

CHAPTER I

INTRODUCTION

This chapter provides a comprehensive overview of the subject to be researched. This section discusses the background of the study, problems of the study, objectives of the study, significance of the study, and definition of key terms.

A. Background of Study

Textbooks are important resources used by teachers and students during the educational process. There are various important functions that textbooks perform in English language teaching (Lisa, 2018). Textbooks serve as a tool for conveying oral and written materials. It also gives students access to a variety of learning activities that enable them to communicate with others and hone their communication skills.

Best on Anggraeni, (2020), a textbook is a book intended for use in the classroom that has been carefully compiled and produced by specialists or experts in the field and has been assembled with appropriate teaching tools. The textbook is one of the important things for teaching materials. Textbooks are effective teaching and learning tools for teachers and students. Students can easily gain additional knowledge and information they need both inside and outside the classroom by using textbooks as learning media. This helps teachers in providing new and more interesting materials to students so that they are not bored when learning English. In addition, textbooks also help teachers in providing up-to-date and easy-to-understand information on the basic concepts covered in the Merdeka Curriculum. In conclusion, textbooks are a great help to the teaching and learning process in the classroom.

According to Rahmawati & Sutopo, (2016), English proficiency is one of the more important points for applying to college, so it can be concluded that textbooks are important in the educational process. These teaching materials are designed to align with stated learning outcomes and curriculum academic standards. Emphasis on essential components of the

curriculum alongside progressive improvement of student skills aims to facilitate a more coherent and relevant independent learning experience.

There is a relationship between textbooks and curriculum. While the textbook supplies the content, the curriculum serves as the teacher's direction for the teaching and learning process. Therefore, the material of the textbook must match the subjects in the curriculum. The content of the textbook must meet the competency criteria of the curriculum for the outcome to be fit for purpose (Yuliarti Inggit Utami, A. Handoko Pudjobroto, 2004).

Best on Tiara Vinnilarika Sari & Muamaroh, (2024) the Merdeka Curriculum places great importance on fundamental subjects, the development of character, and the mastery of students' areas of interest and strengths. The objectives of the Merdeka Curriculum aim to bring to life the concept of innovative and creative critical thinking, followed by the ability to collaborate and communicate effectively. It is also asserted that the Merdeka Curriculum aligns with society's expectations of students in terms of their 21st-century skills and their ability to adapt swiftly to changing environments. This is because education is intricately linked to social issues. Therefore, education needs to foster character development, instill lifelong learning habits, nurture advanced 4C skills (creativity, critical thinking, communication, and collaboration), and prepare students for the challenges of the future.

The decree of the head of Badan Standar Kurikulum dan Asesmen Pendidikan (BSKAP) no. 8 of 2022 concerning learning outcomes in early childhood education, primary education, and secondary education in the Merdeka Curriculum stipulates the English learning outcomes in the Merdeka Curriculum. The Merdeka Curriculum for English Learning aims to foster several key outcomes. Firstly, it seeks to enhance English language proficiency across various modes of communication, including oral, written, visual, and audiovisual texts. This proficiency is crucial in enabling individuals to effectively engage with diverse forms of communication. Secondly, the curriculum aims to cultivate an understanding and

appreciation of both Indonesian and international ideas, customs, and cultural products. This broader perspective not only enriches students' knowledge but also promotes intercultural competence and empathy. Furthermore, the curriculum aims to instill confidence in students, enabling them to present themselves as independent and competent individuals. This self-assurance is vital in navigating various personal and professional contexts. Lastly, the curriculum seeks to develop students' aptitude for analytical and creative reasoning. This skill set equips individuals with the ability to think critically, solve problems, and generate innovative ideas.

The rationale behind these learning outcomes lies in the recognition of English as the dominant global language. Proficiency in English is essential in numerous domains, including education, business, trade, science, law, tourism, international relations, health, and technology. By improving students' English language skills, the curriculum aims to prepare them for success in an increasingly interconnected and English-dominated world. To provide accurate information on the use of textbooks, an assessment of available resources is required. To provide useful information that can be used to assess the quality of existing textbooks, an assessment of the available resources is required. existing books. It is important to evaluate textbooks to identify their shortcomings and strengths so that teaching materials can be improved. So that the data can be used to improve the content. Given the importance of textbook evaluation, researchers are interested in reviewing textbooks, more commonly referred to as textbooks in Indonesia (Lisa, 2018).

According to Alan Cunningsworth (1995) When assessing a coursebook, the criteria for review or analysis encompass various physical aspects. These include the goal, layout, technique, and structure of the textbook. Moreover, the evaluation criteria also take into account the instructional methods employed in teaching language skills (speaking, listening, reading, writing), sub-skills (grammar, pronunciation, and vocabulary), and functions, all of which are influenced by the current socio-

cultural context. Most checklists incorporate these criteria to provide a comprehensive assessment of the textbook.

Analyzing textbooks is crucial for ensuring effective teaching and learning, a concept thoroughly examined by Cunningsworth Alan, (1995) in his work "Evaluating and Selecting EFL Teaching Materials." Cunningsworth emphasizes several key reasons for textbook analysis. Firstly, textbooks should align with learners' needs, interests, and language proficiency levels to ensure engagement and appropriateness for their developmental stage. Secondly, they must be consistent with curriculum goals and objectives, supporting the prescribed syllabus and educational standards. Cultural sensitivity is another critical factor, as analyzing cultural content helps prevent stereotypes and promotes a more inclusive classroom environment. Effective language learning involves a balanced development of the four language skills—listening, speaking, reading, and writing so textbooks should offer sufficient practice in all these areas. Cunningsworth also stresses the need for pedagogical effectiveness, where textbooks incorporate effective teaching methodologies that promote active learning and critical thinking. Additionally, the quality of content is essential; analysis helps identify biases, errors, or outdated information that might hinder learning. Finally, textbooks should provide opportunities for teachers to adapt materials to suit specific classroom contexts, assessing their flexibility and adaptability to different teaching styles and environments.

In addition, the book also serves as a resource for students to get information on language-related topics, including grammar, vocabulary, writing standards, etc. It can also illustrate the learning objectives that have been outlined in the syllabus. More importantly, it gives students access to resources for self-study. Therefore, textbooks are very important in learning activities. Textbooks must follow the applicable curriculum and student needs. Textbooks are also very important to know which materials are suitable and not suitable for students. If the textbook does not meet the standards listed in the Merdeka curriculum, the learning outcomes cannot be maximized. The main reason for analyzing the book is to help ensure that

the material presented is in line with the current curriculum, both the Merdeka Curriculum so that learning objectives can be achieved effectively and efficiently. Additionally, ensuring that textbook content is accurate, clear, and up-to-date is critical to avoiding the spread of misinformation and facilitating correct understanding of the material taught. This supports a higher quality and more relevant teaching and learning process to current educational needs.

B. Research Questions

How is the suitability of textbooks used in grade seventh in SMP/MTs with the objectives of the teaching program in the Merdeka Curriculum?

C. Research Objectives

The suitability of textbooks used in grade seventh in SMP/MTs with the objectives of the teaching program in the Merdeka Curriculum.

D. Significant of The Research

For the teacher, this study can be useful in providing information about English textbooks for seventh-grade students in SMP/MTs as a reference for teachers to make decisions in choosing the most appropriate textbooks to use in the learning process to improve learning. For the students, this research can be useful in providing information about English textbooks used for seventh-grade students in SMP/MTs as a reference for students in choosing appropriate textbooks that can support their English learning. Future researchers can find that this study is useful in providing details about English textbooks used by seventh students in SMP/MTs as a reference for future researchers to conduct further, more in-depth research on English textbooks.

E. Definition of The Key Terms

a. English Textbook

Textbooks are educational tools that support the teaching and learning process. Textbooks are designed to pack as much information as possible into a single book and act as the only book that should be used by students during the course. Dictionaries, grammar books, and workbooks are examples of supplementary materials that can be used in

addition to the main course content. These products are often more concerned with improving students' reading, writing, listening, or speaking skills than their linguistic knowledge (Novitasari, 2016).

b. Textbook Analysis

According to Wong, (2019) textbook analysis is a thorough evaluation of textbooks using a method of systematic review to identify the unique benefits and drawbacks of already in-use textbooks.

c. Merdeka Curriculum

Merdeka Curriculum is a flexible curriculum that emphasizes project-based learning to encourage the development of soft skills and character, focuses on significant subjects to promote deep learning of basic skills, and allows for differentiated teaching based on student needs and regional context (Rahmawati & Sutopo, 2023).

d. Bright An English Course For SMP/MTs Grade VII

"Bright: An English Course for SMP/MTs Grade VII" is a textbook designed for seventh-grade students in Indonesian junior high schools (SMP) and madrasahs (MTs). Authored by Nur Zaida and published by Erlangga, the book is tailored to align with the Kurikulum Merdeka. The textbook focuses on developing the four essential language skills: listening, speaking, reading, and writing. It employs a theme-based approach and incorporates various interactive activities, such as pair work, group work, and individual exercises. The content is structured to facilitate both interpersonal and transactional communication, and it includes a range of texts from functional to monological. Additionally, "Bright" includes features like useful daily expressions, functional grammar, and self-reflection sections to help students track their progress. The book also provides audio resources to support listening activities, enhancing the overall learning experience (Erlangga, 2022).