

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of study, focus of the study, formulation of the study, the objectives of the study and the benefits of the study.

#### 1.1 Background of the Study

According to Richards (2013) said that curriculum is one of the important things because it is overall plan or design for a course and how the content of a course is transformed into a general picture for teaching and learning that allows the desired leaning outcomes to be achieved. It means that, curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experience.

The goal of the curriculum is an educational tool to produce integrated students. The curriculum also makes students understand the education system implemented, so that students can decide what education they want at the next level. The goal in curriculum is standards-based benchmarks or expectation for teaching and learning. The goal must include breadth and depth to which a student is expected to learn.

In Indonesia, curriculum had changed because the government want to make improving of educational system in Indonesia. It starts from the 1947 curriculum, the 1994 curriculum, the 2006 curriculum, the 2013 curriculum and the *Merdeka Curriculum* that is used today.

*Merdeka Curriculum* is the education minister innovation as the breakthrough for curriculum development of educational system in Indonesia during covid 19 pandemic outbreak to improve in previous curriculum and complete the educational goals to achieve curriculum development.

The purpose of *Merdeka Curriculum* is taken from Pancasila as the ideology and main idea of Indonesia, so the concept of curriculum based on Indonesian value in Pancasila. The design was inspired by Ki Hajar Dewantara, who is regarded as the founder of Indonesian education. The students are expected to develop the qualities of religion, unity in difference, shared success, independence, analytical thinking and creativity. It is intended to help Indonesian students become competent, well-mannered, and act in accordance with the Pancasila philosophy.

The curriculum component consists of several parts. It consists of objectives, knowledge, school learning experience and evaluation. To achieve the objectives of leaning activities, textbook is one of the media that is used in teaching or learning process. It is used to guide students in the classroom for leaning even in another situation outside of the classroom. As the English teachers, they use textbook for learning in the classroom. A Textbooks are structured to provide a systematic and organized approach, offering a wealth of knowledge, explanations, examples, and exercises. It contains the material that is important for the learners (Sulistiyanto,2018). A teacher should use textbook as the media to teach English so that the students will be easily to understand the lesson.

English textbook of Curriculum Merdeka provides the material to make the students learn in creativity include skill in every lesson of the material and contains value to make students have skill and attitude. The students could to be independent individual that have skill based on the purpose of Curriculum Merdeka through the textbook. Furthermore, the Ministry of Education, Culture, Research and Technology's Educational Standards, Curriculum and Assessment Agency (*Kemendikbudristek*) released a book entitled "*English for Nusantara*". It was published in 2022 for seventh grade at Junior High School, was written by Ika Lestari Damayanti with her partners.

The textbook is used by teachers and students in learning process, must fulfill several criteria which has been discussed by different people. According to Badan *Standar Nasional Pendidikan* (2015) as a body which regulates textbook published

by the government provides criteria of good textbook. Firstly, the content of textbook has to fulfill three elements, those are the appropriateness of *Kompetensi Isi dan Kompetensi Dasar*, the accurateness, and material support. Secondly, the presentation of the textbook should fulfill of three elements that are technic, lesson and completeness of presentation. The theories that researcher mentioned above have similar criteria, they are the material support which are consists of four skill, the cultural and value content that state implicitly or explicitly states and the appropriateness. Those similarities are stated in different point but in same meaning.

In reality, the textbooks which are published in Indonesia sometimes does not fulfill those criteria. Some cases occurred in this country where some textbook published freely and bring the bad effect for the students. The fact is some textbooks show inappropriate picture and some texts do not visible a good value. For example, is portrayed of the women in the textbook is not good, the bad pictures, the bad topic that is explained in the text and etc. In elementary school textbook is founded that the elements of pornography, the textbook freely published ([www. Liputan6.com](http://www.Liputan6.com);2016). Also, the textbook explained the intimate relationship ([www.republika.blogspot.com](http://www.republika.blogspot.com): 2013). The negative effect of value and culture in content of textbook will give bad influence on students' behavior and attitude. A paradigm is often happening related to social and cultural value.

Socio and Culture value is one of the criteria that is very important in selecting textbook. As Cotazzi and Jin in Elham and Reza (2013) said that textbook as a teacher, a map, a resource, a trainer and an authority. A textbook can function as a teacher by providing instructional content, explanations, and examples that guide students through the learning process. It serves as a source of structured information similar to how a teacher imparts knowledge in a classroom setting.

By using textbook in learning process, the students can relate the material in textbook in term of language used in real purpose in socio case for knowing the things

in real life situation and develop their knowledge to build the good attitude consciously and unconsciously. It gives positive effect of life, attitude and the socio and culture value that they communicate. Besides, the textbook which has culture and value help students to discuss about their cultures in English and introduce the socio value.

The book "*English for Nusantara*" was published in 2022 and is linked to the most recent Indonesian curriculum. It is known as *Merdeka Curriculum* and provides more thorough evaluation or assessment that includes cognitive and non-cognitive, as well as a sociocultural material.

There are some problems that arise and will be solved in this analysis. Firstly, the *Merdeka Curriculum* needs socio-cultural learning, which this textbook provides. The Socio culture helps the students realize that culture and Socio life are interdependent. Secondly, the material in the textbook should match students' need. It means that, linguistic dan text in linked to sociocultural of Indonesian. However, it receives unequal attention. The competency of socio culture uncompresses the target language that related to socio cultural behaviors and expectation.

Teachers should be able to find the good textbook for their students. a good textbook for Indonesian students should strike a balance between global perspectives and local content, incorporating stories and legends from their background culture. This approach not only makes the textbook more engaging but also helps students connect with the material on a personal and cultural level.

In this study, the researcher adopted Purwoko's (2010) perspectives to conducted the research and to know how the integration of six sociocultural value in the textbook because some textbook that used by students in classroom are inappropriate. Some of students' textbook used in learning process is lack of sociocultural awareness. Based on the phenomena, the researcher wants to analyze written texts and visual images in the textbook of "*English for Nusantara*". The

researcher analyzes socio culture value in English textbook for seventh grade students of Junior High School.

### 1.2 Focus and Sub Focus of the Study

Based on the background of the study, the focus of the study is socio-cultural value embedded in English textbook for seventh grade of Junior High School entitled "*English for Nusantara*," designed for seventh grade students in junior high school. The focus is divided into three subs focus as follow:

1. Classifying the socio-cultural values in English textbook for seventh grade of Junior High School.
2. Interpreting the frequency of socio-cultural values in English textbook for seventh grade of Junior High School.
3. Evaluating the representation and impact of socio-cultural values in English textbook for seventh grade of Junior High School.

### 1.3. Formulation of the Problem

Based on the background of the study above, the problems are formulated as follow:

1. What are socio-cultural values that appear in the English textbook "*English for Nusantara*" for seventh-grade students of Junior High School?
2. How socio-cultural value are represented in the English textbook "*English for Nusantara*" for seventh-grade students of Junior High School?

### 1.4. The Objectives of the Study

In relation to the formulation of the problems, the objectives of this research are as follows.

1. To know and analyze the appearance of socio-cultural value in the English textbook "*English for Nusantara*" for seventh-grade students of Junior High School?

2. To find the socio-cultural value representation in the English textbook "*English for Nusantara*" for seventh-grade students of Junior High School?

#### 1.5. The benefit of the study

This study is expected to be significant to investigate the socio-cultural value embedded in English textbook. Dealing with the aim of this study, the researcher declares utilities of this study as follow:

1. The researcher expects that this study would be useful for students to use as a guide when studying to develop value so they apply them into everyday life.
2. The researcher believes that the teacher would do this study as a resource to help them choose material to utilize in teaching moral principles and educate their students.
3. For other researchers, the final might be used as a previous study for their investigation to find gaps that the researchers haven't discussed. Other researcher can explore another textbook by different authors, publishers and different levels in local and international