

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Speaking

a. Definition of Speaking

Languages are essential for communication in almost every social setting.¹ In Indonesia itself there are many languages used, including foreign and traditional languages. One of the foreign languages taught in schools is English. English is indeed very important to be learned by Indonesians as an international language so that they can communicate with people anywhere in the world.

Speaking is the only way we can communicate in the real world using the language. Speaking is the act of uttering words with the intention of being understood by the listener, who then interprets the words to determine the speaker's meaning.² whereas according to Gert and Hans, speaking is a speech intended to be recognized by the speaker, and the recipient interprets statements to determine the intentions of the speakers. It is very important to speak the correct language so that the people we are talking to can receive the message we convey when communicating. especially when speaking in a foreign language. According to Burns and Joyce, speaking is the interactive construction process entails the stages of production, acceptance, and comprehension.³ That is, the context in which a person speaks affects the form and meaning of their speech.

Speaking is also used as a means of effectively, fluently, clearly, and accurately communicating in the

¹ Nurul Aslimah, 'An Analysis of Students' English Speaking Anxiety during Online Learning (A Study at Vocational High School in Jepara', A thesis, *IAIN Kudus*, 2022.

² Dedi Efrizal, 'Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia', *International Journal of Humanities and Social Science*, 2.20 (2012), 127–34.

³ shiamaa abd El Fattah Torky, 'The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students A Thesis Supervised By', *Ain Shams University Women's College Curricula and Methods of Teaching Departement*, 2014, 1–254 <<https://doi.org/10.1200/JCO.2005.05.4296>>.

appropriate context by utilizing appropriate grammar, dictionaries, and pronunciation in addition to pragmatic rules and spoken language conversations. Thus, the researcher can draw the conclusion that speaking is an oral activity that conveys our spoken words as well as the generation of auditory cues intended to elicit different verbal reactions from a listener. One of the essential elements of a language that cannot be separated by its existence is speaking.

b. Component of Speaking

There are four components of speaking according to Harris, namely:⁴

1. Pronunciation

Pronunciation is the process by which students or speakers produce clearer language when speaking. Pronunciation is the process of saying a word or letter correctly or the way a language is spoken.⁵ So, it can conclude that pronunciation is the study of how words in a given language are produced clearly when people speak. Pronunciation is essential when speaking in order to facilitate understanding of the other person.

2. Vocabulary

Vocabulary refers to the appropriate diction used in communication. Without a sufficient vocabulary, one cannot effectively communicate or express their ideas both orally and in writing.⁶ A lack of vocabulary is another barrier that prevents learners from learning a language. based on these explanations, the researcher concluded that mastery of vocabulary in learning English is very important, because without mastering vocabulary, English learners will not be able to speak English fluently.

3. Grammar

Grammar can be defined as the study or application of rules that control how words change,

⁴ Kurniati Azlina, Eliwarti, and Novitri, 'A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru', *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13 <<https://media.neliti.com/media/publications/206186-none.pdf>>.

⁵ <https://dictionary.cambridge.org/dictionary/english/pronunciation>

⁶ Azlina, Eliwarti, and Novitri., p.5

shape, and combine to convey meaning.⁷ Syntax, morphology, phonology, and semantics are some of the components of grammar that certainly can not be separated when learning grammar. In order to pronounce words correctly and effectively when speaking in English, it is crucial to apply. Without proper grammar, fluency is insufficient and can be misconstrued.

4. Fluency

The last component of speaking is fluency. Fluency can be define the capacity to speak clearly and fluently. Put differently, the speaker is able to relate meaning and context while reading, understanding, and responding in a clear and succinct manner.⁸ Based on the concepts discussed above, the researcher came to the conclusion that fluency refers to the ability to speak clearly and fluently.

c. Speaking Assessment

1) Definition of speaking assessment

Assessing or assesment is the process of evaluating students' ability to build competencies with the goal of assisting them in continuing the learning process.⁹ Like when a student answers a question, provides context, or tries to use a new word or structure, the teacher will evaluate 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) Types of speaking assesment

According to Brown, there are five of speaking assessment, namely:

a) Imitative

The ability to simply parrot back (imitate) a word, phrase, or even a sentence is at one end of a continuum of speaking performance types. A

⁷ <https://dictionary.cambridge.org/dictionary/english/grammar> accessed November, 09, 2023

⁸ Nurul Aslimah, 'An Analysis of Students' English Speaking Anxiety during Online Learning (A Study at Vocational High School in Jepara', A thesis, *Repository IAIN Kudus*, 2022, P.6

⁹ H. Douglas Brown, *LANGUAGE ASSESMENT : Principles and Classroom Practices* (San Francisco State University, 2004), 5.

variety of prosodic, lexical, and grammatical aspects of language may be included in the criterion performance, even at this strictly phonetic level of oral production.

b) Intensive

A second type of speaking assesment the second type of speaking assessment, namely intensive, is a segment of spoken language that is used to understand the meaning in certain grammatical, phrasal, lexical, or phonological relationships. This type of activity is like reading aloud, which assesses intonation, stress patterns, and rhythm. test basic grammar skills (longer than imitative). There are several types of intensive speaking are used in assessment design, including: Directed Response Tasks, Read-Aloud Task, Sentence/Dialogue Completion Tasks and Oral Questionnaires, Picture-Cued Tasks, Translation.

c) Responsive

Responsive is a type of speaking assessment that emphasizes students ' ability to speak English spontaneously such as asking and answering briefly such as short conversations, greetings and small talk, simple requests and comments. This type emphasizes the authenticity of the activities carried out where it is related to real life. There are three types of responsive speaking are used in assessment design, such as : question and answer, giving instruction and direction, paraphrasing.

d) Interactive

Between interactive and responsive are almost the same, but there is a difference between the length of the conversation and the number of participants involved in a conversation where interactive involves more participants in the conversation and is more complex. There are several types of interactive speaking are used in assessment design, such as: interview, drama like task, discussion and conversations, games.

e) Extensive (*monologue*)

Type assessment in a monologue such as speech, presentation, and storytelling. Where the interaction between the reader and the listener is very limited and does not exist at all. language style and selection of words to be spoken are usually more planned. This type of extensive is done with the aim to facilitate English speaking skills. There are four kind of extensive speaking are used in assessment design, including: speech, picture-cued storytelling, retelling a story or a news event, translation.

2. Textbook

a. Definition of Textbook

Textbooks are learning tools used in the teaching process. Textbooks include a source of knowledge in specific subjects that are easily understood by readers and have the necessary teaching facilities to help students develop the basic and core skills required in classrooms and other educational settings. Every school in Indonesia is required to use textbooks to facilitate teaching learning. The contents of textbooks are usually thoroughly tested in real teaching situations before being published, and typically textbooks must also meet a list of additional requirements related to schools and teachers in general. Textbooks are written by skilled and qualified individuals.¹⁰

A textbook is described as "*a book that teaches a particular subject and is used in schools and colleges*" by Oxford Advanced Learner's Dictionary. The textbook aims to prepare students to interact with individuals from diverse cultural backgrounds and foreign countries by providing them with knowledge, language skills, and information about English-speaking countries. A text book can not only help students in learning, but can also serve as a grip for new teachers who need intelligent advice, encouragement, and support.¹¹

¹⁰ Linda Rahmawati, A Content Analysis of The English Textbook "Primary English As A Second Language". (Thesis: English Teacher Education. Department, Sunan Ampel State Islamic University, Surabaya, 2018), p.7

¹¹ Biljana Radić-Bojanić and Jagoda Topalov, 'Textbooks in the EFL Classroom: Defining, Assessing and Analyzing', *Zbornik Radova Filozofskog*

According to Stará, Chvál, & Starý in the process of teaching or learning, textbooks are very important to use. In addition to having the aim of presenting materials to students in an easy, selective, and organized way, English textbook contents also influence what teachers teach and what students learn.

b. The Function of Textbook

The textbook is an important and influential means of providing and fulfilling a large number of structured indirect experiences. With the help of books (and other printed media), information can be collected in a container that is still permanently accessible.¹² Because textbooks have many functions and uses in supporting the learning process, many teachers from elementary schools to high schools continue to use English textbooks as the primary source of the teaching and learning process for both students and teachers. Teachers can easily prepare lessons and media for teaching, design tests for students, and assign homework and assignments using textbooks. Many English textbooks have been published recently to meet the demand for English textbooks.¹³

From the above theory it can be concluded that there are several functions of the textbook, as follows:

- 1) As a standard for educators that will guide all activities in the classroom, accompanied by a list of competencies that need to be taught to students.
- 2) As a tool to help teachers implement the curriculum
- 3) As a guide to students' activities during the learning process, as well as the content of the competencies they master.
- 4) As a tool for evaluating students' mastery of learning outcomes.

c. Criteria of Good Textbook

In his book, Henry states that there are ten criteria for a good textbook, including:

Fakulteta u Pristini, 46–4, 2016, 137–53 <<https://doi.org/10.5937/zrffp46-12094>>.

¹² Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 15.

¹³ Yulizar, 'An Analysis of Aims and Approach of a Textbook', 1.2 (2016), 129–38.

- 1) Potentializing to attract the students
- 2) Fascinating illustrations
- 3) Inspiring students who use it
- 4) Taking linguistic factors into account to match the proficiency levels of the students
- 5) Relating to the other lesson
- 6) Encouraging students' individual activities.
- 7) Steering clear of ambiguous and strange concepts to avoid confuse students.
- 8) Having a definite and unwavering viewpoint
- 9) Emphasizing and consolidate the values that both adults and children should uphold.
- 10) Accepting the individual differences among students.¹⁴

d. English Textbook Entitled “English For Nusantara”

The authors of this book are Ika Lestari Damayanti, et al. Publish in 2022 by Ministry of Education, Culture, Research, and Technology. This book has implemented the Merdeka Curriculum. This book consists of 312 pages and contains of five chapters with various themes. Starting from chapter one, which is celebrating independence day, chapter two is kindness begin with me, chapter three is love our world, chapter four is no littering, and chapter five is embrace your self. In addition each chapter has three units in it.

3. Textbook Analysis

a. Definition Textbook Analysis

Apart from using textbooks, a professional educator certainly wants to ensure whether the textbooks used are appropriate or not to achieve the specified teaching objectives.¹⁵ Therefore, an analysis of the textbook or textbook whose purpose is to determine whether or not the book is feasible in achieving the specified learning goals.

Textbook analysis is essentially a straightforward, analytical "matching process: matching demands to accessible answers."¹⁶ The purpose of this analysis is to determine the quality of the books used.

¹⁴ Henry Guntur Tarigan and Djago Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 2009), 20-21.

¹⁵ Henry Guntur Tarigan and Djago, *Telaah Buku*.....p.83

¹⁶ Rizky Akbar, ‘An Analysis of Selected Eleventh Grade English Textbooks’, *Journal of English and Education*, 2016.1 (2016), 109–26.

b. The Function of Textbook Analysis

There are some of the functions of analyzing the textbook are as follows:

- 1) To guarantee of consistent curriculum implementation
- 2) To guarantee, there is no content of teaching materials that contradict Pancasila and the 1945 Constitution.
- 3) To guarantee of the validity of concepts, theories and generalizations of available knowledge
- 4) To guarantee of the consistency of the system and the quality of the material delivered
- 5) To guarantee of excellence facilities used in the teaching and learning process
- 6) To ensure that the teaching and learning processes are of high quality
- 7) To ensure that the teaching and learning processes are highly efficient
- 8) To guarantee of student learning activities directed toward teaching objectives
- 9) To ensure the integration of theory and practice in order to improve students' understanding
- 10) To guarantee of improved educational outcomes
- 11) To guarantee of knowledge spread, and socializing knowledge.¹⁷

c. Component of Textbook Analysis

There are three component of textbook analysis as follows:¹⁸

- 1) Content feasibility, which includes student growth, alignment with the lesson's SK and KD, the content of scientific and life skills, and the expansion and diversity of social values.
- 2) Language, the readability and logical flow of language are two of the many subcomponents that make up language.
- 3) Presentation, this component of service can be broken down into multiple smaller parts, such as technique, material, and learning.

¹⁷ Henry Guntur Tarigan and Djago, *Telaah Buku*.....p.103

¹⁸ Ridho Praja Dinata, 'An Analysis of English Textbook for Tenth Graders of Vocational High School in Indonesia', *Jurnal Ilmiah Universitas Batanghari Jambi*, 2022, <http://doi.org/10.33087/jiubj.v22i3.2909>

d. Methods of Textbook Analysis

According to Chunningsworth, there are some methods of textbook analysis namely:¹⁹

- 1) Impressionistic images that make predictions for users and provide a general description of the material. Evaluators might be see some features of the textbook such as, the quality of visual and layout, and how each of item appear in the textbook. The aims of this method appropriate to see a textbook before in depth analysis, to looks the general information and content of the textbook
- 2) In depth-evaluation which is involves more of the material and content while using textbook. It is measurement a textbook rather than prediction. Then, evaluator needs to examine the specific of each item that related to the students' needs.

4. Curriculum

a. Definition of Curriculum

- 1) According to KBBI

According to Indonesia Dictionary (KBBI), Curriculum is a set of subjects taught in educational institutions, or the set of courses on specific areas of expertise.²⁰

- 2) According to Oxford Dictionary

According to the Oxford Dictionary, a curriculum refers to a subject that is included in a course of study or taught in a school.²¹

- 3) According to Other Definitions

Curriculum is a set of guidelines for implementing learning activities in order to achieve specific educational goals.²² According to the Government Regulation Number 20 year 2003, Section 1 letter 19 Curriculum is defined as

¹⁹ Alan Cunningsworth, 'Choosing Your Coursebook Alan Cunningsworth', 2007, p. 153.

²⁰ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "KBBI Daring" Accessed on November 12th, 2023, <https://kbbi.kemdikbud.go.id/>.

²¹ Oxford Learners' Pocket Dictionary (fourth edition), (Oxford: Oxford University Press, 2008), 109.

²² 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, <https://doi.org/10.23887/ijee.v7i2.54770>.

"a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objectives".²³

While in the book by Allan C. Ornstein and Francis P. Hunkins, the curriculum is defined as a category. First, the curriculum is described as a strategy for achieving a goal. Second, it is defined as relating to the experience of the student. Third, curricula is a field of study that has its own theory, concepts, foundations, domain of knowledge, analysis, and expertise. The last, it can be defined in terms of subject or content.²⁴

From some of the opinions above, researcher can conclude that the curriculum is a set of plans and arrangements regarding the objectives, contents, and learning methods designed to achieve educational goals. More simply, a curriculum can be thought of as a "learning plan" that details what will be taught, how to teach, and how student progress will be measured.

b. Merdeka Curriculum

From 2022 to 2024, the Ministry of Education, Culture, Research, and Technology applicable curriculum options in education, namely curriculum 2013, emergency curriculum, and prototype curriculum. Curriculum emergency is a condensed version of the 2013 curriculum that was implemented in 2020 during the Covid-19 pandemic. The prototype curriculum is a competency-based curriculum that promotes learning recovery through the use of learning projects.²⁵

Merdeka curriculum is the new name from the official prototype curriculum launched by Mendikbudristek Nadiem Anwar Makarim. The merdeka belajar curriculum is the development and application from the emergency curriculum launched to respond to the impact of the

²³ Akbarjono and others. 'Content analysis of speaking activities in English textbook.....p.106.

²⁴ Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundation, Principles and Issues, Seventh Edition, Pearson Education, 2018.*, 26-27.

²⁵ I Komang Wahyu Wiguna and Made Adi Nugraha Tristaningrat, 'Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar', *Edukasi: Jurnal Pendidikan Dasar*, 3.1 (2022), 18 <<https://doi.org/10.55115/edukasi.v3i1.2296>>.

pandemic Covid-19. The freedom to learn is an approach taken so that students can choose lessons of interest.²⁶ Merdeka curriculum developed as a framework more flexible curriculum, at the same time focusing on the essentials and character and competency development learners.²⁷

1) Characteristics of Merdeka Curriculum

The following are main characteristics of this curriculum that promotes recovery learning:²⁸

- a) Project-Based Learning for the development of soft skills and character in accordance with the Pancasila student profile
- b) Concentrate on the most important material so that there is enough time to learn in-depth knowledge of competencies such as literacy and numeracy.
- c) The ability for teachers to differentiate learning based on learner ability and make adjustments to context and local content.

2) New Term in the Merdeka Curriculum

There are several changes in the term from curriculum 2013 to merdeka curriculum, which are as follows:²⁹

- a) Promissory notes replaced prosem (semester program).
- b) Syllabus replaced ATP (flow of learning objectives).
- c) KI (content competence) replaced CP (learning outcomes).
- d) The learning implementation plan (RPP) replaced the teaching module.

²⁶ I Komang Wahyu Wiguna and Made Adi Nugraha Tristaningrat, 'Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar', *Edukasi: Jurnal Pendidikan Dasar*, 3.1 (2022), 19.

²⁷ I Komang Wahyu Wiguna and Made Adi Nugraha Tristaningrat, 'Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar', *Edukasi: Jurnal Pendidikan Dasar*, 3.1 (2022), 25.

²⁸ Wiguna and Tristaningrat., 'Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar', *Edukasi: Jurnal Pendidikan Dasar*, 3.1 (2022), 24. <https://doi.org/10.55115/edukasi.v3i1.2296>

²⁹ HelmyScout, 'Istilah Dalam Kurikulum 2013 Ke Istilah Dalam Kurikulum Merdeka', 2022 <<https://mtspstmanen.sch.id/baca/istilah-dalam-kurikulum-2013-ke-istilah-dalam-kurikulum-merdeka>> [accessed 16 December 2023].

- e) KD (basic competence) replaced TP (learning objectives).
 - f) KKM (minimum completeness criteria) replaced KKTP (learning goal achievement criteria).
 - g) Daily assessment (PH) replaced summative.
 - h) Mid-term assessment (PTS) replaced STS (summative mid-semester).
 - i) PAS (final assessment semester) replaced SAS (summative end of semester).
 - j) Question indicators are replaced with assessment indicators.
 - k) Peer assessment replaced formative.
 - l) Education unit level curriculum (KTSP) replaced Education Unit operational curriculum (KOSP)
- 3) Division of Phases in the Merdeka Curriculum

The merdeka curriculum is well known for emphasizing competence. As a result, the lessons' content must be condensed and made simpler in order to give students more time to thoroughly study each topic. One tactic used is the development of learning outcomes (CP), which is structured into phases and presented as a story that connects knowledge, attitudes, and skills.³⁰

The use of phases in the merdeka curriculum was intended to distinguish students from one another in a class. The difference between KI-KD in the 2013 curriculum and CP in the merdeka curriculum is the time span allocated to achieve the targeted competencies. The KI-KD is set annually, while the CP was designed on a phase-by-phase basis. One phase has a different time span, as follows:³¹

³⁰

<https://mtsustanululum.sch.id/news/cara-mudah-memahami-penggunaan-fase-di-kurikulum-merdeka.html>, accessed December, 16, 2023.

³¹ Yogi et.al Anggraena, *Pembelajaran Dan Assessment*, *BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA*, 2022.

Table 2. 1 Phase Division

| Phase | Class/level in general |
|--------------|---|
| Foundation | PAUD |
| Phase A | Grade I-II Elementary School |
| Phase B | Grade III-IV Elementary School |
| Phase C | Grade V-VI Elementary School |
| Phase D | Grade VII-IX Junior High School |
| Phase E | Grade X Senior High School |
| Phase F | Grade XI-XII Senior High School Grade XI-XII Vocational High School 3 year program Grade XI-XII Vocational High School 4 year program |

English for the eight grade of junior high school was an English subject in Phase D. English learning phase D develops skills in learners to develop the ability to use English through six language skills, namely listening, speaking, reading, viewing, writing, and present in an integrated manner in various types of text.³² These six learning outcomes contribute or refer to the assessment of English proficiency equivalent to level B1. English Level B1 was the third level of English, level Pre Intermediate in *Common European Framework of Reference (CEFR)*.

The types of texts that will be studied in the eighth grade according to phase D were recount texts, narrative, descriptive and procedural. But, the last two types of text mentioned already studied in the seventh grade. These two texts were re-presented in the eighth grade as reinforcement through the exploration of different topics.³³ The narrative text was the main text introduced in the eighth grade, as it has a fairly high complexity, it contains texts that aim to describe and also narrate events in the past. Therefore, the type of recount text was also introduced in the book "English For Nusantara" in order to prepare learners to access narrative

³² Ika Lestari dkk Damayanti, *Buku Panduan Guru English for Nusantara Untuk SMP/MTs Kelas VIII*, 2022 <<https://buku.kemdikbud.go.id>>.

³³ Ika Lestari Damayanti, dkk, *Buku Panduan Guru English for Nusantara*.....p. 5

texts. In addition to the types of texts already mentioned, English for Nusantara also supports the development of language skills in this phase by integrating the used of English to discuss and convey wishes or feelings in dialogues that support the main topics in each chapter. English for Nusantara textbook for eighth grade also features texts to provide wider exposure to prepare eighth grade learners in mastering English language skills that are in accordance with the achievement of learning in Phase D.

- 4) Indicator required in the merdeka curriculum and developed in the textbook

Based on the National Education Standards Agency (BSNP) in 2022, there were two aspects of eligibility as guidelines in assessing books. Any indicator in the aspect of textbook eligibility can be used as a reference for textbook assessment. Indicators in the book English for Nusantara as follows:³⁴

Table 2. 2 Indicator Required in the Merdeka Curriculum

| |
|---|
| CP (learning Outcomes) listening-speaking element |
| By the end of phase D, (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 contexts. With some repetition and rewording, (2) They comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. (3) They engage in discussion such as giving opinions, making comparisons and stating preferences. (4) They explain and clarify their answers using basic sentence structure and verb tenses |
| Learning Objectives |
| 1. Talk about personal experiences from the past |
| 2. Retell and rewrite an imaginative story |

³⁴ Kemendikbudristek BSKAP, *Salinan Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 008/H/KR/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini Jenjang Pendidikan Dasar Dan Jenjang Pendidid, Kemendikbudristek, 2022. p.158*

| |
|---|
| 3. Ask and give opinion about familiar topics around the school |
| 4. Talk about past incidents or events |
| 5. Ask for and give opinions |

By the end of Phase D, students were able to interact and communicate in a wider range of formal and informal contexts using spoken, written, and visual English texts. In this period of learning English, students can use a range of text genres as their primary sources, including narratives, descriptions, procedures, specialized texts (such as short messages and advertising), and authentic texts. Students converse and convey their desires and emotions in English. Their comprehension of written texts was expanding, and when students comprehend information that was hinted, their ability to draw conclusions starts to show. With a broader vocabulary, students generate written and visual pieces in organized English. When creating written and visual communications in English, students were aware of the audience and purpose.

B. Theoretical Framework

Speaking assessment was very necessary to know or measure the extent of a person's speaking ability, especially for students. In addition, speaking assessment can also be used to determine the achievement of student competence.³⁵ However, in conducting a speaking assessment, of course, we must follow the existing guidelines. We must find out whether the speaking assessment that is usually found in textbooks is in accordance with existing guidelines or not. What is meant by the guidelines here is the curriculum.

The curriculum was the foundation and reflection of a nation's philosophy of life, where and how this nation's future life will be directed, all of which were determined and spelled out in the education curriculum. Learning becomes more regular as a result of

³⁵ Kolesnikov & Beyer, 'Revisiting self-supervised visual representation learning. Proceedings of the IEEE Computer Society Conference on Computer Vision and Pattern Recognition', (2019), 1920–1929. <https://doi.org/10.1109/CVPR.2019.00202>

the curriculum.³⁶ Knowing the importance of the curriculum's role, we must apply it to the learning process in order to be orderly and precise. Next, we must determined whether or not the speaking assessment we are conducting was compatible with the applicable curriculum. To find out, we must conduct an investigation.

This paragraph demonstrated how critical it was to analyzed the speaking assessments contained in textbooks in order to determined the quality of these assessments.



³⁶ Hasan Baharun, et.al, Pengembangan Kurikulum: Teori dan Praktik, (Probolinggo: Pustaka Nurja, 2017), 1.

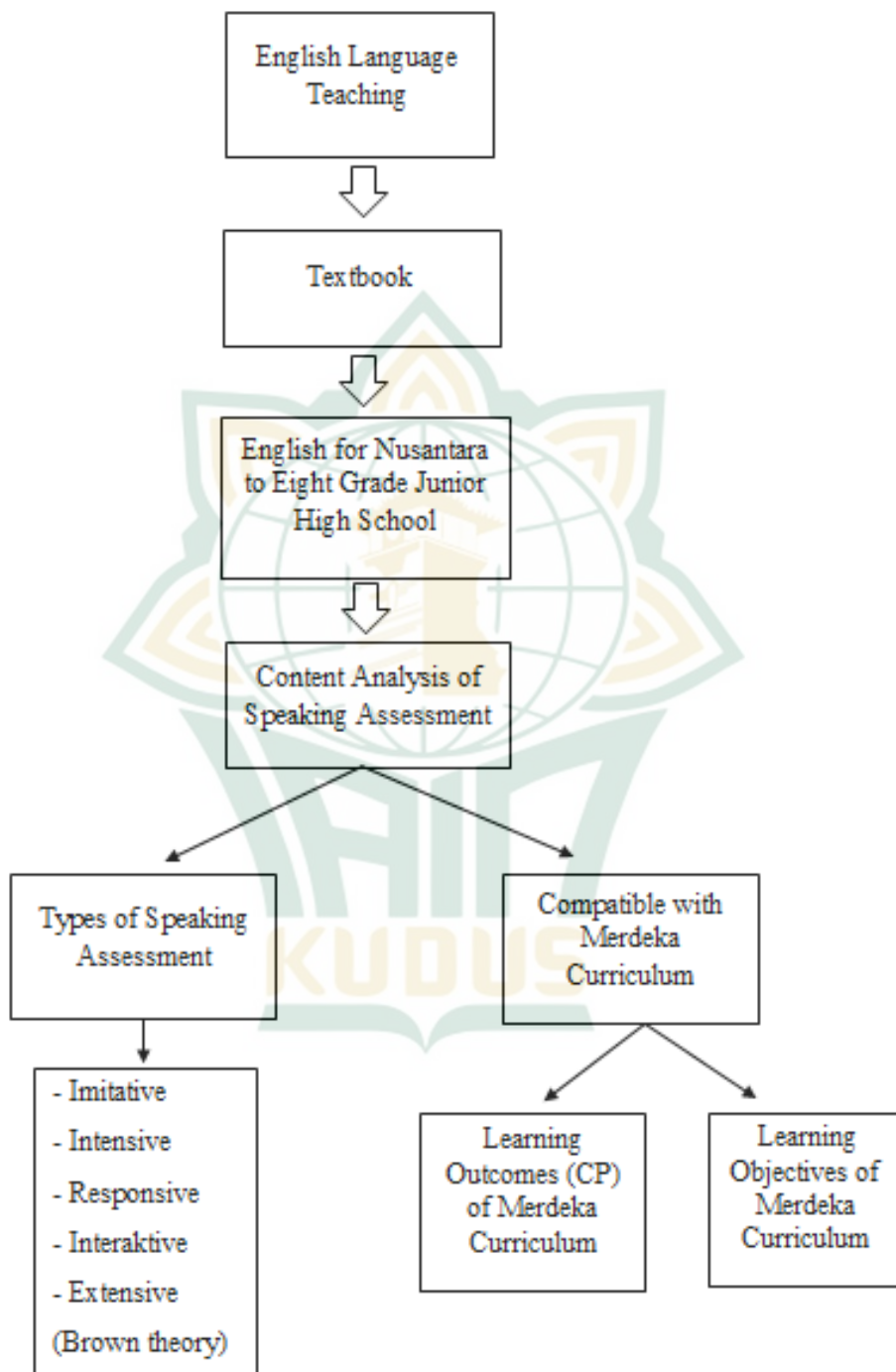


Table 2. 3 Theoretical Framework of Study

C. Review of Previous Study

Previous research as the basis of a study and become a reality, as well as a comparison of related research conducted in this study. In addition, previous research is also very helpful in gaining a sufficient understanding of the theory related to the topic to be discussed. As for some research relevant to the research conducted research entitled analysis of Speaking Assessment Types in English Textbook Entitled “English For Nusantara” For the Eight Grade of Junior High School are as follows:

Table 2. 4 Previous Related Studies

| Number | Author | Title | Method | Result |
|---------------|---|---|---|--|
| 1. | Putri Aulia Swastika, Ririt Rachma Miranti, and Muhammad Rauuf Oktavian Nur | The Analysis of Speaking Assessment Types in Textbook “When English Rings a Bell Grade VII” | Library studies research and Descriptive qualitative approach | - The results of this research explained that in the textbook when English Rings The Bell there are five types of speech assessment based on Brown's theory. it was imitative, intensive, responsive, interactive and extensive. The results of this research explain that in the textbook when English Rings The Bell there are five types of speaking assessment based on Brown's theory namely imitative, intensive, responsive, interactive, and |

| | | | | |
|--|--|--|--|---|
| | | | | <p>extensive. the types that were 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 were 30. While responsive has 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 school 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</p> |
|--|--|--|--|---|

| | | | | |
|--|--|--|--|--|
| | | | | <p>practicing pronunciation.³⁷</p> <ul style="list-style-type: none"> - The similarities between previous research and the researcher research were the same as analyzing speaking assessment in English textbooks with descriptive qualitative approach. - The difference lies in the type of book analyzed. Previous research analyzed the speaking assessment contained in the book “When English Ring a Bell” which was still using the 2013 curriculum, while this research analyzed the speaking assessment in the book “English for Nusantara” |
|--|--|--|--|--|

³⁷ Putri Aulia Swastika, Ririt Rachma Miranti, and Muhammad Rauf Oktavian Nur, ‘The Analysis of Speaking Assessment Types in Textbook “When English Rings a Bell Grade VII”’, *Jurnal Studi Guru Dan Pembelajaran*, 3.2 (2020), 167–73 <<https://doi.org/10.30605/jsgp.3.2.2020.262>>.

| | | | | |
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| | | | | with merdeka curriculum. |
| 2. | Lusi Tri Utami, Abdul Syahid, and Aris Sugianto | Analysis of Speaking Material in English Textbook at Grade XII Published by Kemendikbud 2018 | Descriptive qualitative | <p>- The data analysis yielded two outcomes. First, consider the type of speaking material, which includes dialogue and filling in the blanks was discovered in the Indonesian Government's English textbook "Bahasa Inggris" for Senior High School's twelfth grade. Second, English speaking material was displayed from the perspective of teachers, as well as a textbook evaluation checklist.³⁸</p> <p>- The equation of the previous research with this research were the same as English textbooks with descriptive</p> |

³⁸ Lusi Tri Utami, Abdul Syahid, and Aris Sugianto, 'Analysis of Speaking Material in English Textbook At Grade Xii Published By Kemendikbud 2018', *PROJECT (Professional Journal of English Education)*, 4.4 (2021), 712 <<https://doi.org/10.22460/project.v4i4.p712-718>>.

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| | | | | <p>qualitative approach.</p> <ul style="list-style-type: none"> - The difference in this research was the object under study. In Lusi tri utami et. all research, the object studied was speaking material in the English textbook, while the object studied by the researcher was the assessment of speaking in English textbooks. |
| 3. | Tri Yuli Ardiyansah | Analysis of Speaking Assessment in ESP Speaking Class | Field research and Qualitative approach | <ul style="list-style-type: none"> - This research explained the assessment process, types of assessment, materials and assessment sources used by instructors in the ESP Speaking Class at the University of Muhammadiyah Malang. The researcher found that instructors at the University of Muhammadiyah Malang used most types of assessment based on the basic |

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| | | | <p>types of speaking assessment, namely Intensive, Responsive, Interactive, and Extensive, except imitative, because the focus of the imitative type of speaking assessment, according to the instructor, it just repeating (imitating) a word, phrases, or perhaps sentences, so that the instructor was convinced that these types were irrelevant or may be too easy to apply for the student. Read-aloud assignments, sentence assignments, dialogue completion, picture assignments, translation (from a limited stretch of discourse), question and answer, instruction and direction,</p> |
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| | | | <p>discussion and conversation, Games, oral presentations, interviews, and role-playing were some examples of assessment assignments used by the researcher. Meanwhile, the material and sources can vary depending on the objectives of the syllabus. And for the assessment method, the researcher used analytical and holistic assessment.³⁹</p> <ul style="list-style-type: none"> - The equation of the previous research and this research was the same analyze about the type of speaking assessment used theory Brown (2004). - The difference between these two studies was the research |
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³⁹ Tri Yuli Ardiyansah, 'Analysis of Speaking Assessment in Esp Speaking Class', *Journal of English Teaching, Literature, and Applied Linguistics*, 3.1 (2019) <<https://doi.org/10.30587/jetlal.v3i1.857>>.

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| | | | | <p>conducted by Tri Yuli using field methods, where the subject was an instructor from the University of Muhammadiyah Malang, while this research using library method with the subject of English textbooks.</p> |
| 4. | Nurul Maulida and Sukri Adani | An Analysis of Assessment Used in The English Textbook of Merdeka Belajar Curriculum For the First Year Students of Junior High School | Descriptive qualitative | <p>- Describe the type of assessment that was in the textbook merdeka curriculum English in Mind. the researcher explained that there were 22 types of English assessments in the English in Mind book which were divided into 16 assessments after analyzing each aspect of skill. There were 5 types of speaking assessment, namely directed responses, read-aloud, sentence/ dialogues</p> |

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| | | | | <p>completion, picture-cued task, question & answer. The 4 types of listening were information transfer, dictation, sentence repetition, and listening cloze. Five types of reading assessment: reading aloud, written response, multiple choice, matching task, short answer, and scanning. and finally there were 2 types of writing assessment : grammatical transformation and vocabulary assessment. And of all these types, the most dominant one used in English in Mind books was grammatical transformation from writing skills.⁴⁰</p> <p>- The similarities were the same as</p> |
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⁴⁰ Andi Nurul Mukhlisah and Muhammad Irfan, 'Nusantara Hasana Journal', *Nusantara Hasana Journal*, 2.9 (2023), 185–90.

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| | | | <p>analyzing English textbooks with descriptive qualitative approach.</p> <p>- The difference lies in the book that was analyzed and the object of previous research was broader analysis assessment of four skills in English, while this research only analyzed the speaking assessment only.</p> |
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