

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature about English textbook, criteria of a good textbook, textbook evaluation checklist, *Merdeka* curriculum and review of previous studies.

A. English Textbook

English textbook is a textbook that contains English materials including reading, listening, speaking, and writing skills. The term textbook refers to a set of instructional materials for English taught as a subject at school in the teaching and learning process. Oakes and Saunders (2004), Hour et al. (2014), and Jusuf (2018) reveals that a textbook is a crucial source of learning materials in the classroom, and it improves students' awareness of cultural information and global situations. Additionally, Hutchinson and Torres (1994) and Cortazzi and Jin (1999) states that textbook serves as a common component of teaching and guidance for the teacher, a memory help for students, and a record of the material that has been learned.

From the explanations above, we can underline that textbooks are the main support for learning activities inside and outside the classroom. The availability of textbooks is able to influence students' thinking. Through textbooks, students are able to gather knowledge and practice skills. English textbooks are a tool or a media that is considered as assistance in improving teacher skills and providing new language and new cultural knowledge for students.

B. Criteria of a Good Textbook

For years, the topic of textbook evaluation is quite important to be discussed. It is motivated by the requirement of having a qualified and relevant textbook to be used in classroom instruction, specifically in the EFL context. Additionally, Cunningsworth (1995) states that the quality and relevance of the textbook or teaching and learning materials should be aligned with the learner's needs and also should match the aims and objectives of the language-learning program.

To analyze the material evaluation, Mukundan et al. (2011) suggested the model. They derive into general attributes. The general attribute specifications are established by the curriculum or syllabus, the methodology used during the teaching and learning process, the suitability to the learners, the physical appearance, and teacher guide or supplemental resources. General attributes aims to answer questions in relation to the match between textbook and the syllabus, the methodologies used, the compatibility of the textbook with some aspects of the learners' needs, interests, and other background, the appropriateness of physical appearance, and the teacher's guide.

Evaluation is defined as "a matter of judging the fitness of something for a particular purpose" (Hutchinson & Water, 197). Tomlinson (2003) states that regarding the use of textbooks in classroom instruction, the evaluation is intended to make a judgment about the efficiency of the materials for the people using them. Even though a particular book has been determined as good textbook, it should be evaluated throughout time. Evaluation is widely recognized as a powerful tool for improving educational quality (Wahab, 2013). In evaluating a textbook, it has a certain instrument. One of the instruments to evaluate textbook is textbook evaluation checklist. It includes of criteria based on students' need. According to Wahab (2013) teachers' perspectives as well as the syllabus should be considered in the evaluation. Furthermore, the checklist should consider not only students' perspective but also teachers' perspective. Thus, the correction for textbook must be accurate.

In this research, the researcher uses the textbook evaluation checklist by Mukundan and Kalajahi (2011). This evaluation checklist is the checklist that started to be developed by Mukundan et al. in journal "Developing an English Language Textbook Evaluation Checklist: A Focus Study" (2011). The researcher looks forward that this textbook evaluation checklist can help teachers and students to choose a good textbook.

The textbook evaluation list by Mukundan et al. (2011) served as the model for the criteria. The evaluation list of general attributes by Mukundan et al. (2011) divides into five aspects and further divided into eleven sub-aspects. The following list is the aspects and sub-aspects of general attributes proposed by Mukundan et al. (2011).

General Attributes

In general attributes, the evaluation criteria for the textbook were divided into five criteria. The five criteria as follow:

a. The book in relation to syllabus and curriculum

This aspect has one sub-aspect, “It matches to the specifications of the syllabus”. The books in relation to the syllabus and curriculum imply that a good English textbook can be determined by the content of the textbook, which should be relevant to the syllabus and curriculum that is being used. The syllabus of the tenth grade of senior high school in this context is a *Merdeka Curriculum* (Capaian Pembelajaran Phase E). It is taken from appendix 1. At this stage, the primary references in learning English are narrative, description, procedure, exposition, recount, report, and authentic text.

b. Methodology

This aspect has two sub-aspects, they are:

- 1) The activities can be exploited fully and can embrace the various methodologies in ELT, and
- 2) Activities can work well with methodologies in ELT

Learning activities in the English textbook can work well with methodologies in ELT. According to Harmer (2007), there are some methodologies in ELT. They are PPP (Presentation, Practice and Production), Suggestopedia, CLL (Community Language Learning), TPR (A Typical Total Physical Response), CLT (Communicative Language Teaching), TBL (Task-based Learning), and etc.

The teacher uses PPP to introduce a situation that contextualizes the language to be taught. The language is then presented as well. Students practice the language using accurate reproduction techniques such as choral repetition (where students all together repeat a word, phrase, or sentence with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher's urging), and cue-response drills, and the student makes the desired response.

Meanwhile, in suggestopedia, students can engage in a variety of enjoyable activities such as singing, dancing, dramatizations, and games. The activities must be compatible with the methodologies. The activities' guidance must be

stated clearly so that students can do them, such as using language they can achieve rather than unfamiliar words. The TPR method, on the other hand, is a method of teaching language that incorporates both verbal communication and physical body movement. TPR circles or TPR sounds are commonly used by teachers in the TPR method, according to Simmon. In CLL, the teacher divides students into small or large groups based on their needs.

Communicative Language Teaching (CLT) is a method of achieving communicative competence rather than linguistic competence through learner interaction. There are two types of activities in class in the CLT method. CLT employs any activity that involves genuine interactions, both between teachers and students and between students. For example, the teacher creates games during the learning process to keep students engaged, such as the Kim game, calendar game, guess the flashcard, find the color, and so on. Students practice conversations with their friends as part of the method. They begin by listening to and repeating the teacher's conversations sentence by sentence. Furthermore, in TBL, both the teacher and the students use task-based instructions during the teaching-learning process.

c. Sufficiently for Learners

Moreover, this aspect has three sub-aspects, they are:

- 1) It is compatible to the age of the learners.
- 2) It is compatible to the needs of the learners.
- 3) It is compatible to the interests of the learners.

A textbook must be compatible for the age of the learners as well as their needs. A textbook must be compatible for the age of the learners as indicated by the text's themes. In this case, the themes must be relevant to the daily lives of teenagers. Meanwhile, learning activities must be tailored to their specific needs, such as how teenagers use English in everyday situations.

d. Physical and Utilitarian Attributes

Meanwhile, this aspect has four sub-aspects, they are:

- 1) Its layout is attractive
- 2) It indicates efficient use of text and visuals
- 3) It is durable
- 4) It is cost-effective

The layout of a textbook should be attractive, particularly the image on the cover, so that students can be inspired to use the textbook. Texts and visuals should be used effectively in each chapter of the textbook. These should be adequately addressed in the chapters. Meanwhile, the textbook must be durable and materially durable. The sheets in the physical one are solid and difficult to rip. The textbook refers to previous education level material in terms of content. If the textbook is for Senior High School, the material is a continuation of material from Junior High School. The cost of the textbook should also be considered. The cost is achieved by the students.

e. Efficient Outlay of Supplementary Materials

This aspect has one sub-aspect, “The textbook is supported efficiently by essentials like audio-materials”. A good textbook should ideally include supporting materials such as audio files. The audio materials in the English textbook are helpful in teaching listening. Students do not always learn by listening to the sounds of the teacher.

C. Merdeka Curriculum

Curriculum is very important in the field of education. Without the right curriculum, students will not get the appropriate learning targets. Thus, everything is modified to the students’ needs in their respective era. Curriculum is a set of guidelines for planning learning activities that includes objectives, content, and learning materials. A curriculum is used to provide students with a higher quality education. Likewise with the objectives of the *Merdeka* curriculum. In Indonesia, the curriculum has been changed several times. Since February 2022, the Minister of Education, Culture, Research and Technology (*Mendikbudristek*) in Indonesia launched a new curriculum called *Merdeka* Curriculum. The talent and interest approach is a learning method that is used in *Merdeka* curriculum. With the *Merdeka* curriculum, students can select the courses they want to take based on their interests.

In general, the *Merdeka* curriculum is a varied intracurricular learning program. Where the content will be more suitable, allowing students have more time to explore concepts and develop competency. Later, the teacher has the authority to select different teaching strategies so that learning can be customized to the interests and learning needs of each student.

The purpose of this curriculum is to improve Pancasila student profiles based on particular government-established themes. When a project is not intended to meet specific learning achievement targets, so it is not connected to the subject content.

There are several objectives of *Merdeka* curriculum that are important to students and teachers to know, including:

- 1) Creating fun education for students and teachers.
- 2) Catching up on learning caused by the Covid-19 pandemic.
- 3) To develop students' potential.

D. Previous Studies

The researcher found five previous studies that are related to content analysis on English textbook. The first previous is from Husen et al. (2020). This research focuses on content analysis on English Textbook based on core and basic competencies of 2013 curriculum. To collect the data, the researcher used observation, document review and interview. Based on the research finding, the result showed that the textbook 1 has meets twelve criteria out of fourteen criteria and is partly suitable, textbook 2 and textbook 3 has meets fourteen out of fourteen criteria proposed by Mukundan and is classified into suitable level.

The second previous is from Widiyawati (2020). This research focuses on analyzing the content on English textbook for tenth grade of Senior High School. It is apply qualitative design. To collect the data, the researcher used BSNP assessment as the instrument and BSNP rubric assessment to analyze the feasibility of textbook content. Based on the research findings, the results of relevance, life skills development, and development of diversity insight of supporting materials are 62,5 %. As a result, the three points from BSNP feasibility of content rubric assessment are 71,6 %. The research findings showed that the textbook was in line with the 2013 curriculum and content feasibility and presentation met the standard of an English textbook.

The third previous is from Tambunan Monica (2019) this research focuses on analyzing content on English textbook used in first grade Junior High School based on impressionistic and in-depth analysis. It is apply descriptive qualitative design. To collect the data, the researcher used evaluation process. Based on the research findings,

the result showed the textbook fulfill 96% for the impressionistic criteria and categorized as good to be used as a teaching material. The textbook also fulfill 87% for the in-depth criteria and categorized as good to be used as a teaching material.

The fourth previous is from Rachmijati, R. & Cahyati, S. (2020). This research focuses on analyzing the content on English textbooks of Junior High School Grade 7. It is apply qualitative design. To collect the data, the researcher used BSNP assessment as the instrument and BSNP rubric assessment to analyze the feasibility of textbook content. Based on the research findings, the result showed the textbook “When English Rings the Bell” provides more Speaking skills (35%), then Writing (27,2%), Listening (26,2%), and Reading (11,7%). Meanwhile “English in Focus” which published in 2008 allocated more in Writing skill (48%), followed by Listening skill (22,3%), and Speaking skill (16,2%), while the lowest one is Reading skill with 13,5%. Both books have appropriate proportion to support students’ literacy skills and also provide linguistic aspects such as pronunciation, vocabulary, sentence and idea development.

And the fifth previous is from Sulistiyo et al. (2021). This research focuses on analyzing the content on English textbooks for Senior High School Students in Indonesia. It is apply qualitative design. To collect the data, the researchers selected one textbook used mainly by EFL teachers in Indonesian schools and conducted a deep analysis of its cultural contents based on the theory from Adaskou et al. (1990). The researchers read and listed the contents of the textbook to select which section or chapter has cultural information to be further analyzed. The findings showed that the textbook contains four main topics of cultural information infused in 14 reading texts, 20 pictures, 30 recordings, and seven cultural awareness texts. The reading texts provide equal information related to target culture (i.e., the culture belongs to English speaking countries) and local culture, but the pictures, recordings, and cultural awareness topics tend to inform the target culture information. Furthermore, the researchers found several weaknesses in the reading texts and pictures where the information provided was too general that they neither contain cultural information nor relevant to other information in the textbook. Meanwhile, all pictures were in white and black with less detail provided.