

CHAPTER I INTRODUCTION

A. Research Background

Recently, English becomes one of languages that important to learn. By learning English, global communication can run well so that a person is able to adapt to the global society. Some countries even position English as the first language for their people. It is estimated that around 380 million people use English as a first language, while more than 1 billion people use it as a second language.¹ Learning English may be easier for learners who live in countries that position English as the first language. Normally, they will automatically become proficient in English without any conscious effort even before receiving language education because they have been learning it since they were children.²

However, it can be a challenge for learners who live in countries where English is positioned as a second and foreign language, like Indonesia. Since English is not mother tongue, the implementation of English for real communication is less. This fact is in line with the assumption that mastering English is not an obligation because English is not used as an everyday language. Ideally, learning a new language requires direct involvement of learners with the target language in real life which can support English language proficiency.³ In this setting, students will get the opportunity to become familiar with words, phrases, or even sentences that commonly used for conversation and to understand their meaning.⁴

Regarding to that reason, it is crucial for Indonesian students to master English. It is in line with the Indonesian government's policy to make English as a compulsory subject in the national education system. As stated in Laws of the Republic Indonesia Number 20 of 2003 Concerning the National Education System

¹ Michael Clyne and Farzad Sharifian, "English as an International Language: Challenges and Possibilities," *Australian Review of Applied Linguistics* 31, no. 3 (2008): 28.2.

² Muriel Saville-Troike, *Introducing Second Language Acquisition* (Cambridge: Cambridge University Press, 2006), 12.

³ Arif Widagdo, "Pengajaran Pengucapan Kata Bahasa Inggris: Tantangan Mengajar EFL di Negara yang Tidak Berbahasa Inggris," *Kreatif (Jurnal Kependidikan Dasar)* 12, no. 1 (2021): 225.

⁴ Ann Browne, *Teaching and Learning Communication, Language and Literacy* (London: Paul Chapman Publishing, 2007), 29.

article 37 paragraph 1 and 2, language is one of the subjects that must be included in the curriculum for basic education, secondary education, and higher education.⁵ It means that English has received considerable attention in Indonesia's education system by categorizing it as a compulsory subject from elementary schools to universities.

In English teaching and learning, there are plenty of media to use that can help students understand the material. Textbooks are one of type of learning resources that are widely used by teachers and students for the teaching and learning process. A textbook is a book in the form of a print or electronic book that contains materials about particular subjects and is equipped with many exercises to facilitate students learning under the guidance of the teacher. Textbooks can stimulate students to develop their knowledge and also allow them to integrate it into real life. In addition, textbooks also provide values, attitudes, and norms that are useful for building the student's character. The choosing of textbooks as the main learning resource is a very appropriate choice in order to achieve learning goals that are in accordance with the student's need.⁶ By using textbooks, teacher can guide students in learning with a clear foundation so that the teaching and learning process can run effectively.

Realizing the crucial role of textbooks for language learning, textbooks should provide opportunities for students to develop their language skills. Textbooks should insert four language skills, namely listening, speaking, reading, and writing. According to Maryam Mizbani and Azizeh Chalak, these language skills play a pivotal role in information exchange and social relationship maintenance among students as well as facilitating them to develop their knowledge of sciences in different field.⁷ In addition, Alan Cunningsworth adds the additional skill, namely being able to integrate several of these skills into certain situations.⁸ One of these skills that should be considered is speaking skill.

⁵ Undang-Undang RI, "20 tahun 2003, Sistem Pendidikan Nasional," (8 Juli 2003).

⁶ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Publishers Limited, 1995), 7.

⁷ Maryam Mizbani and Azizeh Chalak, "Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 Through Bloom's Revised Taxonomy," *Advances in Language and Literary Studies (ALLS)* 8, no. 3 (2017): 38.

⁸ Alan Cunningsworth, *Choosing Your Coursebook*, 65.

In fact, speaking skill is a skill that is difficult for students to master. Speaking skill is categorized as a productive skill. This skill is quite complex to learn because of the involvement of other elements inside it. Consequently, students need more effort to comprehend it. According to Kang Shumin cited in Jack C. Richards and Willy A. Renandya, students should have an understanding of grammar, semantics, and language context to be proficient at speaking.⁹ In practice, speaking skill is also closely related to listening. Ann Browne states that both speaking and listening play a significant role in communication to convey and receive information between speakers and listeners.¹⁰ Besides, another factor that makes students find difficulties in English speaking is the inadequate speaking exercises presented in textbooks.

Ideally, students will be easier to master speaking if there were supporting speaking activities to practice in the textbook. David Nunan states that activities are essential elements to assess students, for example students' speaking skill.¹¹ Besides, Penny Ur explains that by doing these activities, students can integrate knowledge and skills so that both can be mastered.¹² Specifically, speaking activities are very useful for students to familiarize them with the techniques and strategies that are applied in oral production and to train them to speak English outside of the classroom by doing speaking activities presented in English textbook, such as practicing dialogue, role play, discussion, etc.

Therefore, it is necessary to evaluate textbook to achieve the effectiveness of teaching and learning. There are many criteria to adopt as the basis of evaluation, whether they come from the National Education Standards Agency (BSNP) or the particular criteria that are proposed by experts. One of the experts is Alan Cunningsworth. He has been contributing to the English language and teaching by formulating some criteria to choose a good English textbook and compiling them in the book entitled "*Choosing Your*

⁹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 204.

¹⁰ Ann Browne, *Teaching and Learning Communication, Language and Literacy*, 19.

¹¹ David Nunan, *Task-Based Language Teaching* (Cambridge: Cambridge University Press, 2004), 1.

¹² Penny Ur, *A Course in Language Teaching: Practice and Theory*, eds. Marion Williams and Tony Wright (Cambridge: Cambridge University Press, 2009), 20.

Coursebook". One of the criteria he considered was the speaking skill provided in an English textbook.

Based on the explanation above, the researcher wants to analyze the speaking skill presented in the English textbook entitled "*Bahasa Inggris*" for the Tenth Grade students of Senior High School published by the Ministry of Education and Culture (Kemendikbud) based on Alan Cunningsworth's theory. Therefore, the researcher conducts a study entitled "**AN ANALYSIS OF SPEAKING SKILL BASED ON ALAN CUNNINGSWORTH'S THEORY IN "*BAHASA INGGRIS*" TEXTBOOK BY MINISTRY OF EDUCATION AND CULTURE FOR THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL**".

B. Research Focus and Scope

From the background above, it can be seen that speaking activities presented in an English textbook play an essential role in students' speaking proficiency. Therefore, this study focuses on the analysis of whether speaking skill represented in the "*Bahasa Inggris*" textbook for the Tenth Grade students of Senior High School is appropriate with Alan Cunningsworth's theory or not. This book was chosen by the researcher because it is an official English textbook that is published by Ministry of Education and Culture of Indonesia and implements the 2013 Curriculum. The scope of this research is the speaking skills contained in the textbook. Meanwhile, the analysis in this research is based on the criteria of a good textbook as suggested by Alan Cunningsworth in terms of the speaking skill.

C. Research Questions

Based on the research focus and scope above, the research questions are as follows:

1. How is the speaking skill based on Alan Cunningsworth's theory in "*Bahasa Inggris*" textbook?
2. What is the relevance of the speaking skills in "*Bahasa Inggris*" textbook to the speaking skills in the 2013 Curriculum?

D. Research Objectives

Based on the research questions above, the research objectives in this research are:

1. To investigate the speaking skill based on Alan Cunningsworth's theory in "*Bahasa Inggris*" textbook.
2. To explore the relevance of the speaking skills in "*Bahasa Inggris*" textbook to the speaking skills in the 2013 Curriculum.

E. Research Significances

1. Theoretically

The results of this study are expected to provide a contribution to the development of English language teaching and learning, especially as it relates to the speaking skill contained in the textbook.

2. Practically

a. For Institutions

The result of this study can be used as a contribution in making policies related to the use of textbooks in English classroom to improve students' speaking skills.

b. For Teachers

The results of this study can be used by teachers as a reference in choosing an appropriate English textbook for teaching by adopting the criteria of speaking skill proposed by Alan Cunningsworth's theory.

c. For Students

The result of this research provides some information for students especially in the Tenth Grade of Senior High School about speaking skill contained in the English textbook.

d. For Researcher

This study can be an insight for the researcher herself about textbook analysis to analyze speaking skill contained in the English textbook.

e. For Future Researchers

The results of this study can be used as a reference for future researchers related to the analysis of speaking skill in English textbook, so they can get comparisons and can determine novelty in future research.

F. Definition of Key Terms

1. Textbook

Textbook is one of the learning media in the form of written sources containing materials for a particular lesson and is equipped with exercises used by students in the teaching and learning process. Similarly, Penny Ur states that a textbook provides a set of useful guidance for both teachers and students to control the teaching and learning process.¹³ The textbook meant to this study is "*Bahasa Inggris*" textbook for the Tenth Grade

¹³ Penny Ur, *A Course in Language Teaching*, 184.

students of Senior High School which is officially published by the Ministry of Education and Culture (Kemendikbud).

2. Speaking Skill

Speaking is one of the language skills that aims to express ideas through oral production. Jeremy Harmer explains that the success of speaking in inferring ideas is influenced by the speakers' ability to process language into a coherent arrangement.¹⁴ In this study, speaking skill meant to be those that is contained in "*Bahasa Inggris*" textbook for the Tenth Grade students of Senior High School.

3. Alan Cunningsworth's Theory

Alan Cunningsworth is an expert who has dedicated his work to language teaching and learning, especially English. He has formulated theories that are related to the choosing of textbook for English teaching and learning. In this study, Alan Cunningsworth's theory meant to is the criteria of speaking skill.

4. Textbook Evaluation

Textbook evaluation is very important in achieving learning objectives. According to Alan Cunningsworth, textbook evaluation is done by depending on specific conditions and aims.¹⁵ In this study, textbook evaluation meant to is the evaluation of "*Bahasa Inggris*" textbook for the Tenth Grade of Senior High School in the aspect of speaking skill based on Alan Cunningsworth's theory.

G. Organisation of Thesis

This research is organized into five chapters:

CHAPTER I: INTRODUCTION

This chapter presents research background, research focus and scope, research questions, research objectives, research significances, definition of key terms, and organisation of thesis.

CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter explains theoretical description, review of previous study, and theoretical framework.

CHAPTER III: RESEARCH METHODOLOGY

This chapter contains research method, research subject, data sources, instruments and data collection technique, and data analysis technique.

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Essex: Longman, 2003), 271.

¹⁵ Alan Cunningsworth, *Choosing Your Coursebook*, 14.

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

This chapter explains research results and discussion.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter provides conclusions and recommendations.

