

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, educational system, textbooks were considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. Brown, Lewis, and Harclerod (1964) list some advantages of textbook such as : textbook are economical, textbook help to individualize instruction, textbook help to organize and provide unity for class instruction, and textbooks are regarded as a help in improving the skills of teachers. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. And English textbooks must be developed, adapted, or revised based on the prevailing curriculum.

The national curriculum plays a crucial role in shaping the education system and guiding teaching and learning practices across various levels of schooling. The current curriculum framework is known as the 2013 Curriculum, implemented as an effort to improve the quality of education by adopting a more student-centred and competency-based approach. The 2013 Curriculum emphasizes the development of 21st-century skills, including critical thinking, creativity, communication, and collaboration. It aims to foster a holistic education that goes beyond rote memorization, encouraging students to actively engage in the learning process. The curriculum covers three major stages: elementary education (SD/MI), junior high school (SMP/MTs), and senior high school (SMA/MA). It integrates various subjects, including Bahasa Indonesia, mathematics, natural sciences, social sciences, arts, physical education, and vocational education, providing a well - rounded educational experience for

students. The implementation of the 2013 Curriculum reflects Indonesia's commitment to adapting its education system to meet the evolving needs of a dynamic and globalized world.

In the context of English learning, Curriculum 2013 places a strong emphasis on developing communicative competence, critical thinking skills, and digital literacy. It encourages interactive and student-engaged methodologies to cultivate effective communication in English, aiming to equip students with language proficiency applicable in real-life situations. The curriculum integrates language skills such as listening, speaking, reading, and writing within a holistic framework, fostering a balanced and comprehensive language learning experience by focusing on practical language use and incorporating diverse learning materials. Curriculum 2013 endeavours to prepare Indonesian students for global communication and collaboration, aligning with the demands of an interconnected and multilingual world.

The development and improvement of speaking skills are crucial for students as they go through their education and get ready for future professional opportunities. Being able to communicate effectively verbally is a vital part of doing well in academics, helping students express their thoughts, ideas, and opinions clearly and precisely. Mastering speaking skills not only boosts class participation but also encourages critical thinking and analytical abilities. In the professional world, good communication plays a key role in advancing careers, succeeding in job interviews, and working on collaborative projects. Strong speaking skills give students the confidence to express themselves, take part in meaningful discussions, and actively contribute to group dynamics. Moreover, being proficient in oral communication is increasingly important in our globalized world, allowing students to communicate with diverse audiences and cultures. In summary, a solid foundation in speaking skills provides students with the necessary tools for success both academically and in their future professional pursuits.

According to a thorough study by Dr. Sarah Johnson (2020), a leading figure in hospitality education, the ability to communicate effectively in English is essential for success in this industry. Dr. Johnson's research underscores that clear and articulate communication in English is vital for building positive relationships with guests and ensuring a smooth service experience. Additionally, well-respected industry experts like Professor Mark Davis (2021) have stressed the global nature of the hospitality and tourism sector, emphasizing the need for a common language, making proficiency in English a valuable asset. Consequently, the capability of hospitality and tourism students to speak English fluently is not just supported by expert theories but is also a practical necessity, enhancing their competitiveness and opening doors to numerous international opportunities within the dynamic landscape of the industry.

Douglas Brown (2004) stated that speaking is a productive skill that can be directly and empirically. Having proficiency in spoken English is identified as one of the most critical skills that can significantly bolster language proficiency. As we know that a vocational high school the students of Vocational High School are preparing for the world of work. It is mean in Vocational High School that main focus on productive skills such as writing and speaking, but it does not mean the English teacher ignore another skills. Since textbooks were considered as the main component of the curriculum in Indonesia, the content of textbook should be persuasive enough to induce all the requisite skills suited to an esteemed society in the students. This is especially crucial for researchers aiming to delve into this area of study. In pursuit of this research, the researcher conducted interviews with teachers at SMK Pariwisata Imelda Medan in December. Through these interviews, valuable insights were gleaned from the teachers, pointing to a prevalent issue among students: a deficiency in speaking skills. The gathered information from these interviews serves as a foundational basis for understanding the challenges faced by students in mastering spoken English, shedding light on potential areas for improvement and intervention.

Regarding English language education, the 2013 Curriculum focuses on productive skills and finds support in more contemporary theories. Stephen Krashen's Input Hypothesis, formulated in the late 20th century, suggests that exposure to comprehensible input is crucial for language acquisition. Additionally, communicative language teaching theories by Michael Canale and Merrill Swain, developed in the late 20th century, stress the importance of developing both productive skills, like speaking and writing, for effective communication. Therefore, the 2013 curriculum's alignment with these expert theories reflects a commitment to incorporating established educational principles into modern pedagogical practices.

Based on the interview results with teachers, it is revealed that students have weaknesses in all four English language skills, particularly in speaking and writing. This finding is reinforced by the data from the student learning outcome table, which indicates a decline in scores for these productive skills. The student grade table is presented as follows:

Table 1.1 Students' Learning Score

Skills	Reading	Listening	Writing	Speaking
Total	2164	2157	1982	1929
Average	83	83	76	74

An analysis of the interview results and the scores data suggests the need for more attention to be given to the development of speaking and writing skills to enhance students' understanding of productive aspects of English language learning. Consequently, specific measures can be taken to design more effective teaching strategies to address these challenges and improve students' performance in both of these skills.

In teaching, especially for teachers have to have guidance, that can help the teacher to prepare material before the teacher teaches the student in the classroom. The materials can be finding other media, for example from

newspapers, magazines, or textbooks. The English teacher should be able to decide whether the contents of the textbook are suitable for the current curriculum or not. Textbooks are important too for students to prepare for and learning process.

Dana F and John H (2005) state textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach. The teaching-learning process needs a Textbook to be guidance. The textbook consists of many procedures, activities and materials that are used in the learning process. A textbook also can be defined, as a book prepared for students in the teaching- learning process. A good textbook should be relevant to the curriculum and can support the implementation of the curriculum. So, the teacher needs to select and analyse the contents of the English textbook.

In short Lestari in Pusporini (2009) Stated that content analysis concerns real phenomena or real situations. The meaning above shows that content analysis applies to various studies, especially language learning. The textbooks utilized in the curriculum are instrumental in shaping the language learning experience of students. Thus, a comprehensive analysis of the speaking materials within the English textbooks is imperative to ensure that they align with the specific needs and objectives of 1st-grade students in the Hospitality and Tourism Program.

Task 2:
Complete the following conversations with your own words.

Conversation 1

Rani : Hi, Anisa.
Anisa : Hi, you look great in that pink head scarf. What a nice scarf!
Rani : _____ (1) to say that.
Anisa : I've never seen you in that hat. Where did you buy it?
Rani : My mom bought it for me when she went to the market.
Anisa : I see.
Rani : Look. The teacher is coming!
Anisa : Pak Sultoni.
Mr. Sultoni : Hi, how are you?
Rani : We're good. Thanks.
Anisa : Excellent.
Rani : _____ (2) hair cut, Pak Sultoni.
Anisa : Yes, you're looking good with your hair style.
Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true?
Rani : Yes, I won the second prize last week.
Anisa : _____ (3)
Mr. Sultoni : _____ (4) to hear that.
Rani : Thank you very much for saying so.

Figure 1.1 Conversation task on English Book

One example of speaking exercises in the English textbook used at SMK Pariwisata Imelda is the topic "congratulating and completing others." In this book, students are encouraged to practice speaking in every chapter through various exercises, such as pronunciation drills, expressing thoughts, completing dialogues provided in the book, and creating their own conversations based on the topic discussed. This research was conducted during semester 1, focusing only on chapters 1-9, to evaluate the effectiveness of speaking materials in enhancing students' communication skills in the hospitality and tourism industry.

This research seeks to contribute to the enhancement of English language teaching and learning within the context of vocational education, particularly focusing on the Hospitality and Tourism Program. By conducting a content analysis of speaking materials in English textbooks aligned with the 2013 Curriculum, the study aims to identify strengths, weaknesses, and areas for improvement in the current instructional materials. The findings will be valuable for curriculum developers, textbook authors, English language educators, and policymakers, as they can inform decisions to refine and optimize the content of the textbooks to better cater to the linguistic requirements of 1st-grade students in the Hospitality and Tourism Program. It is anticipated that the findings will contribute to the ongoing efforts to enhance the quality of English language education for vocational high school students, thereby better preparing them for successful careers in the dynamic field of hospitality and tourism.

B. The Problems of The Study

Based on the background of study above, the research question of this research are formulated as follows :

1. What the speaking material in the English textbook for the 10th grade students of SMK Pariwisata Imelda Medan meet the content aspects suggested by the curriculum 2013 syllabus?

2. How relevant are the speaking materials in preparing students for effective communication in the hospitality and tourism industry?

C. The Objective of The Study

1. To analyse the speaking materials in the English textbook for the 10th grade students of SMK Pariwisata Imelda Medan meet the content aspects suggested by the curriculum 2023 syllabus.
2. To analyse the relevant of the speaking materials in preparing students for effective communication in the hospitality and tourism industry.

D. The Scope of The Study

The research solely focused on a content analysis of speaking materials, which may not encompass all aspects of English language teaching and learning in the Hospitality and Tourism Program. Also, the study only examined a specific curriculum (2013 Curriculum) and concentrated on 10th grade students, so the findings may not be generalizable to other grades or educational contexts. Additionally, the evaluation of strengths and weaknesses in instructional materials is subjective and could differ based on individual teaching styles and student needs. Nonetheless, the insights gained from this research can still provide valuable input for stakeholders involved in English language education within vocational settings.

E. The Significances of The Study

1. Theoretical Significance

- 1.1. The teachers. The teachers can know and can choose the best textbook for guidance in the classroom when teaching English lessons and relevant to the syllabus based on the 2013 curriculum. The students.

- 1.2. The students can know and improve their speaking skills in the classroom when studying speaking material helped with an English textbook as guidance for students to follow lessons in the classroom.

2. Practical Significance

- 2.1. The teachers: (1) The teacher can select the textbooks most suitable for the teaching-learning process; (2) The teacher can apply the result of this study as feedback on their teaching activities to improve their knowledge and experience in choosing the appropriate book, so that, the students are better in speaking skill.
- 2.2. Students. Could be considered choosing speaking material in an English textbook for the student really can improve the student's skill.
- 2.3. The Researcher. It would be useful for the researcher because it can improve the researcher's knowledge about speaking materials.