

CHAPTER I INTRODUCTION

This chapter provides a detailed explanation of the background, research questions, research objectives, research importance, research scope, conceptual framework, and previous studies.

A. Background

Curriculum and textbooks are interconnected (Mardikarini & Suwarjo, 2016). The existence of a curriculum provides opportunities and possibilities for implementing a successful teaching and learning process, leading to the achievement of desired learning objectives (Ismawati, 2012; Sabda, 2016). However, the implementation of a curriculum requires teaching materials or textbooks to assist students in the learning process (Tomlinson, 2011). The study aims to conduct the research about good textbook by using Cunningsworth's criteria of a good textbook.

Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources (Rizaldi et al, 2022). The curriculum is a framework that compiles and directs the education system in an institution so that it has the same goals to be achieved. The desired outcome of curriculum is successful transfer and/or development of knowledge, skills, and attitudes. This comprehensive framework ensures that educational processes are structured, coherent, and effective in achieving the intended objectives. In Indonesia, the curriculum plays a crucial role in shaping the educational landscape. It serves as a comprehensive framework that integrates instructional methods, learning objectives, assessment strategies, and educational resources to achieve specific educational goals.

The Merdeka Curriculum involves a variety of approaches and methods for implementation, so textbooks should be used as the main source for learning for students (Maryam, 2023). The implementation of the *Merdeka* Curriculum can be found in the textbook. English textbook with various styles and setting has been introduced by some publishers. It is generally getting an upgrade after the

government announced the new curriculum. (Hidayah, 2021). As stated by Cunningsworth (1955), a textbook is authored by knowledgeable and experienced individuals, and the content within these books is typically subjected to thorough testing in pilot studies conducted in real teaching environments prior to publication. Textbooks are an important educational tool since they provide complete knowledge and suggestions to help students learning. A successful preparation procedure for students' experiences depends on their textbooks. As Mutiara (2018) states, a textbook is useful to assist teachers in applying the curriculum because it is based on curriculum needed and as guidance in providing the opportunity for students to learn.

A good textbook needs to adhere to the developed curriculum. Implementation of a curriculum is not an easy and simple thing to do, but a complex thing and also requires careful preparation, especially for teacher (Maryam, 2023). Textbook must be compatible with curriculum objectives, able to complement the curriculum and make teaching and learning easy. Harmer (2007) notes, the most important aspect of textbook use is for teachers to try to engage students with the content they will be dealing with. The contents of the textbook should be compatible with the current curriculum and syllabus, as determined by the English instructor. The syllabus is the most important analysis because it contains materials with specific instructions.

Textbook is important media of teaching-learning process. Textbook has some important roles to help the teachers and student in explaining and understanding the materials. A good learning material helps teachers and students in the classroom, enabling students to achieve success in acquiring knowledge, skills, and attitudes. Teachers and students rely on textbooks as a source of learning, from which they gain knowledge (Novianti, 2014).

An English textbook is classified as a good textbook if it has fulfilled the criteria of a good textbook proposed by experts. Many criteria have been proposed by experts for evaluating textbooks, such as Cunningsworth (1995), Tomlinson (2011), Prastowo (2012), and Harmer (2007). Cunningsworth (1995) emphasizes several key criteria for evaluating a good textbook. The criteria are aims and

approaches, design and organization, language content, skill, topic, methodology, teacher's book and practical consideration.

The focus of this study is the textbook "Bright an English Course for SMP/MTs Grade 8," published by Erlangga. The main goal of this research is to examine how well the English textbook aligns with the learning outcomes outlined in the Merdeka Curriculum. This analysis aims to provide insights into the suitability of the textbook for the teaching-learning process. By evaluating the content and structure of the textbook, the study aims to contribute to the enhancement of English language instruction.

The reason why the study uses the "Bright an English" English Textbook for the 8th grade of Junior High School is because the book is published by a credible publisher, and they have adhered to the *Merdeka* Curriculum in this book. In Bandung, this textbook is used by SMP 7 Mekar Arum as an important element in the teaching and learning process. The study is examining this textbook using Alan Cunningsworth's criteria because people need direction in choosing quality English textbooks. This assessment is conducted by considering the comprehensive checklist by Cunningsworth (1995) because they provide a comprehensive framework for evaluating textbooks, ensuring alignment with teaching needs, flexibility, and suitability for different educational philosophies and pedagogical approaches. Therefore, the study takes this opportunity to conduct research based on Cunningsworth's criteria.

Several studies have been carried out on this topic. First, the research by Firharmawan (2020) focuses on examining the content and structure of the English textbook "Bright" for junior high school students. This study revealed that the textbook's exercises are relevant to the curriculum and cater to the needs of junior high school students. Second, a study by Hidayah et al. (2021) focuses on evaluating the content of an English textbook in relation to its focus on language skills and language features. The analysis revealed that the textbook includes a range of exercises and activities that cater to different learning styles and abilities. The study also found that the textbook incorporates various language features such as vocabulary, grammar, and pronunciation, which are essential for effective

communication. Third, the study by Wulandari et al. (2016) focuses on analyzing the English textbook "When English Rings A Bell" for second-grade students in Junior High School, revised in 2017. The results of the study showed that the textbook effectively covers various language skills such as reading, writing, listening, and speaking. The analysis revealed that the textbook includes a range of exercises and activities that cater to different learning styles and abilities.

The similarity of this research with previous research was to analyze the content in English textbooks. All the previous studies used qualitative method the same as this study. Apart from that, the gap of this research was about analyzing Bright an English for 8th grade Junior Highschool textbook using two rubrics (Cunningsworth and *Merdeka* Curriculum). This aims to evaluate how well these textbooks meet criteria that are considered important in the context of learning. The previous studies used the textbook of Curriculum 2013, while this study used the textbook of *Merdeka* Curriculum.

B. Research Questions

Based on the background explained above, here are the following specifics problems:

1. To what extent does "Bright: An English Course for SMP/MTs Grade VIII" textbook fulfill the criteria of a good textbook proposed by Cunningsworth (1995)?
2. Does the "Bright: An English Course for SMP/MTs Grade VIII" meet the *Merdeka* Curriculum content standards for English subjects?

C. Research Purposes

Based on the specific problems explained above, the purposes of the study are as follows:

1. To figure out to what extent the English textbook "Bright: An English Course for SMP/MTs Grade VIII" meets the criteria for a good textbook proposed by Cunningsworth (1995).
2. To figure out whether English textbook entitled "Bright: An English Course for SMP/MTs Grade VIII" meets the standards of the *Merdeka* Curriculum content standards for English subjects.

D. Research Significances

Theoretically, conducting an analysis of English textbooks serves the purpose of assessing the relevance, quality, and appropriateness of their content within a specific grade level or curriculum framework. This can provide insights into the effectiveness of the textbook in facilitating the teaching-learning process. Future research could further explore the impact of these textbooks on student outcomes, such as language proficiency and academic performance, as well as investigate the role of teacher training in effectively integrating these textbooks into the curriculum. Additionally, comparative studies could be conducted to evaluate the differences between various textbooks and their alignment with different educational philosophies and pedagogical approaches.

Practically, the findings can impact educational institutions' understanding of the importance of selecting appropriate textbooks for students and offer more guidance in choosing suitable English textbooks for teaching English. Analysis of textbook can reveal the strengths and weaknesses of the textbook, allowing for improvements and updates to enhance the quality of the textbook. This can contribute to the development of better educational materials for students. By assessing and examining the content of the textbook, educators are prompted to give more careful consideration to the textbooks they are likely to utilize.

E. Research Scope

To keep the research narrower and encourage discussion, which can help the study reach its goals, it is sometimes necessary to limit an issue. The study limits the research to analyzing English textbooks for eight-year student of Junior High School entitled "Bright an English". This study employs the Cunningsworth (1955) criteria to analyze the textbook and also employs the content standards for the English subject refer to the learning outcomes of each element, namely Listening-Speaking, Reading-Viewing, Writing, and Presenting. These elements are part of Phase D because the analyzed book is an English textbook for grade 8. The research is centered on an in-depth examination of the contents aligned with the Merdeka Curriculum, adopting a perspective that reflects the experiences and perspectives of teachers utilizing these materials in educational settings.

F. Conceptual Framework

Textbooks are fundamental written sources of knowledge and play a crucial role in the teaching-learning process. They are seen as an embodiment of the prescribed national curriculum for individual school subjects and transfer the requirements and expectations regarding student outcomes at the national level into teaching practice. Textbooks are proposals for action, not instructions for use. Teachers should look at the proposals and adapt them to their specific teaching context and needs (Cunningsworth, 1995).

Textbooks fulfill various roles in education. Textbooks are essential written resources for acquiring knowledge and often play a significant part in educational research, aiding in the understanding of differences in student knowledge across various levels of the education system (Oakes & Saunders, 2004). Textbooks function as essential resources for instruction, providing educators with defined learning objectives and guiding the transformation of these objectives into effective teaching materials. They are a crucial and dependable source of information for students as they seek to gain new knowledge. Additionally, textbooks enable teachers to concentrate on enhancing their pedagogical methods and facilitating effective learning experiences. Textbooks distinguish between the expected, implemented, and achieved curricula, which are understood as different curricular levels by international large-scale assessments. (Johansson, 2003). When interpreting the instructions and concepts presented in textbooks, teachers may develop personal preferences for designing classroom activities, unless their decisions are grounded in a solid rationale. Consequently, it is essential to clearly distinguish between adaptations made based on personal preferences and those informed by sound reasoning when teachers choose to modify their approaches (Kurniawati, 2006).

Cunningsworth (1995) emphasizes several key criteria for evaluating a good textbook. These criteria are essential for selecting educational resources that align with learning objectives. The first criteria, aims and approaches, highlights the importance of aligning the textbook with the learning/teaching goals and objectives, as well as the needs and expectations of learners. The second criteria, design and

organization, stresses the need for a structured and functional format that is suitable for the subject matter, skill levels, and learning environment. The third criteria, language content, emphasizes the importance of appropriate grammar and vocabulary that are relevant and useful for learners. The fourth criteria, skills, addresses the development of reading, writing, listening, and speaking skills through engaging and meaningful tasks. The fifth criteria, topics, incorporates diverse and relevant topics that promote critical thinking and real-world application. The sixth criteria, methodology, offers effective strategies and techniques for learning, such as examples, explanations, and practice activities. The seventh criteria, teacher's books, these resources support teacher in delivering content effectively by offering lesson plans, assessment tools, and additional instructional materials. Finally, the eighth criteria, practical considerations, takes into account the affordability, accessibility, and user-friendliness of the textbook, considering the needs and preferences of learners.

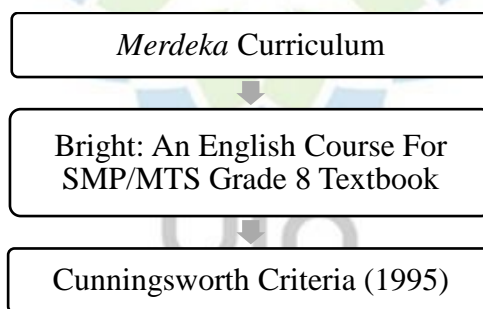


Figure 1. 1 Conceptual Framework

In Indonesian's educational system, textbooks are considered as the main components of the curriculum (Maryam, 2023). Textbooks and lesson plans constitute part of instructional materials, helping teachers implement the Merdeka Curriculum. Through instructional materials, teachers aim to conduct increasingly meaningful learning processes that align with principles prioritizing learning adapted to stages and student needs. In the context of the *Merdeka* Curriculum, textbooks hold a crucial position as part of the instructional materials that support teachers in effectively implementing the curriculum. They provide relevant content, support the facilitation of increasingly meaningful learning processes, and assist teachers in identifying students' needs. Available in both physical and electronic

formats, these textbooks are designed to facilitate easy access, thereby playing a significant role in advancing English language education in Indonesia, particularly within the framework of the *Merdeka* Curriculum.

G. Previous Studies

In previous studies on textbook analysis, several researchers have conducted evaluations of textbooks. The first, the research by Firharmawan (2020) focuses on examining the content and structure of the English textbook "Bright" for junior high school students. The study analyzed the textbook's reading comprehension exercises and assessed their alignment with the curriculum goals and students' needs. The results of the study showed that the textbook "Bright" has a significant impact on improving students' reading comprehension skills. The analysis revealed that the textbook's exercises are relevant to the curriculum and cater to the needs of junior high school students. The conclusion drawn from the study is that the English textbook "Bright" is a suitable resource for junior high school students, particularly in enhancing students' reading comprehension skills.

The journal by Hidayah et al. (2021) focuses on evaluating the content of an English textbook in relation to its focus on language skills and language features. The analysis was conducted using descriptive qualitative methods to identify the language skills and features used in the textbook. The results of the study showed that the textbook effectively covers various language skills such as reading, writing, listening, and speaking. The analysis revealed that the textbook includes a range of exercises and activities that cater to different learning styles and abilities. The study also found that the textbook incorporates various language features such as vocabulary, grammar, and pronunciation, which are essential for effective communication.

Wulandari et al. (2016) focuses on analyzing the English textbook "When English Rings A Bell" for 8th grade students in Junior High School, revised in 2017. The analysis was conducted using descriptive qualitative methods to identify the language skills and features used in the textbook. The results of the study showed that the textbook effectively covers various language skills. The analysis revealed

that the textbook includes a range of exercises and activities that cater to different learning styles and abilities. The study also found that the textbook incorporates various language features such as vocabulary, grammar, and pronunciation, which are essential for effective communication.

The research by McTigue et al. (2017) focuses on analyzing the visual elements in science and social studies textbooks for third and 5th grade students. The analysis was conducted using descriptive qualitative methods to identify the visual elements and their relationships to the content. The results of the study showed that the textbooks used a variety of visual elements, including photographs, diagrams, charts, and illustrations. The analysis revealed that the visuals were used to support the learning objectives and to enhance student engagement. The study also found that the visuals were more prevalent in science textbooks than in social studies textbooks.

The research by Baig et al. (2021) focuses on evaluating the English textbook for Grade 8 published by the Punjab Textbook Board in Pakistan. The purpose of the study is to assess the textbook's suitability for student learning outcomes (SLOs), specifically in terms of reading and thinking skills, writing skills, and overall content appropriateness. The analysis was conducted using descriptive qualitative methods to identify the visual elements and their relationships to the content. The results showed that the textbook meets most of the criteria, particularly in integrating language skills and grammar, having simple vocabulary, providing sufficient exercises and activities, and being suitable for the target audience.

The similarity of this research with previous research was to analyze the content in English textbooks. All the previous studies used qualitative method the same as this study. Apart from that, the gap of this research was about analyzing Bright an English for 8th grade Junior Highschool textbook using two rubrics (Cunningsworth and Merdeka Curriculum). The previous studies used the textbook of 2013 Curriculum, while this study used the textbook of *Merdeka* Curriculum.