

CHAPTER I

INTRODUCTION

A. Background of the Study

As the times changed, so did the Indonesian educational system. The rules and updates to appropriate education standards, such curriculum modifications, reflect these advancements. The curriculum serves as a structure that organizes and guides the educational system within an institution towards common objectives. The implementation of the curriculum in Indonesia has experienced various alterations and adjustments over time. The curriculum is one of the teaching resources that educational establishments need to finish (Fatmawati & Yusrizal, 2020).

The curriculum plays a crucial role in education by giving pupils a directed understanding of learning and in attaining a defined direction (Lestari, 2023). An updated curriculum known as the Merdeka curriculum has been implemented by the Indonesian government through the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The Merdeka Curriculum allows schools, instructors, and students the flexibility to learn independently and creatively, hence promoting the idea of "Merdeka Belajar" (Voni Nuralawiah et al., 2024). The Merdeka curriculum is designed to provide educators with the autonomy to design high-quality instruction based on students' needs and the conditions of their learning environment (Pratydia et al., 2023). The three primary features of the Merdeka Curriculum are also

emphasized: (a) the growth of character and soft skills; (b) the focusing on essential material; and (c) more flexible learning. The appropriate Merdeka curriculum is an improvement on the 2013 curriculum, which was the preceding curriculum (Nugroho & Narawaty, 2022). Effective curriculum planning must take into account the expectations of the people being served as well as the needs and demands of the culture and society in order to satisfy the goals of a successful educational program (Alsubaie, 2016). Thus, in order to consistently raise the standard of education in Indonesia, curricula must be created taking into account the capabilities of the educational unit and effectiveness of implementation studies must be carried out.

The learning objectives, or CP (Capaian Pembelajaran), in the Merdeka Curriculum are different from those in the Curriculum of 2013. The Merdeka Curriculum's Learning Outcomes are an updated version of the Core Competencies and Basic Competencies that are intended to increase the emphasis of learning on competency development (Rindayati et al., 2022).

The Merdeka curriculum also includes learning outcomes for English classes that students must meet. The Ministry of Education and Culture states that in order to execute the Merdeka curriculum, six phases must be completed. Phase A is for students in grades I and II in elementary school, and phase F is for students in grades XI and XII in high school. Three more outcome factors are included in the six phases: writing-presenting, reading-viewing, and listening-speaking (Kemendikbud, 2022). The Merdeka curriculum's term phase helps pupils become more proficient in English (Hidayat et al., 2022). In

order to facilitate the degree of students' English language proficiency, the term phase is used in the Merdeka curriculum (Susanto et al., 2022). English classes in the Merdeka curriculum aim to give students the chance to learn more about themselves, social interactions, culture, and career options around the world. Consequently, Wu in 2023 stated that developing critical thinking abilities requires a strong grasp of social and multicultural concepts. The widespread usage of English as a worldwide language emphasizes the necessity of comprehending the cultural background of the language's native tongue as well as effective cross-cultural communication techniques (Baker, 2012).

Teachers require supplementary materials to make it easier for pupils to receive the material in order to improve competency in English lesson. As a result, the teacher's content is easily understood by the students. Teachers can communicate content during the teaching and learning process in a number of ways. Textbooks, instructional modules, operating curricula for educational units, films, cassettes, Learning CDs, the internet, and computer-based resources are some examples of these resources. Textbooks are the most evident and widely used type of material for teaching languages. Textbooks are typically used by teachers in schools and universities to aid in the teaching and learning process (Masrupi et al., 2020).

Textbooks are essential for teaching and learning because they are one of the language's primary sources. A textbook is a book that offers written resources to enhance students' understanding based on the curriculum. Providing materials for learning and teaching activities is beneficial for both

educators and students. Textbook resources are thought to be more reliable than materials created by teachers. An instructor can gauge the growth and accomplishment of their students by using a textbook.

The textbook, as a learning tool, is a critical element in enhancing the effectiveness of the teaching and learning process, along with media and instructional methods. Despite the abundance of modern learning resources like video tutorials, audio materials, and online resources, the textbook remains the most convenient option. While many learning resources are available in today's digital age, such as video tutorials, audio materials, and various online resources, the textbook remains the most convenient option. Textbooks play a crucial role in the teaching and learning process as one of the main sources for delivering knowledge to students. The textbook offers information, resources, tasks, and evaluations. It serves as a helpful tool for educators to lead learning activities from initiation to the evaluation of student progress. Additionally, it enables students to engage in independent learning beyond the classroom setting. By aligning with learning objectives, the textbook facilitates the acquisition of knowledge and skills for both teachers and students. In the Indonesian setting of English language learning, textbooks are essential, given the importance of English proficiency for individuals seeking higher education, career advancement, and better economic opportunities.

English textbooks play a critical role in this Merdeka curriculum as instructional resources used in the classroom. One element contributing to the Merdeka curriculum's effective implementation in classrooms is textbooks (Dewi & Alam 2022). In order to support learning in the Merdeka Curriculum, the Ministry of

Education Culture, Research, and Technology Agency for Standards, Curriculum, and Educational Assessment, Center for Bookkeeping, publishes English textbooks. One such English book is called "English For Nusantara" for grade VII. English for Nusantara and English in Mind Second Edition are the two books used in Merdeka curriculum-based learning. But because English For Nusantara is more readily available than English in Mind Second Edition, it is the book that is most frequently utilized in SMP Negeri 37 Medan.

Based on the observations and initial interviews conducted by the researchers This school used to use the K13 curriculum, but since 2023 it has been turned into a Merdeka Curriculum. Therefore, only the seventh grade uses the Merdeka Curriculum. For the eighth and ninth grade, it still uses the previous curriculum, namely, the K13. The book used in the previous curriculum was "English When English Rings A Bell". When the curriculum used to be Merdeka curriculums, the book used was "English For Nusantara". This book still does not contain the three elements of learning outcome that are in the Curriculum Merdeka, so teachers use other books as accompanying.

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Tabel 1. 1 Teacher's Interview Result from the Preliminary Data

Questions	Answers
Do you always use textbooks in teaching English, ma'am?	Yes, I do. Because it helps me to deliver the materials which will be taught
What textbooks do you use in teaching English for the seventh grade?	I use English textbook tittle "English For Nusantara" which is published by Ministry of Education, Culture, Research, and Technology Agency for Standards, Curriculum, and Educational Assessment, Center for Bookkeeping.
Does the English textbook already contain the three elements of learning outcomes in the Merdeka Curriculum?	So far the book does not contain the three elements of learning outcome that are in the Merdeka Curriculum, so I still use the other book as supporting book.

The table above is the result of a research interview with one of the English teachers at SMPN 37 Medan regarding the English textbook used in the seventh grade. From the results of such an interview it can be concluded that the English textbook "English for Nusantara" used in seventh grade still has deficiencies and does not have learning outcome per element in the Merdeka Curriculum.

The author is interested in conducting the research entitled "English Textbook Based on Merdeka Curriculum at Seventh Grade Of SMP Negeri 37 Medan" based on the description provided above. The purpose of this study was to analyse English textbooks that followed the Merdeka Curriculum.

B. The Problems of the Study

Based on the background of the study, the problems of this research can be formulated as follow:

1. What are the learning outcome per element for phase D in English textbook “English For Nusantara” based on Merdeka Curriculum for seventh grade of SMPN 37 Medan?
2. How is the accordance of learning outcome per element for phase D based on the Merdeka Curriculum in the English textbooks “English for Nusantara” used by the students of the seventh grade?

C. The Objectives of the Study

In relation to the problems of the study, the objectives of this research are:

1. To explain the learning outcome per element for phase D in English textbook “English For Nusantara” based on Merdeka curriculum for seventh grade of SMPN 37 Medan, namely Listening-Speaking, Reading-Viewing, and Writing-Presenting.
2. To analyse the accordance of learning outcome per element for phase D in English textbook “English For Nusantara” based on Merdeka Curriculum for seventh grade of SMPN 37 Medan.

D. The Scope of the Study

The researcher limits this study to find out the learning outcome per element for phase D in English textbook “English For Nusantara” published by the Ministry of Education, Culture, Research, and Technology Agency for

Standards, Curriculum, and Educational Assessment, which is used at grade seventh in SMP Negeri 37 Medan based on Merdeka Curriculum by Kemendikbud (2022).

E. The Significances of the Study

This study aims to provide valuable insights for educational environments, theoretically and practically.

1. Theoretically:

This research gives knowledge as a reference which explains how to analyse English textbooks used in the classroom, which has a significant impact on learning outcomes.

2. Practically:

The findings of this study would be useful for

a. Teachers

It is hoped that Teachers can be carefully use textbooks in the classroom and gain knowledge of the Merdeka curriculum to achieve the learning outcomes (Capaian Pembelajaran) of the Merdeka curriculum in using the English textbook "English For Nusantara" effectively.

b. Students

The finding of this research will help students to get information about the content of the English textbook in accordance with learning outcomes by Merdeka Curriculum.

c. Textbook Writer

This study provides valuable insights and suggestions for improving the content of the textbook based on Merdeka Curriculum.

d. Future Researchers

Hopefully, this research will serve as a guide for future research on the examination of textbooks for further study. Furthermore, based on elements from the Merdeka Curriculum, subsequent researchers may examine the same textbook or a different one.

