

CHAPTER I

INTRODUCTION

A. Background of Study

In the teaching and learning process, textbooks are the basic foundation and of course have an important role. Textbooks are an important part of teaching English in Indonesia, both for teachers and students. Textbooks not only contain the material to be studied, but also contain everything needed to teach the exercises, that is why their existence is very important as a very effective learning and teaching tool for teachers and students.

Textbooks are incredibly important to teachers. They seldom ever have time to create original teaching resources for their pupils. Sánchez and Valcárcel report that while most teachers (59%) make modifications based on the needs of their lessons, 92% of teachers rely on the textbook that is being used. Teachers employ a variety of texts in the classroom. Exercises or questions pertaining to the subject matter are deemed significant in textbooks. Typically, every question has a distinct objective and category that strives to enhance students' competencies.¹

¹ Anggrianto Arlansyah, Hilda Puspita, et al, "Reading Questions in "English for Nusantara" Textbook by Using Revised Bloom's Taxonomy", *Journal of English Education and Teaching (JEET)*, Vol. 7, No. 2, (2023), 362.

It is impossible to separate a teacher who instructs in a learning-based classroom from the law. Textbooks are educational tools that students use to support teachers in carrying out teaching and learning activities which cover specific subjects in a methodical manner that aligns with specific masters. Additionally, the text includes practice questions for students to use in their learning activities.² Since it is challenging for teachers to produce their own lesson plans, textbooks play a role in ELT settings. Additionally, by offering prepared teaching materials and homework assignments, textbooks save preparation time.³

The definition of a textbook is derived from the Republic of Indonesia's Minister of Education, Culture, Research, and Technology's Regulation No. 25 of 2022 regarding the evaluation of educational books, which states that:

Textbooks are books that have been prepared for learning using the relevant curriculum and National Education Standards.

A textbook must be conforming with the curriculum and the situations in which it will be used. Every textbook written for a wide audience will be perfect for your specific set of students; the goal is to

² Gustini Rahmawati, "Buku Teks Pelajaran Sebagai Sumber Belajar Siswa di Perpustakaan Sekolah di SMAN 3 Bandung", *EduLib: Journal of Library and Information Science*, Vol. 5, No. 1, (Mei, 2015), 105.

³ Iakovos Tsiplakides, "Selecting an English Coursebook: Theory and Practice", *Academy Publisher Theory and Practice in Language Studies*, Vol. 1, No. 7, (July, 2011), 758.

identify the greatest fit with the option to modify and add to the information in areas where it is not good enough or inappropriate.⁴

Identifying the goals and objectives of your teaching program and then analyzing the learning or teaching situations in which the information will be used are two reasonable approaches to approaching textbook conformance. This will provide you with a profile of the setting in which you are choosing the instructional materials as well as a list of some of the requirements that the materials must fulfill.⁵

According to the explanation given above, high-quality textbooks must be used in schools in order to reinforce the role of textbooks in the learning process. In addition, the textbooks that are created must be utilized in schools or other educational settings and align with the relevant curriculum. The textbooks in this research will be analyzed using the recently implemented curriculum in Indonesia as a guideline, namely *Merdeka* curriculum.

Conditions following the pandemic demand that every aspect of existence adjust to new routines. This covers elements of education as well as the process of teaching and learning in classrooms. Following the COVID-19 epidemic, there is a transitional time in the teaching and

⁴ Alan Cunningsworth, *Choosing Your Coursebook*, (London: Macmillan Publishers Limited, 1995), 5.

⁵ Alan Cunningsworth, *Choosing Your Coursebook*, ... , 5.

learning process. In accordance with the Ministry of Education and Culture's circular Number 4 of 2020 concerning the execution of educational policies during the COVID-19 emergency period, educational institutions, including schools, have begun to use online teaching and learning, or distance learning, as of March 2020. One may say that this remote learning worked well during the pandemic. Because social media and Google Meetings can be optimized with a supportive internet network to enable learning activities to be conducted without location or time difficulties. Thus, this becomes ineffective for implementation in educational institutions with the 2013 curriculum.⁶

In general, the COVID-19 pandemic circumstances demand all parties to restrict communication and introduce online learning platforms. In the meantime, systems mix-ups, or blended learning—which combines online and offline learning—occurs in post-pandemic settings. One of the problems brought on by inadequate facilities in educational institutions and parents' incapacity to monitor their children's progress in school is the declining quality of education. Because of these characteristics, using online media and technical improvements for

⁶ Nurul Qomariyah & Muliatul Maghfiroh, "Transisi Kurikulum 2013 Menjadi Kurikulum Merdeka: Peran dan Tantangan dalam Lembaga Pendidikan", *Gunung Djati Conference Series*, Vol. 10, (2022), 106.

remote learning is less effective. This is an important circumstance for a crisis or learning loss.⁷

Character education for students is one of the issues. Students faced learning loss, particularly in character education, after experiencing distant learning as a result of the epidemic in recent years. While distance learning increases the amount of time students spend using digital technology in their everyday education, it also has the potential to reduce in-person interactions between teachers and students. Learning is lost as a result, which impairs cognitive capacity and skills, delays learning outcomes, disrupts child development, causes psychological and psychosocial stress in kids, and creates barriers to learning.⁸

The *Merdeka* curriculum, which was recently implemented, is a new curriculum in Indonesia education. The 2013 curriculum, which was used during the covid-19 pandemic, was simplified to create the *Merdeka* curriculum. The *Merdeka* curriculum, which was initially introduced in 2021, is one alternative for improving education in Indonesia following the covid-19 epidemic. Under the name *Merdeka* curriculum and

⁷ Nurul Qomariyah & Muliatul Maghfiroh, "Transisi Kurikulum 2013 Menjadi Kurikulum Merdeka,", 106.

⁸ Juniriang Zentrato and Dorothy Christablle Agatha, "An Analysis of Merdeka Curriculum in Indonesia: A Case Study of Facilitating Students' Transformation", *JURNAL SHANAN*, Vol. 7, No. 2, (Oktober, 2023), 229.

Merdeka Mengajar platform, the Ministry of Education launched the *Merdeka* program learning.⁹

Merdeka Belajar is an innovative policy project of the Republic of Indonesia's Ministry of Education and Culture (*Kemendikbud RI*), introduced by Minister of Education and Culture Nadiem Anwar Makarim. Nadiem had a good reason when he implemented the policy of independent study. The reason for this is that Indonesian students' assessment results from the 2019 Program for International Student Assessment (PISA) studies only place them sixth from the bottom; in terms of math and literacy, Indonesia is ranked 74th out of 79 countries. In response, Nadiem also achieved significant progress in character surveys, literacy, and numeracy assessments, as well as minimal abilities assessments. The ability to comprehend and evaluate the content of a text is just as important as reading proficiency. In order to evaluate numeracy skills, students practical application of numerical concepts—rather than their mathematical knowledge—is evaluated. The character survey is one last component that isn't a test but rather an investigation into how much students have followed to Pancasila, religion, and character ideals.¹⁰

⁹ Nurul Qomariyah & Muliatul Maghfiroh, “Transisi Kurikulum 2013 Menjadi Kurikulum Merdeka,, 111.

¹⁰ Fathurrahman, Abdul Muhyi, et al, “The Influence of School Management on The Implementation of The *Merdeka Belajar* Curriculum”, *Al-Tanzim: Jurnal Mnajemen Pendidikan Islam*, Vol. 06, No. 04, (Oktober, 2022), 1279-1280.

The essence of *Merdeka belajar*, according to Nadiem, must be preceded by teachers before teaching it to students. Nadiem said; in terms of teacher competency at any level, without the translation process of essential competencies and the existing curriculum, learning will never occur. There are four new policy points from the Indonesian Ministry of Education and Culture, namely: 1) The National Examination (UN) is replaced with a Minimum Competency Assessment and character survey. This assessment emphasizes literacy and numerical reasoning based on best practice PISA tests. Different from the National Examination which is carried out at the end of the education level, this assessment will be carried out in grades 4, 8 and 11. The results are expected to be input for educational institutions to improve the next learning process before students complete it their education; 2) The National Standard School Examination (USBN) is submitted to the school. According to the Ministry of Education and Culture (2019) and Culture, schools are given independence in determining the form of assessment, such as portfolios, writing, or other forms of assignments; 3) Simplification of the Learning Implementation Plan (RPP).¹¹ Writing lesson plans is done efficiently and effectively so that teachers have more time to prepare and evaluate the learning process itself; 4) Increase the flexibility of PPDB policies to

¹¹ Fathurrahman, Abdul Muhyi, et al, "The Influence of School Management on The Implementation of The *Merdeka Belajar* Curriculum", ..., 1280.

account for variations in quality and access across different regions. The final proportion and zoning area are determined by the region, with the zoning route being at least 50%, the affirmation route being at least 15%, the transfer route being at most 5%, and the achievement route being at least 5% (the remaining percentage being 0–30%, adjusted to regional conditions).¹²

This curriculum has also been implemented in number of Indonesian schools, from elementary to senior high school. There are a number of difficulties in putting this relatively new curriculum into practice, and one of them is the paucity of references available for studying and implementing this *Merdeka* learning program. A good textbook that can serve as a guide and support teachers in putting the curriculum into practice is a straightforward example. Thus, for this curriculum to be implemented successfully and to help student abilities and as teachers' resources for teaching information, a variety of high-quality textbooks must be available.

In order to successfully apply this curriculum, teachers must be more engaged and innovative in their instruction, as well as have better learning resources than before. Likewise, with English subject in the

¹² “Kebijakan Merdeka Belajar 1: Empat Pokok Kebijakan Merdeka Belajar”, December 2019, <https://www.kemdikbud.go.id/main/blog/2019/12/empat-pokok-kebijakan-merdeka-belajar>.

Merdeka curriculum, that surely has learning outcomes that student need to achieve. This is inextricably linked to the decision made by teachers to choose particular textbooks for their students to use as learning aids. Therefore, the researcher chooses this topic to analyze the conformity and suitability of one of the English textbooks used by teachers at SMP Plus Abu Chamid entitled “English for Nusantara” for VII grades published by the Ministry of Education, Culture, Research, and Technology Agency for Standards, Curriculum, and Educational Assessment, Center for Bookkeeping publishes English textbooks. This English textbook is one of the books published directly by the Ministry of Education and Culture, this book was published with the intention of becoming a learning resource that is aligned with the *Merdeka* curriculum.

There are several similar studies related to the textbook analysis “An Analysis of The English Textbook Based on The *Merdeka* curriculum”, which a first study is; “An Analysis of The English Textbook “Bahasa Inggris Work In Progress” Based on The Curriculum *Merdeka*” by Fahala Rahma Tanto, the purpose of this research is to examine the English textbook "Work in Progress" in light of the *Merdeka* curriculum's goals, as indicated in the learning outcomes, which relate to CEFR level B1 through the four components of English proficiency—

speaking, listening, reading, and writing. In this study, choosing data, presenting data, analyzing data, and making conclusions were all part of the data analysis process. High, low, and null were the categories used to evaluate the data. According to the study's findings, the English book "Work in Progress" generally only has a small number of English language features that align with the Merdeka curriculum, which is based on CEFR level B1. The listening element of the textbook has high levels of conformity with the Merdeka curriculum, which refers to CEFR level B1. The speaking element of the textbook has only three high levels of conformity. The reading element of the textbook has low levels of conformity with the Merdeka curriculum, which refers to CEFR level B1. The writing element of the textbook has high levels of conformity to the Merdeka curriculum, which refers to the CEFR level B1 grid. Based on these results, it can be said that, despite some still inappropriate content, the English textbook "Work in Progress" follows the recommendations of the Merdeka curriculum.¹³

The second study is; "Content Analysis of English Textbook Entitled "Work in Progress" for Tenth Grade Used in *Merdeka Curriculum*" by Mukrim Al-Ghozali, that the purpose of this study is to

¹³ Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, (Undergraduate Thesis, Jakarta: Syarif Hidayatullah State Islamic University, 2023), iv.

evaluate how well-organized, well-written, and appropriate the content and educational opportunities students receive from the English textbook "Work in Progress" for class X are. The researcher analyzed the material in the English textbook with the use of McDonough and Shaw's theory and criteria. They propose that there are three distinct analytical processes: overall, internal, and external evaluation.

This study uses a descriptive qualitative methodology, content analysis tools, and a library review research design. Three primary research steps are as follows: 1) Preparation. Researchers determined and understood the data based on theory. 2) Organization. Researchers make a coding data. 3) Reporting. The data collected and the conclusion are presented by the researcher. The documentation technique is used to gather the data, and it includes finding, evaluating, and verifying relevant documents.

According to the study's findings, the English textbook "Work in Progress" for pupils in grade X fulfills the requirements for both external and overall evaluation, which are based on the theories of McDonough and Shaw. The textbook aligns to the Merdeka Curriculum's goals and includes multimodal texts with audio listening and explanatory images. Every skill is also met, including speaking and listening, reading and viewing, and writing and presenting. But according to the internal

evaluation, the book author's audio listening is untrue, which points up an issue in the textbook.¹⁴

The third study is; An Analysis of Textbook “English in Mind: Student’s Book Starter” for The 7th Year Students of Junior High School Based on *Merdeka Curriculum*” by Encik Siti Adilah, Lalu Nurtaat, dkk. The goal of this study was to determine which content in the textbook was appropriate for junior high school students in grade 7. This research was qualitative descriptive in nature. Content analysis was the study's methodology. The 2010 English textbook "English in Mind: Student's Book Starter" by Herbert Puchta and Jeff Strank, published by Cambridge University Press, serves as the research's data source. This study's textbook analysis took into account eight criteria, namely; (1) goals and approach divided into two, aims and objectives and the teaching and learning situations; (2) Design and organization are divided into two, the components of the textbook package and the organization of the textbook; (3) Language content is divided into two, grammar and vocabulary; (4) Skills are divided into 4 listening, reading, speaking and writing; (5) Topics are divided into two, topic and subject content, and social and cultural values; (6) Methodology; (7) Teacher's book; and (8)

¹⁴ Mukrim Al-Ghozali, *Content Analysis of English Textbook Entitled “Work in Progress” for Tenth Grade Used in Merdeka Curriculum*, (Thesis, Ponorogo: State Islamic Institute of Ponorogo, 2023), ii.

Practical concern. According to the study's findings, the textbook fulfills each of the eight requirements. The analysis determined that the textbook was appropriate for use in junior high school, grade 7, and of adequate quality.¹⁵

Based on the previous research regarding the topic that will be discussed by the researcher, it shows how important the textbooks in the learning process in the school. That is why their suitability of the materials and conformity of the textbook that teacher used to the curriculum that is currently being implemented, namely *merdeka* curriculum, is worth paying attention to and being analyzed, whether is it good or not. Because, this will have an impact on how well the subject matter can be absorbed by the students. Thus, the researcher chooses this topic to be discussed in this study through the title “An Analysis of English Textbook for Seventh Grades Junior High School Entitled “English for Nusantara” Based on The *Merdeka* Curriculum”.

B. Identification of Problem

Based on the background of study above, the identification of problem of the study is as follows:

¹⁵ Encik Siti Adilah, dkk, “English in Mind: Student’s Book Starter” for The 7th Year Students of Junior High School Based on Merdeka Curriculum”, *Jurnal Ilmiah Profesi Pendidikan*, Vol. 8, No. 2, (Mei 2023), 1074.

1. Lack of smartphone availability for students to access things that require a device, for example in the listening section where a QR code scan is always provided which will be directed to the audio listening link and this requires a smartphone and adequate internet connection.
2. There are examples in teaching materials that do not match the profile of Pancasila students, which is one of the elements, structures and characteristics of the independent curriculum.
3. There are quite a few shortcomings in terms of print quality in English for Nusantara printed books, such as the print quality of the font is being less clear and less readable, or the colored images and tables being blurry.
4. There is unclear information about the instructions that students need to carry out in the book and there is a lack of audio listening to the material provided in this book.

C. Formulation of Problem

Based on the identification of problem, the study attempted to answer the following question; How is the textbook conformity that used as teaching materials for seventh grades in the school based on the *Merdeka* curriculum?

D. Objective of Study

Based on the formulation of the problem above, the objective of this study is as follows; To analyze the conformity of textbook used by the teacher as teaching resources based on the *Merdeka* curriculum.

E. Organization of Discussion

The paper is systematically divided into five chapters. This following is a short description of each chapter.

Chapter 1 is an introduction. This chapter will consist of four sub-chapters; a) background study, b) identification of problems, c) formulation of problems, and d) objective study and will explain previous research related to this research.

Chapter II is a literature review. This chapter will discuss the basic theory as a reference for this research. The basics of theory will be explained through several titles, including definitions of textbooks, curriculum, *Merdeka* curriculum, content analysis based on the *Merdeka* curriculum, and so on.

Chapter III is a methodology. This chapter will consist of several sub-chapters, such as research design, research data sources, research instruments, data collection techniques, data collection procedures, data analysis procedures, and the technique of final evaluation.

Chapter IV is finding and discussion. This chapter will consist of two sub-chapters; a) findings, and b) discussion.

Chapter V is a closing. This chapter will consist of two sub-chapters; a) conclusion, and b) suggestion.