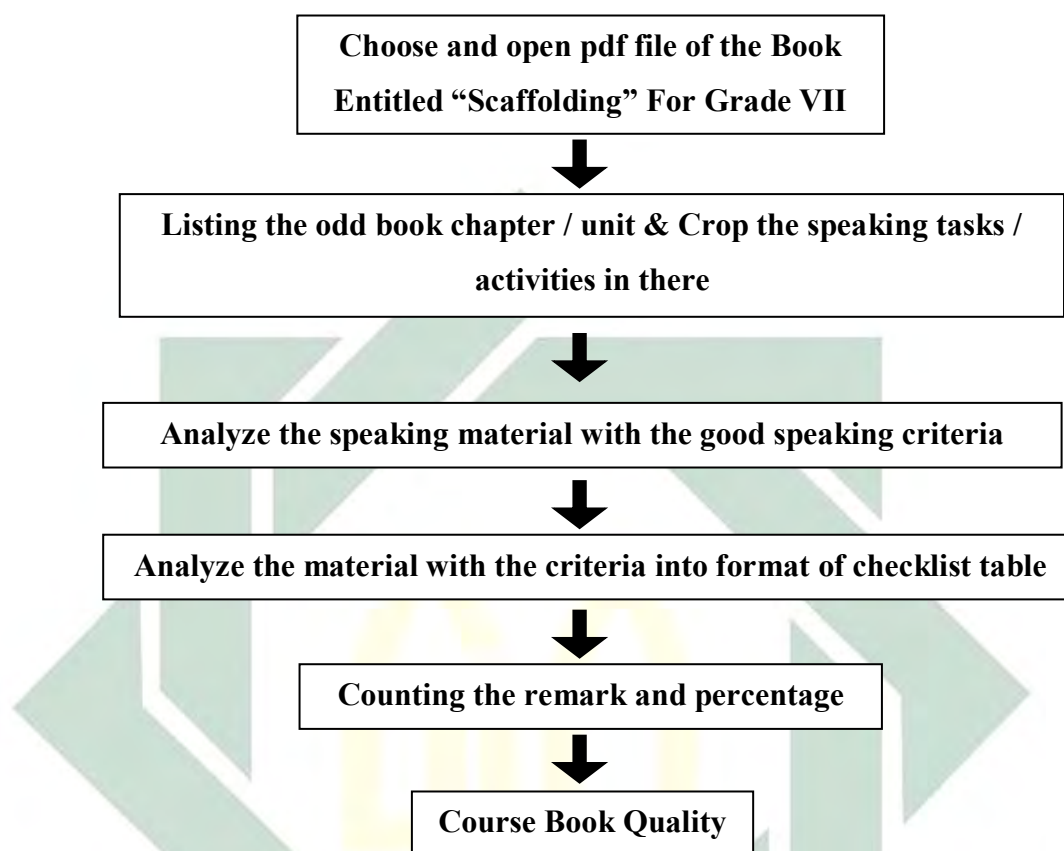
Table 3.6
Course Book Quality Categorize Based On Percentage Acquired

Percentage Acquired	Remark
76 - 100	Good
36 - 75	Fair
0 - 35	Bad

As the table shown above, the quality of the course book measured based on the final remark acquired. if the whole percentage in range 0 – 35, the final remark is “Bad”. If the whole percentage in range 36 – 75, the final remark is “Fair”. And if the whole percentage in range 76 – 100, the final remark is “Good”.

E. Data analysis

In qualitative research, the research documentation is act as the main subject to find out the objective of the research. The technique of analysis data in this research is use descriptive analysis. This research is referring to the research instrument. In this research, the criteria of the good speaking material are taken as the research instrument. The writer used some steps in analyzing the document. Those are the following:

Figure 3.1: Steps of Analyzing the Data

In the figure of research steps shows that before analyzing the course book, firstly we need to analyze one by one the data acquired with the criteria provided in brief of explanations. By comparing the materials with the criteria. The result acquired is clearly valid. Then, the researcher put all of the result in checklist table. And after knowing the remarks acquired and counting the total score, the researcher count the percentages by the formula given to know the speaking materials quality.

F. Checking Validity of Finding

In this research, researcher used one technique to make this research be accurate and valid research. Validating findings means that the researcher determines the accuracy or credibility of the findings through triangulation strategies. Triangulation is the process of reinforcing evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.⁴⁶

Then in this research, the data is the speaking materials taken from English text book entitled “Scaffolding” for grade VII. The instrument is checklist table since the researcher match the data with criteria given. And for the validity, the researcher ask an expert such as the lecture to verify and validate the instrument.

G. Research Stages

In this research the main data is documentation. The researcher will analyze the data in three steps:

- a. Preliminary Research: The researcher formulated the title and research question, examine the related literature, choose the research subject that relevant with research question, and collecting the data.
- b. Research design: In the research design stage, the researcher did some activities, they are make research proposal, decide research

⁴⁶ Jhon W. Creswell, *Educational Research Planning, conducting, and evaluating Quantitative and Qualitatative Research*. America: Pearson Education, 2012.

instruments, organize preliminary research, construct research instruments, and prepare research activity.

- c. Research activity: in this study, the researcher did some research activities to find out the object of the research. Those activities are: develop research background, do the research, collect the data, analyze data, find conclusion.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents some result and discussion dealing with the object of the research. The research findings are based on the field data and it will be discuss trough the discussion of the result of the data analysis.

A. Research Finding

The objective of this research is to find out the quality of speaking materials in course book entitled “Scaffolding”. This book is published for seven grader of junior high school that consisted of ten units. the researcher took the data only in odd chapter after doing random sampling. The data acquired is in form of cropped pictures. So, here are the result of the analysis.

1. Analysis of Speaking Materials.

This is the result of speaking material analysis in course book “Scaffolding” published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008. The writer analyzed the result of speaking material by chapter per chapter. From chapter I , III , V , VII, and chapter IX, here are the brief results in form of explanations as follow:

a. Speaking Material Analysis in Chapter I

There are three speaking materials in Chapter I. those are Task 3, Task 8, and task 11.

1. Task 3

Task 3 In pairs, study the following expressions. (*Secara berpasangan, pelajari ungkapan-ungkapan berikut ini*).

Dalam percakapan antara Adi dan Ida pada Task 2 kalian mendengar Adi mengucapkan salam kepada Ida dengan berkata: *Good morning*. Ida menjawabnya dengan berkata: *Good morning*. Salam *Good morning* diucapkan antara pukul 00.00 - 12.00. Berikut adalah contoh-contoh ucapan salam dan jawabannya.

<u>Greetings</u>	<u>Responses</u>
Hi.	Hi.
Hello.	Hello.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
Good night.	Good night.
How are you?	Fine, thanks.

picture 4.1: Task 3 - Activity in Chapter I about Greeting

As the picture above, Speaking materials in chapter I task 3 has two criteria of good speaking materials. Those are criteria number 1 and number 4.

Criteria number 1 is “Has clear instructions” there are clear instructions that ask the students to study the expressions in pairs. The instructions is clearly explained both in English and in Indonesia to make the students in junior high level can easily understand it. And at the same time. In that activity containing analytical activities that make the students critically thinking what the response in greeting expressions tha make good match with criteria number 4 “There are analytical activities”.

But, there are no output after learning the expressions that make the communicative point is lost. And also there are no engaging or challenging activity here.

2. Task 8

Task 8 In pairs, have a dialogue with your classmate based on the clues. Look at the example. (*Secara berpasangan, bercakap-cakaplah dengan temannya berdasarkan petunjuk-petunjuk berikut. Lihat contoh.*)

Example:

Mira/Medan

You : Hi. What is your name?
Mira : I am Mira.
You : Where are you from?
Mira : I am from Denpasar.

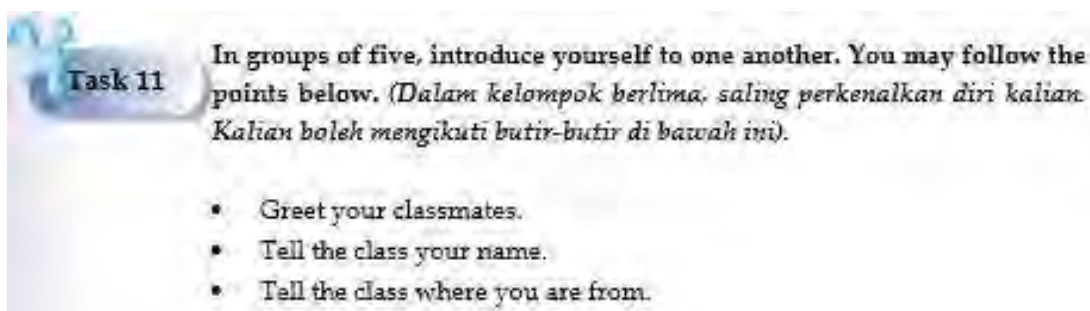
1. Anwar/Samarinda	4. Indah/Lampung
2. Hadi/Solo	5. Bella/Jambi
3. Tony/Jakarta	6. Yusuf/Banda Aceh

Picture 4.2: Task 8 - Activity in Chapter I about Introducing one self

In Chapter I task 8, there are all of criteria of good speaking materials. The criteria number 1 , number 2, number 3, and number 4.

This materials provide good example of ideal activity. Students' critical thinking is stimulated with communicative and challenging activity which they have to analyze first the example then they practice it with their pairs. The instruction here is fairly can be understood. And the activity is fun.

3. Task 11



Task 11 In groups of five, introduce yourself to one another. You may follow the points below. *(Dalam kelompok berlima, saling perkenalkan diri kalian. Kalian boleh mengikuti butir-butir di bawah ini).*

- Greet your classmates.
- Tell the class your name.
- Tell the class where you are from.

Picture 4.3: Task 11 - Activity in Chapter I about Greeting and Introducing oneself

In Chapter I Task 11, there are three of criteria of good speaking materials. The criteria number 1 , number 2, and number 3.

The criteria number 1 indicate that the instructions is quite clear. But, there are no analytical activity in here. This activity only focused on how far the students' understanding from the speaking materials before. Because this activity is a representation and combination from speaking material Greeting and Introducing oneself. By grouping, this activity is more engaging and automatically communicative that make it suitable with criteria number 2 and number 3.

b. Speaking Material Analysis in Chapter III

There are two speaking materials in Chapter III. those are Task 3, and task 9.

1. Task 3

Task 3 In groups of four, study the following expressions. (*Dalam kelompok berempat, pelajari ungkapan-ungkapan berikut ini.*)

Dalam percakapan pada Task 2 kalian mendengar ekspresi-ekspresi berikut:

- Come in, please.
- Look at the picture.
- Open your book on page ten.
- Please, study the dialogue.

Ekspresi-ekspresi di atas biasa digunakan untuk memerintah (COMMANDING).

Apabila kalian mencermati ekspresi-ekspresi di atas, kalian akan mendapati bahwa polanya adalah sebagai berikut:

Verb + Noun/Adverb
Study the dialogue.

Pada ekspresi-ekspresi di atas ada kata PLEASE. Kata PLEASE digunakan untuk membuat perintah menjadi SOPAN.

Picture 4.4: Task 3 - Activity in Chapter III about Commanding politely

In Chapter III Task 3, there are two of criteria of good speaking materials. The criteria number 1, and number 4.

The criteria number 1 here is the clear instructions that ask the students to study the expressions in group of four. The instructions is clearly explained both in English and in Indonesia to make the students in junior high level can understand it easily. And the criteria number 4 can be seen in that activity containing analytical activities that make the students critically thinking what the polite way in commanding expressions. But, there are no output after learning the expressions that make the communicative point is lost. And there are no engaging or challenging activity too.

2. Task 9

Task 9

In pairs, ask your partner to do something **POLITELY** relevant to the situations below. Ask your partner to respond. Look at the example.
(Secara berpasangan, perintahkan pasangan kalian melakukan sesuatu yang relevan dengan situasi-situasi di bawah ini. Mintalah pasangan kalian merespon. Lihat contoh).

Example

Situation : The blackboard is dirty.
 Command : Clean the blackboard, please.
 Response : OK.

Situations

1. The door is closed.
2. The window is open.
3. The table is dirty.
4. Ida stands near a chair.
5. The book is in the bag.

Picture 4.5: Task 9 - Activity in Chapter III about Commanding politely

In Chapter III Task 9, there are three of criteria of good speaking materials. The criteria number 1 , number 2, and number 3.

The activity is having a conversation in pair based on the example mentioned about commanding politely that makes it suitable with criteria number 2. The instruction is well explained knowing there are some situations and the example instructed that makes it suitable with criteria number 1. Then, This activity is quite challenging because the situations given is based on daily activity talk. So students can communicatively get used to speak that makes it suitable with criteria number 3.

c. Speaking Material Analysis in Chapter V

There are three speaking materials in Chapter V. those are Task 8, Task 9, and task 10.

1. Task 8

Task 8 Read the following dialogue. Answer the questions and then act it out in pairs. (*Bacalah dialog berikut. Jawablah pertanyaan-pertanyaannya dan kemudian peragakan secara berpasangan.*)

Rony and his father are in the garden. His father is painting the fence. Rony has just finished watering the plant.

Father : Rony! Come here, please. I need your help.
 Rony : Yes, Dad.
 Father : Tend to the garden, please.
 Rony : OK.
 Father : And don't forget to sweep the yard.
 Rony : Sure.
 Father : Thanks, dear.
 (A moment later)
 Father : Rony! Don't touch the fence. The paint is still wet.
 Rony : Oh, I'm sorry.

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Questions

1. Where are Rony and his father?
2. What is Rony's father doing?
3. What does Rony's father ask Rony to do?
4. What does Rony's father ask Rony NOT to do?

picture 4.6: Task 8 - Activity in Chapter V about prohibiting

In Chapter V Task 8, there are three of criteria of good speaking materials. The criteria number 1 , number 2, and number 4.

The activity is kind of dialogue analysis that make it suitable with criteria number 4. It is not really engaging knowing this kind activity is kind of too often. But, actually by applying it, students can be more communicative in

speaking and so far the instruction is fairly clear that make it suitable with criteria number 1 and 2.

2. Task 9

Task 9 In pairs, study the following expressions. (*Secara berpasangan, pelajari ungkapan-ungkapan berikut ini*).

Dalam percakapan pada Task 7 kalian mendengar Father berkata kepada Rony: **Don't touch the fence.** Ekspresi yang diucapkan oleh Father tersebut untuk MELARANG.

Berikut adalah contoh-contoh ucapan untuk melarang (PROHIBIT) seseorang melakukan sesuatu:

- Don't cheat.
- Don't disturb.
- No smoking.
- No entry.

Catatan:

To prohibit somebody doing something, you can use the following pattern:

Don't + V +
No + V-ing/NOUN

picture 4.7: Task 9 - Activity in Chapter V about prohibiting

In Chapter V Task 9, there are two of criteria of good speaking materials. The criteria number 1, and number 4.

The instructions are clear that ask the students to study the expressions in pairs. The instructions is clearly explained both in English and in Indonesia to make the students in junior high level can understand it easily. And in that activity containing analytical activities that make the students critically thinking about how to express we should do and not to do. But, there are no output after learning the expressions that make the communicative point is lost. And there are no challenging activity either.

3. Task 10

Task 10 Work in pairs. Prohibit your classmate in the following situations as the example. (*Bekerjalah berpasangan. Laranglah kawan kalian pada situasi-situasi beriku seperti contoht*).

Example:



Picture 5.11

Student 1 : Don't pick the flower up.

Student 2 : Sorry.



Picture 5.12



Picture 5.13



Picture 5.14

picture 4.8: Task 10 - Activity in Chapter V about prohibiting

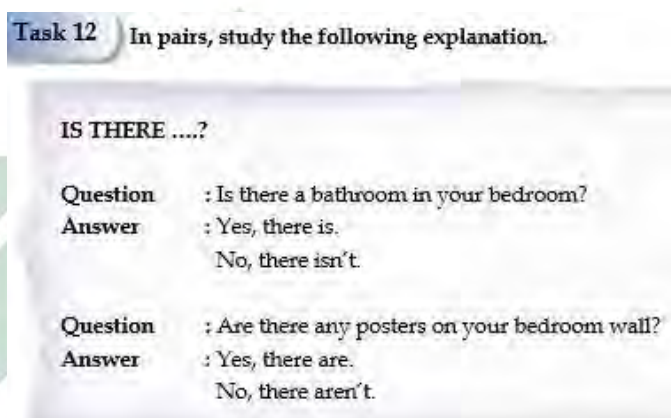
In Chapter V task 10, there are all of criteria of good speaking materials. The criteria number 1 , number 2, number 3, and number 4.

The activity contained the whole criteria those are clear instructions, communicative and engaging analytical activity. Because of there are some pictures and the example given that make the instructions completely clear and at the same time. The students mind can be shaped through the picture given. This pair work is quite challenging for junior high students.

d. Speaking Material Analysis in Chapter VII

There are two speaking materials in Chapter VII. those are Task 12, and task 15.

1. Task 12

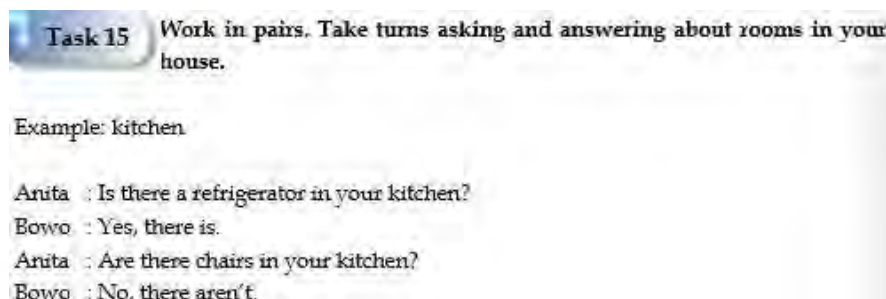


Picture4.9: Task 12 - Activity in Chapter VII about general questions

In Chapter VII Task 12, there are two of criteria of good speaking materials. The criteria number 1, and number 4.

It has criteria number 1 because the instructions given are clear that ask the students to study the expressions in pairs. The instructions is short sentence in English and of course the students in junior high level can understand it easily. That activity containing analytical activities as the criteria number 4 that make the students critically thinking about how to ask something related with house. But, there are no output after learning the expressions that make the communicative point is lost. And there are no challenging activity too.

2. Task 15



Picture 4. 10: Task 15 - Activity in Chapter VII about general questions

In Chapter VII task 15, there are all of criteria of good speaking materials. The criteria number 1 , number 2, number 3, and number 4.

Even though the activity is quite simple, but actually both the students' critical thinking and communicative work are tested here. And the instruction is briefly well explained. And it's quite engaging activity knowing each student can explain about anything around their house just like the example showed.

e. Speaking Material Analysis in Chapter IX

There are two speaking materials in Chapter IX. those are Task 7, and task 8.

1. Task 7

Task 7 Study the following expressions.

In the dialogue in Task 6, you find the following expression:

- Would you like a glass of iced tea?

The expression is used to **offer something**.

You also find this expression:

- Yes, please.

It is used to **accept an offer**.

There is also an expression like "No, thanks." It is used to **decline an offer**.

Here are some other expressions you can use to offer something, accept or decline an offer:

To offer something you can say:

- Will you have
- What can I get you?

To accept an offer you can say:

- Thanks.
- I'd likevery much , (please).

To decline an offer you can say:

- Not this time, thanks.
- No, I really won't, thank you.

Picture 4.11: Task 7 - Activity in Chapter IX about offering something

In Chapter IX Task 7, there are two of criteria of good speaking materials. The criteria number 1, and number 4.

The instructions are clear that ask the students to study the expressions. The instructions is clearly explained in English that makes it suitable with criteria number 1. And in that activity containing analytical activities that make the students critically thinking about how to accept or decline an offer that makes it suitable with criteria number 4. But, there are no output activity after learning the expressions that make the communicative point is lost. And there are no challenging activity either.

2. Task 8

Task 8 What will you say when you are in the following situations?

1. It's a hot day. A friend of yours says, "Will you have a glass of orange juice?"
You say, "_____."
2. You are visiting a friend. After a while, she says "What can I get you?"
You say, "_____."
3. You come over to a friend's house to play. You just ate lunch when he says
"Want to eat lunch?" You say, "_____."
4. A guest comes over to your house. You say, "Would you like some tea?" The
guest will probably say, "_____."
5. Five of your classmates come over to your house to do an assignment. You offer
them something to eat. You say, "_____."

Picture 4.12: Task 8 - Activity in Chapter IX about offering something

In In Chapter IX Task 8, there are three of criteria of good speaking materials. The criteria number 1, number 3 and number 4.

There are no communicative activity since it is individual critical thinking. But, the activity can stimulate the students spirit to be able speaking fluently using offering expressions. The key here are the situations given. So, students can react for the answer.

In conclusion, the whole analysis of the speaking materials is shown in form of table as follow:

Table 4.1: Checklist Table of Analyzing Speaking in Course Book Entitled “Scaffolding”

Chapter	'Scaffolding' Speaking activities	Criteria Number				Remark
		1	2	3	4	
I	Task 3 (see appendix I)	√			√	Fair
	Task 8 (see appendix II)	√	√	√	√	Very Good
	Task 11 (see appendix III)	√	√	√		Good
III	Task 3 (see appendix IV)	√			√	Fair
	Task 9 (see appendix V)	√	√	√		Good
V	Task 8 (see appendix VI)	√	√		√	Good
	Task 9 (see appendix VII)	√			√	Fair
	Task 10 (see appendix VIII)	√	√	√	√	Very Good
VII	Task 12 (see appendix IX)	√			√	Fair
	Task 15 (see appendix X)	√	√	√	√	Very Good
IX	Task 7 (see appendix XI)	√			√	Fair
	Task 8 (see appendix XII)	√		√	√	Good
TOTAL:		12	6	6	10	34

accumulation the points in every criteria. The criteria number 1 get 12 points, Criteria number 2 get 6 point, Criteria number 3 get 6 points too, and Criteria number 4 get 10 points. So, the whole final score is 34.

Thereafter, the researcher calculating the final score into percentage form as follow:

$\frac{\text{Total Criteria Acquired}}{\text{48 (Top Amount of Criteria)}} \times 100 = \frac{34}{48} \times 100 = 70,83\%$

2. Scoring Result

The result of speaking materials quality is stated in the table below:

Table 4.2: Course Book Quality Categorize Based On Percentage

Percentage Acquired	Remark
76 - 100	Good
36 -75	Fair
0 - 35	Bad

Then the percentage result acquired is 70,83 %. So, the final remark is “Fair”.

B. Discussion

Through the coursebook there are many kind of activities in developing Speaking skill. Activities that Emphasize Speaking can be formed into Group competitive games such as: Short dialogs, Information gaps, Corners, Talking (or writing about)/finding things in pictures (What’s happening here?), Line up (partner exchange), Dictations (not communicative, but they give more hearing practice as well as being useful for assessment. it’s easier to see what they’ve learned.), Find someone who (An activity in which Intermediate students ask many classmates questions from a list until they get a positive response and signature for every question possible.), The Question game, Debate, and there are still many more ideas that can be used in speaking materials.

Based on the result on the checklist table, the researcher found 70,83 % speaking materials in the coursebook “Scaffolding” published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008 is relevant with good speaking criteria on the checklist table. The speaking materials in course book “Scaffolding” published by PUSAT PERBUKUAN Departemen Pendidikan

Nasional 2008 is “Fair”. Because it proved that the speaking material activities are fairly suitable with criteria given.

In this research, there are four criteria that indicate the good quality of speaking materials: those are has Clear Instructions In Every Activities There Are Communicative Activities, There Are Engaging And Challenging Activities, and There Are Analytical Activities.

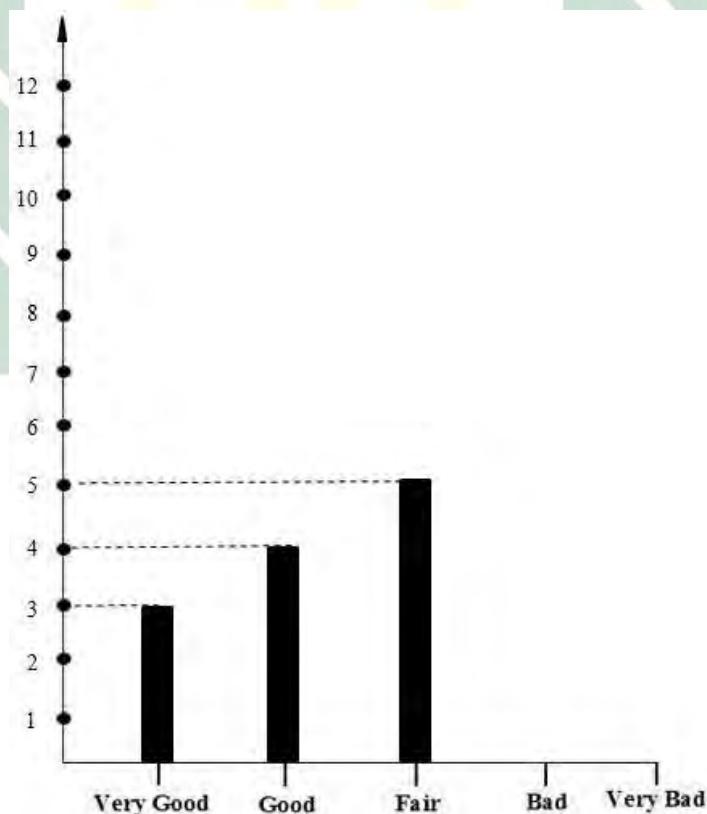
There are a few of activities that got “Very Good” remark. Such as in Task 15 - Activity in Chapter VII about general questions Even though the activity is quite simple, but actually both the students’ critical thinking and communicative work are tested there. And the instruction is briefly well explained. And it’s quite engaging activity knowing each students can explained about anything around their house just like the example showed. This activity is suitable with all four criteria. So that, the remark acquired is “Very Good”

In other hands, most of the speaking activity got “Fair” remark. Such as in Task 7 - Activity in Chapter IX about offering something the instructions are clear that ask the students to study the expressions. The instructions is clearly explained in English. And in that activity containing analytical activities that make the students critically thinking about how to accept or decline an offer. But, there are no output activity after learning the expressions that make the communicative point is lost. And there are no challenging activity either. Only two criteria that represent the material. So that, the remark acquired is “Fair”.

Finding out the analysis result that There are 12 Speaking activity analyzed with the Good Speaking Criteria. There are only three remarks shown on the

result, those are: “Fair”, “Good” and “Very Good”, that categorizing all the speaking materials. And most of the activity got remark “Fair” and some are “Good”. The result that has remark “Fair” are Task 3 Chapter I, Task 3 Chapter III, Task 9 Chapter V, Task 12 Chapter VII, and Task 7 Chapter IX. Then topic that has remark “Good” are Task 11 Chapter I, Task 9 Chapter III, Task 8 Chapter V, and Task 8 Chapter IX. Then topic that has remark “Very Good” are Task 8 Chapter I, Task 10 Chapter V, and Task 15 Chapter VII. And there are no activities that got “Bad” or “Very Bad” remark.

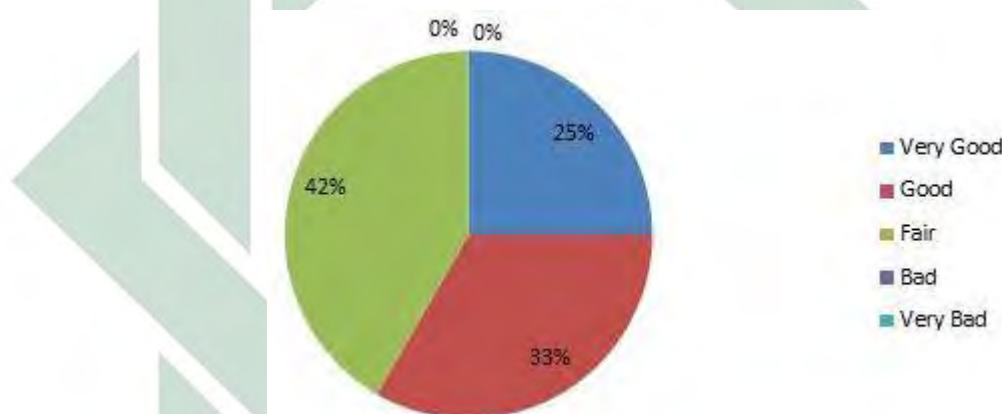
Then, let’s try with the different point of view by looking on the remark acquired, the researcher shows it into graphic as follow:



Graphic 4.1 The Remark acquired in the materials

As the graphic shown, there five kind of remark can be acquired for the „Speaking activities“, those are “Very Bad”, “Bad”, “Fair”, “Good”, and “Very Good”. And the number 1 up to 12 is the total amount of the Speaking activities in the course book.

The total amount “Very Bad” and “Bad” remark is Zero (0). Then, the total amount “Very Good” remark is Three (3). The total amount “Good” remark is Four (4). And the total amount “Fair” remark is Five (5). So that it can be measured the percentages as the graphic below:



Graphic 4.2 Percentage of the remark acquired

The percentage “Very Bad” and “Bad” remark is Zero (0%). Then, “Very Good” remark is Twenty Five Percent (25%). The “Good” remark is Thirty Three Percent (33%). And the “Fair” remark is Fourty Two Percent (42%).

From here, it can be concluded and decided that most of the speaking materials are fair and contain great communicative activities with the good speaking criteria.

In the conclusion, the analysis has the result that the Quality of the speaking material in course book entitled “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008 is “Fair”.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion related to the research finding and discussion.

A. Conclusion

Based on the research finding and discussion on chapter IV, The conclusion is that the Quality of the speaking material in course book entitled “Scaffolding” for grade VII published by PUSAT PERBUKUAN Departemen Pendidikan Nasional 2008 is “Fair” with whole percentage 70,83 % in which the speaking materials in the coursebook is relevant with good speaking criteria on the checklist table.

B. Suggestion

Meanwhile the speaking materials in this course book are “Fair” and suitable with the criteria given, but the researcher has no right to say that the whole course book content is appropriate. There are still further analysis needed in which is the wise way that the teacher should be evaluate and find the best and relevant learning source before they teach students.

Based on the result of this research, the researcher recommends some suggestion to the following:

1. For the teacher

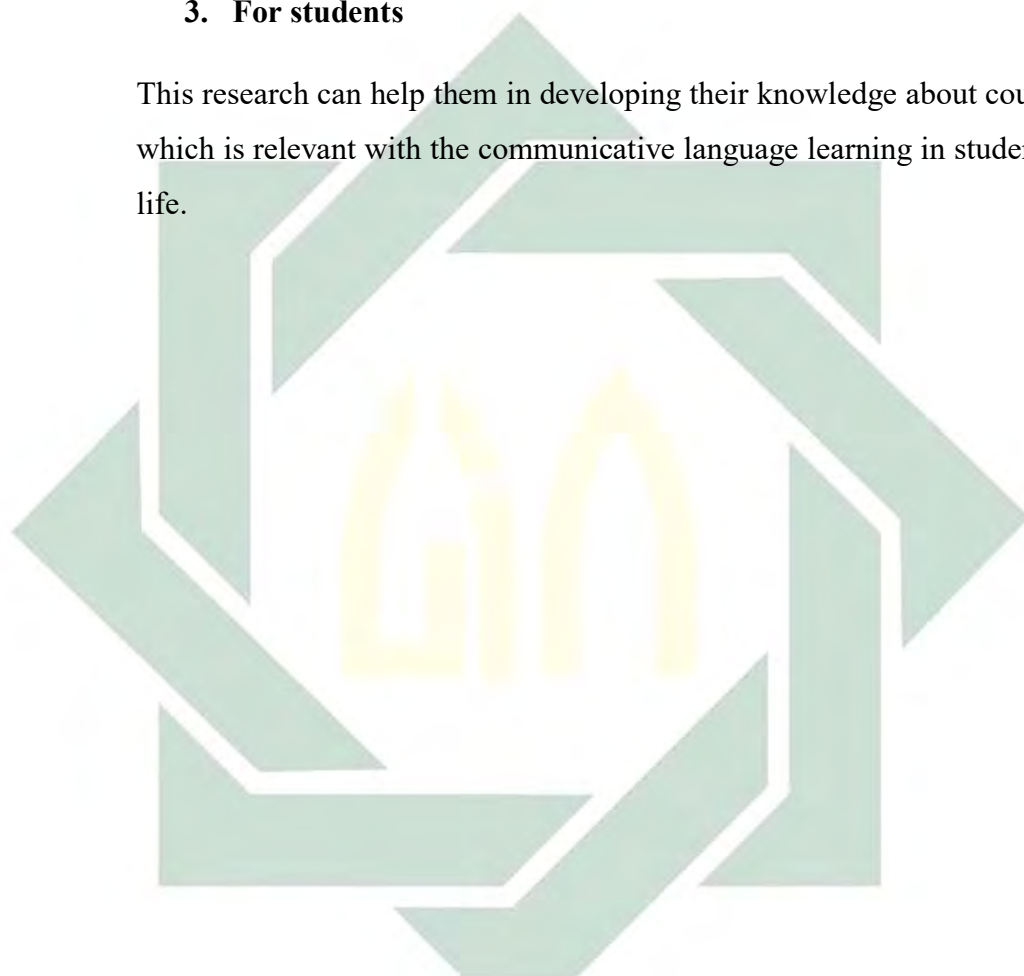
Teachers have to pay attention on materials and choosing the suitable course book for their students’ need. And also teacher should be able to expand their ideas in teaching speaking using good resource.

2. For further research

This research can become a reference for further research, especially course book analysis research in speaking skills.

3. For students

This research can help them in developing their knowledge about course book which is relevant with the communicative language learning in students' daily life.



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