

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool that used by people for communication in daily life. As a human being, people keep to live or to interact with other people. It proves that in general, human beings are social creatures who need each other. As social human the thing importance of language includes all of the aspects. It means that, language is used for communication. Many languages in the world, each country have a language that use as a local communication for sharing with other people, but there is one of the most using English language.

English is an international language plays an important role in education in Indonesia. By mastering English, students can communicate with others people all over the world and open doors to scientific and technical knowledge. It allows students to have better access to any information. English also facilities students to get good job and good university. It is because English becomes requirement to enter either company or university, hence having good ability in English can be one of some ways for students to gain success in their life.

Nowadays, in Indonesia, teaching foreign language particularly English is mushrooming. Indonesia government has placed the subject of English is taking place on different level of education that is from the lowest level (kindergarten) to the highest level (university) to be mastered by considering to the four language skills: listening, speaking, reading, and writing. And the writer choose speaking skill skill because it is essential language to communicate. Speaking developed as on important means of expressing meanings. 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 simple conversation is anything but a simple process particularly if all students is speaking a new language.

In Indonesian's educational system, textbook are considered as the main components of the curriculum. They determined the content, the methods, and procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. Students need a textbook to support their learning. English textbooks support the teacher to provide materials, because teachers are demanded to provide various material creatively.

There are many publishers that try to provide textbooks in various style and setting which are compiled based on the curriculum implemented in Indonesia. Even Ministry of Education and Culture of Indonesia also provides English textbook are available of Junior High School entitled "*Bahasa Inggris: When English Rings the Bell*" that written by Siti Wachidah and Asep Gunawan. The Ministry of Education and Culture of Indonesia has decided that Education in Indonesia must implement the 2013 curriculum. Therefore, the design of curriculum is also change from teacher centered to student centered. In the learning process the 2013 curriculum adopts scientific approach that is designed to make students construct concepts and principle through some steps. The steps are observing, questioning, collecting information, associating, and communicating.

In addition, the researcher found the problem of English textbook, as follow: First, the implementation of new curriculum; Second, When English

Rings a Bell is the new textbook for 2013 curriculum; Third, the crucial roles of textbook in English language teaching and to support the 2013 curriculum. Knowing the problem, the researcher motivated to analyze the textbook *When English Rings a Bells* whether the materials are relevant with the appropriateness of students' need.

The objectives of learning English in Indonesia is students are be able to communicate both in written and oral language fluently and accurately. To facilitate students in attaining the objective, one of ways is giving the suitable materials based on the needs of the learners. In spite of student are expected to have ability both written and oral language, they assume by having ability in speaking skill, they can use the language to communicate in daily life. To help students in improving their skill, one of some ways is by giving them good speaking materials.

Furthermore, teacher should pay attention to speaking materials from English textbook. In this case, the teacher has a bog opportunity to choose and select the compatible textbook based on the syllabus and curriculum. Textbook becomes motivator and facilitator for students' needs in teaching and learning activity in class. Therefore preparing the teaching materials for each class will not consume a lot of time. By using textbook, teachers are easier to teach in class, because it is has already set based on the learners' needs. For that reason textbook is used dominantly in teaching and learning process. Therefore, the teachers must be carefully to select the materials by considering the situation of class and the syllabus. The materials should be suit with the syllabus of the teaching-learning program and the learners need or condition of the learners.

National Education Standard Organization (BSNP) has arranged the 2006 Curriculum (KTSP) as a standard curricular guidelines of education. In the school based curriculum, there are many learning materials that should be taught (especially in English) for students. Under KTSP, the syllabus is developed into a lesson plan for subject. It considers to the standard competencies, basic competencies, learning activities, learning indicators, learning assessment, time allocation, and learning resources.

Speaking is important in the process of language learning. We do communicate through speaking to gain much more information. The most natural way to communicate is speaking, because by speaking, people can interact with their environment and society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. Curriculum makers, textbook writer and of course the teacher should work harder in finding ways to design syllabus and book which emphasis more of learners' needs on speaking skills.

According to Bygate (1987:5-6), the notion of speaking skills may be viewed into two basic aspects; there are "motor-receptive skills (mechanic)" and "interaction skills". 'Motor-receptive skills' involve a mastering of sounds and structures and 'Interaction skills' involve making decisions about what and how to say things in specific communication situation to convey the right situation. In order to encourage the learners in improving their speaking skill, the materials of speaking should promote the characteristics of spoken language in the material.

Based on description above, the writer concludes from Bygate (1987:5-6) and that the students speaking skill have two basic aspects motor-receptive skills

and interaction skills. Motor- receptive skills (mechanics) have three components, they are: vocabulary, pronunciation, and structure. Interaction skills (functions) have three components, they are: interaction, transaction, and performance. The student's needs focus on mechanic and function in speaking materials of the second grade students of SMPN 17 Medan.

In Indonesia, especially in education, many of students have not been able to speak English well. It is not only how a learner can master pronunciation and vocabularies well. But how a learner can be able to speak by using a good pronunciation.

Materials are one of important means in transferring the meaning of the knowledge and gist of the teaching learning process. Because, before the teacher teaches the students in the classroom the teacher must prepares the materials well. So that, teaching learning process can be run well. Materials are all things which are included in the content of the curriculum and students should achieve the skill based on base competence, and standard competence in each subjects. In this situation writer focuses on the material because, the material that used now is not based on student's needs and many materials not suitable with what are student's needs.

Additionally, the selection of materials must be adjusted for students' grade level, students' circumstance, situation and conditions, encapsulate the basic competencies to be achieved at every level. Moreover, some teachers sometimes less pay attention in choosing good suitable English textbook for students from certain publisher that has choosen by school.

Based on the writer's experience in PPL (Praktek Pengalaman Lapangan) Teaching Training Practice at SMPN 17 Medan. The writer found most student got low score in speaking. Therefore, the process of teaching speaking cannot run well most of them passive in the class. They only read and answer the question based in their English book without knowing how to elicit prior knowledge and find specific information from dialogue or conversation.

From the background above, the writer is interested in analyzing the students' needs of speaking materials in textbook. So the researcher concludes to choose the title **“An Analysis of Students' Needs of Speaking Materials in English Textbook for the First Year at Eighth Grade of Junior High School in SMP N 17 Medan”**.

1.2 The Problem of the Study

Based on the previous discussion in the background of the study above, the problems of this study could be formulated as follows:

What are the students' needs of speaking materials presented on English textbook of eighth grade in SMP N 17 Medan?

1.3 The Objective of the Study

The objectives of the study are as the following:

to find out the students' needs of speaking materials presented on English textbook of eighth grade in SMP N 17 Medan.

1.4 The Scope of the Study

The scope in this study is the analysis of *Students' needs on Speaking Materials for the First Year of eighth Grade in SMP N 17 Medan*. There are types of need analysis consist of target needs and learning needs on speaking skill. Then

the writer will be focused on the appropriate with the students' needs for speaking materials based on textbook in junior high school (SMP Negeri 17 Medan). So, the other English skill are not discussed in this study as the limitation of this study.

1.5 The Significance of the Study

The writer hopes that this study can give some information which is needed to everyone and can be meaningful. The result of this study expected to give both theoretical and practical benefits as follows:

1. Theoretically

This study is expect to describe and explaining of the students' needs of speaking material in textbook. This study is also expected to support the ability of teaching English especially in teaching speaking skill. In addition, this study is expected to give deeper understanding on the speaking materials in English textbook in junior high school more accommodate the students' needs than before, Especially for book compiler around North Sumatera.

2. Practically

a. For English teachers

The study result is expected to able to give some benefits for the teachers English at SMPN 17 Medan, because the teacher can give more information for speaking achievement in the teaching process.

b. For English Department

This study hopefully will be useful for their English learning especially in teaching speaking skill and give more information to improve their speaking achievement and having good learning source.

c. For researcher

This study purposes to enrich the knowledge in education and language.

d. For the other researchers

The result of the study can be a referential contribution for those who want to conduct a further in depth study in analyzing the textbook and interest the research related the students' needs.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, these following terms are clarified for the purpose to explain all the terms to the theory of need analysis for students, speaking skill, and instructional material, and textbook that used in the study. So that both reader and writer have similar perceptions and avoid misunderstanding. The theoretical elaboration on the concepts and terms would be presented in the following.

2.2 Needs Analysis

Ampa, et.al (2013:171) stated that in need analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics of students. Analysis also considers the learning environment, any constraint, the delivery options, and the timeline for the project. During analysis, the designer develops a clear understanding of the "gaps" between the desired outcomes, and the audience's existing knowledge and skills. The questions used during the analysis phases are: 1).Who is the audience and what are their characteristics?, 2). What types of learning constraints exist?, 3).What are the delivery options?, 4).What are the pedagogical considerations,(verbal, visual, tactile, auditory)?, 5). What is the timeline for project completion?. To identify the specific skills that the learner must have mastered prior to beginning the instruction.

This is not listing of all the things learners can already do, but an identification of the specific skills they must be able to do in order to begin the

instruction. It is also important to identify any specific characteristic of the learners that may be important to consider in the design of the instructional activities. The results of analysis will guide to design the lesson. The areas related to the analysis include 'general characteristics, specific entry competences (knowledge, skills, attitudes,) and learning styles.

In another way, John Flowerdew (2013: 325) suggest needs analysis carried out to establish the “what” and “how” of a course, it first stage in ESP course development, followed by curriculum design materials selection, methodology, assessment, and evaluation. In the case of language program, those needs will be language related. Once identified, needs can be stated in term of goal and objectives which, in turn, can serve, as the basis for developing test, material, teaching activities and evaluation strategies, as well as for reevaluating the precision and accuracy of the original need assessment.

Based on the explanation above, the need analysis is “what” and “how” of course to identify the learning problem, goals and objectives, the objectives needs the knowledge that has been exist, the other characteristics that related with the objectives (students) by curriculum design materials selection, methodology, assessment, and evaluation. Besides it, the need analysis should be consider some things like: the learning environment, every constraints or obstacles, how delivery options for objectives, and the schedule for design. The need analysis is not list from all things has could be done by objectives, but identify the specific skill to able the objectives do something before the instruction will be begun.

Though very important, students' data should not be over used. Finding out this information does not mean that the teachers should teach only what their

students want. Of course, teaching cannot take place in isolation. There are certain things such as curriculum, institutional guidelines, and standardization, that cannot and may not be ignored.

There are some ways to identify the students' needs through analyzing the target needs, learning needs, as Hutchinson and Waters (2002:54) divided the students' needs as follows:

a. Target Needs

Target needs is what the learner needs to do in the target situation. Target needs is something of an umbrella term, which in practice hides a number of important terms such as necessities, lacks and wants.

1) Necessities

Necessity is a type of the need, which is determined by the demands of the target situation, that is what the students have to know in order to function effectively in the target situation. For example, a businessman might need to understand business letters, to communicate effectively at sales conferences, to get necessary information from sales catalogues and so on. He or she will also need to know the linguistic features-discourse, functional, structural, lexical which are commonly used in the situations identified.

2) Lacks

To know what the learners know already, so that we can decide which of the necessities the learners lack. The target proficiency needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learners' lacks.

3) Wants

Wants mean what the learners want or feel they need. Since the target need only an objective sense with the actual learners playing no active role, the learner also have a view as to what their needs are. The awareness of the needs that characterizes the ESP situation. But awareness is a matter of perception, and perception may vary according to one's standpoint. Learners may well have a clear idea of the necessities of the target situation. The students will certainly have view as their lacks. But it is quite possible that the learners view will conflict with the perceptions of the other interested parties: course designers, sponsors, and teachers. Bearing in mind the importance of learner motivation in the learning process, learner perceived wants cannot be ignored.

Analyzing the target needs involves far more than simple identifying the linguistic features of the target situation. There are a number ways in which information can be gathered about the target needs, they are: questionnaire, interview, observation, and data collection e.g. gathering text, informal consultations with sponsors, learner and others.

Hutchinson and Waters (2002) argued, the analysis of target situation needs is in essence a matter of asking question about the target situation and the attitudes towards that situation of the various participants in the learning process. The target situation analysis frameworks are:

1. Why is the language needed? (1) For study; (2) for work; (3) for training; (4) for a combination of these; (5) for some other purpose, e.g. status, examination, promotion.

2. How will the language be used? (1) Medium: speaking, writing, reading, or listening; (2) channel: e.g. telephone, face to face; (3) Types of text discourse; e.g. academic texts, lectures, informal conversation; (4) technical manuals, catalogues.
3. What will the content areas be? (1) Subjects: e.g. medicine, biology, mathematic; (2) commerce, engineering; (3) Level: e.g. technician craftsman, postgraduate, secondary school.
4. Who will the learner use the language with? (1) Native speakers, non-native speakers; (2) level of knowledge of receiver: e.g. expert, layman, students; (3) Relationship: colleague, teacher, costumer, superior, subordinate.
5. Where will the language be used? (1) Physical setting: e.g. office, lecture theater, hotel, workshop, library; (2) Human context: e.g. alone, meeting, demonstrations, on the telephone; (3) Linguistic context: e.g. in own country, abroad.
6. When will the language be used? (1) Concurrently with the ESP course or subsequently; (2) frequently, seldom, in small amount, in large chunks.

It is obviously necessary to obtain answers to the questions from variety of sources, and then to try and negotiate a satisfactory compromises.

b. Learning Needs

According to Nurfahmi (2013: 84-85), learning needs is the way to think about what route learner's motivation be taken to learn English for their specific purpose. To analyze learning needs that similar checklist used for target situation analysis. A framework for analyzing learning needs:

1. Why are the learners taking the course? (1) Compulsory or optional; (2) Apparent need or covert; (3) Are status, money, promotion involved? (4) What do learners think they will achieve? (5) What is their attitude towards the ESP or general English course?
2. How do the learners learn? (1) What is their learning background? (2) What is their concept of teaching and learning? (3) What methodology will appeal to them? (4) What sort of techniques are likely to bore/alienate them?
3. What sources are available? (1) Number and professional competence of teachers; (2) Attitudes of teachers to ESP; (3) Teachers' knowledge of and attitude to the subject content; (4) Materials; (5) Aids; (6) Opportunities for out-of-class activities.
4. Who are the learners? (1) Age/sex/nationality; (2) What do they already know about English? (3) What subject knowledge do they have? (4) What are their interests? (5) What is their socio-cultural background? (6) What teaching styles are they the culture of the English-speaking world?
5. Where will the ESP or general course take place? (1) Are the surroundings pleasant, dull, noisy, or cold?
6. When will the ESP or general course take place? (1) Time of day; (2) everyday/once a week; (3) full-time/part-time; (4) Concurrent with need or pre-need.

Target situation needs and learning needs must be taken into account. Analysis of target situation needs is concerned with language use. Analysis of the target situation can tell us what people do with the language. What also needs to know is how students learn to do what they do with language.

c. Approaches to Need Analysis

Dudley-Evans and St John (1998: 125) argues, the model of ESP need focuses on (1) learners' professional information, (2) learners' personal information, (3) learners' language information, (4) learners' lacks, (5) learners' needs from target course, (6) language learning needs, and (7) communication information in the target situation, and (8) environmental information. These aspects of language needs analysis are as follow:

- 1) Professional information about the students: the tasks and activities students are using English for target situation analysis (TSA) and objectives needs.
- 2) Personal information about the students: factors which may affect the way they learn such as previous learning experiences, reasons for attending the course and expectations of it, attitude to English wants means subjective needs.
- 3) English language information about the students: what their current skills and language use are present situation analysis (PSA)-this could allow us to assess the students' lack. PSA determines strengths and weakness in language skills.
- 4) The students' lacks: the gap between (C) and (A)-lacks.
- 5) Language learning information: effective ways of learning skills and language.
- 6) Learning needs-Learning Situation Analysis (LSA)
- 7) Knowledge of how language and skills are used in target situation linguistic analysis, discourse analysis and genre analysis
- 8) Students' needs from the course: what is wanted from the course?

- 9) Environmental situation: information about the environment in which the course will be run means analysis.

2.3 Speaking

Speaking is one of the fundamental skills in foreign language learning and has two categories: oral and written features. As what state in Oxford Dictionary orally means through spoken word, of, by, or for mouth. “Speaking means the aural/oral skill production and consists of producing systematic verbal utterances to convey meaning” Nunan 2003:48). Fulcher use of language to communicate with others”. In addition, Hughes (2001:73) explained “speaking is interactive and is addressee to accomplish pragmatics goal through interactive discourse with other speaker language”. Thus, speaking is the systematic oral skill to convey meaning utterances through interactive discourse.

Speaking ability is described as the ability to express oneself in life situation with precise words, or the ability to converse, to express a sequence or ideas fluently. Hughes (2001:135) stated that: 1). Speaking is fundamentally on interactive task. 2). Speaking happens under real-time processing constrains. 3). Speaking is more fundamental linked to the individuals who procure it than the written form.

Dobbson (1987:58) argued that communication through speaking is performed in face to face interaction and occurs as part of a dialogue or as form of verbal exchange. There are some purposes when someone communicates: 1. He wants to speak, 2. He has some communicative purposes, 3. He wants to listen to something and is interested in the communicative purpose about what is being said.

From the point of view, speaking is meant to communicate with others and to express our feeling or ideas orally. The goal of speaking is to build communication between speaker and listener in interactive way. Scoot (2005:90-91) made the criteria for speaking tasks, namely, productivity, purposefulness, interactivity, challenge, safety and authenticity. To sum up those definitions above, the writer concluded speaking is to share what the speaker wants to communicate to the listener to get information from the speaker and understand the spoken at normal speed, and the ability to answer questions which require short or extended answer.

2.3.1 Types for Speaking Skill

Brown (2003:141-142) states there are five types in speaking skill, they are:

1) Imitative

At one of a continuum of typed of speaking performances is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2) Intensive

A second type of speaking frequently employed in assessment context in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonology relationship.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small task, simple request and comments, and the like. The

stimulus is almost always a spoken prompt (in order to preserve authenticity) with perhaps only or two follow-up question or retorts;

A. Mary : Excuse me, do you have a time?

Dough : Yeah, Nine-fifteen.

B. T : What is the most urgent environmental problem today?

S : I would say massive deforestation.

C. Jeff : Hey, Steff, how's it going?

Steff : Not bad, and yourself?

Jeff : I'm good

Steff : Cool, okay, gotta ya.

4) Interactive

The differences between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchange and multiple participants. Interaction can be take the two forms of transactional language, which has the purpose of exchange specific information or interpersonal exchange, which have the purpose of maintaining social relationships (in the three dialogues cite above, A and B were transactional and C was interpersonal).

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or rule out together.

2.3.2 Elements of Speaking

According to Harmer (2001:269) among the element necessary for spoken production are in the following:

1. Connected: effective speaker of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added or weakness.
2. Expressive devices: native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling(especially in face-to - face interaction). The use of these devices contribute to the ability to convey meanings. They allow the extra expression of emotion and intensity. Student should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.
3. Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, for different functions such as agreeing or disagreeing, expressing surprise, or approval. People live in different ways, place and environments causing different mindset too. Therefore, teachers need to supply their students with various phrases for different function in their peaking classroom activities. For instance, where students are involved specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of interaction.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure what we are

saying. We often need to ask for clarification when we are listening someone else talk. For students this is especially crucial. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener. A useful thing teachers can do, therefore, is to offer them phrases such as the following:

1. (I'm sorry) I didn't quite catch that.
2. (I'm sorry) I don't understand.
3. What exactly X mean?
4. Could you explain that again, please?

Therefore, the mastery of speaking in English as a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in foreign learning as well as the effectiveness of their English course on the basis how much they feel they have improved in their spoken language proficiency especially in improvement speaking ability it can make someone can be more fluent, confidence, brave be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

2.4 Material

In teaching learning process, teacher has to pay attention and consider to the materials that the teacher wants to teach it to students in the classroom. Moreover, to support language acquisition, learning materials should provide and interest the learners, engage them affectively and cognitively, and also meaningful. Richards (2001:251) emphasizes that in language instruction, materials generally served as the basis for much language input learners receive and the language practice that occurs in the classroom.

According to him, the materials can be possibly provided in the form of: (1) printed materials such as books, workbooks, work sheets, (2) non-print materials such as cassette or audio materials, video or computer-based materials: (3) materials that comprise both print and non-print sources such as self-access materials and materials on internet. Additionally, materials do not designed for instructional use such as magazines, newspaper, and TV materials are played a role in the instruction.

2.5 Speaking Materials

Speaking materials must be designed for supporting teaching of speaking skill. Many people state that teaching of speaking skill is often correlated with speaking activity such as interaction, discussion, role play, speech, interview and so on. However, despite the apparent priority accorded to speaking skills by contemporary methodologies, speaking skills have, until relatively recently, been under analyzed in English language teaching, with the result that speaking skills syllabuses in English language teaching materials often amount to no more than a list of speaking activities e.g., role play or information gap. This situation with regard to speaking skills is all the more surprising given that considerable research into speaking skills has been conducted outside English language teaching circles (in Azarnoosh et. al, 2016: 83).

The materials for supporting speaking activities are mentioned by Thornbury (2005: 8) in managing talk especially interaction, most speaking takes the form face to face dialogue and therefore involve interaction. Even in monologue speaking, such as lectures, political speeches, and stand-up comedy, most speakers adjust their delivery to take into account the response of their

audience. Similarly, Richard (2008: 20) states that in designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills. Richard (2008: 21-38) uses three part version of Brown and Yule's framework in designing his own materials, those are: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

1. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experience, and so, because they wish to be friendly and to establish comfortable zones of interaction with other. These are best taught in model feature such as open and closing conversation, recounting personal incidents and experiences, and reacting to what other say. One rule for making small talk is to initiate interactions with a comment concerning something in the immediate vicinity or that both participants have knowledge of. The comment should elicit agreement, since agreement is face-preserving and nonthreatening. Hence, safe topics, such as the weather, traffic, and so on, must be chosen.

2. Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the

central focus, rather than the participants and how they interact socially with each other.

Talk as transaction is more easily planned since current communicative materials are rich resource of group activities, information gap-activities, and role-plays that can provide a source for practicing how to use talk for sharing, and obtaining information, as well as for carrying out real-world transaction. An issue that arises in practicing talk as transaction using different kinds of communicative tasks is the level of linguistic accuracy that students achieve when carrying out these tasks. As students carry out communicative tasks, the assumption is that they engage in the process of negotiation of meaning, employing strategies such as comprehension checks, confirmation checks, and clarification requests.

3. Talk as performance

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcement, and speeches. Talk as performance tends to be in form of monolog rather than dialog, often follow a recognizable format, such as speech of welcome, and is closer to written language than conversational language. This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples.

Based on explanation above, the designing material for speaking divides into three categories: (1) talk as interaction tends to the form of dialogue, that is interactional dialogue include: conversation, small talk, giving feedback; (2)

talk as transaction tends to the form of dialogue. Transactional dialogue include: giving and receiving information such as asking someone for directions and obtaining goods or services such as ordering food in a restaurant; (3) talk as performance tends to the form of monologue include: speeches, oral presentation, and stories. Furthermore, talk as performance provides a task for supporting in practicing talk such as group activities, information gap-activities and role play, reading-aloud, repetition task.

2.5.1 The Forms of Speaking Material

Thornburry (2005: 8) and Richards (2008: 21-38) proposed the form of speaking materials into monologue, dialogue, and task. In addition, speaking materials are all of materials for speaking activity in the form monologue, dialogue, and task that can support speaking practice in teaching-learning process. The form of speaking materials is explained detail as follows:

a. Monologue

Monologue is also mentioned as one of types of spoken language. Monologue classified into two forms, they are planned and unplanned. Planned monologues differ considerably in their discourse structure. Such as speeches and other pre-written material usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues such as impromptu lectures and long “stories” in conversations, for example exhibit more redundancy, which make for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension (Brown, 2001: 251). For instance: speeches, oral presentation, and stories.

1) Speech

Speech is the processing conditions of communication involve the time factor. The words are being spoken as they are being decided and as they are being understood (Bygate, 1987: 11).

2) Oral presentation

Oral presentation, in the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, marketing plan, a sales idea, a design of a new product, or a method (Brown, 2004: 179).

3) Retelling a story

Retelling a story includes as task for doing activity, such as the students hear or read a story or news that they are asked to retell (Brown, 2004: 182).

b. Dialogue

Dialogue is also one of types of spoken language. It involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional) stated by Brown (2001: 251). For instance: interactional or interpersonal dialogues are conversation and small talk. Meanwhile, transactional dialogues are giving and receiving information such as asking someone for directions and obtaining goods or services such as ordering food in a restaurant.

Thornburry (2005: 13) exposes that speaking serves transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods and services, or it serves interpersonal function, in that its primary purpose is to establish and maintain social relations. A typical transactional

speech event might be phoning to book a table at a restaurant. A typical interpersonal speech event might be the conversation between friends that takes place at the restaurant.

In addition, related to Brown (2001: 251) and Thornburry (2005:13), researcher concludes that transactional dialogue tends to the primary function of getting information and involving a certain goals related to the exchange a goods or service in the dialogue. Meanwhile, interpersonal or interactional dialogue tends to the primary function of promoting and maintaining social relationship in the dialogue. Some of example of dialogue will be discussed in following:

1) Conversation

Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintain, and termination. Listeners and responders know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction.

1) Small talk

Small talk is interaction with a comment concerning something in the immediate vicinity or that both participants have knowledge.

2) Giving feedback

Giving feedback is another important aspect of talk as interaction.

It involves responding to a conversational partners with expressions

that indicate interest and a wish for the speaker to continue, such as “that’s interesting”, “yeah”, “really”, and so on.

c. Tasks

Louma (2004: 30) states that tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use. Louma (2004: 29) adds that the task materials can be pictures or role-play card that will be needed in speaking task. For instance: group activities, information gap activities, role play, reading-aloud, and repetition task.

1) Group activities

Speaking task is often performed in pairs or small group. Pairs and group work offer the pupil a chance that they can learn from each other. The pupils can have their own ideas to the same speaking task, so everyone can produce and use a great deal of different language (Yi, 2011: 5). This point tends to offer the students for making discussions. So, they can communicate to get the information by sharing and discussing.

2) Information gap

Information gap is an approach where some information is missing and there is a gap. The information should be shared with others in order to solve problems or pupils simply have to gather information to make their decisions (Yi, 2011: 6). This point encourages the student for getting the information by solving the problem.

3) Role Play

Based on Richard (2011: 20) exposes that role play is an activity in which pupils are assigned role and improvise a scene or exchange based

on given information or clues (in Yi, 2011: 6). The students are doing activity based on the scenario that has been set.

4) Read-aloud

Reading-aloud tasks include reading beyond the sentence level up to a paragraph or two (Brown, 2004: 147). Reading aloud is a natural next step between writing and speaking. It is analogous to the way actors read their lines before committing the text of a play memory.

5) Repetition

A task is usually composed of a series of sentences, which become longer and more complex as the task progresses. To do well, the learners need to understand each sentence and divide it into a small number of meaningful chunks that they can remember and repeat accurately (Louma, 2004: 50).

2.5.2 Speaking Materials in Textbook

Richards (2001:264) emphasizes that there are some several reflection in the textbook. These reflection form the core of speaking materials in students learning, they are: a) textbook gives learners something they can take away from the lesson, b) textbook help to teaches something learners feel they can use, c) textbook give learners a sense of achievement, d) textbook have a practices learning items in an interesting and novel way, e) textbook provides a pleasurable learning experiences, f) textbook provides opportunities for success, g) textbook provides opportunities for individual practice, h) textbook provides opportunities personalization, i) textbook provides opportunities for self-assessment of learning.

2.6 Textbook

Richard (2001:254) stated that a textbook is a written media in the classroom, especially for the teaching learning process. It is organized physical manual for instruction covering a variety of topics in a specific subject area and determines that the standard textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that the teaching and learning become efficient and effective. Textbook provides teacher and students with a range professionally developed materials within tried and tested syllabus structure, allows teacher to spend their valuable time more on facilitating learning than materials production. The textbook takes main role on the teaching learning process for both teacher and students. A textbook helps the teacher in creating tasks and developing teaching materials.

Tomlinson (2011: xi) states that a textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

As a main component in most language program a good and appropriate textbook is hard to be selected. Choosing the right textbook for students are really important and challenging task. Based on the explanation above, it is important for teachers to use the compatible textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach learning objectives.

2.6.1 Function of Textbook

A textbook itself has many functions. According to Thompson (2000:175-176), the textbook has many functions as follow:

1). Individualization of instruction

A textbook helps the students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2). Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and questioning. Additionally, written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has proceeded.

3). Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4). Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides it, also helps the students in getting a better understanding of the materials given by the teacher.

Moreover, Jack C. Richards (2001:254) also mentioned some functions of textbook, which are:

- a. Textbook provides structure and a syllabus for a program

Textbook not only plays as an instructional material but also it can be a syllabus. Materials on textbook are developed based on syllabus in a curriculum, hence it make possibility for teachers to teach without looking at the syllabus. Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planed and developed.

- b. Textbook helps standardize instruction

Usually, teachers in Indonesia teach some classes in the same level. All of their students receive similar explanation, thus they can test their students in the same way. As a result textbook can be a standardize instruction.

- c. Textbook provides a variety of learning resource

Some textbooks are often companied by work book, CD's and cassettes, videos, and CD-ROM's, etc. By giving rich learning resources, the students will not feel bored learning English in the class.

- d. Textbook is efficient

Textbook can save teacher's time. It is because they do not consume a lot of time to make material. They just need to select what kind of materials and tasks to teach their students in a certain meeting. It enables teachers to offer time to teach rather than material production.

- e. Textbook can train teacher

Inexperienced teachers may always learn textbook before they teach their students. Hence, textbook can help those teachers in training their ability in teaching.

2.6.2 The Role of Materials in the Textbook

Textbook has important position in learning-teaching process. It can help teacher to deliver the material towards learners. It helps the learners to understand well about the material because in the textbook serve also task and drills for learners. Besides that, teacher also can prepare the teaching-learning process easily with textbook.

According to Cunningsworth (1995:7), the roles of materials in language teaching are:

- 1) A resource for presentation materials (spoken and written).
- 2) A source of activities for learner practice and communicative interaction.
- 3) A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- 4) A source of stimulation and ideas for classroom activities.
- 5) A syllabus (where they reflect learning objective that 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.

2.6.3 Selection of Textbook

Due to the wealth of commercial textbook for English Language Teaching available on the market, thus teachers have to pay more attention to select textbook itself. In selecting a textbook for students, teacher need to be careful, because unsuitable textbook could possibly make the class tedious with uninteresting material. Cunningsworth (1995:7) stated three stages in selecting textbook. First, identify the aim and objectives of the teaching program. Second,

analyze the teaching situation which the material will be used. Third, draw up list of potential textbook, it can be done by using information from publisher, advice from others people and our own previous experience.

Moreover, good textbook usually have good materials. Tomlinson (2011:8-23) suggests that good language teaching material should have some characteristics, the characteristics as follows: (1) Materials should achieve impact, (2) Materials should help learners feel at ease, (3) Materials should help learners to develop confidence, (4) What is being taught should be perceived by learners as relevant and useful, (5) Materials should require and facilitate learner self-investment, (6) Learners must be ready to acquire the points being taught, (7) Materials should expose the learners to language in authentic use, (8) The learner's attention should be drawn to linguistic features of the input, (9) Materials should take into account that the positive effects of instruction are usually delayed, (10) Materials should take into account that learners have different learning styles, (11) Materials should take into account that learners differ in affective attitudes, (12) Materials should permit a silent period at the beginning of instruction, (13) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional that stimulates both right and left brain activities, (14) Materials should not rely too much on controlled practice, (15) Materials should provide opportunities for outcome feedback.

2.7 Previous Study

There are several studies related to this research which are useful in their references as data for supporting the researcher's thesis. The studies that are explained below the relationship with this thesis.

Limsui (2011) in his research entitled *An analysis of the Speaking Materials on "English on Sky". Published By Erlangga for the First Grade of Junior High School*. The objective of his study was to find out whether the speaking materials found in the first grade of junior high school student's English textbook or not are in line with the KTSP (school based curriculum/2006 curriculum). He used descriptive qualitative research design to help him in analyzing the data. To analyze data, he had analyzed the speaking materials in the textbook and KTSP, compared both of them, and evaluated the gap between them. Based on the steps, he found that 5 speaking materials required in the textbook as the findings result. They are "asking and giving fact, asking and giving service, expressing politeness, asking for clarification and responding interpersonally. The result of this research showed that speaking materials in the textbook entitled English on Sky published by Erlangga is relevant with the criteria of curriculum since there are 5 speaking materials that are included in the textbook.

Simatupang (2011) in his research entitled *an analysis on speaking materials of students textbook*. The objective of this study was to find out whether the speaking materials in Pista textbook are compatible to the syllabus and in line to the curriculum. In conducting this research and achieving the result, the writer used a descriptive qualitative method. Besides, the observation checklist was the research tool. She described some steps in analyzing the textbook, such as taking the data from the Pista textbook and syllabus, defining criteria to match speaking material in Pista textbook and syllabus, matching and describing, and analyzing the speaking material are in line and relevance with the KTSP syllabus. The result showed that most of speaking materials in Pista are in line with curriculum. The

result of this research showed that using Pista is still relevant and could be used as teacher's references.

Kartini (2015) in her research *A Content Analysis on Speaking Materials and Activities Written on "English Alive 1", An Analytical Study on English Textbook for First Year Senior High School*. The objective of this study was to describe the speaking materials and activities of the English textbook entitled "ENGLISH ALIVE 1" for ten grade of senior high school student compatible with school-based curriculum or KTSP. Then, the writer also studies about the feasibility of content and presentation of the textbook. This study uses descriptive method by using document analysis. The data collected for this study will be gathered from the English textbook "English Alive 1" published by Yudhistira. The data is about speaking materials and activities written on the textbook. The findings of this study concluded that (1) the score of the feasibility of content is 3.4 It means content textbook of "English Alive 1" is "Good". (2) The score of feasibility of presentation is 3.3. It means the presentation of "English Alive 1" is "Good". The final score of both feasibilities are 3.3. Based on the result above, it can be drawn conclusion that speaking materials and activities are appropriate with school-based curriculum or KTSP and it has met criteria of good textbook. Then the writer suggested that both English teachers and educational institution should concern and pay attention to content of the textbook, not only its compatibility with the current curriculum, but also the compatible with students' needs.

The differences between this research and the three previous studies above are the research approach and textbook which researched. For this research, the

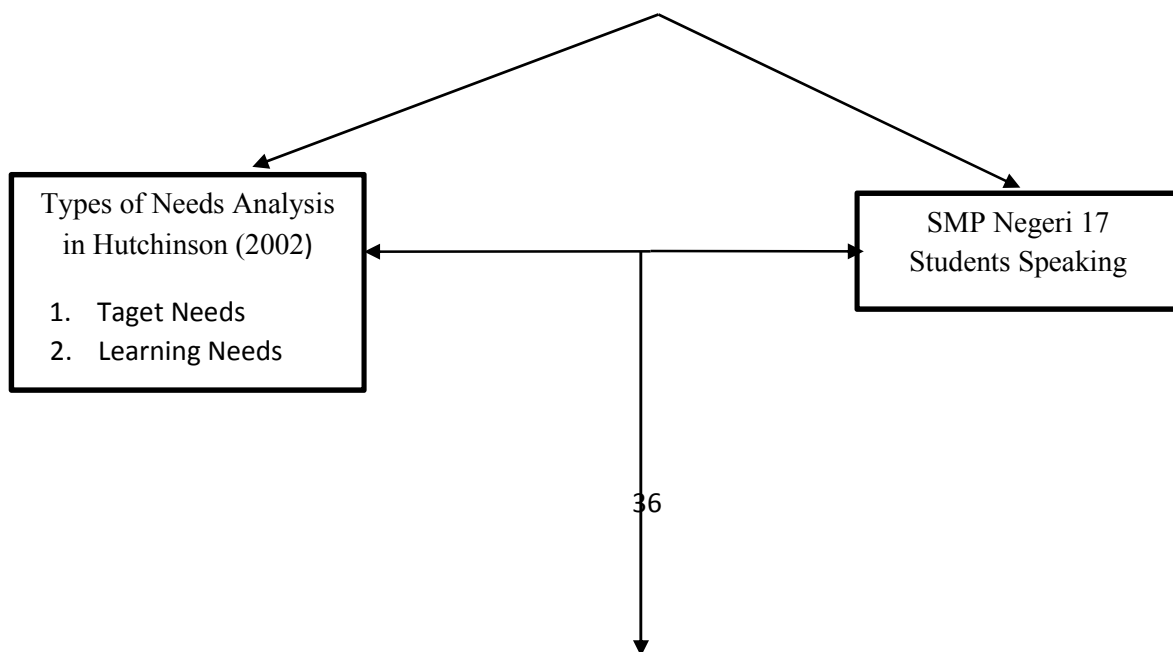
writer use qualitative as approach and method. The writer will analyze just about an analysis of students' needs of speaking materials in an English textbook of junior high school, and then, the previous research above talked about the matter on fact of speaking materials and the result of speaking materials in textbook.

2.8 Conceptual Framework

Need analysis is the very step before designing materials. It helps the materials developer to create an appropriate materials based on the students' needs so that it helps the students comprehending the English materials based on their expertise.

This chapter has presented by looking an overview of student's needs. It describes the nature of the students' needs of speaking materials. It explains that the underlying theoretical perspective of students' needs on speaking skill based on the textbook.

The present study, thus, investigates the interpretation and appropriateness of the English textbook by focusing on content of speaking materials based on learner's needs. The study framework presents in the following overview:



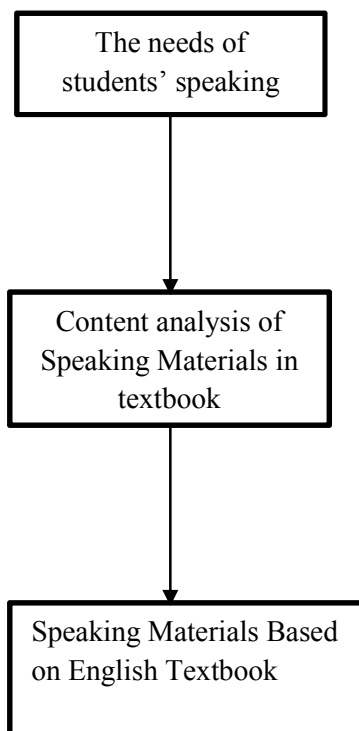


Figure 2.8 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The strategy which the research used in this research is descriptive qualitative research because the result of this study identifies and analyzes to analyze the students' needs of speaking material in English textbook for the first year students in SMP N 17 Medan. According to Creswell (2009:22), qualitative research exploratory that is useful when the researcher does not know the important variables to examine. The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research is concerned with description. The analysis is based on the data taken from the students' speaking materials on English textbook. It also check the quality of English textbook especially good speaking materials by taking the data from the textbook itself.

3.2 The Subject of the Research

The subject of this research was the second grade students of SMP N 17 Medan in the academic year 2019/2020. The sample of this research was one class from ten parallel classes. The class is the second grade (VIII-9) that consists of 30 students.

3.3 The Object of this Research

The object of this research is students of SMP NEGERI 17 Medan. It consists of 30 students. There are nine parallel classes and each class consists of 29 students. Therefore, the object of this research is VIII-9 students. This sample was chosen by using cluster random sampling technique.

3.4 The Instrument of Collecting Data

Research instrument is a mean to collect the data. The researcher can also call as an instrument. In this research, the researcher will used two instruments in collecting the data. The instruments will be observation and questionnaire.

1. Observation

On the observation the writer used observation as the instrument for collecting data. Observation wasdone to students, English teacher of 1st class. Observation will do during three times to know how is the teaching and learning process of speaking skill held and the content on speaking materials in the textbook.

2. Questionnaires

Questionnaires were used by the writer to gain student's information about student's responses. In this research, the researcher gave the questionnaire to each students in the class. From the questionnaire, the researcher got of data about students' responses the researcher was gave the questionnaire all students of eighth grade in class VIII-9. Therefore, the researcher observed 30 students. The purpose of questionnaires was to get information about the students' needs of speaking materials in textbook.

3.5 Procedure of Collecting Data

In the procedure of analysis the writer did the following steps of study. The first procedure of this study, the writer observed the teaching and learning process of speaking skill and evaluation of speaking materials on the textbook. Next, the writer applied questionnaire to take a data from the students in order to know their needs speaking materials in textbook and the students existing knowledge.

3.6 Technique of Analyzing Data

Based on the descriptive qualitative applied in this study, the researcher analyzed the data. The researcher classified the students' needs of speaking materials in an English textbook based questionnaires. They were involved to gather information about the students' needs, existing knowledge, and the general characteristics. The instruments were questionnaires to find out the needs, existing knowledge, and characteristics of students. The questionnaires covered the items of students' needs, English proficiency, and students' characteristics. To know the students' needs, the researcher will offered the items of questionnaire that consisted of 5 choices, i.e. very important (5), important (4), doubt (3), unimportant (2), very unimportant (1). Data were obtained from the questionnaires were analyzed by using the percentage technique based on Ampa and other friends' method.

The formula was: $P = \frac{F}{N} \times 100$, where P will be per cent, F will be the frequency of the responses, and N will be a total number of responses. The analytical process of the students' needs towards the aspects of speaking skills will be classified into 5 (Very important) converted with 81%-100%, 4 (important) converted with 61%-80%, 3 (doubt) converted with 41%-60%, 2 (not important) converted with 21%-40%, and 1 (very unimportant) converted with <20% (Ampa, et.al:2013). Furthermore, the results of the data analysis was interpreted qualitatively.

3.7 The Validity

The data were collected in SMP Negeri 17 Medan in eighth grade (VIII-9) that consists of 30 students of SMP Negeri 17 Medan. To collect the data, the researcher will observe the students to know how is the teaching and learning process of speaking skill held and the content on speaking materials in the textbook. After that, the writer analyzed the students' needs in speaking materials based on the textbook. All the steps above are the step in observation.

After doing the observation, the writer was collected the data by giving the questioners to the students. The question is the reason, what the students' needs that were important by students in their speaking. All of these things are the techniques to collect the data. It was done for several minutes. After that the writer classify the data about the students' needs and classify that those answers.