

## CHAPTER II

### LITERATURE REVIEW

#### A. Curriculum

##### 1. Definition of Curriculum

Curriculum has three defining dimensions: curriculum as a topic, curriculum as a getting to know level in, and curriculum as a plan for a application of examine. Richards and Renandya (2002, p.70) defines curriculum as specific and important content material to be studied. It concerns all components of the making plans, shipping and evaluation of educational packages, specifically the content of the coaching and studying system as well as the why, how and the way it works.

Curriculum as a plan of observe program, according to Hilda Taba (1962), curriculum is a plan of look at. consequently, what is understood approximately the gaining knowledge of system and personal improvement influences curriculum design. subsequent, Fredriksson and Olsson, R. (2006) argue the curriculum is the systematic reconstruction of understanding and revel in underneath the auspices of colleges for the non-stop and spontaneous increase of inexperienced persons. A formulated, planned and guided getting to know revel in and meant studying outcome. non-public social capabilities.

From the above definition, researchers conclude that the curriculum is a plan designed to be used as a guide for teaching and learning

activities. This is a kind of facility for the learning process. These include the approach, curriculum, goals, and design to deliver learning that underpin the basic theory of language learning.

## 2. Independent Curriculum

Independent Learning is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Proclaimed by the Indonesian Minister of Education and Culture Cabinet Indonesia Forward Nadiem A Karim. The essence of freedom of thought according to Mr. Ministers must be preceded by teachers before they teach it to students. According to Mr. Nadiem mentioned in level teacher competence anything, without any process of translating the basic competencies and curriculum exists, then there will never be learning occurring.

The teaching system will change from what was originally nuanced inside class can discuss being outside the classroom in the coming year. Student can discuss more with the teacher so that the nuances of learning will be more comfortable, learn with outing classes, and not only the teacher explains, but rather form the character of students who are brave, independent, clever in sociable, civilized, polite, competent, and not just relying on the system rankings according to some surveys only worry children and parents. Actually every child has talent and intelligence in the field respectively, so that students who are ready to work and will be formed competent, and virtuous in society.

Nadiem A Karim made an independent learning policy not without reason. This is because the Program for International Student Assessment (PISA) research 2019 shows the results of the assessment of Indonesian students only occupying positions sixth from bottom for mathematics and literacy, Indonesia occupies 74th position out of 79 countries.

In response to this, Nadiem also made a breakthrough assessment minimum ability, including literacy, numeracy, and character curves. Literacy not only measure the ability to analyze the contents of the reading and understand the concept behind it. For numeracy skills, what is assessed is not lessons mathematics, but an assessment of students' ability to apply numerical concepts in real life.

The most important thing in implementing the independent learning curriculum namely by knowing in advance the vision of independent learning. Vision of independent learning is to realize a developed Indonesia that is sovereign, independent and personality through the creation of Pancasila Students. There are 6 student profiles

Pancasila that must be known in the independent learning curriculum, namely (1) have faith, fear of God Almighty and have noble character (2) be independent (3) critical reasoning (4) global diversity (5) mutual cooperation (6) creative.

In implementing the independent learning curriculum in a educational institutions required the freedom of an education to fill

(flexible), does not refer to the device, as well as HR readiness must be considered including that must program learning activities in advance and the teacher must be a carrier agent (human touch / face to face and technology touch / task collection). Learning activities both practice and project is the result of a class agreement that must have output, rules and regulations consequences as well as school agreements that include parents, committees, and students educators to facilitate learning activities.

## **B. Textbook**

### **1. Definition of textbook**

The substance of the textbook way of teaching English as a topic, taught in schools and designed for certain student organizations in certain situations, along with certain educational situations in certain countries. Textbooks are usually considered as teaching materials. it is only one among many possible substance mastery as it enables teachers and students to achieve their learning goals. Used while advancing to another available material. teachers can benefit a lot from reading textbooks. It's also a compilation of treasured facts traditionally associated with a specific route. Texts may be shared sources, as each scholar generally owns a copy.

According to Nunan (2003), textbooks refer to substances used in teaching English as a subject in specific educational contexts, whereas coursebooks aren't directed to specific groups of humans, however to

English or English-speaking humans. It's miles written for a non-well known target audience. Textbooks play an essential position as they may be taken into consideration the number one method of providing content material expertise. typically, it determines what happen in class and assesses what students have and have now not found out. most teachers see textbooks as their handiest teaching device In the opinion (Maffia, Dias, Bruna & Cruz, 2003) textbooks not only have an impact on students analyzing, but also on how teachers teach

## 2. The Role of Textbook

Textbooks have many features. consistent with Thomson (2004), textbooks have many traits:

- a. Tutoring Textbooks support tutoring by allowing students to progress at their own pace and within limited boundaries of their learning interests.
- b. Textbook structures that ensure good learning can help students organize with experience, suggested activities, recommended readings, and questions. Written textbooks are layered to unify classroom interactions and introduce new concepts and content based on previous ones.
- c. Posting tutorials We encourage you to research, consider evidence, and solve problems.
- d. Improvement of educational textbooks is also considered a useful utility that teachers use to improve their teaching skills.

### 3. Criteria of Good Textbook

In order to evaluate a textbook, we need to understand some criteria of a good textbook. These criteria help raters create textbook assessment tools that are used to assess the aspects being assessed.

According to Cunnings worth and Harmer, there are eight criteria for evaluating textbooks.(1) goals and approaches, (2) design and organization, (3) language content; (4) skills, (5) themes, (6) methodology,(7) practical considerations, (8) instructions.

The National Education Standards Agency has several criteria for evaluating the feasibility of textbooks used in the learning process. Textbooks must possess all the characteristics of relevance: content relevance, appropriate presentation, and language relevance. Bird. (2001) also proposed criteria that can be used to evaluate and select good textbooks. First, the suitability of teaching materials and curriculum.

### 4. Definition of Textbook Evaluation

In widespread, evaluating a textbook refers back to the manner of comparing its relevance primarily based on sure standards. Tomlison and Masuhara (2004) outline 3 sorts of textbook assessment, overlaying pre-use evaluation, in-use assessment, and publish-use evaluation. A pre-use evaluation examines the destiny potential or overall performance of the textbook. it is also impressionistic, subjective, and unreliable, however can be mitigated via the use of standards-associated objects. The in-use rating examines the used text. it is goal and

dependable because it's far based totally on measurements instead of predictions.

This research changed into carried out basically while in use because it investigated English textbooks used in Indonesia, in particular in Bengkulu Province. evaluation was constrained to 3 observable components which include content, language, and presentation. With unambiguous measurements, research effects can be expected to be goal and reliable. A list of textbook assessment criteria based totally on the BSNP served as a benchmark for this study, the content and presentation of which were adjusted to the freedom learn curriculum.

##### **5. Evaluation Stage of Textbook**

Harmer (2001:301) proposes three phases for textbook evaluation. When choosing an area to assess, teachers should first list the traits they would like to see under a specific list of considerations in the coursebook. you may shrink or extend the listing. B. Separate language getting to know sports into vocabulary, grammar, and pronunciation, or focus completely on subject matters and cultural attractiveness. instructors can pick out what to recognition on in light of their instructional scenario.

In this study, we established a textbook evaluation framework with reference to the evaluation criteria for English textbooks established by the BSNP. Researchers have since made some changes to these criteria to align them with the freedom learn curriculum. These modified criteria

were then applied to textbook evaluation. Finally, some qualitative clarifications were added to clarify the judgment.

## **6. Criteria Evaluation of Textbook Based on BSNP**

BSNP, within the form of (Pusat Perbukuan), acts as an business enterprise empowered to modify the use of textbooks within the Indonesian schooling device and has additionally issued tools for undertaking textbook reviews. however, with some changes, it may now additionally be used to evaluate curriculum-based totally English textbooks from freedom learn onwards. that is because each curriculum use a genre-primarily based technique. the first essential thing, content, includes his three points: 1) relevance of the cloth to the curriculum, 2) accuracy of the content, and three) supplementary learning substances. the second primary aspect, specifically language, consists of his one factor of adequacy of language. The third principal issue, presentation, consists of three points: 1) presentation techniques, 2) coaching and learning techniques, and three) presentation insurance. these components are proven within the following desk.

Table 2.1:

## Aspects, Sub Aspects, Areas, and Items for English Textbooks Evaluation

Aspect to be Evaluated	Sub Aspects	Areas	Items
Content	Relevance of the material to the curriculum	material completeness	Interpersonal texts
	The material accuracy	Fabric depth	Transactional Texts
			Functional texts
			Exposure
			Retention
			Production
	The material accuracy	Social feature	Interpersonal Communication
			Transactional verbal exchange
			Purposeful Conversation
			Generic structures
	Linguistic features	factors of chronological and systematic thinking abilities in interpersonal and transactional Texts	

	Supporting learning materials	Up-to-date	Relevance of the substances toward the subject mentioned
			The up-to-date sources for the Material
		Life skill	Personal skill

		Development	Social skill
			Educational talent
			Vocational ability
		Development	Appreciation of cultural diversity and plural society
		of insight on diversity	consciousness towards the neighborhood and national potential aspect
			Appreciation in the direction of democratic values
			Comprehension closer to nationality Perception.
Language	Language appropriateness	Language and students' improvement	Relevance to student cognitive improvement
			Relevance in the direction of students' socio-emotional state of affairs
		Communicativeness	Message
			Readability
			Grammar
			Accuracy
		The coherence and unity of ideas	Coherence on each unit
			Coherence amongst gadgets
Presentation	Presentation	Systematization	Presentation of

	Technique		texts, communicative acts, and illustrations using the prepared samples
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	The stability among units	stability presentation of texts, communicative acts, and illustrations
Teaching and learning technique	Scholar-centered precept	conversation among students, friends, and instructors
	Development of imitative creativity, and students' critical thinking	Communicative activities both oral and written primarily based on students' personal imitative creatively and significantly
	Development of autonomous learning principle	Students' duty closer to their personal learning system
	Development of self evaluation and reflection ability	Guidance to recognize college students' success and lacks
Presentation coverage	Introductory part	Preface
		Table of content material
	Content part	Advent
		Learning load
		Reference
		summary and reflection
Closing part	Word list	
	Bibliography	
	Index	

### a. Content

The text is a commentary at the problem consistent with the title of the book. motives of substances ought to be capable of broaden students' information, competencies and tremendous attitudes. therefore, the following crucial factors ought to be considered: language aspects, presentation aspects and diagrammatic aspects.

#### a) Material aspects

- 1) Have to be able to preserve the truthfulness and accuracy of materials, the timeliness of data and ideas, and guide the fulfillment of country wide academic goals.
- 2) Use theoretically and empirically correct source material;
- 3) Promoting self-sufficiency and innovation;
- 4) Ability and willingness to develop students.

Embracing diversity and each other's ways of working, and recognizing differences to maintain national cohesion.

### b. Language

- 1) Use language (spelling, phrases, sentences, paragraphs) accurately, frankly, distinct and according to the developmental level of age.
- 2) Presentation of both text and image material, depending on the level; It can develop the reader's age and clarify the facts/content.

- 3) The language used is communicative and informative so that it is easily understood by readers; A fine message this is educational, respectful, ethical and aesthetically fashioned in line with age and developmental stage.
- 4) Book title and sub-content title / Book content is harmonious / Harmonious, engaging, stimulating to read, not provocative.

**c. Presentation**

- 1) Materials in thrilling books (applicable, consistent, candid, and clean to understand) ensures that the integrity of the that means conveyed is properly preserved.
- 2) Both the text and images of material illustrations must be in line with the development situation. Reader age can clarify issues/content and be polite
- 3) The use of images to illustrate the fabric did now not comprise pornographic elements, standards of extremism, extremism, violence, race, gender bias, except for different bias values.
- 4) Presentation materials can stimulate important, creative, and innovative wondering.
- 5) Contains contextual insights relevant to ordinary life, meant to inspire readers to experience and find out for themselves high-quality matters that may be applied to their day by day lives; The

presentation of thrilling cloth could be very exciting for readers and can foster deep interest.

Based on the above explanation, we can conclude that researchers can use this BSNP-based theory to identify topics in English textbooks that contain the core competencies of the freedom learn curriculum. Bahasa Inggris's English textbook Bright "an English course" for 7<sup>th</sup> grade addresses core competencies in the freedom learn curriculum.

### **C. Previous Studies**

In this study, researcher analyzed Bahasa Inggris's English textbook titled "When English Rings A Bell" for 8th grade students based on the core competencies of the 2013 curriculum. Several previous researchers have discussed Textbook. They are:

On the other hand, the students of the Faculty of Education and Science, Department of English Education. Sebelas Maret University of Surakarta, 2020, her name is Agustina Wulandari, A. Dahlan Rais, Ngadiso, entitled Content Analysis of English Textbooks. The purpose of this research is to (1) describe the structure or arrangement of textbooks. (2) To what extent the textbook tasks develop the communication tasks of her CLT approach. (3) the types of her CLT materials used in textbooks; The method used in this study was the descriptive method. The data source for this study is the 8th grade textbook, English in Focus, by Artono Wardiman, edited by CV Putra Nugraha. Document analysis was used as the data collection technique

in this study. The data analysis steps are criteria definition, subjective analysis, objective analysis, and matching. As a result of the survey, (1) this textbook meets the needs of learners. It reflects use (current or future), considers the needs of the student as a learner, and facilitates the learning process. This textbook serves a definite role as a learning support. (2) The proportion of communication tasks is 43.75%. (3) CLT material type percentage is 74.95%. This means that this textbook is recommended for teaching and learning supported by other textbooks for teachers to provide other supplementary material. The difference of both study is the previous study discussed about 2013 curriculum, and used eighth grade textbook. In this research, researcher discuss about independent curriculum and use seventh grade English textbook. The studies are also discussed about curriculum.

Secondly, students of the Department of Language Arts at the English Academy. Semarang State University, 2019, his name Dian Setiawati is entitled Content Analysis of Class VIII Junior High School Student Book "When English Rings a Bell", the purpose of the investigation is the inter-materials of his Student Book "When English Rings a Bell" to determine relevance. Bell' targets 8th grade core and foundational competencies in his 2013 curriculum related to cognitive and psychomotor learning areas. This study used descriptive qualitative content analysis as the research method. The data was collected from the English student book "When English Rings a Bell" for 8th grade,

written by the book writing team of the Indonesian Ministry of Education and Culture. In this study, the textbook material categorizes baseline competency 3 as the cognitive domain and baseline competency 4 as the psychomotor domain. Enter the data from the data source into the checklist table to compare the textbook material with the material required for her 2013 Junior High 8th Grade English Curriculum. The researchers then used action verbs in the cognitive and psychomotor domains provided by Anderson and Simpson to assess the relevance of each material's instructions.

As a result of this study, regarding the relationship between textbook materials and cognitive domains, 29 textbook materials accounted for approximately 78.37%, 4 materials were partially related at approximately 10.81%, and textbook materials accounted for approximately 78.37%. was. Not relevant, or about 10.81%. Regarding the relationship between textbook materials and the psychomotor cortex, 15 materials in this book account for approximately 38.46%, 14 materials are partially related, approximately 35.59%, and 10 materials are unrelated or similar. 25.64%. Based on the research findings, the researchers suggest to the book authors to improve and further develop the material in this book. For book users, the researchers suggest looking at other books as additional learning sources to complete the material in this book. The researcher also hopes that the government will conduct assessments related to her 2013 curriculum implementation and that

other researchers will conduct research that is otherwise related to textbook analysis. The difference of both study is the previous study discussed about 2013 curriculum, and used eighth grade textbook. In this research, researcher discuss about independent curriculum and use seventh grade English textbook. The studies are also discussed about curriculum.

The third is a student from Tamansiswa Sarjawiyata university, Yoyakarta., 2020. his name is Manase Halipoto. The titled of study is “Implementasi Merdeka Belajar Dalam Buku Teks Bahasa Inggris Untuk smk”. Teachers use textbooks to help students in the learning process teaching and using textbooks as a resource in achieving “free learning” in the classroom. In developing the quality of textbooks to achieve independent learning, the researcher aims to measure whether English textbooks are used in SMK already meets good textbook theory based on Tomlinson's (2003) framework or no. This study is an evaluation study that evaluates the English textbooks used in SMK, based on Tomlinson's (2003) framework. Technical data collection was carried out through documents and questionnaires. Data analysis techniques use qualitative descriptive techniques with data condensation, presentation and conclusion of rare data. The research results show that the evaluation of literature textbooks. English used in professional secondary schools fully meets the theoretical criteria of textbooks.

based on Tomlinson's (2003) framework, specifically appearance (appearance), textbook structure and layout (textbook structure and organization), activities, vocabulary and grammar (vocabulary and grammar) and language proficiency (language proficiency). Based on the above research, it can be concluded that the English textbooks used at SMK can achieve "independent learning" in the teaching and learning process.

From the preview-related studies above, most researcher analyzed textbook analysis in English and analyzed the differences between this study and focus studies where researcher focus on only one term, such as content. In this previous study, researcher discussed about implementation independent learning in English textbook, and in this research, researcher discuss about analysis relevance an English textbook with independent curriculum for the seventh grade junior high school. The studies are also use descriptive qualitative for the technique data analysis.