

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

In the world of education in Indonesia, the term curriculum is known. The curriculum is one of the most important tools or guidelines in ensuring the success of the educational process, implying that it will be impossible to attain the intended educational goals and objectives without a good and adequate curriculum (Fujiawati, 2016). In its implementation, the curriculum in Indonesia underwent several changes. Indonesia itself has experienced many curriculum changes, including 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and finally 2013 curriculum (Dwiyanti & Purnomo, 2020). There were several significant changes between the 2006 KTSP and the 2013 Curriculum, One of them concerned elementary school English teaching. According to Permendiknas Number 22 of 2006 on Content Standards and Permendiknas Number 23 of 2006 on Graduate Competency

Standards, English is one of the required local content for all primary school students from class I to class VI (Wahono, 2011). In the 2013 Curriculum, it is explained that the English subject is not removed, but it is also not mandatory for every elementary school. There are elementary schools that still include English subjects in their curriculum, there are also elementary schools that do not include English subjects in their curriculum at all (Maili & Hestinarsih, 2017).

During the COVID-19 pandemic, there was a learning crisis that made education increasingly left behind with the loss of learning (learning loss). As part of efforts to restore learning that has taken place, the Ministry of Education and Culture has officially launched the Merdeka Belajar Curriculum. Learning English focuses on improving the capacity to utilize English in six language abilities, including hearing, speaking, reading, watching, writing, and presenting various sorts of text in an integrated manner. These six English abilities' minimal learning goals are based on the Common European Framework of Reference for Languages: Learning,

Teaching, and Assessment (CEFR) and are comparable to level B1. Level B1 (CEFR) represents standards based on the skills of the participants. General Learning English within the National Curriculum helps students prepare to be lifelong learners with the Pancasila student profile. Faith and noble character, independence, critical thinking, innovation, cooperation, and global diversity are examples. This profile can be developed by teaching general English. because learning is a dynamic and flexible process, it offers students opportunities to take part in the selection of books or activities for learning. Learning English has the potential to reach Pancasila's student profile through written, visual, and spoken text resources, as well as activities developed in the teaching and learning process.

A text-based method (genre-based approach) is utilized in learning general English. Specifically, learning is centered on the text. Therefore, textbooks are needed in the process of teaching and learning, but a textbook is said to be good if it meets the characteristics. English textbooks intended for students in elementary school have some characteristics where one of the books must have an attractive appearance and a structured and clear layout design.

Big Show is. big show is very unfamiliar to be used as a school textbook. Big Show is an English textbook published in Indonesia by PT. ASTA ILMU SUKSES and Big Show is a six-level coursebook aimed at beginning to intermediate English learners. This six-level comprehensive language program, based on the CEFR, progresses pupils from creating simple phrases to sophisticated sentences in a wide range of topic areas and circumstances. Researchers want to research this book because of the Medeka Belajar curriculum and the "BIG SHOW" book-level language skills based on the CEFR. Conversations, songs, comics, fairy tales, and exercises

designed to improve reading, writing, listening, and speaking skills are included in every Big Show unit. Additionally, engaging films and additional reading will enable the development of digital literacy and 21st century skills.

Based on the problems above, the researcher wants to evaluate the English textbook entitled "BIG SHOW" based on the Merdeka belajar curriculum, especially on projects to strengthen the profile of Pancasila students at the elementary school level.

### **B. Identification of the Problem**

1. There is a project to strengthen the profile of Pancasila students.
2. There are themes in the project to strengthen the profile of Pancasila elementary school students.
3. The Merdeka belajar curriculum wants to become learners who have a Pancasila student profile.
4. Elementary schools must choose at least 2 themes.

### **C. Limitation of the Problem**

According to the identification above, problem boundaries are more focused contents of the "Big Show" book, namely to find out the contents of the "Big Show" book used by SDIT AL-HASANAH 1 students according to the Merdeka belajar curriculum, especially on themes in the project to strengthen the profile of Pancasila level students elementary schools, descriptions of the project themes to strengthen the profile of Pancasila students in the book "Big Show" and the quality of English textbook entitled "BIG SHOW".

### **D. Research Question**

Research questions are asked based on the above context is formulated as follows:

1. What are the forms of the Merdeka Belajar Curriculum that are most dominantly used in the book entitled "BIG SHOW"?
2. How is the quality of the textbook entitled "BIG SHOW"?

### **E. Objective of the Research**

Concerning the stated question statement, this study aims to:

1. To find out the most dominant form of Merdeka Belajar Curriculum used in the book entitled "BIG SHOW".
2. To investigate the quality of the textbook entitled "BIG SHOW".

### **F. Significance of the Research**

Based on the research objectives above, the research benefits are:

- a. For Researchers

To find out the suitability of the use of English textbooks with the independent learning curriculum

- b. For Schools And Teachers

- For Schools

The use of books by the curriculum applied

- For teachers

- As a guide in developing teaching materials in the form of textbooks/teaching modules

It is hoped that the researcher's findings indicate that English teachers who utilize the Merdeka belajar curriculum at school can use the book as a textbook.

c. For Author and Publisher

Book Authors and Publishers can develop textbooks according to the Merdeka Belajar curriculum.

## **G. Definition of Key Terms**

Some definitions are included to clarify the important terminology used in this research.

### 1. English Textbook

A textbook is a presentation of material in the form of printed materials logically and systematically about a particular branch of knowledge or field of study.



## 2. Merdeka Belajar Curriculum

Merdeka curriculum is a curriculum offering a wide range of learning opportunities. The Merdeka curriculum focuses on essential content so that students have adequate time to investigate topics and build competency.

## 3. 'Big Show' Book

Big Show is an English textbook published in 2019 specially designed for English students, from beginner to intermediate level. This thorough six-language curriculum teaches pupils in a step-by-step manner. It begins with the capacity to construct basic statements into complex sentences including a variety of themes and contexts.