

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents a brief explanation of some theories that support the study. The theories are related to self-efficacy and public speaking performance.

#### **2.1 Theoretical Framework**

##### **2.1.1 Speaking Materials**

Speaking materials are resources designed to help individuals improve their spoken communication skills. These materials can be used for various purposes, such as language learning, public speaking, presentations, and everyday conversation practice. One of the most crucial aspects of studying English as a foreign language (EFL) is speaking. Numerous facets of life, including because proficiency in English is necessary for a number of reasons, including the economy, education, health, and technology. English proficiency is now required in order to succeed in this cutthroat period, making it the most vital skill. The Indonesian government has mandated English as a mandatory subject for students from junior high school through university, given the language's importance. Developing habits is necessary for speaking, as it requires genuine communication and an intensive training. Accordingly, practicing speaking can be accomplished through a variety of exercises that can be supervised by a textbook. Bao, (2013) suggested a comprehensive framework for speaking materials in English language teaching. According to Bao, effective speaking materials should include the following components:

1. Linguistic support
  - 1.1. **Pronunciation:** Exercises that focus on correct pronunciation, stress, and intonation.
  - 1.2. **Grammar and Vocabulary:** Activities that reinforce the use of appropriate grammar structures and vocabulary in speaking.
2. Content-based and affective support

- 2.1. Relevant Topics: Topics that are engaging and relevant to the learners' lives and interests.
- 2.2. Motivational Activities: Activities designed to motivate and encourage students to speak, such as storytelling, role-plays, and discussions on familiar subjects.
- 3. Skill support
  - 3.1. Speaking Strategies: Teaching strategies for effective speaking, such as organizing thoughts, using discourse markers, and employing negotiation of meaning.
  - 3.2. Interactive Activities: Pair and group work that promote interaction and provide opportunities for real-life communication practice.
- 4. Diversity and flexibility
  - 4.1. Variety of Activities: A range of speaking activities that cater to different speaking purposes, such as informative, persuasive, and narrative speaking.
  - 4.2. Adaptable Materials: Materials that can be adapted to suit different teaching contexts and learning needs.
- 5. Catering to Various Learning Styles, Levels of Competency, Age, and Interests
 

Visual aids for visual learners, listening exercises for auditory learners, practical exercises for kinaesthetic learners, and introspective learners' reflection tasks.

### **2.1.2. Textbook**

Textbooks is a collection of knowledge, concepts, and principles of a selected topic used in learning and the most common source in the classroom. According to Cunningsworth, (1995) textbook is a book written by experienced people, the materials contained in the textbook is have been passed the high-quality control in actual teaching situations before publication. The textbook is a lesson book in a specific field of study that is produced to ease someone in

learning, it has various learning materials and practices, it also has a cheap price and it is usually a bit easier to use for teachers in doing classroom activities. The role of the textbook as a material source in classroom activities has both advantages and disadvantages. According to Frederiksen & Collins (1989) textbook also has some weaknesses which make a difficulty for classroom activities: 1. Textbook is designed as the sole source of information which makes the students only see through one perspective on a concept or issue, 2. Textbook is an old and outdated, 3. Textbook questions tend to be low level, 4. Textbook does not take students background knowledge into account, 5. The reading level of the textbook is too difficult so the students cannot understand the important concepts which contain in the reading text, 6. Some textbook provides the answer of all questions within the textbook. Textbooks provides the concepts, examples, and training activities. Textbook is produced to ease someone in learning by high quality control before publication. However, like the other teaching sources, textbook also has the advantages and the disadvantages. Thus, analysis on textbook is really needed to make sure the relevance of the materials with the current curriculum and the needs of students.

#### 2.1.3.1 Textbook Evaluation

In the field of education, especially when teaching languages, where the selection of materials can have a big impact on a course's performance, evaluating textbooks is an essential step. Examining textbooks entails determining how well they fulfill the unique needs of both teachers and students as well as how appropriate, efficient, and relevant they are. Susiati & Mufidati, (2020) mentioned, a good textbook should be designed to help develop students to use language effectively based on their own purposes. Teachers may make sure that textbooks inspire and interest students in addition to facilitating effective learning by closely assessing elements including content correctness, pedagogical style, cultural appropriateness, and alignment with learning objectives. Ultimately improving the educational experience overall, this thorough review method aids in the selection of materials that offer a fair,

inclusive, and useful framework for language learning. Cunningsworth, (1995) proposed the theory of evaluating textbook:

1. Aims and approaches
  - 1.1. Compatibility with Course Objectives: The textbook should align with the specific aims and objectives of the language course.
  - 1.2. Approach to Language Learning: The theoretical approach underpinning the textbook should be consistent with the preferred teaching methodology (e.g., communicative approach, task-based learning).
2. Design and organizations
  - 2.1 Syllabus Design: The structure of the syllabus should be logical, progressive, and coherent.
  - 2.2 Unit Structure: Each unit should be well-organized, with clear learning outcomes and a variety of activities.
  - 2.3 Sequencing and Grading: The material should be sequenced and graded in a way that supports gradual language development.
3. Language content
  - 3.1 Relevance: The language presented should be relevant to the students' needs and interests.
  - 3.2 Coverage: The textbook should cover all necessary language skills, including grammar, vocabulary, pronunciation, and discourse.
  - 3.3 Authenticity: Language examples should reflect real-life use.
4. Skills
  - 4.1 Integration of Skills: The textbook should integrate listening, speaking, reading, and writing skills.
  - 4.2 Balanced Practice: There should be a balance in the amount of practice provided for each skill.
  - 4.3 Task Variety: The textbook should include a variety of tasks to cater to different learning styles.
5. Topic or content

- 5.1 Interest and Relevance: Topics should be engaging and relevant to the students' experiences and backgrounds.
- 5.2 Cultural Sensitivity: Content should be culturally sensitive and inclusive.
- 6. Methodology
  - 6.1 Activity Types: The textbook should offer a range of activity types, including pair work, group work, and individual tasks.
  - 6.2 Learning Strategies: It should encourage the development of effective learning strategies.
  - 6.3 Teacher Support: The textbook should provide clear instructions and support for teachers.
- 7. Practical considerations
  - 7.1 Cost and Availability: The textbook should be affordable and readily available.
  - 7.2 Supplementary Materials: It should come with supplementary materials such as workbooks, audio resources, and online support.
- 8. Teacher's book.
  - 8.1 Guidance and Support: The teacher's book should provide comprehensive guidance on how to use the textbook effectively.
  - 8.2 Extra Activities: It should offer additional activities and teaching tips.

Cunningsworth's framework is widely used for textbook evaluation because it provides a thorough and practical approach to selecting materials that best fit the educational context and learners' needs. The foundation for guaranteeing the caliber and efficacy of instructional resources, textbook evaluation is an essential part of the educational process. Teachers can choose which textbooks most closely match curriculum objectives and pedagogical principles by using a thorough and rigorous assessment procedure. This approach helps teachers provide high-quality instruction while simultaneously improving the educational experience for students by offering accurate, interesting, and diverse content. Continuous textbook evaluation is crucial to integrate new technologies, meeting the changing demands

of various student populations, and adjusting to new teaching approaches as education continues to change. Academic institutions can maintain their commitment to fair access to knowledge and academic performance by making textbook evaluation a top priority.

#### **2.1.4. Speaking materials development**

In the teaching and learning process, materials are crucial. Additionally, materials help students pick up the target language. Richard in Dewi Yana (2016) makes the point that the resources serve as the foundation for the lesson's content, the way the skills are taught in proportion, and the types of language practice that the students engage in. Materials should achieve impact. Impact is achieved when materials have a noticeable effect, on learners, that is when the learners' curiosity, interest and attention are attracted. Next, it should help learners to feel at ease. Materials should help learners to feel at ease in a number of ways. Such as: 1) Feel more comfortable with lots of white space than they do with materials in which lots of different activities. 2) Are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic. 3) Are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them. Then, learning resources ought to support learners' self-confidence development, be seen by learners as pertinent and helpful, demand and encourage learners' self-investment, and expose learners to language in real-world contexts.

The materials development process consists of seven phases. Dewi Yana (2016) mentioned, doing a needs analysis is the first step. Its goal is to compile data on learning demands as well as target needs. Writing the course grid is the second stage. It takes the form of a handbook and aims to identify the language domains and information that learners will acquire. It is created in accordance with the findings of the first step's requirements analysis. Creating resources that are appropriate for the target learners is the third phase. It evolved in accordance with the course grid's guidelines from the earlier stage and the supporting theories. Additionally, it conferred with the adviser to obtain a wealth of input. The expert's

opinion is sought in the fourth phase. Prior to presenting the information to the pupils, it is utilized to approximate the standards necessary for creating appropriate speaking resources. Trying out the second draft is the fifth stage. It is utilized to gather data on how well the created materials meet the needs and interests of the students. The second draft that is being assessed comes next. This is accomplished by giving the learners the try-out questions and interviewing them. The second draft is changed to become the final draft when input is received. Writing the materials' final draft is the last stage.

#### **2.1.5. Teachers' views**

The views of teachers can vary widely depending on the specific topic or context. Generally, teachers are dedicated to their profession and often prioritize student learning and development. They may have diverse opinions on education policies, teaching methods, student behavior, and other relevant issues. Understanding teachers' views requires considering their individual experiences, beliefs, and the specific educational context they work in.

Studying teachers' views frequently concentrates on comprehending their viewpoints, convictions, dispositions, and actions within the framework of education. As stated by Walgito (2015) sensing a concrete sensation that a person receives through their senses comes before perception. The act of perceiving, opinions, beliefs, and attitudes about something is called perception. The process of identifying, arranging, and deciphering sensory data is another definition of perception. Pajares (1992) discovered a high correlation between teachers' self-efficacy views and their methods of instruction as well as the results of their students.

The overall goal of research on teachers' perspectives is to improve teacher education and professional development programs by offering insights into the many variables that affect teaching methods and student learning results.

## 2.2. Study of the Relevant Research

First, is a study 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 on the textbook “*Bahasa Inggris*” for X grade students published by ministry of education and cultural of Indonesia 2017. The participant of the research was 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 students 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.

## 2.3 Conceptual Framework

Based on the literature review, English speaking materials on the textbook aimed to improve students speaking skill and as a guide for teachers to make classroom activities. Further, speaking materials should have impact on students speaking ability. Speaking materials ideally should have the basic spoken activities included; oral presentation, dialogues, role play, debating, etc. In addition, 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. The researcher wants to explore the teachers' views on speaking materials in English textbook "*Bahasa Inggris*" for XI grade vocational students. The researcher decided to select two participants, which are English teachers and doing an interview to collecting the data, and choose four out of eight criteria proposed by Cunningsworth in exploring the teachers' views of English-speaking materials provided on English textbook "*Bahasa Inggris*" they are: 1) Aims and Approaches, 2) Design and Organization, 3) Language Content, and 4) Topics.