

CHAPTER I

INTRODUCTION

A. Background of Study

Learning and teaching cannot be separated from what is called a textbook. Textbooks are an important medium for learning English. Textbooks are also a guide for teachers in planning and managing lessons well (Rathert, 2022). With a systematic learning textbook based on the syllabus (Cabaroglu, 2022).

In addition, in an era where technology is increasingly sophisticated, and it's easy to find learning materials on the internet, textbooks continue to play an important role in teaching and learning. Textbooks cannot meet all teaching and learning needs, but textbooks always contribute to improving the quality of education (Roberts, 2020).

Furthermore, textbooks serve as resources that contain materials and activities available to teachers. Textbooks are considered valid and reliable in the teaching and learning process because they are written by experts, and approved by publishers or the Ministry of Education (Radić-Bojanić Biljana, 2016).

To meet the criteria for a good book, several things must be in a textbook. Several criteria consider the good book, one of which is the

content. The content consists of language, skills, and communicative strategies that students must learn. Textbooks must also contain writing, reading, listening, and speaking skills (Roberts, 2020).

Furthermore, assessment in a textbook is considered good if it contains elements such as; structure, vocabulary, and linguistic skills to improve students' skills. From the statement above, it can be concluded that a book is said to be good if the content and assessment in the book contain four skills, namely reading, writing, listening, and speaking. So, it is important to analyze a book.

Related to the Al-A'raf 175

وَأْتَلُ عَلَيْهِمْ نَبَأَ الَّذِي آتَيْنَاهُ آيَاتِنَا فَاسْلَخَ مِنْهَا فَأَتَّبَعَهُ الشَّيْطَانُ فَكَانَ مِنَ

الْغَوِينَ (١٧٥)

This verse is about stories of past events that have something to do with current conditions. By conveying these stories, it is hoped that it can give human awareness to learn the essence of each event presented, both in the Qur'an and through historical stories (Rusli, 2018). The relation with this research is the importance of textbooks in assisting teachers in the teaching and learning process, being able to see activities and material in textbooks. In addition, in paragraphs related to skills that must be possessed such as reading skills, this study also found skills, but focused on speaking and

writing skills, with the aim of knowing the types of assessment designs in the English textbook "Work in progress".

Many previous studies related to this research have been carried out, the first, the purpose of this study was to determine the moral value of words in English books for grade 1 students at SMAN 7 Pinrang. The results of this study indicate that the textbooks used contain moral values in the 2013 curriculum. However, the observations that the teacher is not total in conveying the values contained in the book because the teacher only focuses on intellectual aspects (Suharsono, 2010). Then, examines the relevance of the material in the English book "When English rings a bell", as well as social functions (Suparno, 2020). Next, examines speaking assessment types in the textbook "when English rings a bell", the results of this study are five types of speaking assessment based on Brown's theory (Swastika, 2020). Each detailed piece of information has a different theme. The types of speaking assessment are imitative and intensive. Responsive and interactive speaking assignments are still low because this book is still at the intermediate level.

Every published textbook has a curriculum that is used as a reference. In this research, the researcher chose an English textbook that used an independent curriculum. The world of education cannot be separated from a curriculum as a way to realize a better vision and mission of education. A curriculum is an educational program that consists of educational objectives, content, teaching procedures, learning experiences,

and assessments. Curriculum development that is made, adapts to the current and future situation, the curriculum at this time, that is using an independent curriculum. An independent curriculum is a curriculum whose goal is to present independence which in learning design provides opportunities for students to learn in a fun way (Sonzarni, 2022).

The Ministry of Education, Culture, Research, and Technology (2022), explains that in an independent curriculum, learning practices focus on students, and provide freedom for educators to design learning and assessment according to the characteristics and needs of students. Then, the Pancasila profile plays an important role in guiding all policies and reforms in the education system in Indonesia, in terms of learning and assessment.

In the Learning and Assessment Guide by the Ministry of Education, Culture, Research and Technology (2022), it is explained that the independent curriculum emphasizes the importance of integrating learning with assessment, especially in formative assessment. The independent curriculum emphasizes competency-oriented learning that requires varied and periodic assessments. The independent curriculum comes with many advantages including; using formative assessment and its results to improve the learning process as a reflection to shape learning according to student's abilities. Then, in the independent curriculum, learning English focuses on good skills, namely listening, speaking, reading, writing, viewing, and presenting inclusively in various types of texts (Ministry of Education and Culture, 2022).

In this research, researcher will examine an English textbook, namely "Work in Progress" grade X. The reason researcher chose this book is because this book was first published by the Ministry of Education and Culture which is one of the main learning resources used in education units. Thus, this book was published for the first time in supporting the implementation of the independent curriculum. In addition, in each chapter of this book, many tasks are by the provisions in the independent curriculum which emphasize varied and periodic assessments.

In this research, the researcher analyzed what types of assessment are in speaking and writing in the textbook. Researcher chose these two skills because they are referred to as productive skills which allow students to practice real-life activities in class. Speaking skills are very important because students can develop their speaking progress significantly and develop their self-confidence. Then, writing skills are also very important because writing is a basic life skill, writing is an effective way to reinforce what students have learned, and writing is also a good way to practice grammatical structures that can help students find new vocabulary and learn language punctuation rules in English. So that it allows students to make writing related to the task given (Hossain, 2015).

However, states there are still students who do not show their performance related to productive skills as desired. It could be that there are some deficiencies in the technique of teaching productive skills to students. Thus, speaking and writing skills must be more progressive at the high

school level (Hossain, 2015). This is also an interesting thing the researcher want to examine, namely whether there are many tasks in speaking and writing skills in the "Work in Progress" Textbook, seeing that this productive skill should be given more attention at the high school level.

B. Definition of Key Terms

To minimize misunderstandings about this research, the researcher believes it is essential to define several terminologies related to the title as follows:

1. Analysis

In this research, the researcher analyzed the types of assessment that exist on speaking and writing skills in the textbook "Work in Progress".

2. Assessments

The assessment referred to in this study is each task in each chapter in the "Work in Progress" textbook. Each of these tasks has a type based on each skill being tested. However, in this study only focused on two skills, namely speaking and writing. This research is more about the formative assessment in the book, because this formative assessment is to improve the learning process, so in this study the focus is on each task in each chapter. In the independent curriculum

it is important to have integrated learning with formative assessment, because competency-oriented learning requires varied and periodic assessments.

3. Textbook

A textbook is a book used in teaching English. This book was published by the Ministry of Education, Culture, Research, and Technology Standards Agency, Curriculum and Education Assessment Center for Books with the title "Work in Progress".

C. Research Question

1. What are the types of Speaking skill assessments in the Textbook "Work in Progress"?
2. What are the types of Writing skill assessments in the Textbook "Work in Progress"?

D. Objectives of Study

Knowing what are the types of assessment on speaking and writing skills in the textbook "Work in Progress".

E. Significance of Study

The findings of this research are likely to have both practical and theoretical ramifications, including the following:

1. Theoretically

The findings of this study are expected to provide useful information on types of assessment in speaking and writing skills. In addition, in the future, this form of assessment on these skills will continue to exist or be added based on the level of students and the curriculum that has been established.

2. Practical

When considering whether to publish English textbooks, textbook publishers are obligated to evaluate the types of assessments on speaking and writing skills. Teachers are supposed to conduct appropriate assessments of speaking and writing skills. This research is also highly beneficial as a reference for future research growth.