

CHAPTER I

INTRODUCTION

A. Background of Research

Textbooks aid classroom learning. Textbooks are media or teaching tools that help teachers teach and help students absorb, explore, and repeat lessons. Textbooks inform teachers and are essential to learning. Textbooks provide an overview or framework of learning that includes planning or learning design principles in sequence or prearranged instructor content (Richards, 2001). Additionally, how teachers choose textbooks might affect whether they are acceptable for learning. The teacher and the school choose the textbook for the lesson, as the school has a curriculum that breaks down competency standards in learning materials. Textbooks and syllabi are integral to the curriculum. Textbooks are curriculum-based to help teachers and students learn. Subject substance, learning activities, and assessment are detailed in the syllabus. The Merdeka curriculum was recently established in Indonesia. Post-pandemic curriculum implementation began. This curriculum was the previous emergency curriculum (Rizaldi & Fatimah, 2022).

Rizaldi & Fatimah (2022) define the Merdeka Curriculum as a curriculum with diverse intracurricular learning to give students enough time to explore concepts and develop skills. This curriculum was initially used because of the need for online or networked learning. The Minister of Education has made new

education regulations called the Merdeka curriculum an alternative to improve Indonesian education. Following that, in 2022, after the pandemic, schools began replacing 2013 curriculum. It is expected that this curriculum will solve current and future educational issues. Due to teachers' and school leaders' role in teaching, learning, and curriculum development (Efendi & Suastra, 2023). Additions to policies that previously only had Local Content (Mulok) can be added according to primary school policies. Setyowati, et al. (2023) add to the latest adopted curriculum, but only for primary schools. English language instruction in primary schools is not mentioned in *Peraturan Menteri Pendidikan dan Kebudayaan No. 67 2013 on Kurikulum Sekolah Dasar halaman 9-10*. The differences between new and old curricula are evident in the English language instruction that has always been included in curricula, but it is merely a choice. Where English was once taught in local content education.

The topics of Local Content (Mulok) have always been dominated by regional languages. However, due to increased public recognition of the significance of English, many students in primary schools who previously used regional languages have now incorporated English as a subject. According to Setyowati et al. (2023), the Merdeka curriculum for primary school English has been reintroduced for schools seeking to adopt it without the need for inclusion in Mulok. The Ministry of Education, Culture, Research, and Technology (kemendikbudristek) has developed specialized English textbooks specifically tailored for the Merdeka curriculum. The book enumerates various

characteristics and components, with particular emphasis on material or content and language. The validity and accuracy of educational materials are crucial for their ability to foster student growth and development. According to Bulqiyah and Ambarwati (2023), the constituents of language encompass spelling, words, sentences, and paragraphs, which encompass both textual and visual elements. One of the components within the textbook pertains to the topic of vocabulary. Textbooks encompass a diverse range of languages, with particular emphasis placed on the mathematical terminology found within primary school English textbooks.

Mathematical vocabulary is frequently encountered inside the pages of mathematics textbooks. Learning mathematics, particularly in English, may be fairly challenging. English textbooks for primary schools provide fundamental mathematical vocabulary. According to Clinton et al. (2018), Mathematical word problems (MWP) are textual representations of numbers and mathematical processes that are commonly employed in the instruction and evaluation of mathematics. Textbooks typically contain a variety of elements, including words, numerical values, mathematical symbols, and visual depictions such as images and forms. The primary objective of this study is to examine the extent to which the mathematical terminology found in English textbooks utilized in elementary classrooms aligns with the content covered in the Merdeka curriculum.

The information above suggests that the Qur'an has verses that discuss such problems or occurrences. As stated in verses 31–32 of Surah Al-Baqarah in the tafsir al mishbah volume 1 by M. Quraish Shihab (2001). This verse mentions the following:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ { ٣١ } قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا
إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ { ٣٢ }

Allah is the source of knowledge while the prophet Adam is the recipient. Allah taught Prophet Adam about things he did not know. Allah taught him the names of objects which then passed on to humans. The verse posits that teachers and textbooks serve as the primary providers of knowledge, with the curriculum serving as the point of reference, while students assume the role of recipients. The prophet Adam was given guidance by Allah regarding the names of the unknown. The objective is to establish that the names correspond to unfamiliar vocabulary. When the teacher instructs students on challenging topics, such as the names of various objects or languages, the process remains consistent. Any mathematical vocabulary, whether simple or complex, is found in English textbooks.

This research was prompted by prior studies that served as a point of reference for researcher. Based on observations from previous investigations, the researcher identified an emphasis that served as the primary source for this

study. In his study, Al-Ghozali (2023) examined the content and learning experiences in the English textbook "Work in Progress" for grade X students, which is part of the Merdeka Curriculum. He utilized McDonough and Shaw's criteria for evaluating textbooks to analyze the selected textbook. Similarly, Tanto (2023) did a study with a similar title, examining the content of the book and its compatibility with the Merdeka Curriculum at CEFR level B1. Ripalga and Fitrawati (2023) did a research study that examines the distribution of thinking levels regarding reading task questions in the English textbook "Work in Progress" under the Merdeka Curriculum. The study employs the Marzano and Kendall Taxonomy as a framework for analysis.

Based on the prior research, it can be inferred that the researcher intends to undertake a study centered on the analysis of math content inside the English textbook titled "Student's Book: My Next Word for Elementary School Grade 1" concerning the Merdeka Curriculum. The researcher employed qualitative content analysis as a research methodology to examine a book published by the Ministry of Education, Culture, Research, and Technology Agency. This analysis coincides with the recently implemented Merdeka curriculum. In this study, the researcher analyzed various content or materials regarding mathematics, specifically focusing on vocabulary, as stated in the English textbook.

B. Research Question

Based on the background explanation above, the researcher formulated the questions for this research as follows.

- 1) What is the math content used in the English Textbook “Student’s Book: My Next Word for Elementary School Grade 1” based on the Merdeka Curriculum?
- 2) What kind of English skills is used in math content in the English textbook “Student’s Book: My Next Word for Elementary School Grade 1” based on the Merdeka Curriculum?
- 3) How is the math content used in the English textbook "Student's Book: My Next Word for Elementary School Grade 1" following the learning achievements of mathematics subjects in grade 1 based on the Merdeka curriculum?

C. Objective of Research

From those research questions, the objectives of this research are as follows

- 1) To find out the math content used in the English Textbook “Student’s Book: My Next Word for Elementary School” Based on the Merdeka Curriculum.
- 2) To find out English skills used in math content in the English textbook “Student’s Book: My Next Word for Elementary School Grade 1” based on the Merdeka Curriculum

- 3) To discuss how the math content used in the English textbook "Student's Book: My Next Word for Elementary School Grade 1" following the learning achievements of mathematics subjects in grade 1 based on the Merdeka curriculum

D. Significance of Research

Researcher hopes that this research will be beneficial, primarily for:

- 1) Theoretically

The findings of this research can be taken into consideration in order to get books that are more in line with the criteria in the Merdeka curriculum based on learning achievements for English subjects and also appropriate content or material based on level.

- 2) Practically

- a) For English book authors, it is hoped that the results of this research can be taken into consideration for future revisions if necessary.
- b) For other researchers, it is hoped that this research will be useful, especially for English and mathematics majors because in this research there is one subject about English for a specific purpose, namely mathematics.

E. Definition of Key Terms

To prevent such misinterpretation, the researcher intends to offer additional information of the essential terms used in this study, specifically

1. An Analysis

Engaging in the process of observing an object, which may take the form of a book, magazine, audio, or video, to accurately report the acquired results. The present study involved the observation and examination of the English textbook titled "Student's Book: My Next Word for Elementary School Grade 1," which was developed following the Merdeka Curriculum released by the Ministry of Education and Culture.

2. Math Contents

Comprehensive material encompassing numerous mathematical concepts related to basic numbers, shapes and spaces about 2 and 3 dimensions, and data quantities.

3. English Textbook

The Ministry of Education and Culture has developed a book that serves as a pedagogical resource for teaching English. The utilization of an English textbook has significant importance in the study process of English material related to Math Contents.

4. The Merdeka Curriculum

The curriculum that has just been implemented by the Ministry of Education, Culture, and Research in 2022 is a reference for new learning outcomes to replace the previous curriculum.