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**EXPLORING THE CONTENTS OF THE SPEAKING  
COURSEBOOK “SPEAKING EXTRA” BY MICK GAMMIDGE  
AND “ROLE PLAYS FOR TODAY” BY JASON ANDERSON: A  
PORTRAIT ON ACCURACY AND FLUENCY**

**A THESIS**

**Submitted to English Language Teaching Department, *Tarbiyah* and  
Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial  
Fulfillment of the Requirements of Undergraduate Degree**



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## ABSTRACT

**Lela Maya Trisnawati. 14111310152. “Exploring the Contents of the Speaking Coursebook ‘Speaking Extra’ by Mick Gammidge and ‘Role Plays for Today’ by Jason Anderson: A Portrait on Accuracy and Fluency”.**

This research investigated what are the speaking activities in the contents of the speaking coursebook. Speaking is one of the basic important of language for communication that should mastery in the second language or foreign language learners. The activity of speaking is to be able to speak the language and then deliver the message so that the other people understand about what the speaker say. In speaking, there are two major as like, accuracy and fluency. In fact, both of accuracy and fluency has different activities. The researcher interested to make an analysis about the activities on accuracy and fluency from the speaking coursebook.

This research has the aims: (1) to determine the learning goals are aimed in each speaking coursebook; (2) to investigate the extent do such content of the books achieve its goals (accuracy or fluency).

The analysis mainly uses qualitative method and the type of qualitative method in this research uses content analysis. The study of document as the technique of collecting data. The data of this research taken from two books, the first book entitled “Speaking Extra by Mick Gammidge” and the second book entitled “Role Plays for Today by Jason Anderson”. The first book consists of 18 units and the second book consists of 12 units that have analyzed by the researcher.

The research finding shows that in the first book and the second book has the same percentage that on accuracy has 63% and fluency has 37%. In the first book and second book, most the activities focused on fluency. The researcher also shows the finding about the level of fluency from the contents in the first book and the second book. There are six levels of fluency, the most level that used in both speaking coursebook is on basic-elementary level that has the percentage of 60%, on independent-intermediate level that has 30% and independent-upper intermediate level that has 10% while on breakthrough level, proficient-advance level and proficient-mastery or proficient level has 0%.

**Keywords: Speaking, Accuracy, Fluency**



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## RATIFICATION

This thesis entitled **"Exploring the Contents of the Speaking Coursebook 'Speaking Extra' by Mick Gammidge and 'Role Plays for today' by Jason Anderson: A Portrait on Accuracy and Fluency"** written by Lela Maya Trisnawati, student number 14111310152, has been examined on 06 August 2015. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## TABLE OF CONTENT

<b>TITLE</b>	
<b>ABSTRACT</b>	
<b>APPROVAL</b>	
<b>OFFICIAL NOTE</b>	
<b>LETTER OF AUTHENTICITY</b>	
<b>RATIFICATION</b>	
<b>AUTOBIOGRAPHY</b>	
<b>MOTTO</b>	
<b>DEDICATION</b>	
<b>ACKNOWLEDGEMENT .....</b>	<b>i</b>
<b>TABLE OF CONTENT .....</b>	<b>iii</b>
<b>LIST OF TABLE .....</b>	<b>vi</b>
<b>LIST OF FIGURE.....</b>	<b>vii</b>
<b>LIST OF APPENDIX .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Formulation of the Problem .....	4
C. The Limitation of the Problem .....	5
D. The Questions of the Research .....	5
E. The Aims of the Research .....	5
F. The Significance of the Research .....	5
G. The Theoretical Foundation .....	6
1. Speaking .....	6
a) Definition of Speaking .....	6
b) Purpose of Speaking .....	7
c) The Function of Speaking .....	9
d) Elements of Speaking .....	9
e) The Forms of Speaking .....	10
f) Basic Types of Speaking .....	10





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g)	Aspects of Speaking .....	12
h)	The Types of Speaking .....	13
2.	Accuracy .....	17
3.	Fluency .....	18
H.	Literature Review .....	23
I.	Research Method .....	24
1)	The Objective of Research .....	25
2)	Research Timeline .....	25
3)	The Source of Data .....	26
a.	Primary Data Source .....	26
b.	Secondary Data Source .....	28
4)	The Method of Research .....	28
5)	Technique of Collecting Data .....	30
a.	Document .....	31
6)	The Instrument of Collecting Data .....	31
7)	The Technique of Data Analysis .....	32

## **CHAPTER II THE TYPES OF LEARNING GOALS ARE AIMED IN EACH SPEAKING COURSEBOOK..... 34**

A.	The Types of Learning Goals in Speaking Coursebook .....	34
B.	General Data Overview of the Activities on Accuracy and Fluency .	36
1.	Classification of Activities on Fluency from B1.....	38
1.1	Discussion .....	38
2.	Classification of Activities on Accuracy from B1 .....	52
2.1	Discussion .....	52
3.	Classification of Activities on Fluency from B2.....	61
3.1	Discussion .....	62
4.	Classification of Activities on Accuracy from B2 .....	71
4.1	Discussion .....	71

## **CHAPTER III HOW THE CONTENTS OF THE BOOK DESCRIBES FLUENCY ..... 77**



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A. Level of Fluency from the Activities in B1 and B2.....	77
1. Discussion the Level of Fluency in B1 .....	79
2. Discussion the Level of Fluency in B2 .....	83

#### **CHAPTER IV CONCLUSION AND SUGGESTION ..... 88**

1. Conclusion .....	88
2. Suggestion .....	89

#### **BIBLIOGRAPHY ..... 90**

#### **APPENDIX**



## CHAPTER I

### INTRODUCTION

Chapter one tells about the area of the research that consists of the research background, formulation of problem, aims of the problem, limitation of research, aims of research, significance of research, theoretical foundation, previous studies, and research methodology. Research methodology consists of objective of research, place and time, method of research, source and type of data, instrument, technique of collecting data and technique of data analysis. This chapter is orientation from next chapter especially theoretical foundation. Introduction is like an opening of this research consists all things relate to this research before discussing the result.

#### A. The Background of the Problem

This study explored the contents of the speaking coursebook in a portrait on accuracy or fluency which focused on elementary level in each books. This study also analyzed the types of the learning goals in each speaking coursebook and how the contents of the book describes accuracy and fluency.

Speaking is an important language skill that should be mastered in learning language. This statement supported by Brown (2001: 267), “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener”. By mastering speaking, the learner can use the target language to communicate to other people or even the native orally. Richard (2008: 19) notes down that “the mastery of speaking skills in English is a priority for many second-language or foreign language learners”.

Nashruddin (2013: 53) state that speaking is as productive skill. So that the student can master English, they have to know and learn speaking skill that can produce good English. In fact, speaking is one of the most important skills in the teaching of a second or foreign language. According to Nunan (1991:39), “to most people, mastering the art of speaking is the single most



important aspects of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”. However, teaching speaking is not as easy it seems to be. Hughes (2002:9) stated that, “one of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and activities”.

Speech is the foundation of language works. A further complicating factor is that when the spoken language is the focus of classroom activity. As stated by Hughes (2002:6), there are often other aims which teacher might have; for instance, helping students to gain awareness of or to practicesome aspects of linguistic knowledge (a grammatical rule, application of phonemic regularity) or to develop productive skill (rhythm, intonation and etc), or to raise awareness of some linguistic or pragmatic point.

In the language learning, speaking has many different aspects including two major categories. The first is accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities. The second is fluency, considered to be ‘the ability to keep going when speaking spontaneously’. (Harmer, 2001).

Accuracy and fluency are two factors which can determine the success of English language students. Essentially, accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy as the criteria to measure one’s linguistic ability. Speaking English accurately means doing without or with few errors not only on grammar but vocabulary and pronunciation as well. On the other hand, fluency is the ability to produce language easily and smoothly. In reality, accuracy and fluency are closely related, which leads to the notion that accuracy as well as fluency is necessary for successful communication. According to Richards (2006:13-14), activities focusing on fluency are:

1. Reflect natural language use
2. Focus on getting information
3. Require meaningful language use
4. Require the use of communication strategies
5. Produce unpredictable language



6. Seek to link language use to the context

He also stated that activities focusing on accuracy are:

1. Reflect classroom-base language use
2. Focus on the formation of correct examples of language
3. Practice language out of context
4. Practice small samples of language
5. Do not require meaningful communication

From the explanation above, speaking has two major such as, accuracy and fluency. In learning speaking, the teacher or lecturer should know about the content of the speaking coursebook. Course book is one of the teaching aids that is used by the teachers to teach their students. In this case, the other language skills textbook have the same composition materials with the previous one, it helps students to maximize their understanding to the subject (Richards,2002:254).

The function of coursebook itself as a useful tool for classroom management. Course book can help teacher in explaining the materials and to make students become easier in understanding the materials given. Coursebook helps to organize instruction by providing common suggested activities, recommended material, and question. in this case teachers often maintain that course book helps students to learn better. In improving teaching process course book is also regarded as helpful in improving teachers.

From the explanation above, the researcher used two books entitled “Speaking Extra” by Mick Gammidge and “Role Plays for Today” by Jason Anderson. The contents of those two books is using communicative approach. Communicative approach is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. According to Freeman (2000:121) proposes a communicative language teaching aims broadly to apply the theoretical perspective of communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. So the communicative



approach refers to the way teachers can focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, and taking into their real experience. Freeman (2000:128) clarifies that the goal of communicative approach is to enable students to communicate in the target language. Students need knowledge of the linguistic forms, meanings and function. Communicative approach which design to help the learners to use the target language for daily communication that can improve the student's knowledge and skill especially in speaking skill.

Communicative approach emerged as the norm in the second and immersion teaching. One of the characteristic of this approach that mentioned by Brown (2001:43) that fluency and accuracy are seen as complementary principles underlying communicative techniques. At the times fluency may have to take on more important than accuracy in order to keep learners meaningfully engaged in language use. Communicative approach emphasize on practice as a way to develop communicative skills. In the classroom activities are used in communicative approach as follows: role play, interview, dialogues, conversation, information gap, games, language exchange, surveys, pair-work and learning by teaching.

From the description above, the researcher interested use two books entitled "Speaking Extra" by Mick Gammidge and "Role Plays for Today" by Jason Anderson. The gap in this research is the researcher focus on two major in speaking those are accuracy and fluency.

## B. Formulation of the Problem

Based on the phenomenon that rise in the background, the writer decided to investigate the contents of the speaking coursebook that focused on elementary level. types of learning goals are aimed in speaking coursebooks in elementary level.

So, the writer analyzed the types of learning goals are aimed in each speaking coursebook and how the contents of the book describes accuracy and fluency from the each books. The writer analyzed the data from the books





entitled “Speaking Extra by Mick Gammidge” and “Role Plays for Today by Jason Anderson”.

### C. The Limitation of the Problem

In this phenomena, the researcher has decided to limit topic of the research will only talking about “Exploring the Contents of the Speaking Coursebook “Speaking Extra” by Mick Gammidge and “Role Plays for Today” by Jason Anderson: A Portrait on Accuracy and Fluency”. This research focus on the types of learning goals and the extend do such a content of the books (fluency or accuracy) in the two books which selected by the researcher.

### D. The Questions of the Research

The field of the research is formulated by these following questions:

1. What types of learning goals are aimed in each speaking coursebook?
2. To what extent do such content of the books achieve its goals (accuracy or fluency)?

### E. The Aims of The Research

Based on the question above, the researcher would arrange the aims of the research as follows :

1. To determine the types of learning goals are aimed in each speaking coursebook
2. To investigate the extent do such content of the books achieve its goals (accuracy or fluency)

### F. Significance of the Research

This research will be benefit minimally in two aspects: theoretically and practically. Theoritically, the benefits of this research are to know the types of learning goals in the contents of speaking coursebook (fluency or accuracy).

Practically, the study is very useful because they will get much the information that related to their knowledge about the learning goals in each



categories. And also this study should be useful for the students and the other researchers that investigated in the same topic.

## G. Theoretical Foundation

### 1. Speaking

#### a) Definition of Speaking

Speaking is a doubt a crucial part of second language learning and teaching. There are some definitions of speaking defined by many experts, that it is most important thing in English as a foreign language or second language. As stated by Landa (2013), teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. In order to maintain a conversation, people who study a different language as a second or foreign language not only need the linguistics skills to master the language but also communicative abilities to perform the language properly. According to Hughes (2011:9) stated that to learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices needed to speak appropriately with a new 'voice'. So, teaching speaking is very important part of second language leaning.

Many experts defined definition of speaking. Speaking can be defined as the people way to convey the message to others. Brown (2001: 267), state that "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, and the presence of speaker and listener". the purpose of speaking is to make the receiver understand the topic being uttered. Speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language.

A stated by Richard (2008: 19), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Thus, speaking skill is important basic of language for



communication that should mastery in the second-language or foreign language learners (ESL/EFL).

In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003:48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. Speaking is concerning to put the ideas into words to make other people grasp the message that is conveyed. In this study, the term “speaking” will be used to refer to a skill related to language teaching and learning. Based on the definition above, the writer concludes that speaking is the ability to express something in a spoken language. Speaking is one of important skill used by teachers and students in teaching-learning English. It has to be use directly in communication.

#### **b) Purpose of Speaking**

Speaking is used to interact and to communicate by someone to other to get the information. Thornburry (2005:13) stated that there are two main purposes of speaking. Speaking has functions as transactional function to relate to convey information and interactional function related to establish and maintain social relationship. In transactional function, language is used primarily for communicating information. Example of language being used primarily for a transactional purposes are: news, broadcasts, descriptions, narrations and instructions (Richards, 1990:54-55). In other hand, in some conversations are interactional with the purpose of establishing or maintaining a relationship. Examples of interactional uses of language are greetings, small talks and compliments.

Furthermore, Thornburry suggests the various dimensions of different speaking between transactional and interpersonal functions. Transactional function has as its main purpose of conveying information and facilitating the exchange of goods and services, whereas interpersonal function is all about maintaining and sustaining good relations between people.

Kingen (2000:218) combines both the transactional and interactional purposes of speaking into an extensive list of twelve categories as follows:





1. Personal: expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive: describing someone or something, real or imagined
3. Narrative: creating and telling stories or chronologically sequenced events.
4. Questioning: asking questions to obtain information
5. Comparative: comparing two or more objects, people, places, ideas, or opinions to make judgments about them.
6. Imaginative: expressing mental images of people, place, events and objects.
7. Instructive: give instructions or providing directions designed to produce an outcome.
8. Predictive: predicting possible future events.
9. Interpretative: exploring meanings, creating hypothetical deductions and considering inferences.
10. Persuasive: changing other opinions, attitudes or points of view, or influencing the behavior of other in some way.
11. Explanatory: explaining, clarifying and supporting ideas and opinions.
12. Informative: sharing information with others.

In speaking learning have purposes to achieve the goal of learning through communicative activities. Littlewood (2002: 17) explained the purposes of speaking through communicative activities, as follows:

- a. They provide 'whole-task practice'.
- b. They improve motivation.
- c. They allow natural learning.
- d. They can create a context which supports learning.

Added by Richard and Bohlke (2011: 5) mention the goals of speaking, as follows:

- a. The course practices speech features that the students will need outside of class.
- b. The students learn to use communication strategies.
- c. Students can discuss a wide range of topics in English.



- d. Students learn how to maintain communication in English through the use of questions and other turn taking skills.
- e. Students expand their spoken vocabulary.
- f. Students are aware of problems in pronunciation and accuracy.

Littlewood (2002: 16) also explained the other purposes of speaking in an individual learners as being primarily, they are to communicate meanings intelligibly, to produce correct language, or to do both in equal proportion.

### c) The Function of Speaking

There are four function of speaking that have mentioned by Littlewood (2002: 22-36), those are:

- a. Sharing information with restricted cooperation

This types of communicative activity procedures the simplest pattern of interaction. The situation is always that one learner (or group) possesses information which another learner (or group) must discover.

- b. Sharing information with unrestricted cooperation

An initial towards enabling richer patterns of communication to develop is to reduce the conventions that restrict the cooperation (and therefore the interaction) between learners.

- c. Sharing and processing information

In the activities presented so far, the goal of the communication has been to share factual information.

- d. Processing information

The last type of functional communication activity dispenses completely with the need to share information. Learners now have access to all the relevant facts. The stimulus for communication comes from the need to discuss and evaluate these facts in pairs or group in order to solve a problem or reach a decision.

### d) Elements of speaking

In speaking, there are important elements that are necessary for fluent oral production. As stated by Harmer (2001; 269-271) argued that



there are two elements of speaking. These elements of speaking are follows: knowledge of language features and the ability to process information on the spot or mental/social processing.

Among the elements necessary for spoken production according to Harmer (2001:269) are the following:

- a. Connected Speech: effective learners of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also the use fluent 'connected speech' as in (I'd 've gone'). In connected speech sounds are modified, omitted, added or weakened.
- b. Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.
  - a. Lexis and Grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.
  - b. Negotiation Language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

#### e) The Forms of Speaking

According to Blazz (1999:28), speaking usually takes one of the following forms, as follows:

1. Conversation/discussion
2. Circumlocution (description)
3. Memorized speech
4. Oral reports
5. Interviews

#### f) Basic Types of Speaking



Brown (2004: 141-142) notes down the five basic types of speaking skill as follows: imitative, intensive, responsive, interactive and extensive. The five basic types of speaking are follows:

#### 1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

#### 2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements – intonation, stress, rhythm, juncture).

#### 3. Responsive

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

#### 4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional 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 (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more





deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie). This activity is given to improve students' accuracy, or to improve students' fluency.

In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar, vocabulary, or pronunciation, because their purpose is to make sure the students get something right. The teacher will often work with the whole class.

In fluency activity, teachers want to give the students opportunities to use the language they have learnt, to use it freely, even if they make mistakes. In this activity, the teachers want the students to work in groups or sometimes in pair more often with a whole class, such as group discussion, or role play.

#### g) Aspects of Speaking

According to Hughes (2011:105) stated that there are some aspects of speaking: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, Pronunciation.

##### a. Fluency and Coherence

This criterion refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within between sentences.

##### b. Lexical Resource



This criterion refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.

c. Grammatical Range and Accuracy

This criterion refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

d. Pronunciation

This criterion refers to the ability to produce comprehensible speech to fulfill the speaking test requirements. The key indicators will be amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence.

## h) The Types of Speaking Activities

There are some activities of speaking classroom that can make students active in learning English. According to Harmer (2001: 271-274) has mentioned types of speaking activities, they are:

a. Acting A Script

In this activity, the students to act out scenes plays and/or their course books, sometimes filming the result. Student will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class

b. Communication Games



This activity is use games to build communication. Games which are designed to provoke communication between students frequently depend on an information gap. So that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures

c. Discussion

This activity is almost fail when this is doing by student because of they are not confidence to give an opinion when they discuss. But, there is a buzz group that is way in which a teacher can avoid difficulties in discussion activity. All it means is that student have a chance for quick discussions in a small group before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them before being asked to talk in front of the whole class.

d. Prepared Talks

A popular kind of activity is the prepared talk where the student (or students) makes a presentation on a topic of their own choice. such talks are not designed for informal spontaneous conversation, because they are prepared, they are writing. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns and thus be situated in the middle of our communication continuum.

f. Simulation and Role Play

Many students derive great benefit from simulation and role play. Student simulates a real life encounter (such as a business meeting, an encounter in an airplane cabin, or interview). Simulation and role play can be used to encourage general oral fluency or to train students for practicing speaking English.



In other hand, there are nine types of speaking activities that have mentioned by Pollard (2008: 34-36), the activities as follows:

a. Information Gap

Each student in the group has some information required to complete the task or activity, the aim is to share the information and to complete the task. Students don't know what the others are going to say, and as such it imitates real life conversation.

b. Discussions: Reaching of consensus

Ask students to work alone and to brainstorm 10 things they would take with them. Alternatively, prepare a list of 20 objects and each person chooses ten from the list. Ask students to discuss their lists in pairs and to come to a consensus, they will need to convince each other that their chosen objects are the most useful.

c. Discussions: Moral dilemma

Give students roles, e.g. store detective, social worker, and shoplifter's friend. Allow time for preparation in groups: all the social workers together, all the store detectives work together, and all the friends work together. When everybody is ready, regroup the students so that there is 1 store detective, 1 social worker and 1 friend in each group; students say how they would deal with the situation. They have to convince each other that their opinion is the valid one.

d. Discussion involving opinion

Try to use topics that will generate varying opinions rather than having everybody agree and disagree.

e. Debates

This involves choosing a controversial topic, one speaker presents one point of view on the topic and a second speaker presents a differing opinion.

f. Spontaneous Conversations

Sometimes real uncontrolled conversation breaks out in class. This can be where students communicate something about themselves





that others are interested in (something the student did at the weekend, a film they saw, a place they visited).

g. Role Play

This involves students taking on a role and carrying out a discussion with each person playing their role.

h. Discussions based on pictures

It is a good idea to make a collection of pictures from magazines, newspapers, the Internet, etc. You can use them for a variety of purposes including using them as prompts in your speaking classes.

Besides that, Murcia (1991:128-132) clasifies speaking activities and materials into four types:

a. Drills or linguistically structures activities

In ESL/EFL classroom throughtout the world, communicative activities tends to more effectively meet the goals of curriculum, also useful are “manipulative” activities, or those which provide the students with “prepackaged” structure by mean of teacher, tape or book.

b. Performance activities

“Performance” activities are those in which the student’s prepares beforehand and delivers a message to a group. A variation on the speech given by one person is assigning two or more people to deliver a talk. Role plays and drama, if performed in front of the class can be function as “performance activities”.

c. Participation activities

“Participation” activities can be some of the most diverse and interesting in the oral of communication repertoire. These are the activitied where the student participate in some communicative activities in a “natural setting”.

d. Observation activities

These are the activities in which a student observe and/or records verbal and non-verbal interactions between two or more native or



fluence speakers of the target language. This technique is useful for building student appreciation and awareness of language as it is actually used in the real world, and since the student is taking the role of non-participant observer, he or she is free to concentrate on the subject without fear performance errors.

## 2. Accuracy

Accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. The first objective of accuracy is more concerned with appropriacy of language/grammar and less the meaning. According to Richards (1992:31), accuracy concerns "the ability to produce grammatically correct sentence." In other words, accuracy in language means grammatical accuracy only.

Srivastava (2014:55) mentioned that accuracy refers to the ability of the learners to produce grammatically correct sentences. In other words, The learner should not only know correct grammatical rules of the language but also be able to speak accurately.

According to Bartram and Walton (2002:32), accuracy refers to "utterances as near as to a native speaker's as possible" in terms of grammar, vocabulary and pronunciation. In other hand, in Thornbury (2005), the terms "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also sets the clear scale for aspects of accuracy:

- a. Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses.
- b. Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.
- c. Pronunciation: Students speak and most people understand.



From the explanation above, the researcher concluded that grammatical accuracy is the important part of good speaking skill. Grammar rules for using correct of verb, tense and part of speech by practice. In other hand, Richards (2006:13-14) mentioned that there are five activities focusing on accuracy, as follows:

1. Reflect classroom-based language use
2. Focus on the formation of correct examples of language
3. Practice language out of context
4. Practice small samples of language
5. Do not require meaningful communication

### 3. Fluency

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

Fluency means that the speaker should be able to use natural language when he or she has a meaningful interaction and keep comprehensible communication. According to Kormos and Denes (2009:4), defined fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. He also stated that fluency is an aspect of oral communication to express human idea, feeling, opinion and thought or information which helps people to communicate one another without hesitation, repetition and false start. Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's idea without having to stop and think too much about.

Definitions of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances and connectedness. Moreover, Nation and Newton (2009:102) states that fluency has some characteristics:

1. Fluent language use involves "the processing of language in real time". That is, the learners will demonstrate with speed, speech rate and number of filled pause and number of unfilled pause.



2. Fluent language use does not require a great deal of attention and effort from the learner. The fluent speakers do not have to use complex grammatical structures.
3. Fluency is a skill. Although it depends on quality of knowledge of the language and its development involves the addition to and restructuring of knowledge, in essence it involves making the best possible use of what is already known.

From those definitions above, it can be clearly that fluency is an ability to talk or speech without much hesitation, repetition, false start and few pauses. Fluency does not too concern with the use of correct grammatical while speaking. This ability also influences by several basic skill of speaking, for example speech rate, speed, pauses and length of speech.

Besides that, according to Richards (2006:13-14), there are six activities focusing on fluency are:

1. Reflect natural language use
2. Focus on getting information
3. Require meaningful language use
4. Require the use of communication strategies
5. Produce unpredictable language
6. Seek to link language use to the context

According to the article from the Common Europe Framework of Reference for Languages (CEFR), there are six levels of fluency. It features six reference levels that are becoming increasingly accepted as the European standard for grading an individual's language proficiency and fluency. So, CEFR mentioned that there are six level of fluency may have reached, as follows:

- 1) Basic - Breakthrough level

In spoken interaction, the students can understand the essential information and basic instruction, request and information needed. In





this level focuses on the basic knowledge of the language, familiar everyday expressions and simple phrases.

## 2) Basic - Elementary level

In this level, the students can understand the simple, factual information and instructions. According to OCR Asset Language (2013:7), at breakthrough level there are some functions that are appropriate as follows:

- a. Taking part in simple social situations (e.g. greeting/ responding to greetings, expressing thanks, apologizing)
- b. Giving simple information
- c. Asking simple questions
- d. Answering simple questions
- e. Describing (e.g. colour, size, location, possession, and appearance)
- f. Giving simple opinions
- g. Following/ giving simple instructions
- h. Expressing ability
- i. Using numbers and expressing quantity
- j. Expressing time (e.g. clock, days, months)

## 3) Independent - Intermediate level

In this level can understand the main points and can produce simple connected text on topics which are familiar or personal interest. According to OCR Asset language (2013:24) mentioned some functions are appropriate activities in this level:

- a. Taking part in simple social situations (e.g. greeting/ responding to greetings, expressing thanks, apologizing)
- b. Repairing communication (e.g. asking for repetition, checking meaning)
- c. Giving information
- d. Asking/ Answering questions
- e. Describing
- f. Asking/ giving opinions
- g. Asking for things



- h. Following/ giving instructions
- i. Expressing ability
- j. Using numbers and expressing quantity
- k. Expressing time
- l. Agreeing/ disagreeing
- m. Comparing
- n. Giving reasons
- o. Expressing preferences
- p. Making and responding to suggestions
- q. Expressing obligation and lack of obligation
- r. Expressing feelings and emoticons
- s. Talking about the present, future and the past

#### 4) Independent- Upper Intermediate

In this level focus to understand the main ideas of the topics and can communicate in simple and routine tasks requiring a simple and direct exchange of information. OCR Asset Language (2013:26) mentioned some function are appropriate activities:

- a. Taking part in simple social situations (e.g. greeting/ responding to greetings, expressing thanks, apologizing)
- b. Repairing communication (e.g. asking for repetition, checking meaning)
- c. Giving information
- d. Asking/ Answering questions
- e. Describing
- f. Asking/ giving opinions
- g. Justifying opinions
- h. Asking for things
- i. Following/ giving instructions
- j. Expressing ability
- k. Using numbers and expressing quantity
- l. Expressing time
- m. Agreeing/ disagreeing



- n. Comparing
- o. Giving reasons
- p. Expressing preferences
- q. Making and responding to suggestions
- r. Expressing obligation and lack of obligation
- s. Expressing feelings and emoticons
- t. Talking about the present, future and the past
- u. Giving advice
- v. Giving warnings
- w. Taking turns in a conversation
- x. Expressing degrees of certainty and doubt

#### 5) Proficient - Advance level

In this level, the focus of the activities are the following:

- a. Can express ideas fluently and spontaneously without much obvious searching for expressions.
- b. Can produce clear, well structured, detailed text on complex subject subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

#### 6) Proficient – Mastery or proficient level.

In this level, the focus of the activities are the following:

- a. Can express him/herself spontaneously, very fluently and precisely of meaning in the complex situations.
- b. Can summarize information, reconstructing arguments and accounts in a coherent presentation.

(<http://lsf-france.com/info/cefr-language-levels.html>)

Alwasilah (2012) suggested the researcher to make a matrix. Matrix has the purpose to make the readers understand with the topic of the research. By using matriks, the researcher also can be easier in giving the illustration about the research include: title, aims of the research, formulation of the problem, questions of the research and so on. So, the researcher makes a matrix as follows:



**Table 1.1**  
**Matriks of the Research**

No	Research Questions	Types of Required Data	Employed Instrument	Relevant Theories
1	<b>What types of learning goals are aimed in each speaking coursebook?</b>			
1a	What types of learning goals are aimed speaking coursebook in <b>elementary level</b> ?	Analyze the types of learning goals in <b>elementary level</b>	Document analysis	
2	<b>To what extent do such content of the books achieve its goals (accuracy vs fluency)?</b>		Document analysis	
2a	How the content of the books achieve its goals (accuracy or fluency) in <b>elementary level</b> ?	Information of speaking coursebook (accuracy or fluency) in <b>elementary level</b>	Document analysis	

## H. Literature Review

The first study that have similarities which conducted by Abi Kusno (2009) about an analysis textbook about speaking competencies. In this study, the writer describes the material of speaking competency in the English text book for the first grade of students of senior high school entitled Headlight, An Extensive Exposure to English Learning for SMA Students 1. Here, the objective of the study is to find the types of competencies contained in the textbook with those in 2004 curriculum. By classify the materials of the speaking competency from the English textbook entitled "Headlight" An





Extensive Exposure to English Learning for Students based on speaking competency in curriculum. The textbook contains 18 units. The lessons are based not only daily conversation, but also on various up to date issues such as environment, education family life, human right, etc. The 2004 English curriculum for the grade of senior high school has twenty sub-competencies in which each sub-competency contains material of speaking competencies. Speaking competency contains Transactional exchange and interpersonal exchange. Speaking competency in “Headlight” English textbook contains six Transactional exchanges and twelve Interpersonal exchanges. The quality of the textbook is good in developing speaking materials as suggested by 2004 English curriculum.

The second similarities that conducted by Setiawati (2011) about an analysis of an English textbook Entitle “English in Focus for Grade VII”. The objective of the research to find out whether or not this textbook appropriate for the first grade students in Junior High School. She mentioned that a good textbook should have appropriate content, good quality, good supporting aspects and be completed with the teaching aids.

The third similarities of research conducted by Peiying (2007) about exploring pragmatic knowledge in college English textbooks. The writer will examine four collage English listening and speaking textbooks to find out the nature of pragmatic materials and tasks included in the textbooks. The findings indicate that there is a dearth of pragmatic information contained in the listening and speaking textbooks and the variety of pragmatic information is limited. Most of the metapragmatic explanations are simple.

From the previous studies above, the researcher have same topic with Abi Kusno about the analysis textbook of speaking competencies. In this study, the researcher only focus on portrait fluency and accuracy in the content of the speaking coursebook. The researcher want to investigate the types of learning goals in each speaking coursebook.

## I. Methodology of the Research

In this section, the researcher would arrange methodology of the research in this study. Some of which are as follows:



### 1) The Objective of Research

In this research, the objective of the research are to investigate the types of the learning goals in each speaking coursebook and to investigate the extent do such content of the books achieve its goals (accuracy or fluency). There are two books are used in this research, as like: Speaking Extra by Mick Gammidge and Role Plays for Today by Jason Anderson. From both of the books, the researcher will be analyzed only focus in elementary level.

### 2) Research Timeline

In this research takes palce and time start on May until July, so this research takes time about 10 weeks. For the first week the researcher takes to do the phenomena of this study, and the second weeks takes to collect the theoretical foundation and the next weeks the researcher is analyze the phenomena and takes the data analysis. The time as below:

**Table 1.2**  
**Research Timeline**

No	Activities	May				June				July			
		1	2	3		1	2	3	4	1	2	3	4
1.	Writing Research Proposal and Consultation												
2.	Proposal Seminar and Research Instrument												
3.	Conducting Research sample, validity, and reliability of data												



4.	Collecting of Data												
5.	Data Analysis												
6.	Finishing thesis writing												
7.	Thesis Examination												
8.	Thesis Revision												

### 3) The Source of Data

The term data refers to the kind of information researcher obtain on the subject of their research. (Fraenkel, et al, 2011: 111). In this research, researcher uses both primary source and secondary source data.

#### a) Primary data source

Primary data source are original document as like correspondence, diaries, reports and etc. According to Kothari (2004:95) stated that primary data are those which are collected a fresh and for the first time and thus happen to be original in character. Primary data source of this study from the contents of the speaking coursebooks.

In this research, the writer will analyze the types of learning goals in the contents of speaking coursebook (accuracy of fluency) and the level of fluency that describes in those book. The writer uses two books that would be analyzed. The first book with the title is “Speaking Extra by Mick Gammidge” and the second book is “Role Plays for Today by Jason Anderson”.

The researcher uses those two book in this research because there are more activities that provided in those two books. In the classroom activities are used in communicative approach as follows: role play, interview, dialogues, conversation, information gap, games, language exchange, surveys, pair-work and learning by teaching. In the contents of the book, each book has different characteristic and different level. In the book entitled “Speaking Extra by Mick Gammidge” has more activities such as: describing,



discussion, interview, paraphrasing, etc. In the first book offered three levels, as follows: elementary, intermediate and upper-intermediate. While in the second book entitled “Role Plays for Today Jason Anderson” just only focus on role play activities. Students just only practice the role play with familiar topics that provided in this book. In the second books, there are five levels as follows: elementary, pre-intermediate, intermediate, upper-intermediate and advance.

Basically, in the first book entitled “Speaking Extra by Mick Gammidge” in 2004. There are 130 pages which consists of 18 units and published by Cambridge University Press in Cambridge. The researcher use the book that would be focused on the elementary level, as follows:

1. Unit 1 Personal Information (What about you? on page 10)
2. Unit 2 The Family (She’s got her dad’s eyes on page 16)
3. Unit 3 Daily Activities (Whose Saturday? on page 22)
4. Unit 4 Homes (House Doctor on page 28)
5. Unit 5 Town and Country (A nice neighbourhood on page 34)
6. Unit 6 Travel and Tourism (Hotels on page 40)
7. Unit 7 Food and Drink (Recipes on page 46)
8. Unit 8 Describing People (Lost! on page 52)
9. Unit 9 Describing Things (Can you describe it? on page 58)
10. Unit 10 Friends and Relationship (What kind of friend are you? on page 64)
11. Unit 11 Health and Fitness (Well-being on page 70)
12. Unit 12 Leisure Time (What’s on? on page 76)
13. Unit 13 Education (Learning to learn on page 82)
14. Unit 14 The World of Work (Why work? on page 88)
15. Unit 15 Money (Easy money on page 94)
16. Unit 16 Past Experience and Stories (Really? on page 100)
17. Unit 17 Science and Technology (Gizmos and gadgets on page 106)
18. Unit 18 Social and Environment Issues (How green are you? on page 112)





Basically, in the second book entitled “Role Plays for Today by Jason Anderson” in 2006. There are 95 pages and published by Delta Publishing in English. The researcher would be focused on the elementary level, so there are only 12 units that would be analyzed by the researcher, as follows:

1. Unit 1a (Tourist information office on page 2)
2. Unit 1c (Post office on page 6)
3. Unit 1f (Train station on page 11)
4. Unit 1g (Passport control on page 12)
5. Unit 1h (Airport check-in desk on page 14)
6. Unit 1j (Check into a hotel on page 18)
7. Unit 2a (Supermarket shopping on page 22)
8. Unit 2b (Clothes shop on page 22)
9. Unit 2d (Shoes shop page 30)
10. Unit 2f (Fast food restaurant on page 34)
11. Unit 3a (A day out in London on page 38)
12. Unit 4a (Job interview on page 54)

b) Secondary data source

The researcher also uses another data source to get deeper understanding that dealing with the field of the research. It related to the field of literature and theory. According to Kothari (2004:95) mentioned the secondary data, on the other hand are those which have already been collected by someone else and which have already been passed through statistical process. Secondary data source is acquired in the form of book, journals, internet, article and so on. As secondary data resource, the writer taken from speaking coursebooks, journal and reviews of research. The secondary source make the data more accesible to determine what others have already reported about particular research topic.

#### 4) The Method of the Research

The method of this research is qualitative research. Qualitative research feel strongly that a person’s experiences, perceptions, and social



interactions are not reducible to numbers and categories they are much too complex and situated in the context of person's life. Lodico (2006) stated that qualitative data are often gathered in the form of words, pictures, or both.

The method of this research is qualitative research. According to Bergs (2001: 2) qualitative research this refers to the meaning, concept, definitions, characteristics, metaphor, symbols, and descriptions of things. As stated by Mackey and Gass (2005: 162), "qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures". Fraenkle, et al, states (2009: 422) that the characteristics of qualitative research are:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
2. Qualitative data are collected in the form of words or pictures rather than numbers
3. Qualitative research are concerned with process as well as product
4. Qualitative researchers tend to analyze their data inductively
5. How people make sense out of their lives is a major concern to qualitative researchers.

Based on Fraenkle at al (2011: 471), there are six steps qualitative research:

- a) The steps involved in conducting a qualitative study are not as distinct as they are in quantitative studies. They often overlap and sometimes are even conducted concurrently.
- b) All qualitative studies begin with a foreshadowed problem, the particular phenomenon the researcher is interested in investigating. Some qualitative researchers state propositions to help their data collection and also analysis.
- c) Researchers who engage in a qualitative study of some type usually select a purposive sample. Several types of purposive samples exist.
- d) There is no treatment in a qualitative study, nor is there any manipulation of variables.
- e) The collection of data in a qualitative study is ongoing.



- f) Conclusions are drawn continuously throughout the course of a qualitative study.

In this research, the researcher will be analyzed the document or text. The type of qualitative method of this research is content analysis. Content analysis is considered a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, or meaning.

Fraenkle et al (2009: 423) states that content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications. In content analysis the source of data is written term that use in daily life as source information, such as: essays, newspapers, textbooks, and etc.

### 5) The Technique of Collecting Data

In this research the technique and collecting data used speaking coursebooks. According to Fraenkle and Wallen (2009:425-426), there are several steps to collecting the data, such as:

- a. Identification of the phenomenon to be studied

The researcher selects the phenomena to investigate. Because of qualitative research is the method in this research. The researcher begins with a general topic of the study. So, the writer found the phenomena to know the types of learning goals in each speaking coursebook.

- b. Identification of the participants in the study
- c. Generation of hypotheses
- d. Data collection

Data are not collected at the “end” of the study. Rather, the collection of data in a qualitative research study is on going.

- e. Data analysis

Next step is data analysis, so the writer will analysis the data from the speaking coursebooks. The writer organizes and categorizes the data. Miles and Huberman (1994: 429) related to the data analysis in qualitative research, said that there are three steps of data analysis.



The first is data reduction. It means the process of selecting, simplifying, and transforming the raw data. The second is data display which refers to organized information which allows the researcher to draw the conclusion. The last step is drawing conclusion as the result of research.

f. Interpretations and conclusions

The writer will interpret this investigation into narrative form and also will make a conclusion from the phenomena that have investigated.

Absolutely the data collected in this research is document that comes from the book.

1. Document

Arikunto (2002: 206), "Documentation method is the step to find out the data that related to the objects like note, book, newspaper, magazine, transcript, and agenda". In this research, the researcher will be analysis the data of the book the title is

## 6) The Instrument of Collecting Data

In this case, the instrument of collecting data is do by the researcher. Because, from this research is use the qualitative research so the researcher just use some instruments like book that reference and journal, all of those instrument the researcher will give her explanation and description about the phenomena. Characteristics of qualitative research discussed in Lincoln and Guba (1985:106) include:

- a. Natural setting
- b. Human as instrument
- c. Intuitive, felt knowledge
- d. Purposive sampling
- e. Emergent design
- f. Negotiated outcomes
- g. Tentative application





## 7) The Technique of Data Analysis

There are some steps that conducted in this research, the researcher taken this steps from the theory of Donal Ary et al, (2010:481-490). Those are:

### 1. Familiarizing and Organizing

Here, in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. The writer should become familiar with the data.

### 2. Coding and Reducing

In this research the researcher use the coding, “coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names (Lodico, et al., 2006: 305). Coding is the core of qualitative analysis and includes the identification of categories. The codes describe general categories that can be used to organize the information contain in the data itself. So, in this case, the writer provides a coding as follows:

**Table 1.3 Coding of the Book 1**

Code Names	Code Categories
B1	Book 1
U1	Unit 1
U2	Unit 2
U3	Unit 3
U4	Unit 4
U5	Unit 5
U6	Unit 6
U7	Unit 7
U8	Unit 8
U9	Unit 9
U10	Unit 10



U11	Unit 11
U12	Unit 12
U13	Unit 13
U14	Unit 14
U15	Unit 15
U16	Unit 16
U17	Unit 17
U18	Unit 18

**Table 1.4 Coding of the Book 2**

Code Names	Code Categories
B2	Book 2
U1a	Unit 1a
U1c	Unit 1c
U1f	Unit 1f
U1g	Unit 1g
U1h	Unit 1h
U1j	Unit 1j
U2a	Unit 2a
U2b	Unit 2b
U2d	Unit 2d
U2f	Unit 2f
U3a	Unit 3a
U4a	Unit 4a

### 3. Interpreting and Representing

After the researcher gathering information from book and some resources, the results obtained from the speaker will analyze with the help of grounded theory.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



## CHAPTER IV

### CONCLUSION AND SUGGESTIONS

This chapter presents two sections, conclusion and suggestion, as the final result this thesis entitled *“Exploring the Contents of the Speaking Coursebook “Speaking Extra” by Mick Gammidge and “Role Plays for Today” by Jason Anderson: A Portrait on Accuracy and Fluency”*. After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this writing are taken. The conclusion below is as the answer of the statement of the problem.

#### A. Conclusion

1. The types of the learning goals are aimed at each speaking coursebook.

In learning speaking English there are two important aspects; accuracy and fluency. The researcher analyzed two kinds of speaking coursebook in elementary level with the title is *“Speaking Extra by Mick Gammidge”* and *“Role Plays for Today by Jason Anderson”*. In the first book entitled *“Speaking Extra by Mick Gammidge”*, most activities belongs to the fluency with 62% and the activities of accuracy has 38%. The second book entitled *“Role Plays for Today by Jason Anderson”*, the most activities found on fluency that has 67,2% and on the accuracy just only has 38,2%.

2. How the contents of the book describes fluency in those two books.

The researcher also analyzed the level of fluency from the first book and the second book. In speaking fluency, there are six levels; basic-breakthrough level, basic-elementary level, independent-intermediate level, independent-upper intermediate level, proficient-advance level and proficient-mastery or proficient level. The most level are used in both of books are basic-elementary level that has the percentage of 60%, the second is independent-intermediate level that has 30% and the third is independent-upper intermediate level that has 10% while on breakthrough

level, proficient-advance level and proficient-mastery or proficient level has 0%.

## B. Suggestion

Based on the results of the research, some suggestions are addressed:

### 1. For the teacher

It is suggested that English teachers, especially in Speaking teachers to have more knowledge about the speaking itself. In addition, teacher should know what the important aspect in speaking. The teachers must apply the aspect of accuracy and fluency in learning spoken language, so the target of learning can be reached for the students. In choosing the speaking coursebook, the teacher should selected the books in accordance with the learning needed. The teacher also should can distinguished between skill and function activities of the book.

### 2. For the students

They should build their motivation to like English subject and should pay attention toward their skill on English language, especially in speaking skill because English language will helpful for their future in social life to be good communication. They should pay attention on teacher's explanation about English subject and about things that happen in speaking class.

### 3. For the future researcher

As this research is not perfect, for another researcher may make the research like this research to addition the references for different of subject and sample. And also can be used as the reference for the further researcher in the same research.







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