

## CHAPTER I INTRODUCTION

### A. Background of the Research

Textbook is an instructional resource to support learning that provide structure, development, and cognitive stimulation for students.<sup>1</sup> As a book that become a standard source of information in learning, it has an important role for teachers and students in teaching and learning.<sup>2</sup> In the context of English as a foreign language (EFL) in Indonesia, the teacher as the designer of the learning process who uses the textbook as a teaching guide and the learner who acquires English from the textbook.<sup>3</sup> The textbook acts as a contributive instrument in the teaching and learning process representing the values and ideas of a person or country.<sup>4</sup> In addition, the composition of the textbook which consists of materials carries many values that represent real life activities, moral content, cultural content, gender equality etc.<sup>5</sup> In short, EFL textbooks play a role in various aspects for teacher and learner in assisting the teaching and learning process.

Beside contributing to the development of academic knowledge and values, textbooks also contribute to language and curriculum development. Proponents of the integrated curriculum argue that textbooks help students make connections between English, learning modeling, problem solving, and making content more accessible through the use of context analysis. Textbooks are

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<sup>1</sup> Yokie P. Dharma and Thomas J.V. Aristo, "An Analysis of EFL textbook Relevance to the 2013 English Curriculum," *Journal of English Education Study* 1, no. 1 (2018): 24-25, <https://doi.org/10.31932/jees.v1i1.227>

<sup>2</sup> Dragana M. Gak, "Textbook – An Important Element in The Teaching Process," *Hatchaba Journal* 19, no. 2 (2011): 79, [https://scholar.google.com/scholar?hl=id&as\\_sdt=0%2C5&q=TEXTBOOK+E2%80%93+AN+IMPORTANT+ELEMENT+IN+THE+TEACHING=PROCESS&btnG](https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=TEXTBOOK+E2%80%93+AN+IMPORTANT+ELEMENT+IN+THE+TEACHING=PROCESS&btnG)

<sup>3</sup> Wafa Aljuaythi, "Gender Representation in EFL Textbooks in Saudi Arabia: A Critical Discourse Analysis Approach," *International Journal of Applied Linguistics & English Literature* 7, no. 5 (2018): 151, <http://dx.doi.org/10.7575/aiac.ijalel.v.7n.5p.151>

<sup>4</sup> Devy A. Gunantar, "Textbooks Analysis: Analyzing English as a Foreign Language (EFL) Textbooks from the Perspective of Indonesian Culture," *Journal of Language and Literature* 11, no. 2 (2017): 173, doi: 10.15294/lc.v11i2.9590

<sup>5</sup> Filzah Khiorunnisa et al, "Moral Education in ELT: A Critical Discourse Analysis of Tolerance Values Represented in Indonesian EFL Textbook," *Journal of English Language Teaching in Indonesia* 9, no. 2 (2021): 88, <https://e-journal.stkipsiliwingi.ac.id/index.php/eltin/article/view/2626>

considered one of the aspects that determine the successful implementation of the 2013 curriculum,<sup>6</sup> that is still used in most schools in Indonesia.<sup>7</sup> The 2013 curriculum is implemented by requiring the integration of national character education and peace values include in the 18 character values that strengthen character education.<sup>8</sup> Based of the above statement, it can be concluded that textbooks participating in representing academic knowledge and universal values, especially the value of peace which is the focus of researcher in this study.

The value of peace or culture of peace is a state in which there is no war, free from conflict, discrimination, proverty, injustice and so on.<sup>9</sup> A. S Balasooriya<sup>10</sup> revealed there are three basic source in peace value, they are inner peace; harmony and peace with oneself, social peace; harmony arising from human relationship, and peace with nature; harmony with nature and environment. In order to instill harmony and values, students need to be introduced to the knowledge, attitudes, and values needed by a person to prevent conflict and violence, create conductive and peaceful conditions at all levels through peace education in schools.<sup>11</sup> Peace should to be taught to the students because it can help them to survive and develop their quality of life,<sup>12</sup> identity and values, respect elders,

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<sup>6</sup> Yokie P. Dharma and Thomas J.V. Aristo, "An Analysis of EFL textbook...", 2018, 24-25.

<sup>7</sup> Chrisma J. Nainggolan, "Solusi Bagi Sekolah yang Tidak Terapkan Kurikulum Merdeka Belajar." *Kompasiana*, July. 19, 2022. <https://www.kompasiana.com/masitahnain/golan2921/62d6b9626e7f017e103f88e2/solusi-bagi-sekolah-yang-tidak-terapkan-kurikulum-merdeka-belajar>

<sup>8</sup> Arif R. Azis et al., "Investigating Peace Values Portrayed in Non-Government EFL textbook for Senior High School Students," *EFL Educational Journal* 9, no. 1 (2022): 16, doi: <https://doi.org/1019184/eej.v9i1.30203>

<sup>9</sup> Cicilia M. Turmip and Elih S. Yanto, "Representation of Peace Value in Indonesian ELT Textbook: Critical Discourse Analysis," *Journal of English Teaching* 7, no. 3 (2021): 331-332, doi: <https://doi.org/10.33541/jet.v7i3.2905>

<sup>10</sup> A. S. Balasooriya, *Learning the Way of Peace: A Teachers' Guide to Peace Education*. (New Delhi: Scientific and cultural Organization, 2001), 10-11, <https://unesdoc.unesco.org/ark:/48223/pf0000125228>

<sup>11</sup> Ahmed E. Yastibas. "Evaluating an English Language Teaching program in Terms of Peace Education." *Shanlax International Journal of Education* 8, no. 4 (2020): 12, doi: 10.34293/education.v8i4.3274

<sup>12</sup> UNESCO, *Word Declaration on Education for All and Framework for Action Basic Learning Needs*, (Paris: UNESCO, 1994), 3, [https://www.right-to-education.org/sites/right-to-education.org/files/resourceattachments/UNESCO World Declaration For All 1990\\_EN.pdf](https://www.right-to-education.org/sites/right-to-education.org/files/resourceattachments/UNESCO%20World%20Declaration%20For%20All%201990_EN.pdf)

prepare them to live responsibility in society, live peacefully, be aware of gender equality and tolerance, mutual understanding and make friendship among all tribes, nations, and religions.<sup>13</sup> Thus, although Indonesia is not a war country but peace education should be taught in order to prevent student conduct anti-peaceful things.

In relation to this study, there have been several previous studies written by several authors. Arif Rahman, et. al,<sup>14</sup> Cicilia,<sup>15</sup> and Dimas, et. al<sup>16</sup> examined the peace value represented in EFL textbooks in Indonesia, they found three sources of peace value but peace with nature became the least value found in EFL textbook. Mehari<sup>17</sup> did a research that used sociological discourse analysis to analyze the presence of peace value in EFL textbook in Ethiopia. He found content containing positive self-concept, good health and compassion related to inner peace. Tolerance, solidarity and social responsibility related to social peace, and content related to peace with nature namely respect for life and environmental concern. Zafar<sup>18</sup> and Kaukab Saba<sup>19</sup> investigated peace value in EFL textbook used by Pakistan students, they both found that the representation of issues related to human rights, tolerance, and gender equality was relative low. And Akbana<sup>20</sup> analyzed the spread of English language

<sup>13</sup> UNICEF, "Convention on the Right on the Child Text," 1989, <https://www.unicef.org/child-rights-convention/convention-text>

<sup>14</sup> Arif R. Azis et al., "Investigating Peace Values Portrayed in Non-Government EFL textbook.." 2022, 1.

<sup>15</sup> Cicilia M. Turnip and Elih S. Yanto, "Representation of Peace Value in Indonesian ELT Textbook..", 2021, 1.

<sup>16</sup> Dimas Arif et al, "The Portrayal of Peace Values Embedded in the Indonesian ELT Textbook as a Site of Character Education for Secondary High School Students," *Journal of Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 1, doi: 10.24256/ideas.v10i1.2593

<sup>17</sup> Mehari Y. Gebregeorgis, "Peace Peace values in language textbooks: the case of English for Ethiopia Student Textbook," *Journal of Peace Education* 14, no. 1 (2017): 1, doi: 10.1080/17400201.2016.1228526

<sup>18</sup> Zafar Hayat and Muhammad Sarwar, "An Analytical Study of Secondary School Textbooks with Reference to Peace Values," *pakistan Journal of Distance and Online Learning* 4, no. 2 (2018): 259, <https://journal.aiou.edu.pk/journal/index.php/PJDOL/article/viewFile/1632/311>

<sup>19</sup> Kaukab Saba, "Preparing for War or Peace: Exploring the Peace Values in 9th Grade English Textbook in Khyber Pakhtunkhwa," *university of chitral journal of linguistics and literature* 5, no. 1 (2021): 311, <https://doi.org/10.33195/jll.v5i1.270>

<sup>20</sup> Yunus E. Akbana and Aysun Yavuz, "Global issues in a series of EFL textbooks and implications for end-users to promote peace education through teaching English," *Journal of Peace Education* 19, no. 3 (2022): 1, doi: 10.1080/17400201.2022.2140403

peace education and their relationship with global issues in Turkey. He found that peace education appears moderately in EFL textbooks, they are represented through environmental and health education.

Indonesia has recently faced many cases involving children and students. There are lots of cases of bullying in the school environment,<sup>21</sup> as well as campuses,<sup>22</sup> violence<sup>23</sup> and harassment occur along the way. The worst thing that might happen is that the student is affected and grows up to be a doer in the future. Therefore, instilling the value of peace in children is urgent because the value of peace really helps students understand how to behave and treat people in any environment.<sup>24</sup> Thus, if peace education is truly realized in schools and students are aware of the peace values represented in the material in the EFL textbooks taught, then students will get a lot of provisions to live a peaceful life because the representation of peace value has many good impacts on them.

Based on the previous explanations, in this study the researcher focused analyzed the visual and textual content in the EFL textbook *Bahasa Inggris* “Think Globally Act Locally” Grade IX to find out the representation of peace value and explain how peace value are represented in the target book. The target book was chosen because it was published under the Ministry of Education and Culture of Indonesia and there are still many schools using the target book in Indonesia.

## B. Research Focus and Scope

The focus of this study is to analyze visual and textual represented peace values in junior high school’s textbooks entitled *Bahasa Inggris* “Think Globally Act Locally” Grade IX revised

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<sup>21</sup> Fiqih Rahmawati, “Tempuh Jalur Hukum, Orang Tua Korban Bullying di SMP Plus Baiturrahman Enggan Damai dengan Pelaku.” *Kompas TV*, Nov. 19, 2022. [https://www.kompas.tv/article/350080/tempuh-jalur-hukum-orangtua-korban-bullying-di-smp-plus-baiturrahman-enggan-damai-dengan-pelaku?utm\\_source=dlvr.it&utm\\_medium=twitter](https://www.kompas.tv/article/350080/tempuh-jalur-hukum-orangtua-korban-bullying-di-smp-plus-baiturrahman-enggan-damai-dengan-pelaku?utm_source=dlvr.it&utm_medium=twitter)

<sup>22</sup> Rofi A. Majid, “Viral Pelecehan Seksual di Gunadharna, Pelaku Diminumi Air Kencing dan Ditelanjangi, Begini Akhirnya.” *Kompas TV*, Dec. 13, 2022. <https://www.kompas.tv/amp/article/358043/videos/viral-pelecehan-seksual-di-gunadharna-pelaku-diminumi-air-kencing-dan-ditelanjangi-begini-akhirnya>

<sup>23</sup> CNN Indonesia. “Sederet Fakta Baru Kasus Mario Dandy Aniaya Brutal David” *CNN indonesia*, 25 Feb, 2023, <https://cnnindonesia.com/nasional/20230225082640-12-917698/sederet-fakta-baru-kasus-mario-dandy-aniaya-brutal-david/2>

<sup>24</sup> Cicilia M. Turnip and Elih S. Yanto, “Representation of Peace Value in Indonesian ELT Textbook..”, 2021, 330.

edition in 2018 by Siti Wachidah, Asep Gunawan, and Diyantari. The textbook endorsed by Indonesian Ministry of Education and Culture. This research includes all the chapter contained in the book namely chapter 1-6 in the first semester and chapter 7-11 in the second semester.

### C. Research Questions

Based on the research background described above, the researcher compiled several questions to be answered related to the research focus as follows:

1. What kind of peace values are found in EFL textbook “Think Globally Act Locally” Grade IX?
2. How the peace value are represented in EFL textbook “Think Globally Act Locally” Grade IX promote the peace values?

### D. Research Objectives

Based on the research questions, the objective of the researcher conducting research is as follow:

1. To find out the kind of peace values found in EFL textbook “Think Globally Act Locally” Grade IX.
2. To explain how peace value are represented in EFL textbook “Think Globally Act Locally” Grade IX promotes the peace values.

### E. Research Significances

#### 1. Theoretical Significances

The results of this study are expected to be able to provide information and knowledge for readers, especially teachers and students that the value of peace exist around us especially in English books.

#### 2. Empirical Significances

The results of this study are intended to provide knowledge to readers that peace value is one of the values that must be applied in everyday life to avoid division, misunderstanding, and create a better social life for oneself, others and nature. This study is also hoped that future researchers will analyze the peace value in EFL textbooks at different levels in order to spread the peace value to all levels of learning.

#### 3. Practical Significances

The results of this study are hoped to be a reference for book authors to insert more values of peace and other values that



help improve student character education. In addition, teachers are expected to convey the value of peace to students properly

## F. Research of Key Term

### 1. Analysis

“The act of studying or examining something in detail, in order to discover or understanding more about it, or your opinion and judgment”.<sup>25</sup>

### 2. Peace Value

A Culture of peace or peace value is a situation where there is no war and that is free from conflict, discrimination, poverty, injustice and so on. It consists of values, attitudes, behavior, human rights, tolerance and solidarity. Peace values have three basic sources: inner peace, social peace, and peace with nature.<sup>26</sup>

### 3. Textbook

A Textbook is a core media consisting of text and or image arranged to produce a specific set of education outcomes, the book is bound or printed which includes illustrations and instructions to facilitate the sequencing of learning sections.<sup>27</sup>

## G. Organisation of Thesis

### 1. Chapter I Introduction

This chapter discusses the introduction, contains the research background, research focus and scope, research questions, research objectives, research significances, definition of the terms, and outlines the organization of the thesis.

### 2. Chapter II Theoretical Review

This chapter conveys a review of theoretical writings and previous researches related to the study matter to provide a theoretical framework for conducting research. It contains theoretical description, theoretical framework and review of previous studies.

<sup>25</sup>

Cambridge

Dictionary,

<https://dictionary.cambridge.org/dictionary/english/analysis>

<sup>26</sup> Cicilia M. Turnip and Elih S. Yanto, “Representation of Peace Value in Indonesian ELT Textbook.”, 2021, 331-332.

<sup>27</sup> United Nations Educational, Scientific and Cultural Organization, *A Comprehensive Strategy for Textbooks and Learning materials* (Paris: UNESCO, 2005) [https://inee.org/site/s/default/files/resources/UNESCO-Comprehensive\\_Strategy\\_for\\_Textbooks\\_2005.pdf](https://inee.org/site/s/default/files/resources/UNESCO-Comprehensive_Strategy_for_Textbooks_2005.pdf)

3. Chapter III Research Methods

This chapter conveys the method of research and analysis, outlines the procedure in gathering and analyzing the data, and reveals the research's boundaries. It contains a research method, a research setting, a research subject, instruments and data collection technique, data analysis technique, and research ethical considerations.

4. Chapter IV Research Finding and Discussion

This chapter presents the results of the study and their discussion, which have been compiled and analyzed in ways that are justified in the methodology and truly related to the objectives and theoretical framework discussed previously and outlines the interpretation of the findings based on the research questions.

5. Chapter V Conclusions, Implications and Rekomendations

This chapter summarizes all the arguments and findings of the study, presents several recommendations for readers, future research, and current practice, and describes the implications of the study result for teaching and learning

