

CHAPTER I

INTRODUCTION

A. Background of the Study

In general, textbooks are known as one of the commonly used resources in the teaching and learning process, particularly in enhancing students' language abilities. Brown (1994) states that textbooks are necessary in the learning process as support and assistance for teachers. The educational landscape in Indonesia is rapidly evolving, especially with the introduction of the "Merdeka Curriculum" from 2022 to 2025, aimed at raising educational standards Ajeng Siti Maryam, (2023 p.1).

The Merdeka Curriculum seeks to enhance student engagement and readiness to face future challenges by providing flexibility for schools and teachers to tailor their teaching methods to local needs. In this context, textbooks play a crucial role in determining the quality of students' learning experiences.

This research focuses on analyzing the content of the "Bupena Merdeka English" textbook, published by Erlangga, using Alan Cunningsworth's evaluation criteria. The suitability of the "Bupena Merdeka English" textbook for eighth-grade junior high school students can be critically assessed through the lenses of variety, cultural representation, and currency, which are essential components in effective language education. According to Cunningsworth (1995), a good textbook should provide a diverse range of topics and activities that engage students

and cater to their varied interests and learning styles. This variety not only enhances students' motivation but also facilitates the development of multiple language skills, including reading, writing, speaking, and listening. Furthermore, cultural representation is vital in fostering students' understanding of both local and global contexts.

As Kramsch (1993) posits, language learning is inherently tied to cultural understanding; thus, the inclusion of texts that reflect Indonesian culture alongside global perspectives can promote cultural awareness and sensitivity among students. This approach aligns with the principles of the Merdeka Curriculum, which emphasizes the importance of contextualized learning experiences.

Lastly, the currency of the content is crucial in ensuring that students are equipped to engage with contemporary issues and trends. As noted by Tomlinson (2011), up-to-date materials can make learning more relevant and relatable, thereby enhancing students' engagement and critical thinking skills.

By analyzing the "Bupena Merdeka English" textbook through these theoretical frameworks, we can ascertain its effectiveness in supporting the educational goals set forth by the Merdeka Curriculum and its role in enhancing the English proficiency of students in a rapidly evolving educational landscape.

The analysis cover three main points: variety, cultural representation, and currency. By conducting a thorough analysis of the content of the

"Bupena Merdeka English" textbook, this study aims to ensure its alignment with the principles of the Merdeka Curriculum and its effectiveness in enhancing the English proficiency of eighth-grade students.

A good textbook not only guides instruction but also provides a systematic approach to achieving the expected learning objectives. As such, conducting a thorough **“The Suitability of Content in Textbook “Bupena Merdeka English” for Eight Grade of Junior High School”**

B. Focus of the Study

Focus in this research is to analyze suitable of content material in the english textbook entitled “Bupena Merdeka English” for junior high school, based on Alan Cunningsworth teori (1995) for Junior high School grade VIII.

C. Research Question

Based on the focus of the study, the revised identification of research question is:

“What is suitable is the content of the book “Bupena Merdeka Inggris” with the criteria of a good book according to Alan Cunningsworth?

D. Purposes of the Study

The purpose of this research is to determine the suitability with categories Alan Cunningsworth, and then the textbook worth it to use in proses learning.

E. Definition of Key Term

1. Content Analysis

In analyzing the content of the textbook, it will be aligned with the three points are variety, culture representation and currency. Variety is the content should encompass a wide range of engaging and relevant topics for students.

Cultural representation is textbook should consider diverse cultural aspects. Materials should avoid stereotypes and promote crosscultural understanding. Currency is the information presented should be accurate and up-to-date. Textbooks should reflect the latest developments in language and culture.

2. English Textbook

A specialized instructional text designed for teaching the English language. It has concrete topic with their daily and cultural they living and clearly source item to learning. It typically includes a variety of topics, exercises, and activities aimed at developing students' reading, writing, listening, and speaking skills. According to Echols & Sadily (2006), an English textbook serves as a framework for students to enhance their language abilities within a formal educational setting.

a. Bupena Merdeka English

"Bupena Merdeka English" is an English language textbook authored by Nur Zaida and published by Erlangga. It is designed for

eighth-grade students in junior high schools and aligns with the Merdeka Curriculum. The textbook comprises various components, including learning materials, activities, higher-order thinking skill exercises, and critical thinking tasks. It aims to facilitate effective communication in both written and spoken forms while incorporating the principles of Pancasila education.

3. Criteria For The Suitability of Book Content

a. Variety

In the context of this research, variety refers to the range of topics and activities presented in the textbook. A diverse array of content is essential for engaging students and catering to their varied interests and learning styles. According to Cunningsworth (1995), a good textbook should provide a wide range of relevant topics that enhance students' motivation and facilitate the development of multiple language skills.

b. Cultural Representation

Cultural representation pertains to how different cultures are depicted and integrated into educational materials. It involves the inclusion of diverse cultural perspectives and the avoidance of stereotypes. In language education, cultural representation is vital for fostering

students' understanding of both local and global contexts. This study will evaluate how well the "Bupena Merdeka English" textbook represents Indonesian culture alongside global cultures.

c. Currency

Currency refers to the relevance and timeliness of the content presented in the textbook. It is crucial for educational materials to reflect contemporary issues and trends to ensure that students are equipped to engage with the world around them. As noted by Tomlinson (2011), up-to-date materials can enhance students' engagement and critical thinking skills. This research will assess the currency of the content in the "Bupena Merdeka English" textbook.

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