

## AN ANALYSIS OF SPEAKING ACTIVITIES IN *BAHASA INGGRIS TINGKAT LANJUT*

**David Geba Abi Anandi**  
Sanata Dharma University  
davidgebaabianandi@gmail.com

### Abstract

This study aims at investigating speaking activities in *Bahasa Inggris Tingkat Lanjut*. The research question in this study is “What is the proportion of the writing activities in *Bahasa Inggris Tingkat Lanjut* based on the revised Bloom’s Taxonomy?” and “What are the types of speaking activities in *Bahasa Inggris Tingkat Lanjut*?”. The method applied in this study was content analysis. The researcher collected a total of 15 speaking activities in *Bahasa Inggris Tingkat Lanjut*. The speaking activities were analyzed using the revised Bloom’s Taxonomy. The researcher also categorized the types of speaking activities in the book. The results show that the highest value of cognitive domain found in the book is apply with 7 (46,66%) activities, followed by evaluate with 2 (13,33%). Next, remember, analyze, and create have 1 (6,66%) frequency. The discussions and prepared talks and presentations activities have the highest frequencies with 46,66% and 26,66%. Simulation and role-play activities appear 2 (13,33%) times, and storytelling appears 1 (6,66%) time.

**Keywords:** analysis, speaking activities, revised Bloom’s Taxonomy, coursebook

### Introduction

The Ministry of Education and Culture of Indonesia has been implementing a new curriculum called *Kurikulum Merdeka*. For English subject, *Kurikulum Merdeka* focuses on the development of language skills, which are listening, speaking, reading, viewing, writing, and presenting or presenting inclusively in various types of texts (Kemdikbud, 2022 in Rohimajaya, Hartono, Yuliasri, and Fitriani, 2022).

Among the six language skills, speaking is one of the productive skills. Speaking skills has a vital role to conduct effective communication in language learning (Rena, 2022). Speaking skills need to be developed since it is an interactive real-time activity to express ideas with others which is unplanned and just continue based on the situation (Akbarjono et al., 2021).

In conducting speaking activities in the classroom, teachers commonly utilize books as the resources. Textbook is commonly used as a simple design material for success in teaching and learning process (Akbarjono et al., 2021). As a part of language learning, coursebooks have an important role in the implementation of a new curriculum (Setyono and Widodo, 2017). Teachers use coursebooks as a guide in managing teaching materials and utilizing them in in-class and out-of-class activities. Coursebooks have become an essential part of education in Indonesia since they provide learning materials and activities in accordance with the curriculum.

As a reference for language learning, the Ministry of Education and Culture of Indonesia has published an English coursebook entitled *Bahasa Inggris Tingkat Lanjut*. The coursebook has been utilized gradually by school movers. In each unit, there are seven sections, namely *My Initial Understanding*, *Reading*, *Listening*, *Grammar Focus*, *Writing*, *Speaking*, and *Reflection*. Among the sections, the researcher in this current study only focuses on the speaking section.

An analysis of an English coursebook was conducted by Amalya et al. (2020). The study focused on analyzing the reading comprehension questions. The analysis was done based

on Barrett's Taxonomy. The title of the coursebook is *Bright* for Eight Graders. The results show that the most dominant question form was the WH question with 79 questions, and Literal Comprehension, which belongs to the Lower Order of Thinking Skills, consisted of 82 questions. To sum up, the number of questions was imbalanced in this coursebook.

Some previous studies also focus on analyzing speaking activities in coursebooks. A study conducted by Rena et al. in 2022 focuses on analyzing speaking activities in the Indonesian ELT textbook entitled *Bahasa Inggris, Think Globally Act Locally untuk SMP/MTS Kelas IX [English for Junior High School Grade IX]*. The book was published by the Indonesian Ministry of Educational and Culture. The study reveals that there are three types of speaking activities, namely reading aloud, role play, and presentation task. However, not all cognitive domains of Bloom's Taxonomy exist in the book. Therefore, the study concluded that was not good enough to fulfil learning objectives.

Another study conducted by Wulandari, Ratmanida, and Fatimah (2019) also aimed at analysing speaking activities found in the textbook *Bahasa Inggris Untuk Siswa SMA-MA/Smk-Mak Kelas X*. The study focuses on identifying the types of speaking activities in the textbook. The result showed that the speaking activities are varied. Additionally, the study also reveals that the degree of communicativeness of the speaking activities in the book is above average.

There have been several studies conducted regarding analysis of activities in coursebooks. *Bahasa Inggris Tingkat Lanjut* is newly published, and it is written based on the newest curriculum. Therefore, this study aims at analysing the speaking activities in *Bahasa Inggris Tingkat Lanjut*.

### ***The Revised Bloom's Taxonomy***

Anderson and Krathwol (2001) revised the original taxonomy into action verbs, which are remember, understand, apply, analyse, evaluate, and create. The following figure is the depiction of the revised Bloom's Taxonomy.

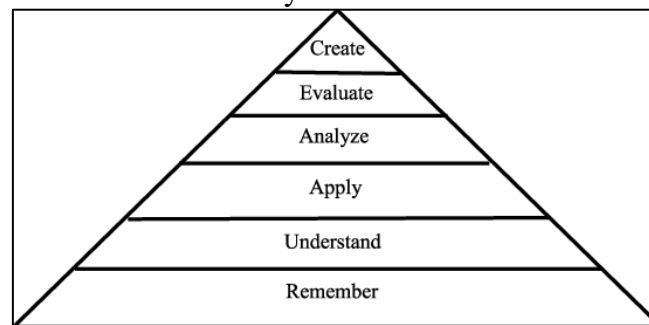


Figure 1. The Revised Bloom's Taxonomy (Anderson and Krathwol, 2001)

The remembering category includes retrieving relevant knowledge from long-term memory, such as recognizing and recalling activities. The understanding category is related to constructing meaning from instructional messages, including oral, written, and graphic communication such as interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. In the applying category, someone can carry out or use a procedure in a given situation, such as executing and implementing. Analysing category includes breaking material into constituent parts and determining how parts relate to one another and to an overall structure or purpose, such as differentiating, organizing, and attributing. In the evaluating category, someone can make judgments based on criteria and standards, such as checking and critiquing. Lastly, in the creating category, someone can put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure, such as generating, planning, and producing (Anderson & Krathwohl, 2001). The initial three phases

are classified as lower-level cognitive skills, while the remaining three stages are categorized as higher-level cognitive skills (Atiullah, Fitriati, & Rukmini, 2019).

### **Coursebook**

According to Cunningsworth (1995), coursebooks are best seen as a resource in achieving aims and objectives which have already been determined in terms of learner needs. Cunningsworth (1995) lists different roles of coursebooks: 1) the resource for presentation of both spoken and written materials, 2) the source of activities for learner practice and communicative interaction, 3) the reference source for learners on grammar, vocabulary, pronunciation, etc., 4) the source of stimulation and ideas for classroom language activities, 5) the syllabus, 6) the resource for self-directed learning or self-access work, 7) the support for less experienced teachers who have yet to gain in confidence.

### **Speaking Activity**

Harmer (2015) mentions several categories of speaking activities, namely acting from scripts, communication games, discussions, prepared talks and presentations, questionnaire, simulation and role-play, and storytelling.

First, acting from scripts focuses on encouraging students to act out scenes from plays and their coursebooks, sometimes filming the results. Second, communication games are the games which aim to get students talk as fluently as possible. Third, discussions cover the discussions ranging from highly formal, whole staged events to informal small-group interactions. Next, prepared talks refer to an activity where students make presentations on topics which they choose. Questionnaire refers to an activity which allows students to interact with each other using prepared materials. Next, simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for Specific Purposes (ESP) or business English. Lastly, storytelling refers to an activity in which students are encouraged to tell stories related to their daily lives.

### **Method**

This study adopted content analysis in analysing speaking activities in *Bahasa Inggris Tingkat Lanjut*. The method used in this study was content analysis. Content analysis enables researchers to study human behaviour in indirect ways, through an analysis of their communications (Frankael, 2012).

This present study focuses on analysing an English coursebook entitled “*Bahasa Inggris Tingkat Lanjut*”. The book is designed based on the newest Indonesian national curriculum, which is *Kurikulum Merdeka*. The book consists of 202 pages and 5 chapters. As written in the book, the book is intended as enrichment from previously learned English materials in regular classes. Therefore, learners who use the book are expected to have finished learning using the regular English classes.

The researcher employed several steps in this study. First, the researcher downloaded the coursebook via <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-Tingkat-Lanjut-BS-KLS-XI.pdf>, collected the speaking activities and input them into a table. Second, each activity was coded with cognitive domain levels according to Anderson (2001). After categorizing each speaking activity, the researcher calculated the findings to find the frequency and percentages of each cognitive domain level. Finally, the researcher interpreted the findings and related them with theories.

## Findings and Discussions

This section provides the results of this study. This section is divided into two. The sections are the speaking activities based on the revised Bloom's Taxonomy and the types of speaking activities in *Buku Bahasa Inggris Tingkat Lanjut*.

### *The Speaking Activities based on the Revised Bloom's Taxonomy*

The researcher collected a total of 15 speaking activities from the speaking activity sections in *Bahasa Inggris Tingkat Lanjut* Coursebook. After collecting all the speaking activities in the coursebook, the researcher categorized each of the activities in six categories of cognitive domains. There are six categories of cognitive domains, which remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). The first three categories are included into lower-order thinking skills, while the latter are included into higher-order thinking skills (Atiullah, Fitriati, & Rukmini, 2019).

The following table is the results of the analysis in this study:

Table 1. The Total and Percentages of Speaking Activities in terms of the Revised Bloom's Taxonomy

No.	Cognitive Domain	Chapter					Total	Percentages (%)
		1	2	3	4	5		
1.	Remember	0	0	0	1	0	1	6,66
2.	Understand	0	0	1	1	1	3	20
3.	Apply	0	2	2	1	2	7	46,66
4.	Analyse	1	0	0	0	0	1	6,66
5.	Evaluate	0	0	0	1	1	2	13,33
6.	Creating	1	0	0	0	0	1	6,66
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>15</b>	<b>100%</b>

The following figure is the depiction of the speaking activities in *Buku Bahasa Inggris Tingkat Lanjut* based on the Revised Bloom's Taxonomy.

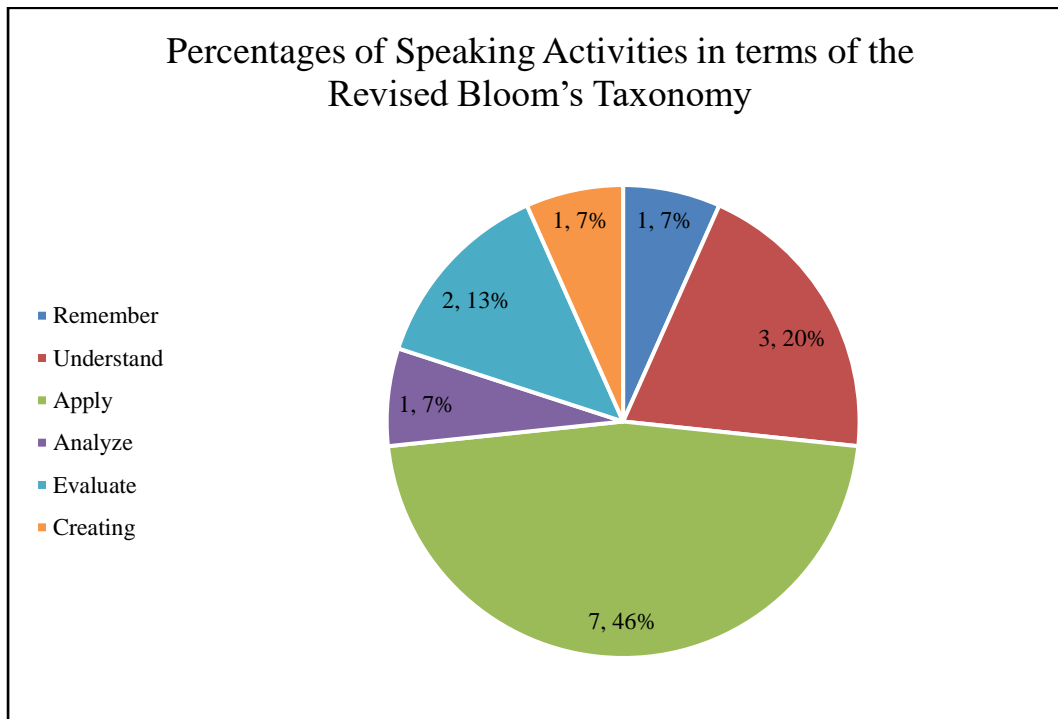


Figure 2. The Proportions of Speaking Activities in terms of the Revised Bloom's Taxonomy

Based on the table above, it can be seen that the cognitive domain which has the highest value is apply category with 7 (46,66%) activities, followed by evaluate category with 2 (13,33%). Next, remember, analyze, and create have 1 (6,66%) frequency.

The findings of this current study show different results from a study conducted by Rena et al (2022). In the study, there were only four out of six categories of cognitive domain found in the book, while in this current study, all six categories are found. The missing categories in the study were understanding and evaluating categories. According to the study, the lack of understanding and evaluating in speaking activities can affect learning process since students are not given opportunity to understand and evaluate the activities they are assigned to. Although the number of categories is varied, the coursebook analyzed in this current study is proven to provide all the categories of cognitive domain.

### ***The Types of Speaking Activities in Buku Bahasa Inggris Tingkat Lanjut***

There are many types of speaking activities. According to Harmer (2015), speaking activities can be categorized into acting from scripts, communication games, discussions, prepared talks and presentations, questionnaire, simulation and role-play, and storytelling. Based on the analysis, the speaking activities in *Buku Bahasa Inggris Tingkat Lanjut* are 15.

The following table is the types of speaking activities in *Buku Bahasa Inggris Tingkat Lanjut*.

Table 2. Types of Activities in *Bahasa Inggris Tingkat Lanjut* Coursebook

No.	Speaking Activities	Chapter					Total	Percentages (%)
		1	2	3	4	5		
1.	Acting from scripts	0	0	0	1	0	1	<b>6,66</b>
2.	Communication games	0	0	0	0	0	0	<b>0</b>
3.	Discussions	0	1	2	2	2	7	<b>46,66</b>
4.	Prepared talks and presentations	1	0	1	1	1	4	<b>26,66</b>

5.	Questionnaire	0	0	0	0	0	0	<b>0</b>
6.	Simulation and role-play	1	0	0	0	1	2	<b>13,33</b>
7.	Storytelling	0	1	0	0	0	1	<b>6,66</b>
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>15</b>	<b>100%</b>

The following figure is the depiction of the types of speaking activities in *Buku Bahasa Inggris Tingkat Lanjut*.

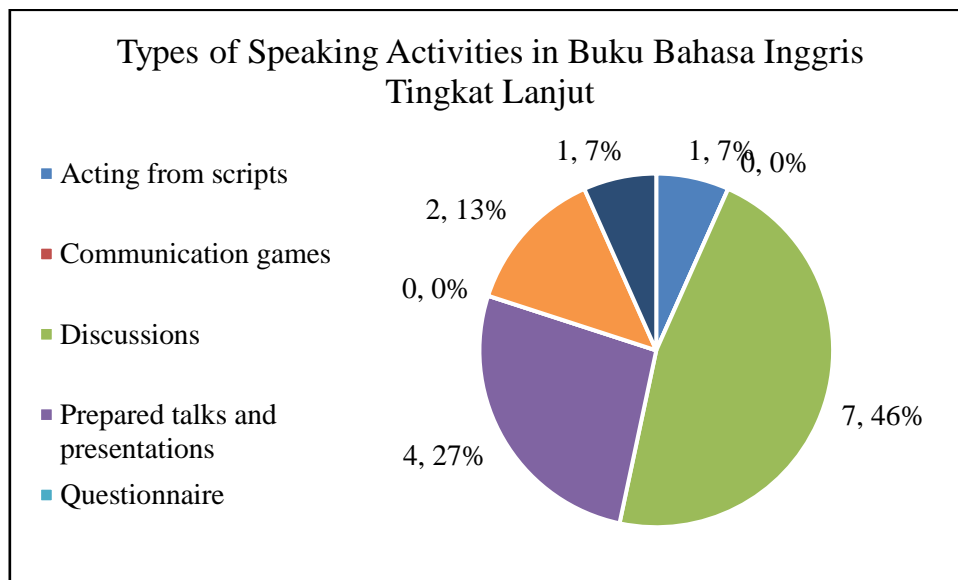


Figure 3. The Proportions of Speaking Activities in terms of the Revised Bloom's Taxonomy

The results of the analysis show that all the types of speaking activities according to Harmer (2015) are found in the book except communication games and questionnaire activities. Discussions and prepared talks and presentations have the highest frequencies with 46,66% and 26,66%. Simulation and role-play activities appear 2 (13,33%) times, and storytelling appears 1 (6,66%) time. Since there are five types of speaking activities found in the book, this section is divided into five, namely acting from scripts, discussions, prepared talks and presentations, simulation and role-play, and storytelling.

### 1. Acting from scripts

Harmer (2015) mentions that acting from scripts activity refers to the activity in which the students act out scenes from plays, their coursebook, and dialogues they have written themselves. Sometimes the students are required to film the results.

The following figure is the example of acting from scripts activity in *Buku Bahasa Inggris Tingkat Lanjut*:

**F. Speaking**

**Activity 1**  
Practice the dialogue below with your classmate.

Najib : Tom, have you finished your project last week?  
Tom : No, not yet, Najib. It is still on progress.  
Najib : Did you find any difficulties in finishing your project?  
Tom : Yes. I think this project is very difficult.  
Najib : Why?  
Tom : First, the time is very short. I am running out of time. I haven't finished searching the material for the project. Second, I find it difficult to arrange my presentation. Third, I couldn't make my text simple so there are too many slides in my presentation. So, I thought I would get a bad score again this time.  
Najib : Don't worry, Tom. I will help you.  
Tom : How? Tomorrow is the due date and I am still in the midst of my project.  
Najib : Just come to my house. I'll help you. The Wi-Fi at our house is strong, too, so you can search for materials. First, show the Power Point that you have used. Second, I will read it and help you choose items that might not be necessary for your presentation so you may have fewer slides.  
Tom : Oh, thank so much, Najib. You are my best friend as always.  
Najib : No worries mate.

Figure 4. An Example of Acting from Scripts Activity in *Bahasa Inggris Tingkat Lanjut*

## 2. Discussions

The following figure is an example of discussion activity in *Bahasa Inggris Tingkat Lanjut* Coursebook

**Activity 3**  
Developing a drama script

Work together with your classmates to make a drama script based on the chosen story. You will have more detailed information on conducting the drama in the Project Section of this Unit.

Here are some speaking tips to prepare your performance.

1. Speak naturally and with feeling.
2. Practice show your feelings, facial expressions, and gestures to convey feelings.

98 Bahasa Inggris Tingkat Lanjut untuk SMA Kelas XI

3. Practice your lines in front of a mirror a few times.
4. Rehearse a lines with your partner a few times before performing on the stage.
5. Face toward the audience and your fellow actor/actress as you say your lines.


Figure 5. An Example of Discussion Activity in *Bahasa Inggris Tingkat Lanjut*

Harmer (2015) mentions that discussion is an activity that can range from highly formal, whole-class staged events to informal small-group interactions. The above figure is an example of discussion type of activity in *Bahasa Inggris Tingkat Lanjut*. In the activity, students are required to make a drama script with classmates. The book also provides several tips for the students.

According to Kayi (2006), discussions allow students to arrive at a conclusion, share ideas about an event, or find solutions in their discussion group. However, it is important to the teacher to set the discussion activity so that the students do not spend their time chatting about irrelevant things (Kayi, 2006)

### 3. Prepared talks and presentations

Below is an example of prepared talks and presentations activity in *Bahasa Inggris Tingkat Lanjut*:

 **Activity 2**  
Story Analysis

Reread your notes on your friends' stories that you have made. Choose one story to analyze. Tell the whole class what you think about that story. Here are some questions that you can use as a pointer for your story analysis.

1. What is the title of the story?
2. How does the title relate to the content of the story?
3. What is the story about?
4. Who is the main character in the story?
5. How does the character develop the theme of the story?
6. When and where is the setting?
7. How does the setting affect the plot?
8. What is the conflict in the story?
9. How does the conflict develop the theme of the story?
10. What is the biggest problem in the story?
11. What can you learn from the story?
12. What do you like or don't like from the story?
13. What are your favorite elements from the story?
14. Which part of the story do you like the most?
15. How does the story compare to other stories that you have ever read?

Figure 6. An Example of Prepared Talks and Presentations Activity in *Bahasa Inggris Tingkat Lanjut*

According to Harmer (2015), prepared talks and presentations is an important kind of speaking activity since it allows the students to make their own talks. The talks are designed for prepared and writing-like talks, rather than informal or spontaneous conversations.

Based on the instruction in the activity, it can be inferred that the learners are asked to analyze their friends' stories. There are several questions which learners can follow to analyze the stories. After that, the learners are asked to present the results to the whole class. Therefore, the activity is included into prepared talks and presentations activity.

### 4. Simulation and role-play


According to Harmer (2015), simulation and role-play activity refers to an activity in which students simulate a real-life encounter as if they were doing so in the real world. The examples of real-life encounters are a business meeting, an interview, or a conversation in an aeroplane cabin, a hotel foyer, a shop, or a cafeteria. Role-play is beneficial for students to improve their speaking skills since it helps students to familiarize themselves with new social environments (Rahman & Maarof, 2018).



**F. Speaking**

**Activity 1**  
TV Talk Show: Meet the author

It is time to present your work. You will present your story in a TV talk show activity discussing about the story that you have written. Work in pairs and imagine that you are having a TV talk show. One of you will be the talk show host and another one will be the guest. Study the example of a conversation in a TV talk show below. Then, create your own dialogue for a TV talk show with your partner and have your show in front of your classmates.



Picture 1.12 TV Talk Show

Host : Hello Indonesians and hello the world! Welcome to "Meet the Author" Show!  
In this special day, we will be discussing about a very interesting legend recounted by Alma Nadia entitled 'The Legend of Crying Stone.' Without further ado, let's have a round of applause to our today's author, Ms. Nadia.  
Welcome to "Meet the Author" Show, Ms. Nadia. Thank you for being with us today. It is a pleasure to meet you today.

Guest : Thank you for having me here.

Unit 1 | Legend 37

Figure 7. An Example of Simulation and Role-Play Activity in *Bahasa Inggris Tingkat Lanjut*


Based on the instruction in the activity, it can be seen that the students are asked to simulate as if they are in a talk show. The activity is designed to familiarize the students before they create their own dialogues. The authors of the book provide an example of a dialogue for the students to simulate on.

### 5. Storytelling

The following is an example of storytelling activity from *Buku Bahasa Inggris Tingkat Lanjut*:

**Activity 1**  
Storytelling

It is the time for you to perform your work. You will present your story in a storytelling performance. Each of you will have 5-10 minute-storytelling performance. You can prepare your performance by following these instructions.



Picture 2.9 The Puppet Show

1. Practice reading your written story over and over until you can tell the story without looking at your writing. While performing, if you forget certain parts, you can alter or add the story. You can improvise.
2. Use visual props (if possible) to bring the character to life.
3. Explore the role of each character in the story you wrote and dramatize the character. Change your voice accordingly.
4. While performing, maintain eye contact, use facial expressions, use gestures and change your voice with different characters.
5. Rehearse your storytelling over and over before performing.

68 Bahasa Inggris Tingkat Lanjut untuk SMA Kelas XI

Figure 8. An Example of Storytelling Activity in *Bahasa Inggris Tingkat Lanjut*

The example of storytelling activity above requires the students to perform their work. There are some tips that the students can follow to prepare their performance.

Harmer (2015) mentions two benefits of storytelling. First, it can motivate the students because it mirrors the kind of human activity they have been discussing. Second, it taps into a skill that everyone possesses to some extent and so is not as unnatural as some language learning activities can appear to be.

### Conclusion

There are a number of conclusions that can be derived from this study. First, *Bahasa Inggris Tingkat Lanjut* Coursebook provides all the categories of cognitive domain in the speaking activities. Second, the highest frequency of cognitive categories are applying category with 7 (46,66%) and evaluating category with 2 (13,33%). Third, the speaking activities vary since there are five out of seven types of speaking activities.

The speaking activities in *Buku Bahasa Inggris Tingkat Lanjut* vary. However, the researcher found that the activities are monotonous since the discussions and prepared talks and presentations types of speaking activities are dominant.

### References

- Akbarjono, A., Melati, P., Martina, F., & Syafriyadin. (2021). Content analysis of speaking activities in English textbook based on 2013 curriculum for the first grade students at senior high school. *English Review: Journal of English Education*, 10(1), pp. 105-112.
- Anderson, L.W., et al. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives. New York: Longman.
- Amalya, R.V.A., Anugerahwati, M., & Yaniafari, R.P. (2020). An analysis of reading comprehension questions based on Barrett's Taxonomy of an English coursebook entitled *Bright* for eighth graders. *National English Education, Language, and Literature Seminar*. Retrieved from <http://inggris.sastra.um.ac.id/wp-content/uploads/2020/12/Copy-of-006-P49-Rika-Vindy-Mirjam-Rahmati.pdf>.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Macmillan.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8<sup>th</sup> ed.). New York: Mc Graw Hill.
- Harmer, J. (2015). *The practice of English language teaching*. London Pearson.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *TESOL*, 11(12), 1-6.
- Rahman, A., & Maarof, N. (2018). The effect of role-play and simulation approach on enhancing ESL oral communication skills. *International Journal of Research in English Education*, 3(3), pp. 63-71.
- Rena, I.P., Al-Baekani, A.K., & Kamil, A.B. (2022). An analysis of speaking activities in Indonesian ELT textbook based on cognitive domain of Bloom's Taxonomy revised. *Professional Journal of English Education*, 5(6), pp. 1279-1287.
- Rohimajaya, N.A., Hartono, R., Yuliasri, I., Fitriani, S.W. (2022). Kurikulum 2013 dan kurikulum merdeka dalam pembelajaran Bahasa Inggris untuk SMA di era digital. *Prosiding Seminar Nasional Pascasarjana*, pp. 825-829.
- Setyono, B., & Widodo, H.P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed. *Intercultural Education*, pp.1-15. DOI: 10.1080/14675986.2019.1548102.
- Wulandari, A.F., Ratmanida, Fatimah, S. (2019). An analysis of english speaking activities found in the textbook "Bahasa Inggris untuk Siswa SMA-MA/ SMK-MAK Kelas X. *Journal of English Language Teaching*, 8(1), pp.42-50.