CHAPTER I

INTRODUCTION

A. The Background of the Study

English has many interrelationships with various aspects of life by human being. Since English is an international language, at least from a cultural perspective, learning English in school gives a chance to experience an entirely every culture by doing such activities as reading, speaking, listening and writing. The objective of teaching English is to enable the student to achieve those four skills. It is expected that after relatively enough time of studying, the students will achieve those skills. Brown (2000:1) states that learning English is a long and complex undertaking. Generally, people who learn something new face difficulties. They make some mistakes and errors using. It is a normal thing for Indonesian students in learning language especially English as a foreign language. It is a part of process which to be faced.

Since English is the largest language among other languages that used by most countries around the world, it became one of reasons why English is designated as an international language. It means that by having the ability to use international languages can help students to find information widely. It is one of some reasons why the government chooses English as the foreign language to be taught in schools. Some schools, such as Junior High School and Senior High School also recommend that students must be able to master the four skills in English by considering the importance of the English

1

language itself nowadays. Speaking skill becomes one of the important skills in learning English, because as a human we never stop to talk to others in daily life. Then, the success of people's study will depend on their ability to speak. Speaking is the activity is using the most to deliver what comes from mind and it becomes information. (Richard, 2008) states that speaking is a process of building and sharing ideas through the use of verbal and non-verbal symbols. Speaking is the primary indicator of success in learning language, it means that learning a language is often measured in terms of the ability to carry out a conversation in the target. By the ability of speaking itself, students are able to interact and do a communication through conversation with both student and teacher in the classroom. Brown (2004: 271) describes that there must 6 categories needed in speaking skill area, namely imitative, intensive, responsive, transactional, interpersonal and extensive.

Nowadays, the goal of teaching speaking should give an impact to the speaking ability itself. The students should have a chance to express their feelings, thoughts and many more in a spoken way. In the reality, there are still so many challenges or problems that have to be faced by the students. But, the common problems which we often mention are that the students lack of vocabulary, lack of motivation, the surrounding which does not support them to increase their English speaking, the teacher or someone whose talk with always pay attention with grammar structure without let them to speak confidently at the first. But, we rarely take attention about the media. How if the problem comes from the media is used by the teacher. For example, the

media is not suitable to support them to increase their English speaking. By looking for the problems in speaking skill, the teacher should be able to overcome those all properly.

Without any doubt, the teacher needs proper technique and media which could use by the student in learning process. Media which mostly used by the teacher is textbook. Textbook is one of many media which can be a way to help student in learning English, especially in speaking. Cunningsworth (1995:7) states that textbook is best seen as a source in achieving aims and objectives that have been set in terms of learner needs. In order to improve the quality of English education, the Ministry of Education and Culture has provided some projects to produce textbooks for each level of education. K13 has been applied at many schools in Indonesia, consequently textbooks have been produced for the 2013 curriculum and teachers have to use such a textbook with the new curriculum. The Ministry of Education and Culture has declared that the textbook as a book for students is suitable to be used in schools for teaching-learning. It means all the arrangements within that textbook should meet to the student's need in learning. Also, based on Fakhomah (2017: 2) textbook is used in the process of teaching and learning for teaching English and in education, Indonesia has been using a textbook for many years. It can be stated that the English textbook is a book that has English materials in it and it is always used in the learning process in the classroom as the guide book for the teacher and students in their teaching learning activity.

As known, in every English textbook, there must be some tasks which designed to help the students understanding about the material and also there should be suitable to the four skills of learning English, one of them is speaking' tasks. According to Susanty (2017), there are some purposes of assessment or task, such as to increase the continuity of teaching and learning process, to give feedback tostudents' achievement, to analyze the students' need, and to check the effectiveness of method and material used in the teaching and learning activity. It means after the teacher delivers the material from the textbook, and then the student can get the evaluation to see the improvement of their understanding by seeing the tasks of that textbook as well. In short, the purpose of task is to facilitate the language learner and let the learners to performance it in a way.

Selecting textbook is an important thing, because it will influence the tasks which are available in that textbook to train the students. A textbook should be suitable not only with curriculum but also for the students. According to Brown (2004) the tasks which available in textbook have to consist to five types they are Imitative speaking tasks, Intensive speaking tasks, Responsive speaking tasks, Interactive speaking tasks, and Extensive speaking tasks. Based on the theory above, Brown wants to align the categories that must be mastered in specifying skills and practice these abilities in every speaking task with the same concept. Based on Brown's theory which said that there must be five types of speaking task in a textbook, it means those five types already cover all the required components and elements of speaking. So if the

speaking task in the English book, especially in English Stop Bullying Now textbook already has those five types according to Brown's theory, it will meet the needs of students in achieving their speaking skill ability.

The observation for obtaining the preliminary data has done by the researcher from English textbook entitled "Bahasa Inggris Stop Bullying Now" for grade XI which was published by Pusat Kurikulum & Perbukuan, Balitbang, Kemendikbud and based on curriculum revised version. From the textbook page 12, which is about "to complete the conversation between a concierge and a customer at the hotel" and the conversation section is as follows:

Suggesting & Offering *Create the small conversation for giving and respond suggestion expression!*	The kind of speaking task beside is **Responsive speaking task.** It can be seen from the instruction, where the students asked to be able to express their idea with their friends to maintain a social relationship or interaction ahead by using suggestion expression.

Suggesting & Offering *Create the small conversation for giving and respond offering expression!*	The kind of speaking task beside is **Responsive speaking task.** It also can be seen from the instruction, where the students asked to be able to express their idea to give and respond the offering from themselve or their friends. It means, they have to deliver their opinion, whether they accept or not with the offering itself to maintain the conversation as a social relationship.
Completetion *Complete the transactional conversation based on suggestion and offer expresions.*	Based on the text above, it was found that the type is **Intensive speaking task**. It is because the direction of the task asks the students to complete the conversation by using suggestion and offer expression.
Active Conversation *Use the thinking technique "ThinkPairShare" to offer and suggest a solution to the problem that given.*	Think-Pair-Share, this kind of speaking task is higher than the previous. They not only think and deliver an offering and suggestion as theirs. But they should deliver their opinion to solve a problem among some people. Then, they should discuss whether the suggestions properly or not to deliver. After that, they have to

	summaries the results of their discussion to be showed in front of the class. This kind of speaking task can be called as **Interactive speaking task.**
Let's Practice *Choose the best options for each sentence*	Baded on the instruction, it was found that the type of speaking task is **Intensive speaking task.** The students ask to choose the best options to complete the sentence or dialog that given in the textbook.

Brown (2004) states that there are must five types of speaking task, namely, Imitative, Intensive, Responsive, Interactive and Extensive speaking task. This research becomes important to go further since it is known that the types of speaking task are able to influence the students' speaking ability. Based on the elements of speaking by Hormaililis (2003:6) they are four elements, namely vocabulary, grammar, fluency and pronunciation. By linking the elements of speaking with the types of speaking task by Brown's theory, it will be strongly relevant that the speaking task in the textbook has a role in supporting students' speaking ability. We can also see to the analysis of the textbook, it must be the foundation that the textbook is arranged as well as possible. This is also the basis for each task, including the speaking task within the textbook meeting the needs of students in improving their speaking skills. But in fact by looking to the preliminary data of this research, there are

just three of five types which must be appropriate to the Brown's theory that provides in the chapter one of the textbook entitled Stop Bullying Now for grade XI Senior High School. By paying attention with that problem, this research aims to analyze the types which used in the speaking tasks based on Brown's theory in English Textbook "Bahasa Inggris Stop Bullying Now" for the second grade of Senior High School. By analyzing the types, then will be known how those types are able to support students' speaking skill should occur by linking them through speaking task in the English textbook.

B. The Problems of the Study

Based on the background of study above, the researcher formulated the problems of the study as follows:

1. What types of speaking tasks are used in the textbook Bahasa Inggris Stop Bullying Now for grade XI Senior High School?

2. Are the types of speaking tasks in the textbook appropriate with Brown's theory?

C. The Objectives of the Study

1. To find out the types are used in the textbook Bahasa Inggris Stop Bullying Now for grade XI Senior High School.

2. To analyze the appropriateness of speaking task types which presented in the textbook entitled "Bahasa Inggris Stop Bullying Now" for second grade of senior high school based on Brown's theory.

D. The Scope of the Study

In learning English there are four skills the students need to master, such as listening, speaking, reading and writing. In this research, the researcher focuses on the types of speaking tasks of speaking tasks are presented in the textbook entitled "Bahasa Inggris Stop Bullying Now" for second grade of senior high school published by Pusat Kurikulum & Perbukuan, Balitbang, Kemendikbud.

The types of speaking tasks in Bahasa Inggris Stop Bullying Now for grade XI will analyze by the researcher. In analyzing the types of the speaking task, the researcher will use the theory of Brown (2004). According to Brown's theory, speaking tasks must consists of five types such as imitative speaking task, intensive speaking task, responsive speaking task, interactive speaking task and extensive speaking task.

E. The Significances of the Study

The finding of this study is expected to give theoretical and practical contribution, as follows:

1. Theoretically

The finding of this study can be used as a reference for those who want to carry out the research based on Brown's theory to analyze the speaking tasks section in student's textbook.

2. Practically

a. For the teachers

The findings of the study could be a reference for the English teachers especially as a recommended reference to know what are needed in speaking tasks which are compatible with Brown's criteria in speaking skill area and in its tasks.

b. For the students

The result of this study can motivate and increase the student's understanding in learning speaking by using task in textbook as media to help them.

c. For the future researchers

This study can be used by the future researchers as a referential contribution in conducting similar research.