

CHAPTER II

LITERATUR REVIEW

This chapter discusses about Merdeka curriculum, textbook, the roles of textbooks, the advantages and disadvantages of textbooks, and textbook analysis.

A. 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).

Merdeka Curriculum is a curriculum that was created as a more flexible framework for the curriculum that emphasizes content critical to student competencies and character development (Putri et al., 2022). The curriculum highlights three main aspects that aid in the enhancement of learning, as outlined by the government: Firstly, project-based learning is emphasized to develop soft skills and instill proper character. Secondly, there is a focus on subject-specific learning. Lastly, critical thinking skills are targeted for improvement. It is essential that instructors use differentiation-based learning depending on student ability and that there is enough time for students to study fundamental abilities like reading and numeracy in detail. The Merdeka curriculum, which is used to teach English, aims to improve students' proficiency with all six of the language's components listening, speaking, reading, watching, writing, and presenting in a range of text kinds.

According to Baharullah et al., (2022), Merdeka Curriculum is independent learning that carries a concept created to allow students to pursue their interests and skills. Students are no longer required to study things that are not their main interests in the Merdeka Curriculum. According to their interests, students are allowed to choose subject matter. To implement this Merdeka Curriculum, a learning model is needed. The project-based learning paradigm can be used to realize this Merdeka

Curriculum. With projects, learning for students can provide a more meaningful learning experience than studying for exams.

From this description, it can be concluded that the Merdeka Curriculum is a form of development from the previous curriculum where this curriculum pays more attention to projects that hone students' soft skills. Students have an active role in the learning process or as the main model, while the teacher is a companion and not the only source of learning for students.

The implementation of the Merdeka Curriculum requires learning media. Learning media is considered to have an important role in increasing students' interest in learning new things in the learning process so that they can easily understand the teacher's explanation. One of the media that can be used is textbooks.

B. Textbook

A textbook is a book that offers essential information for a language learning course. These books aim to provide extensive information in a single book, possibly being the only resource that students need to consult during the course. Such books typically cover grammar, vocabulary, pronunciation, language functions, as well as reading, writing, listening, and speaking skills (Brian Tomlinson, 2011).

A textbook is a book designed to be a source of knowledge in the learning process. Textbooks also play a role in the development of listening, speaking, writing, and reading skills. Textbooks also contain practice questions for students that can be used to assess students' abilities (Mukrimaa et al., 2016).

Textbooks are pieces of instructional information that are tailor-made for a particular school context and distributed throughout the country (Prawestri, 2019). For several reasons, textbooks are considered very helpful in the teaching and learning process. For one, textbooks are used by students and teachers in learning activities, and the content in them is one of the learning resources or everything that makes it easier for students to obtain information, knowledge, experience, and skills during the learning

process. As the main means to deliver content knowledge, to determine most of what happens in the classroom, and to evaluate what students do and don't do, textbooks play an important role. Most educators believe that textbooks are the only resource available for teaching. Textbooks influence what and how teachers teach and what and how students learn.

Textbooks are standard volumes in a specific field of study that have been put together by subject-matter specialists for educational purposes. They include teaching materials that are aesthetically pleasing and simple enough for users in schools and colleges to understand (Anggraeni, 2020).

Textbooks are one category of books that are crucial to completing schoolwork. Because textbooks cover topics in certain fields of study, they are highly beneficial for teachers and students in acquiring and strengthening knowledge in line with their particular subjects (Danul Aristiawan, 2021).

Textbooks are instructional tools used to support the teaching and learning process, as can be inferred from the previous definition. Textbooks are designed to pack as much information as possible into a single volume 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. Most of the time, textbooks are used in (English) classrooms. Textbooks are one of the few resources that students can use to fully understand the material (Ian Mc Grath, 2016).

Other books that are not textbooks are fiction books such as novels short stories and others. History books and encyclopedias are not textbooks. In addition to textbooks, reference books are also commonly used in the learning process, but both have different characteristics.

A textbook can be defined as a book that covers all the essential knowledge students need to succeed in a particular subject or course. On the other hand, a reference book is a book that provides detailed information on

important subjects or specially organized material. Textbooks, in keeping with their primary purpose, serve as the primary source of information for teaching and learning. Meanwhile, reading reference materials can contribute to a deeper understanding of the subject matter. Textbooks are developed based on a structured syllabus and curriculum, as their foundation. Reference books, on the other hand, offer more general and concise information on a particular topic. Reference books refer to the extensive information contained in textbooks, which students are expected to read and study. Meanwhile, reference books should be read when looking for specific information or facts.

C. The Roles of Textbook

According to Richards, (1993), Textbooks function more as a reference than a course manual, and also as a guide for novice teachers; they are reliable, verifiable, and written by experts. They are successful in meeting emerging needs in the classroom and wider context, assisting teachers in implementing new methodologies, contributing to lesson success, and serving as appropriate tools for effective and sustainable change. They act as essential self-learning aids for language learning, repositories of ideas and skills, self-contained curricula, and essential resources for inexperienced teachers.

The primary instructional materials are books. Textbooks are one of the most important individual instructional materials since they are often utilized every second or third class. The text in books may also be used as a technique to ensure that the right information is chosen (Stará et al., 2017).

The importance of textbooks in English language education, both for EFL and ESL purposes, cannot be underestimated. Teachers rely on textbooks as the main teaching tool in the classroom. Besides being called the core component of any ELT program, textbooks offer great benefits to both teachers and students, as stated by (Laila Kodriyah, and Angga Taufan Dayu, 2018). When implemented in ESL/EFL classrooms, the program not only provides significant benefits for students and teachers but also for schools. It is hard to imagine a classroom without textbooks because

textbooks are an essential part of an educational program. A classroom where English is taught as a foreign language (EFL) is an important part of the educational program. Information can be easily transferred to students from textbooks.

The roles of textbooks according to Mithans & Ivanuš Grmek, (2020) teachers consider textbooks as the primary learning tool, serving as teaching and learning aids that present learning tasks to students. In addition, textbooks serve as formative tools, encouraging the development of competencies, and skills and providing essential information. In an educational setting, textbooks are used for instructional purposes, offering learning materials that aim to stimulate students' interest in learning. In addition, textbooks are considered important for independent study and review, as they are officially recognized sources of information and are regulated by government regulations.

Based on the explanation above, it can be concluded that with the large number of commercial textbooks and various educational resources available, it is important for teachers responsible for material selection to acquire the necessary knowledge according to the learning topics. However, textbook evaluation can only be achieved if all factors related to the purpose of selecting the right textbook are met. In various educational curricula around the world, textbooks continue to play an important role in providing teachers and students with formal knowledge of subjects, as well as instilling the expected values, attitudes, skills, and behaviors in their respective fields. Textbooks are commonly referred to as classroom teaching materials. Given that textbooks are indispensable for decision-making, and assessment, and serve as the main source of information for students, a teaching and learning environment without appropriate textbooks will have difficulties.

D. Advantages and Disadvantages of Textbook

Depending on how they are used and the situation, commercial textbooks can provide both benefits and problems in the classroom (Richards, 2014). Textbooks offer several advantages in educational

settings. Firstly, they provide a structured curriculum framework, ensuring consistency and a solid foundation for student learning. This uniformity also promotes equal evaluation among students. Secondly, well-designed textbooks are based on tested educational principles, offering high-quality content that is efficiently organized. Additionally, textbooks typically come with supplementary resources like exercise books, CDs, and teacher guides, enriching the teaching process and saving time on lesson planning. They also serve as valuable language models, especially beneficial for educators teaching in a non-native language. Moreover, textbooks can aid in teacher training when accompanied by detailed manuals. Lastly, their attractive production quality enhances their appeal to both teachers and students.

However, textbooks have drawbacks. They may use contrived language and oversimplify content, sometimes failing to reflect real-world complexity or diverse perspectives. Furthermore, globalized textbook content may not fully meet the specific needs and interests of local students. Over-reliance on textbooks can also diminish teacher autonomy and creativity, reducing educators to mere facilitators of pre-packaged knowledge. Lastly, the cost of commercial textbooks can be prohibitive for students in many regions worldwide (Richards, 2014).

The advantages of textbooks according to Hakim, (2018) provide a learning process of a curriculum, because textbooks provide a grid, they provide direction to students by telling them what the objectives are and what is required of them as students in the learning process, by providing visual aids, exercises, readings, and other materials, teachers can spend less time searching for or creating learning resources, provide additional resources such as teacher's guides, CD, workbook and videos. The disadvantages of textbooks are providing inappropriate content that may not meet students' needs, using inauthentic language, using boring visuals, reading texts and teaching activities, not taking into account students' prior knowledge, and unrealistic time for task completion.

It is crucial to consider both the benefits and drawbacks of utilizing textbooks. If the textbooks employed in a curriculum are found to have

adverse impacts, it is imperative to implement corrective measures. These may include modifying or augmenting the books, as well as providing teachers with appropriate guidance and support to ensure their effective utilization.

E. Textbook Analysis

A textbook can be evaluated three times: before use, during use, and after use (Ian Mc Grath, 2016). Each stage of the evaluation process has its value. Pre-use evaluation can assist in textbook selection by providing an overview of the potential instructional value of the textbook. In the pre-use stage, we will use impressionistic analysis techniques to evaluate the potential success of the textbook in the classroom by "judging" it. This is a very quick and efficient way to select textbooks when done by competent teachers. Evaluation in use can help determine whether a textbook is acceptable in use or by looking at how it is used. By "evaluating" a textbook, we will also be trying to determine if a book has fulfilled its purpose. Finally, post-use evaluation can help in assessing the short- and long-term impact of ongoing textbook use.

The activity of collecting data about textbooks and evaluating them to determine what works well and what needs to be added, balanced, or removed for a particular instructional program is known as textbook evaluation. Textbook analysis is the activity of collecting data on textbooks to determine what is working well and what needs to be added, balanced, or removed for a particular instructional program (Novitasari, 2016).

Textbook analysis is an attempt to measure the potential value of textbooks through textbook analysis. This analysis involves forming opinions about how the textbook affects users (students, teachers, and administrators). Textbook features, such as reliability, validity, adaptability, and so on, can be used to measure this impact (Prawestri, 2019).

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

From this description, it can be concluded that a good textbook has benefits for teachers and students. Findings from the evaluation will help teachers in selecting textbooks. After a thorough examination of the textbooks using some sort of ongoing review process, it will result in textbooks that meet all the criteria set by the teachers and help educators to identify strengths and weaknesses in the textbooks that have been used. The analysis of textbooks is very necessary so that materials that are less precise in teaching can be updated with the correct concepts and materials.

F. Checklist For Evaluation and Selection of Course Book by Alan Cunningsworth

When evaluating language teaching materials such as textbooks, checklists can be a useful tool for English Language Teaching (ELT) practitioners. By using some widely applicable assessment criteria, the checklist allows for a more thorough examination of the textbook. The language used in the various textbook texts that students study should provide examples of authentic and natural language use in everyday life. The following is a textbook evaluation checklist based on Alan Cunningsworth :

Table 2.1 Checklist For Evaluation And Selection of Course Book

(Adapted from Choosing Your Coursebook by Alan Cunningsworth, 1995)

No	Criteria	Yes	No	Comment
1.	Aim and Approaches			
	a. Does the aim of the course book correspond closely with the aims of the teaching program and with the needs of the learners?			
	b. Is the course book suited to the learning and teaching situation?			
	c. How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?			
	d. Is the course book flexible? Does it allow different teaching and learning styles?			

2.	Design and Organization		
	a. What components make up the total course package? (e.g., Students' book, Teachers' book, Workbook, Cassettes)?		
	b. How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?		
	c. How is the contents sequenced (e.g., based on complexity, "learn-ability", usefulness, etc.)?		
	d. Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?		
	e. Are there reference sections for grammar, etc.? Is some material suitable for individual study?		
	f. Is it easy to find your way around the course book? Is the layout clear?		
3.	Language Content		
	a. Does the course book cover the main grammar items appropriate to each level, taking learners' needs into account?		
	b. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?		
	c. Does the course book include material for pronunciation work? If so, what is covered; individual sound, word stress, sentence, stress, intonation?		
	d. Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversation, how to structure a piece of extended writing, how to identify the main point in a reading passage? (more relevant at intermediate and advanced levels.)		
	e. Are styles and appropriacy dealt with? If so, is language style matched to social situation?		
4.	Skills		
	a. Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?		
	b. Is there material for integrated skills work?		
	c. Are reading passages and associated activities suitable for your students' levels, interest, etc.? Is there sufficient reading material?		
	d. Is listening material well recorded, as authentic as possible, accompanied by background information, question, and activities which help comprehension?		
	e. Is material for spoken English (dialogues, role-plays, etc.) well designed to equip learners for real-life interaction?		
	f. Are writing activities suitable in terms of amount of writing guidance/control, degree of accuracy, organization of longer pieces of writing (e.g., paragraphing), and use of appropriate style?.		

5.	Topic			
	a. Is there sufficient material of genuine interest to learners?			
	b. Is there enough variety and range of topic?			
	c. Will the topic help expand students' awareness and enrich their experience?			
	d. Are the topic sophisticated enough in content, yet within the learners' language level?			
6.	Methodology			
	a. What approach/approaches to language learning are taken by the course book? Is this appropriate to the learning/teaching situation?			
	b. What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?			
	c. What techniques are used for presenting/practicing new language items? Are they suitable for your learners?			
	d. How are the different skills taught?			
	e. How are communicative abilities developed?			
	f. Does the material include any advice/help to students on study skills and learning strategies?			
	g. Are students expected to take a degree of responsibility for their own learning (e.g., by setting their learning targets)?			