

CHAPTER I

INTRODUCTION

A. Background of Study

In the era of globalization, mastering English is essential because this language functions as a means of international communication. According to Dutta (2019), English is used in various aspects of life, including education, business, and technology. English language skills not only increase individual competitiveness in the global job market but also open access to broader information and knowledge. Therefore, English learning must begin early in schools to prepare students to face increasingly complex global challenges. In this context, the use of appropriate textbooks plays a very important role in supporting the teaching and learning process.

The significance of seeking true and trustworthy guidance in learning is reflected in the QS. Al-Baqarah (2:2):

ذَٰلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ ﴿٢﴾

This verse highlights the importance of trustworthy and reliable sources of guidance. In an educational context, this principle can be extended to the role of textbooks, which should serve not only as tools for learning but also as dependable references that align with clear and purposeful educational goals. Just as the Quran provides guidance without doubt, textbooks should be developed and evaluated with clarity, integrity, and a commitment to truth in supporting the learning process.

Textbooks play a central role in English language teaching, serving as the primary source of information and guidance for teachers and students. According to Chen (2023), textbooks not only deliver the curriculum but also provide support for less experienced teachers. With textbooks, students can understand key concepts and do the exercises needed to develop their language skills. This shows that choosing the right textbook is very important to achieve the desired learning objectives, especially in the increasingly competitive context of English language learning.

One of the international standards that can be used to assess the quality of textbooks is the Common European Framework of Reference for Languages (CEFR). CEFR divides language skills into six levels, from A1 (beginner) to C2 (proficient), allowing for more structured and measurable teaching. According to Mohamed (2023), the application of CEFR in English language learning helps students understand their development more clearly. With this framework, textbook evaluation can be carried out to ensure that the material taught is not only relevant but also in accordance with the expected competency standards.

One example of a textbook specifically designed for junior high school in Indonesia is English for Nusantara. This book integrates local context with English learning materials, making it more relevant to students. The use of this book aims to increase learning motivation and help students apply English in their daily contexts. With this contextual approach, it is

hoped that students can more easily understand and use English actively, so that the learning process becomes more effective.

However, to ensure that English for Nusantara is truly effective in achieving learning objectives, textbook evaluation based on CEFR is very important. Through this evaluation, we can identify the strengths and weaknesses of the textbook in supporting the learning process. In addition, evaluation also helps teachers in choosing the right teaching materials according to students' needs. Therefore, textbook evaluation not only affects the quality of teaching materials but also the overall effectiveness of English learning in secondary schools.

This study will focus on the analysis of the suitability of the English for Nusantara textbook for grade IX, whether it is in accordance with the CEFR standards. The results of this study are expected to provide valuable information for curriculum developers, teachers, and other education stakeholders in an effort to improve the quality of English learning in Indonesia. In addition, this study can also provide recommendations for the improvement and development of English textbooks that are more effective and relevant to student needs and global demands.

Therefore, this research is expected to contribute to improving the quality of English education in Indonesia and help students achieve a level of language proficiency that meets international standards, so that they can compete and actively participate in the era of globalization.

B. Definition of Key Terms

In order to avoid any misunderstandings about the purpose of the title editorial, it must be defined as an operating definition from some of the words in the title, they are:

1. English for Nusantara

English for Nusantara is an English textbook developed specifically to support the implementation of the Merdeka Curriculum at the junior high school level. Nooralam and Sakhiyya (2022) stated that this book is designed to integrate English teaching with the context of Indonesian culture, so that students not only learn the language but also understand and appreciate the richness of Nusantara culture. In this study, the book studied was English for Nusantara for ninth grade.

2. Textbook Analysis

According to Vitta (2021), textbook analysis is a systematic evaluation process of textbooks to assess the extent to which the material in them is relevant, accurate, and in accordance with curriculum objectives. This analysis covers various aspects such as content, structure, language presentation, visual illustrations, and social and cultural values contained in the book. Through textbook analysis, educators can identify the extent

to which textbooks support the achievement of learning competencies and how the book represents various perspectives and diversity. In this study, the researcher used this process to analyze the English for Nusantara book whether it was in accordance with CEFR.

3. CEFR

According to Nurhaliza (2020) the Common European Framework of Reference for Languages (CEFR) is a reference framework developed by the Council of Europe to provide a transparent, coherent and comprehensive basis for the development of language syllabi, curriculum guides, learning material design, and foreign language competency assessment. CEFR describes a person's language ability at six levels, ranging from A1 (beginner) to C2 (proficient). This framework helps in the assessment, teaching and learning of languages consistently across countries. In this study, the level used as a reference is level A2 which refers to the Merdeka Curriculum in the English for Nusantara textbook.

C. Research Questions

Based on the background of the study, this study seeks to answer the following research question:

“How do the listening, speaking, reading, and writing materials in the textbook English for Nusantara Grade 9 reflect the CEFR level A2 descriptors?”

D. Objectives of Study

Based on the research questions above, the objectives of this study is to find out how do the listening, speaking, reading, and writing materials in the textbook English for Nusantara Grade 9 reflect the CEFR level A2 descriptors.

E. Significance of Study

1. Theoretical Benefit

This study aims to enrich academic knowledge on textbook evaluation based on the Common European Framework of Reference for Languages (CEFR), particularly in the context of the English for Nusantara textbook used at the junior high school level. Therefore, this research may serve as a reference for the development of teaching materials that integrate international standards with local contexts.

2. Practical Benefit

The findings of this study may provide an overview for English teachers regarding the extent to which the textbook they use aligns with CEFR standards, thereby helping them design more effective teaching strategies. Furthermore, this research may serve as valuable input for textbook writers, curriculum developers, and education policymakers in developing or revising instructional materials to better suit learners' needs and meet global competence demands.