

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Results

The researcher described the results of research based on data collected. The presentation was taken from an English textbook entitled "*English For Nusantara*" published by the Ministry of Education and culture of the Republic of Indonesia for the eighth grade of Junior High School in accordance with applicable curriculum requirements.

The researcher analyzed the data in the form of speaking assessments from chapter 1 to chapter 5 in the English for Nusantara textbook, then the researcher presented the data and interpreted them as research results. The researcher used indicators or competency assessment provided by BSNP/BSKAP.

1. Types of Speaking Assessment in English For Nusantara Textbook For the Eight Grade of Junior High School


There were four types of speaking assessment task found by the researcher in the English textbook entitled English for Nusantara. The results can be seen from the following table:

Table 4. 1 Table the Result Types of Speaking Assessment in "English For Nusantara" Textbook

No	Types of Speaking Assessment	Chapter					Note
		1	2	3	4	5	
1.	Imitative	-	-	-	-	-	-
2.	Intensive	✓	✓	✓	✓	✓	-picture cued task
3.	Responsive				✓		-ask yes/no questions to friend (very short conversation)
4.	Interactive	✓	✓	✓		✓	-interview and discussion -interview -discuss and games -role play
5.	Extensive		✓	✓	✓	✓	-story telling -presentation -retelling a friend's past events and picture cued story telling -story telling

Based on the table above, it can be seen that there were four types of speaking assessment tasks contained in the English for Nusantara book. That was intensive, interactive, responsive, and extensive. Imitative type was not found in this textbook. Second, the intensive type, this type was the most common type or the most widely found because each chapter in the textbook contained an intensive type. Then, the responsive type can only be found in one chapter, namely in chapter 4. The interactive type, this type was found in chapter 1,2,3 and chapter 5. Finally, the extensive types were found in chapters 2, 3, 4 and 5. The following was a more detailed description of the speaking assessment activities described in “English For Nusantara” textbook:


Table 4. 2 The Distribution of the Types of Speaking Assessment Task in the Textbook Chapter 1


No	Types of Speaking Assessment	Indicator	Example of Assessment	Unit/ Section				
1.	Intensive	<ul style="list-style-type: none"> Picture cued task 	 <p>Picture 1.2. Independence Day's events</p> <ol style="list-style-type: none"> Which events have you participated in? Tell your friends about your participation in the events. 	-unit 2 section 1				
2.	Interactive	<ul style="list-style-type: none"> Make a question with group (Interview & discussion) 	<p>Section 7 - Your Turn: Speaking</p> <p>Task 1. The Champion of Panjat Pinang</p> <p>Preparation</p> <p>Clue cards:</p> <table border="1" data-bbox="573 1199 874 1281"> <tr> <td>Game: Sack Race Result: Win Strategy: Coordinated jump and fast walking</td> <td>Game: Kerupuk Race Result: Win Strategy: Took a big bite</td> </tr> <tr> <td>Game: Tug of War Result: Win Strategy: Pulled the rope as hard as possible</td> <td>Game: Tandem Race Result: Win Strategy: Synchronized the walk</td> </tr> </table> <p>Steps:</p> <ol style="list-style-type: none"> Make a group of four. Each group will have one deck of clue cards. In each group, shuffle the clue cards and each member shall take one card. 	Game: Sack Race Result: Win Strategy: Coordinated jump and fast walking	Game: Kerupuk Race Result: Win Strategy: Took a big bite	Game: Tug of War Result: Win Strategy: Pulled the rope as hard as possible	Game: Tandem Race Result: Win Strategy: Synchronized the walk	-unit 1 section 7
Game: Sack Race Result: Win Strategy: Coordinated jump and fast walking	Game: Kerupuk Race Result: Win Strategy: Took a big bite							
Game: Tug of War Result: Win Strategy: Pulled the rope as hard as possible	Game: Tandem Race Result: Win Strategy: Synchronized the walk							

		<p>▪ Interview</p>	<p>3. Look at the card and make a question based on the clue on the card.</p> <ul style="list-style-type: none"> • Take turns and ask questions based on the expressions in Section 6. • Write your friends' answers on Worksheet 1.6. <table border="1" data-bbox="526 229 926 506"> <thead> <tr> <th>Questions</th> <th>Name: ...</th> <th>Name: ...</th> <th>Name: ...</th> <th>Name: ...</th> </tr> </thead> <tbody> <tr> <td>What do you remember about the Independence Day celebration?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What game/s did you participate in during the Independence Day celebration last year?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Did you win the game?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What did you do to win the game?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <div data-bbox="546 546 799 607"> <p>Section 6 - Enrichment Unit 1. The Champion of Pasjilat Thanda</p> </div> <p>Interview two students from other classes. Ask about their participation in the Independence Day celebration. Use the questions you learned in this chapter. Videotape the interview or simply write the answers in your notebook.</p>	Questions	Name: ...	Name: ...	Name: ...	Name: ...	What do you remember about the Independence Day celebration?					What game/s did you participate in during the Independence Day celebration last year?					Did you win the game?					What did you do to win the game?					<p>-unit 1 section 8</p>
Questions	Name: ...	Name: ...	Name: ...	Name: ...																									
What do you remember about the Independence Day celebration?																													
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What did you do to win the game?																													

Based on table 4.2, the researcher found two types of speaking assessment in Chapter 1, namely intensive type with picture cued task and interactive type with discussion and interview. Actually, the type of picture cued task was found in each unit, namely unit 1 section 1 page 23, unit 2 section 1 page 38, and unit 3 section 1 page 53, but the researcher only took one sample. As for the interactive type found on unit 1 section 7 page 35 and unit 1 section 8 page 36.





Table 4.3 The Distribution of the Types of Speaking Assessment Task in the Textbook Chapter 2



No	Types of Assessment	Indicator	Example of Assessment	Unit/ Section
1.	Intensive	<p>▪ Picture cued task</p>	 <p>Picture 2.1. Stories from around the world</p> <ol style="list-style-type: none"> 1. Look at the pictures in Picture 2.1. What do you know about these stories? 2. What other stories do you know? 3. What is your favorite story? 	<p>-unit 1 section 1</p>

2.	Interactive	<ul style="list-style-type: none"> ▪ Discussion 	<p>a. In a group of four, choose one of the endings that suits the story. Circle number 1, 2, 3, OR 4.</p> <ol style="list-style-type: none"> 1. The Ugly Duckling lived with the Mother Duck and yellow ducklings in the farm happily. 2. The Ugly Duckling went out of the farm to find good friends. 3. The yellow ducklings became friends with the Ugly Duckling. 4. The Mother Duck asked the yellow ducklings and the Ugly Duckling to be good brothers and sisters. <p>b. Your group can create your own ending. Draw a picture for the ending of the story.</p>	-unit 2 section 6
3.	Extensive	<ul style="list-style-type: none"> ▪ Story telling 	<div style="text-align: center;">  <p>Section 7 - Your Turn: Perform Your Storytelling Unit 1. Kindness towards Differences</p> </div> <ol style="list-style-type: none"> a. Use the script from Section 6. b. Check the preparation. Put a checklist for each box. <ul style="list-style-type: none"> Each group member plays a character or a narrator. <input type="checkbox"/> Every group member feels comfortable. <input type="checkbox"/> Every group member is confident with or without the script. <input type="checkbox"/> c. Perform your story to the class. 	-unit 1 section 7

Based on table 4.3, it can be seen that the researcher found three types of speaking assessment in Chapter 2, namely intensive, interactive, and extensive types. Intensive type was picture cued task in unit 1 section 1 page 71, interactive type was discussion in unit 2 section 6 page 99 and extensive type was story telling in unit 1 section 7 page 85 .




Table 4. 4 The Distribution of the Types of Speaking Assessment Task in the Textbook Chapter 3

No	Types of Assessment	Indicator	Example of Assessment	Unit/ Section
1.	Intensive	<ul style="list-style-type: none"> ▪ Picture cued task 	<ul style="list-style-type: none"> ▪ What do you usually do in these situations? <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;">  <p>Your hands are dirty.</p> </div> <div style="width: 50%; text-align: center;">  <p>You have a used plastic bag in your hand.</p> </div> <div style="width: 50%; text-align: center;">  <p>You see a faucet with running water.</p> </div> <div style="width: 50%; text-align: center;">  <p>The light is on during the day.</p> </div> </div>	-unit 1 section 1

2.	Interactive	<ul style="list-style-type: none"> Games 	<p>Preparation Print and cut the flashcards.</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Make a group of six. 2. Shuffle the flashcards and put it in the middle of your table. 3. Take turns to pick out the flashcards one by one. 4. Express your opinion on the flashcard, do you think it is bad or good for the environment? Why yes or why not? 	-unit 1 section 6										
3.	Extensive	<ul style="list-style-type: none"> Presentasi n 	 <p>Section 7 - Your Turn Unit 1. Look around you</p> <ol style="list-style-type: none"> Choose one of the situations below. Think of how you can save water in that situation. <ul style="list-style-type: none"> washing the dishes brushing teeth Plan your procedure. <table border="1" data-bbox="573 621 924 730"> <tr> <td>Goal</td> <td></td> </tr> <tr> <td>Steps</td> <td></td> </tr> </table> <p style="text-align: center;"><small>Worksheet 3.6</small></p> <ol style="list-style-type: none"> Plan your presentation <table border="1" data-bbox="573 788 924 887"> <tr> <td>Structures</td> <td></td> </tr> <tr> <td>Starting the presentation</td> <td></td> </tr> <tr> <td>Showing the steps</td> <td></td> </tr> </table>	Goal		Steps		Structures		Starting the presentation		Showing the steps		-unit 1 section 7
Goal														
Steps														
Structures														
Starting the presentation														
Showing the steps														

Based on table 4.4, it can be seen that the researcher also found three types of speaking assessment in Chapter 3, namely intensive type was picture cued task in unit 1 section 1 page 131, interactive type was games in unit 1 section 6 page 145, and interactive type was presentation in unit 1 section 7 page 146. Games include one type of interactive because in the game required a lot or more than two students and in it there will be interaction between the students, while the presentation went into the type of extensive because the presentation was an activity carried out by one student or monologue activities.


Table 4.5 The Distribution of the Types of Speaking Assessment Task in the Textbook Chapter 4

No	Types of Assessment	Indicator	Example of Assessment	Unit/ Section
1.	Intensive	<ul style="list-style-type: none"> Picture cued task 	<ul style="list-style-type: none"> Look at Picture 4.2.  <p>Picture 4.2. Past Incidences</p> <ol style="list-style-type: none"> Look at Picture 4.2. What happened in each picture? You may use Indonesian. What kind of trash do you see in the pictures? Where do you think the trash will end up? Will it be going to the ocean? Can this trash cause a flood? 	-unit 2 section 1
2.	Responsive	<ul style="list-style-type: none"> Ask yes/no questions to friends 	<p>Section 6 - Your Turn: Speaking Unit 1. Did It Rain Last Night?</p> <p>Interview a classmate.</p> <ol style="list-style-type: none"> Create up to 10 'Yes/No' questions to ask questions about details of a classmate's past incident in a rainy season. You may use 'Yes/No' Questions with 'Did' and 'Yes/No' Questions with 'was/were'. Use the flowchart when asking your classmate. 	-unit 1 section 6
3	Extensive	<ul style="list-style-type: none"> Picture cued story telling 	 <p>Picture 4.6 Unfortunate Incidents</p> <ol style="list-style-type: none"> Find a picture (or some related pictures) of a rather unfortunate incident. The incident can be about a blackout that happened in a whole city or about water that stopped running. You can find the pictures of the incident in an online newspaper. Use the pictures to recount the incident to your class. 	-unit 1 section 7

Based on table 4.5, the researcher found that in chapter 4 there were three types of speaking assessment, namely intensive in

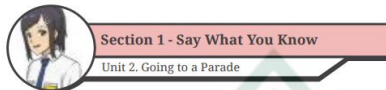
the form of picture cued task in unit 1 section 1 page 183 and unit 2 section 1 page 204, responsive type in the form of ask yes/no question in unit 1 section 6 page 200, and the last extensive type in the form of picture cued story telling in unit 1 section 7 page 202.

Table 4. 6 The Distribution of the Types of Speaking Assessment Task in the Textbook Chapter 5

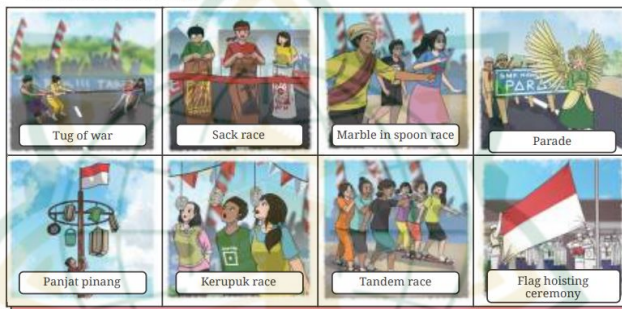
No	Types of Assessment	Indicator	Example of Assessment	Unit/ Section										
1.	Intensive	<ul style="list-style-type: none"> Picture cued task 		- unit 3 section 1										
2.	Interactive	<ul style="list-style-type: none"> Role play 	<p>Section 5 - Speaking Unit 1. Be Yourself</p> <p>a. Work in a group of four. Listen to Audio 5.2. Read the script as you listen. Decide which part you want to take in the story.</p> <p>Table 5.4 Script of the text</p> <table border="1" data-bbox="526 1038 898 1199"> <tr> <td>The Girl (Student 1):</td> <td>"Have you heard of makeup?"</td> </tr> <tr> <td>Narrator 1 (Student 2):</td> <td>I threw her a glance. She came to me in the morning, waiting for the class to begin.</td> </tr> <tr> <td>The Girl (Student 1):</td> <td>"You'd look prettier with makeup on."</td> </tr> <tr> <td>Narrator 2 (Student 3):</td> <td>She looked at me intently; her eyes were scanning every inch of my face.</td> </tr> <tr> <td>Narrator 3 (Student 4):</td> <td>Every dent, every scratch, every line. Every flaw.</td> </tr> </table>	The Girl (Student 1):	"Have you heard of makeup?"	Narrator 1 (Student 2):	I threw her a glance. She came to me in the morning, waiting for the class to begin.	The Girl (Student 1):	"You'd look prettier with makeup on."	Narrator 2 (Student 3):	She looked at me intently; her eyes were scanning every inch of my face.	Narrator 3 (Student 4):	Every dent, every scratch, every line. Every flaw.	-unit 1 section 6
The Girl (Student 1):	"Have you heard of makeup?"													
Narrator 1 (Student 2):	I threw her a glance. She came to me in the morning, waiting for the class to begin.													
The Girl (Student 1):	"You'd look prettier with makeup on."													
Narrator 2 (Student 3):	She looked at me intently; her eyes were scanning every inch of my face.													
Narrator 3 (Student 4):	Every dent, every scratch, every line. Every flaw.													
3.	Extensive	<ul style="list-style-type: none"> Story telling 	<p>Section 7 - Your Turn: Performing Unit 1. Be Yourself</p> <p>a. Use the script from Section 6. b. Check the preparation. Put a checklist for each box.</p> <p>Each group member plays a character or a narrator. <input type="checkbox"/></p> <p>Every group member feels comfortable. <input type="checkbox"/></p> <p>Every group member is confident with or without the script. <input type="checkbox"/></p> <p>c. Perform your story to the class.</p>	-unit 1 section 7										

Based on table 4.6, the researcher found three types of speaking assessment in Chapter 5, namely intensive type in the form of picture cued task in unit 3 section 1 page 272, interactive type in the form of role play in unit 1 section 6 page 248, and extensive type in the form of story telling in unit 1 section 7 page 251.

1) *Intensive Types of Speaking Assessment*



Look at the following pictures.



Picture 1.2. Independence Day's events

1. Which events have you participated in?
2. Tell your friends about your participation in the events.

Figure 4.1 Picture Cued Task Assessment

In each chapter there was a question about the picture cued task, but the researcher only took samples about the picture cued task in chapter 1. The picture-cued task activity from chapter one was depicted in Figure 4.1. The picture cued task was an English language learning assessment tool that measured test takers' language and comprehension abilities by using pictures as a stimulus. Students were asked to use their prior knowledge to answer pictures in this assessment. Students were asked to explain, for instance, what they knew about the picture. Students may answer by sharing their thoughts on the image based on their personal experiences. Because the picture cued task required students to respond using the semantic properties of language, it falls under the category of intensive speaking assessments.

2) Responsive Types of Speaking Assessment

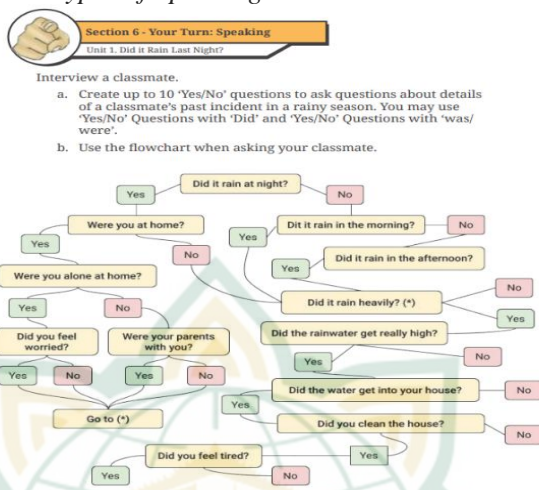


Figure 4.2 Asking Yes/No Question

The activity of asking yes / no questions from chapter 2 was illustrated in Figure 4.2. Students were taught to asked questions with yes or no answers as part of the yes / no question & answer activities in English classes. Through this exercise, students will learn how to recognized and used interrogative sentence structures as well as improve their ability to formulate questions effectively. The direction of this activity encouraged students to used the provided topic flowcharts to asked questions to their classmates verbally. Other students will answer in the yes / no format specified by the question. yes / no questions fall into the responsive speaking assessment category because they test students ' ability to create short dialogues (very short conversations).

3) Interactive Types of Speaking Assessment

Section 6 - Speaking
Unit 1. Be Yourself

a. Work in a group of four. Listen to Audio 5.2. Read the script as you listen. Decide which part you want to take in the story.

Table 5.4 Script of the text

The Girl (Student 1):	"Have you heard of makeup?"
Narrator 1 (Student 2):	I threw her a glance. She came to me in the morning, waiting for the class to begin.
The Girl (Student 1):	"You'd look prettier with makeup on."
Narrator 2 (Student 3):	She looked at me intently; her eyes were scanning every inch of my face.
Narrator 3 (Student 4):	Every dent, every scratch, every line. Every flaw.

Figure 4. 3 Role-Play Activity

Interactive type speaking assessments were found in chapters 1 and 5. Figure 4.3 depicts the role-play activity from Chapter 5. Role-play activities involve students acting as specific characters in simulated situations or scenarios. Role-play activities were frequently used in English language learning to actively engage students in communicating with the English language using pre-defined roles and scenarios. The instructions for this activity asked students to form groups, and each group member choose a character to play in the provided script. The student will then act out a scripted dialogue. Role-play activities were classified as interactive speaking assessments because they required students to demonstrated complex with a considerable number of participants.


3. Look at the card and make a question based on the clue on the card.
 - Take turns and ask questions based on the expressions in Section 6.
 - Write your friends' answers on Worksheet 1.6.

Questions	Name: ...	Name: ...	Name: ...	Name: ...
What do you remember about the Independence Day celebration?				
What game/s did you participate in during the Independence Day celebration last year?				
Did you win the game?				
What did you do to win the game?				

Figure 4.4 Discussion and Interview

The second type of interactive speaking assessment found in Chapter 2 was in the form of discussions and interviews. Discussion was an activity of students exchanging opinions or thoughts conducted in groups, and an interview was an activity to asked a friend or someone to get certain information. Based on figure 4.4 showed that the students were asked to group with their friends and make / asked some questions using the phrases presented. and the other students answered using the phrase on the clue card. This activity was included in the interactive type because it required students to dare to asked questions and have conversations with more than one student.

4) Extensive Types of Speaking Assessment



Section 7 - Your Turn
Unit 1. Look around you

a. Choose one of the situations below. Think of how you can save water in that situation.

- washing the dishes
- brushing teeth

b. Plan your procedure.

Goal	
Steps	


Worksheet 3.6

c. Plan your presentation

Structures	
Starting the presentation	
Showing the steps	

Figure 4.5 Presentations Activity

In the context of learning, presentation was a simple way that can be used to train students' speaking skills, because through presentation students can know and understand more English vocabulary, can practice how to pronounce words, and correct intonation. Presentations can also be an appropriate way to train students confidence when speaking in public, especially using English. Figure 4.5 showed that in the textbook English For Nusantara chapter 3 there was a type of extensive speaking assessment in the form of a presentation. The instructions lead students' to present steps on how students can save water from one of the situations that students choose from the two situations presented. This task belongs to the extensive speaking assessment type because the presentation was a monologue task.



Section 7 - Your Turn: Perform Your Storytelling
Unit 1. Kindness towards Differences

a. Use the script from Section 6.

b. Check the preparation. Put a checklist for each box.

Each group member plays a character or a narrator.

Every group member feels comfortable.

Every group member is confident with or without the script.

c. Perform your story to the class.



Figure 4.6 Storytelling Activity

The type of extensive speaking assessment in the form of storytelling was found in several chapters, such as chapters 2,3,4, and 5. Therefore, the researcher provided a sample figure in 4.6 above as a pointer to the discovery of storytelling activities in textbooks. The figure was one of the storytelling activities in chapter 2. The act of narrating stories to an audience orally was called storytelling. Storytelling was frequently employed in educational settings to tell engaging tales that enhanced students' speaking, listening, and comprehension of the English language. Students were instructed to act out the story in front of the class as part of this assignment. However, prior to that, students must get ready in terms of comprehending, feeling at ease, and being confident with the story that will be told. The storytelling activity falls under the category of extensive speaking assessments since it tests students' monologue skills.

2. The Compatible of Speaking Assessment in English For Nusantara Textbook with Merdeka Curriculum

The results of the analysis of the type of speaking assessment task with indicators of learning achievement and learning objectives in merdeka curriculum listed in the Curriculum Standards Agency and Education Assessment were presented in the table below:

Table 4. 7 Learning Outcomes (CP) of Merdeka Curriculum

No	Indicators	Chapter	Example of Assessment	Unit /section
1	Students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal	1		-unit 1 section 1 Page 23
		2	 <p>1. Can you name the game? 2. When does the game usually happen? 3. What do you think about that game? 4. Have you ever participated in that game?</p>	-unit 1,3 section 1 page 71
Learning Outcomes (CP)				

contexts.

3



Picture 2.1. Stories from around the world

Look at the pictures in Picture 2.1.
What do you know about these stories?
What other stories do you know?
What is your favorite story?

4



Picture 3.3 Social media

1. Do you have a social media account?
2. What do you usually post there?
3. Do you share your problems there?
4. Do you get responses?



Picture 4.2. Bad Incidents

1. Look at Picture 4.2. What happened in each picture? You may use Indonesian.
2. What kind of trash do you see in the pictures?
3. Where do you think the trash will end up? Will it be going to the ocean?
4. Can this trash cause a flood?

-unit 2
section
6

-unit 2
section
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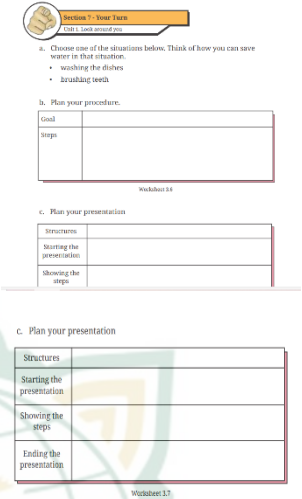
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Section 6 - Speaking
Task 1. Be Yourself!

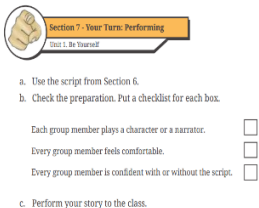
- a. Work in a group of four. Listen to Audio 5.2. Read the script as you listen. Decide which part you want to take in the story.

Table 5.4 Script of the text

The Girl (Student 1):	"Have you heard of makeup?"
Narrator 1 (Student 2):	I threw her a glance. She came to me in the morning, waiting for the class to begin.
The Girl (Student 1):	"You'd look prettier with makeup on."
Narrator 2 (Student 3):	She looked at me intently; her eyes were scanning every inch of my face.
Narrator 3 (Student 4):	Every dent, every scratch, every line. Every flaw.

<p>2</p>	<p>Student can comprehend the main ideas and relevant details of presentation on a variety of general interest topics</p>	<p>3</p>	 <p>Section 7 - Your Turn Unit 1. Look around you</p> <p>a. Choose one of the situations below. Think of how you can save water in that situation.</p> <ul style="list-style-type: none"> washing the dishes brushing teeth <p>b. Plan your procedure.</p> <table border="1" data-bbox="679 296 918 369"> <tr> <td>Goal</td> <td></td> </tr> <tr> <td>Steps</td> <td></td> </tr> </table> <p>Worksheet 14</p> <p>c. Plan your presentation</p> <table border="1" data-bbox="679 409 918 473"> <tr> <td>Structures</td> <td></td> </tr> <tr> <td>Starting the presentation</td> <td></td> </tr> <tr> <td>Showing the steps</td> <td></td> </tr> <tr> <td>Ending the presentation</td> <td></td> </tr> </table> <p>Worksheet 15</p> <p>c. Plan your presentation</p> <table border="1" data-bbox="656 534 932 670"> <tr> <td>Structures</td> <td></td> </tr> <tr> <td>Starting the presentation</td> <td></td> </tr> <tr> <td>Showing the steps</td> <td></td> </tr> <tr> <td>Ending the presentation</td> <td></td> </tr> </table> <p>Worksheet 15</p> <p>d. Practice your presentation with or without reading the plan. e. Do the presentation in front of the class. f. Demonstrate the steps.</p>	Goal		Steps		Structures		Starting the presentation		Showing the steps		Ending the presentation		Structures		Starting the presentation		Showing the steps		Ending the presentation		<p>-unit 1 section 7 Page 146</p>					
Goal																													
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<p>3</p>	<p>Students engage in discussion such as giving opinions, making comparisons and stating preferences</p>	<p>1 2 3 5</p>	<p>3. Look at the card and make a question based on the clue on the card.</p> <ul style="list-style-type: none"> Take turns and ask questions based on the expressions in Section 6. Write your friends' answers on Worksheet 1.6. <table border="1" data-bbox="632 817 950 1081"> <thead> <tr> <th>Questions</th> <th>Name: ..</th> <th>Name: ..</th> <th>Name: ..</th> <th>Name: ..</th> </tr> </thead> <tbody> <tr> <td>What do you remember about the Independence Day celebration?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What game(s) did you participate in during the Independence Day celebration last year?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Did you win the game?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What did you do to win the game?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>a. In a group of four, choose one of the endings that suits the story. Circle number 1, 2, 3, OR 4.</p> <ol style="list-style-type: none"> The Ugly Duckling lived with the Mother Duck and yellow ducklings in the farm happily. The Ugly Duckling went out of the farm to find good friends. The yellow ducklings became friends with the Ugly Duckling. The Mother Duck asked the yellow ducklings and the Ugly Duckling to be good brothers and sisters. <p>b. Your group can create your own ending. Draw a picture for the ending of the story.</p>	Questions	Name: ..	Name: ..	Name: ..	Name: ..	What do you remember about the Independence Day celebration?					What game(s) did you participate in during the Independence Day celebration last year?					Did you win the game?					What did you do to win the game?					<p>-unit 1 section 7 Page 35</p> <p>-unit 2 section 6 Page 99</p> <p>-unit 1 section 6 Page 146</p> <p>-unit 1 section</p>
Questions	Name: ..	Name: ..	Name: ..	Name: ..																									
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Did you win the game?																													
What did you do to win the game?																													

				<p>Preparation Print and cut the flashcards.</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Make a group of six. 2. Shuffle the flashcards and put it in the middle of your table. 3. Take turns to pick out the flashcards one by one. 4. Express your opinion on the flashcard, do you think it is bad or good for the environment? Why yes or why not?  <p>b. Discuss with your friend.</p> <ol style="list-style-type: none"> 1. Why do Monika and Pipit want to be looks like the models in the advertisement? 2. What do you think about the idea of looking like models? 3. Do you agree with Kak Shinta's opinion about being beautiful? Why or why not? 4. Can you guess what the story will be about? 5. Do you think girls and boys will like the story? Why or why not? 	<p>2b Page 240</p>										
4		<p>Students explain and clarify their answers using basic sentence structure and verb tenses</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>Section 7 - Your Turn: Perform Your Storytelling Unit 1: Migration towards Sustainable</p> <ol style="list-style-type: none"> a. Use the script from Section 6. b. Check the preparation. Put a checklist for each box. Each group member plays a character or a narrator. <input type="checkbox"/> Every group member feels comfortable. <input type="checkbox"/> Every group member is confident with or without the script. <input type="checkbox"/> c. Perform your story to the class. <p>Section 7 - Your Turn Unit 1: Look around you</p> <ol style="list-style-type: none"> a. Choose one of the situations below. Think of how you can save water in this situation. <ul style="list-style-type: none"> • washing the dishes • brushing teeth b. Plan your procedure. <table border="1" data-bbox="667 968 930 1038"> <tr> <td>Goal</td> <td></td> </tr> <tr> <td>Steps</td> <td></td> </tr> </table> c. Plan your presentation <table border="1" data-bbox="667 1064 930 1124"> <tr> <td>Structures</td> <td></td> </tr> <tr> <td>Starting the presentation</td> <td></td> </tr> <tr> <td>Finishing the story</td> <td></td> </tr> </table> <p>c. Retell your classmate's past incident to your class. Use the following note to speak about the incident and its details. The note is only to guide you. You may use it or make changes.</p> <div style="border: 1px solid red; padding: 5px;"> <ol style="list-style-type: none"> 1. (Insert your classmate's name's) Unforgettable Incident 2. An unfortunate incident happened to (insert your friend's name). 3. Mention when it happened and who she/he was with. 4. Mention how your friend felt and what really happened. 5. Mention what happened next and what your friend did. 6. Give your comment about the flooding incident (optional) </div>	Goal		Steps		Structures		Starting the presentation		Finishing the story		<p>-unit 1 section 7 Page 85</p> <p>-unit 1 section 7 Page 146</p> <p>-unit 1 section 6c Page 201</p> <p>-unit 1 section 7 Page 251</p>
Goal															
Steps															
Structures															
Starting the presentation															
Finishing the story															

				 <p>Section 7 - Your Turn: Performing Unit 1. Be Informed</p> <p>a. Use the script from Section 6. b. Check the preparation. Put a checklist for each box.</p> <p>Each group member plays a character or a narrator. <input type="checkbox"/> Every group member feels comfortable. <input type="checkbox"/> Every group member is confident with or without the script. <input type="checkbox"/></p> <p>c. Perform your story to the class.</p>	
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The researcher used indicators from learning outcomes and learning objectives as a tool to determine whether the speaking assessment contained in the English for Nusantara textbook was compatible or not with the merdeka curriculum. Learning outcomes consists of four indicators, the first indicator was *Students use English to communicate and exchange ideas, experiences, interests, opinions and perspectives with teachers, peers and others in a growing number of familiar formal and informal contexts*. The first indicator was compatible with the type of intensive speaking assessment, namely picture cued task, because the questions in the picture cued task required interaction between teachers and students or students and students to exchange ideas and opinions about an event using English.


Furthermore, for the second indicator was *Student can understand the main ideas and significant details of presentation on a variety of general interest topics*. This indicator was compatible with the extensive type of speaking assessment, namely the presentation in chapter 3.

The third indicator of learning achievement was *Students engage in discussion such as giving opinions, making comparisons and stating preference*. This indicator was compatible with the type of interactive speaking assessment which was indeed an example of assessment in this type, one example was that students participate in discussion activities such as sharing their thoughts or making comparisons to other groups. This type of assessment was found in chapter 1,2,3, and 5.

Finally, the fourth indicator was *Students can explain and define their responses or answers using basic sentence structure and verb tenses*. This indicator was compatible with the type of extensive speaking assessment namely story telling, because with storytelling students can practice to used the correct sentence structure or tenses so that the story or event told can be accepted by the listener well.

Table 4. 8 Learning Objectives of Merdeka curriculum

	No	Indicators	Chapter	Example of Assessment	Unit /Section									
<p>Learning Objectives</p>	1	Students can talk about personal experiences in the past	1	 <p>Section 7 - Your Turn: Speaking Unit 1: The Changes of Pajati Plains</p> <p>Preparation Clue cards:</p> <table border="1" data-bbox="644 354 903 456"> <tr> <td>Game: Seek Race Result: Win Strategy: Combined jump and fast walking</td> <td>Game: Jergok Race Result: Win Strategy: Throw a big ball</td> </tr> <tr> <td>Game: Tag of War Result: Win Strategy: Pulled the rope as hard as possible</td> <td>Game: Tridom Race Result: Win Strategy: Synchronized the walk</td> </tr> </table> <p>Steps:</p> <ol style="list-style-type: none"> 1. Make a group of four. Each group will have one deck of clue cards. 2. In each group, shuffle the clue cards and each member shall take one card. 	Game: Seek Race Result: Win Strategy: Combined jump and fast walking	Game: Jergok Race Result: Win Strategy: Throw a big ball	Game: Tag of War Result: Win Strategy: Pulled the rope as hard as possible	Game: Tridom Race Result: Win Strategy: Synchronized the walk	-unit 1 section 7 page 35					
	Game: Seek Race Result: Win Strategy: Combined jump and fast walking	Game: Jergok Race Result: Win Strategy: Throw a big ball												
	Game: Tag of War Result: Win Strategy: Pulled the rope as hard as possible	Game: Tridom Race Result: Win Strategy: Synchronized the walk												
	2	Students can retell and rewrite an imaginative story	2	 <p>Section 8 - Enrichment Unit 1: Windows towards Differences</p> <p>Tell the story to your friends from other classes or schools, or to your family. What's their feeling watching your performance?</p>	- unit 1 section 8 page 85									
3	Students can ask and give opinions about familiar topics around the school	3	 <p>Section 7: Your Turn Unit 1: Look around you</p> <p>a. Choose one of the situations below. Think of how you can save water in that situation.</p> <ul style="list-style-type: none"> • washing the clothes • brushing teeth. <p>b. Plan your procedure.</p> <table border="1" data-bbox="659 864 914 946"> <tr> <td>Goal</td> <td></td> </tr> <tr> <td>Steps</td> <td></td> </tr> </table> <p>Worksheet 24</p> <p>c. Plan your presentation</p> <table border="1" data-bbox="659 991 914 1067"> <tr> <td>Structures</td> <td></td> </tr> <tr> <td>Starting the presentation</td> <td></td> </tr> <tr> <td>Showing the steps</td> <td></td> </tr> </table>	Goal		Steps		Structures		Starting the presentation		Showing the steps		- unit 1 section 7 page 146
Goal														
Steps														
Structures														
Starting the presentation														
Showing the steps														
4	Students can talk about past incidents or events	4	 <p>Picture 42: Past Incidents</p> <ol style="list-style-type: none"> 1. What transpired in every image? You could speak Indonesian. 2. What kind of garbage is depicted in the images? 	-unit 2 section 1 page 183										

				<p>3. Where do you think the garbage will end up? Is it headed for the ocean?</p> <p>4. Can this garbage cause a lood?</p>	
5	Students can ask for and give opinions	5		-unit 3 section 1 page 272	

Based on the table above, there were 5 indicators of English learning objectives for junior high school in the merdeka curriculum that researcher also used to analyzed whether the types of speaking assessments in English For Nusantara textbooks were in accordance with the applicable curriculum.

The first indicator was *Students can talk about personal experiences from the past*, This indicator was compatible with the type of interactive speaking assessment in chapter 1 unit 1 section 7 page 35 and unit 1 section 8 page 36, because students were told to make questions and interview their friends about their participation in the independence day competition activities, this showed that indirectly students will tell about their personal experiences in the past.

The second indicator was *Students can retell and rewrite an imaginative story*, this indicator was compatible with the type of extensive speaking assessment in chapter 2 unit 1 section 8 page 85 where students were told to retell the fictional stories that have been learned.

The third indicator was *Students can ask and provide ideas regarding about familiar topics around the school*, this indicator with the speaking assessment in chapter 3 unit 1 section 1 page 131, unit 1 section 6 page 145 and unit 1 section 7 page 146. One example of the task was “Express your thoughts on the lashcard; do you think it is terrible or helpful for the environment?”

"Why yes, or why not?" , this showed that students were trained to give opinions on the topic that has been determined, and this matches the indicator of the third learning objective.

The fourth indicator was *Students can talk about past incidents or events*, this indicator was compatible to the speaking assessment in chapter 4, unit 2 section 1 page 183 and unit 1 section 6c page 201. This can be proven by the task command which reads "retell to the class about your classmate's past incident". The task fulfilled learning objective point four.

And finally the fifth indicator was *Students can ask for and give opinions*, In this indicator, students were expected to ask for and give opinions, unlike the third indicator which was more specific to topics around the school while this indicator has a more general topic. The speaking assessment in chapter 5 fulfilled this indicator, this can be proven by one of the tasks in unit 3 section 1 page 272 such as "He wants to join a famous drumband in his town. what should his prepare? give your opinion". In this speaking assessment, students were presented with a picture of a boy and a picture of a drumband group. Students were asked to give an opinion on what the boy needs to prepare when he wants to join the drumband group in his city. Therefore, according to the researcher, the speaking assessment in chapter 5 fulfilled and compatible with the last point of the learning objective indicator.

B. Discussion

The findings of this research were based on the research question stated in the formulation of the problem.

1. Types of Speaking Assessment task in English For Nusantara Textbook According to H. Douglas Brown Theory

Based on an analysis of the textbook "English For Nusantara" for the eight grade of junior high school, the researcher discovered that there were four types of speaking assessments based on Brown's theories. The first type of assessment was a picture cued task that was used to conduct an intensive type of speaking assessment. This type was found in all chapters, namely from chapter one until chapter five, and all of these intensive types are in the form of picture cued task. The second type of speaking assessment was a responsive type that involves very short conversation activities. Responsive type only the researcher found in chapter three, precisely in unit 1 section 6 with the ask yes/no question to friends. The third type of speaking assessment was an interactive one that includes role-

play, interview, discussion and games activities, this type the researcher found in four chapter namely chapter one, chapter two, chapter three, and chapter five. In chapter four there was not assessment of speaking with this interactive type. The final type of speaking assessment was an extensive type of story telling and presentation activity. The extensive type researcher found in chapter two, chapter three, chapter four, and chapter five, the researcher was not found this type in chapter one. Only the imitative type of assessment was not covered in the book's five types of speaking assessment. The ability of students to imitate simple sentences is all that was tested in an imitation type assessment. This type of speaking evaluation was commonly found in elementary school textbooks. The imitative type of assessment better suited for elementary school students in order to provide basic training in foreign language learning.

Instead, the most common type of assessment found in this textbook was the intensive type of speaking assessment with the picture cued test activity. This type of assessment was appropriated for junior high school students because it useful to them. Students were asked to express their ideas, opinions, or analyses in detail using an intensive type of speaking assessment with picture cued test activities.¹ According to previous research, intensive types of speaking assessments can also encourage students to understand topics more deeply, construct strong arguments, and present information in an organized manner.² This enhanced students' understanding of the material as well as their critical thinking skills. Furthermore, the English for Nusantara textbook also includes various types of responsive, interactive, and extensive speaking assessments which also support in improving students' speaking skills.

Other research that was almost same as this research was a research conducted by Putri Aulia Swastika, et.all entitled "The Analysis of Speaking Assessment Types in Textbook When English Rings a Bell Grade VII". In the research, she found that in the textbook when English Rings The Bell there were five types of speaking assessment based on Brown's theory namely

¹ Retno Dwigustini and others, 'Penggunaan Teknik Picture-Cued Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris', *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 4.2 (2021), 108, <https://doi.org/10.31258/jta.v4i2>.

² Rida Marlenie and Dedi Sofyan, 'Teachers' Techniques of Assessing English Speaking Skill in Limited Face to Face Learning', *Teachers' Techniques of Assessing English Speaking Skill in Limited ...*, 5.2 (2022), 1–9.

imitative, intensive, responsive, interactive, and extensive. the types that she found were imitative and intensive types, which were almost in every chapter. The number of all imitative types in the textbook was 12, and intensive types was 30. While responsive was 10, and interactive has 10 activities. The type that was least found was the extensive type, because according to the researcher, the level of speaking for Junior High was still beginner, students in junior high school still have many imitation and intensive tasks. Junior high school students were still in the process of learning a new language and practicing pronunciation.³

2. The Compatible of Speaking Assessment in English For Nusantara Textbook with Merdeka Curriculum

The previous curriculum focused on students as a learning center, but in the merdeka curriculum was designed to be more varied and tolerated to each student's interests and talents.⁴ There were several changes in terms from the 2013 curriculum to the merdeka curriculum, such as: RPP was replaced with teaching modules, KI was replaced with learning outcomes (CP), KD was replaced with learning objectives, PH was replaced summative, and so on.

In analyzing the data whether the speaking assessment in the textbook was the same or matched the indicators of the merdeka curriculum, the researcher used indicators of learning outcomes and learning objectives of the merdeka curriculum contained in the BSNP or now better known as BSKAP which has the task to organized the preparation of standards, curriculum, and assessment of education and management of the book system.⁵

Based on the table above, it showed that there were four indicators of learning outcomes and five indicators of learning objectives. In learning outcomes, chapter 1 meets indicators 1 and 3, chapter 2 meets indicators 1, 3, and indicator 4, then chapter 3 meets all indicators, finally chapter 5 meets indicators 1,3 and 4. While in the learning objectives, Chapter 1 corresponds to the first indicator with the detail of unit 1 section

³ Swastika, Miranti, and Nur., 'The Analysis of Speaking Assessment Types in Textbook When English Rings a Bell Grade VII.....p. 173

⁴ Digna and Widyasari. Teachers' Perceptions of Differentiated Learning.....p. 256

⁵ Kemendikbudristek BSKAP. p.158

6b, 7 and 8. Chapter 2 corresponds to the second indicator with the detail unit 1 Section 6b, 7 and 8. Then chapter 3 corresponds to the third indicator with the details of unit 1 section 1, and unit 1 section 6,7. Chapter 4 corresponds to the fourth indicator with the detail of unit 1,2 section 1, unit 1 section 6(c), and unit 1 section 7. And the last, chapter 5 corresponds to the fifth indicator with the details of unit 1,3 section 1 and unit 1 section 2b, 5.

Based on the explanation above, the researcher concluded that the speaking assessment contained in the English for Nusantara textbook was suitable or compatible with the applicable curriculum, namely the merdeka curriculum, because the speaking assessment tasks contained in the book meet all curriculum assessment indicators.

Another research that also discusses the compatibility of speaking materials with the curriculum was a study conducted by kartini entitled “A Content Analysis on Speaking Materials and Activities Written on *English Alive I* Textbook”, In her research, Kartini explained that after analyzing the data of speaking materials and activities in the English Alive I textbook using the assessment rubric published by BNSP, it can be concluded that the feasibility of content and presentation of speaking materials and activities in this textbook was “Good”. The score of both eligibility was 3.3. Most of the content and speaking activities provided in this textbook were in line with the school-based curriculum. However, the researcher also found that some of the materials in this textbook were not in accordance with the competency standards and basic competencies.

In addition, most of the materials or speaking activities in the textbook were relevant to students' daily lives. The speaking activities in the textbooks were also in accordance with the materials. Thus, Kartini concluded that this textbook was good to be used by teachers to teach speaking for first grade high school students.⁶

⁶ Kartini, *A Content Analysis on Speaking Materials and Activities Written on "English Alive I" Textbook*, 2020 <<https://repository.uinjkt.ac.id/dspace/bitstream/123456789/31182/3/KARTINI-FITK.pdf>>.