

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses on the review of related theories underlying the research. It consists of a theoretical review relevant to the title of the research and review of previous studies.

A. Definition of Curriculum

A curriculum is what is taught in school. In other words a curriculum is a set of subjects. To define a curriculum as ‘what is taught in schools’ is indeed, very vague. It is for this reason that some often talk about ‘school curriculum’ in this general way and they tend to mean by this the range of subjects taught and the amount of teaching time given to each in terms of hours or minutes. Such an approach to education seems to limit learning to the school and then limiting a curriculum to academic subjects. Marsh (2009) also pointed out that there is an assumption in this definition that what is studied is what is learned. A curriculum as explained in the preceding sections is much more than just subjects or what is confined to a school.

Another very common conceptualization of a curriculum is that of viewing it as content. Curriculum defined as content is another interesting emphasis and brings into question another term, namely the ‘syllabus’ and a ‘course outline’ as referred to especially in institutions of higher learning. A ‘syllabus’ is usually a summary statement of the content to be taught in a subject, course or unit. It is typically a list of content areas or topics of the subject matter. A syllabus or course

outline is clearly a subsection of a curriculum and as such is subsumed within the broader concept. This emphasis on what content to be taught is a critical element of a syllabus but a curriculum includes more than this. Characterizing curriculum as subject matter is the most traditional image of a curriculum which depicts it as the combining of subject matter to form a body of content to be taught. Such content is the product of accumulated wisdom, particularly acquired through the traditional academic disciplines. Most teachers when asked to describe their school's curriculum they provide a litany of subjects or subject matter taught to students.

B. Merdeka Curriculum

Merdeka curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Anwar, 2022; Purnwanto, 2022; Rahima, 2022). Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students (Kasnowo & Hidayat, 2022; Martati, 2022). The Merdeka Curriculum has basically begun to be implemented in almost some universities in Indonesia. This is supported by Hasim (2022) who stated that the government's policy in creating and introducing an merdeka curriculum was considered very appropriate to overcome problems related to the learning process that occurred during the COVID-19 pandemic in Indonesia. In addition, according to Priantini, et al., (2022) also emphasizes that the use of an merdeka learning curriculum is in accordance with efforts to create a quality education climate so

that it can give birth to a generation that is ready to adapt to the current developments.

One of the things that is facilitated and emphasized in the Merdeka Curriculum according to Jojor & Sihotang (2020) is to place more emphasis on project-based learning that can be done by students in various conditions (not only focus in class). This is supported by Marisa (2021) who states that the concept of independent learning is very suitable today because society 5.0 tries to combine the development of technological advances that can help solve problems and the social needs of individual life. Based on these problems, a study was conducted to examine the characteristics and potential of implementing an Merdeka Curriculum as an effort to restore the education process.

C. Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher.

For language learning, Richards (2001) mentions that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. This explains why at all levels of language learning textbook is still taken as important resource among students.

On the other hand, Mudzakir (1985) concludes that a textbook can be considered as schoolbook, course book, work book or subject book used in

school or educational institution complemented with materials for exercise as the students reference book. It can be inferred that textbook is a published printed material that serve as asource and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book workbook or subject book.

1. The Function of Textbook

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson. Textbook for language learning consists of several chapters. Each chapter will discuss different types and level of language skill. This will help both student and teacher focus on materials they will teach or learn. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices.

Richards (2001) states that in certain situation, textbook is a form of teacher training as they give guidelines for ideas and plans on teaching format that teacher can use. As for students textbook provides as source of contact with the language they are learning apart from teacher's input.

As a resource in achieving aims and objectives that have been set in terms of learners need, Cunningsworth (1995) lists a few roles textbook can serve as in ELT;

- a. A resource for presentation material (spoken and written)
- b. A source of activities for learner practice and communicative interaction

- c. A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation and ideas for classroom language activities
- e. A syllabus (where it reflects learning objectives which have already been determined)
- f. A resource for self-directed or self-access work
- g. A support for less experienced teachers who have yet to gain in confidence

Textbook can also be considered as teacher's partner. The partnership between teacher and a textbook is at its best when it shares common goals and each side brings its special contribution. The aim of the textbook also should closely correspond to the teacher's aim so both can seek to meet the needs of learners (Cunningsworth, 1995).

It can be concluded that a textbook can help both teacher and learner to reach their aims and objectives in language learning, but to the extent where the textbook serves them to reach the goals. It is generally accepted that the role of course book is to be at the service of teachers and learners but not to be their master.

2. Content Analysis of Textbook

The writer chooses textbook evaluation criteria proposed by Mukundan, Hajimohammadi and Nimehchisalem (2011) on the criteria of general attributes and learning/teaching content. The evaluation criteria forms checklist. The writer selects the checklist because the developers give one or more descriptors to each sub-aspect to avoid misinterpretations of

those sub-aspects. The descriptors will indicate that a good textbook should consider learners' age, needs and interests. The checklist is developed based on review of similar previous criterion to ensure its construct validity and give the clarity of those sub-aspects. A five-point scale is also added in the checklist to help the evaluators in assessing the textbook based on the criterion. The checklist can be useful for pre-use, in-use and post-use textbook evaluation purposes and substantial educational and administrative decisions that may have financial, professional, and political implications. Furthermore, the checklist can prove informative and helpful for curriculum designers, ELT material developers, or teachers providing them with useful ideas according to the materials being evaluated to be improved.

The checklist contains two aspects of English textbook evaluation. They are the aspect of general attributes including the book in relation to syllabus and curriculum, methodology, and the aspect of learning-teaching content including general, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises. The explanations in detail are as follow:

a. General Attributes

- 1) The book in relation to syllabus and curriculum This means that a textbook must relate to competency standards and basic competence. There must have three kinds of texts, that are interpersonal texts, transactional texts, and functional texts
- 2) Methodology Learning activities can embrace various methodologies in ELT, such as Community Language Learning

(CLL), Communicative Language Teaching (CLT), Desuggestopedia, etc. In CLL, the teacher makes students in groups either small or big groups according to the needs. In CLT, the teacher makes games in the learning process so that the students can be enthusiastic, such as Kim game, calendar game, guess the flashcard, find the colour and so on

b. Learning-Teaching Content

- 1) General The tasks of a textbook can make the students enthusiastic about the learning activity. The tasks move from simple activities to complex activities for the students can do slowly. They do those step by step with clear guidance from the textbook and the teacher. The tasks can be achievable for them.
- 2) Listening The appropriateness of listening tasks should be included in a textbook with well-defined goals that are stated clearly for the students can focus on those that will be achieved.
- 3) Speaking The activities in speaking must be communicated meaningfully. The language used is achievable for the students, using familiar words or the daily language they can achieve to understand the materials, like a conversation.
- 4) Reading The texts in reading should be graded and interesting. For example, the texts regard to increase vocabulary and have good themes which are relevant to their level and age.

- 5) Writing The tasks in writing must have achievable goals and take into consideration the students' capabilities that are relevant to their age.
- 6) Vocabulary loads or new words in an English textbook in each lesson have to be appropriate to the students' level. The vocabularies use familiar words or the 22 daily language they can achieve
- 7) Grammar The spread of grammar in an English textbook must be achievable for the students. The grammar materials are relevant to their level, that is basic grammar, such as indefinite and definite articles, plurals, verb agreement, and so on.
- 8) Pronunciation materials are also important to be included in an English textbook besides the four skills, grammar, and vocabulary. The materials have to be contextualized in various activities. Learning to pronounce English words usually can not be right once pronouncing.
- 9) Exercises in a textbook must be learner-friendly which is relevant to the students' level. The exercises are not hard or complicated to do, have distinct instructions, and also not a lot for they are not tired to do those, moreover, if being done individually.

3. Rubric Assessment of Textbook Analysis

The huge numbers of textbook available in the market make it crucial for both teacher and learner to choose the right textbook based on their need. For that, education national standard board, BSNP have released assessment instrument form to help teachers choosing the right textbook. In

this case, the textbook is in accordance with the core competency standards.(KI) and base competence, (KD) Junior High School English grade XII.

Based on (Pendidikan, 2018) the textbooks developed for grade XII are expected to have these criteria:

- a. Developing the ability to use English language in spoken and written form for the purpose of expanding student's intellectual, social and emotional aspects.
- b. Using proper English that correspond with language methods and communication context. Language knowledge as complement to master communication skills.
- c. Developing the ability to communicate in English through lesson based on students daily basic natural environment.
- d. Directing to developing life skills; personal, social, academic, and vocational.
- e. Developing cross cultural understanding to build friendship within local, national and international level by expanding vision about cultural differences to minimise misunderstanding, develop sense of appreciation, and increasing inter-human relation quality
- f. Oriented to knowledge development and technology.

D. Previous Studies

The researcher found three previous studies that are related to content analysis on English Textbook. There are some related research that have been conducted before about content analysis of Textbook. The first previous is from

Widiyawati (2020) This research focuses on analyzing the content on English textbook for the tenth grade of Senior High School. It was applied by qualitative research design. In order to collect the data, the researcher used assessment of BSNP as instrument and rubric assessment BSNP to analyze the feasibility of contents from the textbook. The research finding showed that the results of relevance, life skills development, and Development of Diversity Insight of supporting materials are 62.5 2%. Thus, the results of the three points from the feasibility of content rubric assessment from BSNP are 71.66%. The research finding showed that the textbook was compatible with the 2013 curriculum and the feasibility of content and presentation met the standard of an English textbook.

Second previous study was conducted by Karmila et al., (2019). In this research, document analysis is used. This document analysis used library research without observing the certain phenomenon directly. To collecting the data, the researcher used documentary method. For analyzing the data, the researcher presented and analyzed the content of the English textbook focusing on the grammar aspects. The finding showed that the contents were focused on certain grammar for junior high school at eighth grade students. It showed that the content of the English textbook for eighth grade Junior High School especially in grammar aspects are appropriate with the content standard of curriculum K13.

And the last previous study was conducted by Voni Nuralawiah (2024). This research aims to analyze the accordance of the content of the English textbook "English in Mind Second Edition" based on learning outcomes by the

Merdeka curriculum, namely Listening-Speaking, ReadingViewing, and Writing-Presenting. This research used qualitative research with content analysis methods and used documentation, questionnaires, and interviews to collect data. The findings of this study concluded that the English textbook includes about 41% of material relevant to the Listening-Speaking element, 31% of the material pertinent to the Reading-Viewing element, and 28% of the material appropriate to the WritingPresenting element. This means that the English textbook as a whole is in accordance with the Merdeka curriculum. This book is not recommended as a sourcebook but as a supplementary book. It can be concluded that based on these findings, the textbook "English in Mind Second Edition" is in accordance with the Merdeka curriculum as a supplementary book

This research uses evaluation textbook checklist by Mukundan et al. (2011) as instrument and criterion classification of textbook evaluation to analyze the data. Meanwhile, the previous studies used assessment of BSNP as instrument and rubric assessment BSNP to analyze the feasibility of contents from the textbook. In addition, this research uses syllabus of prototype curriculum as guidance to analysis the textbook.