

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher explores the background behind the development of the study, states the research questions and objectives, highlights its significance, and defines the key terms.

### **A. Background of study**

In Indonesia, English is a foreign language. In the Merdeka Curriculum, English is recommended to be studied at the elementary school level. According to the Indonesian Minister of Education and Research and Technology, Nadiem Makarim, teaching English from an early age is important to prepare language skills for students to be ready for the challenges of a global world. English language skills are not only a language skill, but also an important skill for lifetime studies. By learning English students will have easier access to the latest knowledge, which is written in English.

There are various sources of learning media, including textbooks. The existence of textbooks as supplementary books in learning is very important to support teaching and learning activities, because it contains materials and practice exercises. For teachers, the textbook facilitates the teaching process, while for students, this book helps with learning, especially in independent learning. Textbooks are one of the main components in the teaching and learning process, and their existence is prioritized in the world of Indonesian education. According to the Regulation of the Minister of National Education (PERMENDIKNAS) No. 11/2005, textbooks play an important role in teaching and learning activities and are needed to support the implementation of the curriculum as a main component in the national education system. As not all schools have equal access to technology, textbooks remain the main resource. During the author's educational internship, observations showed that English teachers depend a lot on textbooks to formulate learning objectives in their teaching modules, which is a key element in the Merdeka Curriculum.

Besides textbooks, the curriculum itself is a crucial component of education. Every school in Indonesia uses a curriculum developed by the government as a

guide in the teaching and learning process. The curriculum sets the plans and regulations about the objectives, content, and learning materials used as a guideline for organizing learning activities at school. The curriculum in Indonesia has changed several times along with the development of educational needs. In 2020, Indonesia introduced the Merdeka Curriculum which is designed to give schools and teachers independence in deciding teaching methods and materials that suit the needs of students. In it, there are important elements such as learning outcomes or *Capaian Pembelajaran* (CP) and learning objectives or *Tujuan Pembelajaran* (TP). Decree of the Head of the Education Standards, Curriculum and Assessment Agency Number 008/H/KR/2022 explains that in the Merdeka Curriculum, English learning outcomes at the primary and secondary education levels must include several elements, which are: listening, speaking, reading, viewing, writing, and presenting. English learning also uses a genre-based approach, where students are invited to understand various types of texts (genres) such as descriptive, narrative, recount, and exposition.

In order to ensure effective learning activity, textbooks must comply with the current curriculum because each level of education has clear and specific standards. If the textbooks used do not meet the curriculum standards, the learning objectives and expected outcomes will be difficult to achieve. Textbooks used in English language learning must contain activities that are in line with the appropriate elements, text types, approaches or methods so that learning objectives can be achieved properly according to the Merdeka Curriculum.

Currently, many English textbooks are published by both government and local publishers, especially following the release of a new curriculum. Most teachers choose textbooks published by the government for their accuracy, standardization and ease of use. However, some educators or students also choose books from other publishers to get a wider range of material or more challenging content.

While there are many textbooks available, choosing the right one can be a challenge, especially for those who are unfamiliar with the book's content. Attractive covers and designs can be misleading, making people make the wrong

choice. Therefore, it is crucial to evaluate textbooks based on more than just appearance. Many publishers claim that their textbooks are in line with the Merdeka Curriculum competency standards, but without proper analysis, it is impossible to know how well these books meet the curriculum requirements.

There are several previous studies related to the analysis of English textbooks, such as those conducted by Amrina (2018) and Sadiqah (2016), which assessed the suitability of books with the curriculum. Some other studies, such as those conducted by Sucipto and Cahyo (2019) and Purwani et al. (2017), evaluated whether the textbooks met pedagogical standards and supported the development of students' thinking skills. In addition, some studies also analyzed the “Bright” book published by Erlangga.

According to the Decree of the Minister of National Education Number 11/M/2005 on Article 43 Clause (5), textbooks used in classrooms must meet standards for content, language, presentation, and graphics. Given the importance of following the guidelines set by the Merdeka Curriculum and the Board for Curriculum Standards and Educational Assessment (*BSKAP*), this study aims to analyze whether the textbook *Bright: An English Course 1 for Junior High School Students Grade VII*, published by Erlangga, complies with the Merdeka Curriculum requirements.

The researcher chose the *Bright 1* textbook published by Erlangga as the object of research because this book claims to be in accordance with the Merdeka Curriculum and contains complete and integrated materials. This book trains four language skills (listening, speaking, reading, and writing) with a communicative and task-based approach. The activities in the book are also contextual, interesting, and supported by additional learning resources. In addition, this book also instills character values according to the profile of Pancasila students, so it is worthy of being studied in the context of evaluating English textbooks at the junior high school level. Based on the background of the study above, the researcher proposes to analyze the content of this textbook in a study titled “An Evaluation of The English Textbook *Bright: An English Course 1*”

## **B. Research Questions**

Based on the background of the study above, the research questions of this research are formulated as follows.

1. How are the materials presented in the textbook *Bright: An English Course 1 for Junior High School Students Grade VII* in compliance with the book eligibility standards set by the Board of Standards, Curriculum, and Educational Assessment (BSKAP)?
2. How are the compliance of the learning objectives and materials in the textbook *Bright: English 1 for SMP/MTs Class VII* with the learning outcomes of the Merdeka Curriculum?

## **C. Research Objectives**

The aims of the research of analyzing the English textbook used in senior high school are

1. To find out whether the materials presented in the textbook *Bright An English Course 1 For Junior High School Student Grade VII* is compliant with book eligibility standards according to the Board of Standards, Curriculum, and Educational Assessment (BSKAP)
2. To describe the compliance of the materials learning and objectives or *Tujuan Pembelajaran* (TP) presented in the textbook *Bright an English Course 1 For Junior High School Student Grade VII* with the learning outcomes or *Capaian Pembelajaran* (CP).

## **D. Scope and Limitation**

This research focuses on the evaluation of English textbooks based on the criteria for good textbooks set by Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP) in 2022, which includes aspects of material, presentation, design and graphics. The object of this research is an English textbook entitled *Bright An English Course 1 For Junior High School Student Grade VII*. The researcher only chose 4 chapters out of 8 chapters for the analysis of learning outcomes and objectives, because based on the results of the preliminary study, it showed that each chapter already included elements of learning outcomes.

## **E. Significance of the study**

This research is expected to contribute to teaching-learning. Theoretically, this research is expected to increase knowledge in the field of education, especially in terms of analyzing the suitability of textbooks used by teachers in teaching and learning. Then, this research can be used as information and reference for further researchers who want to conduct research with similar research topics.

While, practically, this study is useful not only for teachers and students but also for textbook writers, publishers, curriculum makers, and education policymakers. The results can give writers and publishers ideas to make textbooks better and more suitable with the curriculum. For curriculum makers and policymakers, this research provides useful information about how well textbooks follow the expected learning outcomes, which can help in making decisions about curriculum and book selection. For teachers, this study encourages them to choose teaching materials carefully so that students can learn better. In the end, students will get clearer and more relevant materials that help them understand and reach their learning goals. Also, this research can be a starting point for other researchers who want to evaluate and improve textbooks based on the Merdeka Curriculum.

## **F. Definition of key terms**

To clarify and explain the terms of the title to avoid ambiguity in this study. The definition is as below:

### **1. Content analysis**

Content analysis is a systematic research method used to interpret and analyze textual data. It involves categorizing and identifying patterns or themes in texts to make inferences about information. In this study, content analysis refers to a method used to evaluate the material in English textbooks, by focusing on its compliance with educational standards and curriculum requirements.

### **2. English Textbook**

English textbooks are the main educational resources used for teaching and learning English. It contains structured lessons, activities and exercises

designed to help students develop language skills such as reading, writing, listening and speaking. The textbook analyzed in this study is “Bright: An English Textbook Bright An English Course 1 For Junior High School Student Grade VII”

### 3. Merdeka curriculum

Merdeka Curriculum is the latest education curriculum implemented in Indonesia since 2020. This curriculum is designed to provide more flexible and student-centered learning. Teachers have more freedom in designing lessons that suit students' needs, interests and potential. In addition, this curriculum prioritizes the development of student competencies through a more contextual and relevant approach, so that students can be better prepared for future challenges. The Merdeka Curriculum also provides space for students to explore their interests and talents by themselves.