AN ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL

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FACULTY OF TEACHER TRAINING AND EDUCATION
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AN ANALYSIS OF SPEAKING ACTIVITIES IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL

A THESIS

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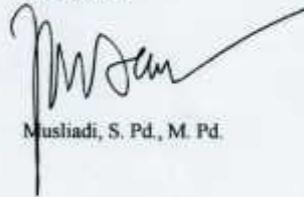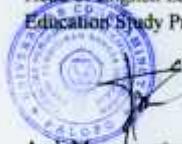Examination date : 31ˢᵗ September 2020

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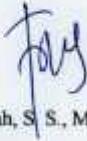
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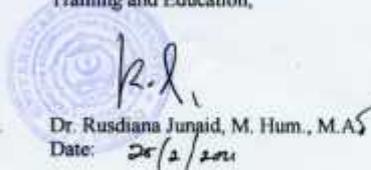
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ABSTRACT

Herawati. 2020. An Analysis of Speaking Activities In English Textbook For Senior High School. (Supervised by Rusdiana Junaid and Musfirah).

The objective of this research aims to describe the role of the textbook in supporting of students' speaking activity for Senior High School. The subject of this research is the first grade students in senior high school in south Sulawesi, they are 3 students of SMAN 18 Luwu Utara, 5 students of MAN Palopo, 2 students of SMAN 1 Palopo, 1 student of SMAN 2 Palopo, 1 student of SMAN 3 Palopo, and 1 student of SMAN 4 Palopo in academic year 2019/2020. The researcher applied snowball sampling. The method of this research is descriptive qualitative method. Then the researcher analyzed the data by using descriptive analysis method. The researcher concludes that the material of textbook can support the students' speaking activities. The result shows that 6 students can explain themselves systematically with transactional text (opening, talking about identity, and closing), 6 students explain themselves with transactional text (opening, talking about identity) without closing, and 2 students explain themselves with transactional text (talking about identity) without opening and closing. However the students have problems to deliver the ideas in speaking activities, such as mispronounce, more dominant to produce of filler words, several grammatical errors and incorrect structures, and vocabulary mistakes.

Keywords: Speaking, Textbook

ACKNOWLEDGMENTS

CURRICULUM VITAE

Herawati was born on July 1st, 1999 in Tarue, North Luwu. Her parents' names are Tuo Dg. Mallira and Arma. She is the third from four siblings. She began the study at elementary school at SDN 009 Tarue in 2004 and graduated in 2010. Then she continued her study at MTS Al-jihad Buangin and graduated in 2013. After that, she continued her study in MA Al-jihad buangin and graduated in 2016. At the same year, she continued her study at Palopo Cokroaminoto University and chose English Language Education Study Program. During study in Palopo Cokroaminoto University, the researcher was active in internal organization; as a member of creativity division in 2017 and as a member of advocacy division in 2018 of ESA (English Student Association).

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CHAPTER I
INTRODUCTION

1.1 Background

A language is a tool of communication. It is very essential and needed for the human being. Language can be expressed in the spoken and written forms. In the globalization era, English as an International language must be mastered by the people that do not speak English. Many countries use English as EFL (English foreign Language)/ESL (English as Second Language), so the language must be mastered by the people to develop their skills to face the globalization era. English is also one of the most influential factors for getting a job.

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from the second language. Foreign language is a language that is not used as a communication tool in certain countries where the language is taught. While a second language is a language that is not the primary language but became one of the commonly used languages in a country. It is started from elementary school up to University since it is important to develop science.

English language learning, four skills need to be mastered by students. They are listening, speaking, reading and writing. Those four skills are very important in English. However, speaking skill is the most important skill, since the skill is needed to apply in communication. Besides the four skills, English has several other important aspects, such as grammar, vocabulary, and pronunciation.

Speaking is one of the language skills in language learning. This is a language skill that is very important to teach to students because it can help them communicate in a foreign language. Most of the material taught in schools is conversation and students are expected to understand and analyze all the contents of the conversation. Students are also expected to be able to use it in their daily lives.

The textbook is the main media used by a teacher. Almost all teachers are pegged with books in providing learning to students, but teachers never know the extent of the role of the textbooks in developing students' skills in English

especially speaking skills. It can be seen in Cunningsworth (in Richard, 2001) mentions the roles of materials in the textbook in language teaching. These include the following: a. A resource for presentation materials (spoken and written), b. A source of activities for learner practice and communicative interaction, c. A reference source for learners on grammar, vocabulary, pronunciation, and so on, d. A source of stimulation and ideas for classroom activities, e. A syllabus (where they reflect learning objectives that have already been determined), and f. Support for less experienced teachers who have yet to gain in confidence. According to O'neil R. (in Linda, 2018) A textbook is a book whose purpose is for instructional use. Given the importance of textbooks, myriad of experts have conducted studies to investigate the important role of textbooks. The textbook is also used as supporting teaching instrument.

The researcher is interested in this topic because the researcher knows that textbook is an important thing in the teaching and learning process. It is the main source for the students to learn the material in the classroom and it is a guide for a teacher to teach. Besides, the textbook which will be analyzed is a textbook recommended by the government and it is claimed that it is already compatible with the curriculum. Therefore, researcher wants to find out about the extent of the role of the textbooks in developing students' speaking skills. Because of all of the reasons above, the researcher intends to discuss and to observe it know more detail about the textbook under the title An Analysis of Speaking Activities in Textbook for Senior High School.

2.1 Problem Statement

The central question in this research asked "How is the role of textbook in supporting of students' speaking activity for Senior High School?"

3.1 Objective of the Research

The research was aimed to describe the role of the textbook in supporting of students' speaking activity for Senior High School.

4.1 Significant of the Research

The results of this study hopefully will affect the educational institution awareness towards choosing an appropriate textbook for students and give a better insight on how to choose the suitable English textbooks as a guideline for

teaching English. By scaling and reviewing the textbook from its content, teachers or institution are reinforced to pay more attention on what textbook they will likely to use. Through this study the researcher hopefully will provide a way to help any further research based on this study to analyze the upcoming English textbook in Curriculum 2013 that have not been released yet. Besides, it can be used as a basic consideration for the next researchers who are interested in developing similar study.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. The Definition of Speaking Activities

Speaking is communication of ideas, opinion, filling. Therefore, communication involves at least to people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feeling (Revel, 2009). In addition Dervi (2013) defined that speaking is the capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

However speaking generally used as a means of communication in daily interaction. The presence of speaker and listener is a must to build up mutual communication in a speaking activity. Thus, speaking is considered to be inseparable to something called communication. Communication is the way an individual can show the feelings, tell the thoughts, ask a question, ask for help, argue, persuade, explain, and give order to each other (Umam, 2011).

Based on the definition above, the researcher concluded that speaking is an activities communication to express opinion, feeling, and provide the information to other people.

a. Type of Speaking

Brown and Honang (in Andika, 2018) says that there are five basic types of speaking. They are:

1. Imitative

   This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence (e.g., excuse me or can you help me?) for clarity and accuracy.

2. Intensive

   This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

3. Responsive

This type includes interaction and test comprehension but at the somewhat limited level of a very short conversation, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt to preserve authenticity.

4. Interactive

Interaction can take the two forms of transaction language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

5. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

b. The function of speaking

Richards (in Andika, 2018) explain that there are three functions of speaking/talk is:

1. Talk is interaction

Talk is interaction can be defined as the conversation and interaction with other people in social life. The example is when people meet with other people, they exchange greeting, engage in small talk, and so on.

2. Talk as transaction

Talk as transaction refers to the 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 a participant and how they interact socially with each other.

3. Talk as performance

Talk is performance usefully distinguished has been called talk as performance. This refers to the public talk, for example; presentation, audience, etc.

c. Characteristic of speaking

According to mozouzi (in Andika, 2018), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of a communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

d. Component of speaking

According to Harmer (in Dianawati, 2019) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension. Speaking has some important components.

1. Grammar

Students need to arrange correct sentences in speaking. As like what that student's ability to manipulate the structure and to manipulate the structure and to distinguish appropriate grammatical form inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in the language in oral written form.

Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. To speak well, especially in informal situations, the learners have to master grammar. So grammar is needed for students to arrange a correct sentence in a conversation.

2. Vocabulary

Vocabulary is defined as the words in a foreign language. Which are perceived as the building blocks upon which knowledge of a second language can be built? However, a new item of vocabulary may be more show a single user. For example, a policeman and fathers-in-law are made

up of two used but expert a single idea. There are also multi-word idioms such as call it a day, where the means of the components of the word.

The students cannot communicate effectively to express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So vocabulary is a group of words that a person or group of people knows how to use in communication.

3. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components when the grammar made up to the elements and principles that determine how sounds vary and pattern in language. There are two constantly mispronunciation, phonemes, and supra segmental features. A speaker who constantly mispronounces as a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Pronunciation is a feature of speech that includes many components of speech that are combined to form the pronunciation of a language, such as sound, syllable, words, and intonation. This particular component ranging from the individual sound that makes up speech to the way in which pitch the rise and the fall of the voice. Pronunciation is the act manner of pronunciation that articulates utterance. In order hand, pronunciation is the way to produce words in native speakers. Evelyn finds the factors influence the pronunciation of someone like mother tongue, privates, and attitude for pronunciation, talent, and chance to speak with a native speaker. In English there are two-part should be mastered in pronunciation languages such as sound and stress

4. Fluency

Fluency can be defined as the ability to speak Fluency and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pause and "ums" or "ers". These signs indicate that the

speaker does not have to spend a lot of time searching for the language items needed to express the message.

5. Comprehension

The last speaking element is comprehension. Comprehension can make people get the information they want. It is defined as the ability to understand. Something by a research comprehension of the subject ass the knowledge of what situation is really like.

Comprehension also is the one component of speaking that comprehension is the mind, act power of understanding aimed at improving is testing ones. They want to speak well.

So, comprehension is needed in oral communication. It avoids the misunderstanding among the speaker and the listener. If includes comprehension of the situation, the condition where oral communication takes place.

2. The Definition of Textbook

A textbook is a written media in the classroom, especially for the teaching leaning process. It is an organized, physical manual for instruction covering a variety of topics in a specific subject area, in this case, English (Laurika L. Simatupang. Drs. Albert Rufinus, MA. Dwi Riyanti, S. Pd, 2012). The use of English textbook has a noteworthy eminence for both teachers and learners. It does not only become a guide to the teachers when delivering the materials, but also presents necessary input through various explanations and activities. On the side of the learners, it influences their attitudes and performance to the materials. It is a truth that when they like their textbook, they will engage actively in the classroom. Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom.(Ayu & Indrawati, 2018)

Based on the definition above, the researcher concluded that Textbooks are the main media used by teachers in the learning process, most teachers rely heavily on books in providing material to their students.

a. The Function of Textbook

Textbook used in teaching and learning process is important. Textbook are meant to help teachers in providing them teaching materials as stated by Chandran (in Amrina, 2018) that textbook act as a guideline for inexperienced teachers or tools for experienced teacher. It also provided either inexperienced or experienced teachers with guidance on what students have to learn and what student wish to learn.

b. Criteria of Good Textbook

The essence of a textbook is basically to help both teachers and students in some ways. For a teacher, it helps them in preparing and developing the teaching materials that are going to be taught and in the other hand. As for the students, it helps them to maintain and trace back their input in learning.

According to Tarigan (2009) to evaluate textbook, some criteria of good textbooks need to be understood. These criteria help the evaluator to make textbook evaluation instrument which will be used to assess the aspects being evaluated. Some criteria of good textbook are:

1. It has base, principal, and certain viewpoint which base on the concept that used in textbook clearly.
2. It should be relevant with curriculum.
3. It is interesting and increasing reader enthusiasm.
4. It can give motivation to the reader.
5. It can stimulate students' activity
6. It has interesting illustration for reader
7. The understanding should be preceded by correct communications.
8. The content of the book support the other subject.
9. It appreciates individual diversity.
10. It tries to reinforce the value that is applied in society.
11. It has clear viewpoint

We also can know the criteria of textbook based on Cunningsworth (in Amrina, 2018) as follows;

1) Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program.

2) Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.

3) Textbook help learners to learn in a number of ways. Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

c. English Textbook *Bahasa Inggris*

The English textbook *Bahasa Inggris* is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, Students Book and Teacher Book. Both of them are compiled using scientific approach by one team. It is published by Book keeping and Curriculum Center of Ministry Education and Culture of Indonesia. In the Teacher Book, there are procedures of using the Student Book completely from how to use up to how to assess the students` ability.

The student Book is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

d. Textbook in Indonesia

In Indonesia, the implementation of textbook and classroom teaching of English language are controlled with several considerations. Supriadi cited in Jazadi (2003) states that the presentation of textbook in Indonesia need to pass several political and also evaluation process to maintain security which states that The content of books should be in line with and not contradictory to Pancasila (The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators coming from Mabes ABRI (Armed Forces Headquarter), Kejaksaan agung (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture). A strict rules and evaluation process

has been set by the Indonesian government toward the development of education in Indonesia.

In the developments, the government established BSNP (Badan Standar Nasional Pendidikan) along with Pusbukur (Pusat Buku dan Kurikulum) to deal with the development of textbook used in Indonesia. They are also established to watch over and maintain the rules and evaluations process which are implemented properly in any textbook distributed from either government or commercial textbook. The current curriculum in Indonesia in 2014 still partially uses the Curriculum 2013. The full fledge of Curriculum 2013 in Indonesia itself has been started in July of 2015. The implementations of Curriculum 2013 in every educational level in Indonesia areas follows;

1) July 2013: Class I, IV, VII, and X
2) July 2014: Class I, II, IV, V, VII, VIII, X, and XI
3) July 2015: Class I, II, III, IV, V, VI, VII, VIII, IX, X, XI, and XII.

In other words, the textbook developments in Indonesia are carefully developed and implemented. It can be seen from the government seriousness in term of the quality of education in Indonesia, and one of them is the quality of a textbook used. Clear rules and evaluation process are already maintained in order to develop qualified textbook in Indonesia.

e. The Important Role of Textbook in the Classroom

In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. Cunningsworth on Richard mentions the roles of materials in the textbook in language teaching. These include the following: a. A resource for presentation materials (spoken and written), b. A source of activities for learner practice and communicative interaction, c. A reference source for learners on grammar, vocabulary, pronunciation, and so on, d. A source of stimulation and ideas for classroom activities, e. A syllabus (where they reflect learning objectives that have already been determined), and f. A support for less experienced teachers who have yet to gain in confidence. A textbook is a book whose purpose is for "instructional use". Given the importance of textbooks, myriad of experts have conducted studies to

investigate the important role of textbooks. Textbook are also used as a supporting teaching instrument (in Linda, 2018).

Some experts purpose the role of the textbook in language program, they are:

1. Richards (2009) argues the advantages and limitation textbook, which one of them is textbook provides structure and syllabus for a program. It means that textbook can lead teacher and student in following the learning activity systematically. Without textbook a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. He also added that, textbook maintain the quality and without textbook stages of learning cannot be specified. In addition textbook also has role to support speaking skill.
2. Warwick (2010) state that textbook provides some activities such as conversational passage, pronunciation drill etc, that can help in developing students' communication skill.
3. Lawry (2014) notes that textbook provide some imaginary or unfamiliar words which help students to think and discuss about them which can support speaking in target language.

2.2 Previous Study

1. Amrina, (2018), An Analysis of Bahasa Inggris Textbook Used In The Second Grade of Senior High School. The result of the researcher concluded that textbook is good to be used for second grade of senior high schools that have started using curriculum 2013. This book fulfilled all the core competence and basic competence of curriculum 2013. It is also applied the student-centered teaching method which is the main concern in curriculum 2013. Apart from that, the exercises given are attractive and applicable in the classroom. It exposed students to be an active learner all the time even though there is some minor's incompatibility based from BSNP assessment about the detailed analysis in the lack of cultural diversity and a little bit about linguistic structure. English

textbook Bahasa Inggris is still acceptable to be used by school because it is more than qualified to be used in Curriculum 2013.

2. Herdiyani, (2014), Genre Analysis on Reading Passage of English Textbook English In Focus Based on The School-Based Curriculum. The research concluded that the reading passages in the textbook covers the demands of School-Based Curriculum (KTSP) in the term of types of genre that a textbook should have. As proposed by School-Based Curriculum that the types of genre for the third of Junior High School level are procedure text, report text, and narrative text. From the result of data analysis of eleven reading passages which are in the textbook, the writer found all types of genre that proposed by the curriculum those are procedure text, report text, and narrative text. In analyzing the genre of reading passage, the writer also analyzed the characteristics of each genre in the term of social function, generic structure, and grammatical feature of each reading passage. The writer used the theory of Mark Anderson & Kathy Anderson to know the characteristics of genre. From the result of data analysis, the writer found that the textbook presents the social function and in the side of generic structure, conclusion is not distributed in all report text and also coda is not distributed in all narrative text. For grammatical features, the textbook does not present the use of present tense and the use of adverb in the procedure text in all reading passages. So, the genre of reading passages in English in Focus textbook is in line with the School-Based Curriculum although the distribution of the characteristics of genre does not spread up well. There are some reading passages which do not state one or more characteristics of genre.

3. Setiabudi, (2010), A Content Analysis of The English Textbook "Primary English As A Second Language. The researcher concluded that, the English textbook entitle "English on Sky 2" does not develop the skills or activities of language skills written in the indicator of the school-based Curriculum of English for the second year of student in Junior High School yet. The result of this study shows that the percentage for skill or activities develop in the English textbook is 85,71%. It means that the textbook is very good in developing skills demanded by the school-based Curriculum. The skills or activities which are developed in the

textbook suitable for students of the second year of SMP Dharma Karya Pamulung.

From the explanation above, the similarity of the previous findings with the research of the researcher is that the researcher wants to analyze the English textbook used in school. The difference between previous findings and this research is that the first researcher wants to know the feasibility of an English textbook in the learning process, the second and third researchers want to know whether the learning material contained in an English textbook can really develop students' skills.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The researcher was applied descriptive qualitative in analyzing a content of the textbook and speaking activities of the first grade of Senior High School in academic year 2020. In relation to this research, descriptive qualitative method is chosen because the researcher presented a description about the role of the textbook in supporting the students' speaking activities.

3.2 Time and Location

The researcher conducted the research in July to August 2020. The researcher visited the student's house one by one. It was done because the research could not conducted at the school because Pandemic Covid-19.

3.3 Research Subject

The subjects of this research are textbooks and students of Senior High School. the textbooks used are Talk Active class X of Senior High School by Yudistira and Bahasa Inggris class X of Senior High School. This research applied snowball sampling which the researcher took 13 students from 6 different schools, they are 3 students of SMAN 18 Luwu Utara, 5 students of MAN Palopo, 2 students of SMAN 1 Palopo, 1 student of SMAN 2 Palopo, 1 student of SMAN 3 Palopo, and 1 student of SMAN 4 Palopo. The researcher applied snowball sampling because since Pandemic Covid-19, government did not allow schools to be opened. Thus, the current condition is still lockdown. The researcher looking for first sample and then for the next sample was recommended by the first sample.

3.4 Research Instrument

The instrument of the research the researcher will use as follow;

a. Interview

In this research the researcher applied the in guided interview. Interview was used to know the students' speaking material that has been learned. At the end of the interview the researcher asked students to practice about the students'

speaking activities on the textbook that have been learned. The students practice about how to introduce about self, because it is the material that has been learned.

b. Documentation

Documentation in qualitative research is used as purchasers of the data of interviews and observations made. Documentation in qualitative research can be monumental writing, pictures, or works of a studied object (Nugrahani, F., & Hum, 2014). Documentation was used to know the speaking material in the textbook.

3.5 Technique of Collecting Data

The procedures used by the research to collect the data were:

1. The researcher looked for a sample
2. The researcher visited the student house
3. The researcher interviewed the student and then recorded the students' voice.
4. The researcher documented of students' textbook.
5. The researcher transcribed by the students' voice recording.
6. The researcher analyzed the data and concluded regarding the result of data analysis.

3.6 Technique of Data Analysis.

The data collected would be analyzed qualitatively adapted theory from (Miles, M. B., & Huberman, 1994):

1. Recording all findings of phenomena in the field through interview and documentation.
2. Reviewing records of interview and documentation studies, and separating data deemed important and unimportant, this work is repeated to check for possible classification errors.
3. Describing the classified data by taking into account the focus and objectives of the research.
4. Doing a final analysis in the form of a research report.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter covers two sections. The first section deals with findings of the research and the second deals with discussion. The finding of the research reveals the description of the result data analysis. Then discussion section explains the implication of findings of the research.

4.1 Findings
A. A content of the textbooks

Based on the data taken by researcher from 13 different students and different schools, 5 students from MAN Palopo, 3 students from SMAN 18 Luwu Utara, 2 students from SMAN 1 Palopo, a student from SMAN 2, a student from SMAN 3, and a student from SMAN 4. The different textbooks used by the students are Talk Active class X of Senior High School by Yudistira are used by SMAN 1 Palopo, and Bahasa Inggris kelas X of Senior High School by Kementrian Pendidikan dan Kebudayaan Republik Indonesia are used by MAN Palopo, SMAN 18 Luwu Utara, SMAN 2 Palopo, and SMAN 4 Palopo in the learning process. The Talk Active class X of Senior High School by Yudistira in the 2017 revised edition of the K13 curriculum. At the beginning of the speaking material contained in the talk active textbook, students are asked to pay attention to a picture that contains a person who is introducing himself using English, then students are asked to write their identity first and then present it in front of the class. In the book, there are several dialogues about asking and giving information about self-identity, students are asked to pay attention to the dialogue, and then students are asked to listen and follow a few sentences mentioned by the teacher to practice student pronunciation before students practice some of these dialogues with their partners in front of the class. While in the Bahasa Inggris kelas X of Senior High School by Kementrian Pendidikan dan Kebudayaan Republik Indonesia, it is standardized in the 2017 revised edition of the K13 curriculum.the textbook content can be seen as follow:

🏆 **SPEAKING**

Task 1: Guessing Games - Who Am I?
You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

Questions to ask:

-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? -Am I an outdoor activity? -Am I related to music? etc.

Words to be written on post-it:

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide

Picture 4.1 Speaking Material

Task 2: Introduction Game - Party Time

A. Look at the picture.

• What do you think they are doing?
• Where does it take place?
• Why do you think so?

Check your answer with your friends.

Source: http://www.spaziobleadtower.it/spazio-blend-tower-sala-eventi/
Picture 1.5

The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.

1. Hello, I am Edo. May I know your name please?

2. Sure, I am Slamet. I am from Jepara. What about you?

3. I am from Raja Ampat. I work in a tourism resort

4. I work for a furniture company, have you heard about ukir Jepara?

5. Yes, and I want to know more about that

6. It's a specific carving pattern created in Jepara.

Source: Dokumen Kemdikbud

Picture 4.2 Speaking Material

B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become

Picture 4.3 Speaking Material

your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:

May I know your name please?
Can you tell me what your profession is? Or,
What do you do?
What're your hobbies?
Do you like painting?
Do you like music?

C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.

Picture 4.4 Speaking Material

B. Students' interview result

In this research, the researcher collects the data by interview from 14 students, the researcher visits the students one by one, after that the researcher asks the students some questions, at the last question the researcher asks the students to introduce themselves based on the material have been learned. The interview result presented as follow:

1. Student 1 (S1)

Could you tell me how to introduce yourself in English?

Hello my name is Suartini Kala, aaa…. I am 17th years old and now I school_in senior high school number four Palopo. Emm.. I third year. And my daily activities is I am wake up at six o'clock and then take a bath after that I am take wearing my school uniform and going to school, in school doing to study_and

playing with my friends after school I am_back to house and aaa… in my house I am_take take a bath after that I am taking prayer, after that I am_sleep and that's all my daily activities.

From the text above shows the vocabulary was too copious to be easily understand, in term of language usage still contained several grammatical errors and incorrect structures. Moreover there are several pronunciation errors and the productions of filler words were dominant in conveying the ideas.

2. Student 2 (S2)

Could you tell me how to introduce yourself in English?

My name is Febriska, I live Pebabri _saya sekolah di SMA 2 Palopo aktivitas saya sehari-hari belajar_ online.

Referring to text above, the vocabulary is still lacking, in the term of language usage still contained several grammatical errors and incorrect structures especially less of preposition. However there are still sentences of Indonesia and too short in mentions about herself.

3. Student 3 (S3)

Could you tell me how to introduce yourself in English?

Assalamualaikum wr. Wb. My name is Putri Syabila I am the first of two children I was born in Palopo februari, 1 2004 I live in jln. Ahmad razak number 16

According to the text above, in the term of language usage still contained several grammatical errors and incorrect structures, especially in the use of preposition. The pronunciation was near perfect but the accent was thicker and also the vocabulary is still lacking.

4. Student 4 (S4)

Could you tell me how to introduce yourself in English?

Hello my name is Raihana Mahdiah aa… I am … I am 17th years old mmm… I live at street Ahmad Razak, I was born in Makassar. Emmm….

Regarding the text above, the vocabulary is still lacking but the pronunciation was near perfect and also the productions of filler words were dominant in conveying the ideas. However in the term of language usage still contained several grammatical errors and incorrect structures, especially incorrect prepositions.

5. Student 5 (S5)

Could you tell me how to introduce yourself in English?

My name is Andriani Putri Lembang, you can call me Riani. I live in Lagego. I was born in ee… Balulu. Eee... my religion is *Katolik*. My hobby is music.

Regardless of the text above, there were plenty of words that were mispronounced in the term of language usage still contained several grammatical errors and incorrect structures. The fluency was fabulous.

6. Student 6 (S6)

Could you tell me how to introduce yourself in English?

Good afternoon my name is Yospina Lembang. I live in Lagego. I was born in Lagego. My religion Katolik and my *ambisi* doctor.

From the text above, the vocabulary is still lacking but pronunciation was near perfect, in the term of language usage still contained several grammatical errors and incorrect structures, especially less of verb and still word of Indonesian language.

7. Student 7 (S7)

Could you tell me how to introduce yourself in English?

Good afternoon let me introduce myself, my name is Yustina Alesia. My complete name is Yustina emm… I was in Lagego. My hobby is swimming. My favorite drink emm… jus alpocado.my favorite food mmm… Spagetty.

Based on the text above, there were plenty of words that were mispronounced and the productions of filler words were dominant in conveying ideas. In the term of language usage still contained several grammatical errors and incorrect structures, especially less of verb.

8. Student 8 (S8)

Could you tell me how to introduce yourself in English?

Bismillahirrahmanirrahim my name is Sitti Nur Hayat. I live in Dusun Mangale . I school in MAN Palopo. My class 12PBB. My hobby volley. Thank you very much.

Regardless of the text above, in the term of language usage still contained several grammatical errors and incorrect structures, especially less of verb.

However the vocabulary is still lacking and the use of vocabulary is error in diction.

9. Student 9 (S9)

Could you tell me how to introduce yourself in English?

I want to introduce myself. My full name is Ananta Pratiwi Ngajo, you can call me Nanta. I was born on 4th October 2003. I live in sungai preman 2. I am 17 years old. I am student of 12 science at state Senior High School of 1 Palopo south Sulawesi province. That's all thank you.

Referring to the text above, the pronunciation was near perfect but still translating word by word or literal translation and in the term of language usage still contained several grammatical errors and incorrect structures, especially incorrect of preposition.

10. Student 10 (S10)

Could you tell me how to introduce yourself in English?

Assalamu alaikum wr. Wb. My name is Firda Ayu Lestari. I live in Palopo street benteng Raya Perumahan Devita Garden Blok A no. 13. I am fiveteen years old. My school at MAN Palopo 11MIA3. I have two sister name Siti Fatimah, Siti Mariah. Sekian dan Terimakasih wassalamualaikum wr. Wb.

According to the text above, the pronunciation of an English word was inaccurate and the accent was thicker. Beside that the use in vocabulary was error diction and vocabulary mistakes.

11. Student 11 (S11)

Could you tell me how to introduce yourself in English?

Assalamu alaikum wr. Wb. My name is Fadhil. I am student from Islamic Senior High School Palopo. I was born in Palopo December 27 2003. My hobbies are video editing and singing. I live in Tokasirang street. I live with my uncle. My goals is becoming a president, that's all that I can tell about myself.

According to the text above, the pronunciation was near perfect but in the term of language usage still contained several grammatical errors and incorrect structures, especially incorrect of preposition and countable noun.

12. Student 12 (S12)

Could you tell me how to introduce yourself in English?

Bismillahirrahmanirrahim, assalamu alaikum wr. wb. My name is Agung Dwy Putra, usually called agung. I was born in Palopo January 11 years 2005. I am student from MAN the city of Palopo. I was in grade exact 2. My hobbies are swimming and reading book. My goals is becoming a neurologist. My life motto don't often do ordinary things if you want to be extra ordinary. That all that I can tell about myself.

Regarding the text above, the pronunciation of an English word was inaccurate and still translating word by word or literal translation. Moreover in the term of language usage still contained several grammatical errors and incorrect structures, especially in the use of preposition and countable noun.

13. Student 13 (S13)

Could you tell me how to introduce yourself in English?

Hello, my name is Dhini, class 12 grade. I live in Bibang. I oroginin of school MAN Palopo. My hobby is reading book. I was born in Bibang on day second day of May 2003. My mother name is Mina, my father name is Jalin. I am 17 years old. I am the forth the child of four siblings.

Regardless of the text above, there were plenty of words that were mispronounce and the accent was thicker. Beside that still translating word for word or literal translation.

4.2 Discussion

This section presents about the explanation of data analysis and theory at the previous chapter. This research aims to describe the role of the textbook in supporting of students' speaking activity for Senior High School. According to Cunningsworth (in Richard, 2001) mentions the roles of materials in the textbook in language teaching. These include the following: A. a resource for presentation materials (spoken and written), B. a source of activities for learner practice and communicative interaction, C. a reference source for learners on grammar, vocabulary, pronunciation, and so on, D. a source of stimulation and ideas for classroom activities, E. a syllabus (where they reflect learning objectives that have already been determined), and F. Support for less experienced teachers who have

yet to gain in confidence and according to O'neil R. (in Linda, 2018) A textbook is a book whose purpose is for instructional use. Given the importance of textbooks, myriad of experts have conducted studies to investigate the important role of textbooks. The textbook is also used as supporting teaching instrument. In this research the researcher just concern to speaking activities, especially focuses on self introduction.

In the chapter 1 of the textbooks, there are 4 skills components in this material, namely listening, reading, speaking, and writing. However the researcher only focuses on speaking material. At the beginning of the speaking, the material of the textbook does not present an explanation of the material in detail, in the Bahasa Inggris textbook class X by Kementrian Pendidikan dan Kebudayaan Republik Indonesia students are immediately given a task, the task is in the form of a guessing game "who am I". This task actually aims to stimulate students to train their thinking patterns and as a first step to starting learning with an attractive presentation so that students are more motivated to take part in learning.

Then on the task 2 in speaking material students were asked to pay attention to the pictures in the book and asked to identify the images according to the questions listed in the textbook. Then students are asked read the dialogue silent first, pay attention to how to introduce self, next discuss the expression used with your classmate sitting next you, after that act out pretending to be two men on the dialogue in the textbook who introduce themselves to each other.

Next students are asked to pair up then exchange information with their partners about family, profession, and hobbies using the questions provided in the textbook.

According to the instructions in the last step in this textbook, the students are asked to think of other questions and also introduce their friends who also use new identities to other guess. It is a process to make students more creative in thinking and increase vocabulary.

Based on data from textbook analysis, the researcher found that the textbook that used in learning English for X class Senior High School indicates that the

textbook meets most of the criteria. Which in this study the researcher focused on textbook analysis of the students' speaking activities, especially in chapter 1 entitled Talking About Self.

In chapter 1 with the topic talking about self with a focus on speaking self introduction, speaking learning material is the initial material in a textbook that is in accordance with the applicable K13 curriculum, where there is a short explanation at the beginning of the topic followed by several examples.

The accuracy of the material in the chapter 1 can be seen as follows:

a). Social function

Speaking material and activities in this chapter are suitable with standard competence and basic competence, thus they deliver appropriate social function to student. The social function are introducing and mentioning identity to develop interactional communication with others.

b). Text structure

The text structure of speaking material and activities provided in this chapter are suitable with its social function. All text in material guide students systematically and orderly. As for the text structure contained in this chapter are opening, exchange (talking about identity), and closing. Regarding of the finding data above, the researcher found that:

1. **Opening part,** based on the students' transcription the researcher found the opening sentences used by the students, for example "Hello" in the S1, S4, and S12; "*Assalamualikum wr. wb*." In the S3, S8, and S13; "*Bismillahirrahmanirrahim*" in the S9, S10; "good afternoon" in the S6, S7; and "I want to introduce myself" in the S11.

2. **Exchange (talking about identity),** according to the students' transcription, all the students can deliver their identity, such as their name, their profession, their hobby, their family member, and their goal.

3. **closing part,** regardless of the students transcription the researcher found that closing sentences used by students, for example "that's all that I can tell about myself" in the S8 and S10; "that's all my daily activity" in the S1; "thank you very much" in the S9; "that's all thank you" in the S11; "*sekian dan terimakasih, assalamualaikum wr. wb.*" in the S13.

c). language feature

Language feature in the speaking materials and activities provided in chapter 1 is appropriate with its social function. The text in the chapter 1 used acceptable and accurate language. The language features contained in Chapter 1 are vocabulary (name, family relationship, jobs, and friends), grammar, and pronouns.

Revering to the finding data above, from the 5 component of speaking, there are 4 problems found by the teacher from the respondents, such as grammar, vocabulary, pronunciation, and fluency. After analyzing the data, from the fourth component above it found that:

1. **Grammar**, almost the respondents have problems in grammatical errors, such as less of verb, double verb, preposition, and countable noun (plural and singular).

A. Double verb

The students' sentences are double verb for example in the S1, she says "I <u>am wake</u> up" in this sentence there are two verbs they are am and wake, "I <u>am take wearing</u> my school uniform" in this sentence there are three verbs they are am, take, and wearing, "I <u>am back</u> to school" in this sentence there are two verbs they are am and back, "I <u>am take</u> a bath" in this sentence there are two verbs they are am and take, "I am taking prayer", "I <u>am sleep</u>" in this sentence there are two verbs they are am and sleep.

B. Less of verb

The students' sentences are less of verb for example in the S7, she says <u>"my religion katolik"</u>, in the S8, she says "<u>my favorite drink</u> emm… <u>jus alpokat</u>", and "<u>my favorite food</u> mmm… <u>spaghetti</u>, and then in the students number 10, she says "<u>my hobby volley</u>". In those sentences there is no verb after subject.

C. preposition

In the use of preposition, the researcher found that the mistakes in the ideas of the respondent, for example in the S4 is incorrect preposition, she says "I live <u>in</u> jln. Ahmad Razak no. 16", and also in the S9 is incorrect preposition, he says "I live <u>in</u> Tokasirang street". In the S3 is less preposition, she says "<u>I live Pepabri</u>",

and also in the S4 is less preposition, she says "<u>I was born in Palopo</u> <u>February, 1</u> <u>2004</u>".

D. Countable noun

In the use of countable noun, the researcher found that the mistakes from respondents, for example in the respondents number 2, he says "my daily <u>activity</u>", in the respondent number 9, he says "my <u>goals</u> is becoming a president", and in the respondents number 14, she says "I have two <u>sister</u>".

2. **Pronunciation**, the researcher found that the mistakes in the ideas of respondents, for example in the S10 often "often" (' f(t)n), in the S3 live "lev" (lɪv), in the S5 religion "relijien" (rɪ'lɪdʒ(ə)n), in the S10 called "kalled" (k :ld),and in the S12 class "kelas" (kl :s).

3. **Fluency**, the researcher found that the production of filler words were dominant of the respondent in deliver their ideas, for example in the S1 "<u>Emm..</u> I third year", "<u>aaa…</u> in my house", in the S4 "Hello my name is Raihana Mahdiah <u>aa…</u> I am … I am 17th years old <u>mmm…</u> I live at street Ahmad Razak, I was born in Makassar. <u>Emmm….",</u> in <u>the</u> S5 "I was born in <u>ee…</u> Balulu. <u>Eee...</u>", in the S7 "My complete name is Yustina <u>emm</u>…", and in the S7 "My favorite drink <u>emm…</u> jus alpokado.my favorite food <u>mmm…</u> Spaghetti."

4. **Vocabulary**, there are several of students that translate word for word or literal meaning, for example in the S11 "I am student of 12 grade of science at state Senior High School of 1 Palopo south Sulawesi province" (I am student of senior high school no. 1 Palopo, South Sulawesi.), in the S13 "I live in Palopo street benteng Raya Perumahan Devita Garden Blok A no. 13" (I live at Perumahan Devita Garden Blok A no. 13, Benteng Raya street, Palopo.) and then there are respondent still use Indonesian language, for example in the S2 "*saya sekolah di SMA 2 Palopo aktivitas saya sehari-hari belajar online.*", in the S13 "sekian dan terima kasih", in the S5 "katolik", and in the S6 "ambisi".

Based on content analysis and interviews, the researcher argues that what is in the textbook is in accordance with the results of interviews from respondents, it can be seen the contents of the interview from the respondent's text structure are

systematically opening, exchange: introduce the identity, and closing. Furthermore, the researcher also found that the learning objectives from chapter 1 were achieved, it is shown from the learning objectives were that students were able to provide information about identity, work and hobbies by using the appropriate text structure according to the context of use. Therefore, the researcher concluded that the textbook was able to support the students speaking activities. It is supported by theory of Richards (2009) about the advantages and limitation of textbooks that said that textbook provides structure and syllabus for a program. It means that textbook can lead teacher and student in following the learning activity systematically. Without textbook a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. He also added that, textbook maintain the quality and without textbook stages of learning cannot be specified. In addition textbook also has role to support speaking skill. According to Warwick (2010), textbook provides some activities such as conversational passage, pronunciation drill etc, that can help in developing students' communication skill. Besides that Lawry (2014) also added that textbook provide some imaginary or unfamiliar words which help students to think and discuss about them which can support speaking in target language.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussion, the researcher gives conclusions that the material of textbook can support the students' speaking activities. It is proven by students can explain themselves by using English. 6 students can explain themselves systematically with transactional text (opening, talking about identity, and closing), 6 students explain themselves with transactional text (opening, talking about identity) without closing, and 2 students explain themselves with transactional text (talking about identity) without opening and closing. However the students have problems to deliver the ideas in speaking activities. The researcher says that because the researcher found the mistakes in ideas of respondents, such as mispronounce, more dominant to produce of filler words, several grammatical errors and incorrect structures, and vocabulary mistakes.

5.2 Suggestions

Based on the conclusion above, the researcher would like gives suggestions as follow:

1. Students, you have to be more active, much learn and try to speak English always.

2. Teachers, more creative to use textbook as a media to grow students' motivation in every moment in teaching and learning process.

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APPENDICES

Appendix 1.

<div align="center">

Transcripts of students

</div>

1. **Student 1**

Hello my name is Suartini Kala, aaa…. I am 17th years old and now I school in senior high school number four Palopo. Emm.. I third year. And my daily activities is I am wake up at six o'clock and then take a bath after that I am take wearing my school uniform and going to school, in school doing to study and playing with my friends after school I am back to house and aaa… in my house I am take take a bath after that I am taking prayer, after that I am sleep and that's all my daily activities.

2. **Student 2**

My name is Febriska, I live Pebabri *saya sekolah di SMA 2 Palopo aktivitas saya sehari-hari belajar online.*

3. **Student 3**

Assalamualaikum wr. Wb. My name is Putri Syabila I am the first of two children I was born in Palopo februari, 1 2004 I live in jln. Ahmad razak number 16

4. **Student 4**

Hello my name is Raihana Mahdiah aa… I am … I am 17th years old mmm… I live at street Ahmad Razak, I was born in Makassar. Emmm….

5. **Student 5**

My name is Andriani Putri Lembang, you can call me Riani. I live in Lagego. I was born in ee… Balulu. Eee... my religion is Katolik. My hobby is music.

6. **Student 6**

good afternoon my name is Yospina Lembang. I live in Lagego. I was born in Lagego. My religion Katolik and my *ambisi* doctor.

7. Student 7

Good afternoon let me introduce myself, my name is Yustina Alesia. My complete name is Yustina emm… I was in Lagego. My hobby is swimming. My favorite drink emm… jus alpocado.my favorite food mmm… Spagetty.

8. Student 8

Bismillahirrahmanirrahim my name is Sitti Nur Hayat. I live in Dusun Mangale . I school in MAN Palopo. My class 12PBB. My hobby volley. Thank you very much.

9. Student 9

I want to introduce myself. My full name is Ananta Pratiwi Ngajo, you can call me Nanta. I was born on 4 october 2003. I live in sungai preman 2. I am 17th years old. I am student of 12 science at state Senior High School of 1 Palopo south Sulawesi province. That all thank you.

10. Student 10

Assalamu alaikum wr. Wb. My name is Firda Ayu Lestari. I live in Palopo street benteng Raya Perumahan Devita Garden Blok A no. 13. I am 15th years old. My school at MAN Palopo 11MIA3. I have two sister name Siti Fatimah, Siti Mariah. Sekian dan Terimakasih wassalamualaikum wr. Wb.

11. Student 11

Assalamu alaikum wr. Wb. My name is Fadhil. I am student from Islamic Senior High School Palopo. I was born in Palopo December 27 2003. My hobbies are video editing and singing. I live in Tokasirang street. I live with my uncle. My goals is becoming a president, that's all that I can tell about myself.

12. Student 12

Bismillahirrahmanirrahim, assalamu alaikum wr. wb. My name is Agung Dwy Putra, usually called agung. I was born in Palopo January 11 years 2005. I am student from MAN the city of Palopo. I was in grade exact 2. My hobbies are swimming and reading book. My goals is becoming a neurologist. My life motto don't often do ordinary things if you want to be extra ordinary. That all that I can tell about my self.

13. Student 13

Hello, my name is Dhini, class 12 grade. I live in Bibang. I oroginin of school MAN Palopo. My hobby is reading book. I was born in Bibang on day second day of May 2003. My mother name is Mina, my father name is Jalin. I am 17 years old. I am the forth the child of four siblings.

Appendix 2

The textbooks

Textbook 1

⚇ SPEAKING

Task 1: Guessing Games - Who Am I?

You'll play a kind of guessing game **'Who Am I?'**. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

Questions to ask:

-Does it relate to a family relationship? -Am I female? -Am I a mother?	- Does it relate to a profession? - Do I work in a hospital? - Am I a medical doctor?	-Does it relate to a hobby? Am I an outdoor activity? -Am I related to music? etc.

Words to be written on post-it:

brother, sister, father, mother, teacher, medical doctor, barista, engineer, footballer, author, computer programmer, police officer, musician, painting, reading, singing, hiking, going shopping, outdoor guide.

Task 2: Introduction Game - Party Time

A. Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.

Source: http://www.speakblendtower.it/spazio-blend-tower-sala-eventi/
Picture 1.5

The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.

B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become
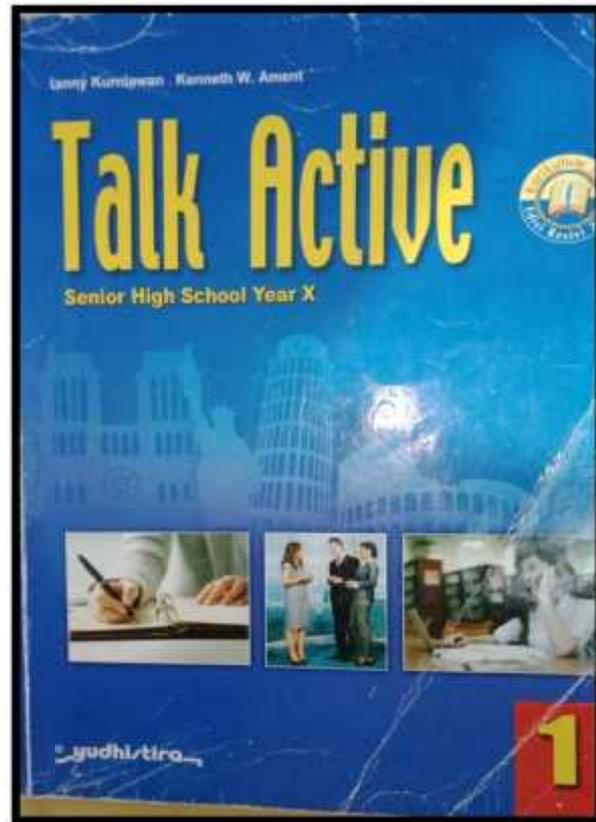
your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies. You can use the following questions:

May I know your name please?
Can you tell me what your profession is? Or,
What do you do?
What're your hobbies?
Do you like painting?
Do you like music?

C. Think of other questions. You may also introduce your friends who also use new identities to other guests. Introduce yourself or your friends to at least two people.

Textbook 2

What do your parents do? | [wɒt dʊ jər 'pɛrənts duʔ]

My father is a taxi driver. | [maɪ 'faðər ɪz ə 'tæksi 'draɪvər]

How about your mother? | [hau ə'baut jər 'mʌðər?]

She helps run a small family store with some | [ʃi helps rʌn ə smɔl 'fæmili stɔr wɪθ sʌm əv
of my older brothers and sisters. | 'oʊldər 'brʌðərz ænd 'sɪstərz]

TASK 3 Listen and study the following dialog.

Teacher : Oh, hi. What was your name again? I can't keep all the students' names
straight, this being the second day of school.

Student : It's okay. I have a hard time remembering names myself.

Teacher : Hello, uh, Karen, right?

Student : No, it's Nancy. My mom's name is Karen.

Teacher : Nancy. Okay, I think I heard you were from England?

Student : Well, I was born there, but my parents are American. I grew up in
France.

Teacher : Oh, a world traveller.

Student : But then we moved here when I was nine.

Teacher : So, what does your father do now?

Student : Well, he's a college professor, and he is in Scotland at the moment.

Teacher : How interesting. What does he teach?

Student : Oh, I haven't a clue. Nah, just joking. He teaches Chemistry.

Teacher : Oh, Chemistry and uh, what about your mother?

Student : She works full time at home.

Teacher : Oh, and what does she
have, her own business
or something?

Student : She takes care of me.

Teacher : Well, being a homemaker
and housewife can be
a real hard job, but
rewarding too.

Student : I think so as well.

TASK 4 Listen and repeat after your teacher reads these sentences.

Sound out!

I think I heard you were from England. | [aɪ θɪŋk aɪ hɜrd ju wər frəm 'ɪŋglənd]

Well, I was born there, but my parents are American. I grew up in France. | [wɛl, aɪ wəz bɔrn ðɛər, bʌt maɪ 'pɛrənts ər ə'mɛrɪkən, aɪ gru ʌp ɪn fræns]

What does your father do now? | [wʌt dəz jər 'faðər du nau?]

Well, he's a college professor, and he is in Scotland at the moment. | [wɛl, hiz ə 'kɑlɪdʒ prə'fɛsər, ænd hi əz ɪn 'skɑtlənd ət ðə 'moumənt]

What about your mother? | [wʌt ə'baut jər 'mʌðər?]

She works full time at home. | [ʃi wɜrks ful taɪm ət houm]

TASK 5 Act out the previous two dialogs with your partner.

Appendix 3

Documentation