

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research. It consists of five parts namely rationale, research question, the objective of the research, scope of the research, and weight and relevance.

1.1. Rationale

In the Indonesian education system, textbooks must be in accordance with the curriculum, school syllabus and also other learning tools used in the classroom which have a big role in the learning process because they can increase student activity in learning. The curriculum is a tool to control the implementation of the teaching and learning process. The curriculum in English language learning is necessary like any other subject. It guides the process of learning English to get its goals. English is not only related to language learning but also to learning through language. Therefore, the English curriculum is arranged in four strands. Namely language acceptance, competence and confidence in using language, development of cognitive abilities through language, and emotional and imaginative development through language.

The Merdeka Curriculum Paradigm is a new approach in the education system in Indonesia that emphasizes flexibility, independence, and maximum development of students' potential. This paradigm aims to create a learning environment that is more inclusive, adaptive, and relevant to the needs of the times. In the Merdeka Curriculum, teachers have the freedom to choose and develop teaching materials and teaching methods that are in accordance with the characteristics and needs of students. Students are encouraged to be active in the learning process, developing critical thinking skills, creativity, and collaboration. The curriculum also emphasizes the importance of project-based learning, where students can apply the knowledge gained in real-life contexts and prepare themselves for future

challenges. Therefore, in supporting learning activities, students should be encouraged to find out information from any source such as English textbooks. In modern times, many types of books are circulating in society. Students in an educational environment use several types of books, including: Textbooks, Modules, and enrichment books.

The implementation of English textbooks and teaching in the classroom is controlled by several considerations. According to Jazadi (2003), the content of the textbook must be in line with and not conflict with Pancasila (State Philosophy), the 1945 Constitution (1945 Constitution), government policies, national unity and security, law, regulation, ethics, and that its contents do not exploit sensitive issues of SARA (Ethics, Religion, Race, and Intergroup Relations).

Strict rules and evaluation processes have been established by the Indonesian government on the development of education in Indonesia. The National Education Standards Agency (BSNP) has released an evaluation process in the form of an assessment rubric of the Center for Books and Curriculum (Pusbukur) to evaluate the feasibility and suitability of a textbook. There are instruments in evaluating textbooks including: content feasibility, language feasibility, and presentation feasibility. There are many student textbooks published in Indonesia, one of which is a textbook, and the textbooks are designed based on the applicable curriculum, namely the merdeka Curriculum. Based on the assessment rubric on the evaluation process of the feasibility and suitability of a textbook released by the National Education Standards Agency (BSNP), the researcher focused on assessing textbooks with the rubric of assessing the conformity of CP/ATP with the merdeka Curriculum, material accuracy, and material support. In analyzing textbooks, this study uses textbooks that are usually used in many schools in Indonesia. The textbook chosen is an English textbook for eight grade published by the Ministry of Education and Culture, chosen because eleventh grade students are still confused to get material points based on previous experience in the training of research teachers.

In merdeka Curriculum, textbook is published and created by the ministry of education; emphasizes only on attitude toward the students not the communication skills. Besides that, textbook is emphasizing an activity based on reading book, covers learning model and project which would be done by student. Any of standardized textbook has to contain a lesson that could build the students' good attitude through learning English language. In seeing the actual conditions in school, students sometimes experience confusion in learning English, what should they do? How they deal with English learning. So it needs guidance from the teacher, but apart from the teacher, textbooks are another guide for students in learning English.

Textbooks are books that serve as the main source of learning used in educational institutions to achieve specific educational goals. Textbooks contain teaching materials that are appropriate to the curriculum, provide supporting information, exercises, and assessments to help the teaching and learning process. Tarigan (1986:13) Textbooks are textbooks in a particular field of study, which are standard books, compiled by experts in that field for instructional purposes and purposes, equipped with teaching facilities that are compatible and easy to understand by users in schools and colleges so as to support a teaching program.

Textbooks have many functions in learning, both for teachers who teach and for students. Textbooks have different qualities between textbooks from one another, including there are textbooks that have high quality and vice versa. Therefore, we must be able to choose and determine which books have high quality and which do not have quality. The quality of textbooks can be seen from the point of view, clarity of concepts, relevant to the curriculum, attracting student interest, fostering motivation, stimulating student activities, illustrative, textbooks must be understood by students, supporting other subjects, respecting individual differences, and solidifying values (Kartikasari et al., 2015)

From the explanation above the researcher is interested to analyze the feasibility of the content textbook entitled "English For Nusantara". This research

also uses a paper assessment rubric from *Badan Standar Nasional Pendidikan (BSNP)* about content analysis of textbooks as a guideline in analyzing and interpreting data. This research-based on the experience of teacher in Junior High School 1 Luragung. The researcher analyzes the private English textbook used the criteria of a good textbook suggested by *BSNP*.

An English textbook has a crucial role in learning English as a foreign language (EFL) at various levels inside the classrooms. Content analysis is the technique for analyzing the content of textbooks materials consists of written, spoken, visual, which serve as a medium for communication. Furthermore, the material of content analysis includes textbooks, articles novels, magazine articles, and political speeches, any type of material used to convey a message or communication can be a subject of analysis (Hamed Al-Mashaqba, 2017a).

Technology at this time has a fairly important role, especially in learning, therefore now it is not surprising if every learning or other is always connecting with existing technology even more sophisticated. Many technologies can be used in learning such as in research conducted by researchers on BSNP-based textbook content analysis. in the contents of the textbook there are three parts and there is one section that discusses the expressing the position of someone, something, and animal. in that section can be made with storytelling that can then be associated with technological media such as audio speakers, images, video to convey it.

Anugrah (2023) entitled “A Content Analysis Of English Textbook "An English Course" For The Seventh Grade Students Of Junior High School At Mts Mamba'ul Ulum Bengkulu Tengah” Research results show that the book achieved an average score of 79.38% on the 3 proposed criteria. The book's satisfaction score includes content appropriateness (81.81%), language appropriateness (83%), and presentation appropriateness (73.33%). Overall, this English textbook is considered a good textbook (Anugrah, 2023).

Mamduh (2016) entitled “The Appropriateness of 2013 Curriculum English Text Book Content Based on Content Standard f BSNP (Student English Book for

the First Semester of Grade X of Senior High School Published by Ministry of Education and Culture)”. The objectives of this research was to analyze the appropriateness of textbook content of the student English book for the first semester of grade X of Senior High School published by of Education and Culture based on content standard of 2013 curriculum. This study used qualitative approach, which analyzed the materials of the book or content analysis. The source of data analysis in this study was Student English Book for the First Semester of Grade X of Senior High School Published by Ministry of Education and Culture. To collect the data, the researcher used documentation (Mamduh, 2016) .

The research mostly has the same purpose to analyze the feasibility of content, but in this research the researcher used criteria of a good textbook suggested by *BSNP (Badan Standar Nasional Pendidikan)* was used to analyze “Textbook with the tittle “English For Nusantara” for eight grade SMP/MTS” published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2022.

1.2. Research Question

Based on the statements above, the researcher determines the research question follow:

1. How is the feasibility of CP/ATP English student textbook "English For Nusantara" for eight grade SMP/MTS based on BSNP?
2. How is the accuracy and supporting materials of the English student textbook "English For Nusantara" for the eight grade of SMP/MTS based on BSNP?

1.3. The Objective of Research

Regarding the research question formulated the research objective is as follow:

- 1) To know the feasibility of CP/ATP english student textbook "English For Nusantara" for eight grade SMP/MTS based on BSNP.
- 2) To know the accuracy and suporting materials of the English student textbook "English For Nusantara" for the eight grade of SMP/MTS based on BSNP.

1.4. Scope of the Research

This research focuses on the feasibility analysis of the content of the student textbook "English For Nusantara" for the eight grade of junior high school SMP/MTS based on the national standards body of education (BSNP).

Assessment of the feasibility of student textbook content Based on the assessment rubric on the process of evaluating the feasibility and suitability of a textbook released by the National Standards Board for Education (BSNP) researchers focus on assessing student teaching materials (Textbook) with the rubric of assessing the suitability of CP/ATP with the merdeka Curriculum, the accuracy of the material, and the support of the material.

1.5. Weight and Relevance

The researcher expects that this research gives the theoretical and practical benefits. Theoritically this study enriches the knowledge of English Language Teaching (ELT). Practically, this study can be beneficial for :

1. Teachers, which provide teachers in English Language Teaching using textbook.
2. Students, this research can make students optimal in English language learning using textbook.

3. Researchers, the result of research can make increase our information about the quality of using textbook.

On the other side, the result of research can make increase our knowledge about the quality textbook chosen and compare them in the next research.

