

# The Analysis of Speaking Assessment Types in Textbook “When English Rings a Bell Grade VII”

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## Abstract

Speaking can be said as one of the four basic skills in English. In every English textbook, there must be a speaking assessment. This research aims to analyze the five types of speaking assessments in the textbook “When English Rings a Bell for Grade VII”. The textbook analysis in this study considered five types in speaking assessment there are: 1. Imitative speaking tasks, 2. Intensive speaking tasks, 3. Responsive speaking tasks, 4. Interactive speaking tasks and, 5. Extensive speaking tasks. This study includes the design of descriptive qualitative. This study using a method of content analysis. The collection of the data was done through procedures: 1) looking, 2) observing, 3) analyzing the data based on Brown’s theory. The result of the study there are five types of speaking tasks in that textbook, but it has a different rate of the types. The textbook not only has a speaking task, it also has another skill of English there are reading, listening, and writing.

**Keywords:** *speaking assessment, English textbook, assessment types*

## Introduction

In English, four basic skills should be learned by the learners. There are listening, reading, speaking, and writing skills. Listening and reading as the input process and speaking also writing are the output of the English learning process. In the learning process there are some assessments to measure the learner’s ability in that subject. This research is focusing on speaking assessment. Although speaking is one of the language skills that students should enhance, they will face many difficulties in speaking English (Al Hosni, 2014).

Textbook is one kind of book that is used to be the materials book for the teacher and learner in the learning process. Richards in Fakhomah (2017: 2) states that “in many language programs the key component is the teaching materials. Even though a textbook is used by the teacher, but institutional still prepared some materials or make use of their materials, generally materials instructional serve as the basis for most of the language input, and learners can receive the practical language that is used in the classroom”. Based on Fakhomah (2017: 2) textbook is used in the process of teaching and learning for teaching English and in education, Indonesia has been using a textbook for many years. It can be stated that the English textbook is a book that has English materials in it and it always used in the learning process in the classroom as the guide book for the teacher and students in their teaching-learning activity. Therefore, Simatupang et al (2013) stated that a teacher should select a textbook to be used in the teaching-learning process which suits the need, interest, and abilities of the students Hycroft (1998) in Ayu&Indrawati (2018) views that the advantage of using a textbook in a classroom is that it is essential in the psychological aspect for students since it helps the teacher to measure the students’ progress and achievement concretely.

In the textbook there must be any kind of assessments, one of them is about speaking assessment. Ertin & Rahmawati (2014: 200) state that an assessment becomes very powerful, moreover it is careful considerations must be taken into account to make a valid and fair assessment. In other definition, an assessment is often advised as an important instructional step according to Bachman in Ertin & Rahmawati (2014: 200). The way how the learners are taught and the way of how are the activities that are brought out in the classroom make big influenced by assessment. Further, Fulcher in Ertin & Rahmawati (2014: 200) said that the learning program success is often determined by the assessment result. It is also related to the Jean et al (2003) idea that assessment is an attempt to analyze the result of the learning of the students in such a period of time.

Some said that teachers use assessments to control their students' learning progress (Soliha, 2019) but it should be authentic and tied to the instructional goals of the program they want to accomplish. According to Susanty et al (2017), there are some purposes of assessment, such as to increase the continuity of teaching and learning process, to give feedback of the students' achievement, to analyze the students' need, and to check the effectiveness of method and material used in the teaching and learning activity. There are five types of speaking assessments based on Brown (2004); Imitative speaking tasks, Intensive speaking tasks, Responsive speaking tasks, Interactive speaking tasks, and Extensive speaking tasks. Based on that theory above, researchers want to analyze the content of "When English Rings a Bell Grade VII" textbook especially its' speaking assessment types. The rate and variation of speaking assessment types will be discussed in this research.

## Method

This study is categorized as a documentary analysis research because it is dealing with the analysis of textbooks. Since this was categorized as a documentary analysis, this study was still on the umbrella of qualitative research design. Another thing about the research method is that this study was also classified and belongs to the Descriptive Qualitative Research Design. In this study the purpose of the writer is to describe the Speaking assessment types in the English textbook entitled "When English Rings a Bell". The object that is used in this study is an English textbook entitled "When English Rings a Bell" for grade VII Junior High School and focusing on the speaking assessment materials. This book was published by the Minister of Education and Culture in 2014. Also the data of this study are about the content of speaking assessment in this book. In collecting the data, the writer used the following procedures: 1) looking at reading for the textbook, 2) observing the speaking assessment in the textbook, and 3) analyze the speaking assessment based on Brown's theory.

## Results & Discussion

In the book "When English Rings a Bell" for Grade VII, there are eleven chapters that can be learned by the students. Every chapter has its theme and in every theme it has its speaking assessment. In every theme of the chapter, it has some activities related to the speaking assessment

### Chapter 1

The first chapter has a theme about **how are you**, which includes greeting, parting, taking leave, and apologizing. In this chapter there are some speaking assessments based on Brown's theory. In these assessments include four types of speaking assessments, imitative speaking tasks, intensive speaking tasks, responsive speaking tasks, interactive speaking

tasks, and extensive speaking tasks. In activity 1, observe the expression of greeting it belongs to imitative speaking task with minimal pair repetition and phrase repetition based on the picture about greeting. Then in activity 2 it belongs to the intensive tasks in intensive it includes read-aloud tasks to check student's pronunciation. Inactivity 12 it also belongs to intensive with completing dialogue from the pictures. Inactivity 4 and 14 belong to responsive speaking there is picture-cued elicitation of response or description based on the pictures with the question 'what should you say?' Inactivity 8 the speaking assessment belongs to the interactive speaking tasks, in an oral interview, discussion, and conversation. The students are asked to discuss with their friends and asking for some questions using expressions that are served.

## Chapter 2

In the second chapter, it has a theme about **It's me**. This chapter talks about myself and others. The expression that is learned is "What is your name?". In Activity 1, it has an imitative speaking task with the instruction is **Listen to your teacher then repeat after him/her!** This includes minimal pair repetition, phrase repetition also sentence repetition. Intensive speaking tasks can be found in activity 2 and activity 4 that includes oral sentence completion which talks about **Who are they**. Inactivity 6 it still belongs to the intensive speaking task, there is dialogue completion. Interactive speaking tasks can be found in activity 9, it includes an oral interview, discussion, and conversation. By using the expression "Please ask your classmate about their favorite color and favorite food using the questions above". This activity also includes a responsive speaking task in the type of question and answer- open-ended by using the expressions "What is your favorite color and What is your favorite food".

## Chapter 3

The third chapter talks about **It's my birthday**. The students learn about the names of the days, time, name of the dates, name of the months, and name of the years. Inactivity 1 on page 43 it includes imitative speaking task, where it has the instruction "Listen to your teachers and repeat after him/her" the words repetition are about mentioning the name of the days also the date of the month. The intensive speaking task can be found in Activity 2 on page 44, which includes directed response. This directed response has instruction "Observe the expression then take turns with your friends practicing the expressions, use the different name of the day." Activity 3 on page 45 also has the same task type of speaking task with the activity 2. The responsive speaking task can be found on activity 7 on page 50. This responsive speaking task includes question elicitation, with the instruction "Please tell the class about your daily activities. Use the guiding question to help you". Inactivity 8, on page 51 are 2 there are types of speaking tasks. Those 2 types are imitative speaking tasks and intensive speaking task. The direction in this task is "Listen to your teacher reading these numbers. Repeat after him/her. It can be said as an imitative task because phrase repetition and intensive speaking task because read aloud four pronunciation. Inactivity 11 on page 55 about interactive speaking tasks it includes in oral interviews, discussion, and conversation. In this activity this speaking instruction is "Please ask your classmates about their activities in the morning, in the afternoon, and at night". Another interactive speaking task can be found in activity 17 on page 61 about game and oral interviews. The responsive speaking task can be found in activity 14 on page 57. It belongs to the question and answer-open ended by using the instruction "Please practice saying the expressions above with your friends. Use different month". Another responsive speaking task can be found in activity 16 on page 59 it belongs to the oral interviews. This task has instructions "Please ask your friends about their birthday". In

activities 17 on page 61 it belongs to the intensive speaking task that is oral sentence completion.

#### **Chapter 4**

In chapter 4 the theme is about **I love people around me**. In this chapter is about my identity, the identity of family members, and the people. Inactivity 6 and 7 on page 71 it belongs to an extensive speaking task it is about picture-cued. The instruction is “Now tell about Mr.Yahya and Mrs.Yoada Pataya” and “Tell about your sister or brother”, and the other extensive speaking task can be found in activity 8 on page 72 with the instruction “Please mention the members of the family that you can see in the picture”, activity 9 on page 73 it also belongs to this speaking task activity. The intensive speaking task there is inactivity 11 on page 74 it’s about discussion and conversation. This task is using instruction “With friends, take turns talking about your family members. Refer to the example bellow”. Inactivity 12 on page 77 it belongs to intensive speaking task it is about direct response. The order is “Please make sentences based on the picture bellow”. Another intensive speaking task is on page 83, “My project is to tell you the people in my family photo” this includes picture cued in intensive speaking.

#### **Chapter 5**

Chapter 5 in the book has a theme **How many pets do you have?** The students learn about count things, count animals, and name public places. Activity 1 on page 85 and 10 on page 94 include imitative speaking task with instruction “Listen to your teacher reading the words, and repeat after him/her”. This belongs to imitative because this is about word repetition. The intensive speaking task can be found in Activity 6 on page 90 and Activity 12 on page 96 by the instruction “Please describe the picture”. It can be said as an intensive speaking task because it belongs to the picture cued. Another picture cued in intensive speaking task is on page 97 with instruction “What is this? What do you think about it? What can we do there?”. This means is to give explanations or descriptions based on the pictures by answering those questions.

#### **Chapter 6**

This chapter has a theme **let’s listen to the song**, the students learn about identifying the meaning of a song, identifying rhyming of words and name singular and plural nouns. The intensive speaking task in this chapter is on page 104, by using the instruction “Let’s listen and sing the song together”. Singing a song can be identified as a read-aloud types of intensive speaking task, because it is focusing on the pronunciation of the words. The other type of speaking task in this chapter is the interactive speaking task using the game on page 109 Activity 12. The instruction of this game is “Let’s play a guessing game.” The speaking types in this chapter there are only two types, because the other tasks are about reading also writing task.

#### **Chapter 7**

The theme in this chapter is **I love things around me**, the students learn about things in the classroom, things in my bag, parts of the house, animals in my school and home. There is an intensive speaking task in Activity 6 on page 118. This includes the intensive because this is about picture cued by using the instruction “Please mention the parts of the house and the things in there.” Therefore, the students learn about intensive by mentioning the things based on the pictures. Activity 9 on page 121 also belongs to the intensive picture cued, with the

instruction "Please describe the things that you can see in the picture." The other intensive speaking task still using picture cued in Activity 11 on page 123, Activity 12 page 124 by the instruction "Please mention the things that you can see in the picture." Activity 10 on page 122, and Activity 13 page 125 belong to the imitative speaking task with instruction "Listen to your teacher and repeat after him/her." This imitative speaking task is about word repetition. **Responsive** speaking task is in Activity 14 on page 126, the instruction is "Where do you do this activity?". The students are asked to answer by oral, it includes question-answer- open-ended also picture-cued elicitation of response or description.

## Chapter 8

In this chapter 8, it has theme **She's so nice**, the materials of this theme are people and animals. On page 135 the activity is singing a song, it belongs to the intensive speaking task read- aloud because focusing on pronunciation, and rhythm of spoken words. Activity 1 on page 136, Activity 2 page 137 these are intensive speaking task picture cued by using instruction "Please describe the picture below". Activity 3 page 138 also can be said as an intensive speaking task, in read- aloud using pictures. The other intensive speaking task is on page 144 in Activity 10, it has an instructor "Please describe each member of your family." This describing speaking task includes direct response. Page 151 in Activity 17 about describing animals also belongs to the intensive speaking task. Therefore, in Activity 11 page 145 also has the same instruction speaking task by describing pictures. Responsive speaking task in Activity 5 on page 140, by question and answer- open-ended about "Please ask about your friend's characteristics". The other types of speaking task is imitative speaking task on page 148 in Activity 14, the task instruction is "Listen to your teacher and repeat after him/her." The imitative speaking task this is can be identified by the minimal pair repetition, word/phrase repetition also sentence repetition based on that subject activity. There is a responsive speaking task on page 150 in Activity 16. This activity is about question and answer- open-ended by using instruction "Please practice with your friend about the expression below."

## Chapter 9

The theme of chapter ninth is about **My grandfather is a doctor**. It studies what people do, where they do the activity, what animals do, and what things are for. Activity 1 on page 155 is identified as a responsive speaking task because it is about picture cued elicitation of response or description from the pictures on that book by using the question "What are they?" on page 157 in Activity 4 belongs to the interactive speaking task, discussions. This is using questions or instructions for the students with the sentence "What kind of healthy food do you know? Discuss it with your friends." Then the students have to make a discussion based on the materials on that activity. Another interactive speaking task can be found on page 164, in Activity 10. This is about the discussion of what he might do in the garden also Activity 11 on page 165 about what she might do, the discussion then describe something based on the pictures. Activity 12 on page 166, also about a discussion about traffic sight mean. There is an intensive speaking task on page 159 Activity 5 through describing pictures. There is also another responsive speaking task in Activity 6, on page 160 by using the order "Please ask your classmates about traditional food in each restaurant." This belongs to the question elicitation also picture cued elicitation of response or description, because four pictures can be described. Activity 7 on page 161 also identified as responsive speaking task in question elicitation, it because of the direct question in a group to the other people. Activity 9 on page 163, belongs to the imitative speaking task by using instruction "Listen to your teacher and

repeat after him/her". The repetition is about phrase repetition, the materials talk about parts of a flower. The intensive speaking task also can be found on page 172 in Activity 12. This belongs to the directed responses based on the questions that have been served on the book in that Activity.

### Chapter 10

The tenth chapter has a theme about **Attention, please!** It learns about instructions, short notices, and warning/cautions. In the Activity 4 on page 181 it belongs to the intensive speaking task with picture cued, the instruction is "Please describe this picture". It means the students are asked to describe the pictures using oral language. The picture is about the situation of the hospital. Moreover, in Activity 8 on page 185 has the same subject and order but different materials. It is about any kind of caution signs. Imitative speaking task is on the Activity 6 on page 182. The instruction is "Listen to your teacher reading these warning signs then repeat after him/her." The situation is about the signs in the area around us. The interactive speaking task using a game can be found on page 189. The game is about guessing games by using oral tasks.

### Chapter 11

This last chapter has a theme about **I am proud of my teacher**, it refers to the materials like my idol teacher, my cute pet, and a lovely house. In the first activity in this chapter belongs to the imitative speaking task on page 191, because the students should listen then repeat from the teacher's reading between Aquilla and Dinda. The other imitative speaking task in Activity 10 on page 197 "Listen to your teacher then repeat after him/her." This is about reading text, the description of My Lovely house. Then Activity 2 on page 192 includes intensive speaking tasks there is oral sentence completion about Miss Qonita. The most assignment in this chapter is about writing assignment, and it has little speaking assignments and its types.

In the textbook "When English Rings the Bell for Grade VII", it has several types of speaking assignments. There are imitative speaking tasks, intensive speaking tasks, responsive speaking tasks, and little of interactive speaking tasks. However, it only has a very low number of extensive speaking tasks. It just includes the picture cued storytelling, and not all of the chapters have an extensive speaking task. This is because the speaking level for junior high school still in the beginner, so the students in the middle school still have many assignments about imitative and intensive. The students in the middle school still at the level of introducing a new language, also practicing for the pronunciation of the vocabularies. In this book there are not only includes the speaking assignment but also reading, and writing. For the listening it still using oral listening from the teacher's spoken based on the materials.

Based on the five types of Brown's theories of types and tasks assessing speaking, the English textbook entitled "When English Rings the Bells for Grade VII" it has several types of the speaking assessment types. However, this book also has eleven chapters, which in every chapter it has many materials that can be learned for the students.

### Conclusion

Based on the research of analyzing the textbook entitled "When English Rings a Bell for Grade VII", the researcher found that there are five types of speaking assessment based on the Brown's theories. Every type has different detailed information, materials, and also different themes. The different themes from eleven chapters in the book are also interesting to be learned. Most of the speaking types are about imitative, and intensive. The number of

responsive and interactive speaking tasks still low number because, in the middle school the students' speaking assessment still at the level of introducing and not at a high level. The extensive speaking task not at a big rate because, extensive belongs to the high level of speaking assessments.

Further research should be comparing this book to the other book published by a private company. Then we can see the difference in quality between those books.

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