

CHAPTER 1

INTRODUCTION

1.1 Background of Research

The four language skills that students must acquire in order to learn English are speaking, listening, reading, and writing. One of the abilities that students must acquire when learning English is reading. Anderson et al. (1985) cited in Pourhosein Gilakjani & Sabouri (2016) defined reading as the process of making meaning from written texts. Meanwhile according to Hesham Suleiman Alyousef, (2006) reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency).

The ability to read, understand, and describe written material is known as reading skills. To understand the author's intentions, the reader must think critically about the topics discussed in the reading material. Reading regularly and having an interest in reading can help students become better readers. Jeremy (2007) argues that “reading is a mode of language” that means reading texts provides opportunities for students to learn languages, such as increasing vocabulary, grammar, punctuation, and structure of sentences, paragraphs, and text. Therefore, teachers as educators need to prepare good reading materials so that the objectives of learning can be conveyed properly.

Teachers require a variety of teaching tools in order to provide content to pupils. The textbook is an essential learning tool. According to *Pusat Perbukuan* (2004) textbooks are learning resources that are integrated with other learning resources. The textbook contains objectives, problems, activities, media used, and evaluation tool in accordance with the approaches, methods, strategies contained in the curriculum. Textbook contain something that is learned or taught to someone, especially students.

Textbooks are one of the most important components that teachers can use to deliver material to their students. Tomlinson (2023) suggests that the material contained in a textbook is something that should be considered to aid the language learning. Textbook serve as a guide to the prescribed curriculum and syllabus and usually used together with other sources of teaching like workbook, reference's book of teacher or proponent text, Tomlinson (2011).

A textbook is a key resource for knowledge transfer. One of the success aspects of the teaching and learning process is the availability and quality of textbooks. Textbooks are essential for both the teacher and the student. For teachers, the structure and order of textbooks streamlines the language learning process, making instruction time more efficient. The textbook can also be used as the foundation for the first production of the syllabus, which serves as a standard for subsequent themes and units that are generated based on the needs of the students. Textbooks are used by students to explore the material gained from the teacher. Furthermore, the teacher must be able to correctly and evaluate the textbook's contents.

The Indonesian education system has improved over time, and in order to complete the 2013 Curriculum, the Ministry of Education, Culture, Research, and Technology issued the new design curriculum, known as the Kurikulum Merdeka. Khoirurrijal et al. (2022) argues that the Kurikulum Merdeka is issued as an effort to restore education in Indonesia on 2022-2024 as a step to improve the existence of learning loss that occurred in Indonesia after the covid-19 pandemic.

The reason I reveal this title is because I think there are still few theses that discuss the kurikulum Merdeka because the kurikulum Merdeka is a curriculum that is still new and will only be implemented in 2022 in several schools in Indonesia. And the reason I chose to focus on reading material is because so that students understand better how to learn to read well and correctly.

The concept of reading material in English study includes text comprehension, vocabulary development, and analytical skills. Reading material should be

selected taking into account the level of difficulty appropriate to students' abilities, and covering a variety of topics to broaden their horizons. Additionally, activities such as discussions, comprehension questions, and writing assignments can be implemented to strengthen students' understanding of the text.

Reading materials in the Merdeka curriculum for English study should include various types of texts, including articles, short stories, and reports, with a focus on text comprehension, vocabulary, and critical reading skills. This material can be adapted to students' needs and interests to increase motivation and learning outcomes.

The Merdeka Curriculum for English subjects emphasizes the development of reading skills through a variety of texts and materials. The texts used cover various topics, from history, science, to culture. Reading materials are also designed to improve students' understanding and analysis skills of English texts. In addition, this curriculum encourages the use of online and technology-based learning resources. This aims to enrich students' reading experience through access to a variety of materials and information sources.

Kurikulum Merdeka was designed to be a more flexible curriculum in learning so that students can understand their talents and interests. Quoting from the Kemendikbudristek (2022), Kurikulum Merdeka is a curriculum with diverse intracurricular learning, where the content will be optimized so that the students have enough time to explore concepts and strengthen competencies. According to Ministry of Education, Culture, Research and Technology (2022), Kurikulum Merdeka aims to find and develop students' interests and skills from an early age by focusing on essential materials, character development, and student competencies.

The concept of the Kurikulum Merdeka is independent learning where students can explore their respective interest and talents because they are given the freedom to choose materials at the suit their interest, Saptono et al. (2022). Another project-based learning approach used by Kurikulum Merdeka involves

students applying knowledge they have learned through case studies or projects. One such project is Proyek Penguatan Profil Pelajar Pancasila. Students will be given problems and will be asked to make observations in order to find real solutions to these problems.

The researcher would like to analyze the reading material that found in the textbook. There were several researchers who conducted the similar research. The first international journal from Aslamiyah et al. (2022). This research is described that the textbook “Bahasa Inggris” fulfilled the Pusat Perbukuan’s criteria for good learning materials. The result of this research meets the average value of 82.1 percent, so the textbook is rated as a “good” textbook. The textbooks seem adequate for use in the teaching and learning process.

The second journal from Nur Azmi Rohimajaya, Rudi Hartono, Issy Yuliasri (2022). The purpose of this study was to determine whether the English e-book met the teachers and students need based on the Kurikulum Merdeka for Indonesian Senior High School. The results indicate that the current English coursebook doesn’t reflect the Kurikulum Merdeka and need e-book which simple and suitable for learning English.

This research is different from the other researcher because this research only focuses on reading material in the textbook. Other researcher also difference lies in the data source, type of text, and applicable curriculum. This research uses textbook entitled “English for change” because in its preparation this book has adapted the Kurikulum Merdeka and several schools have used this book in the learning process so it need to be analyzed.

1.2 Identification of the problem

Based on the background of the research, the researcher identifies some problems as follow:

1. Reading material is one of the most important aspects of English learning for students, but not all English textbooks include reading material that meets the criteria established by the Pusat Perbukuan.
2. Not all Indonesian English teachers have the time to create lesson plans. Teachers mostly rely on textbooks recommended by the government or publishing companies because they are one of the sub-books supported by the Ministry of Education.
3. Textbook evaluation is important because there are many commercial textbooks available whose quality hasn't been carefully evaluated.

1.3 Delimitation of the Problem

In order to implement and advance the Kurikulum Merdeka, the Ministry of Education publisher has recently released an English textbook titled "English for Change" for the second-grade students of senior high school, so the research is important to ensure students obtain textbooks that meet the good criteria. This study examines the reading material in the textbook from three perspectives: features of substance, aspects of presentation, and aspects of language use and readability.

1.4 Research Question

1. Does the textbook “English for change” for second grade of senior high school comply with the Merdeka curriculum criteria?
2. How do the reading materials in textbook “English for change” for the second-grade students of senior high school meet the aspects of content,

aspect of presentation and aspects of language and readability based on the good criteria of learning materials proposed by Pusat Perbukuan?

1.5 Aims of the Research

Concerning the statement of the problem, aims of this research is to:

1. To find out whether the reading material in the English textbook "English for change" for second-grade high school students complies with the Merdeka curriculum criteria
2. To find out whether it meets the content aspects, presentation aspects and aspects of language use and readability proposed by Pusat Perbukuan.

1.6 Significance of the Research

The result of this study analysis hopefully can provide some benefits and practical advantages for some parties.

1.6.1 Theoretical

This research provides useful contributions and references in deliver general knowledge on how to analyze the quality of reading materials on English textbook that will be useful for the student's need to learn English.

1.6.2 Practical

a. The Teacher

- 1) The result of this study is providing useful data for selecting and evaluating the textbook which is the most suitable in teaching learning process, especially at this time with the implementation of Kurikulum Merdeka teachers must understand the student's need well.
- 2) Teacher can apply the result of this study as feedback for improve their knowledge and experience in choosing the right

textbook, so the students get the right material that can improve their reading skill.

b. Author of English Textbook

The result of this study can be used as input to be more careful in compiling the right English textbook for students, especially this book is a supporting book for the new curriculum that need to consider the value of content, correctness, suitability, and layout.

c. Other Researchers

The results of this study can be used as a reference in developing next research on the criteria for English textbook that are suitable for the students.

1.7 Literature Review

1.7.1 Theoretical Foundation

1) Reading Material

a. Definition of Reading Material

Many experts have given their ideas to describe about the meaning of reading. Many people spend most their time to getting information by reading through newspapers, magazines to websites like Wikipedia. Reading can be interpreted as a way to find out about the world around us, it requires us to understand what is contained in the text, Mills & Barlow (2014). Reading is one of the most important skills that must be learned in school. According to Jeremy (2007) the benefits of reading are for language acquisition. As long as students understand what they read, the more information will they get. The information that students get from the text can be involved in academic context.

Brown (2007) suggest that material is every preparation made by the teacher that can support the teaching and learning in the classroom. The key to developing good materials is ensuring

that the materials are well enough described so that teachers can use them without confusion and with minimal preparation of time. The material presented in the learning process must at least be something informative (informs the learner about the target language), instructional (gives direction to the learner in language practice), experiential (providing experience with the language used), eliciting (encouraging learners to use the language), and exploration (helping learners to make discoveries about language, Tomlinson (2011). Ideally, the material should continue to be developed to achieve the learning objectives.

Jannah (2021) stated that reading material in class is arguably the most important part because it will give advice and help students to master their skills. Reading material is part of the textbook that contains messages or ideas to share with readers through the reading process activity. To enable the students to become proficient in reading skills, English teacher should provide good material to the student. Teaching materials to be delivered must be in accordance with the topic being discussed, each material must be in accordance with the message settings, flow of thought, text structure, lexical features, language correctness, and level of difficult because basically reading is a process of sending ideas written by the author to the reader obtained through the reading process. In preparing reading material the teacher must pay attention to the level of reading difficulty which will increase interest in reading skill for the student.

b. Reading Material Development

Material development is a field of study that involves production, evaluation and adaptation of language teaching materials by teachers to their own class. Teacher should continue to develop the reading material so that the student's need can be met in accordance with the learning material. In theoretical point of view, Pinter in Harsono (2015) state that material development means creating, processing, selecting and organizing learning materials and activities that can assist students in achieving goals. So, before developing the material the teacher must identify the student's need first. Then, they can develop the material so that it is more in line with the needs of student by considering the learning objectives. There are several basic principles expressed by Tomlinson (1998) stated in Rahmah (2013) before developing the learning materials for language learning, as follow:

1) Materials must have a positive impact

The material can be said to be good if students are interested, curious, and give great attention to the material.

2) The material must make students feel comfortable

Sometimes, students feel disinterested, anxious, and bored during the teaching learning process. However, when a material makes students feel comfortable, they will relax and find it easier to produce language.

3) Materials should help students to develop self-confidence

When students are interested in feeling comfortable with the material, they can develop their confidence in producing language during the teaching and learning process.

4) Material must be relevant and useful for students

The material taught must be related to the student's need and the interests of students. They should be able to practice it using the target language in real life and in the classroom.

- 5) The material must facilitate the learner's need to develop skills
Materials, even media, must allow students to do many activities in a learner centered classroom. Material should also help students when they are doing activities.
- 6) Learners must be ready to obtain the material being taught
Teachers can use materials that are familiar to student's live, this means that the material must be related to the interests and need of students.
- 7) Materials must help students to mastery the language
Teachers must ensure that the material taught helps the students master the language being studied.
- 8) The student's attention must draw to linguistic features as a part of language learning input
Learners must focus on linguistic features to make generalizations related to the function of language features based on the main material.
- 9) Materials must provide opportunities to learners to use the target language as a communicative goal
Learners must practice their language to communicate with someone in real life, the teacher can give the task of making a drama to improve students' speaking skill
- 10) Materials must consider that learning will have a positive effect
Learners who want to learn a language cannot be done instantly but gradually. It is necessary to hold several exercises to ensure that the material presented by the teacher can be well received.
- 11) Materials must consider that each learner is different in learning style teaching

Teaching materials must provide a variety of activities and support all learning activities because each learner has a different style in the learning process, for example there are learners who are good at visual, auditory, kinesthetic and others.

- 12) Materials must be adapted to students who have different affective attitudes

Ideally language learners must have strong motivation because this can determine success or failure in learning. Material developers can provide several types of activities that can provide additional information to students in order to increase student motivation.

- 13) Materials must provide period of silence at the beginning of the instruction

Material should not force students to speak until students are ready and should not allow students to be silent. Communication in the second language make learners unable to explore the language like their first language.

- 14) The material must maximize learning potential by encouraging students' cognitive values

Materials must be ensured to stimulate students to learn lessons that involve brain processes to improve academics.

- 15) Materials should not rely too much on controlled practice

The material presented should not force students to practice before students really understand the theory.

- 16) Materials must provide feedback as a result

Materials should focus on effectiveness to produce the desired output. Then, students who succeed in achieving

From the explanation above, it can be concluded that reading material development must continue to be carried out, all

material activities should be able to encourage and help students to visualize, talk to themselves in inner speech and make connections with their lives. It means that the material presented by teachers must bring benefits in the development of students' language skill.

2) Textbook

a. The Definition of Textbook

In teaching activities teacher sometimes uses some learning instrument to deliver the material, one of the learning instruments is textbook. Tomlinson (2011) define the textbook contains material that can help teachers in delivering material in the classroom. Meanwhile Graves & Xu (2000) argues that textbook is media stimulus that used by the teacher in teaching and learning process to make it easier to explain teaching material. Textbook usually contains several chapters, question answer, and exercise included in the curriculum to raise a student's standard of learning. The written material in the textbook can guide the teacher to explain the material so the goals will have to reach in the end of the reason.

Textbook is a major component of a language program. Richards & Schmidt (2013) stated that textbooks use a variety way to use language. For example, a reading textbook can serve a basis for reading skills that present material on the formation of reading texts and practical skills. A writing textbook can provide some knowledge and practice for students in writing a theme with the correct grammar. A speaking textbook can provide material for students to read and discuss. A listening textbook can use an audio cassette that serve as practice listen.

Textbook is one of the crucial media that use of teacher and student in learning activities to reach educational purpose. Most of school use the textbook because they provide the basis for the

content of the lessons, the balance of skills taught and the kinds of language practice the students take part. The conclusion from the explanation above is textbook means a set of learning materials that contained in printed books that synergize with standard curriculum and arranged to measure the student's comprehension.

b. The Advantages of Textbook

The use of textbook is important because greatly affect the learning process at class. Richards & Schmidt (2013) states the use of textbooks in teaching has advantages depending on the context of its use, as follow:

1) Provide structure and a syllabus for an educational program

Without textbooks, a program may not have basic references and students will not receive a syllabus that has been systematically planned and developed.

2) Help standardize instruction

The use of textbook within schools can ensure that all students receive similar content and be tested in the same way.

3) They maintain quality

If teachers and students use well developed textbooks, students can get tried and tested material based on appropriate learning principles.

4) Textbooks provide various learning resources

Textbooks provide diverse resources for teachers and students, textbook often come with workbooks, CD and cassettes, videos, CD ROMs, and comprehensive teaching guides.

5) Textbooks are efficient

By using textbook teacher can save time and open up opportunities to teach deeply and explore the material maximize

6) Provide an effective language models and input

Textbook can help teachers whose first language is not English and may not be able to produce accurate language input on its own.

7) Provide training to teachers

If the teacher has limited teaching experience, the textbook along with teacher manuals can serve as a medium for teacher training.

8) They are visually appealing

Commercial textbook usually has high standards of design and production and therefore attractive to both students and teachers.

From the arguments stated by Richards it can be concluded that good textbook will provide benefits for teachers and students, a good textbook contains material that is in accordance with the syllabus, availability of various learning resources, efficient to use, and has visuals interesting. The teachers must ensure the textbooks that will be used can meet the needs of students in achieving the goals.

c. The Importance of Textbook

Textbook is the core media in teaching learning process, it is making the uses of textbook became important to support the teacher in delivering material. Cunningsworth (1995) presents several functions of using textbooks in language learning, as follow:

- 1) Reading resources for presentation materials (oral and written)
- 2) Source of activities for student practice and interaction
- 3) A resource for learning grammar, vocabulary, and pronunciation in a structured way
- 4) Source of stimulation and ideas for learning activities in the classroom

- 5) Contains a syllabus that reflects the learning objectives that have been prepared by the ministry of Education
- 6) Helpless experienced teachers to gain confidence.

From the explanation above, it can be concluded that textbooks provide material that can developed by teachers who can be used as the main source in teaching learning process. With textbooks, both teachers and students can find out what must be done to achieve the lesson targets. Due to the importance of textbooks, choosing a good textbook is a must. Actually, the source of reading material is not only obtained through textbooks, teachers can use other sources such as newspapers, magazines, and even the internet to attract students' attention. So, it can be seen that the teacher's role is very important to be selective in choosing the right textbook for students.

d. Pusat Perbukuan, the Ministry of National Education

Textbook can be said to be good textbook if they meet the criteria, defines many criteria based on the *Pusat Perbukuan* (2014) some aspects include:

1) Aspect of Content

- a) The conformity between reading materials and curriculum
To analyze the suitability between reading material and curriculum can be done by reviewing the textbook from the table of contents.
- b) Many genres were discovered in the reading materials
To find out whether the textbook has many genres, it can be done by reviewing it with the national syllabus, namely descriptive text, narrative text, and recount text.
- c) The arrangement of reading materials is based on the level of difficulty

To find out the arrangement of reading materials based on the level of difficulty, the researcher must look at the reading material and graded from easiest to the most difficult.

- d) Reading tasks are given to improve students' abilities

Researcher must find out and analyze whether the reading task adequate and whether in accordance with the ability of students.

- e) The reading material which are supporting life skills

To find out reading materials that support life skills, researcher need to analyze each reading material in the textbook to get the result whether it is appropriate or not.

- f) The reading materials involved the aspects of gender, religion, and race

To find out the reading material involved the aspects of gender, religion, and race researcher must also analyze all reading material in textbooks to get result whether the reading material corresponds to those aspect.

2) Aspect of Presentation

- a) Learning purposes are stated explicitly and lead to mastery of communication competence

To find out this point, the researcher looked at the pictures in the first page of each chapter to make it easier to analyze whether the title and learning objectives have met the criteria or not. The results will make it easier for teachers and students to master English as a language communication skill.

- b) The presentation of each chapter displays the logical course and coherence

For this point, the researcher analyses each chapter whether presentation is logical and coherent or not.

- c) The presentation of each chapter turned into prepared from easy to difficult materials

For this point, researcher analyze each chapter and see the activity or tasks given are arranged from easiest to the most difficult or not.

- d) The conformity among tasks and materials

The researcher also analyzed the material and the task of each chapter is it appropriate or not.

- e) The presentation of each chapter engages students to talk English actively

To fulfil this point, the researcher explores several tasks in the textbook whether can improve students' speaking activities in class or not.

- f) The presentation of each chapter support students to be interested in English subjects

In this sixth point, the researcher analyses each chapter presents interesting things to learn and can be interesting students' interest in English

- g) The presentation of each chapter helps students to reflect and appraise themselves

The researcher analyses each chapter whether it presents reading materials that can reflect students' abilities or not.

3) Aspect of Language Use and Readability

- a) The proper of English language use in line with the language rules

In this first point, the researcher analyses each chapter in the textbooks to see if the writing complies with the language rules that have been determined or not.

- b) The use of English is appropriate with the needs of communication learning

The researcher analyses each chapter whether the language style used in the reading material was efficient and communicative or not. This style of language can be identified in the instructions and continuing questions.

- c) The presentation of paragraphs is presented effectively by considering coherence and cohesiveness

The researcher analyses each chapter whether it contains reading material that follows the rules of paragraph writing or not because it will find coherence and cohesiveness in one section and accompanying part.

- d) The usage of illustrations that are unit beneficial and relevant with the material

In the next point, the researcher analyses each chapter to see illustrations in textbooks.

- e) The use of Common European Framework of Reference for Languages (CEFR)

For the last point, the researcher analyses each chapter to see this chapter use level beginner (A1), elementary (A2), intermediate (B3), upper intermediate (B2), advanced (C1), or proficient (C2).

- Beginner (A1)

has very basic English skills. The understanding and use of English is only around common vocabulary and simple sentences.

- Elementary (A2)

English language skills are still limited. Someone with this level is able to understand some of the topics they have mastered, such as understanding short stories heard.

- Intermediate (B1)

English language ability is already at an intermediate stage. At this level, a person is able to speak English passively or

actively with varied topics. They can communicate in formal or non-formal situations such as talking about lifestyle or taking a job interview in English.

- Upper intermediate (B2)

A person at this level can speak English without many problems. They are able to understand and practice complex English, such as explaining social topics in detail.

- Advanced (C1)

Someone in this level can use English for academic to professional levels. There is no difficulty for them in understanding or using English. They can speak orally or in writing on a wide range of topics spontaneously and fluently.

- Proficient (C2)

At this level a person is equivalent to a native speaker, able to use English in all situations and conditions.

4) Kurikulum Merdeka

As a part of efforts to restore loss learning after the Covid-19 pandemic, the Ministry of Education, Culture, Research, and Technology released the Kurikulum Merdeka (previously referred as the prototype curriculum) in February 2022. According to Kemendikbudristek (2022) Kurikulum Merdeka is a curriculum with diverse intracullicular learning where the learning content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Kurikulum Merdeka was developed as a curriculum framework that is more flexible and focuses on essential materials and character development and competence of students. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

Kurikulum Merdeka must have criteria for its assessment.

Wahyudin et al. (2024) stated that criteria kurikulum merdeka are:

a. Competence and character development

The Merdeka Curriculum is intended to be developed as a curriculum that can ensure and support the development of students' competencies and characters in an effort to foster the creation and taste of students as lifelong learners with Pancasila character. In this case, competence and character are understood as complementary and not separated from one another. While specific subjects and learning activities can be used to separate the acquisition of certain materials or skills, the ultimate objective is to form a whole person who possesses certain competencies and characteristics in their entirety.

b. Flexible

Curriculum development must be flexible, which provides flexibility for education units and educators to adapt, add rich subject matter, and align the curriculum with the characteristics of learners, the vision and mission of the education unit, and local culture and wisdom. Such flexibility is needed so that the curriculum that students learn is always relevant to the dynamics of the environment, contemporary issues, and the learning needs of students.

c. Focusing on essential content

All learners need to achieve minimum competencies, but an overcrowded and rushed curriculum means that teachers only pay attention to the abilities of a minority of their more able learners (Pritchett & Beatty, 2015). The result, as Pritchett and Beatty's research in India shows, is that children with learning difficulties fall further behind. Their data showed that these children were mostly from lower socioeconomic families. Thus, curriculum density is identified as one of the factors that result in disparities in

the quality of learning outcomes between learners in the same school.

Kurikulum Merdeka carries the concept of independent learning, there is a project called Projek Penguatan Profil Pelajar Pancasila which provides opportunities for students to explore their knowledge, develop skills, and strengthen the development of the six-dimensional profil pelajar Pancasila. Based on Pendidikan & Perbukuan (2022) the six-dimensional of profil pelajar Pancasila includes:

- a. Dimensions of Faith, Fear of God almighty one, and the noble
Kurikulum Merdeka through this project seeks to form students who believe through religious understanding such as the practice religious morals, personal character, morality to humans, morality to nature and state morality.
- b. Dimensions of global diversity
Students are taught to maintain the noble culture, locality, identity and remain to open in interactions with other culture so that foster mutual respect and the possibility of the formation of a new culture which is positive and does not conflict with the noble culture of the nation.
- c. Dimensions of mutual cooperation
Projek Penguatan Profil Pelajar Pancasila teaches students to collaborate, care, and share in positive activities.
- d. Dimensions of independent
The dimensions of this project are expected to be able to form responsible students on the process and learning outcomes.
- e. Dimensions of critical reasoning
Students who think critically are able to objectively process information well, analyze information, evaluate and conclude it.

f. Dimensions of creative

Creative students are able to modify and produce something original, meaningful, useful and impactful. Creative attitude will produce original ideas to have flexibility of thinking in finding solutions.

Projek Penguatan Profil Pelajar Pancasila were developed based on certain themes determined by the government. Satria et al. (2022) said that the project is not directed at achieving certain learning achievement targets, so it is not tied to subject content. Through this project, students have the opportunity to study important issues such as lifestyle, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. This project is expected to train students to take real action in response to the current issues in accordance with their development and learning stages so that they can inspire students to contribute and have an impact on the community and the surrounding environment.

Projek Penguatan Profil Pelajar Pancasila was developed in the implementation of the Kurikulum Merdeka with the expectation that teachers and students have a better mindset than before, learning process will be more interesting and meaningful with the activities that are in accordance with the real circumstances faced by students. The learning process based on the noble values of Pancasila will create students who have more critical thinking and selective in their actions.

Kurikulum Merdeka is a breakthrough that helps teachers to change the learning process to be more relevant, immersive, and fun. Kurikulum Merdeka were created to promote quality improvement and recovery from learning crises.

Kemendikbudristek (2022) suggest that the main characteristics of this curriculum that support learning recovery are:

- a. Project based learning for soft skills and character development according to the profil pelajar Pancasila.
- b. Focus on essential material so that there is sufficient time to explore basic competencies such as literacy and numeracy.
- c. Flexibility for teachers to carry out differentiated learning according to the abilities of students and make adjustments to the local context and content.

The Kurikulum Merdeka was designed in a simpler way to support the effectiveness of education after learning loss and will be implemented from kindergarten, elementary school, junior high school, senior high school, vocational high school, special education and equality. There are several learning principles in the Kurikulum Merdeka based on Kemendikbudristek (2022) as follow:

- a. Intracurricular learning is carried out in a variety of ways so that students have enough time to explore concepts and strengthen competencies. It also provides flexibility for teachers to choose learning tools that suit the needs and characteristics of their students.
- b. Co-curricular learning is in the form of a project to strengthen the Profil Pelajar Pancasila, learning with interdisciplinary principles that develop character development and general competence.
- c. Extracurricular learning is carried out in accordance with the interests of students and the resources of the teaching unit.

Although the Ministry of education has announced a new curriculum, schools have the authority and responsibility to

develop curricula that are appropriate to the needs and context of each school. Schools are given the option of being able to use the full 2013 curriculum, Kurikulum darurat (simplified 2013 curriculum) and the Kurikulum Merdeka. The curriculum between schools may differ according to the characteristics of students and school conditions, while still referring to the same curriculum framework.

With this curriculum option policy, it is hoped that the process of changing the national curriculum can occur smoothly and gradually. This is because the process of changing the curriculum framework requires careful management in order to improve the quality of learning process in Indonesia.

1.7.2 Previous Studies

Related to this research, researcher need to review the previous study the same topic to find out the similarities and differences between previous research and this study. There were several researchers who conducted the similar research. The researcher takes five thesis and one journal article to this research.

The first research was conducted by Jannah (2021) with the title “An Analysis of Reading Materials on English Textbook Brilian for the Eighth Grade of Junior High Schools”. The researcher conducted the analysis of textbook based on the criteria for qualified English textbook proposed by Book Center. In the analysis process, the researcher compares the content of Brilian English textbook with English On Sky. The results of this study indicate that the Brilian textbook meets the criteria for a qualified English textbook based on the criteria set by the Book Center, but there are some shortcomings in it. The similarity is same method

and the differences is the textbook that used is textbook with the latest curriculum.

The second research was conducted by Suparno & Hidayati (2020) with the title “An Analysis of Reading Material on “When English Rings A Bell” Textbook For Second Grade Junior High School”. This research analyses reading materials based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The result of this research showed that reading materials in the textbook are relevant with the cognitive domain and psychomotor domain. The similarity is the same method and the differences is object, curriculum used, type of text and the way of research.

★ The third research was conducted by Safitri (2014) entitled “An Analysis of Reading Materials on The Quality of English Textbook “Headline English: Published By Sewu For Grade VII Students Of Junior High School”. The researcher conducted the analysis of each content inside the textbook based on the suitability the reading materials with 2013 Curriculum. The result of this research indicates that the reading materials quite good, relevant, and appropriate to use in grade VII. The similarity is the same method and the differences is object, type of text and the way of research.

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The fourth research from Rusda (2014) entitled “The Analysis of The Reading Materials in “English Alive” Textbook Based on School Based Curriculum For Second Grade Students of Senior High School”. This research is analyzing the conformity of reading materials in textbook with the requirements in the school-based curriculum (KTSP). The finding in this research state that reading material meet 93% good criteria of conformity level. The

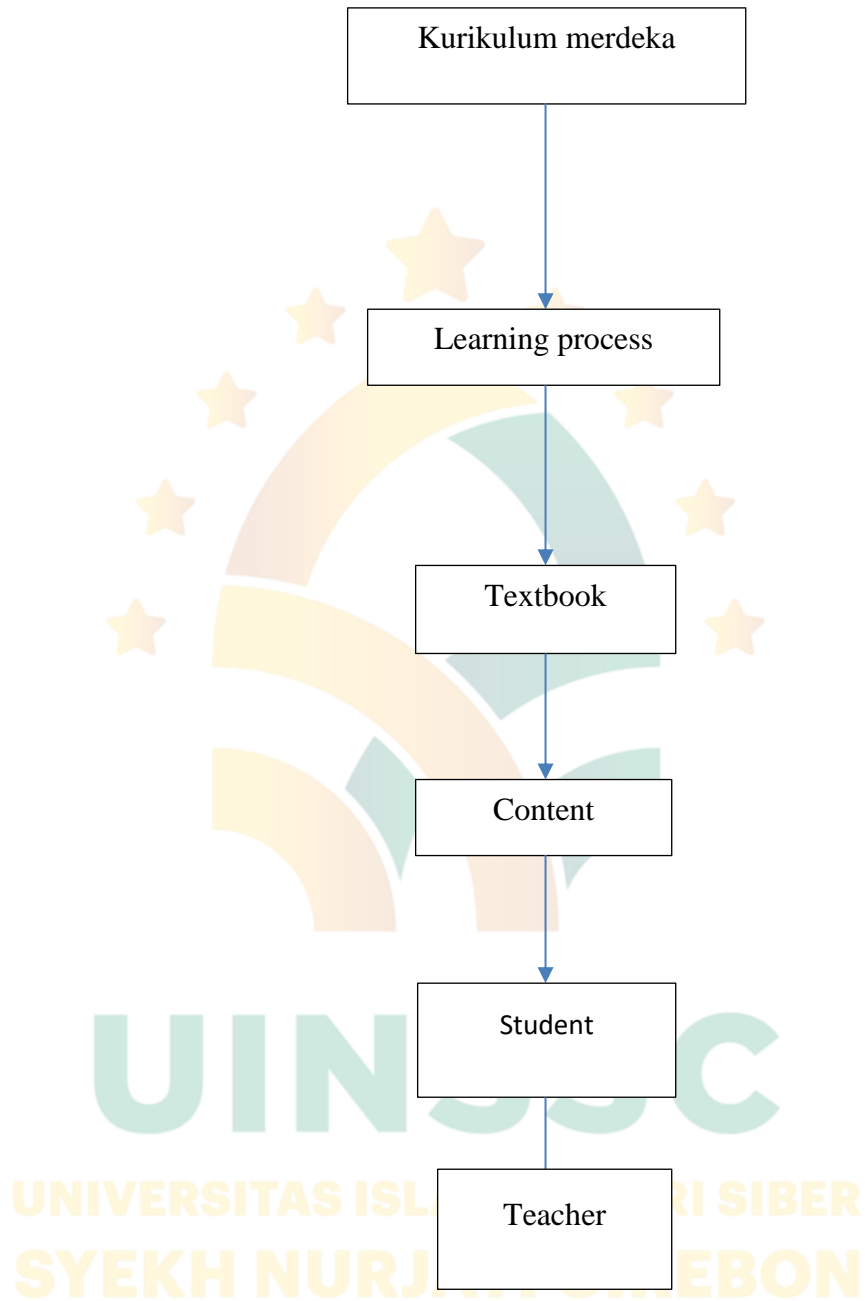
similarity is the same analyses of content and the differences is the method, object and the way of research.

The fifth research from Hidayah & Anggraini (2021) entitled “A Content Analysis of English Textbook “When English Rings A Bell” for Second Grade of Junior High School”. This research is analyzing the appropriateness of the materials in the English textbook in term of content, language, and presentation determined by BSNP. The finding in this research shows that the textbook achieved 79,38% out of three proposed criteria and categorized as a fair. The similarity is the same method, theories and the differences are applicable curriculum contained in the textbook.

★ The last journal from Fadhil & Mardiana (2017) with the title “Analysis of Reading Materials in English Way 2 Textbook for Junior High School”. The purpose of this study was to determine the textbook had appropriate with the syllabus of English learning KTSP or not. Then the result is the textbook meet the 40s-50% with the syllabus and it means the reading material is easy to understand and the material is suitable for student as a main or sub materials for reading. The similarity is the same method and the differences is object and curriculum used.

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1.7.3 Frame of Thought



The frame above refers to the Merdeka curriculum, which is the newest in Indonesia. After the Merdeka curriculum there is a Learning process in which the learning process in the Merdeka Curriculum must be different from the previous curriculum. Next, there are the aspects of good textbook according to the Center of Perbukuan that are the aspect of content, aspect of presentation, and aspect of language use and readability. Then there is the content, in the curriculum Merdeka content must be different also from the previous curriculum. Next there's a teacher and student.

1.8 Research Method

1.8.1 Research Method and Approach

The research method used in this study was qualitative method, using a descriptive analytical study which describes the data based on the analysis of an object. The research is category as content analysis or document analysis because concern with the reading material of English textbook. According to Creswell & Creswell (2017) qualitative research is research that aims to explore a meaning that comes from the social problems of an individual or social community. The process of qualitative research begins with the emergence of questions, collecting data from participant settings, analyzing data inductively, arranging themes from the specific to general themes and making a conclusion from the data obtained which is written with a good structure. In educational studies, qualitative research can be used to research anything related to teaching and learning activities.

Krippendorff (2004) suggests that content analysis is a research technique that produces conclusions that can be developed validly from the texts (printed materials, recorded speeches, visual communications, artwork, artifacts) or other things that are

meaningful in the context of their use. In this research, researchers use textbooks as study material. The researcher will analyze the reading material in an English textbook entitled “English for Change” for second grade senior high school with aspects that have been standardized by the Pusat Perbukuan (2014), some of these aspects are aspects of content, aspects of presentation, and aspects of language use and readability of the textbook to be analyzed.

1.8.2 Research Subject

The subject of this study is the English Textbook entitled “English for Change” for the second-grade senior high school. This book is written by Puji Astuti, Aria Septi Anggaira, Atti Herawati, Dadan, and Dayang Suriani and was published by Ministry of Education and Culture. This textbook existed in 2022 and was developed using the Kurikulum Merdeka.

There are several components to examine from this book. These components can be checked against the standards set by the Pusat Perbukuan, the Ministry of National Education. In particular, the aspects of content, aspects of presentation, and aspects of language use and readability. The main reason why the researcher chooses this book is that the textbook has been prepared follows the Kurikulum Merdeka (Permendikbudristek No.7 Tahun 2022).

1.8.3 Data and Source of Data

The data of this research is documentation of the suitability of the reading materials contained in English textbook for second grade students of senior high school entitled “English for Change” with the aspects of content, aspects of presentation, and aspects of language use and readability contained in the textbook. Meanwhile

source of the data in the research is English textbook for second grade students of senior high school entitled “English for Change” published by Ministry of Education. This book was written based on the new curriculum implemented in Indonesia, namely the Kurikulum Merdeka.

1.8.4 Technique of Collecting the data

The technique of collecting data for this research is document review. In collecting the data, researchers used English textbook. First, the researcher reviewed the reading materials of textbook entitled “English for Change” which published by Ministry of Education. After that, the researcher conducted a checklist on the textbook. Finally, the data collection was carried out by analyzing reading material based on evaluation criteria related to Pusat Perbukuan (2014). Reading materials were analyzed based on aspects of content, aspects of presentation, and aspects of language use and readability. There are some aspects suggested by Pusat Perbukuan (2014):

Table 1.1 Aspects of reading materials

| No | | Aspects of reading materials |
|----|-----|---|
| 1. | | The conformity between reading materials and curriculum |
| | 1.1 | Reading materials foster competence and character development |
| | 1.2 | Reading materials fostering flexibility |
| | 1.3 | Reading materials fostering to focus on essential content |
| | 1.4 | Reading materials foster dimension of global diversity |
| | 1.5 | Reading materials foster dimension of mutual cooperation |
| | 1.6 | Reading materials foster dimension of independent |
| | 1.7 | Reading materials foster critical reasoning |
| | 1.8 | Reading materials to foster creative |

Table 1.1 Aspects of content

| No | Aspects of Content |
|----|---|
| 1. | Genres found in the reading materials |
| 2. | The arrangement of reading materials is based on the level of difficulty |
| 3. | The reading material which are supporting life skills |
| 4. | The reading materials which are consider the aspects of gender, mutuality, religion, and race |

Table 1.2 Aspects of presentation

| No | Aspects of Presentation |
|-----------|---|
| 1. | Learning purposes which are stated explicitly and lead to mastery of communication competence |
| 2. | The presentation of each chapter displays the logical course and coherence |
| 3. | The presentation of each chapter was arranged from easy to difficult materials |
| 4. | The conformity between tasks and materials |
| 5. | The presentation of each chapter engages students to communication using English |
| 6. | The presentation of each chapter support students to be interested in English subjects |
| 7. | The presentation of each chapter support students to reflect and evaluate them |

Table 1.3 Aspects of language use and readability

| No | Aspects of language use and readability |
|-----------|--|
| 1. | The proper of English language use according to the language rules |
| 2. | The instructions use proper English and is understandable |
| 3. | The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness |
| 4. | The usage of illustrations which are functional and relevant with the material |
| 5. | The use of CEFR |

1.8.5 Research Instrument

The instrument of this research is the researcher herself, checklist. As instruments, researcher must have broad theories and insights, so they are able to find questions, analyze, photograph, and construct the social situation underneath learning becomes clearer and more meaningful. In this study, there were three checklists used to answer research questions. There are: (1) checklist for assessing aspects of content; (2) checklist for assessing aspects of presentation, and (3) checklist for assessing aspects of language use and readability. These three checklists conform to textbook grading standards criteria formulated by Pusat Perbukuan (2014)

Table 1.1 Aspects of reading materials

| No | | Aspects of reading materials | Cheklis | Page |
|----|-----|---|---------|------|
| 1. | | The conformity between reading materials and curriculum | | 41 |
| | 1.1 | Reading materials foster competence and character development | | 41 |
| | 1.2 | Reading materials fostering flexibility | | 48 |
| | 1.3 | Reading materials fostering to focus on essential content | | 51 |
| | 1.4 | Reading materials foster dimension of global diversity | | 56 |

| | | | | |
|--|-----|--|--|----|
| | 1.5 | Reading materials foster dimension of mutual cooperation | | 60 |
| | 1.6 | Reading materials foster dimension of independent | | 65 |
| | 1.7 | Reading materials foster critical reasoning | | 68 |
| | 1.8 | Reading materials to foster creative | | 71 |

Table 1.1 Aspects of content

| No | Aspects of Content | Checklist | Page |
|----|---|-----------|------|
| 1. | Genres found in the reading materials | | 78 |
| 2. | The arrangement of reading materials is based on the level of difficulty | | 105 |
| 3. | The reading material which are supporting life skills | | 107 |
| 4. | The reading materials which are consider the aspects of gender, mutuality, religion, and race | | 108 |

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Table 1.2 Aspects of presentation

| No | Aspects of Presentation | Checklist | Page |
|-----------|---|------------------|-------------|
| 1. | Learning purposes which are stated explicitly and lead to mastery of communication competence | | 115 |
| 2. | The presentation of each chapter displays the logical course and coherence | | 117 |
| 3. | The presentation of each chapter was arranged from easy to difficult materials | | 121 |
| 4. | The conformity between tasks and materials | | 123 |
| 5. | The presentation of each chapter engages students to communication using English | | 127 |
| 6. | The presentation of each chapter support students to be interested in English subjects | | 130 |
| 7. | The presentation of each chapter support students to reflect and evaluate them | | 132 |

Table 1.3 Aspects of language use and readability

| No | Aspects of language use and readability | Checklist | Page |
|-----------|--|------------------|-------------|
| 1. | The proper of English language use according to the language rules | | 136 |
| 2. | The instructions use proper English and is understandable | | 142 |
| 3. | The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness | | 144 |
| 4. | The usage of illustrations which are functional and relevant with the material | | 145 |
| 5. | The use of CEFR | | 147 |

1.8.6 Trustworthiness of the Data

This research collects data, so it is not necessary instrument standardization because it is included in the non-test instrument.

1. Content Validity

Content validity shows the ability of the research instrument to represent the content to be measured. Testing the validity of the content is use expert judgment. The researcher asked for help from the thesis supervisor to examine whether the instrument material was in accordance with the concept to be measured. Testing the validity of the contents of the instrument by means of expert judgment is to check the grid, especially its suitability with research objectives and question items after the expert judgment was tested with the research sample. (Sugiyono 2013) stated that to test the validity of the instrument item is consultation with experts, then tested and analyzed by item analysis or a different test. This research is new research conducted by researcher to obtain valid data the researcher conducted an expert test (Expert Judgment). The results of the analysis that have been compiled are then consulted with an expert to minimize the level of weaknesses and errors of the instruments that have been made by researcher.

1.8.7 Technique of Analyze the Data

In this research, the researcher use technique of analyze data based on Rondius (2012) there are three analysis techniques, namely data reduction, data display, and drawing conclusion.

1. Data Reduction

To analyze the data the first step through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and pattern. With the reduced data will show a clear picture, can make it easier for researcher to collect data and search when needed.

2. Data Display

After data reduction, the next step is data display. Miles & Huberman (1984) said that looking at display help us to understand what is happening and to do some things-further analysis or caution on that understanding. In this research, the data can be presented in the form of table, graphs, pie card, pictogram, and the like. With the presentation of the data, the data is organized, arranged in a pattern of relationships, so that it is easy to understand.

3. Drawing the Conclusions

The last step in the data analysis technique after data reduction and data display is drawing conclusions.

1.8.8 Research Timeline

| No | Activities | Month | | | | |
|----|--|-----------------|--------------|-------------------|-----------------|------------------|
| | | January 2024 | June 2024 | September 2024 | October 2024 | November 2024 |
| 2 | Proposal seminar | | | | | |
| 3 | Proposal revision | | | | | |
| 4 | Conducte d a checklist on the textbook | | | | | |
| 5 | Analyzin g the data | | | | | |
| 6 | Draw the finding and discussio n | | | | | |
| 7 | Munaqos yah | | | | | |

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