

## CHAPTER I

### INTRODUCTION

This chapter contains the background, the research questions, the research purposes, the research significance, the scope of the research, conceptual framework, and previous research.

#### **A. Background**

The study aims to evaluate the contents of the textbook based on learning outcomes from *Merdeka* Curriculum using Cunningsworth notion. Indonesia's new education policy in 2024 requires every school to implement the *Merdeka* curriculum. *Merdeka* curriculum is a curriculum that prepares students to face the challenges of this modern era by equipping them with the skills and knowledge they need. Therefore, the curriculum aims to enhance and develop students' soft skills, critical thinking, and creativity through flexible learning by using technologies.

The *Merdeka* curriculum is not held simultaneously and massively in accordance with the direction of the Ministry of Education, Culture and Research in providing flexibility to education institutions in implementing the independent curriculum. Therefore, the establishment of the School Mover (*Sekolah Penggerak*) program is held to support the implementation of the *Merdeka* curriculum. Several schools in Bandung follow this program and ready to implement the *Merdeka* curriculum since 2022.

In addition, the English textbook "Pathway to English" is used in those schools. The book is used because of its engaging and comprehensive approach, which is in line with the curriculum and learning objectives. Hence, the book is used as a source of teaching materials and teaching tools.

Teachers are required to prepare learning materials before starting learning activities. In Indonesia, textbooks are used by teachers as the main source of learning materials. So, textbook has been used in Indonesia for many years in education (Mufidati, 2020). Moreover, textbooks are books that have been arranged by experts for instructional purposes with appropriate teaching media and easier to understand in the learning process (Tarigan, 1998).

Preparing proper textbooks that are in line with the curriculum used in Indonesian schools is essential for teachers. A good textbook should be compatible with the curriculum and assist in implementing the curriculum (Li, 2020; Nuraeni et al., 2023). Hence, textbooks should be consistent with the material covered in the curriculum, with tasks that examine the material in the chapter, and at a suitable level for the students. Furthermore, there are eight criteria for a good textbook evaluation that include objectives and approaches, design and organization, language information, skills, subjects, methodology, practical considerations, and instruction (Cunningsworth, 1995).

By analyzing and evaluating textbook, teachers can identify any shortcomings, and make appropriate solutions regarding the use of the textbook in teaching. Thus, teachers can adapt strategies, techniques, and approaches according to the material contained in the textbook because textbooks support teachers in providing more creative learning. In addition, textbook not only providing guidance for teachers when delivering materials, it's also provides feedback through activities and explanations. Hence, it's become a noteworthy advantage of textbooks for teachers and students (Ayu and Inderawati, 2019).

Appropriate English textbook is needed to support students' language learning process to be more effective and efficient. Textbooks can be published as materials organized to help students improve their linguistic and communication skills (Sheldon 1968; Tambunan, 2019). Students' perspective of the textbooks as 'framework' or 'guide' that support managing learning process both inside and outside of the classroom (during class discussions, while doing activities and exercises, studying independently, doing homework, and preparing for exams) (Hutchson and Torres, 1994). Therefore, a good English textbook is needed for student, not only visually attractive but the material in it is also compatible with the category.

Several research has been conducted on analyzing textbook content. First, the study conducted by Hastri and Esti (2019) focused on analyzing whether an English textbook entitled "Bright an English Course for Junior High School" published by Erlangga Publishing Company is compatible with the basic competences from 2013

Curriculum. Second, the study conducted by Asrun, Hum, and Kamaluddin (2019) focused on analyzing English textbook entitled “When English Ring a Bell” with using ten checklist criteria by Jahagard (2007). Third, the study conducted by Azaini and Ambarwati (2023) focused on the evaluating an English textbook from the Ministry of Education and Culture (MoEC) for grade five elementary school entitled "My Next Word 5". Fourth the study conducted by Kralova (2019) focused on analyzing the content of the textbook most frequently used to teach English at primary schools in Slovakia (English Plus, Project and MORE!) with the focus on teaching pronunciation.

However, the current study is different. The current study focused on evaluating two chapters of “Pathway to English” textbook based on learning outcomes from the Merdeka Curriculum using Cunningsworth notion. The textbook analyzed in this study is published by Erlangga and is entitled "Pathway to English" for grade XI. The study uses a qualitative method with a content analysis design.

## **B. Research Question**

Based on the background described above, the following are the specific problems:

1. How is the content of “Pathway to English” textbook according to Cunningsworth notion?
2. Is the content of the “Pathway to English” textbook in accordance with the *Merdeka Curriculum*?

## **C. Research Purpose**

Based on the specific problems explained above, the following are the purpose of the research:

1. To find out the content of the "Pathway to English" textbook according to Cunningsworth notion
2. To find out whether the textbook "Pathway to English" in accordance with the *Merdeka Curriculum*

#### **D. Research Significance**

The significance of the research is based on the problems described previously. Theoretically, the research gives teachers additional knowledge regarding the importance of choosing textbook materials that are suitable with the Merdeka Curriculum in Indonesia. Practically, the research contribute to the ongoing discussion on the implementation of the Merdeka Curriculum in Indonesia and provide valuable insights into the English textbooks with the curriculum.

1. For teachers

Teachers can use the textbooks that have been analyze as teaching source that are compatible with the curriculum. By systematically analyzing the structure, focus and learning tools in a textbook, teachers can more thoroughly understand and utilize the material to improve their lessons. This process can help teachers identify and compensate for existing deficiencies in the text, as well as make necessary additions or deletions to ensure balanced learning.

2. For textbooks writers

The results of this study are an evaluation that can help the book authors to gain insight into the weaknesses and advantages contained in the book.

3. For future researchers

The result of this study can be a reference for future researcher

#### **E. Research Scope**

The research is limited to analyzing four chapters of an English textbook for eleventh-grade high school students entitled "Pathway to English". The research focuses on evaluate the content of the textbook based on learning outcomes from the Merdeka Curriculum using Cunningsworth notion.

The chapters that going to be analyzed by the researcher are unit 3: voice your mind in a small country called class, unit 4: surviving in digital service, unit 5: how good are your critical thinking?, and unit 6: what should we dedicate to our country. Four chapters are selected because the chapters are not only illustrated the advancement of technology in the digitalization era but also represented cultural values as the nation's identity.

## **F. Conceptual Framework**

Teachers in Indonesia use textbooks as the main printed media tool in supporting the learning process. Thus, textbook is a published printed material mostly commonly used as teaching and learning media in schools or other educational institutions (Tambunan, 2019). Therefore, textbooks can be a tutor, an authority, ideology, a roadmap, a resource, a coach for teacher and student (Cortazzi and Jin, 1999; Rajabi and Ketabi, 2012; Fahik, 2020).

The *Merdeka* Curriculum is a curriculum developed with diverse learning and optimized content so the students have enough time to deepen in understanding the concepts and strengthening the competencies. (Anwar, 2022 in Rizaldi and Fatimah, 2023). The curriculum also provides teachers with flexibility in choosing tools and media to engage students' interest during learning process. The directions for the teaching process are provided by the textbook. Therefore, textbook contents and activities during learning have also been customized according to the curriculum applied (Riadini and Cahyono, 2021).

Based on the Ministry of Education and Culture Decree No. 50 of 2022 regarding guidelines for implementing the curriculum in the context of learning recovery, flexibility is given to each level of education in Indonesia in adapting learning inside and outside the classroom. However, the development of curriculum material must remain based on the basic framework of the *Merdeka* Curriculum, namely, the Pancasila student profile, curriculum structure, learning outcomes, and principles of learning and assessment (Kemendikbud, 2022).

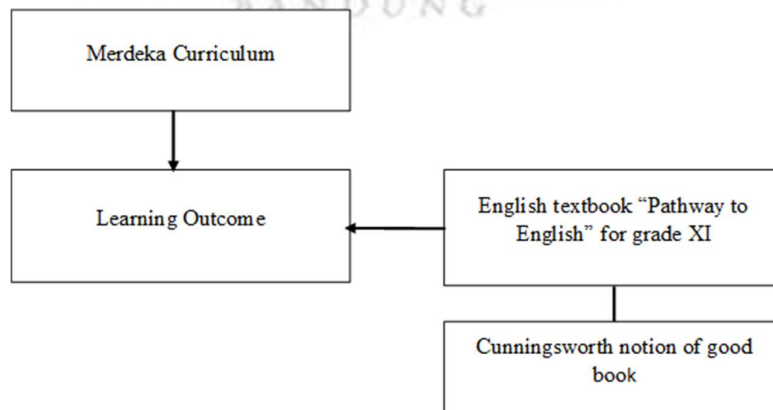
Learning outcomes are one of the basic frameworks of central government decisions regarding development material for the *Merdeka* Curriculum. The learning outcomes for phase F are used as the basis for adjusting the content in the "Pathway to English" for eleven grade textbook. The learning outcomes for phase f according to the Ministry of Education divided into three elements, which are: listening-speaking, reading-viewing, and writing-presenting.

To meet the learning outcomes, textbooks that are suitable with the curriculum, students, and teachers are necessary. Textbooks sustain the curriculum by maintaining a structured and comprehensive outline for lessons. In addition,

textbooks also assist teachers to deliver material in a systematic and coordinated way, ensuring that students receive a consistent learning experience. For that reason, a good textbook should be compatible with the curriculum and assist in implementing the curriculum (Li, 2020). The use of a textbook also assist to confirm that students at various levels receive the same content and can be appraised in a similar way (Emilia and Nur, 2021).

Textbook evaluation is book selection process considering the needs and the value of teaching and learning (Ayu and Inderawati, 2019). Textbook evaluation aims to select which textbooks to use taking into the consideration of teaching value, needs, and learning process (Ramadani et al, 2022). Moreover, textbook evaluation and analysis is an essential process that provides valuable insight into the appropriateness of the book and ensures that the material contained within is in line with the needs and purposes of the curriculum.

In addition, several rules can be used in Indonesia to evaluate a textbook based on the Regulation of the Ministry of Education and Culture Number 8 of 2016 regarding the suitability of a book for use in schools. The aspects of material, language, material representation, and graphics are important points. Cunningsworth (1995) stated that choosing a textbook or coursebook involves matching the material to the context that will be used. According to Cunningsworth (1995), There are eight criteria for textbook evaluation that include objectives and approaches, design and organization, language information, skills, subjects, methodology, practical considerations, and instruction.



**Picture 1.1** Conceptual Framework

## **G. Previous Studies**

Content analysis has become a topic of study in several research studies. The first study conducted by Hastri and Esti (2019). The research aims to find out whether the English Textbook entitled "Bright an English Course for Junior High School" published by Erlangga Publishing Company is compatible with the basic competencies from 2013 Curriculum. The study used content analysis method. Checklists and five stages of rubrics assessment were used to analyze the data. The five stages of rubric assessment is; 1) Match the basic competencies (KD) and learning material for each unit in the textbook using a table of appropriateness; 2) Count the number of learning materials that correspond to each basic competency (KD); 3) Calculate the percentage of learning materials that correspond to each basic competence (KD); 4) Determine the order from the most dominant frequency to the lowest with a chart; 5) Make conclusions. The findings of the study indicate that the textbook is good. The textbook provides support for learning as the material given in the textbook is in line with the basic competencies required by the 2013 English curriculum for Junior High School.

Second research conducted by Asrun, Hum, and Kamaluddin (2019). The study focused on evaluating English textbooks. The study used a qualitative analysis as the research design. Ten checklist criteria by Jahagard (2007) are used in the study for analyzing the data. The findings showed that "When English Rings the Bell" was categorized as inappropriate textbooks because the ten criteria were not fulfilled. Jahangard (2007) evaluated the checklist criteria from ten experts, Chastain (1971), Tucker (1975), Cowles (1976), Daoud and Celce-Murcia (1976), Candlin and Breen (1979), River (1981), Williams (1983), Sheldon (1988), Skierso (1991), and Ur (1996). He developed the criteria of textbook evaluation by comparing standard from 10 different sources then compiling those criteria into thirteen criteria to evaluate the textbook. The first criterion is whether the objectives explicitly laid out in an introduction, and implemented in the material. The second criterion is whether the book contains good vocabulary explanation and practice. The third criterion is whether it approaches educationally and socially acceptable to target community. The fourth criterion is whether it has periodic review and test

sections. The fifth criterion is whether the textbook has clear attractive layout and print easy to read. The sixth criterion is whether it contains appropriate visual materials. The seventh criterion is whether it has interesting topics and tasks. The eighth criterion is whether the textbook contains clear instructions. The ninth criterion is whether the content is clearly organized and graded. The tenth criterion is whether it contains plenty of authentic language. The eleventh criterion is whether it contains good grammar presentation and practice. The twelfth criterion is whether it contains fluency practice in all four skills. The thirteenth criterion is whether it encourages learners to develop own learning strategies and to become independent in their learning

Third, Azaini and Ambarwati (2023) conducted a research about analysis of English textbook for fifth grade elementary school. The study aims to evaluate the English textbook from the Ministry of Education and Culture's (MoEC) for grade five elementary school, entitled "My Next Word 5". The study used adapted instruments from Permendikbud No.8 of 2016 and book evaluation from Cunningsworth (1995), which are: (1) material, (2) language, (3) presentation of material, and (4) graphics. The study used qualitative design with content analysis method. The findings of the evaluation showed that the textbook is appropriate for students in terms of material and language, including topics that are relevant to the curriculum. The content of the book is mostly practical, so it can improve students' abilities. There is a reflection table for students on the last page of each page. Furthermore, this book has met the criteria, but there are several things that can be improved, such as the cultural representation that is proportional to the culture of the language being learnt.

Fourth research conducted by Kralova (2019). The study focused on analyzing the content of the textbook most frequently used to teach English at primary schools in Slovakia (English Plus, Project and MORE!) with the focus on teaching pronunciation. The study used quantitative research design with content analysis method. Pronunciation exercises are analysed according to the practised phonic subsystem (segmental or suprasegmental), applied teaching technique and form of work (individual, pair, group, or whole-class). The results revealed that mostly



suprasegmental phonic subsystem is practiced in the textbooks through pair work and whole class involvement and there is a preponderance of drill technique in the analysed textbooks.

Several studies have been conducted using textbook analysis as the topic. However, the current study is different. The study focuses on evaluating the content of the English textbook entitled “Pathway to English” for grade XI based on the learning outcomes from the *Merdeka* curriculum. The study used qualitative approach with content analysis method. In addition, Cunningsworth (1995) notion are used as the rubric assessment in analyzing the data.

