Belajar Praktis Bahasa Inggris, A Source for Developing Eleventh Graders' Speaking Skill

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Abstract

The objectives of the research are to describe *Belajar Praktis Bahasa Inggris*, a source for developing eleventh graders' speaking skill and to know whether or not the speaking activities belong to communicative activity based on the theory of William Littlewood about communicative activity. This research is descriptive qualitative research in the type of documentary or content analysis. The data source that is used is textbook entitled "*Belajar Praktis Bahasa Inggris*" for eleventh graders. The data will be analyzed by using Richard's theory (2015) about genres of spoken interaction and Littlewood's theory (2014) about communicative activity. There are some steps in analyzing data. The first step is familiarizing and organizing, the second is coding and reducing, the last is interpreting and representing. The research based on Richard's theory (2015), there are out of five kinds of speaking activity that are found in the textbook. Those are small talk, conversation, discussion, and presentation. There are four categories of communicative activity that are found in the textbook. Those are pre-communicative language practice that is about 20%, communicative language practice in about 33.3%, structured communication 6.7%, and authentic communication 40%. In conclusion, this textbook belongs to communicative activity because there is no activity that is categorized as non-communicative learning.

Keywords: *belajar praktis bahasa inggris*, developing, speaking skill

Introduction

English was known as international language in which it was important for every country including Indonesia to put English as one of the subjects in the school curriculum. Nowadays, in Senior High School of Indonesia, it used 2013 curriculum. According to Lesmana and Kusumarasdyanti (2015), one of the goals of 2013 curriculum was producing students who had good competence to survive in global era. Global era was one of the external challenges for the students in Indonesia in many aspects such as technology and information, revolution and creative industries, and development of education in international level (*Lampiran peraturan Menteri Pendidikan Nomer 68 tahun 2013*). By mastering English, it would be better for students to access any information and also communicated with people around the world. English also could make students easier to apply for a job because many institutions and companies gave more value for those who mastered English.

Indonesian government gave support for Indonesian students in order to master English. Based on National Education Ministry (2011), the government put English as the compulsory subject that was taught from junior high school until university. English also became one of

the national examination subjects for junior high school and senior high school (the rule of Indonesian government number 32, 2013). As English became one of the subjects of the national examination, it became a must for students to learn and mastered English so that they could pass the examination.

Based on one of the writer's experiences when she did a teaching practice in SMA, one component that became the students' weakness was speaking skill. Speaking was an interactive process of constructing meaning that involved producing, receiving and processing information (Brown, 2014: 85; Burns & Joice, 2011: 47). Most of students understood when they listened their teachers" explanation. However, when students asked to speak up, they were not confident. This problem must be fixed because if students just became passive speaker, they could not communicate in English. According to Richard (2015: 32), there were some genres of spoken interaction, those were small talk, casual conversations, telephone conversations, transactions, discussions, interviews, meetings, presentations, and debates. The writers assumed that many students did not know the genres or types of the speaking activities that included in the textbook.

There are many ways to develop speaking skill such as short conversation, small group discussion, role play, retelling the story or speech contest. Those ways are very useful for students. It is usually conducted by the teacher in the classroom to develop students speaking skill. Also, today there are many teaching methods to support speaking class. Each method has strength and weaknesses. Therefore, it depends on the classroom situation and the students themselves.

Some of the students in eleventh grade, felt ashamed to speak English. There are some factors that make them feel ashamed to speak English. First, they were lack of interest and motivation to speak. Second, they rarely practiced speaking English with their friends. Last, they did not really enjoy the English subject. In short, the students needed an interesting situation in the classroom to make them comfort and enjoy to learn English particularly in speaking.

To support English as one of the subjects that was taught in the school, teacher needed English textbook that fit to Curriculum 2013. According to the rule of Ministry of Education and Culture number 8 (2016) about books that were used by educational units, textbooks were the main learning resource for achieving basic competencies and core competencies and were declared feasible by the Ministry of Education and Culture to be used in educational units. In the textbook "*Belajar Praktis Bahasa Inggris*" for eleventh graders by Viva Pakarindo there were four activities that could help students to master English those were listening, speaking, reading, and writing activities.

As textbooks were the most common form of teaching materials in language teaching (Richards, 2015: 35), the content of the textbook should help students to be more understood and mastered the materials. Teacher should be selective and paid attention in selecting the textbook. The textbook should be selected well in order to get the best and suitable textbook for the students. To know the content of the textbook, the teacher should evaluate it before it was used.

Based on the formulation of the problem, the objectives of the study were: 1) to describe *Belajar Praktis Bahasa Inggris*, a source for developing eleventh graders' speaking skill, and 2) to know whether or not the speaking activities belong to communicative activity based on the theory of William Littlewood about communicative activity.

Literature Review

1. Speaking

Richards (2015: 36), there were five genres of spoken interaction as follows.

a. Small Talk
   Small talk consisted of short exchanges that usually began with a greeting, move to back-and-forth exchanges on non-controversial topics.

b. Conversation
   Conversation was a much more serious type of (exchange) in which partners had a set purpose in mind as to what they were going to talk about, or what conclusion they wanted to arrive at.

c. Transactions
   A transaction was an interaction that focused on getting something done, rather than maintaining social interaction.

d. Discussions
   A discussion was an interaction focusing on exchanging ideas about a topic and presenting point of view and opinions.

e. Presentations
   Presentations were another type of spoken discourse that might be important for some groups of learners.

2. Continuum of Communicative Activity by Littlewood

Littlewood (2014) classified the communicative activity into several themes in five categories continuum with some degrees from focused on form until focused on meaning. We could see the continuum below.

Table 2.1.
Continuum of Communicative Activity

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

Method

To conduct this study, the writers used descriptive qualitative method in the type of documentary or content analysis. The goal of descriptive qualitative method was to describe a phenomenon and its characteristics. The object of this study was an English textbook entitled "*Belajar Praktis Bahasa Inggris*" for first semester of eleventh graders used by eleventh grade students published by Viva Pakarindo.

The unit of analysis in this study was speaking activities in English textbook entitled "*Belajar Praktis Bahasa Inggris*" published by Viva Pakarindo. The textbook contained four chapters. Each chapter consisted of two until three speaking activities. In the data collection method, the writers looked for the theory about genres of speaking and communicative activity which was used to analyze whether the speaking activities that were included in the textbook belonged to communicative activity or not.

In the data collection method, the writers looked for the theory about genres of speaking and communicative activity which was used to analyze whether the speaking activities that were included in the textbook belonged to communicative activity or not. After the writers got the complete data from textbook entitled "*Belajar Praktis Bahasa Inggris*" for eleventh graders, the writers analyzed the data by using three stages for analyzing qualitative data by Ari (2016: 52), as follows: 1) Familiarizing and Organizing, 2) Coding and Reducing, and 3) Interpreting and Representing.

Finding and Discussion

The genres of speaking activity that were found in the English Textbook *Belajar Praktis Bahasa Inggris* for eleventh graders published by Viva Pakarindo that from five kinds or genres of speaking that had been explained by Richard (2015: 32), the writers found four genres in the textbook *Belajar Praktis Bahasa Inggris* for eleventh graders published by Viva Pakarindo those were small talk, conversation, discussion, and presentation, while there was no transactional activity in the textbook.

After analyzing the genres of speaking activity, then the writers analyzed and classified the genres into some stages of communicative activity based on Littlewood's theory about communicative activity that were found in the textbook were divided into different stages of communicative activity based on Littlewood's (2014) theory. The writers classified the genres of speaking activity and also the stages of communicative activity that were found in the textbook *Belajar Praktis Bahasa Inggris* for eleventh graders in the form of percentages. The data were described as follows.

1. Genres of Speaking Activity

Based on the data analysis, it could be seen that there were four types or genres of speaking that were found in the English textbook entitled Belajar Praktis Bahasa Inggris for eleventh graders published by Viva Pakarindo, those were small talk, conversation, discussion, and presentation.

a. Small Talk

The first genre that found in the textbook was small talk. The writers analyzed the types of speaking activity by using Richard (2015: 32) theory. Characteristics that were usually found in small talk activity were acquiring fixed expressions and routines used in small talk, using formal or casual speech depending on the situation, developing fluency in making small talk around predictable topics, using opening and closing strategies, and using back channeling. After looked into those characteristics and also the other aspects, the writers categorized the activities that were mentioned and explained above as small talk.

b. Conversation

The second genre that found in the textbook was conversation. In addition to the explanation above, there were other characteristics of conversation, those were conversation involved longer exchange that might follow on from small talk and its more meaningful type of interaction that result from small talk, no one speakers appeared to dominate the conversation, and the used of back-channeling. The activities above were accordance with characteristics of conversation based on the theory of Richard (2015: 33), so that the activities were classified as conversation.

c. Discussion

The next genre that found in the textbook was discussion. An activity could be classified as discussion if it involved some skills, those were giving opinions, presenting a point of view, supporting a point of view, taking a turn, listening to other‟s opinions, agreeing and disagreeing with opinions, and summarizing a position. One of the reasons the activities above were classified as discussion because it appropriate with the skills that involved discussion activity. The other reasons were because those activities appropriate with the characteristics of discussion activity like had serious and important topic, solving a problem, explored different sides of an issue, and the example of the topic was about educational and professional setting.

d. Presentation

The last activity that found in this textbook was presentation. Presentation tent to be in the form of monologues rather than dialogues, often followed a recognizable format and were closer to written language than conversational language. Similarly, they were often evaluated according to their effectiveness or impact on the listeners or audience. For example, speech, public announcement (talk which was transmits information before audience).

2. Category of Communicative Activity

In analyzing category of communicative activity, the writers used Littlewood's (2014) theory. The result of the analysis of category of communicative activity would be presented in the form of percentage in the table below:

Unit	Number of activity	Non-Communicative Activity	Communicative Activity			
		Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication
1	1	-	-	-	-	✓

	2	-	-	✓	-	-
	3	-	-	-	✓	-
2	1	-	-	-	-	✓
	2	-	-	-	-	✓
3	1	-	-	-	-	✓
	2.1	-	✓	-	-	-
	2.2	-	✓	-	-	-
	2.3	-	-	✓	-	-
	2.4	-	-	✓	-	-
	2.5	-	-	✓	-	-
	2.6	-	-	✓	-	-
	2.7	-	✓	-	-	-
4	1	-	-	-	-	✓
	2	-	-	-	-	✓
	Total	0	3	5	1	6
	Percentage	0%	20%	33,3%	6,7%	40%
	Total percentage	0%	100%			

Discussion

In analyzing category of communicative activity, the writers used Littlewood‟s (2004) theory.

1. Pre-communicative Language Practice

The first category that was found in the textbook was Pre-communicative language practice. Based on Littlewood‟s (2004) theory, the characteristics of Pre-communicative language practice was practicing language with some attention to meaning but not communicating new message, for example question and answer practice in which the teacher asked a question to which everyone known the answer, but the students could not answer without paid attention to the meaning of the word.

2. Communicative Language Practice

The second category that was found in the textbook was communicative language practice. The feature of communicative language practice was practicing pre-taught language in a context where it communicated new information, for example activities in which learners used recently taught language in order to conduct a survey among their classmates, or asked a partner for information in order to complete a table or picture.

3. Structured Communication

The third category that found in the textbook was structured communication. The characteristic of structured communication was using language to communicate in situations which elicit pre-learnt language but with some unpredictability. This category included

structured role-play, more complex information-exchanged activity, and simple problem solving.

4. Authentic Communication

The last category that found in the textbook was authentic communication. An activity called as authentic communication if it used language to communicate in situations where the meanings were unpredictable. The examples were using language for discussion, problem-solving, and content-based tasks.

Based on the table above, it could be seen that the category that be the highest was authentic communication. There are 6 activities that categorized as authentic communication, it was about 40%. The second range was communicative language practice. The total activities that categorized as communicative language practice was 5 activities, it was about 33.3% number of activity. The third stage was pre-communicative language practice that had total 3 activities, it was 20%. The fourth was structured communication that had 1 total of activity and the percentage was 6.7%. The last was non-communicative language practice. There was no non-communicative language practice that found in the textbook, so the percentage was 0%.

The total percentage of category of communicative activity in the textbook was there was no activities that categorized as non-communicative activity 0% and all of activities in the textbook was categorized as communicative activity, it was about 100%.

In teaching and learning process, there were three factors which supported the treatment well. First, the students gave their attention to the material that the researcher gave, and they looked exciting in learning English speaking. Second, the researcher gave them a large chance to express their ideas or thought without feeling any pressure. Third, in information gap the role of the teacher became a guide and facilitator for them. Therefore, the students were motivated to speak English and they also felt learning English was not a boring subject anymore; but it was fun.

Speaking is one of skills in English. Speaking is very important for people in looking for jobs because spoken English is one of qualification if we want to find the job. Speaking in front of the people is very important so that we can communicate each other. Speaking English is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In modern era speaking English is very universal thing so that it can make people to be able to interact and communicate easier even though we come from different countries in the world. Many people have ability to speak in front of other people. By speaking with the people from different countries, people are able to know what happens in the world. People in the world use English to communicate each other and use speaking to interact each other too. So, communication and speaking cannot be separated because they are connected each other. People are be able to communicate in English after they have learned it. It can be learned especially in the school where the students can focus their study to learn it. The aim to study English at school is not only for achieving good marks.

Conclusion

After analyzing the genres of speaking activity in the English textbook "*Belajar Praktis Bahasa Inggris*" for eleventh graders published by Viva Pakarindo, the result can be concluded as follows: 1) The writers found 4 (four) genres that are included in the textbook, those are small talk, conversation, discussion, and presentation, and there is no transaction activity in the textbook. Small talk activity is found in 5 (five) activity of the textbook, there are 4 (four) conversation activity, 5 (five) discussion activity, and 1 (one) presentation activity, and 2) After analyzing the communicative activity, the writers found 4 (four) categories of communicative activity based on Littlewood's (2014) theory in the textbook, those are pre-communicative language practice, communicative language practice, structured communication, and authentic communication. There is no non-communicative learning that was found in the textbook. Pre-communicative language practice is found on 3 (three) activities or it is about 20%. There are 5 (five) activities or 33.3% that is categorized as communicative language practice. There is 1 (one) activity or about 6.7% that is categorized as structured communication and there are 6 (six) or 40% activities that is categorized as authentic communication. The result of the analysis is this textbook belongs to communicative activity because there is no activity in the textbook that is categorized as non-communicative language learning. All of the activities on the textbook are categorized from pre-communicative language practice which concern to the meaning of the language although it does not deliver new message, communicative language practice, structured communication, and authentic communication.

Based on the conclusions above, some suggestions are offered: 1) The English teacher should be selective in choosing best textbook for students and make sure the textbook that used for teaching learning process contain communicative activity because English is a material that needs to be practice in both written and oral form not just written form and needed to be used to communicate with the other. Textbook that contains communicative activity can help students to exercise their selves in communicate using English, and 2) The writers hope this research can be reference and make a contribution to the future research about genres of speaking activity and communicative activity in the English textbook. The further researchers should search more information and data about genres of speaking activity and communicative activity because certainly there are many deficiencies on this research. Hopefully the further researchers could make research better from this research.

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