

CHAPTER I INTRODUCTION

A. Research Background

Learning English was very important because English was an international language used in a wide range of fields, including international conversation, business, and technology.¹ In the context of education, knowledge of English was considered essential to addressing global problems. Given the importance of English, the Indonesian government has ordered language studies for all students, from junior high school to university level. In junior high school, students should concentrate on improving their four language skills which were reading, writing, listening, and speaking.

Speaking was an interactive, spontaneous, and situation based real-time activity that allows us to express our ideas and engage with others.² Speaking skills were an important part of oral communication because they enable students to communicate in English successfully. Speaking was a productive skill that required habit formation because it required real communication and intensive practice.³ Therefore, the students should focus on learning and practice during the learning process to ensure they achieved the target speaking skills. Kusumawati stated in her research that some students find it difficult to speak even though they master a lot of vocabulary and were able to write correctly.⁴ Although speaking was the most difficult skill to develop, it was very important to help with oral communication.

¹ Abdurrahmansyah Abdurrahmansyah and others, 'Online Learning Phenomenon: From the Perspective of Learning Facilities, Curriculum, and Character of Elementary School Students', *Education Sciences*, 12.8 (2022) <<https://doi.org/10.3390/educsci12080508>>.

² Ali Akbarjono and others, '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 (2021), 105–12 <<https://doi.org/10.25134/erjee.v10i1.5360>>.

³ afrihadi, hadeli, and elismawati, 'Analysis of Speaking Materials in English Textbook for 10 Th Grade of Senior High School Students', 2020, 415–26 <<http://dx.doi.org/10.15548/.....>>.

⁴ Lusiana Dewi Kusumayati, 'PENGUNAAN WHOLE BRAIN TEACHING (WBT) UNTUK MENINGKATKAN KEMAMPUAN BERBICARA MAHASISWA Oleh: Lusiana Dewi Kusumayati FKIP Universitas Slamet Riyadi Surakarta', 9 (2014), 11–17.

Allah SWT says in Q.S Al-Ahzab ayah 70 which reads:⁵

سَدِيدًا قَوْلًا وَفُؤُلُوا اللَّهَ انْفُؤُوا أَمْؤَا الدِّينِ يَا أَيُّهَا

Meaning: "O you who believe, fear Allah and speak the truth".

In this ayah Allah SWT advises that humans can speak or communicate properly by saying the right words both in terms of delivery and meaning. Similarly, in the world of communication, it was very necessary to deliver to the public in a good and interesting manner, for example in presentations, leading meetings, presenting events, and others. With good speaking skills, students can convey ideas, ideas, information well and can be received by others well too. the good word meant here is that there was no misinterpretation or delivery from both parties. Especially when speaking in a foreign language, one of which was English, so that the people we talk to understand what we mean, it was important for us, especially students to learn and get used to practicing with English.

As intended in the ayah above, students will get many benefits if they have good speaking skills, one of which was that students who were proficient in speaking gain confidence when they communicated. Speaking skills can also improve students' ability to communicated ideas, think critically and express themselves.⁶ In addition to the obvious advantages in daily life, junior high school students who were proficient in the language were better prepared for higher education, including senior high school and university. However, speaking English was difficult since students need to be proficient in speaking vocabulary, grammar, intonation, fluency, body language, and gestures.

Indonesian schools employ textbooks as a teaching tool to get around that. Students typically used textbooks as learning resources in the classroom to acquired English language skills like speaking. One of the reasons of using textbooks was that they were one of the most important tools for learning English. Speaking abilities were among them. In Indonesian schools, textbooks were a valuable resourced for learning and teaching English. As a source of structured material, textbooks an organized source of information that provides teachers and students with an appropriated framework for organizing

⁵ <https://tafsirweb.com/7682-surat-al-ahzab-ayat-70.html>

⁶ Kadek Andre Karisma Dewantara, 'Type Analysis of Speaking Performance Assessment Task in English for Nusantara Textbook', *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11.1 (2023), 62–69 <<https://doi.org/10.23887/jpbi.v11i1.64928>>.

and carrying out the learning process.⁷ In the process of teaching and learning, textbooks were essential. Students can find well-structured content and educational resources in textbooks. The textbook made reference to the established English language learning standards and curriculum, allowing students to study pertinent subjects and progressively improve their language proficiency. To help students improve their speaking, reading, writing, and listening abilities, the textbook offers exercises and activities.⁸ With the aid of these exercises, students can enhanced their communication abilities, gain a better grasp of grammar and vocabulary, and practice speaking English actively.

One of the English textbooks used in many schools as a guide for teachers and students in teaching and learning English was "English for Nusantara SMP/MTS Class VIII". The Ministry of Education, Culture, Research, and Technology published this book in 2022. This book made referenced to the Merdeka Curriculum, which offers educational programs and units flexibility in implementing the curriculum based on the diversification principle in accordanced with the needs of the students, the educational unit, and the region.⁹ There were five chapters in this book, each with a distinct theme and subtleties of Indonesian culture. Each chapter of this book contains several units, each of which provides practices to help students improve their proficiency in the four English skills. Which was reading, writing, listening and writing. But, this research will be more concerned with assessing speaking abilities.

Speaking assessment tasks were frequently included in Nusantara English textbooks to gauge students' oral communication skills. Presentations, discussions, dialogues, and other speaking exercises can be a part of these assignments. Despite the widespread used of Nusantara English textbooks, but no research has been conducted to examined the speaking assessment tasks in this textbook. It was difficult to assess how well the textbook supports the

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*, 8.3 (2017), 38 <<https://doi.org/10.7575/aiac.all.v.8n.3p.38>>.

⁸ S. N. H. Damanik and Y. Zainil, 'The Analysis of Reading Comprehension Questions in English Textbook by Using High Order Thinking Skill at Grade X of SMAN 2 Padang', *Journal of English Language Teaching*, 8.1 (2019), 249–58.

⁹ Badan Standar, D A N Asesmen Pendidikan, and Buku Panduan Guru, *For Nusantara*, 2022.

development of students' speaking skills without a thorough understanding of the speaking assessment tasks in the textbook.¹⁰ Furthermore, each speaking assessment in the Indonesian English textbook may have advantages and disadvantages that must be analyzed. Identifying constituents or components can yield significant perspectives to improve the structure of current and future speaking evaluation tasks.

The research about speaking assessment has been carried out by some previous research. One of them research entitled *The Analysis of Speaking Assessment Types in Textbook "When English Rings a Bell Grade VII"* which was written by Putri Aulia Swastika, Ririt Rachma Miranti, and Muhammad Rauuf Oktavian Nur. The result of their research explained that in the book *When English Rings a Bell* there were five types of speaking assessments, each type has a different theme and specifications. The five types are imitative, intensive, responsive, interactive and extensive. However, what was most often found in the book *When English Rings a Bell* was the imitative and intensive types. the above research has similarities with this research that is equally analyzing the assessment of speaking in the textbook but the text book analyzed differently, where the above research used a text book entitled "*When English Rings a Bell*" while this study used the latest English book that used the merdeka curriculum, namely the "*English for Nusantara*" textbook for the eighth grade junior high school students. after analyzed the type of speaking assessment in the textbook, the researcher also wanted to know whether the quality of the assessment in the textbook was compatible with the merdeka curriculum.

Based on the reason above, the writer was interested to make the research entitled **The Analysis of Speaking Assessment Types in English Textbook Entitled "English For Nusantara" For the Eight Grade of Junior High School**. In this research, speaking assessment types and their rates will be analyzed. The result of this research was expected to have a significant impact on the development of English learning in Indonesia.

B. Research Focus and Scope

The focused and scope of this research were:

¹⁰ Ivo Damyanov and Nikolay Tsankov, 'The Role of Infographics for the Development of Skills for Cognitive Modeling in Education', *International Journal of Emerging Technologies in Learning*, 13.1 (2018), 82–92 <<https://doi.org/10.3991/ijet.v13i01.7541>>.

1. The researcher focused on the speaking assesment provided in English for Nusantara textbook for eight grade student of Junior High School
2. The English textbook that would be analyzed was English for Nusantara textbook for eight grade student of Junior High School publised by the ministry of education, culture, research and technology

C. Research Questions

Based on the background of the problem, it can be concluded that the research question from this research were:

1. What are the types of speaking assesment contained in the English textbook entitled “English For Nusantara” for eight grade junior high school?
2. How are the speaking assessment presented in the English textbook entitled "English for Nusantara" for eight grade junior high school compatible with dthe merdeka curriculum?

D. Objectives of the Research

Based on the research question, the purpose of this research were:

1. To find out the types of speaking assesment contained in English textbook “English For Nusantara” for eigh grade student of Junior High School published by the ministry of education, culture, research and technology
2. To determine the suitability of the type of speaking assessment in an English textbook entitled “English For Nusantara” with the merdeka curriculum

E. Significance of the Research

1. Theoretically

The findings of this research are expected to contribute to education, particularly in English, by enriching existing research findings and providing an overview of speaking assesment contained in English textbooks that adhere to the merdeka curriculum.

2. Practically

a. The Teachers

Teachers can used this research as a resource to study and take into account when selecting textbooks for use in the teaching and learning process in classrooms that have been modified to follow the merdeka curriculum.

b. The Students

This research allows students to learn about the quality of their English textbooks and provide information to eighth grade about the feasibility of the assessment of speaking in the English textbook entitled "English for Nusantara" published by The Ministry of Education, Culture, Research, and Technology.

c. The School

The findings of this research can be used to help determine which textbooks will be appropriate for the merdeka curriculum.

d. The Other Researcher

The result of this research can be used as a contribution of knowledge and thought discourse to deepen and develop theoretical knowledge about the quality of the English textbook "English for Nusantara" as well as can be an alternative in determining research in future.

F. Definition of Key Terms

1. Speaking Assesment

Assessing or assesment is the process of evaluating students' ability to build competencies with the goal of assisting them in continuing the learning process.¹¹ Like when a student answers a question, provides context, or tried to used a new word or structure, the teacher will evaluated their performance. So it can be concluded that speaking assesment is an evaluation activity carried out by the teacher and the students carry out using their available language resources and leading on a real outcome in the field of speaking.

2. Textbook

A textbook is a book on a specific subject that is used as an educational/concentration guide, typically in schools or universities. Textbooks play an important role in the educational and learning process. It has the potential to be useful for educators to instruct and students to learn.¹²

¹¹ H. Douglas Brown, *LANGUAGE ASSESMENT : Principles and Classroom Practices* (San Francisco State University, 2004), 5.

¹² Rias Wita Suryani, 'English Language Teaching and Research "When English Rings The Bell": An English Textbook Analysis', *English Language Teaching and Research*, 2.1 (2018), 258–68.

3. Textbook Analysis

Textbook analysis is a research method that aims to provide knowledge, new insights, a representation of facts, and a practical guide to action by making replicable and valid inferences from data to their context.¹³

4. Merdeka Curriculum

Merdeka curriculum is a curriculum with diverse intra-curricular learning in which the content was optimized so that students have enough time to explore concepts and strengthen competencies.¹⁴ The previous curriculum focused on students as a learning center, whereas the Merdeka curriculum was made more varied and Merdeka according to each student's talents and interests.¹⁵

G. Organization of Thesis

The content of this research was divided into several chapter, so readers will be easy to understand the content of the research, the sections of this research as follows:

CHAPTER I : INTRODUCTION

This chapter contains and explain about research background, research focus and scope, reseach problem, objectives of the research, significanse of the research, definition of key terms, and organization of thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter contains of three sub-chapter, namely theoretical description, theoretical framework, and the review of previous studies that are relevant to the research.

¹³ Riska Febriantika, 'An Analysis of Good Textbook Criteria in "BAHASA INGGRIS" at the Tenth Grade Senior High School Based on Curriculum 2013', A Thesis, *Raden Intan State Islamic University*, 2022.

¹⁴ Dedi Riyan Rizaldi and Ziadatul Fatimah, 'Merdeka Curriculum: Characteristics and Potential in Education Recovery after the COVID-19 Pandemic Conditions of the Creative Commons Attribution License (CC BY-NC-ND) ([Http://Creativecommons.Org/Licenses/by-Nc-Nd/4.0/](http://creativecommons.org/licenses/by-nc-nd/4.0/))', *International Journal of Curriculum and Instruction*, 15.1 (2022), 260–71 <<https://orcid.org/0000-0000-0000-0000>>.

¹⁵ Dea Digna and Choiriyah Widyasari, 'Teachers' Perceptions of Differentiated Learning in Merdeka Curriculum in Elementary Schools', *International Journal of Elementary Education*, 7.2 (2023), 255–62 <<https://doi.org/10.23887/ijee.v7i2.54770>>.

CHAPTER III: RESEARCH METHODOLOGY

In this chapter consist of six sub-chapter, such as the basis of the types of approaches, research subjects, instrument and data collection techniques, research data validity, and data analysis techniques.

CHAPTER IV : FINDING AND DISCUSSION

This chapter will be explain the result of research which includes , an overview of research objects, description of research and data analysis from the research.

CHAPTER V : CONCLUSION AND SUGGESTION

As the last chapter, it will provide a quick summary of the discussion's findings and offer suggestions for future research topics to those who may be interested.

