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NAME

1. Anugrah Aprizon

AFFILIATION

1. State Junior High School 2 Painan

EMAIL

1. anugrahofficial408@gmail.com

*corresponding author

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SEVENTH GRADE JUNIOR HIGH SCHOOL BOOK FOR SPEAKING MATERIAL, WHEN ENGLISH RINGS A BELL

Abstract

The purpose of this study was to describe whether the speaking materials from the English textbook entitled "When English Rings a Bell" for 7th Grade Junior High School students fulfill the criteria of good speaking materials based on the Cunningsworth' and Savignon's theory. This was written by Yuli Rulani Khatimah, Asep Gunawan, and Siti Wachidah. This research is expected to provide a detailed understanding of speaking materials. This study used a document analysis design in collecting data. The researcher used descriptive qualitative methods. The researcher used the instruments in the checklist table. The results of this study indicate that 31% of components meet the criteria in the speaking materials in this textbook. The speaking material in this textbook has some lack in the linguistic and activity aspect but, this book has a good design because its design with colorful and also presents attractive pictures. From the research results, it can be concluded that the speaking materials in this book did not fulfill all of the criteria of good reading materials according to Cunningsworth and Savignon's theory.

Keywords

Analysis of Task, Cognitive Domain, Revised Bloom's Taxonomy

INTRODUCTION

At this time, textbook plays a vital role in ELT. It makes it more crucial when English is learned as a foreign language like in Indonesia. As a language that is learned besides the mother tongue, English is only learned in the classroom. Consequently, English textbook is potentially been the only students with access to language in the classroom. Most teachers often use a textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. The textbook is defined as a book that teaches a particular subject and that is used especially in schools and colleges (Oxford Advanced Learner's Dictionary: 2000). It means that textbook has been used as a guidebook in the learning process in general, it also supported by the ministry of education and mention that textbook defines as print or not print material that is designed to support a substantial portion of curriculum expectations for a specific grade and subject and a resource is intended for use an entire class or group of students. In Indonesia, the textbook is also used in education as teaching material generally and becomes direct for a student to learn the subjects. A textbook or coursebook is a book that provides the core materials for language learning. the material or activity on the textbook has an important role for students to develop their English skills. The teacher also has to attention to detail on the material or the textbook they used. As a statement by Cunningsworth said teacher needs to be able to make the appropriate choice when selecting textbook and supporting materials. it's important to select a textbook that will use in the learning process.

In selecting a textbook, it has to be integrated with the current curriculum that used in school. Based on Indonesia's recent curriculum, the textbook has to be arranged according to the 2013 curriculum Nasional Education Standard Agency. The curriculum 2013 consists of 3 aspects of assessment, and among them are cognitive, affective, Psychomotor. In the implementation, curriculum 2013 uses a scientific approach and as stated by Atmarizon, by using the scientific approach, it hoped to develop students' creativity, productivity, innovation, and effectiveness through integrated skills, attitude, and knowledge. Selecting the textbook is needed because, as stated by Cunningsworth textbook is an important resource for presenting the components of language, activities, stimulating the ideas, self-directed learning in some context, used as syllabus, and support for less experienced teachers. According to Permendikbud no. 8 (2016), there are several aspects, among them are material aspect, linguistic aspect, presentation aspect, graphic aspect. and for this research, the author uses Cunningsworth and Savignon's theory.

Cunningsworth theory covers all of the aspects like internal and external factors of a textbook. The criteria of the textbook on this theory are not only about content and design but also about aims, approaches, design and organization, language content, skills, topics, methodology, teacher's textbook, and practical consideration. Cunningsworth's theory also gives some guidelines to selecting a good coursebook or textbook, according to Rahmawati, Cunningsworth theory provides 4 different guidelines that could be used to evaluate textbook, among them are aims and objectives, the usefulness and the usefulness, and the relevance to the learner of the language being taught, students' learning needs, and concerning the role of the coursebook in promoting effective learning. criteria by Savignon is concerned to the learner to master skills through the material provided in the textbook, example in evaluating the materials in the textbook, Savignon gave several criteria that should be fulfilled and one of the criteria is the materials should help a learner to feel ease, because it will make the learner feel comfortable in the teaching process, so they motivated to learn and master the skills as fast as possible without any pressure. That's why these theories are reliable in selecting a good textbook.

A lot of books that used in English teaching, even more so that textbook published by the Ministry of Education and Culture in 2016 entitled "When English Rings a Bell". This textbook was

recommended by the Indonesian Ministry of Education and Cultural to help teachers in students in the learning process. This book is still appropriate in ELT, because “When English Rings a Bell” follows and is adjusted with K13 (curriculum 2013). In West Sumatra, there is 247 school that applied K13 in the education system, and also used the textbook that is relevant to the curriculum and recommended by the Ministry of Educational and Cultural.

According to the explanation above, textbook quality can be seen from 4 aspects, and one of them is the material aspect. The material in the textbook should conform with curriculum 2013. The material is expected to make students active and increase student interest in the learning process, and it also must be balanced between the attractive illustration and material, it can help students to understand the material, because they can take a look the example the material with illustrations on the textbook and all of the English skills in the textbook should have combining between the material and illustrations especially speaking skill.

According to Chaney in Leong, Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The point of speaking is, how to make your audience understand with information that you give. Speaking is a crucial part of second language learning and teaching, speaking has five components that have to be acquired for students, the 5 components are pronounced, grammar, vocab, fluency, and comprehension. However speaking skill has to be mastered by student, because with speaking skill students can share their ideas, information, or something else. This is supported by Hakim who states that speaking is a way to express our minds and idea. Moreover, as a form of communication, speaking refers to a language for oral communication between people.

The phenomenon researcher found in a school was that the skills were not balanced yet in the learning process. The most of students in Junior High school seems still difficult in speaking even. Moreover in pronounce, a student can even say the word correctly. Limited vocabulary also becomes the next reason for them being slow in mastering speaking.

Therefore, the researcher is interested in seeing English textbook material, especially speaking material. Regarding material in the textbook, it's necessary to re-evaluate the speaking material. Based on the problems above, the researcher intends to conduct the research entitled “**The Analysis of Speaking Material in English Textbook Entitled “When English Rings Bell” for seventh Grade Junior High School**”.

METHOD

In this study, the research design used is the descriptive qualitative method. Qualitative descriptive research methods have been very common procedures for researching many disciplines, including education, psychology, and social sciences. The goal of descriptive research is to describe a phenomenon and its characteristics. Descriptive design is usually used by researchers to analyze their research that has relevance with quality of something like study, journal, teaching technique, and also textbook.

To find valid and reliable data with the research, it will need to be used or choose the right instrument. Instruments are tools used in a study to collect data. There are many instruments to collect the data in research and one of them is a checklist. In general, Checklist Table is a type of informational job aid used to reduce by compensating for a potential limit of human memory and attention, it helps to ensure consistency and completeness in carrying out the task, and the basic example is “To do list”.

To gain the result percentage, the researcher uses the formula by Sudjono (2010: 43) as follows:

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

Note: *P*: Percentage
f: Frequency of fulfilled the criteria
n: The total number of criteria in each aspect

Range of Fulfillment Score	Categorized
90%-100%	Excellent
70%-89%	Very Good
50%-69%	Good
20%-49%	Fair
0%-19%	Poor

RESULTS

Analysis Table

Unit	Total Score	
	YES	NO
How are you?	11	17
It's me	10	18
It's My birthday	11	17
I love people around me	9	19
How many pets do you have?	9	19
Let's listen the songs	7	21
I love the thing around me	6	22
She's so nice	7	21
My grandfather is a Doctor	7	21
Attention, please!	9	19
I'm proud of my teachers	9	19
Total	95	213

Based on the percentage above, the final criteria has fulfilled is 31% from the 100%.

From the findings, the author found that the criteria that fulfilled are only 95 criteria. The author also found that the speaking material in this textbook has some lack in the linguistic and activity aspect, but this book has a good design because its design with colorful and also presents attractive pictures.

DISCUSSION

No discussion

CONCLUSION AND SUGGESTION

The purpose of this study was to determine whether the speaking material in the "When English Rings a Bell" textbook published by the Ministry of Education and Culture of the Republic of Indonesia meets the criteria for good teaching materials according to Cunningsworth and Sauvignon's theory. The results of the study showed that not entirely the speaking material was following the criteria of good speaking materials which is related to Cunningsworth and Sauvignon's theory.

In conclusion, the textbook "When English Rings a Bells" can be used by students and teachers in the classroom as a guide in carrying out reading activities. But there are parts from the textbook that need an improvement so that learning objectives can be achieved properly, and also the student ability can be maximized as well.

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