

CHAPTER I INTRODUCTION

This chapter presents the research background, research focus and scope, research questions, research objectives, research significances, and organizations of the thesis.

A. Research Background

Nowadays, schools are more focused on cultivating concepts, formulas, theories, subjects and hours of teaching and learning activities in general aspects, such as English subjects. Because English is an international language that is used globally. One of the benefits of mastering English is being able to easily obtain information on the international scene and get to know foreign cultures.¹ As a universal language, English should be taught as one of compulsory subjects taught in Primary School until university level.²

The importance of English changes the mindset of students in which they prefer to spend more time watching English movies, playing Western games and listening to English songs.³ English which previously being considered as one of the most important subjects to support students' quality of competence then becomes a prestige subject. This creates an impression that if one student is excellent at English then this student is considered to have more value than another student.⁴ In other words, Therefore, English is increasingly interesting and becomes self-esteem for students.⁵

In addition, the awareness of parents to the importance of English makes most of them prefer to spend money on expensive English course for their children without paying

¹ Khusnul Putriyani, "Menanamkan Nilai-Nilai Islami dalam Materi Bahasa Inggris: Tantangan Bagi Guru." *Seminar Nasional Pengenalan Lapangan Persekolahan UAD* (2021): 372, <http://seminar.uad.ac.id/index.php/semhasmengajar/article/view/6481/1987>.

² Zaitun and Siska Kusuma Wardani, "Islamic Values in the Context of English Learning and Teaching", *English Language in Focus (ELIF)* 1, no. 2 (2013): 71 <https://jurnal.umj.ac.id/index.php/ELIF>.

³ Zaitun and Siska Kusuma Wardani, *Islamic Values in the Context of English*, 72 <https://jurnal.umj.ac.id/index.php/ELIF>.

⁴ Zaitun and Siska Kusuma Wardani, *Islamic Values in the Context of English*, 72 <https://jurnal.umj.ac.id/index.php/ELIF>.

⁵ Khusnul Putriyani, "Menanamkan Nilai-Nilai Islami", 372.

attention to the Islamic values that each child must have. The children also felt that they looked classier if they could deliver English speech rather than memorize *surah* from the Qur'an.⁶

Those phenomena become challenges for teachers to be able to deliver Islamic values in English subject, especially for Junior High School students, because they are teenagers who are in the process of finding identity. Teachers must be able to convey Islamic values without reducing students' enthusiasm for learning English.⁷

One way to deliver Islamic values to students is by analyzing implicit Islamic values from textbook and teach them for students. Textbooks are one of the learning resources that are often used in schools, including in English lessons. It can be inferred that a textbook is a published printed material that served as a source and guideline for teachers and students which contain exercises and references in the form of a schoolbook, course book, workbook or subject book.⁸

The presence of textbooks in educational institutions whose conditions are very complex certainly has a specific value.⁹ Textbook, including EFL Textbook has become a practical instructional guide widely used to support students and teachers in the English Language Teaching (ELT) process. With textbook, teacher can organize teaching materials and use them in class.¹⁰ Related to this research, teacher should manage the material and analyze the Islamic values and the way they are represented. The content of the textbook must be understood comprehensive, so the values that want to teach are able to attach the students.¹¹

⁶ Khusnul, *Menanamkan Nilai-Nilai Islami*, 372.

⁷ Khusnul, *Menanamkan Nilai-Nilai Islami*, 372.

⁸ Anisa Novita Sari, "An Analysis of Textbook Entitled "Headline English" Published by Srikandi Empat of Seventh Grade of Junior High School" (thesis, UIN Raden Intan Bandar Lampung, 2019), 9.

⁹ Syifa Luthfiannisa, "An Analysis of Moral Value in English Textbooks of 10th Grade Students' Reading Texts" (thesis, Raden Intan State Islamic University Lampung, 2022), 1.

¹⁰ Syifa, *An Analysis of Moral Value*, 3.

¹¹ Nurul Lailatul Khusniyah and Indah Khomsiyah, "Culture and Religion Value in E-English Textbook for Junior High School: A Content Analysis", *Schemata Jurnal Pascasarjana IAIN Mataram* 8, no. 2 (2019): 17 <http://journal.uinmataram.ac.id/index.php/schemata>.

This research aims to analyze Islamic values that implicitly contained in a textbook and how they are represented. This research analyzes the content of a textbook entitled *English for Nusantara* for 7th grade students to find types of Islamic values, and how they are represented. This study explains the types and examples of Islamic Values contained in the English for Nusantara textbook and the form of delivery. The theory used is the theory of the definition of Islamic Values and its classifications.

B. Research Focus and Scope

The researcher focuses more on discussing the *Ilahiyyah* values (religious values) and *Insaniyyah* values (humanity values) contained in the book “English for Nusantara”. The researcher analyzed each form of picture and text in every section and chapter.

C. Research Questions

Based on the background above, the formulation problems are as follows:

1. What are the Islamic values contained in the textbook?
2. How are Islamic values conveyed in the textbook?

D. Research Objectives

1. To analyze the Islamic values contained in the book
2. To analyze the form of material that contains Islamic values

E. Research Significances

This research is expected to provide a good role based on Islamic values and contribute to further research for those who read it, both in theory and in practice.

1. Theoretical Significance

The research presents advantages and referential contributions in delivering Islamic values from EFL textbook.

2. Practical Significance

a. For Institution

This research can be used as literature to improve the quality of moral education and motivate students to strengthen the Islamic values, specifically about morals.

b. For Researcher

This research is useful to add the researcher's knowledge and experience in analyzing implied content of EFL textbook, especially Islamic values. Through this research, researcher can be able to deliver Islamic values in textbook to the young generation, especially those who learn English.

c. For English Teachers

This research is useful for English teachers to know Islamic values contained in a literary work to students when teaching English in class.

d. For Students

This research is expected to be used as a literature consideration for students who will study research-related Islamic values and EFL materials.

e. For Authors of English Textbook

The result of the study might help English textbook authors to be more critical in developing English textbooks for students and more aware of the worthiness of content, language correctness and appropriateness, and layout of the book.

f. For Next Researchers

This researcher hopes that this research can be an additional reference and give general knowledge to the next researchers who intent to analyze Islamic values.

F. Organization of Thesis

The systematics of writing contains a series of chapters in a thesis preparation to facilitate and understand the overall picture of the research to be made. In writing the thesis, the researcher divides it into each section, each of which has different contents, named:

1. The first section contains the title of the research.
2. In the content section, the researcher divides the paper into three chapters. Every chapter consists of systematic sub-chapters, the chapters are as follows:

CHAPTER I: INTRODUCTION

This chapter contains the research background, research focus, research problem, research objectives, research significances, and organizations of the thesis.

CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter contains theoretical description, previous study, and theoretical framework.

CHAPTER III: RESEARCH METHODOLOGY

This chapter contains research method, research subject, data collection techniques, data sources, and data analysis techniques.

CHAPTER IV: FINDING AND DISCUSSION

This chapter contains result and data analysis. In this chapter, the researcher elaborates the answers to the research questions in chapter two.

CHAPTER V: CONCLUSION AND RECOMMENDATION

This chapter contains conclusion from the previous part/discussion, and recommendation.

The last section consists of references and appendices.