

CHAPTER I

INTRODUCTION

1.1 Background of Study

Learning materials meant the resources, tools, and content designed to facilitate the acquisition of knowledge and skills. It was created to support the learning process and help individuals better understand a particular subject or concept. Since the material was given to students as a resource for activities and a reference for teaching activities, it must have aligned with the competencies related to or the focus of the lesson (Ratmanida & Suryanti, 2020). It was used to help students improve their comprehension and English proficiency, especially their listening, reading, writing, and speaking abilities. One of the learning materials that could have helped improve students' skills is a textbook.

Textbooks were designed to provide structured content, guidance, and learning materials to facilitate the teaching and learning process. Textbooks were usually written by subject matter experts or educators with expertise in a specific field. They were carefully presented and organised to give information logically and progressively, ensuring comprehensive subject matter coverage. In the context of teaching English, an English textbook typically included sections on grammar, vocabulary, reading comprehension, writing skills, speaking and listening activities, and cultural aspects related to the English language. It included dialogues, texts, exercises, and supplementary resources to support the learning process. The books acted as teacher guides, offering lesson plans, suggested activities, assessments, and primary classroom teaching

resources or supplementary tools to support other teaching methods and materials.

Textbooks often follow a curriculum or educational standards, providing a consistent and structured approach to teaching and learning. It was expected that it could offer high-quality content that fit the relevant curriculum, both in terms of subject requirements and whether the teaching material was explicit, presentable, and attractive to teachers and students. The Ministry of Education, Culture, Research and Technology has created lesson plans, teaching strategies, and other guidelines for use in the classroom.

One of the textbooks is "English for Change" for eleventh-grade senior high school students, and the new book is for Kurikulum Merdeka. This textbook has been applied in Indonesian senior high schools. The material in this textbook has been intended to improve students' English proficiency since its implementation significantly. This textbook is a handbook that is used by students in Kurikulum Merdeka.

An English textbook is considered a good textbook if it meets the standards or criteria set by experts for a good textbook. Many experts in the field of evaluating EFL textbooks have developed the criteria. Many indicators were used to determine the quality of English Language Learning material. This research analysed the speaking activities in the English textbook "English for Change" for eleventh grade using the criteria developed by Thornbury Scott and Meliawati. Thornbury Scott set the four criteria of good speaking activities for the textbook. It also combined eight criteria of good textbooks from Meliawati.

The textbook helped students meet their learning needs and helped teachers create materials and accomplish teaching goals and objectives. Each textbook chapter included assignments that measure how much knowledge students retain from lessons they learn or from the chapter itself. Therefore, tasks and exercises were fundamental in every textbook that teachers and students use in the classroom. Listening, reading, writing, and speaking are all skills learned in each chapter, and this textbook also includes activities related to the topics covered in each chapter. In this research, the researcher solely discussed the speaking activities in this textbook.

Speaking or oral communication is the process of conveying information, ideas, thoughts, or feelings through the use of spoken language. Receiving speech sounds through words and phrases is what listening means. (Mizbani & Chalak, 2017). It is an essential part of human communication and is vital to our daily interactions and social ties. This is also similar to what is stated by Bailey & Nunan (2019) Speaking is a productive oral skill that consists of producing verbal utterances to convey meaning.

Speaking played a crucial role in the process of learning English. It allowed students to actively engage with the language and develop communication skills. Classroom discussions, oral presentations, and group activities allowed students to practice speaking English in a supportive and structured environment. By participating in these activities, students improve their fluency, pronunciation, and vocabulary, as well as their ability to express ideas and opinions effectively. Speaking activities also improved listening

comprehension as students actively listened to their peers and engaged in a conversation. Moreover, speaking in English in a school setting helped students build confidence, overcome language barriers, and develop a sense of belonging in an English-speaking academic environment. It encouraged collaboration, critical thinking, and problem-solving skills as students interacted with their classmates to complete tasks and projects.

Students often studied their speaking abilities in a classroom setting using a textbook or other learning materials. The learner could practice and engage in improvisational speaking in English to determine their communication ability. In addition, the teacher's role became crucial since they provided the resources that students would require for the learning process. Textbooks are used as learning materials because they offer a straightforward framework for the teaching and learning process. A lot of the speaking activities in the textbooks must be more appropriate for the needs and ability levels of the students. It became necessary for the teacher to choose the right textbook that helped students or learners grasp the material better.

Based on the researcher's preliminary research, it was found that the English teacher at SMAN 2 Tanjungpinang used textbooks as a medium to deliver the material when teaching speaking. The researcher found that the students had some speaking problems. The students mostly needed help with pronunciation, fluency, accuracy, and vocabulary. This caused students to have difficulties when they tried to speak. Moreover, the students were still confused about conveying their ideas orally in English. The students thought English was

a complicated language; they had to speak English in the classroom. Teacher only used English textbooks without knowing which textbooks have good criteria. The teacher used textbook provided by the school and the government. Good textbooks or materials were needed to support the learning process and ensure students mastered their speaking skills. However, it was difficult for teachers to know suitable textbooks with good criteria for adjusting to learning outcomes. The use of the right textbook is an important reference for teachers to help students learn to speak, and it is important to provide opportunities for students to speak as much as possible.

By looking at several problems above, teachers must choose high-quality English textbooks to help students learn, especially in speaking activities. The researcher was urged to conduct more in-depth research titled “The Content Analysis of Speaking Activities in English Textbook Entitled “English for Change” For Eleventh Grade Senior High School”. Therefore, the researcher decided to analyse the textbook's speaking activities. Most of the exercises were divided into several skill categories in this book so that the researcher distinguishes between speaking activities and other skills materials without bias. Additionally, this book uses Kurikulum Merdeka, the current curriculum. The researcher believed that it is appropriate to examine this textbook as a result.

1.2 Identification of the Problems

The study determined that the textbook "English for Change" had several speaking activities based on the previous explanations. The activities in

the textbook were important to the lessons that students learn, so the researcher decided to analyze them. Based on the background of the study, the researcher identified the problem as follows: (1) The students mostly needed help with pronunciation, fluency, accuracy, and vocabulary. (2) The students were still confused about how to convey their ideas orally in English. (3) Teacher only used English textbook without knowing which textbooks have good criteria. (4) The speaking activities in the textbooks needed to be adjusted to the learning outcomes.

1.3 Limitation of the Problem

Based on the background above, the researcher limited the problem in this study to analyzing the quality of the content of speaking activities in the English textbook "English for Change" for eleventh-grade students and whether it met the criteria of good speaking activities suggested by Thornbury Scott and Meliawati.

1.4 Research Question

Based on the limitation above, the research question in this study is "What was the quality of speaking activities in the textbook entitled "English for Change" for eleventh-grade students based on the criteria of good speaking activities suggested by Thornbury Scott and Meliawati?"

1.5 Objective of the Study

The objective of this research was to analyze the speaking activities in the textbook entitled "English for Change" for eleventh-grade students based

on the criteria of good speaking activities suggested by Thornbury Scott and Meliawati.

1.6 Significance of the Study

The results of this research were expected to give theoretical and practical contributions.

1. Theoretically, this research was expected to provide findings supporting the theory of good speaking activities in textbooks.

2. Practically

a. English teacher

This research helped English teachers find the right textbook to utilize in the teaching and learning process that meets the requirements for the speaking activities in the textbook.

b. Students

They could use the findings of this study to choose speaking activities from an English textbook to improve their speaking abilities.

c. Researchers

The researcher hoped that the research questions could be answered with the support of this study. The findings from this study would be helpful for other researchers interested in conducting new research on textbook analysis using other textbooks.

1.7 Definition of the Key Terms

To provide in-depth knowledge of this study, the following are definitions of some key terms:

1. Content Analysis

Content analysis is a research technique that analyses the content of textbooks on speaking activities, which is useful for supporting teachers in the learning process.

2. Textbook

The textbook is a comprehensive educational resource that contains structured information and learning materials on a particular subject.

3. Speaking

Speaking is defined as a skill that enables effective communication. This skill allows us to communicate orally and in a way that the listener can understand.

