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Nama   : Arfiyan Ridwan, M.Pd

NIDN   : 0723078802

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Nama penulis   : Siti Maria Ulfa, Arfiyan Ridwan

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NIDN 0723078802

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EVALUATION OF SPEAKING SKILLMATERIALS OF INTENSIVE COURSE (IC) TEXTBOOKS AT FIRST SEMESTER OF ENGLISH DEPARTMENT Siti Maria Ulfa mumun_pasca@yahoo.co.id STKIP PGRI Bangkalan ABSTRACT Understanding English skills seems quite difficult for the students who have lack exposure to it. It is likely different for a student to have knowledge of English from one and another.

Meanwhile, English department in STKIP PGRI Bangkalan applies a simply program which concerns to the way helping its students to understand English easily. The main purpose of it is all dealing with a perspective of how the four basic skills must be mastered. Intensive Course Program (IC) provides many activities and also exercises which demands the students to work actively both in theoretical and practical exercises.

Another significant contribution of this program to the students is all about its selected materials which are suited to the students' needs. In a nutshell, students' speaking, listening, reading, and writing are really much helped by Intensive Course (IC) Program. It is hoped both from the weaknesses and strengths findings and discussion will be highlighted well as a good program to implement and know what teachers should do next.

Keywords: Evaluation, Intensive Course (IC), Speaking Skill INTRODUCTION A textbook is an important tool for the teachers and students in teaching lesson in a classroom. It can be used both formally and informally depending on the situation and instructione done by the teacher. It has several advantages of using textbook for teachers. According to Harmer (2001: 117) in the first place, they have a consistent syllabus and vocabulary will have been chosen with.

Regarding to that statement, again it should be highlighted that a textbook is not haphazardly conducted and given to the students without any consideration at all. Otherwise, the students will get more confusion and also the teaching and learning process will not come to its goal. Another advantage is that a textbook can directly motivate the students to give their attention or focus when the teaching and learning process is on.

They have a quite maximum understanding toward the lesson through the textbook. Concerning to its use of the textbook, one thing should be given fully attention is its contents or materials stated on the textbook. Intensive Course (IC) textbook was arranged and compiled by the lectures which consist of several English skills.

They are focusing pronunciation, listening, speaking, reading, grammar and writing. The five materials above are given to the students and wrapped in a very handy textbook which called IC 1 and IC 2. A textbook becomes better when it has its own evaluation.

As what Nunan (1992) in Ahmed et al (2015:225) states that evaluation is not only assembling the information but also interpreting the information to make valuable judgment. Hence, textbook evaluation, once again plays an important roles to know whether or how far the book gives its good contribution to its readers or whoever learn the textbook.

Of course, the purpose of evaluation the IC textbook seems importantly done remembering the textbooks are the main tool used by the teachers in classroom in a semester. Evaluation helps the teacher to be aware to what they are teaching through the textbooks itself. A need to improve the betterment of teaching and learning process should also put evaluation as a prior activity after the lesson.

There three types of evaluation according to McGrath (2002) and Tomlinson (2003) in Ahmed et al (2015:225). The first is pre use evaluation, before the particular text has been used in classrooms. The second is in/while use evaluation, while it is being used. And the third is post use evaluation, after it has been used. The use of "pre use evaluation"is to know what should students gain or achieve in IC program.

It is very important to be done firstly. Before compiling the textbook, teachers should decide what skills the students must master. It should be appropriate to what learners need and also regarding to their learning outcomes later. "In/while use evaluation" is done when the teaching and learning process is on.

While the teacher and student communicate each other, the response of the students

toward the textbook materials can be a notion to the teacher to evaluate. At last but not least is "post use evaluation" commonly done to know what how far the materials imply to the students knowledge. The methods of evaluation IC textbooks are as quite simply done.

Checking the objectives and the syllabus of the textbooks and checking the methods for every skill in it. So far, the objectives and syllabus and also the method should be in line. Going beyond, the checklist for speaking materials in IC textbooks examined what activities actually exist in it.

The content of the checklist to help textbooks evaluation may consist of what types of the speaking activities like dialogue or conversation, specific language for communication used or not and others. Nunan (1991:39) states that tomost people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. Means that, speaking is dealing with what students can do a conversation with others.

Speaking becomes complicated and difficult sometimes for the students who are newly exposed to the use of English language. They slip their own tongue in pronouncing English words. Some others feel quite embarrassed to speak up due to their lack of vocabulary and mistakenly grammar. But, here the students are using any and all the language at their command to perform some kind of oral task.

The important thing is that there should be a task to complete and that the students should want to complete it (Harmer, 2001:87). Actually the basic types of speaking according to Brown (2004: 141) imitative, intensive and responsive become also the basic speaking materials in IC textbook. Several activities are made formed from the basic types above. Somehow the activities not really make the students eager to feel the atmosphere.

In imitative just like in pronunciation, before the students have speaking materials, sometimes they are faced to new words or vocabularies related to the speaking material after next. While in intensive students tend to focus their language to its stress, rhythm and also intonation. And the last basic type is responsive demand the students to be good at responding any situation given.

After all the explanations above, textbooks, evaluation, and speaking materials are very important to encourage and motivate the students as learners to improve their speaking skill better. Means, once again evaluating textbooks done is because the need of a

betterment to have a very effective teaching and learning process. No matter what the background of students education is, the higher enthusiastic and a willingness to learn of the students help them to achieve something better.

METHOD This study is a descriptive qualitative study. Qualitative research is research studies that investigate the quality of relationships, activities, situations or material (Fraenkel and Wallen, 2006: 430) this research investigates the evaluation of speaking materials of IC textbooks.

In addition, qualitative is a research procedure which produces descriptive data in the forms of written or spoken from respondents (Fraenkel and Wallen, 2006: 429) and as addition, qualitative research must be natural, descriptive, process-oriented, inductive, and meaningful. Qualitative data is in the form of words rather than number.

Therefore, the result of the research is in the form of description and interpretation of evaluation of speaking materials.. In conducting the research, research design plays an important role in obtaining the data. Another way to gain some best result, a checklist is used here. The checklist for both IC 1 textbook consists of strategies used or implemented. It can be seen through the lists of activities and the contents.

Table 1 explains more clearly the division of speaking materials in both textbooks. Each unit consists of several lessons. Each lesson consists of teaching materials like pronunciation, listening, speaking, reading, grammar and writing. Since speaking becomes the main point for the textbook evaluation, the rest skills will be neglected.

FINDINGS AND DISCUSSION Through a detailed overview towards the IC textbook, IC 1, the textbooks has avery brief contents for its reading and grammar but not for its pronunciation, speaking, listening and writing. The speaking materials are presented only in forms of making description, tend to ask students to write rather than speak.

Other forms are presented through this table. Table 1 the Contents of Intensive Course Textbook for Speaking Skill Lesson _Unit _Topic _Activity _ _Intensive Course 1 (IC 1) _ _1 (Discussing something) _1 _Describing People _Describing people based on the picture given _ _ _2 _Describing Your Place _No activity _ _ _3 _ANI to the MAL, ANIMAL! _No activity _ _ _4 _Tell Me Your Best! _Describing pictures by using own words based on the pictures given _ _2 (Explanation) _1 _Do You Like Eating? _No activity (explaining the expression of giving directions only) _ _ _2 _How to Search Data from Google? _No Activity _ _ _3 _I Do Not Know How to Operate the Fan! _Telling someone how to make something (free speaking) _ _ _4 _How to Record on the Cassette Player _Mentioning some examples of gadget and explaining how to operate them well _ _ _5 _How to Make

an Omelette _Making a good arrangement (an essay) to pursue the dreams.

_ _3 (It's my movie) _1 _Plant and Animal _Making a report based on what students like, whether it is a flower, animal or others _ _ _2 _GawaiDayak _Explaining the expression thanking and asking the students to tell about their hobby and speak up in front of the classroom _ _ _3 _The Weather is just too Dry Now! _Consisting of five (5) activities they are Activity 1: Completing sentences by using the expression of regrets and apologies Activity 2: Practicing dialogue about spending free time Activity 3: Making a dialogue in pair based on the case given (rejecting invitation) Activity 4: Performing the dialogue Activity 5: Highlighting and rewriting some words, phrases or sentences dealing with regret and apologies from the dialogue given _ _ _4 _Merchandise _Consisting of two (2) activities they are Activity 1: Responding the situation given by using the expression of sympathy Activity 2: arranging scrambled sentences _ _ _5 _Volcano _Making a simple dialogue based on the listening file about Singapore _ _4 (How funny you are) _1 _Vacation _Consisting of two (2) activities they are Activity 1: Making a short dialogue based on the situation given by using the expression of asking and giving permission Activity 2: Making some commands or requests based on the case given _ _ _2 _My First Experience _No activity (explaining the expression of surprise) _ _ _3 _Our Greatest Man Ever, Soekarno! _Consisting of three (3) activities they are Activity 1: Pronouncing an expression of accepting and refusing an offer Activity 2:Restating following sentences expression offers or not Activity 3: Making statements of expression of accepting and refusing an offer _ _5 (Expository) _1 _Telling Stories _Working in pairs to practice sentences by using the expression of asking and giving direction.

_ _ _2 _Once Upon a Time _Consisting of five (5) activities they are Activity 1: Performing in front of the classroom a dialogue of expression thanking Activity 2: Completing sentences of using the expression of regrets and apologies Activity 3: Practising the dialogue given (about talent) Activity 4: Making dialogue in pairs based on the following case given Activity 5: Performing the dialogue in pairs also _ _ _3 _Telling Folktale _Making a dialogue about an agenda for a week _ _ _4 _A Long Time Ago...

_Making a dialogue by using the expression of persuading _ _ _5 _Let me Telling You a Wonderful Thing! _Consisting of two (2) activities they are Activity 1: Responding toward the situation given by using the expression of regrets Activity 2:Developing dialogue between student A and B about terrible mistake has ever happened by using the expression of regrets _ _6 (Surprising news) _1 _Surprising News _Consisting of two (2) activities they are Activity 1: Making an interview in pairs about TV program Activity 2: Performing a dialogue based on the situation given _ _ _2 _Surprising News _No Activity _ _ _3 _This is the Hottest News! _Completing a conversation by using the expressions of believing _ _ Table 1 shows a brief content of the IC 1 textbooks. It displays the materials

given to the students in IC classroom.

The speaking skill is given within time constrain 50 minutes every day. There are six lessons and each lesson consists of different numbers of unit. The activities given at the end of each unit is consisting of different activities. It is including oral communication skill and other oral activities. The activities of the speaking materials in IC textbook vary for each topic. In lesson 1 consists of 4 units. It is about discussing something.

Students are given such pictures of famous people and they have to describe them. The pictures of Viki and Fatin are quite difficult to describe because some of them do not know who they are. The book can deserve some other pictures which students know in common. It helps the students easier to tell freely what they want to describe.

Choosing their own example to describe is the best way to make them finish the task. Based on the prior knowledge of the person himself or herself, they imagine what actually they adore him or her. In unit 2 and unit 3 found there are no activities. This is such a human error or may become one reason why the activities do not exist there.

In the first unit students are only asked to describe people, but the rest of the unit students are asked to describe place and animal. They have different task to complete actually but the book does not provide the students such activities. And for the last unit, unit 4 once again ask the students to come up with their own description toward the pictures given. In lesson 2 consists of 5 units.

Each unit provides students different alternative tasks to complete. Unfortunately, from the five units, 2 units are missing the activities. Activities like mentioning is not training students to think more critically what supposed to be spoken to. Such activityis not quite appropriate. University students seemingly ready to show higher order thinking when they can explain briefly what they have already known before.

In lesson 3, 5 units are completed with each activity. Students are given many different task in terms of explaining, completing, practicing, making a dialogue, performing the role, highlighting and rewriting words, responding to the situation given, and last but not least is arranging scrambled sentences. Those activities sometimes make students confuse.

The arrangement of doing a task is better coming from the easiest to hardest. It is good for them because they need to think easy first before getting started to compromise their selves in front of the classroom. In lesson 4 consists of 3 units which require students to tell about their vacation, their first experience, and their idol.

Unit 3 of the fourth lesson seems being separated from the two units because the activity is quite different. If students are required to tell about their vacation, related activities should go in line with the things about their spare times not talking once again about their idol. Description and making recount text are different a lot. In lesson 5 consists of 5 units.

It quite interesting because students are demanded to tell stories or fables happened years ago or other famous legend stories. Consequently, students should be ready with their prior knowledge of a story. In fact, the activities stated in the textbook do not refer to that way. Different theories and the objectives of the lesson is not the same. Sometimes, that is not good enough to expose students to a better speaking ability.

The last one is lesson 6 consists of 3 units. Once again, it happens in this last lesson where the objective of the lesson is not referring to what students need to master. The summary of activities can be seen through these numbers.

Describing pictures: this activity focuses on the students speaking skill where the students describe pictures of popular artist but without any related vocabularies. Telling how to make something: here, the students think freely what they want to make. The topic should be existing there otherwise they get stuck what to tell. Mentioning things: this activity merely not quite to improve students speaking skill because mentioning only is activity which is not quite complete.

The term speaking is not same with vocabulary Explaining some expressions: students need to be exposure to the terms of how using some expression. But, the way to explain it becomes more challenging rather that to use it. Performing dialogue: the students know their strengths and weaknesses when they come to class.

Performance is something which is complete activity where students playing a role while using the language expression. Activities are very important and it is as a tool in teaching and learning process. The examples of speaking activities above basically are what students need to improve their oral communication skill.

The IC textbook has many speaking activities but are not focused in detail. It can be seen in lesson 1 unit 2 and 3 do not have any activities there. The important thing is that there should be a task to complete and that the students should want complete it (Harmer, 2001:87). In addition, Luoma (2009: 30) defines tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use.

Another important in doing speaking skill or oral communication skill is students should be prepared with some theories related to how to perform in front of classroom. It should be balanced between the theories and activities. Students of IC program are freshly graduated from high school where sometimes they are not commonly exposed regularly to some activities in university.

Before performing or playing a role in a class students should know how to use the language and of course how to begin their speaking. The success of a speaker depends on the students as speakers exactly. It requires enthusiasm (Lucas. 2009:17). And enthusiasm itself may come from the experience and knowledge. Some consideration of giving speaking materials should be also taken into account.

Speaking is much rather difficult to be done. Speaking skill has its own micro- and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option (Brown, 2004:142). Those micro and macro skill should at least come up inside of the activities given to the students.

In other hand, teachers of English language learners must be aware of students first and second languages hoe to teach according to students' proficiency levels in both languages (Haager, et al. 2010:6). Due to the Intensive Program is given to fresh graduate students of senior high school, they feel strange firstly to adapt to the condition which requires them to be good at spoken and written English. Teachers also should pay attention fully to the process how they learn English as their background of study.

From that situation, making decision how to arrange materials and forming activities can be done simply to fulfill the objectives of the lesson. No need to force them because the acquisition of the language of each student is different. According to Pritchard (2010: 42) learning preferences refer to an individual's preferredintellectual approach to learning, which has an important bearing on how learning proceedsfor each individual, especially when considered in conjunction with what teachers expect fromlearners in the classroom.

Means that teacher and learners should consider the balance how each person or student learns and proceeds. Urgently, teachersneed to highlight and make outline the simple materials needed by them to fulfill and provide the students speaking materials. CONCLUSION AND SUGGESTION From the explanation above, it is crucially considered

that speaking skill is very important to be mastered by the students.

The activities and tasks of the speaking skill should be also given fully attention and much exposure toward the use of the language. Spoken English seems too difficult for the beginner learner. Textbooks should provide its reader with sufficient tasks which can be completed easily. The unavailability of speaking materials in several units should be revised in order to get the objective of the lesson itself.

In order to develop students' speaking skill, a textbook should contain: Effective and interesting tasks, passage or activities to encourage students to speak up Games are actually best idea to be put in speaking materials. Games provide students a better way to complete some tasks. Learning by doing something happily seems helpful for them to improve their speaking skill.

The terms of activities, it is better to use also pre activities and after activities of speaking skill. It is important because students should be ready first before coming to the case. Pre speaking activity which can engage the teaching and learning process should be always done to motivate them who are beginning to learn English.

The activities should relate to real or personal life of the learners. The use of contextual situation may help them to relate their thinking to what they have already known. When they can relate one thing to another, in describing something becomes easier.

Theories of speaking skill should be always written before doing the core of speaking skill. The students can be given some theories related to how to be a good public speaking and all the things about it including the ethics of public speaking, the use of the language and etc. those things will be so useful to improve their speaking skill by using the right procedure in performing the skill.

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USA: Routledge ABOUT THE AUTHOR Siti Maria Ulfa is one of the lectures of English Department in STKIP PGRI Bangkalan. She has her master degree from Surabaya State University (UNESA) in 2013 and now she concerns to teach Speaking, Language Testing and TEFL for English Department

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