

## CHAPTER I

### INTRODUCTION

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

#### **A. Background**

The Ministry of Education, Culture, Research, and Technology (Kemendikburistek) issued a policy in the development of the *Merdeka* Curriculum which was given to educational units as an additional option in the context of carrying out learning recovery during 2022-2024 and improving the quality of education. The *Merdeka* Curriculum is a program that is expected to be able to carry out recovery in learning, which offers 3 characteristics including project-based learning for the development of soft skills and character according to the profile of Pancasila students, learning on essential material and a more flexible curriculum structure. Besides that, the independent curriculum also wants to make a breakthrough which is a gap between scientific fields.

A curriculum is a set of rules that contain objectives, content, and learning materials as a guideline for organizing learning activities. The existence of a curriculum aims to achieve a higher quality education. According to Din Wahyudin (2014), the curriculum is seen as a goal, context, and strategy in learning. As the *Merdeka* Curriculum requires some different approaches and methods in its implementation, they should be accompanied by textbooks as the main sources for students' learning. A good textbook needs to comply with the adopted curriculum. The reason for this is that the two of them are related. It should be compatible with the curriculum's objectives, able to complement the curriculum and make teaching and learning easier.

A successful preparation procedure for students' experiences depends on their textbooks. Textbooks serve a variety of purposes in a

course; it is best if the instructor uses them as a guide and assesses whether or not a certain textbook fulfils the requirements of the syllabus. This ensures that the students have the requisite information for a given curriculum. It indicates that the textbook's materials need to facilitate the teacher's or instructor's teaching and learning activities. Harmer (2004) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. The textbook's contents should be compatible with the present curriculum and syllabus, as determined by the English instructor. The syllabus is the most crucial analysis since it contains some materials with specific indications. Before using a textbook, a teacher should make sure that it addresses all of the requirements of the curriculum.

Textbooks are learning materials that are regularly utilized in the teaching and learning process. It is hardly unexpected that they become the only materials in the classroom. This is due to a variety of factors. First, textbooks are widely available and inexpensive. Second, it serves as a guide or road map for learners, outlining expected actions (Crawford in Richard and Renandya: 2002). Third, textbooks aid teachers in class preparation (Brown: 2001). Fourth, they can become a flexible syllabus for teaching learning processes that teachers can readily adapt based on the needs of the students.

In Indonesian's educational system, textbooks are considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. teaching a certain subject. Students need a textbook to support their learning. English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. As an important component in learning, a good English textbook must have several criteria. Not only visually interesting but also its discussion or chapter. There are many criteria proposed by experts in evaluating a textbook. For example, Sheldon (1988), Grant (1987), Cunningsworth

(1995), Jahangard (2007), and Harmer, last but not least (2007). The researcher picked the "can do second edition" book for two reasons. First, this book is utilized at a school in Bandung and it is not a publication of the Indonesian government. Second, the author intends to check whether the foreign-printed books are in line with the *Merdeka* curriculum or not.

The textbook will be analysed on this study is published by ASTA the star of education "Can do second edition" seventh Grade to be used in teaching learning process. The aim of this study is to discover how far the English textbooks have met the learning outcome (*Capaian Pembelajaran*) from *Merdeka* Curriculum.

## **B. Research Question**

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

1. How is the evaluation of English "Can Do" Textbook based on Cunningsworth's criteria?
2. Does the "Can Do" textbook material suitable with the *Merdeka* curriculum?

## **C. Research Purposes**

Based on the specific problems explained above, the purpose of the research is as follows:

1. To find out how the evaluation of English "Can Do" Textbook based on Cunningsworth's criteria is
2. To find out whether the "can do" book material suitable with the *Merdeka* Curriculum

## **D. Research Significances**

The significances of this study are to be attained based on how the problem was formulated above. Theoretically, the findings of this study should influence educational institutions' knowledge of the importance of selecting the right textbooks for students and provide more guidance in selecting acceptable English textbooks as a guide for teaching English. By evaluating and analysing the textbook's content, educators are encouraged to pay closer attention to the textbooks they are likely to utilize. Practically, (1) For students, first. To increase the quality, efficiency, and effectiveness of learning English, students are more excited about engaging in the process. (2) For educators, to add professional expertise in managing learning methods and utilizing textbooks, the instructor improves the learning approaches in line with the utilized textbooks. (3) For use in schools. Particularly, school administrators take a more active role in sourcing high-quality textbooks that match the needs of the students, teachers, and curriculum.



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

To keep the research narrower and encourage discussion, which will help the study reach its goals, it is sometimes necessary to limit an issue. The researcher limits the research to analysing English textbooks for a seven-year student of Junior High School entitled "Can do Second Edition". This research focuses on exploring the feasibility of the contents of the *Merdeka Curriculum*.

## **F. Conceptual Framework**

A textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used in schools (The American Heritage Dictionary of the English Language, 2014). Textbook serves an important role in teaching and learning activities. Using the textbook in the classroom helps the teacher in delivering the materials. Similar to the statement above, Mudzakir (2004) stated that a textbook is complemented by student work.

A textbook has many functions. As stated by Thomson (2003:176), the functions of the textbook are an individualization of instruction, organizational instruction, tutorial contribution, and improvement of teaching. On the other hand, Byrd in Celca-Murcia (2001: 416) argues that textbooks should fit at least three components. The first aspect, the fit between curriculum and texts, indicates that textbooks must take the curriculum's element into account in both the larger and smaller educational contexts. The second aspect, the fit between teacher and texts, indicates that textbooks should include four components: relevant content, practical examples, manageable and varied assignments, and textbook presentation. The last aspect, the fit between students and texts is related to four aspects namely interesting contents, appropriate examples, varied tasks, and presentation.

A curriculum is something that is planned as a roadmap for achieving the objective of education. The *Merdeka* Curriculum is a program that is expected to be able to carry out recovery in learning, which offers 3 characteristics including project-based learning for the development of soft skills and character according to the profile of Pancasila students, learning on essential material and a more flexible curriculum structure. Besides that, the independent curriculum also wants to make a breakthrough which is a gap between scientific fields. Aisyah (2019) explained that the implementation of the independent curriculum in several driving schools was carried out in the first year quite well, then it was developed in many schools this year so that the implementation of the independent curriculum after being analyzed was better and following Indonesian culture than the 2013 curriculum.

### **G. Previous Study**

To make sure the originality of the idea in this study, the researcher presents several previous studies that have relevance to this kind of study the researcher conducted. The first, research was conducted by Amrina (2018). This study focuses on the analysis of the "Bahasa Inggris" textbook used in the second grade of Senior High School. the researcher wants to analyze the content material coverage of the English textbook and to know whether the textbook is in line with the latest English syllabus recommended which is used in the second year of MAN 4 Aceh Besar. The researcher

chooses the textbook “Bahasa Inggris” because the textbook declares in the preface that it is designed based on the current curriculum called curriculum 2013.

The second relevant study comes from Irma Hidayah in 2021 with the title of her study “A Content Analysis of English Textbook When English Rings A Bell for Second Grade of Junior High School”. In conducting this research, the researcher used several stages to check the appropriateness of English textbooks toward the criteria proposed by BSNP such as the preparation stage, execution stage, and final stage. The researcher concludes that the English textbook When English Rings A Bell is classified as "fair" after receiving an average score of 79.38% on three proposed criteria, "good" for content appropriateness (81.81%) and language appropriateness (83%), presentation appropriateness (73.33%), were classified as "sufficient."

The third is “The Analysis of English Textbook Forward an English Use in the First Grade of Vocational High School Based on Curriculum 2013” by Ramadhan year 2021. The assessment for the feasibility of the content is 85.57% with KI and KD, the precision of the material, and supporting materials proposed by the Book Community, Service of Public. The course reading "Forward an English" distributed by Erlangga is doable or excellent because the complete worth of this investigation is 85%.