

## AN ANALYSIS OF ENGLISH SPEAKING ACTIVITIES FROM *BAHASA INGGRIS* THINK GLOBALLY ACT LOCALLY BOOK

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### Abstract:

Learning a foreign language is very necessary, especially English, which has an important role in the world of education, business, work and others. In learning English, there are four skills that must be possessed by students, namely, speaking, writing, reading, and listening. To master these skills, it is necessary to have methods, media, or others to support these activities. The use of textbooks in learning activities, especially learning English, plays an important role. Therefore, this study aims to investigate the speaking activities contained in the textbook entitled *Bahasa Inggris Think Globally Act Locally* for the ninth grade of junior high school. The contents of this textbook are described and analyzed using a descriptive-qualitative method. The source of the data for this study was taken from a textbook entitled *Bahasa Inggris Think Globally Act Locally* for the ninth grade of junior high school. The data that has been collected is analyzed through several stages, namely: (1) grouping the data into types of speaking activities (Acting from Script, Communication Games, Discussions, Prepared Talk, Questionnaires, and Simulation and Role Play), (2) identifying the kinds of speaking activities that are most dominant. The results of this study indicate that in the textbook entitled *Bahasa Inggris Think Globally Act Locally* for the ninth grade, there are six speaking activities and they are dominated by Prepared Talk speaking activities.

**Keywords:** *Speaking Activities, English Textbook*

## INTRODUCTION

Since 2013, the English standard competence for students in junior high schools has emphasized the development of students' competence and communication skills. In the Indonesian curriculum, speaking has become one of the main skills in learning English with a

variety of materials. Widdowson states that speaking is the most universal way for humans to express their thoughts and feelings. Before speaking, competency and performance are given first so that they can learn it well and be motivated by the competencies that have been given (Ihsan, 2016). It is an art of communication and one of the production skills that must be mastered when learning a foreign language.

Gard & Gautam state that speaking is one of four skills in learning language that have to be mastered by English foreign learners because it's significant and used for communication with other people (Dewi et al., 2016). Fluency, accuracy, pronunciation, coherence, cohesion, grammatical, stress, and intonation are some of the aspects of speaking ability that can be awarded (Indah Lesmana & Kusumarasyati, 2013). Speaking skills are an important part of a second language in learning and teaching. Speaking serves many purposes in life. Someone speaking with others or in a public place should make sure their sentences are understood by others. So, they can share their ideas or just greet and etc.

On the other hand, Logan, et al., add that the basic concept of speaking as a means of communication consists of nine things, they are: 1. Speaking and listening are interrelated activity. 2. Speaking is personal process of communication. 3. Speaking is a creative expression. 4. Speaking is a behavior. 5. Speaking is a learned behavior. 6. The wealth of experience influence speech. 7. Speaking is a means of smoothing the horizon. 8. Linguistic ability and environment are closely related. 9. Speaking is a personal radiance (Patiung et al., 2015). Speaking skills are useful for students when they have to adjust well to their profession.

In teaching speaking should be taught in communicative and attractive activities, the kinds of classroom speaking activities according to Kumari divide into nine parts: 1. Dialogue. 2. Role play. 3. Opinion/ideas. 4. Problems (Group Work). 5. Surveys and interview. 6. Visual comprehension. 7. Dreams and ambitions. 8. Rhymes and tongue twister. 9. Songs (Hussain, 2017). On the right sides, Harmer states that six classroom speaking activities: 1. Acting from script. 2. Communication games. 3. Discussions. 4. Prepared talk. 5. Questionnaires. 6. Simulation and role play (Baidawi, 2016). The speaking class is expected not to be monotonous so that students with different learning style and strategies can have the same opportunity to participate in learning process.

Fluency, accuracy, pronunciation, coherence, cohesion, grammatical, stress, and intonation are some of the aspects of speaking ability that can be awarded (Indah Lesmana & Kusumarasyati, 2013). Learning to speak English is not easy, so it is necessary to pay attention to the aspects that exist in learning English. If you try well, you will be able to learn easily. Furthermore, some observers stated that while students are capable of producing sentences in good order during the teaching and learning process, they are unable to apply it in their real-life communication. As a result, the activities in class should fall under the category of communicative activity.

As an outcome, a few aspects of the teaching learning process, particularly the teaching material like textbooks, should be considered in order to reach competence. Most EFL classrooms regard textbooks as an important component. It provides a pre-written text and tasks at the appropriate level for the majority of classes. It is also a piece of the curriculum that contains learning material. It is frequently used to pass on knowledge and skills (Tyas & Safitri, 2019). In teaching learning process needs some tools to achieve the learning objective in classroom. A tool or instructional media can help teacher in teaching and students in learning process.

Both teachers and students benefit from the use of English textbooks. It does not only serve as a guide for teachers when delivering materials, but it also provides necessary input through a variety of explanations and activities (Ayu & Indrawati, 2019). Besides, Cunningsworth adds In ELT, textbooks serve two functions: as a source of presentation materials (oral and written), as a source of communicative interaction and learning practice

activities, as a reference tool, as a syllabus, as a tool for independent study or self-study, as well as a source of work for less experienced teachers (Handayani, 2016). Lesson plans, which are clear descriptions of the subject to be covered in class, are provided in textbooks as a source of resources and concepts. Because of this, teachers can enhance their textbooks and gain important insight into the fundamentals of the subject matter by analyzing and evaluating them.

Additionally, a textbook must be pertinent to the 2013 curriculum, which is the current curriculum (Arvianto & Faridi, 2016). Therefore, textbooks are still one of the most effective sources for teachers and students in teaching and learning and learning process (Wulandari et al., 2019). Textbook is to guide for teacher in providing material. The existence of textbooks is still important to be a source of learning even though there are now available learning resources from the internet.

Based on preceding studies, this research intends to investigate the kinds of speaking activities presented in the textbook entitled Bahasa Inggris Think Globally Act Locally design for ninth grade of junior high school. However, in this case, the researcher is only interested in the speaking activities found in the textbook. It also examines the textbook's dominant speaking activity. There are two research questions to be examined; (1). What kinds of speaking activities are presented in English textbook entitled Bahasa Inggris Think Globally Act Locally adapted theory from Harmer (2007), (2) What kinds of speaking activity is dominant in English textbook entitled Bahasa Inggris Think Globally Act Locally?

## RESEARCH METHOD

This research is designed as a descriptive qualitative research. Ary, et al., added there are various ways to categorize descriptive qualitative research, including interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, and storytelling research project and phenomenology studies (Jem et al., 2021). Meanwhile, Krippendorff underlines that content analysis is a research technique for making replicable and valid inference from texts (or symbols, images, sounds, video, and etc.) to the context of their use (Bengtsson, 2016).

### Source of Data

English textbook entitled "Bahasa Inggris Think Globally Act Locally" design for ninth grade of junior high school published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2018 had been used as the source of data for this research. This textbook consists of eleven chapters.

### Research Instrument and Data Collection

A checklist has been used as the instrument to collect the data. The instrument covers the points of speaking activities in the textbook for each chapter as well as the kinds of speaking activities based on Harmer's theory. Furthermore, speaking activities are classified into six kinds: acting from script, communication games, discussions, prepared talk, questionnaires, and simulation and role play. The instrument model can be seen in the following table 1.

**Table 1** : Kinds of Speaking Activities in Textbook Entitled Bahasa Inggris Think Globally Act Locally.

No	Speaking Activities in the Textbook	Kinds of Speaking Activities					
		AFS	CG	DC	PT	QN	SRP
1.							
2.							

**Note:** AFS (Acting from Script), CG (Communication Games), DC (Discussions), PT (Prepared Talk), QN (Questionnaires), and SRP (Simulation and Role Play).

### Data Analysis

The collected data are analyzed based on procedures suggested by Miles and Huberman (1994) such as data reduction, data displaying, and drawing conclusion. In data reduction, the researcher summarizes, focuses on the important things and looks for themes and patterns. In this data reduction, the researcher simplified the data by determining the kinds of speaking activities found in English textbook entitled “*Bahasa Inggris Think Globally Act Locally*”.

The reduced data then displayed in the form of a table based on kinds of speaking activities found. However, in conclusion drawing the researchers answer the research question or the aims of doing the research.

## RESULT AND DISCUSSION

### Research Results

The findings of this research are divided into two parts. The first part is related to types of speaking activities found in the textbook. However the second part presents the dominant type of speaking activity occurring in the textbook. Kinds of Speaking Activities.

The following tables provide data of speaking activities which are categorized into six types acting from the script, communication games, discussion, prepared talk, questionnaires and simulation and role play.

**Table 2:** Acting from Script

No	Chapter	Activity	Instructions of Speaking Activities
1.	Chapter I <i>Congratulations!</i>	Collecting Information (Page 7)	Work in groups; we will reading the situations carefully; discuss and decide what the speaker in each conversation would say; handwrite the conversation on a piece of paper and play the roles of speakers in the conversation.
		Associating (Page 13)	Work in groups; we will read the situations carefully; we will discuss and decide what the speakers in each conversation would say; every one of us will handwrite the conversations on a piece of paper; we will play the roles of the speakers in the conversations.

From the instructions on the textbook in activities collecting information and associating, both included in the activity of acting from script because the students asked to play the roles the dialogues that they have written.

The table 2 showed that acting from script occurs in Chapter I on activity collecting information page 7 and associating page 13.

**Table 3:** Communication Games

No	Chapter	Activity	Instructions of Speaking Activities
1.	Chapter III <i>Be Healthy, Be Happy!</i>	Communicating (Page 51)	We will do in each groups; go out or use the internet to find one label of drug, one label of drink, and one label of food; analyze each label and present the analysis on a poster; put the poster of each poster of each group on the walls of our classroom; present the posters to people who come to visit our posters.
2.	Chapter IV <i>This is How You Do It!</i>	Observing & Asking Questions (Page 57)	We will find attractive recipes from books, magazines, or the internet; every one of us will handwrite or use a computer to present the recipe in an attractive way; put the recipe on the wall of our classroom; answer the questions from people who come to visit our recipe.
		Collecting Information (Page 66)	Work in groups; we will put the ingredients in the right list (Vegetables or Coconut Dressing); put the steps in the right lists and in the right orders; use an attractive design to make the recipe; use beautiful picture of the food, the title of recipe is 'Spicy Coconut Salad', add three pieces of information, (1) Serves 4 (2) Preparation Time 20 minutes (3) Cooking time 20 minutes; handwrite the recipe or make it with computer; put the recipe on the wall of our classroom; answer the questions from the people who come to visit our recipe.
		Communicating (Page 76)	Work in groups; we will put the steps in the right order; find all the parts from the steps; use an attractive design to make the manual, use an attractive picture of the rice cooker, the title of manual is 'How to Steam Food'; put our manual on the wall of our classroom; answer the questions from the people who come to visit our manual.

From the instruction of communicating, observing & asking questions, and collecting information included activities of communication games because the instructions the students divide into some groups then they asked to find out the labels, recipes or pictures according to the topic. After that, students discuss to analyze and present into poster. Then, all of groups take the poster on the wall of class. The last, the one of group should present their poster if the member of the other group visit to their poster.

Table 3 showed that communication games occurs in Chapter III on activity communicating page 51, Chapter IV on activity observing and asking questions page 57, collecting information page 66, and communicating page 76.

**Table 4: Discussions**

No	Chapter	Activity	Instructions of Speaking Activities
1.	Chapter II <i>Let's Live a Healthy Life!</i>	Observing & Asking Questions (Page 23)	Teacher will state the advice, we will listen carefully; we will state the purpose to complete the sentence.
2.	Chapter V <i>Everybody is Always in The Middle of Something</i>	Observing & Asking Questions (Page 85)	Do a written task in groups, copy the table with the verbs in the four forms to our notebooks, while writing we will sat the words; we will be drilled by our teacher to say the verbs in four forms orally, we must not see the table, our teacher will say the "to ..." form, and we will say the other three forms, we will do it very fast.
		Observing & Asking Questions (Page 87)	Put this class into four groups; each group will find all the verbs from each chapter and put the verbs in the "to ..." form in the first column of the table; each group will share their verbs to the other three groups
3.	Chapter VI <i>We Have Been to an Orphan Home.</i>  <i>We went there last Sunday.</i>	Observing & Asking Questions (Page 114)	Do a written task in our group, copy the table with the verbs in the four forms to our notebooks, handwrite the work, while writing we will say the words; we will be drilled by our teacher to say the verbs in the four forms orally, we must not see the table, our teacher will say the "to ..." form, we will say the other three forms, do it very fast.
4.	Chapter VIII <i>They are Made in Indonesia</i>	Collecting Information (Page 154)	Do a written task in our group, copy the table with the verbs in the four forms to our notebooks, handwrite the work; we will be drilled by our teacher to say the verbs in the four forms orally, we must not see the table, our teacher will say the "to ..." form, we will say the other three forms, do it very fast.

There are five kinds of discussions; buzz groups, instant comment, formal debate, unplanned discussions, and reach consensus. Observing & asking questions, and collecting information included in the discussions activities instant comments because based on the instructions the students work in groups then they asked to copy the table with the verbs. After that, handwrite the work, while writing the students say the words. Then, students are trained by the teacher to say verbs in four forms orally without having to look at the table. The last, the teacher says, "to..." and students says the other three forms of this activity are done very quickly.

In the table 4 showed that discussion occurs in the Chapter II on activity observing and asking questions page 23, Chapter V on activity observing and asking questions page 85 and 87, Chapter VI on activity observing and asking questions on page 114, and Chapter VIII on activity collecting information page 154.

**Table 5: Prepared Talk**

No	Chapter	Activity	Instruction of Speaking Activities
1.	Chapter II <i>Let's Live a Healthy Life!</i>	Collecting Information (Page 28)	Work in groups, write down what to and not to do in each place with the purpose, can use English or <i>Bahasa Indonesia</i> ; discuss to state each sentence in English; every one of us will handwrite the sentences on a piece of paper; present our group's work to class orally.
2.	Chapter III <i>Be Healthy, Be Happy</i>	Collecting Information (Page 38)	We will listen carefully to the teacher reading each piece of information in the presentation guide; we will repeat after the teacher sentence by sentence; in groups we will learn to present all the facts in each table to each other.
		Collecting Information (Page 41)	We will use the tables about Anidan and Sina-Spritz, we will also use the presentation guide; in groups we will learn to present all the facts in the table to each other.
		Associating (Page 47)	We will the tables about Kraton Tea and Geae Greek Natural Olive Oil, we will also use the presentation guide; in group we will learn to present all the facts in the table to each other.
		Associating (Page 48)	We will use the same table to analyze each label, every one of us will handwrite the analysis on a piece of paper; we will present all the facts in the table to each other, we will use presentation guide also.
3.	Chapter IV <i>This is How You Do It!</i>	Observing & Asking Questions (Page 59)	We will work in groups, we will listen carefully to the teacher reading the examples; we will repeat the examples after the teacher one by one; every one of us will copy the examples in the notebook; we will write how to say all ingredients like the examples; in each group we will learn to present all the ingredients to each other orally.

	Collecting Information (Page 64)	We will work in groups, we will listen carefully to the teacher reading the examples; we will repeat the examples after the teacher one by one; every one of us will copy the examples in the notebook; we will write in the notebook how to say all the steps; in each group we will learn to present all the steps to each other.
	Collecting Information (Page 65)	We will work in group, every one of us will handwrite in the notebook how to say all the steps; in each group we will learn to present all the steps to each other orally.
	Associating (Page 69)	We will work in group, we will handwrite the work or type it with a computer; every one of us will make a table of two columns, the left column is WRITTEN and the right column is SPOKEN; we will put all the parts in the left column; in the right column we will plan what to say to present the parts orally; every one of us will learn to present the parts orally.
	Associating (Page 74)	We will work in group, we will handwrite the work or type it on a computer; every one of us will make a table of two columns, the left column is WRITTEN and the right column is SPOKEN; we will put all the steps in the left column; in the right column we will plan what to say to present the steps orally; every one of us will learn to present the steps orally.
4.	Chapter VII <i>Sangkuriang</i>	Associating (Page 142) We will identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit' are introduced; we will handwrite our findings on a piece of paper with the heading 'The sentence to introduce the scenes and characters'; we will share our work loudly and clearly to the class.
5.	Chapter IX <i>What is it?</i>	Observing & Asking Questions (Page 171) We will listen and repeat each text with guiding sentences after the teacher sentence by sentence; in each group we will learn to present the analysis of each text to each other orally.
	Collecting Information (Page 174)	We will listen carefully to the teacher reading each of the texts; we will repeat the texts after the teacher sentence by sentence; in groups we will learn to present each of the texts to each other orally.



Collecting Information (Page 176)	Work in groups; we will choose two from three texts to be analyzed; we will discuss to fill in the tables with the facts stated in the texts; every one of us will handwrite the analysis in the notebook or type it on a computer; in our group we will learn to present our analysis of the two texts orally to each other.
Associating (page 180)	Work in groups; we will study the example carefully; we will choose two from three texts to be analyzed; we will discuss to fill in the tables with the facts stated in the text like the examples, every one of us will handwrite the analysis in the notebook or type it on a computer; we will present our analysis of the two texts orally to each other.
Communicating (Page 183)	Work in groups; we will copy the table that analysis the text entitled 'Tax' in our notebook, we will handwrite it; in our group we will learn to present the analysis of the texts orally to each other.
Communicating (Page 187)	Work in groups; we will discuss to fill in the tables with the facts stated on the text like the examples; every one of us will handwrite the analysis in the notebook or type it on a computer; we will present our analysis of the two texts orally to each other.
Communicating (Page 189)	Work in groups; we will choose one from the three objects: 1) ant, cockroach, mouse. 2) desk, blackboard, bench. 3) sport team, English club, boy scouting.; we will discuss to find ideas to write, we will use the same table to help us; we will put the ideas into effective sentences, like those in the texts we have studied here, we will do it one part at a time; we will read the sentences in the text to each other to check if they are meaningful; we will write the final form of the texts on a piece of paper; we will present our texts on the wall of classroom, we will answer the questions from the people who come to visit our texts.

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All the activities that have written by researcher on the table above included prepared talk because in the activities the students asked to copy the example of the textbook and write into notebook after that the students asked to present in front of class orally.

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Moreover, the activity of prepared talk could be found in Chapter II on activity collecting information page 28, Chapter III on activity collecting information page 38, 41, associating page 47, 48, Chapter IV on activity on observing and asking questions page 59, collecting information page 64, 65, associating page 69,74. Chapter VII on activity associating page 142, Chapter IX on activity observing and asking questions page 171, collecting information page 174, 176, associating page 180, communicating page 183, 187, and 189.

**Table 6:** Simulation and Role play

No	Chapter	Activity	Instruction of Speaking Activities
1.	Chapter I <i>Congratulations!</i>	Observing & Asking Questions (Page 5)	We will learn to ask and answer questions; we will listen carefully and repeat the examples after the teacher; we will do the activity loudly, clearly, and correctly.
2.	Chapter II <i>Let's Live a Healthy Life!</i>	Observing & Asking Questions (Page 24)	We will learn to ask questions about the purpose of doing or not doing something: what you should do or should not do something for?; we will work in groups; we will use Siti's, Edo's, Lina's, and Udin's advice to be healthy; we will read the advice carefully; we will discuss and decide the question of what we should do the advice for; every one of us handwrite the complete statements on a piece of paper.
3.	Chapter VII <i>Sangkuriang</i>	Observing & Asking Questions (Page 133)	We will read the questions carefully; we will find the answer from the story in our notebook; we will answer the questions orally; we can ask our teacher questions too.
		Associating (Page 140)	We will listen carefully to our teacher reading the folktale, during the time you will answer some questions about the story; we will ask our teacher questions too.

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All the activities above included questionnaires activity because the students and teacher conduct question and answer activities orally about the topic being discussed.

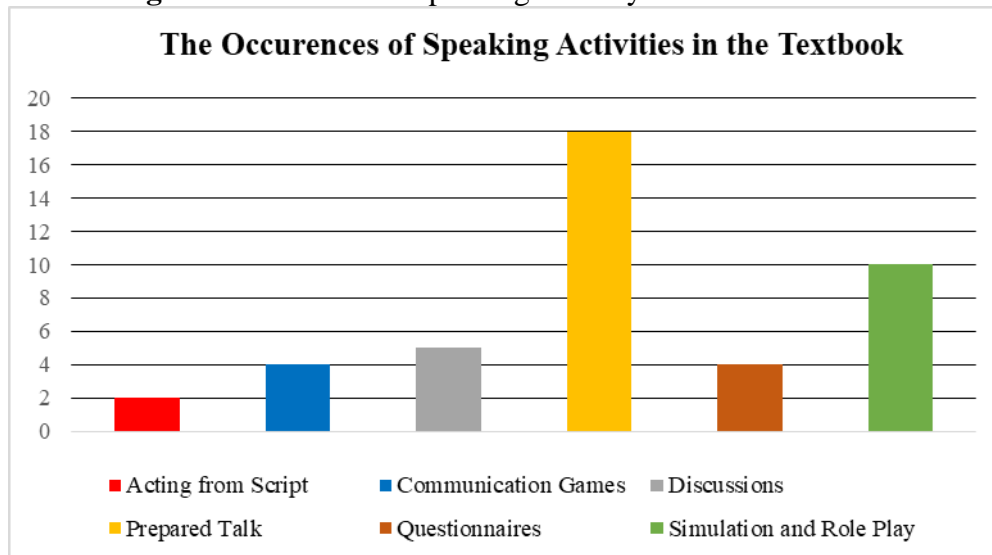
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Simulation and roleplay could be found in Chapter I on activity observing and asking questions page 2, associating page 11. Chapter II observing and asking questions page 18, associating page 29. Chapter V on activity observing and asking questions page 88, associating page 100. Chapter VI on activity observing and asking questions page 108, 111, Chapter VIII on activity observing and asking questions page 146, and 149.

### The Dominant Speaking Activity Occur in the Textbook

To find the dominant speaking activity kinds in the textbook, the researcher count the occurrences of each kinds of speaking activity. The following figure presents numbers of each type speaking activity.

**Figure 1:** Numbers of Speaking Activity Found in the Textbook



Based on the chart figure above, the dominant of speaking activities in the textbook is prepared talk which had eighteen times. For acting from script only two times, communication games four times, discussions five times, questionnaires four times, and simulation and role play ten times.

### Discussion

Based on the research findings, the researcher found six kinds of speaking activities following the concept of Harmer (2007). They were taken from the textbook entitled *Bahasa Inggris Think Globally Act Locally* for ninth grade of junior high school there are acting from script, communication games, discussion, prepared talk, questionnaires, and simulation and role play. These findings mirror the previous study (Jem, 2021) that found some kinds of speaking activities are presented in an English textbook.

First, acting from script is provided in chapter I (Congratulations!) This activity is found on collecting information page 7 and associating activities page 13. In this activity, students work in groups and discuss what the speaker in each conversation would say. And then handwrite the conversation on a piece of paper, and after that, practice the conversation. It means that students were asked to complete the blank conversation in situation 2 until situation 5. After finishing it, they practiced in each conversation that they had written. It's had advantages like their vocabulary is increased and it gives a good impact on their performance in speaking.

Second, communication games are provided in chapter III (Be Healthy, Be Happy). This chapter presents the communication games on communicating activity page 51, and chapter IV (This is How You Did!) can be found in observing and asking questions on page 57, collecting information on page 66, and communicating on page 76. In communication games, students are

asked to work in groups and use attractive media. It could be found through the internet, magazines or books. In Chapter III, you are asked to find out the labels of drugs, label of drink, and label of food. Then they analyzed each label and presented the analysis on a poster. After that, put the poster of each group on the wall of the classroom. Finally, they would present the posters to people who came to visit them. In chapter IV, students were asked to find out recipes from magazines, the internet, or books. Then, one of the students handwrote or used a computer to present the recipe. After that, put the recipe on the wall of the classroom. Finally, students would answer the questions from people who came to visit the recipe. In communicating, it's the same as the directions, but here students are asked to design a manual. It means that, by using attractive media and games, the students could be interested in learning.

Third, discussions are provided in chapter II (Let's Live a Healthy Life!). The discussion can be found in the observing and asking questions activity on page 23. In this activity, the teacher states the advice and students are asked to listen carefully. Then the students state the purpose of completing the sentence. In chapter V (Everybody is Always in the Middle of Something), found in the observing and asking questions activity on pages 85 and 87. In this activity, we did written tasks in groups. Students copied the table with the verbs in the four forms to their notebooks. Then, students were drilled by the teacher to say the verbs in the four forms orally and should not look at the table. In chapter VI (We have been to an Orphan Home. We Went There Last Sunday) could be found in the observing and asking questions activity on page 114. This activity had the same directions as Chapter V but in the last column was "after have" and in Chapter V the last column is "for an action in progress or verb-ing". In chapter VIII (They are made in Indonesia) can be found in collecting information activity on page 154. In this activity, the same procedures as in Chapter V and VI were followed. In Chapter VIII, the last column is "for the passive voice". Through discussions, students could be motivated and try to make conversation with other people so that they had to be brave to speak up.

Fourth, prepared talk is provided in Chapter II (Let's Live a Healthy Life! ), with the prepared talk activity located on page 28 of the collecting information activity. In this activity, students work in groups and discuss to decide what to do and not to do in the kitchen, the library, the market, and state the purposes. Here, students discussed how to state each sentence in English. Then, one of the students handwrites the sentences on a piece of paper. Finally, present the group's work to the class orally. In Chapter III (Be Healthy, Be Happy), this chapter presents prepared talk in the collecting of information activities on pages 38 and 41, and in the associating activities on pages 47 and 48. On page 38, the activity was that students learned to present the different kinds of information in the tables orally in groups. I would use a presentation guide to present tables about the labels of Pinux and Sipalas. On page 41, the information on the labels of Anidan and Sina-Spritz is presented. And in the associating activity on page 47, they presented the information on the labels of Kraton Tea and Geae Greek Natural Olive Oil, and on page 48, the students worked in groups and used three labels of food and drink: Stalle's Bakery, Novel Tea, and Farm House Oatmeal Bread. Students were asked to analyze each label, then one student handwrote the analysis on a piece of paper. Finally, students presented all the facts on the table to each other. In chapter IV (This is How You Did!) in this chapter could be found prepared talk activity in observing and asking questions page 59, collecting information page 64 & 65, and associating page 69 & 74. In this chapter, you learn to say each ingredient orally. Before that, the students were asked to copy the examples in the notebook and write in the notebook how to say all the steps. Finally, in each group, they presented all the steps to each other orally. Chapter VII (Sangkuriang) can be found by associating page 142. In this activity, students in groups are asked to identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' are introduced. And then handwrite the findings on a piece of paper with the heading 'The sentences to introduce the scenes and characters'. Finally, students shared their work loudly and clearly with the class. In

chapter IX (What is it?) we found prepared talk activities in observing and asking questions on page 171, collecting information on pages 174 and 176, associating on page 180, and communicating on pages 183, 187, and 189. Here, students are asked to present the text orally. The texts are already available in the textbook. The prepared talk activity gives students a chance to improve their speaking skills and also their writing skills because most of the prepared talk is writing and speaking.

Fifth, questionnaires it is provided in chapter I (Congratulations!) and can be found in the observing and asking questions activity on page 5. In this chapter, you learned to ask and answer questions of congratulations and responses topic. In chapter II (Let's Live a Healthy Life) the questionnaires can be found on the observing and asking questions activity page 24. In this activity, they learned to ask questions about the purpose of doing or not doing something. In chapter VII (Sangkuriang) questionnaires are presented in observing and asking questions on page 133 and associating on page 140. In this activity, students read the text first, and then answer questions orally using questions already available in the textbook. The questionnaires also give students an advantage for students in improving speaking skills. Although the questions are available in the textbook, the answers are from themselves, orally.

Sixth, simulation and role play are provided in Chapter I (Congratulations!) Simulation and role play could be found in observing and asking questions on page 2 and associating activities on page 11. Page 18 of Chapter II, observing and asking questions, and page 29 of associating activities. Chapter V: observing and asking questions, page 88; and associating activities, page 100. Chapter VI: Observing and Asking Questions, pages 108 and 111. Chapter VIII in observing and asking questions, pages 146 & 149. In this activity, there is a simulation and role-play activity, which are already available in the conversations in the textbook, and then students are asked to role-play in the class. Simulations and role play are famous activities that it's easy to do in teaching and learning English, and the students feel enjoyed and have fun while learning.

However, findings (figure 4.7) related to dominant speaking activity presented in the textbook decide that it is dominated by prepared talk activity with eighteen activities. This research has a difference with previous research from Jem et al (2021) which is in these research found the dominant number of speaking activities to be only seven tasks. The advantages from the textbook entitled Bahasa Inggris Think Globally Act Locally, the textbook is illustrated with photographs, the contents are designed to be practiced by students, and it adheres to the Indonesian curriculum. The disadvantages are vocabulary selection that is less familiar for students and the dominant feature of speaking activities is using a note to practice speaking in front of a class, so students aren't practiced verbally. However, based on the findings of this study, it is recommended that books be selected with the most recent curriculum editions and in accordance with the National Education Standards Agency (BSNP). Last but not least, the English textbook has its advantages and disadvantages, so none of the textbooks are perfect.

## CONCLUSION

Based on the findings and discussion, it is possible to conclude that the English textbook Bahasa Inggris Think Globally Act Locally, designed from the ninth grade of junior high school, could contain a variety of speaking activities, such as scripted acting, communication games, discussions, prepared talks, questionnaires, and simulation and role play. These textbooks not

only present speaking skills but also present reading skills, written skills, and listening skills. There are eleven chapters in this textbook, and they begin with observing and asking questions, followed by gathering information activities, reflecting activities, associating activities, and communicating activities. As a result, all kinds of speaking activities adapted from Harmer (2007) in these English textbooks are presented. The first activity is acting from the script presented in Chapter I. Second, communication games activities are in chapters III and IV. Third, discussion activities are presented in chapters II, V, VI, and VIII. Fourth, prepared talk activity is served in chapters II, III, IV, VII, and IX. Fifth, questionnaire activity is shown in chapters I, II, and VII. Sixth, simulation and role-play activities are presented in chapters I, II, V, VI, and VIII. The dominant speaking activity that is found in the English textbook is prepared talk, which is done eighteen times and for acting from a script only two times. Communication games have four times, discussion activities have five times, questionnaires have four times, and simulation and role play have ten times.

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