CHAPTER I
INTRODUCTION

This chapter is going to enlighten such topics as: background of study, statement of problem, purpose of study, significant of study, scope and limitation, and definition of key terms.

1.1 Background of Study

Teaching and learning is a pair that cannot be separated. When conducting a teaching, it is definitely completed by learning activities. Teaching guides and facilitates the learning activity. Based on Brown (2007), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge and causing to know or understand. Meanwhile, learning is defined as acquiring or getting of knowledge of a subject or a skill by study experience, or instruction.

English is the first foreign language that taught from elementary school to university level. According to Saukah (2003), the function of English teaching in Indonesia in globalization context is as tool needed to learn science and technology, as well as to communicate with other nation within the framework of international relations in various aspects of human life. It can be reflected that English is the foreign language which is used to communicate with other people around the world in international context. Due to this condition, English become as a main subject in Senior High School that has to be taught by teacher to students. So, there are four major language skills that have to be taught by teacher and learned by students, they are listening, writing, reading, and speaking.
Speaking is the essential skill that has to be mastered by students in global era today. Since, it is a basic skill to communicate with other people around the world. According to Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. It can be assumed that speaking is a process to express thoughts, opinion, or feelings orally.

Speaking practice covers some activities for instance dialogue, role play, oral presentation, and etc. Kayi (2006) also states that various speaking activities such as discussion, role play, simulation, information gap, storytelling, and so on can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

In accordance with the regulations of Indonesia government, teaching and learning process, including English subject, has to be based on certain curriculum which is determined by The Minister of National Education. In the beginning year of 2013, Indonesia government develops new curriculum that is 2013 Curriculum. Based on The Deputy Minister of Education (2014), this curriculum uses scientific approach in every learning process. It is aimed to improve student creativity. The scientific approach possesses five steps of learning, namely observing, questioning, associating, experimenting, and networking. Furthermore, Nuh (2014) also states that the implementation of the 2013 curriculum has had positive respond and valuable suggestion. That experience is used as much as possible to prepare book in completing the 2013 curriculum implementation of the academic year 2014/2015.
As stated above, it can be reflected that the textbook of 2013 curriculum which prepared by The Minister of Education and Culture is aimed to support the implementation of the 2013 curriculum. In English subject of 2013 curriculum, textbook is divided into two books. The first one is the guidebook for teacher which is completed by teaching guide in order to simplify in conducting teaching activity through student textbook. The second one is the book for students. This book is a learning guide for students which has a visual appealing because it is completed by colored pictures. Student book is more emphasized on practically base instead of reading material (The Deputy Minister of Education, 2014).

In English teaching, particularly speaking, textbook possess an important role to provide framework of teaching and learning, syllabus, and task. Without textbook, a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed (Richards, 2001). From the statement above, it can be assumed that textbook is one of the essential factors determining the success of learning. Textbook are able to simplify the teacher in delivering material to the students.

The information above is based on the theoretical consideration. Intended for the empirical consideration, the studies about textbook have been carried by some researchers such as: Maulidani (2014), Pratiwi (2011), Mandasari (2010), Kurniasari (2009), and Budiarti (2005). According to Maulidani (2014), speaking activities in the English textbook used by second grade students of Hotel Accommodation Program at SMKN 3 Malang are represented as follow: (1) The textbook consists of twenty one activities that contains practicing dialogue and
answering question, arranging and practicing the dialogue, creating sentence based on picture, and answering question orally (2) Standard of competence and basic competence in the textbook are appropriate with the standard competence and basic competence of Hotel Accommodation program for English subject in SMKN 3 Malang. Beside, the speaking activity Accommodation’s material in the textbook are appropriate with the speaking activity Accommodation’s material in the English syllabus and also fulfills the standard competence, basic competence, and achievement indicators of Hotel Accommodation program curriculum in SMKN 3 Malang.

Pratiwi (2011) also states that the teaching learning activities of speaking in three English textbooks for first year of Junior High School based on the 2006 curriculum consists of 23 most activities they are; dialogue/ conversation, arranging and practicing the dialogue, completing and practicing the dialogue, arranging sentences/jumble conversation, answering conversation based on the dialogue, making question and answering, pronunciation section, saying the word with correcting stress, saying the number, orally, making sentences orally, answering question orally, reading aloud, mime story, retelling, telling story, taking turn, interview, reporting, repetition, role play, discussion, and game.

Meanwhile, the teaching learning activities of speaking in English On Sky textbook for second year of Junior High School consists of making a short conversation with working in pair, saying the words using pictures, circling the words with sound, practicing the models, completing and practicing the conversation, studying the conversation and answer the following question, telling
story using pictures, composing short conversation based on pictures below, and practicing in pair (Mandasari, 2010).

Furthermore, Kurniasari (2009) analyzed the teaching learning activities of speaking skill in three English textbooks for second year Junior High School based on 2006 English curriculum. First, *The Bridge English Competence* consists of 13 varieties of speaking activities, they are dialogue/conversation, arranging and practicing the dialogue, answering questions, retelling, making question and answer, making sentences orally, repetition, role-play, taking turn, oral report, discussion, and reading aloud. Second, *English On Sky 2* consists of 17 varieties, namely dialogue/conversation, arranging the sentences/jumble conversation and practicing, completing and practicing the dialogue, mime story, describing, retelling, discussion, game, saying the words, making question and answering, repetition, telling story/experience, taking turn, constructing a monolog, reporting, interviewing, and reading aloud. Third, *English In Action* consists of 10 varieties, they are dialogue/conversation, complete and practicing the dialogue, answering question orally, role play, describing, making question and answer, telling story/experience, say aloud/reading aloud, retelling, and responding.

The similar research also investigated the teaching learning activities of speaking skill in SMU English textbook based on the 2004 curriculum. The results of this research in *Headlight 1* published by Erlangga are language expression, dialogue and conversation, role play, discussion, telling story, giving instruction, matching, and guessing. Then, in *Communicative and Interactive English* published by Yrama Widya are ways to say it (language expression),
dialogue and conversation, role play, telling story, and giving instruction. Further, in *English for SMA* published by Grafindo Media Pratama are discourse competence (language expression), making correct order, discussion, telling story, dialogue, taking turn, and role play. Among the three textbooks, the *Headlight 1* published by Erlangga has the most varieties of speaking activities. The dominant activity of speaking in this textbook is dialogue and conversation (Budiarti, 2005).

Based on the passage above, the researcher is interested to carry out a research entitled “Teaching Learning Activities of Speaking in *Bahasa Inggris* Textbook for Tenth Graders of Senior High School Based on The 2013 Curriculum. The researcher chooses this textbook since it is emphasized on activity base rather than reading material. So, she is interested to explore teaching learning activity of speaking in this textbook.

### 1.2 Statement of Problems

Based on the explanation above, the problems of the study are formulated as follows:

1. What are teaching learning activities of speaking in *Bahasa Inggris* textbook for Tenth Graders of Senior High School based on the 2013 curriculum?

2. What is the dominant teaching learning activity of speaking in *Bahasa Inggris* textbook for Tenth Graders of Senior High School based on the 2013 curriculum?
1.3 The Purposes of The Study

Based on the problems of the study above, the purposes of the study are:

1. To describe teaching learning activities of speaking in *Bahasa Inggris* textbook for Tenth Graders of Senior High School based on the 2013 curriculum.

2. To investigate the dominant teaching learning activity of speaking in *Bahasa Inggris* textbook for Tenth Graders of Senior High School with the 2013 curriculum.

1.4 Significance of The Study

The theoretical significance of this study is to explore the teaching learning activity of speaking in English textbook. It is expected to give contribution to English teacher of Senior High School in Malang and English department students of University of Muhammadiyah Malang. For English teacher, the important information about the presentation of speaking activity is able to be used when they want to increase the student ability in speaking. Also, the English Department students are able to use the result of this study to improve the knowledge about teaching learning activities of speaking in English textbook.

For practical significance, the result of this study is also expected to give contribution to English teacher of Senior High School, Senior High School students, English department students, and English textbook writer. For English teacher of Senior High School, they are expected to be more aware toward choosing appropriate speaking materials in English textbook for conducting
teaching in order to avoid misunderstanding of material delivery to students. For Senior High School students, they are expected to increase their achievement of English subject and improving their ability particularly speaking skill. Meanwhile, English department students are able to apply kind of teaching learning activity of speaking when conducting teaching practice later on. Beside, for English textbook writers, they are expected to provide the appropriate and good material of teaching learning English especially speaking for Senior High School in later edition.

1.5 Scope and Limitation

The scope of this study focuses on exploring teaching learning activities of speaking in Senior High School English textbook for tenth graders. Meanwhile, this study is only limited to the tenth graders of Senior High School Bahasa Inggris textbook based on 2013 curriculum.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation in this study, there are several key terms that are considered essential to define:

**Teaching**: Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007).

**Learning**: Acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2007).
**Activity**

: A set of related acts people do (Flick, 2009)

**Speaking**

: The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Kayi, 2006).

**Bahasa Inggris textbook**

: A textbook which is published by Indonesia Ministry of Culture and Education at 2014. This is a student book which prepared by government in implementing 2013 curriculum (The Minister of Education and Culture, 2014).

**2013 Curriculum**

: A set of plan based on character and competency which aim to produce students who are productive, creative, innovative, and have a good character (Mulyasa, 2013).