

CHAPTER I

INTRODUCTION

A. Background of the Study

The development of education in Indonesia is inseparable from the renewal of the curriculum, in each particular period the curriculum always undergoes an evaluation process. Not even a few think that the curriculum changes with the change in policy makers. As a country that continues to innovate in curriculum development, Indonesia has at least experienced more than ten changes since the beginning of independence.

Education is a medium to achieve prosperity for all mankind. Quality education also reflects an advanced and modern society. Education is the driving force of culture. The habits of each era change in line with the changes obtained from the educational process itself. Education is able to give birth to things that are creative, innovative in treading every development of the times.

Riswanto in Muhammad Yamin and Syahrir (2020) said that the industrial revolution era 4.0 has both challenges and opportunities for educational institutions. The requirements for advanced and developing educational institutions must have the power of innovation, and be able to collaborate. If you are unable to innovate and collaborate, you will be far behind. But if on the contrary, educational institutions and Human Resources (HR) will advance, develop and be able to realize the ideals of the nation, namely educating humans. Making human learners is not an easy

thing. Educational institutions must be able to balance the education system and the times.

In the era of the Industrial Revolution 4.0, the education system is expected to be able to create students who are able to think critically and solve problems, be creative and innovative as well as communication and collaboration skills. Also seek, manage and convey information as well as skilled use of information and technology is needed.

One of the causes of the failure of the success of the learning process is due to a lack of communication between teachers and students, teachers are not only required to master a lot of subject matter but what is no less important is that teachers must also master the psychological character of their students by mastering human literacy, enriching themselves with knowledge social humanity and communication with students must run smoothly.

Minister of Education and Culture Nadiem Makarim during his speech at the 2019 National Teacher's Day (HGN) event sparked the concept of "Freedom to Learn". This concept was a response to the needs of the education system in the industrial revolution 4.0 era. Nadiem Makarim said that the teacher's job is noble and difficult. In the national education system, teachers are tasked with shaping the nation's future, but they are given too many rules rather than help.

The teacher wants to help students to work on being left behind in class, but time is running out to do administration without clear benefits.

The teacher knows that the potential of students cannot be measured from exam results, but is pursued by numbers pushed by various stakeholders. The teacher wants to take students outside the classroom to learn from the world around them, but the dense curriculum closes the adventure. Teachers are very frustrated that in the real world the ability to work and collaborate determines the success of students, not the ability to memorize. Teachers know that each student has different needs, but uniformity trumps diversity as a bureaucratic principle. Teachers want every student to be inspired, but teachers are not given the trust to innovate.

Suyanto Kusumaryono in Muhammad Yamin (2020) said that the concept of the pattern of implementing Freedom of Learning initiated by Nadiem Makarim can be drawn from several points including: First, the concept of Freedom of Learning is the answer to problems faced by teachers in educational practice. Second, teachers are reduced in carrying out their profession, through the freedom to assess students' learning with various types and forms of assessment instruments, free from burdensome administrations, free from various pressures of intimidation, criminalization, or politicizing teachers. Third, opening our eyes to find out more about what obstacles teachers face in learning assignments at school.

English textbooks support the teacher's material transport as teachers ought to creatively deliver special materials. It additionally enables college students recognize the lesson more honestly, along with no longer simplest the trainer's instructions but additionally the pupil's personal needs. The

function of English textbooks is very important. Nafisatin (2015) states that, besides providing information on understanding and skills, "textbooks also contain mastering steerage inside the form of activities that help college students gain their capabilities." there are many publishers seeking to offer textbooks in one of a kind patterns and settings which can be compiled primarily based at the curriculum added in Indonesia.

Although many books have been published, teachers still need to choose the most appropriate textbook. Kusti (2014) found that textbooks that are designed are not necessarily suitable for certain groups of students. Therefore, textbook analysis is necessary to obtain textbooks that meet the needs of learners. And the satisfactory textbook for students and teachers is the one that corresponds to the curriculum introduced in Indonesia, freedom learn curriculum. The fact is that it is quite difficult to obtain an English textbook that matches the curriculum with a wealth of teaching materials. The government publishes a list of appropriate textbook evaluations, which are considered important. Good English textbooks aren't handiest offered in a visually attractive and attractive manner, but also meet the standards of the national Board for Standardization of good English Textbook teaching (Badan Standar Nasional Pendidikan/BSNP). Research to certify textbooks, analyze and examine the first-class of the textbooks used. BSNP has numerous criteria to assess the adequacy of textbooks used inside the mastering process. Textbooks should consist of all elements of relevance: content relevance, expression relevance, and language relevance.

Teachers, as primary administrators of the teaching and learning process in the classroom, should first review the government-provided student books and teacher manuals. This is necessary given that government-provided books are for national purposes. Therefore, it is reasonably expected that the teacher has read and observed the book before using it in the classroom. This way, if there are any discrepancies or inaccuracies in your book, follow-up actions can be taken to fix them sooner. If the textbooks used do not meet the standards, there is a concern that there will be differences in the students' understanding of the contents of the textbooks. Therefore, as a teacher using a textbook, we must first analyze the content of the material in the textbook.

B. Limitation of the Study

In this study, researcher analyzed an English textbook for 7th grade, titled Bright “an English course” for 7th grade, which has been published by Erlangga, from the perspective of BSNP content, presentation, and language.

C. Research Questions

Based totally on the historical past of the take a look at, the researcher concludes the problem as follows:

1. What is the theme in Bright “an English course” for 7th grade according to the basic competencies of the Freedom Learn curriculum?

2. How is the suitability of the theory in Bright “an English course” for 7th grade with the basic competencies of the Freedom Learn Curriculum?

D. Research Objectives

Regarding the above statement, the researcher state the direction of this study as follows:

1. To find out the correspondence between topics in the English textbook Bright “an English course” for 7th grade and core competencies in Freedom Learn curriculum.
2. To investigate if the content of Bahasa Inggris's English textbook titled Bright “an English course” for 7th grade aligns with the core competencies of the Freedom Learn Curriculum.

E. Significant of the Study

1. Theoretically

Theoretically, the results of this study are expected to contribute to the development of the theory. This research is also expected to contribute to the development of knowledge and references as well as to become a reference in the field of education related to curriculum and textbooks.

2. Practically

a. Students and English lectures

It is hoped that it can help in adding data and information to those in need, especially students and English lectures who want to study this work. It is being carried out by researchers as one of the

requirements for obtaining the S1 degree in English Language Teaching from the faculty of education and teacher training. Islamic state university.

b. Other parties

The research results are expected to add references for future researchers who will conduct similar research in the future who are interested in similar research related to curriculum and textbooks.

F. Operational Definition

The titled of this study is A Content Analysis of English Textbook “An English Course” Relevance to the Independent curriculum for the Seventh Grade Student of Junior High School. So that this research is directed, it is necessary to have limits and scope in the research. researchers focused on discussing the curriculum and textbooks.

