

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1.1 Elementary School English in the Merdeka Belajar Curriculum

1.1.1 Definition of Merdeka Belajar Curriculum

The Merdeka Curriculum is a curriculum with diverse learning. The Merdeka curriculum focuses on essential content so that students have enough time to deepen concepts and strengthen competence. Various national and international studies show that Indonesia has experienced a long learning crisis. These studies show that many Indonesian children are unable to understand simple reading or apply basic math concepts. So, that is what the Ministry of Education and Culture is for developing the Merdeka Curriculum as an important part of the effort to recover lessons from that crisis we have had for a long time.

2.1.2 English Learning in Merdeka Belajar Curriculum

English is an essential worldwide language in education, business, trade, science, law, tourism, international relations, health, and technology. Learning English enables students to speak with people from all over the world who come from a variety of cultural backgrounds. Students who understand English will have more possibilities to interact with diverse literature. They learn knowledge, diverse talents, and human behavior as a result of these interactions, allowing them to exist in diverse world cultures.

In elementary and secondary school, students learn general English (SD/MI/Package Program A; SMP/MTs/Package B Program; and SMA/MA/MA/MA Program C). The National Curriculum allows pupils to gain an understanding of themselves, social relationships, culture, and worldwide employment prospects. Students who learn English get entry to the outside world and an understanding of diverse ways of thinking. Critical thinking abilities may be improved by their

awareness of socio-cultural and intercultural knowledge. They build a profound awareness of Indonesian culture, enhance their identity, and respect diversity through knowing different cultures and their relationships with Indonesian culture (Kemendikbudristek BSKAP, 2022).

English learning focuses on improving students' capacity to utilize English in six language abilities, including hearing, speaking, reading, creating, writing, and presenting in a variety of texts. The minimal learning result for the six English abilities is level B1 according to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR). Level B1 (CEFR) reflects criteria that may be observed in students' abilities to:

1. Maintain interaction and convey something desired, in various contexts with clear articulation;
2. Identify the essential point to be expressed in detail; And

3. Maintaining communication, even when there are interruptions.

Learning English in primary and secondary school (SD/MI/Package Program A; SMP/MTs/Package B Program; and SMA/MA/MA/MA Program C) is supposed to assist students in achieving the capacity to communicate in English as part of their Life Skills. A text-based method (genre-based approach) is utilized in general English learning, which is learning centered on text in multiple media, including oral, written, visual, audio, and multimodal. This is consistent with Halliday and Mathiesen's (2014: 3) said "When people speak or write, they produce text, and text is what listeners and readers engage with and interpret." The text-based technique has four stages, and each step is carried out in a debate on the same topic.(Kemendikbudristek BSKAP, 2022).

1. Building Field Knowledge (BKOF): The teacher creates information or background from students' knowledge about the subjects

published or discussed. The teacher is also developing the cultural background of the material being taught at this level.

2. Modeling the text (MOT): The teacher offers the students a model/example of the text as a reference when creating both oral and written works.
3. Joint construction of the text (JCOT): The teacher guides the students and constructs the text together.
4. Independent text construction (ICOT): The student composes oral and written texts independently.

Communication will occur at the text level, not just a sentence. That is, the meaning must be backed by context rather than just words. Each text has a purpose, such as describing, explaining, or telling a story. (Kemendikbudristek BSKAP, 2022).

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. Through written, visual, and spoken text materials, as well as activities produced throughout the teaching and learning process, studying English can meet Pancasila's student profile. (Kemendikbudristek BSKAP, 2022).

English subjects at the primary and secondary education level (SD/MI/Package Program A; SMP/MTs/Package B Program; and SMA/MA/MA/Package Program c) can be held as a subject of choice for education units that have resource readiness. The education unit that is not ready to provide English subjects as the subject of choice can integrate English content into other subjects and/ or extracurricular activities by involving the community, school committees,

student volunteers, and/ or parent guidance (Kemendikbudristek BSKAP, 2022).

2.1.3 Learning Objectives

(Kemendikbudristek BSKAP, 2022) English subjects aim to ensure that students can do the following.

1. Develop English communication skills through various multimodal texts (oral, written, visual, and audio-visual).
2. Develop intercultural competencies to understand and appreciate the perspectives, customs, and products of Indonesian culture and foreign culture.
3. Develop the confidence to express yourself as an independent and responsible individual.
4. Develop critical and creative thinking skills.

1.1.4 Subject Characteristics

1. Narration, descriptions, presentations, processes, arguments, dialogues, special texts (brief messages, advertising), and authentic texts are all examples of texts taught in English.

Texts are presented in a variety of formats, including writing text, oral text (monologue or dialog), visual text, audio text, and multimodal text (text with verbal, visual, and audio aspects), both authentic and made for teaching, single and double text, produced on paper and screen. It attempts to increase pupils' capacity to utilize technology (technological literacy) and explore digital information.

2. The instructor can choose the sort of material to be taught based on the circumstances of the class. Learning can begin with a form of text including themes common to students for them to grasp the substance of the text they are reading and then be able to generate that type of text verbally and in writing. In addition, the teacher can present the students with a new type of text familiar to the students. The teacher can assist students in comprehending a new sort of text so that they can produce works using this type of text both verbally and in writing. The

text types chosen can also be tailored to the situations that kids frequently encounter both at school and at home, giving them the chance to study and practice the text in real life.

3. The learning process is student-centered (Learner-centered) (Tyler, 1949, 1990), which means that the learning process must focus on changing the behavior of pupils who are originally incapable of utilizing English. There are six main sorts of text-to-speech abilities.
4. General Education English focuses on pupils' language abilities based on their language development stages. General English learning encompasses both receptive (listening, reading, and reviewing) and productive (speaking, writing, and presenting) abilities. (Kemendikbudristek BSKAP, 2022).

1.1.5 English Learning Achievement (CP)

(Kemendikbudristek BSKAP, 2022) Learning accomplishment (CP) is the minimal proficiency that students must attain in each topic. The core

competencies and fundamental competencies (KI-KD) in the 2013 curriculum were established concerning graduate competence standards (SKL) and subject requirements.

In CP, the increasingly popular technique for achieving this aim is to narrow the scope of the content and adjust the procedure for preparing results to emphasize flexibility in learning.

The time range allotted to acquire the desired skills is another distinction between KI-KD in the 2013 curriculum and CP in the Merdeka curriculum. While KI-KD is established on an annual basis, CP is designed in stages.

1. Phase A (Class1-2 Elementary School/equivalent)

a. General Achievement

After Phase A, students understand that spoken English can help them interact with others in everyday social situations and classroom contexts. In developing listening and speaking skills, students

follow/respond to instructions or simple questions in English and pronounce simple vocabulary well. In Phase A, students use a lot of visual aids and non-verbal communication to help them communicate.

Students understand that reading is an individual or group activity that can be done for pleasure (reading for pleasure). They understand that the pictures contained in books read by the teacher or the pictures students observe have meaning. They respond verbally, visually, and/or in non-verbal communication to simple texts that are read or pictures that they see

b. Achievement per element

- Listening – Talking

After Phase A, Students communicate in social and classroom settings using plain English such as making acquaintances, providing self-information, and saying hello and goodbye. They respond to simple

instructions (with visual aids) through body movements or basic brief queries that should be answered with basic words, phrases, or sentences. They understand the main idea of information presented orally with visual aids and use simple vocabulary.

They communicate with the use of visual aids.

- Reading – Viewing

After Phase A, Students answer orally to easy and familiar short sentences that are authored and read aloud by the teacher.

Learners demonstrate understanding of the text read or pictures/illustrations shown to them, using non-verbal communication.

- Wrote – Presented

Not yet the focus of learning in this phase, because students have not been asked to express ideas in writing (composing/producing).

2. Phase B (Class 3-4 Elementary School/equivalent)

a. General Achievement

Students grasp and respond to simple spoken and visual messages in English by the conclusion of Phase B. In developing listening and speaking skills, students follow/respond to instructions or simple questions in English and share information using simple vocabulary. Learners respond to various texts/pictures verbally and in simple writing with visual aids and non-verbal communication. In Phase B, students can interact using simple English.

b. Achievement per element

- Listening – Talking

After Phase B, Students utilize English to communicate in a broader range of social and class circumstances, but can still predictably (routinely) use sentences with patterns that are appropriate to the context

being discussed. They modify or replace some sentence features to engage in class routines and learning activities such as expressing feelings, expressing wants, and asking for assistance. They understand the main idea of information conveyed orally with visual aids and use simple vocabulary. They adhere to a set of straightforward guidelines about class procedures and visual assistance learning exercises.

- Reading – Viewing

At the end of phase B, students understand the words used in everyday life with the help of pictures/illustrations. They read and respond to textual or digital messages that are brief, straightforward, and familiar, including visual, multimodal, or interactive texts.

- Wrote – Presented

After phase B, Students use photos and written copy to share their thoughts and experiences. With the teacher's help, they produce simple descriptive and procedure texts using simple words/phrases and pictures. They write simple vocabulary related to the classroom and home environment in English using spellings that the child creates himself.

3. Phase C (Class 5-6 Elementary School/equivalent)
- a. General Achievement

Students grasp and respond to simple spoken, written, and visual texts in English by the end of Phase C. They use simple English to interact and communicate in familiar/common/routine situations. Students understand the relationship between letter sounds in simple vocabulary in English and use this understanding to understand and produce simple written and

visual texts in English with the help of examples.

b. Achievement per element

- Listening – Talking

At the end of Phase C, students use sentences with certain patterns to interact in a broader range of social and class circumstances in English but are still predictable or routine in nature. They alter or replace some sentence features to participate in learning activities such as asking basic inquiries, seeking explanations, and requesting permission.

They employ a variety of tactics to find crucial information in a variety of circumstances, such as asking the speaker to repeat or speak more slowly, or asking what a phrase means. They adhere to a set of straightforward guidelines about class processes and learning activities.

- Reading – Viewing

At the end of Phase C, students understand the words used in everyday life and understand new words with the help of pictures/illustrations and sentences in contexts that students understand. They read and respond to a variety of brief, basic, and familiar texts, whether printed or digital, including visual, multimodal, and interactive texts. They extract information from a sentence and describe the subject of a text they read or witness.

- Wrote – Presented

After Phase C, Students exhibit a developing awareness of the writing process by communicating their thoughts and experiences via their own written and simple writing copies. They show an initial awareness that texts in English are written with conventions that are adapted to the context and purpose. With the help of the teacher, they produce descriptive, story, and

simple procedure texts using patterned sentences and examples at the word and simple sentence level. They show an understanding of the significance of fundamental punctuation and capitalization.

They displayed knowledge of some English sound-letter correlations as well as the spelling of regularly used terms. They employ school and home environment terminology in their writing, as well as some fundamental tactics such as copying words or phrases from a book or word list, utilizing drawings, and asking how to write a word.

Based on the explanation above, it can be concluded that learning English in the Merdeka belajar curriculum in this research context is the learning English helps students to prepare themselves to become learners who have a Pancasila student profile, where English learning has the opportunity to achieve a Pancasila student profile through

written text material, visuals, oral texts, as well as activities developed in the teaching and learning process.

In the Merdeka Belajar Curriculum learning English has some indicators, namely:

- a. Learning English gives information about other cultures.
- b. Learning English allows students to interact with other people globally.
- c. Student can be bilingual in language
- d. Learning English allows students can speak clearly.

1.2 English Textbook for Elementary School

2.2.1 Definition of Textbook

According to (G. Rahmawati, 2015) textbooks are books used by students to support learning activities that contain descriptions of certain materials that are arranged systematically with specific goals. These textbooks are used by students in learning activities at school, usually in addition to containing material they also contain questions that students can work on to practice students' independent learning activities.

(Octavia, 2016) Textbooks are books that are composed for the benefit of the learning process and they come either from research results or from the results of an idea of learning in a certain area, which is later developed into teaching material. Textbooks are educational material in the form of printed material.

(Anisah & Azizah, 2016) said a textbook is defined as a written work in the form of a book on a certain topic that is used as a standard book by instructors and students in the teaching and learning process which is equipped with harmonious and easy-to-understand teaching tools for students so that they can support the program teaching.

The opinions of the experts who have been described regarding the textbooks above can be defined as textbooks in a certain field of study being standard volumes created by specialists with instructional purposes and objectives. Textbooks are also equipped with compatible and easy teaching tools understood by their users in schools and tertiary

institutions so that they can support a teaching program.

2.2.2 Characteristics of Textbooks

English textbooks intended for grade 1 students also have certain characteristics as suggested by (Dickinson, 2010) that books must have:

1. An attractive appearance and a structured and clear layout design;
2. Designing student-centered learning and containing lots of interesting, varied activities that can accommodate the needs of students who cannot read or write confidently;
3. Contains material that can hone the 4 language skills, including listening, reading, speaking, and writing;
4. Displays vocabulary according to students' abilities and contains interesting topics, close to student life and can encourage students to be able to study independently;

5. Can be used in various forms of classes and is also supported by media that can help students gain a clear understanding; and
6. Have an adequate form of assessment so that it is easy to do; as well as having affordable prices and easy to obtain.

2.2.3 Textbook Function

Textbooks have several functions in supporting the learning process including according to Sitepu (2012, p. 21) textbooks function as manual guides for students in learning and for teachers in teaching students for certain fields of study or subjects. The function of textbooks for teachers and students in the learning process should be used according to their use and optimized use appropriately.

Based on the explanation above, it can be concluded that English textbooks in this research context are textbooks intended for elementary school students which have characteristics books must have an attractive appearance and a structured and clear layout and contain material that can hone

4 language skills, including listening, reading, speaking and writing.

English textbooks for elementary school have some indicators, namely:

- a. English textbook gives material to students.
- b. English textbook gives students new vocabulary
- c. Students have reading skills
- d. Interesting book content makes students enthusiastic about learning

2.3 Big Show Book

Big Show is an English textbook published in Indonesia by PT. ASTA ILMU SUKSES published in 2019 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 complex sentences in a wide range of topic areas and circumstances. Conversations, songs, comics, tales, and exercises designed to promote reading, writing, listening, and speaking abilities are included in each unit of Big Show.

Engaging in films and supplementary readings will also allow me to acquire digital literacy and 21st-century skills.

The researcher wanted to research the textbook entitled "Big Show" because this book is very unfamiliar to hear, most schools use textbooks published by Erlangga, Diamond Pariwara, Yudhistira, and so on. and this Big Show book was built based on CEFR and The Merdeka belajar curriculum focuses on increasing the capacity to utilize English in six language skills, including listening, speaking, reading, watching, writing, and presenting in diverse sorts of texts in an integrated manner. These six English language skills' 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) reflects criteria that may be observed in students' abilities to:

1. Maintain interaction and convey something intended, in various contexts with clear articulation;
2. Express the main points to be conveyed comprehensively; And

3. Maintain communication even if there are occasional delays.

2.4 The Evaluation of English Textbook

Language textbook evaluation According to Ahour, Towhidiyan, and Saedi, 2014 cited in (Jusuf, 2018) textbook evaluation is required to ensure that a textbook meets the requirements in terms of content and integrates it with the process requirements for learning to teach in settings English as a foreign language (EFL setting).

Tomlinson, 1998 cited (Suryarini, 2020) believe that evaluating materials or Lessons or textbooks is a sort of action research (action research) that helps us learn how a teaching resource, in this case, the textbook or textbook, works. In any event, the evaluation of the material appears to be considered capable of contributing to professional teacher development by giving critical perspectives to instructors and allowing teachers to thoroughly investigate instructional materials from an academic viewpoint.

Miekley, 2005 cited in (Nita Fitriana, 2018) proposes four criteria, one of which is substance (content). This

involves physical attractiveness and appropriate book organization. The second criterion is grammar, which encompasses grammar and presentation clarity as well as intriguing examples. While on the vocabulary criterion, the following discussion demands a vocabulary list, presentation of a diversified vocabulary, tailored vocabulary selection with levels, and repeated vocabulary as a measure to increase control vocabulary. For exercise criterion, demands exercise inspire pupils to employ previously taught language. Furthermore, exercise must motivate students to study effectively singly, in pairs, or small groups, with a variety of exercise formats to keep students interested.

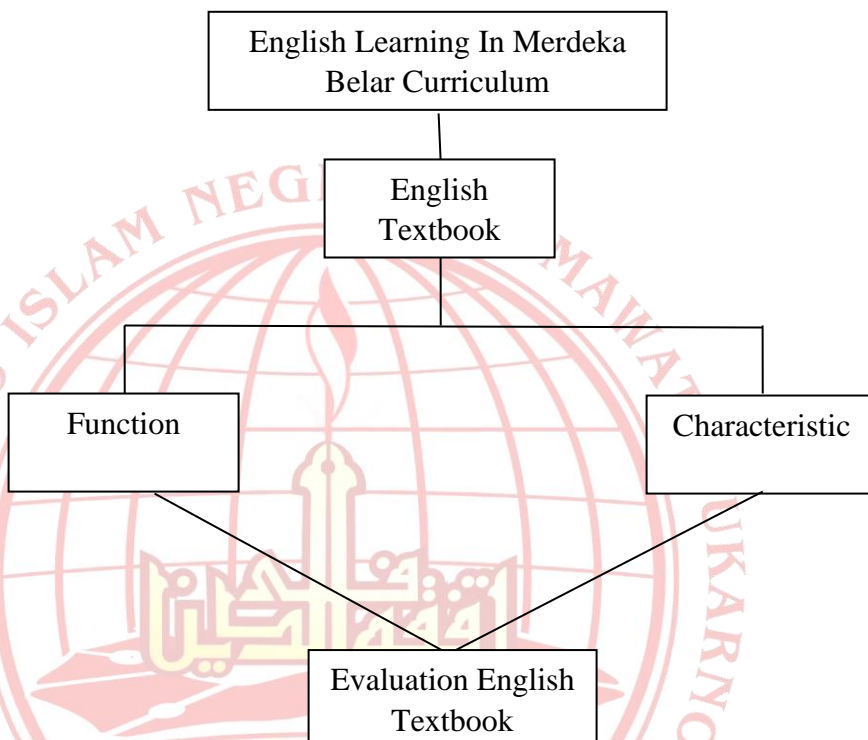
Four criteria for assessing textbooks were proposed (Demir & Ertas, 2014). These four conditions must be met by an excellent textbook. A group of indicators is separated into subjects and substance, abilities and sub-skills, appearance and body composition, and practical consideration, which has previously been handled by the checklist elements of Demir and Ertas' textbook evaluation checklist. In conclusion, they concluded that when

selecting a good textbook, the most essential factor is that it be acceptable, intelligible, useful, and communicative. A good textbook facilitates good learning, particularly for students.

Thus, the criteria utilized in the assessment checklist in this study are derived from those proposed by (Demir & Ertas, 2014). They contend that the checklist is the most often utilized technique of evaluation textbooks, and there are several ELT textbook assessment checklists available to make the process of selecting and evaluating materials easier and more systematic.

B. Theoretical Framework

Conceptual frameworks can be used to facilitate and determine variations in social structures and social variations and links between the variations. The conceptual framework is the purpose and process of evaluation. A prescriptive purpose for guiding conceptualization and research design and practice analysis content. Each person has a conceptual framework of how reality works which it can be used to make predictions about how one thing relates to another and what will happen when the two interact (Guntur, 2019)

Figure 2.1 Theoretical Framework

C. Previous Research

For the theoretical investigations that have been offered in this study to serve as the basis for the framework of thinking, previous research findings are required.

The first study is from (L. Rahmawati, 2018) which aims to measure the extent to which the material in the textbook "PRIMARY ENGLISH AS A SECOND LANGUAGE" meets the criteria of a good English textbook. The author analyzes

whether the material in the textbook "Pathway to English" meets the criteria for a good English textbook or not. the same as this research the researcher also wants to research a book but in this study, the researcher wants to research a "Big Show" textbook and the researcher wants to examine whether this book relates to the Merdeka belajar curriculum or not and what kind of form is the most dominant merdeka belajar curriculum in the book.

The study's findings show that various modifications must be made by the instructor before utilizing the book, as well as by the book's author for the future edition of the book, namely:

1. Because there are no acceptable activities for pair or group study in this book, the exercises for each chapter must be modified for pair or group work.
2. There is a lot of inappropriate material in Chapter 2. The definitions of key terms are not stated. Consequently, instances of bias cannot be accurately identified. Examples should be thoroughly revised.
3. The definition of vocabulary is not mentioned. This can lead to misunderstandings and multiple interpretations among users in using vocabulary. A definition must be added to avoid this.
4. The review part after the semester will be subjective if no

specific criteria are provided, making it impossible to determine the amount of student knowledge. 5. The weakness of this book is that it does not attach final exam questions. Ideally, the writer should add it and the teacher should provide a concrete review section in blank and multiple-choice form. 6. Considering color visual materials, basically it is suggested that the material is easier to understand. 7. Colorful people and objects should be included. 8. The author should provide more authentic material. They can be obtained from newspapers, articles, journals, and other sources. 9. Reading skills do not provide sufficient reading material. 10. More oral activities are given to encourage students to be more creative.

The second study is from (Meliawati & Hamied, 2020) entitled "Content Analysis on English Textbooks for Class X Title English for High School". The same as this research the researcher also wants to analyze a book but in this study the researcher wants to research a "Big Show" textbook and the researcher wants to examine whether this book relates the merdeka belajar curriculum or not and what kind of form is the most dominant merdeka belajar curriculum in the book.

Based on the results of research conducted, The textbook English for class X SMA/MA/SMK/MAK is classed as "good" after receiving an average score of 90% on the National Education Standards Agency's seven criteria. Seven criteria can be classified as "good," including material suitability (83.3%), material accuracy (83.3%), learning support materials (90%), language accuracy (100%), presentation techniques (100%), teaching and learning techniques (100%), and presentation coverage (81.8%). The study reveals that the English books for class X SMA/MA/SMK/MAK fulfill the majority of the National Education Standards Agency's textbook assessment standards. The majority of the requirements in the sub-aspects of curriculum relevance, correctness, supporting learning resources, language accuracy, presentation tactics, teaching and learning approaches, and presentation coverage are met by English books for SMA/MA/SMK/MAK class X. However, some things on the checklist are unsatisfactory.

The third study is from (Ramadhana, 2019) entitled "Middle School English Textbook Analysis: Developing English Competencies". the same as this research the researcher also

wants to research a book but in this study the researcher wants to research a "Big Show" textbook and the researcher wants to examine whether this book relates the merdeka belajar curriculum or not and what kind of form is the most dominant merdeka belajar curriculum in the book.

Based on the result of research conducted, selected textbooks meet the teaching program. The content arrangement is neat and organized, and each part of the language content is clearly defined and easy to distinguish. Textbooks also provide sufficient activities for each language skill for students. In addition, the topics in the textbooks revolve around topics that are already familiar to high school students. Although there are no clear guidelines for teachers in using textbooks, student activities are clearly displayed. The textbook fully meets the needs of my book users and practical considerations.

The fourth study is from (Serasi et al., 2021) entitled "A Textbook Evaluation On English Textbook Entitled "Grow With English" Used By Students Of Mi Nurul Huda Bengkulu City". the same as this research the researcher also wants to research a book but in this study the researcher wants to research a "Big Show" textbook and the researcher wants to

examine whether this book relates the merdeka belajar curriculum or not and what kind of form is the most dominant merdeka belajar curriculum in the book. Apart from that, researchers also want to use the evaluation checklist developed by Demir & Ertas.

Based on the findings of the research, the researcher adopted Demir and Ertas' proposed eclectic checklist of ELT Coursebook Evaluation, and after gathering all of the data, the researcher produced the final score of the evaluation checklist. It was split into two halves. The first comes from the fifth-grade textbook "Growing Up with English," while the second is from fourth grade. The fifth-grade textbook Growing with English met 79.78% of the standards for an excellent textbook, according to the overall results of the textbook evaluation. This signifies that the textbook's quality has been assessed as good. This textbook may be utilized as a resource for both teachers and students in the classroom.

Grow with English textbook the fourth grade received 77.77%. This signifies that the textbook is of high quality. The book is thorough and suitable for use as a guide for instructors and students in the classroom. The English textbook for the

fifth and fourth grades meets Demir and Ertas' criteria for an excellent textbook. This indicates that these textbooks are appropriate for use in the city of MI Nurul Huda Bengkulu, as well as in all schools that have adopted the 2013 curriculum. A fifth-grade English textbook was created, and students in the fourth grade provided excellent comments.

