ABSTRACT

Nafisatin, Fajrin. 2015. An Analysis on Speaking Materials of Seventh Grade Students' *Textbook "When English Rings a Bell".* Thesis, English Education Department, Education Faculty, State Islamic Collage of Ponorogo, Advisor Pryla Rochmahwati, M.Pd.

Key word: textbook, evaluation, speaking materials

In the curriculum development, it is important to conduct an evaluation of the textbook to ensure the suitability. This research is mainly intended to analyze whether the speaking materials on the English textbook entitled Bahasa Inggris: "When English Rings a Bell" for seventh grade students of Junior High School is compatible or not with the criteria of good textbook in term presentation materials suggested by Greene and Petty, and kinds of speaking activities suggested by Kathleen M. Bailey.

This research applied qualitative evaluative research. In collecting data, the writer employed content analysis. The data were analyzed by impressionistic and checklist method. The general impression and checklist would be combined reading skimming and systematic way that the criteria on the list were checked off in a certain order. In this research, there are two kinds of data, they are primary data (all of materials on the textbook), and secondary data (all of documents that used to analyze in this research). The step of data analysis; (1) Categorize the data by creating labels on speaking materials, (2) Synthesize the data based on requirement of good textbook in terms of material presentation and activities, (3) Interpret the data.

The result of analysis shows that speaking material presentation in the textbook is compatible with the criteria of good textbook suggested by Greene and Petty in terms of interesting and attractive, motivating, illustrative, appropriate with Curriculum 2013 syllabus, related to other science branch, stimulating and interactive, meaningful, contextualized, providing the balance and emphasizing values, creative and respecting. The speaking material in term activities have percentages as follows; (1) Conversations has 10 conversation activities or 8,78%, (2) Interview has 9 materials or 7,89%, (3) Information gap has 11 materials or 9,65%, (4) Jigsaw activity has 3 jigsaw activities, and the percentages of jigsaw activities are 2,63%, (5) Scripted dialogues, drama, role-play have 12 of role-plays' activities or 10,52%, (6) Logic puzzles has 2 materials on the textbook or 1,75%, (7) Picture-based activity has 42 materials or 36,84%, (8) Physical action has 26 materials or 22,81%.

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CHAPTER I

INTRODUCTION

A. Background of the Study

We have known that English has important function nowadays due to some reasons; those are first, as a developing country, Indonesia has to cooperate with other countries to carry about the development in all fields. In this position, English is really needed since it is used as an International language. Phan Le Ha stated that international language used inter-culturally without being the property of any one nation emphasizes the need for interpretive/conceptual tools that are not products of any single culture.[1] Second, Indonesia has to master English as an international language because in science and technology developments the information Indonesia can not work alone. English is used as a tool to understand and develop the information of science and technology progress.

It is the most widely spoken language in the world, with more than 300 million people speaking it as the first language, more than 400 million people speaking it as a second language, and more than one billion people speaking it as a foreign language.[2]

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[1]Phan Le Ha, New Perspective on Language and Education: Teaching English as an International language: Identity, Resistance, and negotiation (Clevedon: Multilingual Matters Ltd, 2008), 23.

[2]David Crystal, English as a Global Language: Second Edition (Cambridge: Cambridge University Press, 2003), 62-65.

On the other hand, learning and teaching English brought about positive changes, as these teachers suggested, they were also concerned with negative influences resulting from their attachment to English.[3] Indonesia has other problem from the children passiveness about their native language. It causes of the government policy to eliminate English-lesson in elementary school. The government thought that the student's pressure in learning was the effect from foreign language learning process. So, they want the students focus on their national language.[4]

A limited concept of the curriculum, defined in terms of what teaching and instruction is to be offered and sometimes also what its purposes, its objective, are.[5] And the other definition, curriculum is typically a guideline set out for educators that prescribes what they need to teach their students.[6] Curriculum as fundamental of education program, that is make curriculum is very important.

The government arranged new curriculum, and namely 2013 curriculum or K13. The curriculum has been implemented to 6.326 schools, 33 provinces in 2013-2014 academic years that have been begun on July 15, 2015. Many aspects education curriculum was developed appropriately with K13 purposes. But in

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[3]Phan Le Ha, New Perspective on Language and Education (Teaching English as an International language: Identity, Resistance, and negotiation), 127.

[4]Astri Hapsari, "Polemik Pelajaran Bahasa Inggris di Kurikulum SD", accessed on http://www.sekolahdasar.net/2012/11/polemik-pelajaran-bahasa-inggris-di.html/08/11/2012

[5]A. V. Kelly, The Curriculum Theory and Practice (London: SAGE Publications, 2004), 2.

[6]Pryla Rochmawati, English Curriculum and Material Development (Ponorogo: STAIN Po PRESS, 2012), 7.

this thesis not explain about this phenomenon, it just discuss about an effect from this changing.

The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). Government Regulations Number 32 Year 2013 has supported this framework. This regulation is elaborated by Education and Culture Ministerial Regulations Number 67, 68, 69, and 70 on Fundamental Framework and Curriculum Structure from Elementary to Senior Secondary and Vocational Secondary School.[7]

From the result from the Djuwairiah Ahmad's research estimate five reasons the K-13 release. The five reasons are world future challenges, government regulations, failure of the former curriculum, potential benefits of enacted curriculum and planning a better education through a better curriculum.[8] From the reason above make the government to compose the ideal textbook. For English, in the teaching process these four skills will be integrated as the notion of communicative competence.[9]

In Curriculum 2013, English subject have some significant changes. They include: (1) removal of English subject from elementary school, (2) reduction of

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[7]Djuwairiah Ahmad, "Understanding the 2013 Curriculum of English Teaching Through the Teachers' and Policymakers' Perspectives" International Journal of Enhanced Research in Educational Development (IJERED), volume 2 issue 4, (July-August 2014), 7.

[8]Ibid., 8-9.

[9]Ibid., 8.

teaching hours at senior high school, (3) reduction of contents of teaching materials (types of texts and speech acts), (5) limitation of topics of discussion, (6) explicit addition of grammar points, (7) integration of all language skills, and (8) reduction of teachers' duties in material and curriculum development.[10]

Knowing that the advantages of English for the development, our government always makes effort to improve the quality of the English teaching in Indonesia by stressing and taking it as a compulsory subject to be taught to the Junior High School and Senior High School. Our government stated in Content of Standard for English subject that is that English is a tool for communicating in spoken and written. Communicating is to understand and give information, thought, and feeling and develop the knowledge, technology and culture.

There is difference between spoken and written language. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.[11] Speaking is skill, and as such needs to be developed and practiced independently of grammar curriculum.[12]

Because of the difficulties faced by most of the students in learning English especially in speaking, the writer will focus his research on speaking materials found in the seventh grade Junior High School students' textbooks. The textbooks are available of Junior High School under the title Bahasa Inggris:

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[10]Kristian Adi Putra, "The implication of curriculum renewal on ELT in Indonesia", Parole, volume 4 No. 1(April 2014), 65.

[11]Jack C. Richards, Teaching Listening and Speaking: from Theory to Practice (New York: Cambridge University Press, 2008), 19.

[12]Scott Thornbury, How To Teach Speaking (Longman,), 1.

"When English Rings a Bell" published by Education and Culture Ministry of Indonesia, 2014. The researcher has made choice to analyze for seventh grade students textbook. In the textbook presented speaking materials in simple dialogues with colorful pictures, and in some activities ask students to practice speaking by short dialogues, games, sings, etc.[13]

The reason of analyzing the textbook that is for beginning level learners, so that has basic speaking materials in junior high school. The materials are very different with the textbook which used the curriculum before. But, in the limitation just analyze speaking materials on textbook. The analysis functions to find out whether the textbook materials are in line with criteria of good textbook, and give solution the weakness in presentation of speaking materials. Jack C. Richard argues that standard or limitation of good textbook give some advantages. They provide structure and a syllabus, help standardize instruction, they maintain quality, provide a variety of learning resources, efficient, provide effective language models and input, train teachers, and visually appealing.[14]

The writer also has the reason to focus in speaking because it is essential language to communicate. According to Jack C. Richards, speaking is a form of language skill as communicative competence that can be developed when it is really used in real life as means communication. Speaking develop as on

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[13]Education and Culture Ministry of Indonesia, Bahasa Inggris: *"When English Ring a Bell"*. Revised edition (Jakarta: Education and Culture Ministry, 2014)
[14]Jack C. Richards, "The Role of Textbook in a Language Program", (online) http://www.professorjackrichards.com/articles/the-role-of-textbook-in.html. 27/03/2015,1-2.

important means of expressing meanings.[15] Speaking is perhaps the most fundamental of human skills, and because we do it constantly, we do not often stop to examine the processes involved. Yet having a simple conversation is anything but a simple process particularly if someone is speaking a new language.[16]

In the theory adopted by Curriculum 2013, the teaching and learning process is primary on enabling students to produce oral and written discourse. The speaking cycle is the first step in English teaching- learning, it is earlier than writing cycle. And speaking is the mean materials to beginning level learners. it is trapped into teaching students not only receptive but also productive oral skills. It was be designed English textbook in Curriculum 2013 for seventh grade students.[17] And automatically, the speaking material design is different than writing. Although, the criteria of good textbook was is same. It's all appropriated with the evaluation needs.

The speaking materials presentation of the textbook should meet the needs in several ways, it also must be able to stimulate or organize layout, and design. The learners' cultural backgrounds, ages, interests, and purposes in acquiring the second language must also be considered.[18] Referring to the explanation above, the writer is interested in conducting a research dealing with "An analysis on

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[15]Jack C. Richards, Methodology in Learning Teaching (United Kingdom: Cambridge University Press, 2002), 68.

[16]Ibid., 121.

[17]Kristian Adi Putra, "The Implication of Curriculum Renewal on ELT in Indonesia", 70.

[18] Dawn Garinger, "Textbook Selection for the ESL Classroom", ERIC DIGEST, volume 2 issue 10 (December, 2002)

Speaking Materials of Seventh Grade Students' Textbook Bahasa Inggris: "When English Rings a Bell".

B. Research Focus

The scope and set problem of the research are necessary to limit, so that they will be efficacious. In this study, the writer just gives intention in speaking material presentation aspects and activities that is found in report genres in the seventh grade students' textbook "When English Rings a Bell".

C. Statement of the Problem

1. How much does the textbook meet the requirements of good English textbook in term of speaking material presentation aspects?
2. How much does the textbook meet the requirements of good English textbook in term of speaking activities?

D. Objective of the Study

1. To describe the textbook meet the requirements of good English textbook in term of speaking material presentation aspects.
2. To find out the most dominant kinds of speaking activities found of speaking materials in the textbook.

E. Significance of the Study

By conducting this study, it is expected to give useful information and contribution for educational environment, theoretically and practically.

1. Theoretically

   a. The result of this study will be useful and contribute to scientific treasure in the field of education.

   b. People who want to conduct a research in English textbook materials can use the results of the research as the reference.

2. Practically

   a. The writer gets a lot of knowledge about textbook analyzing process.

   b. Teachers could use the finding as a consideration in selecting appropriate textbook for the teaching instrument.

   c. The students are expected to have high motivation in learning English, especially with supporting textbook.

F. Research Methodology

1. Research Approach and Type

   The research approach of this study was qualitative. In qualitative approach typically focuses on compiling a selection of micro-level case studies which are investigated using a combination of informal interviews,

participant observation and more recently visual media like photography and video.[19]

This research use one of qualitative classifying that the approach is content analysis. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. This approach usually begins with a question to get the best answer.[20]

Content analysis focus in the question; "What meaning is reflected in these materials?" The characteristics of the approach are has its roots in communication studies, uses analysis of written or visual materials, describes the characteristics of the materials, can be quantitative and qualitative.[21]

The approach combination of this research is qualitative evaluative research. Evaluation is defined variously, depending on the subject matter, applied methodology or the application of its result. According to the Longman Dictionary of Language Teaching and Applied Linguistics, the most basic definition of evaluation is "the systematic gathering of information for purposes of decision making." In language programme evaluation, evaluation

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[19]Linda Mayoux, Quantitative, Qualitative or Participatory? Which Method, for What and When? in Doing Development Research (London: SAGE Publications, 2006), 118.

[20]Donald Ary, et. al, Introduction to Research in Education (Eighth edition) (Wadsworth: Cengage Learning, 2010), 29-30.

[21]Ibid., 452.

is related to decisions about the quality of the programme itself and decisions about individuals in the programmes. [22]

For this research will evaluate textbook materials especially in speaking. Materials evaluation is the process of measuring the value and effectiveness of learning materials in language teaching.[23] The consideration according to Rod Ellis who have stated that are two types of materials evaluation, namely, predictive evaluation and retrospective evaluation. Predictive evaluation is designed to make a decision regarding materials to use.[24]

There are three basic methods for evaluating textbooks. They are impressionistic method, checklist method, and the in-deep method.[25] And the researcher chose the impressionistic method and checklist method. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and visuals. This method is not adequate in itself but cloud be combined, and the researcher chose to combine with the second method which is called checklist method.

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[22]Jack C. Richards and Richard Schmidt Longman Dictionary of Language Teaching and applied Linguistics (Fourth edition) (Pearson Education Limited, 2010), 206.

[23]Jack C. Richards and Richard Schmidt Longman Dictionary of Language Teaching and applied Linguistics (Third Edition) (Pearson Education Limited, 2002), 322.

[24]Montaseer Mohammed Abdel Wahab, "Developing an English Language Textbook Evaluation Checklist". IOSR Journal of Research and Method Education (IOSR-JRME) Volume I Issue 3, (March-April 2013), 57.

[25]Ibid., 56.

2. Data and Data Source

    a. Data Sources

        1) Primary Sources

            Primary sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts. [26] In this research, writer uses textbook Bahasa Inggris: "When English Rings a Bell" for seventh grade students as the primary data source.

        2) Secondary Sources

            Secondary sources, the mind of a non-observer comes between the event and the user of the record.[27] Secondary sources from some books can supported the research, in methodology, theory or analysis. K13 curriculum and syllabus are important document to analyze textbook.

3. Technique of Collecting Data

    The technique of collecting data in this research is documentation. Examining records and documents is an unobtrusive approach to qualitative research and can be conducted as part of a study that includes other forms of data collection or alone.[28] The steps of data collection are:

a. Selecting textbook

    There are two textbook for Junior High School, but the researches choose one of book by title Bahasa Inggris: "When English Rings a Bell"

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[26]Donald Ary, et. al, *Introduction to Research in Education*, 467.
[27]Ibid., 467.
[28]Ibid., 443.

for seventh grade students of Junior High School. The result of the selecting because of for the seventh is estimated substantial by speaking materials.

b. Selecting Speaking materials

Selecting materials, that is included in speaking materials from all of materials on textbook. From the textbook, the researcher classify only speaking materials based on syllabus. It helps the research be specific and give limitation.

4. Technique of Data Analysis

Data analysis is a process whereby researchers systematically search and arrange their data in order to increase their understanding of the data and to enable them to present what they learned to others.[29]

The approaches to analysis of qualitative data can be described in three stages; (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.[30]

Document analysis can be of written or text-based artifacts and of non-written records. The following of written documents are textbooks, novels, journals, meeting minutes, logs, announcements, policy statements,

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[29]Ibid., 480.
[30]Ibid., 481.

newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.[31]

In content analysis process, M. Brenner et al. suggest, requires researchers to address several factors:[32]

a. Understand the research brief thoroughly.

b. Evaluate the relevance of the sample for the research project.

c. Associate their own experiences with the problem, looking for clues from the past.

d. Develop testable hypotheses as the basis for the content analysis (the 'Concept Book').

e. Test the hypotheses throughout the analysis process.

f. Stay immersed in the data throughout the study.

g. Categorize the data in the Concept Book, creating labels and codes.

h. Incubate the data before writing up.

i. Synthesize the data in the Concept Book, looking for key concepts.

j. Cull the data; being selective is important because it is impossible to report everything that happened.

k. Interpret the data, identifying its meaning and implication.

l. Write up the report.

m. Rethink and rewrite: have the research objectives been met?

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[31]Louis Cohen, et. al., Research Methods in Education (Sixth edition) (New York: Routledge, 2007), 442.
[32]Ibid., 471.

From some concepts above, the researcher formulate a concept for the data analysis based on M. Brenner concept. The researcher concept as follow:

a. Categorize the data by creating labels on speaking materials.

b. Synthesize the data based on requirement of good textbook in terms of material presentation and activities.

c. Interpret the data.

G. Organization of Thesis

This thesis is divided into five chapters. Each chapter will contain different topic. Chapter I is the introduction. This chapter explains the background of the study, research focus, statements of the problem, objectives of the study, significance of the study, research methodology, and organization of the study.

Chapter II is the review of related literature and previous research findings. This chapter explains definition of curriculum, criteria of good textbook, speaking material, and speaking activities. This chapter also discusses the theories which are used as the bases of the research.

Chapter III is data description. This chapter includes the general data and specific data.

Chapter IV is discussion. This chapter explains the analysis speaking materials in term presentation aspects and speaking activities.

Chapter V is closing. The closing consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS RESEARCH

FINDINGS

H. Review of Related Literature

1. Curriculum Development

Curriculum has many definitions, in Longman Dictionary on Language Teaching and Applied Linguistics have definition that curriculum is an overall plan for a course or programme.[33] Another definition offered by John Kerr as quoted by A. Kelly defines curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.[34] Christopher Winch also stated that curriculum is, perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim – set of such aims – in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered.[35]

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[33]Jack C. Richards and Richard Schmidt, Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition (London: Pearson Education Limited, 2002), 139.

[34]Pryla Rochmawati, English Curriculum and Material Development (Ponorogo: STAIN Ponorogo PRESS, 2012), 2.

[35]NCERT Team, Position Paper National Focus Group on Curriculum, Syllabus and Textbooks (New Delhi: National Council of Educational Research and Training, 2006), 12.

Depend on curriculum theory and practice's approaching, there are three views; (a). curriculum as a planned program of activities, (b). curriculum as a product, (c). curriculum as a process.[36]

The curriculum development is not only an abstraction but also as effort to prepare alternative action well. According to Jon Wiles, curriculum represents a set of desired goals or values that activated through a development process and culminate in successful learning experiences for students.[37]

From the definition explained that the curriculum has complex aspects of education. It was very important when the developing or changing were happened. David Nunan said;

> In language teaching, there has been a comparative neglect of systematic curriculum development. In particular, there have been few attempts to apply, in any systematic fashion, principles of curriculum development to the planning, implementation, and evaluation of language programs.[38]

Curriculum development processes focus on need analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation.[39]

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[36]Ibid., 2.
[37]Jon Wiles, Leading Curriculum Development (USA: Crown Press, 2009), 2.
[38]David Nunan, Syllabus Design
[39]Jack C. Richards, Curriculum Development in Language Teaching (Cambridge: Cambridge University Press, 2001), 41.

In Indonesia was developed school based curriculum. There was a syllabus as operational curriculum which is arranged by each level of educational institute. Syllabus was used as a guideline to develop learning materials of textbook in order to keep in line with the based curriculum materials of textbooks.

2. Curriculum Development in Indonesia

In the history of Indonesian's education curriculum has experienced many changes. The changes are caused by the political, social, cultural, economic, and scientific reason. The entire national curriculum is designed based on the same basis, but different in education goals and implementation approach. Since the Orde Baru, Indonesia has changed the education curriculum up to seven changes.

Table 1.1

Curriculum development in Indonesia since the Orde Baru

Name of curriculum	Characteristics	Goals
Curriculum 1968	Pressure of pembinaan the soul of Pancasila, moral development, base knowledge, and a special skill Mean lesson: science	To form a human Pancasila sincere, strong, and healthy physical, enhance skills and acumen physical, moral, moral character, and religious
Curriculum 1975	The beginning of specifically in Senior High SSchool (IPA and IPS), and examination only in final period or year Mean lesson: religion, education of Pancasila values, Indonesian Language, mathematic, Social studies, natural sciences, sport and healthy, art, and special skill.	Goal-oriented (national education goals)

Curriculum 1984	Based on student's active learning system, packaging of teaching materials, using skills of the process.	Oriented to the instructional goal(can be defined and measured in the form of student behavior)
Curriculum 1994	The number of subjects and substance of each the subjects is too much, quarter system of the period, Decentralization system of education	To implemented the law no. 2 in 1989 about National Education System, to give opportunity for all regions to develop their lesson by themselves.
Curriculum 2004 / KBK (Competency-Based Curriculum) - Version 2002-2004	Centralization system of education, emphasis on student achieved competency both individual and classical, result-oriented learning and diversity, using various approach and methods, source of learning not only teachers, emphasis on the assessment process and result of study	Preparing to perform individuals identified competencies based local and global superiority
Curriculum 2006 / KTSP (Level Curriculum Education Unit)	Decentralization system of education, the characteristic almost same with KBK, the fundamental differences that schools are given full authority to plan and improve education in their schools	To improve the quality of Indonesian human, to make the students be focus in their potency, development of their body, and their need in the environment
Curriculum 2013	Based on character education, consider as most important understanding, skill, active discussion and presentation, and have polite and discipline	To create human have the good character

Developed from www.tempo.co[40]

The table above described the development of education curriculum in Indonesia. The development was begun from Curriculum 1968, the curriculum give more attention in Pancasila's building. The second curriculum after Orde Baru, the curriculum when was implemented the

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[40] http://www.tempo.co/read/news/2014/08/19/079600669/Sejak-Orde-Baru-Indonesia-7-Kali-Ganti-Kurikulum/akses04-04-2015/10:10

specification in senior high school. The third curriculum had concerned in "Student's Active Learning System". After that, Curriculum 1994 and Curriculum 2004 have different systems, it was changing from decentralization to centralization of education system. And then Curriculum 2006 (Level Curriculum Education Unit) came back to decentralization of education. The last change of Indonesian education curriculum was Curriculum 2013 that has basic character education. Each curriculum have different characteristic but have fundamental goal to make education in Indonesia be better based on Pancasila's values.

Curriculum 2013 is a revised from the CBS and KTSP. This curriculum develop building students' characters, relevant skills based on students' interests and needs, and developing a thematic learning approach that benefits students' cognitive abilities.[41]

3. English Teaching in 2013 Curriculum.

As the new curriculum, 2013 Curriculum uses four theoretical frameworks in English teaching in Indonesia that consist of (1) model of competence; refers to concept of communicative competence, (2) model of language use; systemic functional linguistics and social semiotics, (3) model of language literacy; performative, functional, informational, and epistemic, and (4) stages of language learning; design to be in order from listening,

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[41]Kristian Adi Putra, "The Implication of Curriculum Renewal on ELT in Indonesia", 65.

speaking, reading, to writing, called as priorities for second language activities in the development interpersonal competence .[42]

In the guidelines of 2013 Curriculum explained that the students in junior high school, grade 7-9, are expected to reach the functional level. At the functional level, students are able to use the target language for a variety of functions. As a consequence, the proportion of the materials in junior high school is focused more on the use of the target language in interaction to enable them to reach the functional level. The speaking cycle is taught earlier than the writing cycle because of the higher complexity of the written form as compared to the oral form.[43]

In the contents of the materials of 2013 Curriculum reduced on the number of texts, and transactional and interpersonal communication expressions to be taught to the students. This curriculum also includes short functional text to be taught only to students in seventh grade (announcement, invitation, short message, advertisement, and label), and interpersonal communication expressions (introduction, initiating a conversation, and leave taking). The distribution of short and longer functional texts, interpersonal and transactional conversation expressions only appear in the curriculum for students in grade 7-9.[44]

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[42]Ibid., 67-70.
[43]Ibid.
[44]Ibid., 71-72.

4. Material Development

According to Tomlinson that the basic principles in developing materials for the language teaching and learning are:[45]

a. Materials should accept impacts

b. Materials should help learners to feel at easy

c. Materials should help learner to develop confidence

d. What is taught should be perceived by learners as relevant and useful

e. Materials should require and facilitate learners self-investment

f. Learners must be ready to acquire the point being taught

g. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

h. Materials should take into account that the positive effects of interaction are usually delayed

i. Materials should take into account that the learners have different learning styles

j. Materials should take into account that learners differ in effective attitudes

k. Materials should permit a silent period at the beginning interaction

l. Materials should not rely too much on controlled practice

m. Materials should provide opportunities for outcome feedback

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[45] Pryla Rochmawati, English Curriculum and Material Development, 150-151.

5. English Syllabus in 2013 Curriculum

English language is a means for communicating in spoken or written. For that reason, the 2004 curriculum for SMP/ MTs prepares the students in order to achieve competencies that can make them have good character, consider as most important understanding, skill, active discussion and presentation, and have polite and discipline.

In educational context, English has function as device for communicating in order to access information and communication in daily context and also as a device to make interpersonal relationship. According to Content of Standard for SMP/ MTs, English subject has several mean competences for seventh grade students as the following:

a. Appreciate, and comprehend fully religion doctrine that attentive.

b. Appreciate, and comprehend fully honest attitude, discipline, care (tolerance, mutual cooperation), good manners, confident, in interaction effectively with social environment and nature in association reach and existence.

c. Comprehend knowledge (factual, conceptual, and procedural) based on inquiring about science, technology, art, culture related phenomenon and view occurrence.

d. Try, process, serve in concert domain (using, explaining, stringing up, modifying, and creating) and abstract domain (writing, reading, counting,

drawing, and composing) appropriate with what was learned in the school and other sources that have same point of view/ theory.

6. Textbook

a. Definition of Textbook

Textbook is a kind of printed materials.[46]Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In other situations, the textbook may serve primarily to supplement the teacher's instruction. And for the learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher.[47]

In other definition also stated that textbook is very important in learning process. Textbook is a tool that has a prominent role in the teaching/ learning process as they are the primary agents of conveying knowledge to learners.[48]

b. The Importance of Textbook

Textbooks play a vital role in the ESL/EFL classrooms all over the world. As Hutchinson and Torres suggest that the textbook is an almost

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[46]Indriyati, and Sa'jaun, Materials development (Jakarta: Ministry of National Education Directorate of Quality Improvement of Teachers and Education Personnel Center for Development and Empowerment of Language Teachers and Education Personnel, 2009), 5.

[47]Jack C. Richards, "The Role of Textbooks in A Language Program".1.

[48]Montaseer Mohammed Abdel Wahab, "Developing an English Language Textbook Evaluation Cheklist". IOSR Journal of Research and Method Education (IOSR-JRME) Volume I Issue 3, (March-April 2013), 55.

universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce the textbooks in (various) countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook.[49]

Textbook is one of some the basic units of classroom pedagogy.[50] This reason make textbook is very important in learning process, it also as the most obvious and common form of material support for language instruction.[51] Some teachers using textbook as main source of materials, then the task becomes one of devising ways to present the content and the exercises of the book to the class.[52] It means that textbook helps the teacher to preparing lesson plan and process of teaching-learning.

The use of textbooks in teaching has the advantages, depending on how they are used and the contexts their use. Among the advantages are:[53]

1) They provide structure and a syllabus for a program.

2) They help standardize instruction.

3) They maintain quality.

4) They provide a variety of learning resource.

5) They are efficient.

Divya Balachandra, "Criteria-based Post-use Evaluation of English Textbooks", IJELLH (International Journal of English Language, Literature and Humanities) Volume II, Issue V, (September 2014), 74.

[50]H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy. Second edition (Longman,), 128.

[51]Ibid., 136.

[52]Ibid., 137.

[53]Jack C. Richards, "The Role of Textbooks in A Language Program". 1-2.

6) They can provide effective language models and input.

7) They can train teachers.

8) They are usually appealing.

c. Criteria of Good Textbook

Textbook is very important in learning process, it was be media, and source of learning. It also helps the teachers as it supplies materials of exercises for the students. Moreover, many teachers used it as key to teach, its dependence was caused limitation way to get more materials.

Textbook or mean 'course-book' was used teachers, students in a draft file and which is in principle to be followed systematically as the basis for a language course.[54]

Jack C. Richard determined that the standard textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective.[55]

The materials on the textbooks should be suitable with students indeed, interest, and ability. In our country, the curriculum has big contribution of students' textbook contents writing.

Textbook have some roles in English Language Teaching (ELT) and can serve as:[56]

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[54]Penny Ur, A course in Language Teaching Practice and Theory (UK: Cambridge University Press, 1991), 183.

[55]Jack C. Richards, Curriculum Development in Language Teaching, 255.

1) A resource for presentation material (spoken and written)

2) A source activities for learner practice and communication interaction

3) A reference source for learners on grammar, vocabulary, pronunciation, etc.

4) A source of simulation and ideas for classroom language activities

5) A syllabus (where they reflect learning objectives which have already been determined)

6) A resource for self-directed learning or self-access work

7) A support for less experienced teachers who have yet to gain in confidence

Good textbook serve to turn the guidelines in the official government syllabus into a rich source of content, texts, and activities that would be beyond the capacities of most teachers to develop on their own. Greene and Petty was quoted by Hanry Guntur Tarigan in Dwi Vianita Rosari's research explain the criteria of good textbook. They are as follows:[57]

1) Interesting and attractive

The meaning of interesting is a good material can influent the learners attention. The materials should be able to attract the attention of

[56]Alan Cunningswort, Choosing Your Coursebook (Macmillan Heinemann English Language Teaching, 2008), 7.

[57]Dwi Vianita Rosari, "An Analysis on English Textbook Entitled Stairway: A Fun and Easy English Book for Grade II of Elementary School Based on Rajan's Theory", (Publication Article, UMS, 2014)

student to learn it. The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbook.

2) Motivating

The meaning of motivating is a good material should motivate learners to learn by themselves. The textbook must be able to motivate the learners. It can achieve when the materials contain the words, sentences or pictures that can motivate the students to learn the materials more.

3) Illustrative

The content of textbook must be illustrative. The meaning of illustrative is a good material can give explanation about language learning purpose. It can help student to more understand the material.

4) Appropriate

The meaning of appropriate is a good material should be suitable for the learner's level and learner's need. The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability. The materials should contain the materials which learner's need in the teaching and compatible with the learners level, especially based on syllabus.

5) Related

       The meaning of related is a good material of textbook must be related to the other branch of the science. The materials of English textbook not only give explanation about language but also give information from other knowledge. It makes students who have a large conception.

6) Stimulate and interactive

       The meaning of stimulate is a good material of textbook must stimulate the personal activity of the learners. It helps students more active in learning English, for example student can interactive, communication, and conversation between learner-teacher and learner-learner.

7) Meaningful

       The meaning of meaningful is a good material should be useful to the learner. The content of textbook must be clear to avoid the learners will be confused in using textbook. It means that the materials should help the learners to increase their ability in language.

8) Contextualized

       The meaning of contextualized is a good material of textbook should have clear point of view because it will be the learner's point of

view. The materials should be suitable between learner's activities with the place and the time. For example, 'Edo has breakfast at the morning'.

9) Balancing and emphasized value

The meaning of balancing and emphasized value is a good material of textbook must be able to provide the balance and it must emphasize values to the learners. The materials not only text or picture but also have value to the learners learn and practice it in their environment.

10) Creative

The meaning of creative is a good material should open the new horizon of the learner. The material of the textbook must be able to respect to the differences and creativity of the individual. The good materials are the materials which create the students creativity in learning English.

7. Speaking

a. Definition of Speaking

Most linguists, however, view speech as the outward representation of language. Therefore language and speech are closely integrated phenomena.[58]

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[58]Michael Shaw Findlay, Language and Communication a Cross-Cultural Encyclopedia (California: ABC-Clio, inc., 1998), 178.

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Speaking is interactive and requires the ability to co-operate in the management of speaking turn. It also typically takes place in real time, with little time detailed planning.[59]

Willem J. M. Levelt said that speech production involves four major processes: conceptualization, formulation, articulation and self-monitoring.[60] It showed that speaking was very complex in the process.

Speaking consist of producing systematic verbal utterances to convey meaning speaking is an interactive process of constructing meaning that involves producing and receiving processing information.[61] Speaking is productive oral skill of language. Speech is usually spontaneous and, by its nature, temporary because it has gone as soon as it has been spoken.

b. Speaking Materials

Whatever materials used by teachers, they generally serve as the basis for much language input that the learners receive and the language practice that occur in the classroom.[62] The forms of adaptation make them more suitable for the particular context in which they will be used.[63] It is different with adoption that is 'copy and paste' and to put together a

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[59]Scott Thornbury, How To Teach Speaking, Malaysia: Pearson Education, 2009, 2.
[60]David Nunan dan Ronald Carter, The Cambridge Guide to Teaching English to Speakers of Other Languages (Cambridge: Cambridge University Press, 2001), 16.
[61]Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapore: MC Graw Hill Education (Asa), 2005), 2.
[62]Indriyati, and Sa'jaun, Materials development,1.
[63]Jack C. Richards, The Role of the Textbook in a Language Program. 4.

material that is technically sound without considering their meaning or relevance to the text or the purpose of the material.[64]

Adapting resources to different context requires more work than simply adopting a set of ideas/examples, as the following cases illustrate.[65] Adaptation of materials can range from the adaptation of an idea to the use of existing text in a specific issue.[66] The process of adaptation of courses is based on an initial evaluation, which should be carried out by the learners.[67] The process of materials adaptation is in the great majority of cases, left in the teachers' hands, and it is largely based simply on their intuition and experiences. Adaptation is vital step towards the production of innovative, effective and most of all learner-centred/ classroom centred materials.[68]

The other categorized of teaching materials that are authentic and created materials. The mean of authentic material is print materials used in ways that they would be used in the lives of learners outside of their adult education classes.[69]

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[64]Southern African Development Community Regional Environmental Education Programme, Development, Adaptation and Use of Learning Support Materials: In support of environmental and sustainability education processes (South Africa: SADC Regional Environmental Education Programme, 2006), 11.

[65]Ibid.

[66]Ibid., 25.

[67]Brian Tomlinson, Developing Materials for Language Teaching (London: Continuum, 2003), 74.

[68]Ibid., 73.

[69]Erik Jacobson, et. al, Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Hand Book for Practitioners (NCSALL, 2003), 1.

In the speaking, for example in oral texts that can present new language, model speaking tasks, or provide content to initiate discussion, texts have to meet several design criteria.[70] From the speaking definitions give statement that speaking materials is all of materials can support teaching-learning speaking.

Alan Cunningsworth arranged checklist to evaluate speaking materials:[71]

1) How much emphasis is there on spoken English in the coursebook?

2) What kind of materials for speaking is contained in the course? This may include:

    a) Oral presentation and practice of language items

    b) Dialogues

    c) Role-play

    d) Communication activities (information gap)

3) Are there any specific strategies for conversation or other spoken activities?

4) Is any practice material included to help learners to cope with unpredictability in spoken discourse?

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[70]Jack C. Richards, Materials development and research- making the connection

[71]Alan Cunningsworth, Choosing your Coursebook, 70.

c. Kinds of Speaking Materials

"Speaking" in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s.[72]

According to Kathleen M. Bailey divided speaking learners in three levels, and the materials in each level almost same only little modify in some materials. The following exercise types from speaking materials in term speaking activities are described:[73]

1) Conversations and interviews

Conversation is one of the most basic and pervasive forms of human interaction. Conversations are interactive: Although one speaker is sometimes more talkative than another, in a conversation, two or more individuals communicate. For the beginners, a guide conversation (controlled conversation) is an old technique from the audio-lingual era that is still useful.[74]

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[72]Jack Richards, Teaching and Listening: from Theory to Practice (New York: Cambridge University Press, 2008), 2.

[73]Kathleen M. Bailey, Practical English Language Teaching: Speaking (New York: McGraw-Hill Companies, 2004), 41.

[74]Ibid., 42-43.

And then interviews are semi-structured sequences of questions intended to elicit particular information from the people answering the questions.[75]

2) Information gap and jigsaw activities

The idea of the information gap as an organizing concept for a speaking activity is that one person has information that another lacks. An example of natural information gap activity for lower-level courses is for one student to tell another his family. Another natural information gap involves giving directions. And jigsaw speaking activities is some speaking activities that done in a group.[76]

3) Scripted dialogues, drama, and role-play

Scripted dialogues are written dialogues, which the students were to memorize and recite. The advantages of using scripts are that the students encounter words and grammar in an entertaining and meaningful context, and the learners can also focus on the forms they are producing. Forms of drama in teaching speaking classes are when actors are performing a play. And then role-play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people. This resource will provide the students

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[75]Ibid., 44.
[76]Ibid., 46-49.

with some linguistic support as they try to use English in a new situation.[77]

4) Logic puzzles

Logic puzzles are tasks in which, given a certain number of facts, a person must deduce other facts, typically to complete an information grid.[78]

5) Picture-based activities

Picture-based activities are all of pictures can provide learners with many things to talk about.[79]

6) Physical actions in speaking lessons

Physical actions are activities involving physical actions can help learners remember the meaning of words and structures.[80]

Six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.[81]

1) Imitative

Imitative is like 'human tape recorder' speech where the learners practice intonation contour or try to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on same particular element of language form.

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[77]Ibid., 49-53.
[78]Ibid., 54.
[79]Ibid., 57.
[80]Ibid., 61.
[81]H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy. Second edition (Longman,) , 271-274.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated question or comments.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal dialogue

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for transmission of facts and information.

6) Extensive (monologue)

There are some forms of monologues, they are oral reports, summaries, or perhaps short speeches. It can be planned or impromptu.

I. Previous Research Findings

Laurika L. Simatupang, Tesol Teacher Training and Education Faculty Tanjungpura University, Pontianak in the research entitled An Analysis on

Speaking Materials of A Student Textbook (A Descriptive Research on "Pista Modul *Bahasa Inggris SMK kelas X Semester I" of SMK Pariwisata Pontianak* in 2011/2012) have main interest in this research is to find out whether the textbook of vocational high school 'Pista' is in line with KTSP syllabus. The writer used a descriptive method and content analysis. Besides, documentary checklist was the research tool. The findings show that most of speaking materials in Pista are in line with KTSP syllabus.The percentage level of the compatibility between the speaking materials in Pista based on the calculation from checklist analysis indicator is 77%. Another 23% difference between them comes from the different placing material items and the given vocabulary.[82]

Rimawati Surya Ningrum entitled a research "The Analysis of Students' Worksheet Used by Fourth Grade in SDN 01 Plesungan Karanganyar."[83] The objective of this study is to analyze the students' worksheet in fourth grade of elementary school used in teaching learning process. From the observation and analyzing, there were some errors found in the students' worksheet used.

And the other research result is "Genre Analysis of The Reading Texts Found in The English Textbook of "Look a Head 2" For The Eleventh Grade

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[82]Laurika L. Simatupang, Tesol Teacher Training and Education Faculty Tanjungpura University, Pontianak. An Analysis on Speaking Materials of A Student Textbook (A Descriptive *Research on "Pista Modul Bahasa Inggris SMK kelas X Semester I" of SMK Pariwisata Pontianak in* 2011/2012), (journal article of Tanjungpura University).

[83]Rimawati Surya Ningrum, "The Analysis of Students' Worksheet Used by Fourth Grade in SDN 01 Plesungan Karanganyar," (Thesis,UNS, Surakarta, 2011).

Students of Senior High School Published" by Erlangga by Ricky Adi Prasetyo.[84] The objective of the third research are to find out the genres and their social functions available in the English textbook for the eleventh grade of Senior High School of Look Ahead 2nd Published by Erlangga and to find out the generic structure of every text. The approach is qualitative which the data in the forms of written and oral word are descriptively analyzed.

The differences between this research and the three previous studies above are the research approach, and the textbook which researched. For this research, the researcher use combination between qualitative and evaluative as approach and method. The researcher will analyze just the speaking materials on seventh grade students' textbook which published under the title When English Rings a Bell.

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[84]Ricky Adi Prasetyo, "Genre Analysis of The Reading Texts Found in The English Textbook of "Look a Head 2" For The Eleventh Grade Students of Senior High School Published," (Thesis, Universitas MariaKudus, Kudus, 2013)

CHAPTER III

DATA DESCRIPTION

A. General Data

1. " When English Rings the Bell" Textbook's Profile

   In this research, the writer referred to Bahasa Inggris: "When English Rings a Bell" textbook. The description of the textbook we can read on the follows:

   Profile of Bahasa Inggris: "When English Rings a Bell" Textbook is in the follows:

Title	:	Bahasa Inggris: "When English Rings a Bell" (revised edition)
Author	:	Yuli Rulani Khatimah, Asep Gunawan, and Siti Wachidah
Publisher	:	Curriculum and Book Center, Research and Development Office, Education and Culture Ministry of Indonesia
Year	:	First edition, 2013 Second edition, 2014
Number of page	:	2 cover + Vi + 210
Size and type of letter	:	11 point, Helvetica

B. Specific Data

1. The Presentation Aspect of Speaking Material in "When English Rings a Bell" Textbook

    11)   Interesting and attractive

           Interesting and attractive materials are materials can influent learner attention. So, the interesting and attractive materials usually have something that can make learner interest to learn. For example, the material is colorful, unique, unusual, etc.

           The examples of interesting and attractive material that is follow:
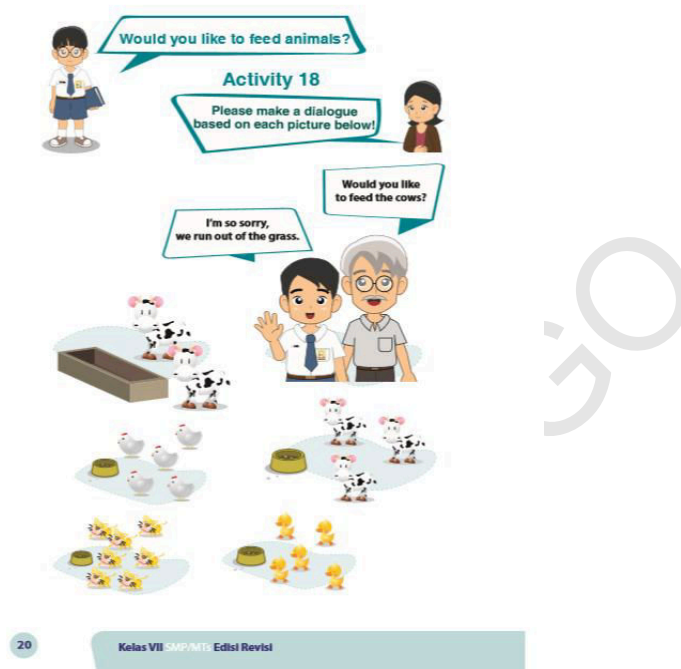
Picture 3.1
The Interesting and Attractive Presentation on Chapter I Page 20[85]

The material above presents colorful and unique pictures. The learner

should observe before they make dialogue based the pictures. It can make

the learners give more attention to the material.

Then another example we can see on the follows:

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[85] Yuli Rulani Khatimah, et.al, Bahasa Inggris: *"When English Ring a Bell"*. Revised edition (Jakarta: Curriculum and Book Center, Research and Development Office, Education and Culture Ministry of Indonesia, 2014), 20.

Picture 3.2
The Interesting and Attractive Presentation on Chapter II Page 27 and 28[86]

The material above is compatible with criteria of good textbook that is interesting and attractive. This material not only presents some good colorful pictures but also characteristics of Indonesian cultures. The characteristics of Indonesian cultures can be seen by the traditional costume and house from the material presented. The students should observe the characteristics that presented by the pictures to know the people of the pictures come from.

Beside the examples above, there is another example as follows:

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[86]Ibid., 27-28.
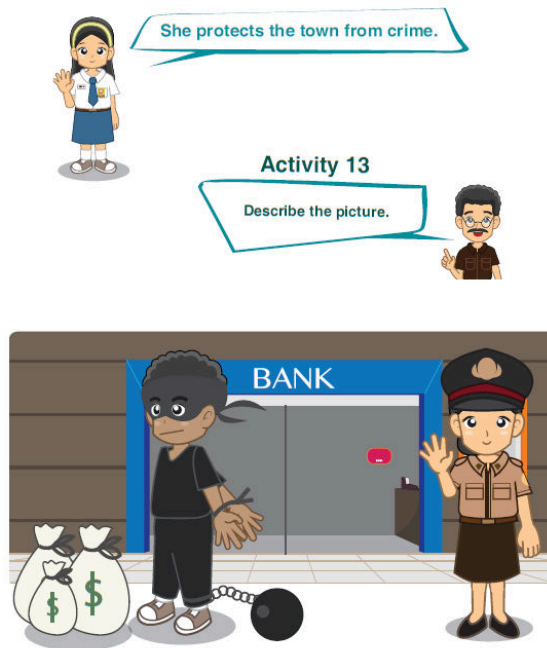
Picture 3.3
The Interesting and Attractive Presentation
on Chapter IX Page 167[87]

The material above is compatible with criteria of good textbook that is interesting and attractive. This material not only presents some interesting with colorful picture but also attractive picture. The picture presents a police woman and a criminal with some sacks of money in front of a bank. So the learners must give attention to the picture before describe it.

12)   Motivating

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[87]Ibid., 167.

The material should motivate learners to learn by themselves. It can achieve when the materials contain the words, sentences or pictures that can motivate the students to learn the materials.

Picture 3.4
The Motivating Presentation on Chapter I Page 3[88]

The material above represents that the materials of the textbook is motivating. The conversation above can motivate the learners because in the conversation above the learners can learn the technique of giving reply orally, it make the learners can understand the spoken expression to greet

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[88]Ibid., 3.

others. And the picture can also motivate the learners to try practice the expression with everyone who they meet.

After we see the example above, there are other examples below:
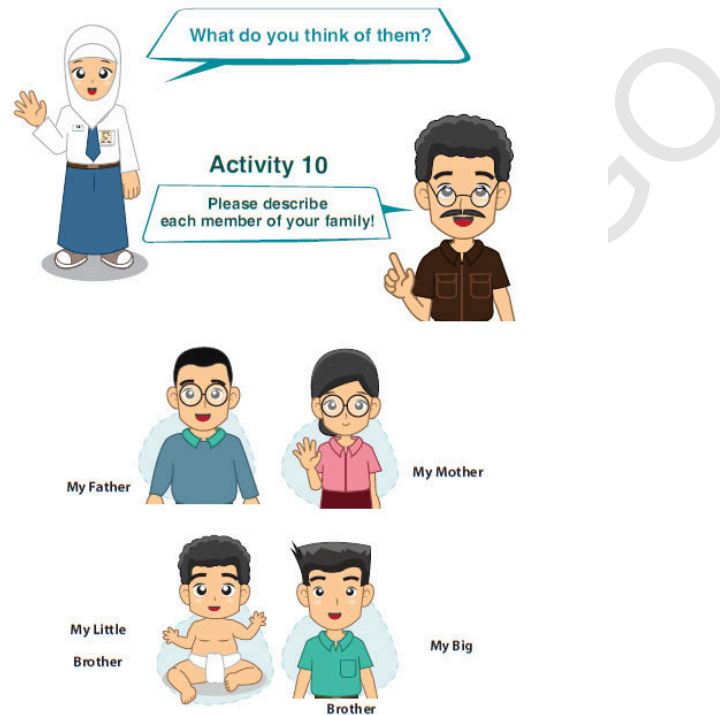
Picture 3.5
The Motivating Presentation on Chapter VIII page 144[89]

The material above is compatible with criteria of good textbook that is motivating. The material can motivate learners to do activities by themselves from the material. The material presents easy example that they have known, it makes students learn joyfully.

[89]Ibid., 141.

Then another example of motivating presentation as follows:

Picture 3.6
The Motivating Presentation on Chapter XI page 202[90]

The material can motivate learners to do activities by themselves. The material presents activities individual project that can make them more creative and enthusiastic to learn the material.

13)   Illustrative

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[90]Ibid., 202.

The content of textbook must be illustrative. The meaning of illustrative is a good material can give explanation about language learning purpose. It can help student get more understanding of the material.

From the explanation above, we can know more clearly by the examples below:

Picture 3.7
The Illustrative Presentation on Chapter X page 181[91]

The material above is representative of illustrative presentation speaking materials of this textbook. The pictures above give illustration about activities in the hospital. It can help students understand the purpose of study.

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[91]Ibid., 181.

Then another example of illustrative material is:

Picture 3.8
The Illustrative Presentation on Chapter I page 4[92]

The material above is compatible with criteria of good textbook that is illustrative materials. The material can illustrate some activities by pictures clearly. It helps the learners easier to understand the material.

The other example to represent illustration presentation on the ninth chapter, it is:

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[92]Ibid., 181.

Picture 3.9
The Illustrative Presentation on Chapter IX page 155[93]

Learns about what people do not only with words or sentence but also can with picture. Picture can illustrate the material based the learning purpose. It same with the material above, the material presents people pictures that completed by profession costume. The learner can know the profession based on the picture easily.

14)   Appropriate

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[93]Ibid., 155.

The writer arranged the table to analyses the appropriate between speaking materials and Curriculum 2013's syllabus.

Table 3.1
The Relation between Speaking Material in Syllabus of Curriculum 2013 and Textbook Bahasa Inggris: "When English Rings a Bell"

No.	Speaking Learning Material in Syllabus of Curriculum 2013[94]	Title of Each Chapter in "Bahasa Inggris: When English Rings a Bell"	Speaking Learning Material in Textbook
1.	Greeting, thanking, leaving takings, and apologizing	How are You?	Expression about; a. Greet b. Thank c. take leave d. apologize And their responses.
2.	Introduction	It's Me	Introduction is divided to introduction oneself, introduction others and the responses.
3.	Name of days, months, times, dates, and years	It's My Birthday	Expressions to say and ask about; a. names of the days b. time c. names of the dates d. names of then months e. names of years
4.	Identity	I Love People around Me	Oral text to tell about; a. my personal identity b. the identity of family members c. the people
5.	Animals, things, and	How many Pets do You	a. count things

[94]Appendix of Education and Culture Minister Rule, issue 68 2013 year about basic framework and Junior High School/Islamic Junior High School Curriculum Structure, 58-61.

	public places	Have	b. count animals c. name public places
6.	Meaning of song	Let's Listen to the Songs	a. identify the meaning of a song b. identify rhyming words c. name singular and plural nouns
7.	Label and list of things	I Love Things around Me	Label of; a. things in the classroom b. things in my bag c. parts of the house d. animals in my school and my home
8.	Characteristics of people, animal, and thing.	She's so Nice	Description about people and animal.
9.	People activities or people actions, animals behaviors, and functions of things	My Grandfather is a Doctor	Talking about ; a. what people do b. where they do the activity c. what animals do d. what things are for
10.	Instructions, short notices, warnings/ cautions texts	Attention, Please!	Expressions to make; a. instructions, b. short notices, and c. warnings/ cautions
11.	Oral text descriptive about peoples, animals, and things	I am Proud of My Teacher	Describe and tell about; a. my idol teacher b. my cute pet c. my lovely house

The information described in table 2.1 can be analyzed as follow:

The first chapter of "When English Rings a Bell" is talking about the

patterns of speaking material in saying greetings, thanking, leave takings,

and apologizing. This first speaking learning material in "When English Rings the Bell" is following the curriculum in order. There is a short explanation in the beginning of topics, followed by examples, and pictures illustration.

The example of appropriate material on the first chapter is:
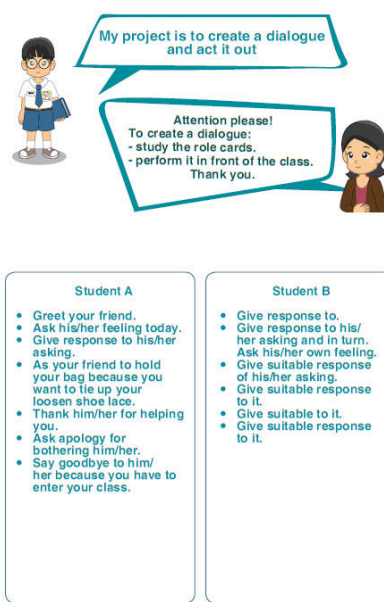
Picture 3.10
The Appropriate Presentation on Chapter I page 22[95]

The material is suitable with learner communication need and ability, because the student can add vocabulary and experiences about saying greetings, thanking, leave takings, and apologizing to do speaking interactive with another. After learn this material student can speak more confidence.

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[95]Yuli Rulani Khatimah, et.al, Bahasa Inggris: "When English Ring a Bell", 22.

The second speaking learning material in "When English Rings a Bell" (Introduction events) is following the curriculum in order. There is a short explanation in the beginning of topics, followed by examples. In "When English Rings the Bell", the speaking material explanation is about Introduction, which is divided to Introducing oneself and Introducing others.

Example from the second chapter:
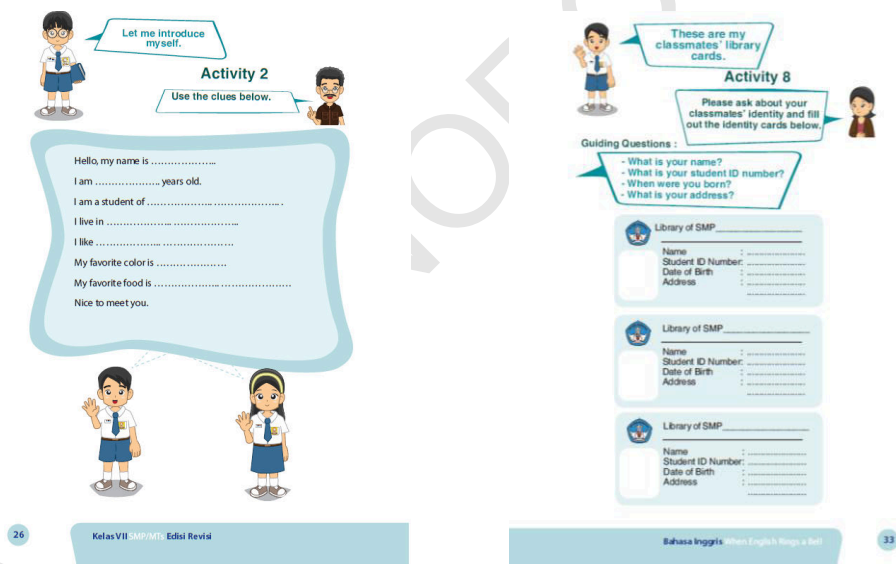
Picture 3.11
The Appropriate Presentation on Chapter II page 26 and 33[96]

The material above is compatible with criteria of good textbook that is appropriate material. The materials above represent and show that the material appropriate with syllabus. The syllabus and textbook have same material that is introduction.

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[96]Ibid., 26 and 33.

The next speaking learning material is about describing animal, things and public places. There is a short explanation about count things, animals and describing public places, along with some examples of asking and telling number's questions. This fifth speaking learning material in "When English Rings a Bell" is following the curriculum in order.

Then example from the fifth chapter:

Picture 3.12
The Appropriate Presentation on Chapter V page 89 and 97[97]

The materials above give explanation about count things, and public places. It is appropriate with syllabus of 2013Curriculum.

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[97]Ibid., 89 and 97.

15)   Related

The meaning of related is a good material of textbook must be related to the other branch of the science. The materials of English textbook not only give explanation about language but also give information from other knowledge. It makes students who have a large conception.

The example of related material in the textbook as follows:
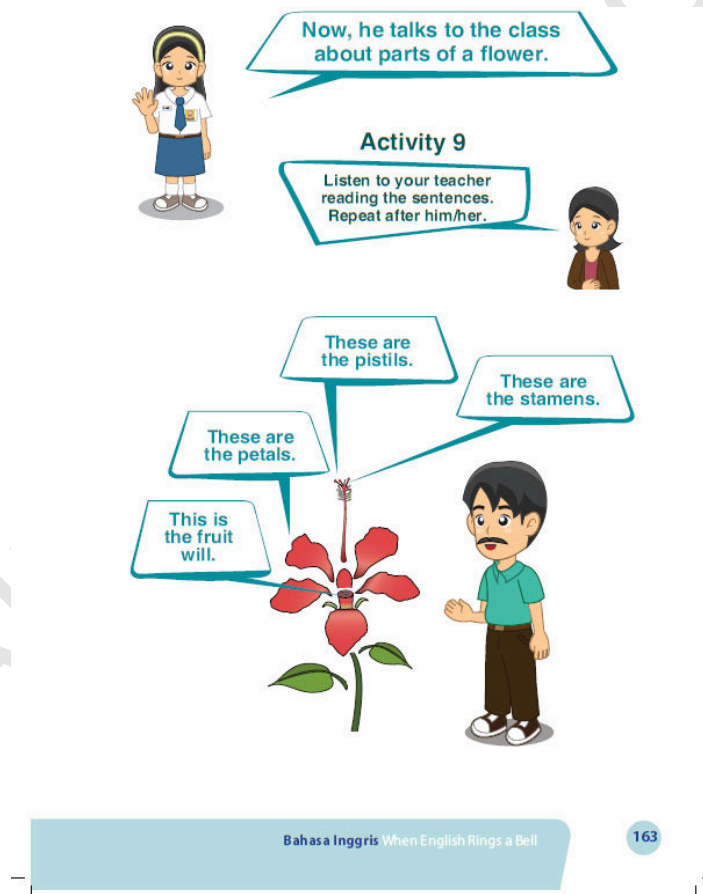
Picture 3.13
The Related with the Other Science Branch Presentation
on Chapter IX page 163[98]

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[98]Ibid., 163.

The material teaches to students not only speaking material but also the knowledge about parts of flower. From the material student is asked to can understand and explain about the other branch by English orally.

Then another example on the fifth chapter is:

Picture 3.14
The Related with the Other Science Branch Presentation
on Chapter V page 94[99]

[99]Ibid., 94.

Language learning not only learns about language but also we should learn anymore that have related or can help teaching-learning English process. For example the material above combines English with Mathematics, it helps learners know how to count things in English.

Beside then examples above, we can see another example of related presentation on the follows:

Picture 3.15
The Related with the Other Science Branch Presentation
on Chapter VI page 104[100]

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[100]Ibid., 104.

The material above is compatible with criteria of good textbook that is related with the other science branch. The material above not only presents English material but also art, sing an English song.

16)   Stimulate and interactive

The meaning of stimulate is a good material of textbook must stimulate the personal activity of the learners. It helps students more active in learning English, for example student can interactive, communication, and conversation between learner-teacher and learner-learner.

We can know more clearly by seeing the examples below:

Let's sing a song!

Old McDonald
Traditional

1 1 1 5 6 6 5
Old MacDonald had a farm,
3 3 2 2 1
EE-I-EE-I-O.
5 1 1 1 5 6 6 5
And on that farm he had a COW,
3 3 2 2 1
EE-I-EE-I-O.
5 5 1 1 1
With a MOO MOO here
5 5 1 1 1
and a MOO MOO there
5 5 1 1 1
Here a MOO, there a MOO,
1 1 1 1 1
everywhere a MOO MOO
1 1 1 5 6 6 5
Old MacDonald had a farm,
3 3 2 2 1
EE-I-EE-I-O.

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Picture 3.16
The Stimulate and Interactive Presentation
on Chapter VIII page 135[101]

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[101]Ibid., 135.

The beginning learner usually feels afraid to begin new materials, but there is some ways to minimize it. For example the song above, it can help student more comfortable and enjoy. The materials above is starting material to stimulate teaching-learning process before begin another materials.

Then another example from ninth chapter as follows:

Picture 3.17
The Stimulate and Interactive Presentation
on Chapter IX page 174[102]

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[102]Ibid., 174.

The material above is compatible with criteria of good textbook that is stimulating and interactive materials. The pictures of material can stimulate the learner to do something based the instruction.

Beside the examples above, there is another example from the first chapter as follows:
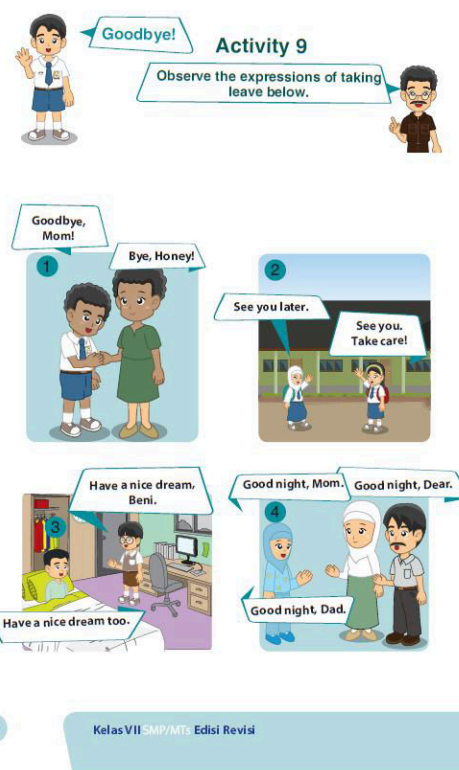
Picture 3.18
The Stimulate and Interactive Presentation
on Chapter I page 10[103]

Learning English not only in the class but also can practice English in learners' environment. The material above can stimulate the learners to practice it in their daily activities with their friends and family.

[103]Ibid., 10.

17) Meaningful

The meaning of meaningful is a good material should be useful to the learner. The content of textbook must be clear to avoid the learners will be confused in using textbook. It means that the materials should help the learners to increase their ability in language.

The example of the meaningful material we can know on the follows:

Picture 3.19
The Meaningful Presentation on Chapter V page 94[104]

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[104] Ibid., 94.

The pictures above shows that this material is compatible with criteria of good textbook that is meaningful. It because the learner can learn some words that is combined with the suitable pictures. For example, there is a cat picture and there is "one cat" written under it.

Then another example is on the first chapter as follows:

Picture 3.20
The Meaningful Presentation on Chapter I page 12[105]

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[105]Ibid., 12.

The material should be meaningful. It can help the learners easier to understand. The material above is meaningful because the material have completed by time and clear in the picture activities. The time and the pictures helps learners know *'what should they say'* easier.

Beside the examples above, there is another example as follows:
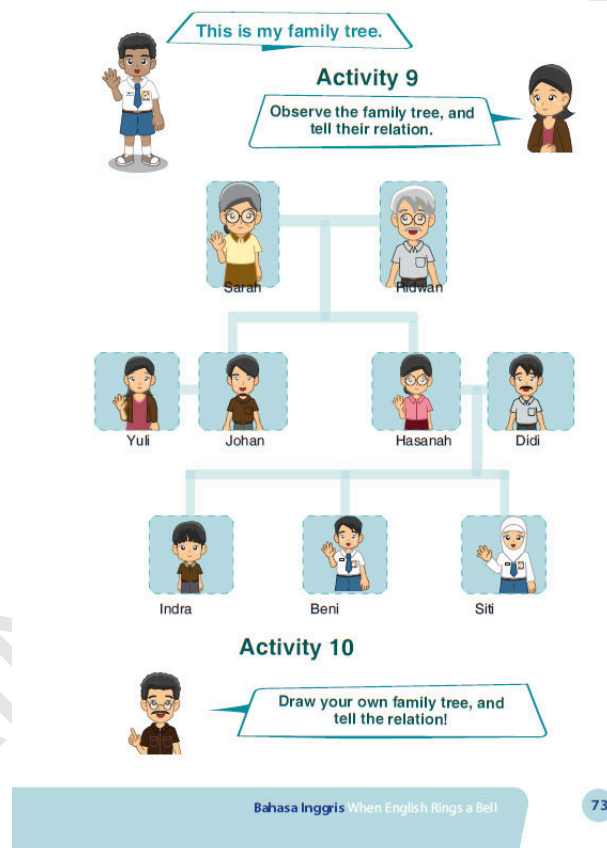
Picture 3.21
The Meaningful Presentation on Chapter IV page 73[106]

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[106]Ibid., 73.

The material above is family tree. The family tree can helps students understand relation from the members of family. It is more meaningful because family tree shows the structure of family up to down clearly.

18)   Contextualized

The meaning of contextualized is a good material of textbook should have clear point of view because it will be the learner's point of view. The materials should be suitable between learner's activities with the place and the time.

From the explanation above we can see some examples below:

Picture 3.22
The Contextualized Presentation on Chapter VII page 126[107]

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[107] Ibid., 126.

The picture above presents a good material on this textbook. It is contextualized with student activities in everyday, such as take a bath, eating, etc. so they will easier to understand and answer the question.

Then another example of contextualized presentation as follows:
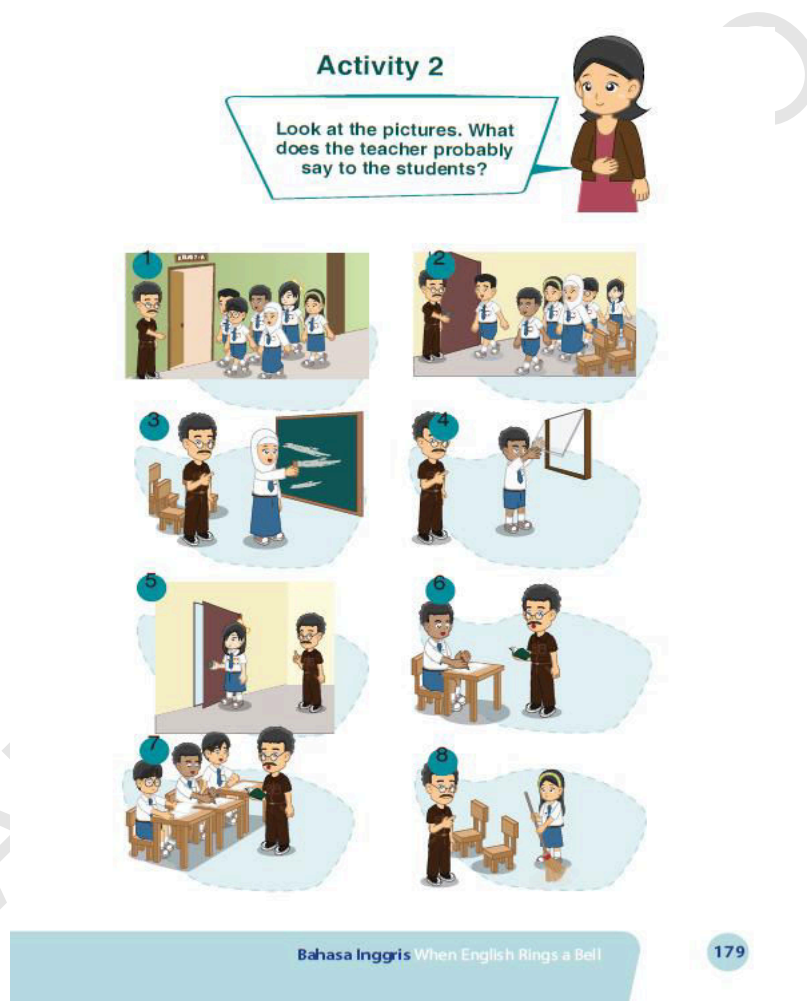
Picture 3.23
The Contextualized Presentation on Chapter X page 179[108]

[108]Ibid., 179.

The pictures above shows that this material is compatible with criteria of good textbook that is contextualize. The material is contextualized with the learners' activities or experience in the school.

The next example is from the ninth chapter as follows:
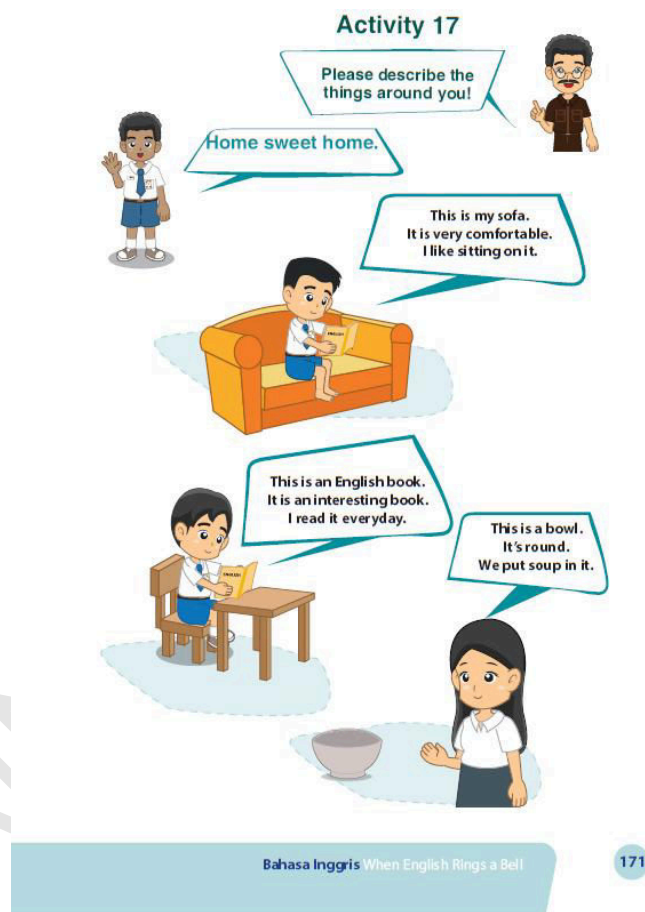
Picture 3.24
The Contextualized Presentation on Chapter IX page 171[109]

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[109]Ibid., 171.

The material above is compatible with criteria of good textbook that is contextualized. The material show the function of things, that's all contextual with the learners' environment.

19)   Balancing and emphasized value

The meaning of balancing and emphasized value is a good material of textbook must be able to provide the balance and it must emphasize values to the learners. The materials not only text or picture but also have value to the learners learn and practice it in their environment.

The example we can see on the material follows:
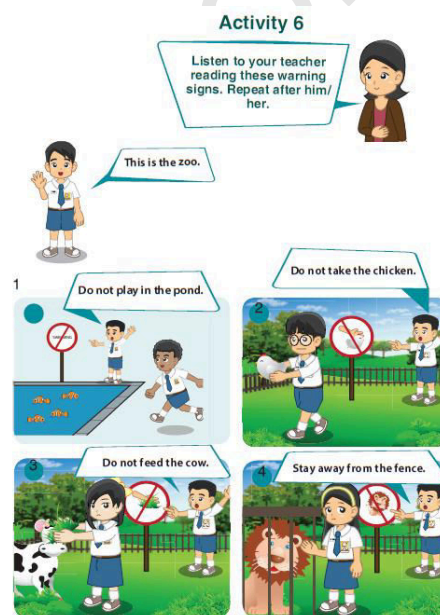
Picture 3.25
The Balancing and Emphasized Value Presentation
on Chapter X page 183[110]

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[110] Ibid., 183.

The material teaches the student understand simple warning sign. The student required to listen and observe not only on the pictures but also warning sign. After learn it, student should be to practice it and give the information to others people to obedient to warning sign.

Then another example is from the first chapter is:
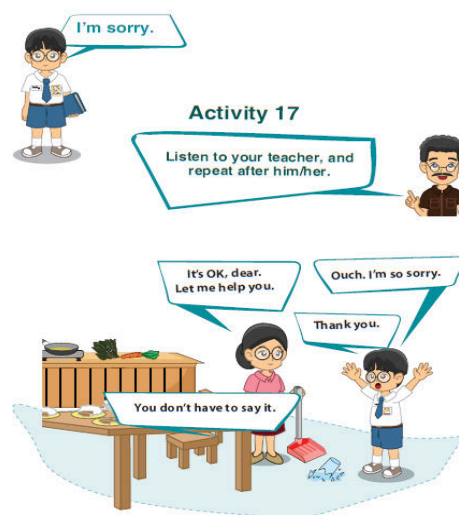
Picture 3.26
The Balancing and Emphasized Value Presentation
on Chapter I page 19[111]

The material above is compatible with criteria of good textbook that is balancing and emphasized value. The material above gives learning value by example of the picture. The example show a conversation the child do mistake and say 'I'm so sorry', and polite to say thanking after the

[111]Ibid., 19.

mother was help him. It make the learners can practice it with their father or mother, and others.

Beside the examples above, there is from the eighth chapter:
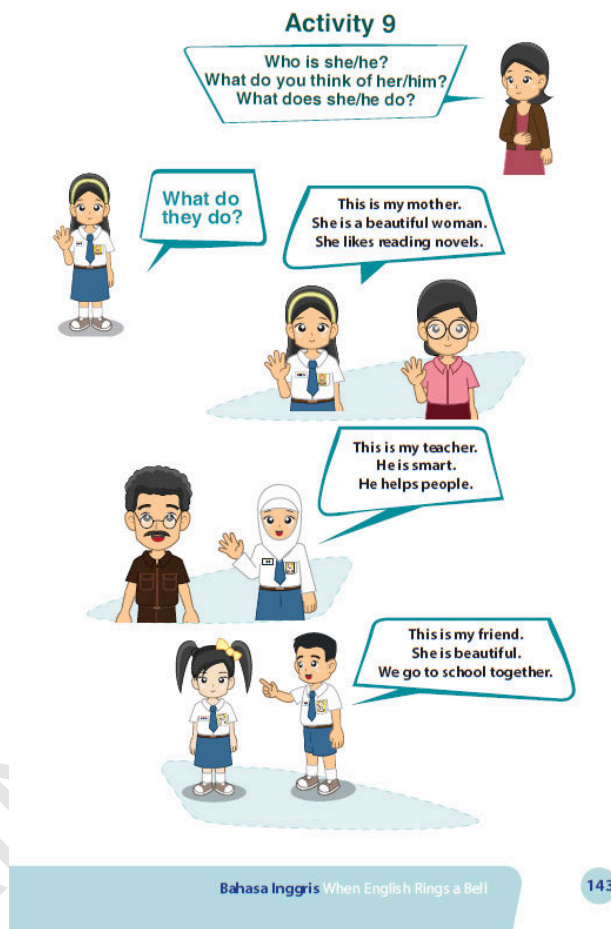
Picture 3.27
The Balancing and Emphasized Value Presentation
on Chapter VIII page 143[112]

The pictures above shows that this material is compatible with criteria of good textbook that is balancing and emphasized value. The

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[112]Ibid., 143.

material explains about a good way to describe people. The material above also give example to praise people, it will be practiced the learners in their environment.

20)   Creative and respect

The meaning of creative is a good material should open the new horizon of the learners. The material of the textbook must be able to respect to the differences and creativity of the individual. The good materials are the materials which create the students creativity in learning English.

From the explanation above, there are some examples to give more description as follows:

Picture 3.28
The Creative and Respect Presentation
on Chapter VIII page 140[113]

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[113] Ibid., 140.

The material above is creative, because this material can help students to do interview with their classmates. Interview is one of ways to practice speaking and it is not easy. But with the table the students is required to fill it based the information about characteristic of their classmates. The student not only learns to speak but also learns to respect with the individual differences.

Then another example we can see on the follows:

Picture 3.29
The Creative and Respect Presentation
on Chapter III page 59[114]

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[114]Ibid., 59.

The material above is compatible with criteria of good textbook that is creative and respect. The material above is creative, because this material can help students do interesting activity. The students ask their classmates to fulfill the table. It is creative way to learn about date, month, and year.

Beside the examples above, we can see another example below:

Picture 3.30
The Creative and Respect Presentation
on Chapter VII page 96[115]

Learning animal with pictures is usual. But with picture that shows the animal in the zoo, it is creative way. So, the material above is compatible with criteria of good textbook that is creative and respect.

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[115]Ibid., 96.

That all is description of materials in the English textbook entitled Bahasa Inggris: "When English Rings a Bell" for seventh grade of Junior High School in term presentation aspects. The researcher analyzes the textbook based on criteria of good textbook suggested by Greene and Petty.

2. Kinds of Speaking Activities in the Textbook

The research finding presents the analysis of data based on the second problem statement of the study. In analyzing this study, the writer uses the kinds of speaking activities for beginner level suggested by Kathleen M. Bailey (conversations and interviews, information gap and jigsaw activities, scripted dialogues, drama, and role-play, logic puzzles, picture-based activities, and physical actions in speaking lessons).[116] The writer analyzes materials for speaking is contained in the textbook entitled Bahasa Inggris: "When English Rings a Bell" for Seventh Grade of Junior High School with the kinds of material indicator.

From the kinds of speaking activities above the write showed each kind of activities examples. Conversation is same with dialogue, so the activities of the textbook which have instruction same with both that is included in conversation. And based on the definition of interview, it shows that instructions of some activities have word 'ask' or interview. For information gap have key word is telling (tell to give information to other). Jigsaw

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[116] Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapore: MC Graw Hill Education (Asa), 2005), 41-61.

activities are some activities of speaking that do in group. Role-play has key word 'practice', for example 'practice the expressions below'. Logic puzzle is representative of game activities. The activities have instruction to describe that is included in picture-based activities. And physical actions in learning speaking are some other activities can support speaking activities and actually included in speaking activities, for example 'repeat', 'spell', etc. for explain the activities the writer will some picture to explain below:

a. Conversations

Conversation is one of the most basic and pervasive forms of human interaction. Conversations are interactive: Although one speaker is sometimes more talkative than another, in a conversation, two or more individuals communicate. For the beginners, a guide conversation (controlled conversation) is an old technique from the audio-lingual era that is still useful.[117]

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[117]Ibid., 42-43.

From the explanation above, we can see some examples as follows:

Picture 3.31
The Conversation Activity on Chapter I Page 20[118]

The material above presents conversation, it can be seen from the instruction *'Please make a dialogue based on each picture below!'*. The instruction asks the student to make dialogue.

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[118]Yuli Rulani Khatimah, et.al, Bahasa Inggris: *"When English Ring a Bell".* Revised edition (Jakarta: Curriculum and Book Center, Research and Development Office, Education and Culture Ministry of Indonesia, 2014), 20.

Then another example of conversation activity as follows:

Picture 3.32
The Conversation Activity on Chapter IV Page74 until 76[119]

The material above presents conversation, it can be seen from the instruction *'With friends, take turns talking about your family members. Refer to the example below'.* The instruction asks the learners to talk about their family.

Beside the examples above, there is another example from the ninth chapter, it is:

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[119]Ibid., 74-76.

Picture 3.33
The Conversation Activity on Chapter IX Page 165[120]

'Work in pairs to discuss what she does. Use the questions to help you.' The instruction asks the learners to discuss the material with work in pairs. It shows the material in term conversation activities.

b. Interview

Then interviews are semi-structured sequences of questions intended to elicit particular information from the people answering the questions.[121] The examples of interview activities, we can see on the follows:

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[120]Ibid., 165.

Picture 3.34
The Interview activity on Chapter II Page 33[122]

'Please ask about your classmates' identity cards below', the instruction the writer categories the materials in interview. It caused the key of interview material that is 'ask'.

Then another example from the second chapter as follows:

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[121]Ibid., 44.
[122]Ibid., 33.

Picture 3.35
The Interview Activity on Chapter III Page 55[123]

The material above presents interview activities. It is showed by the instruction *'Please ask your classmates about their activities in the morning, in the afternoon, in the evening, and at night.'*

After we know the examples of interview activities above, there is another example below:

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[123]Ibid., 55.

My project is to interview my friends.

Name	Place of birth	Day of birth	Date of birth	Hobby	Weekend activity

Attention please!

• Go around the class.
• Find 4 (four) friends in your class that you like.
• Interview your friends using the form above.
• Tell the class about them.

Thank you.

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Picture 3.36
The Interview Activity on Chapter III Page 65[124]

From the material above, the learners are asked to interview their friends. It is showed from the instruction *'Interview your friends* using the *form above.'*

c. Information gap

The idea of the information gap as an organizing concept for a speaking activity is that one person has information that another lacks. An example of natural information gap activity for lower-level courses is for

[124]Ibid., 65.

one student to tell another his family. Another natural information gap involves giving directions.

We can know more clear explanation by the following examples below:
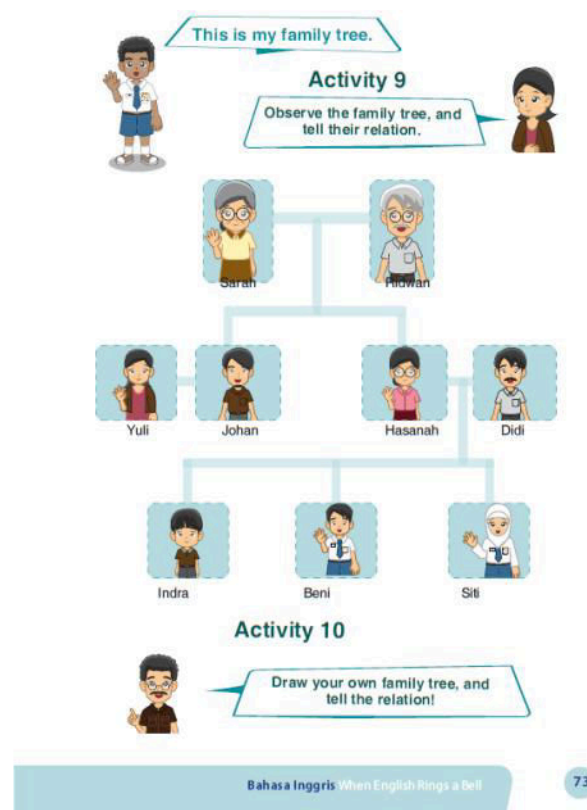
Picture 3.37
The Information Gap Activity on Chapter IV Page 73[125]

From the material above the writer include in information gap, it based on the definition of information gap. Information gap can supply by telling to give information.

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[125]Ibid., 73.

Then another example is from the first chapter:

Picture 3.38
The Information Gap Activity on Chapter I Page 6[126]

The material above presents the activity that asks the learners to tell

the pictures. The instruction showed information gap activity, *'please tell*

the class about each picture.'

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[126]Ibid., 6.

The next example is from eleventh chapter:

Picture 3.39
The Information Gap Activity on Chapter XI Page 198[127]

The material above presents information gap activity. It can be seen by the instruction, *'Please tell the class about Gaby's house that you read in the text. You may write your draft here, in the box.'*

d. Jigsaw activities

Jigsaw speaking activities is some speaking activities that done in a group.[128] We can know some examples as follows:

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[127]Ibid., 198.
[128]Ibid., 46-49.

Picture 3.40
The Jigsaw Activity on Chapter III Page 63[129]

Jigsaw activities in speaking learning can supply in material that using group in activities. The students can share what they know and what they don't know. It helps the students can work together in a team.

Then another example we can see on the follows:

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[129]Ibid., 63.

Picture 3.41
The Jigsaw activity on Chapter VI Page 109[130]

'Work in groups. Ask the members of the group to guess the title of the song. Use three clues to help them guess. The clues might be about: ...', the instruction showed information gap activity. The instruction asks the learners to work in a group.

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[130]Ibid., 109.

After the description of examples above, there is another example:

Picture 3.42
The Jigsaw Activity on Chapter IX Page 161[131]

The material above presents jigsaw activity. It is showed by the instruction *'Answer the questions: (work in groups) How often do you e*at out with your family? When do you usually eat out? What is the most *favorite place for your family to eat out? Why?'*

e. Scripted dialogues, drama, role-play

Scripted dialogues are written dialogues, which the students were to memorize and recite. The advantages of using scripts are that the students

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[131]Ibid., 161.

encounter words and grammar in an entertaining and meaningful context, and the learners can also focus on the forms they are producing. Forms of drama in teaching speaking classes are when actors are performing a play. And then role-play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people. This resource will provide the students with some linguistic support as they try to use English in a new situation.[132]

The example of role-play activities we can see on the follows:

Picture 3.43
The Role-play Activity on Chapter I Page 22[133]

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[132]Ibid., 49-53.
[133] Ibid., 22.

Scripted dialogues, drama and role-play are supplied in the textbook by some materials instruction with key word 'practice'. It is not practice some difficult scripted because this material to the beginning level learners.

The next example from the second chapter is:

Picture 3.44
The Role-play Activity on Chapter II Page 35[134]

'Work in pairs. Practice spelling names as the dialog below.', the instruction ask the learners to practice spelling. It is showed the material as role-play activity.

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[134]Ibid., 35.

After the examples above, there is another example below:
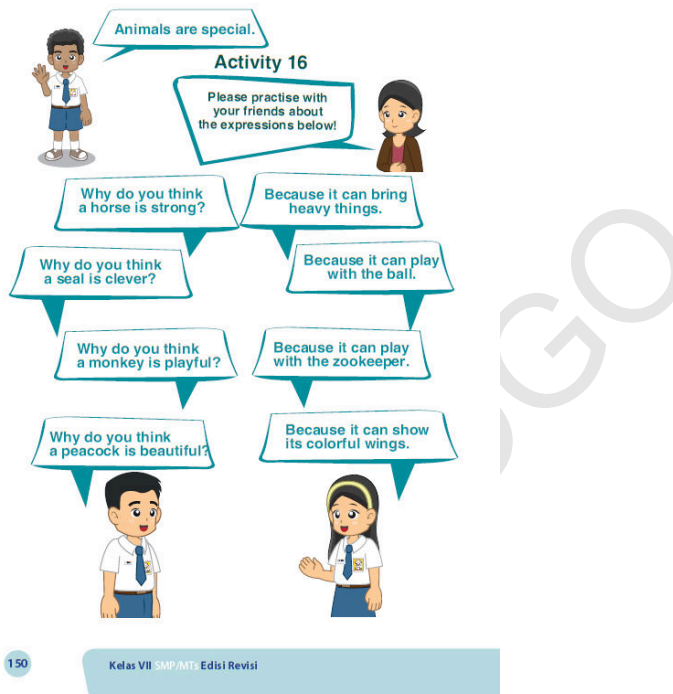
Picture 3.45
The Role-play activity in Chapter VIII Page 150[135]

The material above presents role-play activity. The instruction asks the learners to practice the expressions, *'Please practise with your friends about the e*xpressions below!'*

f. Logic puzzles

Logic puzzles are tasks in which, given a certain number of facts, a person must deduce other facts, typically to complete an information grid.[136] After the explanation above, we can see some examples below:

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[135]Ibid., 150.
[136]Ibid., 54.

Picture 3.46
The Logic Puzzle Activity on Chapter VI Page 109[137]

Logic puzzle is representative some games of speaking materials in textbook. So, some materials in textbook are included in logic puzzle activities by the writer. The material above presents logic puzzle activity that is known by the instruction.

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[137] Ibid., 109.

Then another example of logic puzzle activity as follows:

Picture 3.47
The Logic puzzle activity on Chapter X Page 189[138]

The material above presents logic puzzle activity. The instruction asks the learners to guess mean of a word, a phrase, or a picture. The game helps the learners more fun to learn.

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[138]Ibid., 189.

g. Picture-based activities

Picture-based activities are all of pictures can provide learners with many things to talk about.[139] From the explanation we can get more explanation by some examples as follows:

Picture 3.48
The Picture Based Activity on Chapter IX Page 169[140]

[139]Ibid., 57.
[140] Ibid., 169.

Some activities to describe uses pictures materials, it is same in the textbook. The writer includes all of 'describe' instruction in picture-based activities materials.

We also can see another example below:

Picture 3.49
The Picture-based Activity on Chapter I page 12[141]

'What kind of greetings should you say?', the instruction asks the learners to mention kind of greetings. It show that the material as picture-based activity.

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[141]Ibid., 12.

Beside the examples above, there is another example on the follows:

Picture 3.50
The Picture-based activity in Chapter VII 115[142]

The material above presents picture-based activity. *'Please name the things in the pictures, and then describe them orally'*, the instruction ask the learners to describe based the pictures.

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[142]Ibid., 115.

h. Physical actions in speaking lessons

Physical actions are activities involving physical actions can help learners remember the meaning of words and structures.[143] The example of physical action activity as follows:
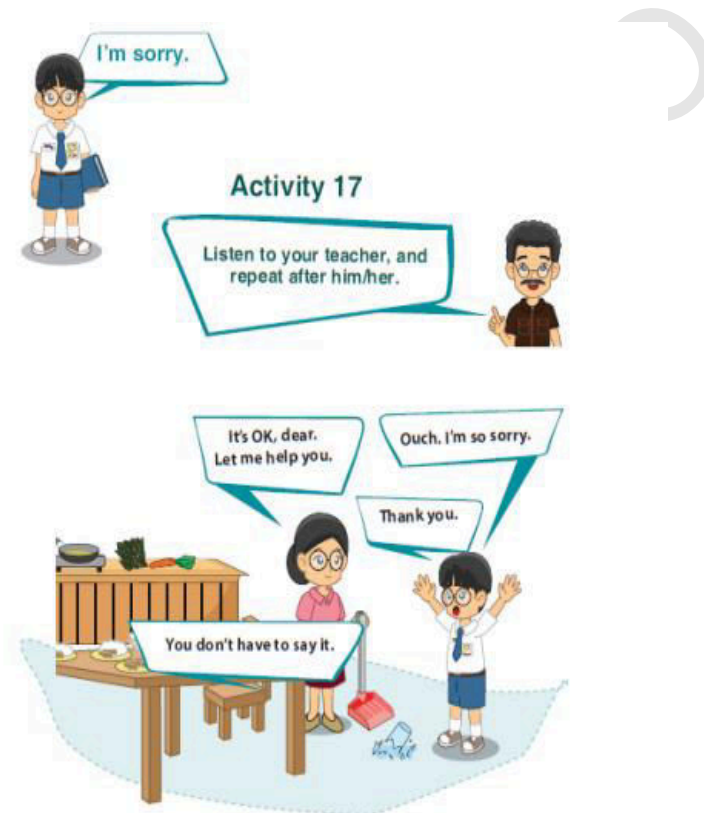
Picture 3.51
The Physical Action Activity on Chapter I Page 19[144]

[143]Ibid., 61.
[144]Ibid., 19.

The material above has be example of physical actions in speaking lesson. The simple example of it is repeating words. It helps student more remember and understand about the word meaning.

Then another example we can be showed by the example below:

Picture 3.52
The Physical Action activity on Chapter II page 37[145]

'*Please spell your teachers' name*', the instruction asks the learners to spell names. The activity can help the learners to say more fluently.

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[145]Ibid., 37.

Beside the examples above, we also see the following example:

Picture 3.53
The Physical Action Activity on Chapter VIII Page 135[146]

'Let's sing a song!', from the material instruction above the learners are asked to sing a song. It helps the learners to learn not only speaking but also try to learn by singing.

From the explanation above the writer make the table to know how much kinds of speaking activities have been presented in the textbook. The table is the following:

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[146]Ibid., 135.

Table 3.2
Kinds of Speaking Activities

No.	Materials for Speaking is Contained in the Textbook	Kinds of Speaking Materials							
		A	B	C	D	E	F	G	H
	Chapter I								
1.	Opening: Let's sing a song!								H
2.	Activity 2: Please practise the greetings with people around you.					E			
3.	Activity 3: Please practise with your parents the expressions below!					E			
4.	Activity 4: Please tell the class about each picture.			C					
5.	Activity 5: Please practise the greetings with people around you.					E			
6.	Activity 6: Listen to your teacher, and repeat after him/her.								H
7.	Activity 7: Please make your own dialogue using the expressions above!	A							
8.	Activity 8: Please ask your classmates about their feelings and write them down here. Use the model expressions above.		B						
9.	Activity 10: Please write the names of people to whom you said goodbye and where you said it.					E			
10.	Activity 11: What kind of greetings should you say?							G	
11.	Activity 16: Please write the names of people to whom you said thank you and where you said it.					E			
12.	Activity 17: Listen to your teacher, and repeat after him/her.								H
13	Activity 18: Please make a dialogue based on each picture below!	A							
14.	Final project: Attention please! To create a dialogue: - study the role cards. - perform it in front of the class. Thank you.	A				E			
15.	Closing: Let's sing a song.								H
	Chapter II								
16.	Activity 1: Listen to your teacher, and repeat after him/her.								H
17.	Activity 2: Use the clues below.								
18.	Activity 5: Please practise with your classmates using the expressions below.					E			
19.	Activity 8: Please ask about your classmates' identity and fill out the identity cards below.		B						
20.	Activity 9: Please ask your classmates about their favorite color and favorite food using the questions above. Complete the table below.		B						
21.	Activity 10: Work in pairs. Practice spelling names as					E			

No.	Activity							
	the model dialog below.							
22.	Activity 11: Please ask your classmates about their names and how they spell them.	B						
23.	Activity 13: Please spell your teachers' names!							H
24.	Activity 14: Listen to your teacher, and repeat after him/her.							H
25.	Final project: Attention please! • Find pictures/photos of people you love at home. • Put the photos on a manila paper. • Write descriptions of each photo below them. • Present your poster in front of the class. Thank you.						G	
26.	Closing: Let's sing a song!							H
	Chapter III							
27.	Activity 1: Listen to your teacher, and repeat after him/her.							H
28.	Activity 2: Observe the expressions. Then take turns with your friends practising the expressions. Use different names of the days.				E			
29.	Activity 3: Practice the expressions above using different days!				E			
30.	Activity 4: Please tell the class what you learn each day.		C					
31.	Activity 7: Please tell the class about your daily activities. Use the guiding questions to help you.		C					
32.	Activity 8: Listen to your teacher reading these numbers. Repeat after him/her.							H
33.	Activity 11: Please ask your classmates about their activities in the morning, in the afternoon, in the evening, and at night.	B						
34.	Activity 12: Listen to your teacher reading the names of the months, and repeat after him/her.							H
35.	Activity 14: Please practice saying the expressions above with your friends. Use different months.				E			
36.	Activity 15: Listen to your teacher reading these numbers. Repeat after him/her.							H
37.	Activity 16: Please ask your friends about their birthday!	B						
38.	Activity 17: Complete the short dialog based on the picture.						G	
39.	Games: Attention please! • Please work in groups of four or five. • Each group has a dice. • Each student has a token. • Roll the dice. • Move your token based on the numbers.			D				

No.	Activity	A	B	C				G	H
	• Say the name of the day of the week and the date that you are on with your token. For example: "Today is Monday. It is the eighth day of the month". • The student who first reaches the end of the month will be the winner. Thank you.								
40.	Final project: Attention please! • Go around the class. • Find 4 (four) friends in your class that you like. • Interview your friends using the form above. • Tell the class about them. Thank you.		B						
41.	Closing: Let's sing a song.								H
	Chapter IV								
42.	Opening: Let's sing a song!								H
43.	Activity 6: Now tell about Mr.Yahya and Mrs.Yoana Pataya.			C					
44.	Activity 7: Tell about your sister or brother.			C					
45.	Activity 8: Please mention the members of the family that you can see in the picture.							G	
46.	Activity 9: Observe the family tree, and tell their relation.			C					
47.	Activity 10: Draw your own family tree, and tell the relation!			C					
48.	Activity 11: With friends, take turns talking about your family members. Refer to the examples below.	A							
49.	Final project: Attention please! • Choose one of your family picture of the postcard size. • Make a frame from the recycled things for your photo. • Write short identity of each people in the frame on colourful paper. • Stick the frame on a card board. • Stick the identity sheet next to the photo frame. • Display the card board. • Tell about each member of family based on the identity sheet. Thank you.							G	
50.	Closing: Let's sing a song.								H
	Chapter V								
51.	Activity 1: Listen to your teacher reading the words, and repeat after him/her.								H

No.	Activity								
52.	Activity 6: Please describe the picture.							G	
53.	Activity 10: Listen to your teacher reading the words, and repeat after him/her.								H
54.	Activity 12: Please describe the pictures.							G	
55.	Activity 13: What is it? What do you think about it? What can we do there?							G	
	Chapter VI								
56.	Activity 3: With a friend, practice reading those last words using the right pronunciation. Do you notice that the word in Line 1 rhymes with the word in Line 2? The word in Line 3 rhymes with the word in Line 4? Do you know what rhyme means? Discuss it with your friend.	A							
57.	Activity 6: Use the following lyric to help you sing the song.								H
58.	Activity 7: Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend	A							
59.	Activity 9: Read the lyric carefully. Find the meaning of each of these words or phrases. Then discuss it with your friend.	A							
60.	Activity 12: game; Work in groups. Ask the members of the group to guess the title of the song. Use three clues to help them guess. The clues might be about : 1. The name of the singer. 2. The content of the song that is what the song is about. 3. The tune of some part of the song. Take turns doing this among the members of the group. The winner of this game will be the one that can guess the most.			D		F			
	Chapter VII								
61.	Activity 3: Please name the things in the pictures, and then describe them orally.							G	
62.	Activity 6: Please mention the parts of the house and the things in there.							G	
63.	Activity 8: Please mention the things that you can see in the picture. Use the words in the box to help you.							G	
64.	Activity 9: Please describe the things that you can see in the picture.							G	
65.	Activity 10: Listen to your teacher, and repeat after him/her.								
66.	Activity 11: Please mention the things that you can see in the picture. Use the words in the box to help you.							G	

No.	Activity							
67.	Activity 12: Please describe the things that you see in the picture.							G	
68.	Activity 13: Listen to your teacher reading these words. Repeat after him/her.								H
69.	Activity 14: Where do you do these activities?							G	
70.	Activity 17: What kinds of animals can you find in your backyard?Use the words in the boxto help you.							G	
71.	Final project: Attention please! Put the pictures of your favorite things, favorite places at home and animals at your school on the wall in your class! Thank you. My project is to describe my favorite things, my favorite place at home, and animals at school.							G	
	Chapter VIII								
72.	Opening: Let's sing a song!								H
73.	Activity 1: Please describe the picture below.							G	
74.	Activity 2: Observe the picture, and describe it.							G	
75.	Activity 3: Who is she/he? What do you think about him/her? What does he/she do?							G	
76.	Activity 5: Please ask about your classmates' characteristics.	B							
77.	Activity 9: Who is she/he? What do you think of her/him? What does she/he do?							G	
78.	Activity 10: Please describe each member of your family!							G	
79.	Activity 11: Please describe each picture below!							G	
80.	Activity 12: Please circle the words that can be used to describe people, things, or animals.							G	
81.	Activity 14: Listen to your teacher and repeat after him/her.								H
82.	Activity 16: Please practise with your friends about the expressions below!					E			
83.	Activity 17: Please describe each animal below.							G	
	Chapter IX								
84.	Activity 1: What are they?							G	
85.	Activity 4: What kinds of healthy food do you know? Discuss with your friends.							G	
86.	Activity 5: Please describe the picture below.							G	
87.	Activity 6: Please ask your classmates about traditional food in each restaurant.	B							
88.	Activity 7: Answer these questions: (work in groups) How often do you eat out with your family? When do you usually eat out? What is the most favorite place for your family to eat out? Why?				D				

No.	Activity	A	B	C	D	E	F	G	H
89.	Activity 9: Listen to your teacher reading the sentences. Repeat after him/her.								H
90.	Activity 10: Discuss with your friends what he might do in the garden. Use the picture to help you.	A							
91.	Activity 11: Work in pairs to discuss what she does. Use the questions to help you.	A							
92.	Activity 12: Discuss with your friends what the traffic signs below mean.	A							
93.	Activity 13: Describe the picture.							G	
94.	Activity 14: Now, please tell about your family. Use these questions. - what is he/she? - what does he/she do? - where does he/she do the activity?			C					
95.	Activity 15: Describe the animals. Refer to the examples.							G	
96.	Activity 17: Please describe the things around you!							G	
97.	Activity 18: Please observe your classroom. - Mention things there. - What do you use them for?							G	
98.	Activity 20: What kind of things do you find on your backyard?							G	
	Chapter X								
99.	Activity 2: Look at the pictures. What does the teacher probably say to the students?							G	
100.	Activity 3: Listen and repeat.								H
101.	Activity 4: Please describe this picture!							G	
102.	Activity 6: Listen to your teacher reading these warning signs. Repeat after him/her.								H
103.	Activity 8: Please describe the signs below!							G	
104.	Final project: Attention please! • One student will come to the front of the class. • The teacher will show "a word, a phrase or a picture." • The other students should guess what it means. Thank you.						F		
	Chapter XI								
105.	Activity 1: Listen to your teacher, and repeat after him/her.								H
106.	Activity 2: Now please tell about Miss Qonina.			C					
107.	Activity 3: Now please describe these people. Use these questions to help you. Use the clues under the picture as well.							G	

No.	Activity	A	B	C	D	E	F	G	H
108.	Activity 4: Please describe these people. Write them in the boxes provided. Put his or her photo in the proper box. Refer to the examples in							G	
109.	Activity 5: Now it's time for you to describe your idol teacher. Use these questions to help you.							G	
110.	Activity 9: Please describe your cute pet. Use these questions to help you. Put the picture of your pet in the box provided.							G	
111.	Activity 10: Listen to your teacher. Repeat after him/her.								H
112.	Activity 12: Please tell the class about Gaby's house that you read in the text. You may write your draft here, in the box.			C					
113.	Activity 13: Please describe the pictures below.							G	
114.	Final project: Attention please! • Make a plan of your future home. • You can draw it on a big poster and describe it. • Present it in front of the class. Thank you.							G	
	TOTAL	10	9	11	3	12	2	42	26
NOTE: One combination of D and F, and one combination A and E									

Note:

Code	Kinds of speaking materials	Indicator of instruction
A	= Conversations	Make dialogue, talking
B	= Interviews	Ask
C	= Information gap	Tell
D	= Jigsaw activities	Group
E	= Scripted dialogues, drama, and role-play	Practice
F	= Logic puzzles	Play/ games
G	= Picture-based activities	Describe and WH-questions
H	= Physical actions in speaking lessons	Sing, repeat

The table is used to find out the percentage of speaking activities contents in "Bahasa Inggris: When English Rings a Bell" for seventh grade students of Junior High School based on kinds of speaking activities. In the end of this research's result, the compatibility percentage of the speaking activities is found by summing all the percentage of these 11 sub chapters and takes the mean percentage among them. To find the total speaking activities compatibility percentage of the textbook, the writer uses this formulation.

$$= \frac{XY}{} \times 100\%.$$

Note:

X= The total same compatibility point from the whole.

Y = The checklist total points for the whole chapters (114).

CHAPTER IV

DISCUSSION

A. The Analysis of Speaking Materials in "When English Rings a Bell" Textbook in Term of Speaking Material Presentation

In analyzing this study, the writer referred to the indicators of good textbook in speaking materials presentation aspect suggested by Greene and Petty adapted checklist proposed by Dawn Garinger becomes the following checklist. The writer analyzed only in speaking materials in the textbook entitled "When English Rings a Bell" for seventh grade of Junior High School.

Table 4.1
Criteria of Good Textbook Checklist

NO.	Criteria of good textbook	Yes	No
1.	Are the presentation aspects of speaking materials in the textbook interesting and attractive toward the learners?	√	-
2.	Are speaking materials presentation aspects in the textbook able to motivate the learners?	√	-
3.	Are speaking materials presentation aspects of textbook illustrative?	√	-
4.	Do speaking materials presentation aspects of the textbook consider the linguistic aspect and suitable with the learner's ability?	√	-
5.	Do speaking materials presentation aspects of textbook relate to the other branch of the science?	√	-
6.	Do speaking materials presentation aspects of the textbook stimulate the personal activity of the learners?	√	-
7.	Are speaking materials presentation aspects of the textbook clear to avoid the learners will be confused in using textbook?	√	-
8.	Do speaking materials presentation aspects of the textbook have clear point of view?	√	-
9.	Do speaking materials presentation aspects of the textbook provide the balance and emphasize values to the learners?	√	-
10.	Do speaking materials presentation aspects of the textbook respect to the differences of the individual?	√	-

The result of analysis of each component of the checklist will be the presented as follow.

The materials on the textbook can give motivation, stimulation, illustration, clearly meaning. The materials appropriate with syllabus and contextualized with the learners ability and activity. The material not only related with other science branches but also balanced and emphasized values for the learners can understand and practice in their environment. That's all make the material more creative and interesting. It's suitable with criteria of good textbook by Greene and Petty.

Based on Jack C. Richards standard textbook, the material of the textbook has purpose to complete the teaching and learning objectives. The result also related to the role of good textbook that suggested by Alan Cunningsworth. The textbook have some roles as resource of presentation materials, activities, reference, simulation, and ideas.

The explanation above presents the analysis based on the first problem statements of the study. In analyzing, the writer conclude that presentation materials on "When English Rings a Bell" textbook which are suitable with criteria of good textbook.

B. The Analysis of Speaking Materials in "When English Rings a Bell" Textbook in Term of Speaking Activities
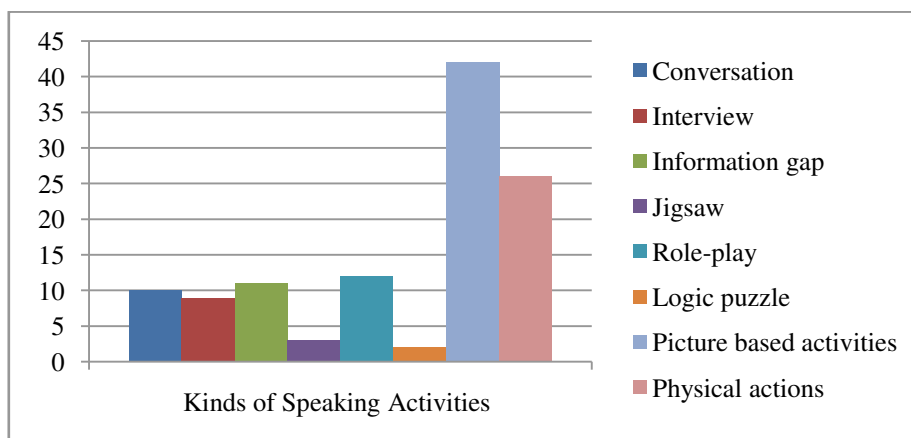
Picture 3.24
The Result of Kinds of Speaking Activities

The most crucial part of this research is selecting materials on "When English Rings a Bell" textbook. Based on the data and analysis of the textbook, there are 114 speaking materials from eight types of speaking activities as follows:
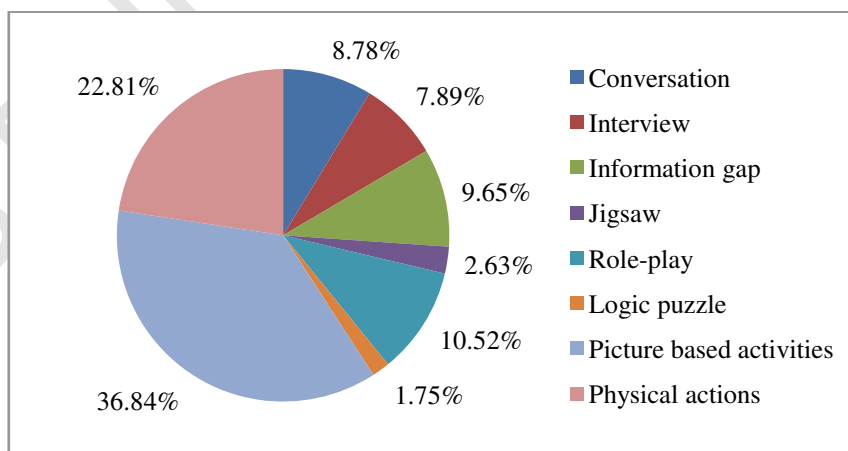
Picture 3.25
Kinds of Speaking Activities Percentages

1. Conversations

   The English textbook entitled "Bahasa Inggris: When English Rings a Bell" for seventh grade students of Junior High School has 10 conversation activities. The percentage of conversation activities in the English textbook is 8,78%. It means that the English book is good to provide conversation activities.

2. Interviews

   The interview activities in the English textbook have 9 materials. The percentage of interviews activities is 7,89%. It means "When English Rings a Bell" textbook provide interviews activities that is less from a half of speaking materials presentation in the textbook.

3. Information gap

   Information gap has 11 materials, and have percentage 9,65%. It is more than interviews activities' score.

4. Jigsaw activities

   Jigsaw activities are the second under grade of score from eight kinds of speaking activities. The result is 3 jigsaw activities, and one of them is combined with logic puzzle. The percentages of jigsaw activities are 2,63%.

5. Scripted dialogues, drama, role-play

   There are 12 of role-plays' materials. It means the percentage of the activities that's are 10,52%.

6. Logic puzzles

   Logic puzzle has 2 materials on the textbook. And the percentage of logic puzzle is 1,75%.

7. Picture-based activities

   Picture-based activities are the most dominant speaking activities on the textbook. The activities have 42 materials that have same. And the percentage is 36,84%.

8. Physical actions in speaking lessons

   Physical actions activities have 26 materials of "When English Rings a Bell" textbook. The percentage of physical actions are 22,81%. It means the activities have the high domination score of the textbook.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing of speaking materials in the textbook entitled *Bahasa Inggris:"*When English Rings a Bell" for Seventh Grade in Junior High School, the writer can draw some conclusion based on the research findings as follows:

1. The researcher finds that the book can fulfill criteria of good textbook. Speaking materials in English textbook are good or compatible with the good materials based on criteria of good textbook that suggested by Greene and Petty in terms of interesting and attractive, motivating, illustrative, appropriate with Curriculum 2013 syllabus, related with other science branch, stimulate and interactive, meaningful, contextualized, provide the balancing and emphasize values, creative and respect.

2. The following points are the major findings of this research from 114 speaking materials that have been found.

   a. Conversations

   The English textbook has 10 conversation activities or 8,78%.

   b. Interviews

   The interview activities in the English textbook have 9 materials or 7,89%.

   c. Information gap

   Information gap has 11 materials or 9,65% in the textbook.

d. Jigsaw activities

The result of textbook analysis is 3 jigsaw activities, and the percentages of jigsaw activities are 2,63%.

e. Scripted dialogues, drama, role-play

In the textbook, there are 12 of role-plays' activities or 10,52%.

f. Logic puzzles

Logic puzzle has 2 materials on the textbook or 1,75%.

g. Picture-based activities

Picture-based activities are 42 materials or 36,84%.

h. Physical actions in speaking lessons

Physical actions activities have 26 materials of "When English Rings a Bell" textbook, it means 22,81%.

B. Suggestion

The writer gives some suggestion to the person who has relation with this research. The suggestions are:

1. For the English teacher

The English teacher should be able to choose a suitable textbook for the students and it is appropriate with the level. The teacher also should have contribution to evaluate materials on the textbook before and after using textbook. So, the students will be more interested in learning and able to understand the material.

2. For the author and composer of English textbook

The author and the composer should improve the innovation and evaluate all of part in the textbook, especially in presentation materials. So, the student will able to improve their English ability.

3. For the next researchers

For the next researchers, who are interested in analyzing and evaluating textbooks, this study limits on the compatibility the presentation speaking materials of English textbook with the criteria of good textbook suggested by Greene and Petty, and kinds of speaking activities suggested by Kathleen M. Bailey. The next researchers can study in other aspects not only compatibility and kinds of speaking materials but also in contextual learning, grammatical, vocabulary, and others.