

## Speaking Tasks On Students' English Textbook "Teacher's Book For Elementary Schools" For 5<sup>th</sup> Grade

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### Abstract

*The purpose of this study is to find and analyze all types of speaking tasks found in the English textbook "Teacher's book for elementary schools for 5th Grade". The data source is an English textbook titled "Teacher's Book for elementary schools for 5th Grade". The researchers only examined speaking tasks in semester 1 which consists of 5 chapters and all of them have speaking tasks. The total speaking task found was 10 speaking tasks. In this study, the researcher used document analysis. According to Simonova, there are seven types of speaking tasks, namely; Dialogue, Role plays, Information gap, Using a picture, Giving instruction, Problem-solving, and Re-telling story. Based on the analysis done by the researcher, there are three types of speaking tasks found in the English textbook entitled "Teacher's book for elementary schools for 5th Grade", namely; Role plays, Using pictures, and Giving instruction. Due to the lack of speaking tasks found in the "Teacher's Book for elementary schools for 5th Grade", it can be said that the types of speaking tasks in the "Teacher's Book for elementary schools for 5th Grade" are still not varied. Using Picture is a task that asks students to tell a picture to communication or describe.*

**Keywords:** *Speaking Task, Teacher's Book, Textbook.*

### INTRODUCTION

The independent curriculum in English subjects is used in junior and senior high schools and has begun to be implemented in elementary schools. Therefore, English books appeared in accordance with the independent curriculum. (Madhakomala et al., 2022) The independent curriculum in elementary schools in grades V and VI uses Phase C, namely, students understand and respond to simple spoken, written, and visual texts in English. They use simple English to interact and communicate in familiar/common/routine situations. Students understand the relationship between letter sounds in simple vocabulary in English and use this understanding to understand and produce simple written and visual text in English with the help of examples. The independent curriculum needs textbooks in the learning process because it can provide information contained in textbooks, to be read and studied according to each subject.

An English textbook is a book that contains lessons that can be discussed in class. When teaching English, the students prefer the manual way. Textbooks play an important role

and help teachers measure students' understanding of English subjects. Textbooks are not just teaching materials, they can also help students improve their English skills. In learning English especially students need a guidebook.

Textbook has an important role, they can help the teacher to measure students understanding of English subjects. In the textbook, it does not only give materials but also can improve students' knowledge of English. It is supported by (Aggarwal et al., 2008:150), who state that textbook is standard work or manual of instruction in a subject of study. It is a book that is used to study a particular topic. People consult a textbook to study the details and procedures of a certain subject. Based on the explanation above, a textbook is a learning aid. The textbook is used as a source of information by the teacher and the pupils as well. The textbook tests the students' comprehension and knowledge of learning. Based on the problem above, the researchers identify that the speaking task in the English textbook "Teacher's Book for Elementary Schools" for 5th-grade elementary School" (Team, 2021) the task each chapter in the textbook has different types. Therefore, the next step researcher's interest is to find types of speaking tasks found of speaking material in the English Textbook. The following query elaborates the issue of this study: "What are types of speaking tasks found of speaking material in English Teacher's Book for Elementary Schools" for 5<sup>th</sup> grade elementary school?

There are some expert definitions of the English language textbook. (Vito, 2008:30) discusses

that a textbook is one source of information that is empty for many beginning researchers are used. This means that textbooks are very important for researchers, especially beginners, as they contain a lot of information. This information is used to support the ideas of researchers.

A textbook is a type of media that makes it simple for students to understand what they're learning (Elmiati et al., 2017:210). This means that there is no reason why students can't learn using other methods, but textbooks are simply a medium that one cannot escape and will always be of value at every level. Textbooks are very important. It emphasizes the fundamental ideas behind the lesson's material, the range of talents that are taught, and the language that students use. Textbooks are books written for students as the capacity of teaching and learning procedures. It serves as the main avenue for delivering curriculum content. In line with the explanation above (Lapp, 2004:357) defines a textbook as a source of learning. It is a book used to learn a particular topic. People consult a textbook to learn the details of a certain topic. In textbooks have a lot of questions to test the knowledge and understanding of the students. As a result, it can aid kids in their learning.

A textbook is a book that is usually used in schools to provide instruction in a specific subject. In addition (Heinle, 2000:125), The textbook serves as a stimulus or tool for teaching and learning. Another definition of a textbook is a manual of instruction or a standard book in any field of study that is created in response to educational institution requests. Based on definition above, the researcher concludes that a textbook is a tool for learning process. It is critical for teachers to use a textbook when teaching a specific subject since it will

assist their teaching and learning activities and help them reach their educational goals.

Speaking is a communication activity in which a person uses language to share ideas, feelings and thoughts with others through communication. It occurs everywhere and has become part of our daily habits. According to (Rahman, 2010:1) Speaking is the most common means of communication for expressing opinions, arguing, explaining, transmitting information, and making impressions on others. Give impressions to others and convey information. Meaning speaking is a person's way of expressing ideas and thoughts freely and spontaneously. In addition (Sukaton, 2018:145) Speaking is a tool for communicating with others. It is an activity in which a person communicates with others in order to express thoughts, feelings, opinions, and so on. It is also utilized to communicate information, negotiate, solve problems, and establish social relationships and friendships.

(Ahmad, 2019:23) States that speaking is one of the main skill in language teaching. It means the language skill that must be possessed by Indonesian students who are learning English as a foreign language is speaking. This is a skill that complements other skills, namely listening, writing, and reading. The speaker must put all the information needed in the text and competence on topic and textual knowledge will focus more on form and accuracy and also tend to be in the form of a monologue rather than a dialogue. In line with (Selti et al., 2019:29) Speaking is the process of imparting knowledge, an idea, or a concept with a listener. That is, a competent speaker can express the message he wishes to convey to his audience while providing or sharing knowledge. If the message is clear, listeners will be able to hear and digest easily. People often worry about speaking for fear of saying the wrong words and are too lazy to practice. They are overcome by fear and are ashamed to speak.

Based on the explanation above, it can be concluded that speaking skills related to communication. Talking is something that cannot be neglected in communication or conversation, the mission of learning English in Indonesia is so that students can communicate both in written and spoken language fluently and accurately. Teachers must be able to create interesting material and motivate students to speak.

Task has been defined in a variety of ways. According to (Nunan, 2004:4), The definition of a task

is a set of classroom activities in which students complete, manipulate, produce, or interact in the target language while Their attention is focused on mobilizing their grammatical knowledge to express meaning, and where. the intention is to convey meaning rather than manipulate form. Furthermore, the work should have a sense of completion and be able to stand alone as a communication act with a beginning, middle, and end.

A speaking task is an exercise that demands pupils to reach and achieve a goal from supplied knowledge through a mental process that is controlled and regulated by the teacher (Richards, 2006). Learners are given activities and exercises that they can work on from the textbook. These activities and exercises, sometimes referred to as assignments, are less focused on the result and consist of clear goals, acceptable content, specific work techniques, and a variety of possible participants. Contains the results language tasks can be viewed as diverse work plans that aim to facilitate language acquisition, from simple to complex. Speaking tasks are activities that require speakers to use language in order to attain a certain goal in a specific speaking circumstance. Instead of form, the emphasis of the speaking task is on goal-oriented language use and meaning (Dian, et, al, 2014). The purpose of this initiative is to give students the opportunity to understand language and situations in real life, especially the lives of native speakers, and to awaken their curiosity and understanding.

From the above definition of a speaking task, a speaking task is a series of classroom activities in which the student comprehends, manipulates, generates, and interacts with the target language while concentrating on mobilizing grammatical knowledge to aid expression. It can be concluded that there is Its purpose is to convey meaning rather than manipulate language. These

help students complete assignments step-by-step and gain confidence in their ability to transfer what they have learned outside the classroom. A speech task is an activity that requires the speaker to use language to achieve a specific goal.

Traditional teaching methods typically required students to repeat after the teacher, memorize dialogue, or respond to drills. These methods all reflect the sentence-based conception of competency that predominated in the audio-lingual and other drill- or repetition-based teaching methods of the 1970s.

According to (Los, n.d.2015:34-36) The materials for speaking learners are divided into three tiers, with just minor differences in some materials. The following sorts of speaking tasks are listed in English textbooks:

1. Conversation and interviews

One of the most fundamental and common types of human interaction is conversation. Conversations are interactive because two or more people talk at once, even if one speaker is more chatty than the other. A tried-and-true method from the audio-lingual period for novices is a guide talk (controlled dialogue). Then there are interviews, which are semi-structured question chains created to elicit particular information from the respondents.

2. Information gap and jigsaw activities

As an organizing notion for a speaking action, the information gap assumes that one person possesses information that another does not. One student telling another about his family would be a good information gap exercise for lower-level classes. An additional natural information gap is giving directions. Activities that involve group speaking include jigsaw speaking.

3. Scripted dialogues, drama, and role play

Scripted dialogues are prepared dialogues that pupils must memorize and recite. The advantages of using scripts are that kids learn words and grammar in an enjoyable and engaging setting, and they can focus on the forms they are creating. Actors producing a play is one example of a dramatic method of teaching speaking classes. Then there is role-playing, which is a speaking activity when children assume the roles of other people and interact with them. When students try to utilize English in a novel situation, this resource will give them linguistic support.

4. Logic puzzles

Logic puzzles are tasks where a person must draw additional conclusions from a set of facts in order to complete an information grid.

#### 5. Pictured-based activities

Picture-based activities are all pictures can provide students with a variety of topics to talk about.

#### 6. Physical actions in speaking lessons

Physical actions are physical gestures that can help students remember word and structural meanings. Moreover, (Ur, 2009:137-140) There were also numerous speaking activities added. The following is an explanation:

##### a. Describing pictures

During the practice of explaining images, teachers hand out pieces of paper containing the activities of numerous people. Students are instructed to describe as many sentences as they can in a group setting.

##### b. Pictures differences

Activities involving picture discrepancies. Students are paired up, and each of the pairs is represented by a unique image. They must determine the differences in their photographs without first showing them to one another in order for them to each take turns describing them.

##### c. Things in Common

For this activity, students are required to sit in pairs. Then they start a conversation with one another to see what they have in common.

##### d. Solving a problem

In this activity, teachers pose a problem to the students and ask them to find a solution. In addition, Cued Dialogues (Simonova, 2016:14-16) deals with several types of speaking tasks in her publication *Discussions that Work*. Among the most common types of speaking tasks, belong the following:

##### a. Dialogues

They are the most natural spoken interaction between two people where turn-taking and cooperation of the two people is necessary. In real life, it is usually unpredictable what the second person would answer and so the reaction cannot be prepared before the conversation but on the spot, in real-time. In textbooks there is usually a need to practise a certain grammatical feature and therefore the student is expected to memorize a sentence or a phrase and use it in their reaction. This reminds me more of drilling than real-life conversation, nevertheless it is an important part of language teaching in earlier stages of learning and it helps the students to learn and remember phrases that might be used later on in their spoken production.

##### b. Role-plays

They are types of an interaction between two or more people where the student takes a new role or identity and communicates within the characteristics of their new character. Similarly to the discussion, depending on the level of the students it can reach from strictly controlled practice to very flexible communication.

##### c. Information gap activities

In this type of task usually two students cooperate to find some missing information. They ask each other questions and answer them with information provided only to them depending on their role.

##### d. Using a picture or a picture story

Pictures are a very valuable source for speaking activities in language learning. They provide cues, situations and non-verbal help for the learner to communicate. Students at all levels can use pictures in communicative activities and they all can benefit from them.

##### e. Giving instructions/ description/ explanation

A student is asked to describe at a certain length a well-known object, procedure, or situation. There is a relative freedom of expressions that the student might use for the description, again depending on the learner's level.

##### f. Problem-solving activities

In these tasks, a student or a group of students need to communicate in order to solve a problem and reach a certain conclusion. This type of activity seems to require a higher knowledge of the language; the difficulty might be controlled by the choice of the topic, though.

##### g. Re-telling a story

A student is asked to re-tell a story in their own words or to summarize an article. The story to be re-told should be appropriately long so that the learner can remember the content but is not able to recall the sentences exactly according to the original story.

Based on the information above, the researcher concludes that there are numerous types of speaking tasks. The researcher selects the kind of speaking tasks suggested by Simonova for this study. They have seven types of main idea dialogues, role play, information gap, using picture, giving instructions/ description/ explanation, Problem-solving activities, Re-telling a story.

**METHODS**

In this study, researchers used content analysis as a research method. According to (Ary et al., 2010:29) The main goal of document or content analysis is to examine and evaluate record data in order to understand human behavior. The content could be books, letters, movies, journals, themes, reports, or other written works. It could also be public records.

In this research, the researchers intended to test the material provided in the English textbook "Teacher's Book for Elementary Schools" for 5th-grade elementary school". With the help of document analysis in collecting data from textbooks, researchers used a qualitative descriptive method in analyzing, interpreting, and reporting the data describe in English textbooks.

**RESULTS AND DISCUSSION**

As a result of this thesis, the researchers finds answers to the research question. The researcher's questions have been answered using a document checklist as instrumentation in this study. Used to obtain data on the types of speaking tasks presented in the

textbook "Teacher's Book for Grade 5 Elementary School" for grade 5<sup>th</sup>. The researcher's question was "What are the types of speaking tasks in the English Textbook "Teacher's Book for Elementary Schools" for 5th-grade elementary school?"

**Table 4.1 Speaking Task In Chapter of The Textbook**

types of speaking task	Ch.1	Ch.2	Ch.3	Ch.4	Ch.5
Dialogue					
Role Plays	√				√
Information Gap					
Using Picture	√	√	√	√	√
Giving Instructions	√				
Problem-Solving					
Re-telling a story					

There are many types of speaking tasks presented in textbooks. We can see the speaking task based on the instructions given by the textbook. After doing the analysis, there are 10 speaking tasks in the textbook and there are several types of speaking tasks presented in the textbook namely Role Plays, Using Picture, and Giving Instructions. For the Roles Play task, there are 2 tasks in the textbook, Using Pictures for 7 tasks, and Giving instructions for 1 task.

**Indicator 1: Role plays**

Based on the types of speaking task all of tasks about Role play that the researchers found two types of speaking tasks in the English textbook "Teacher's Book for Elementary Schools" for 5th-grade elementary school". this is called roleplay because according to (Los, n.d.2015:34-36) Role-playing is a speaking practice in which pupils act out the qualities of other individuals. In addition (Simonova, 2016:14-16) Role playing is a type of interaction between two or more people in which students assume new roles or identities and communicate in terms of their new character characteristics. Likewise with discussion, depending on the level of the student one can achieve from strictly controlled practice to highly flexible communication. then from the explanation above, tasks that meet these criteria include role plays.

**Indicator 2: Using a picture**

Based on the two indicators about using pictures, the researcher found seven tasks about using pictures in "Teacher's Book for Elementary Schools" for 5<sup>th</sup>-grade elementary school". using pictures based on experts, they are according to (Los, n.d.2015:34-36) Picture-based activities are all images that can provide learners with a variety of topics to discuss. In addition, (Simonova, 2016:14-16) Uses a picture as a very valuable source for speaking activities in language learning. They provide cues, situations, and non-verbal help for the learner to communicate. Students at all levels can use pictures in communicative activities and they all can benefit from them.

### **Indicator 3: Giving instructions/ description/ explanation**

There is one task about Giving instructions/ description/ explanation that the researchers found in the textbook. There are two indicators of Giving instructions/ description/ explanation based on expert, A student is asked to describe a well-known object, procedure, or situation, There is relative freedom of expression that students might use for descriptions, depending on the student's level. According to (Simonova, 2016:14-16) A student is asked to describe at a certain length a well-known object, procedure, or situation. There is a relative freedom of expressions that the student might use for the description, again depending on the learner's level.

### **CONCLUSIONS**

It can be concluded from this research that in the first chapter, the researchers was interested in analyzing speaking tasks in an English textbook "Teacher's Book for Elementary Schools" for 5<sup>th</sup>-grade elementary school". So, the researchers have a research question is "What are types of speaking task found speaking material in English textbook "Teacher's Book for

Elementary Schools" for 5<sup>th</sup> grade elementary school"?

According to Simonova, there are seven types of speaking tasks, namely; Dialogue, Role plays, Information gap, Using a picture, Giving instruction, Problem-solving, and Re-telling story. Based on the analysis done by the researcher, there are three types of speaking tasks found in the English textbook entitled "Teacher's book for elementary schools for 5<sup>th</sup> Grade", namely; Role plays, Using pictures, and Giving instruction.

### **SUGGESTIONS**

By the research finding, there are some suggestions for the author of the book, regarding the researchers only finding a few types of speaking tasks because the speaking tasks did not vary for that so they would be made more varied later. This research will be a helpful resource for English teachers. Particularly English teachers who teach in elementary schools. Other suggestions were made for the next researchers who wishes to perform additional research on this issue. Because this study was restricted to the sorts of speaking tasks in the English textbook " Teacher's Book for Elementary Schools" for grade 5<sup>th</sup>. It is suggested to another research look a bit deeper into the types of speaking tasks found in speaking material in the English Textbook "Teacher's Book for Elementary Schools" for 5<sup>th</sup> grade elementary school" such as are types of speaking tasks in another textbook.

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