

## CHAPTER 1

### INTRODUCTION

This chapter presents a comprehensive description of the research. It comprises the background to the problem, formulation of the problem, operational definitions, aim of the study, and significance of the study.

#### 1.1 Background of the Study

Textbook is an important medium for classroom activities, it provides materials, methods, example for students to implement it in daily conversation, and to help them to meet their learning goals. It able to motivates students to plan for future learning, also review the previous materials and textbooks provide students with good quality materials at a low price. It is not only beneficial for teachers, which helps them to prepare materials and achieve the teaching aims and objectives but also for students, to help them in achieving the learning needs. On the other hand, speaking materials is an essential content in English textbooks, it facilitates the students in English language learning, especially for speaking skills. Speaking skills are used to express thought, opinions, and feelings in form of conversation talk. For these competencies, speaking materials should have sufficient knowledge of the topic, structure, vocabulary, etc. It is able easily be found on different media, especially in an English textbook. Speaking materials are resources designed to help individuals improve their spoken communication skills. Nurman & Arfanti, (2023) Mentioned, certain situations encouraging students to speak in class might be very simple, but in other situations, it can be more difficult. It needs effort from teachers to find the various way to deliver the teaching materials to increase students' enthusiasm in class. Teaching materials can be used for various purposes, such as language learning, public speaking, presentations, and everyday conversation practice. They may include: Textbooks and workbooks, audio and video recordings, worksheets, practice activities, etc. Ratmanida & Yeni Suryanti (2020) contend that speaking materials should have at least these criteria; 1, the speaking materials are related to listening materials and are delivered based on the level of difficulty. 2,

the relevance of speaking materials from the combination of knowledge and exercises. Students' speaking skills are trained through speaking exercises. Both speaking materials and exercises develop the students and teacher to have communication activities. It is also supported by Manurung (2015) he claimed the importance of speaking materials for communicative activities is to make students ready to speak.

However, with the massive number of textbooks on the market, teachers would face a challenge in selecting the most suitable textbook for their learners. According to Ratmanida & Yeni Suryanti, (2020) many of English textbooks that are available, are not fully supported inspiration, imagination, creativity, and cultural sensibilities to assure learners with moments of inspiration, imagination, creativity, and cultural sensibilities, lack of spoken language characteristics, communication function and strategies, and variety of speaking materials. Cunningsworth (1995) in his book "Choosing Your Coursebook", offers some guidelines to assisting teachers in the process of textbook selection. When selecting a textbook, the aims and objectives of a teaching program must be considered first. Then teachers can adopt a two-stage approach, the first stage being an impressionistic overview (general layout, visuals), the second an in-depth evaluation (can be based on a checklist of key indicators items you will look at in a new textbook). It is good to identify difficult areas and compare how they are dealt with in different textbooks, for example, present perfect, the use of articles, intonation. In short, teachers may consider some aspects above to help them on selecting a good quality textbook.

Some researchers have been interested in researching the teachers' perceptions regarding English textbooks in vocational high schools. First, is a study that conducted by Nurhamsih & Syahrial (2018) "Evaluation of English Teaching Materials used at a Vocational High school based on Cunningsworth' Checklist." The researcher tried to explore the English teaching materials presented in the textbook "*Bahasa Inggris*" for XI grade students. The participants of the research were the vice-principal and two English teachers at a vocational high school. The

result shows that English teaching materials on the English textbook “*Bahasa Inggris*” for XI grade of vocational high school are not appropriate for hotel accommodation students in terms of language content, language skills, and topics.

The second study was a study conducted by Olivia (2020) “Teachers’ Perception on the use of English Textbooks” This study aimed to investigate the teachers’ perceived English textbook in teaching English at junior high school in Jambi City. The participants of this research were three English teachers who taught in each grade of students’ level. The results showed that the teachers felt the textbook positively and it shows that the textbook used was not restricted the teachers to create another initial step to improve the students’ ability in understanding English even after considering several weakness aspects. Thus, the weakness of the main textbook makes the teacher use other additional books in learning.

The previous studies are related to textbook evaluation and teachers’ perceptions which are addressed to explore the quality of English textbooks by evaluating the materials of the textbook correlated to the students’ needs. The difference between this study and the previous study mentioned in this study specifically tries to explore the teachers’ views on English speaking materials presented in the textbook “*Bahasa Inggris*” which published by Yudhistira. This study utilizes Cunningsworth' theory which classifies eight different criteria for a good quality textbook. The researcher claimed four criteria which: Aims and approaches, design and organization, language content, topic present by Cuinningsworth, the researcher wanted the research to be more focus in examining those indicators. This study aimed at exploring the teachers’ views on speaking materials in English textbook entitled “*Bahasa Inggris*” published by Yudishtira for XI grade Vocational High School.

## **1.2 Formulation of the Problem**

The research question of this study is, “What are the English teachers’ views of speaking materials in English textbook for Indonesian vocational high school XI grade”.

### 1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides the operational definitions related to this study as follows:

#### 3.1. Speaking Materials

The materials on English textbook that allowed students' creativity in speaking, and aimed to improve their speaking skill.

#### 3.2. Textbook

An English teaching medium that provides lot of concepts, examples, and trainings about teaching speaking materials for vocational high school XI grade.

#### 3.3. Speaking materials development

Systematic process of designing, creating, and evaluating instructional resources intended to enhance learners' speaking skills in a particular language. This includes the development of activities, exercises, and content that focus on various aspects of speaking, such as pronunciation, fluency, vocabulary, grammar, and conversational skills.

#### 3.4. Teacher's Views

Teachers' views on the aims and approaches, design and organization, language content, and topic of speaking materials on English textbook based on their experience in English teaching.

#### **1.4 Aim of the Research**

This study aims to explore the teachers' views on speaking materials in English textbook entitled "*Bahasa Inggris*" published by Yudishtira for XI grade Vocational High School.

#### **1.5 Significances of the Study**

This research is expected to generate beneficial results in three ways, they are:

##### ***1.5.1 Theoretically***

This research will expand the theoretical insight and empirical understandings towards teachers' perception on speaking materials that provided on the English textbook for Vocational school, and to be a guidance for the next researchers to investigate more about this related topic.

##### ***1.5.2 Practically***

The result of the study will give an insight for the textbook's writers and publishers to design and produce a good quality textbook.

##### ***1.5.3 Empirically***

This research is to brighten the researcher's knowledge and perspective about the topic, also to broaden his experience about academic writing.