

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In any case, textbooks were still required within the teaching and learning process in the schools. Textbooks were reference books that educators and students used to learn about the subjects they were studying. According to Harmer (2015), students relied on textbooks for their learning needs, while teachers used them as essential resources to give lessons to their charges. Both teachers and students needed textbooks since they were used by both parties during class instruction. According to Zamzam et al. (2019), the primary source and medium for achieving learning objectives derived from competency formulation in the relevant curriculum were textbooks.

Textbooks used in the school had to be in accordance with the curriculum there. In this context of Textbook in English Instruction in the school, according to Amrullah (2019) textbooks were essential since learning English was a requirement for pursuing higher education, advancing in a career, and improving one's financial situation. English-language textbooks could make it easier for students to comprehend the teacher's explanations. Not only that, if students had textbooks before the teacher started the class meeting, students could learn earlier by using textbooks. Even if textbooks were no longer used in schools, they continued to serve as an instrument for learning and recalling English, because specific institutions typically offered textbooks to students. English language textbooks must be in in

accordance with the level of class and also the curriculum in the school. The curriculum in Indonesia was also updated following developments in the world of education. According to (D Lestari et al. (2023), the curriculum played an important role in education by providing clear direction and a focused understanding of learning. The school could decide which books to use and in what order based on the kids' abilities by using the curriculum. The Indonesian government, through the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, had introduced a new curriculum called the Kurikulum Merdeka (KM).

Based on this curriculum, students should be more active in the learning process in the classroom, and the teacher will guide them. According to Adilah et al. (2023), students chose subjects based on their interests, talents, and goals, and both teachers and students became more independent. Teachers guided students according to their current performance and developmental level. Schools had the power to define and control the curriculum and learning content according to the special nature of the educational unit and the special nature of the students. As long as students were free to voice their opinions during the learning process, the curriculum's intended learning system could be implemented.

According to Adilah et al. (2023), the Kurikulum Merdeka provided flexibility to educators and learners as well, placed an important focus on project-based learning to build character and soft skills, prioritized key subjects to enable in-depth competence of basic abilities, and facilitated differentiated instruction based on each student's needs and the context in which they were found. In this method, teachers just needed to adapt to the individuals they taught, and students could study

in accordance with their individual abilities and interests. In this case, the normally uninteresting atmosphere of school could be countered.

Based on the above problems, the textbooks used by students changed according to the curriculum, with the aim of analyzing the seventh grade Textbook in English Instruction at SMP Negeri 7 Tanjungpinang published by Adi Perkasa in relation to the Kurikulum Merdeka Phase D, the authors conducted a study entitled “An Analysis of Listening-Speaking Material in ‘English Grade 7’ Based on Kurikulum Merdeka”.

1.2 Identification of the Problem

Based on the explanation above, the identification of the problem can be mentioned out this:

1. The appropriateness of the textbooks used with the Objectives of the *Kurikulum Merdeka*
2. The appropriateness of the textbook used with the Learning Characteristics of the *Kurikulum Merdeka*
3. The appropriateness of the textbooks used for grade seven in Listening
4. The appropriateness of the textbooks used for grade seven in Speaking

1.3 Limitation of the Research

From the research identification, the researcher looked at the Textbook in English Instruction used in the seventh grade at SMP Negeri 7 Tanjungpinang and analyzed four materials in the textbook, then matched them with the specifications of the Kurikulum Merdeka used at the school. The researcher analyzed four

materials: "Nice to Meet You," "Introduction (My Name is Beni)," "What Time is it?," and "Number," with one of the elements from Kurikulum Merdeka being listening-speaking (*Menyimak-Berbicara*).

1.4 Research Question

Based on the research background, it can be done to identify the problems by following question:

1. How was the *Menyimak-Berbicara* material in English Textbook used at SMP Negeri 7 Tanjungpinag based on *Kurikulum Merdeka* Phase D grade seventh?

1.5 Objective of the Research

The objective of this study was to analyze of *Menyimak-Berbicara* material in English Textbook used at SMP Negeri 7 Tanjungpinag based on *Kurikulum Merdeka* Phase D grade seventh.

1.6 Significances of the Research

It expected that the study's findings would contribute to significant theoretical significances and practical significances:

1.6.1 Theoretical Significances

The purpose of this study was to have a better understanding of how content analysis of material matches Kurikulum Merdeka criteria. It helps educators in evaluating learning and identifying the weaknesses and strengths of material in textbooks used for the classroom.

1.6.2 Pratical Significances

It expected that the research result in beneficial outcomes.

- a. For the school, the study's expect objective that schools will be able to select a textbook that appropriate for their students and provide them with more information on selecting an Textbook in English Instruction that will work as a teaching guide.
- b. For the teachers, the study's expect objective that teachers will be able to choose textbooks that relates to the curriculum and suitable for the students, and include materials that used in the classroom in accordance with the students skills.
- c. For the researcher, the outcomes of this study were expected to provide an important contribution to future research activities, including textbook content analysis in accordance with the curriculum.

1.7 Definition of Key Terms

The title of this research is “An Analysis of Listening-Speaking Material in “English Grade 7” Based on Kurikulum Merdeka” here are the key terms, namely:

1.7.1 Tetxtbook

Textbooks are handbook used by students and teachers in the learning process in class VII at SMPN 7 Tanjungpinang.

1.7.2 Kurikulum Merdeka

Kurikulum Merdeka is a new curriculum in Indonesia and is the curriculum used in class VII at SMPN 7 Tanjungpinang.

1.7.3 Content Analysis

The analysis of content from the Textbook in English Instruction used in the SMP Negeri 7 Tanjungpinang.

1.7.4 Listening

Listening is one of elements in Kurikulum Merdeka and textbook used at SMP Negeri 7 Tanjungpinang.

1.7.5 Speaking

Speaking is one of elements in Kurikulum Merdeka and textbook used at SMP Negeri 7 Tanjungpinang.

