

CHAPTER I

INTRODUCTION

A. Research Background

Indonesia is a heterogeneous country with cultural variety and religious diversity. Thus, in order to maintain a peace and concord circumstance, preserving noble values becomes necessary. Noble values usually encountered in cultural wisdom and religion, Islam as the biggest religion in Indonesia plays a great role in disseminating noble values throughout the country. Islamic values affect every part of society in Indonesia including educational fields where teaching and learning activities occurred. Islamic values follow Islamic religious sources which are Qur'an and Hadith, many kinds of noble values can be found in Qur'an and Hadith as divine revelations. Qur'an and Hadith are the fundamental references of faith, life guidance, and involve the essential values for human beings.¹ Thus, Islamic values are the suitable media to apply social control.

There are many subjects taught in Indonesian school, for example science, social science, math, and languages. English as the international language has to be learned in order to catch up with nowadays' fast pace of the era, thus English subject is also being taught in Indonesian school. Learning English is not just about learning language but also learning a culture, learning English means learning how is the culture of English-speaking countries. Languages including English cannot be taught without involving the elements of culture.² Therefore enclosing Islamic values in teaching English is beneficial to inculcate noble values in society.

Students are one of the most susceptible targets to be exposed by deviant ideology since they are still in the "search of identity" phase. To prevent this issue, there needs to be an effort to educate students about Islamic values. One of the ways to do

¹ Listyono et al., "Methods of Integrating Islamic Values in Teaching Biology for Shaping Attitude and Character", *International Conference on Mathematics, Science and Education*, (2017), p. 1

² Alfian, et al., "Integrating Islamic Values in Teaching English: Lesson Learned from an Integrated Islamic School", *Elsya: Journal of English Language Studies*, Vol. 4 No. 1, (2022), p. 1

that is by integrating Islamic values into textbooks used in class, including English textbooks. The use of textbooks is omnipresent in English classes all over the world, Indonesian schools are also using English textbooks as teaching source. Textbook is used by the majority of teachers all over the world to give teaching structure and direction as well as to help the students.³ To facilitate language learning, textbooks are expected to not only provide language as an abstract system by describing its grammatical rules and vocabulary but also present language as how it is used in real world.⁴

In the social change context, education has a role to instill the values of democracy, humanism, and national integration.⁵ Developing right understanding about values to students is required considering one of the goals from education which is creating civil society that humanizing human. Islam as a religion has it owns rules containing noble values, it means applying Islamic values in education is a thing to consider. To create civil society, limitation in behave is needed in today's pluralism environment. Aside from being behavioral control, Islamic values also present critical thinking concept which is a need in today's environment. Surah Al-Alaq in Qur'an talk about critical thinking as stated in verse one until five as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Translation:

“Read, O Prophet, in the Name of your Lord Who created—created humans from a clinging clot. Read! And your Lord is the Most Generous, Who taught by the pen—taught humanity what they knew not.”

³ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Pearson Longman, 2007), p. 182

⁴ Alan Cunningsworth, *Choosing Your Coursework* (Oxford: Macmillan Education, 1995), p. 86

⁵ Dr. Hadibandhu Behera, “The Importance of Value Education & Role of Teachers in The Present Society for The Auspicious and Prosperous Future”, *International Journal of Research Culture Society*, Vol. 4 No. 12, (2020), p. 2

In five verses of Al-Alaq there are the concept of reading, the concept of human creation, and the concept of thinking.⁶ Those three concepts are the beginning of the critical thinking process can occur. Critical thinking is an obligatory in educational field, it helps both teacher and student to create efficient teaching-learning activities.⁷ As a result, this study employs Critical Discourse Analysis to examine Islamic values in textbook from the point of view of critical thinking.

Studies about Islamic values in textbooks had been carried out by some researchers. Latri, et al., in their paper entitled *“Development of Social Science Textbooks Integrated with Islamic and Local Culture Values”* found that textbooks which integrated with Islamic and local culture is effective to improve nationalism character. According to the researchers, the textbook supports Indonesian government in implementing nation’s cultural education.⁸

Another study is conducted by Aryatti, et al., entitled *“Analyzing The Value Of Religious Moderation In Islamic Religious Education Textbooks For Class XII High School”*. The result showed that the textbook consists six main values of religious moderation divided in three chapters; unity in diversity and democracy, mercy of Islam for the archipelago, and mercy of Islam for the universe.⁹

A study by Ashar Johnson Khokhar entitled *“Islamic Values in Language Textbooks Published by the State Textbook researcherities in Pakistan”* also discussed about values in textbook. The researcher found that there are some values

⁶ Cut Shabrina Dzati Amani, “Konsep Critical Thinking Perspektif QS. Al-Alaq Ayat 1-5”, *Gunung Djati Conference Series*, Vol. 19, (2023), p.195

⁷ Howaida Awad Elballal Shamboul, “The Importance of Critical Thinking on Teaching Learning Process”, *Open Journal of Social Sciences*, Vol. 10, (2022), p. 30

⁸ Latri, et al., “Development of Social Science Textbooks Integrated with Islamic and Local Culture Values”, *EST: Journal of Educational Science and Technology*, Vol. 8 No. 3, (2022), p. 195

⁹ Aryatti, et al., “Analyzing The Value Of Religious Moderation In Islamic Religious Education Textbooks For Class XII High School”, *Raden Fatah State Islamic University*, (2021)

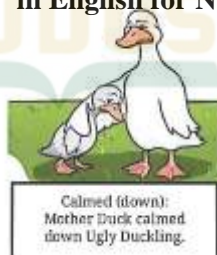
presented in the textbook which are social values, moral values, religious values, and political values.¹⁰

The first and second previous studies explored about Islamic values, local values, and religious moderation values in non-EFL textbook. Then the third previous study analyzed about Islamic values in a non-EFL textbook published by State Textbook researcherities in Pakistan. All of previous studies did not specify Islamic values in EFL textbook, besides that the method used by the researchers is descriptive qualitative. Based on the aforementioned description about previous studies and by considering significance role of textbooks in influencing student behavior, hence the researcher is motivated to examine Islamic values in EFL textbook. The book chosen is *“English for Nusantara”* for eighth grade Junior High School by considering that it is published by The Ministry of Education, Culture, Research, and Technology of Indonesia. It means, the book consists The Ministry’s idea in how EFL textbook ideally arranged to be applied in every school all over Indonesia. Furthermore, this research will use Critical Discourse Analysis in order to get detailed result about how words are used to represent Islamic values in EFL textbook.

The current research will examine visual and textual representation of Islamic Values in EFL textbook entitled *“English for Nusantara”* using Critical Discourse Analysis, the data analysis will be presented as follows:

1. Visual Representation

Figure 3.1 Visual Representation of Islamic Values in English for Nusantara



¹⁰ Ashar Johnson Khokhar, “Islamic Values in Language Textbooks Published by the State Textbook researcherities in Pakistan”, *Journal of Religious Studies*, (2021)

a. Analysis of Textual Dimension

The explanation of the picture is a mother duck who calmed down her ugly duckling, the ugly duckling makes a sad face showing that it is in a bad condition. The term calmed down contains Islamic values of sincerity, responsibility, and helpfulness. Mother duck's action shows her sincerity toward ugly duckling's feeling, it is also implied that mother duck takes responsibility as a mother who is supposed to be the safe place for all of her ducklings without exception. Then, mother duck also helps the ugly duckling to feel better.

b. Analysis of Discourse Practice

The illustration of mother duck who calmed down the ugly duckling is located in Chapter 2: Kindness Begins with Me, this chapter focused on the act of kindness towards every creature. Putting an illustration of mother duck who calmed down an ugly duckling is suitable to the chapter's theme. The targeted audiences of the textbook are eighth grade students in Junior High School, showing sincerity, responsibility, and helpfulness in the textbook will eventually directing the students to do the same thing in real life.

c. Analysis of Practical Social-Cultural Dimension

A situation where a mother duck calmed down the ugly duckling which contains Islamic values of sincerity, responsibility, and helpfulness is in line with character development agenda arranged by The Ministry of Education, Culture, Research, and Technology of Indonesia. A character development in education is needed in order to create a civil society.

2. Textual Representation

Figure 3.2 Textual Representation of Islamic Values in English for Nusantara

"I'm sorry for underestimating you, Mirza. I should not have pushed you to be a goalkeeper. You are such a great midfielder!" praised Siti. Mirza smiled and said "That's okay. Let's practice together to become a better team."

a. Analysis of Textual Dimension

The text above showed an apology from Siti to Mirza. The sentences "*I'm sorry for underestimating you, Mirza.*" implies an Islamic value of good manner. Siti realized that she was wrong and apologized to Mirza, it means Siti has a good manner because she accepted that she was wrong and apologized without any defense.

b. Analysis of Discourse Practice

The conversation of Siti and Mirza occurred in Chapter 5: Embrace Yourself, the goal of this chapter is to show that it is important to embrace ourselves. The targeted audiences of the textbook are teenagers who often feel down about themselves. By showing it is okay to make fault and apologize in the textbook, it will motivate them to never afraid to say sorry if they are wrong.

c. Analysis of Practical Social-Cultural Dimension

A situation where Siti was wrong and said sorry without any defense is a good example of how we should apologize properly. The text showed that everyone makes mistakes, the important thing is to say sorry if we are wrong. This example will direct the audiences to the realization that in order to maintain a good relation in a social life, admitting mistake and apologizing are essential.

B. Research Focus and Scope

This research uses Critical Discourse Analysis to examine Islamic values in EFL textbook entitled "*English for Nusantara*" published by The Ministry of Education, Culture, Research, and Technology of Indonesia intended for eighth grade students of junior high school. There are many kinds of values such as moral values, social values, political values, and Islamic values, but this research only focus on Islamic values and no other values will be analyzed. The researcher observes visual and textual representation of Islamic Values in the textbook using Fairclough's three-dimensional framework of Critical Discourse Analysis.

C. Research Problems

Based on the aforementioned research background, the problems in this research can be formulated as follows:

1. How are the visual representation of Islamic values in EFL textbook entitled "*English for Nusantara*" for eighth grade students of junior high school?
2. How are the textual representation of Islamic values in EFL textbook entitled "*English for Nusantara*" for eighth grade students of junior high school?

D. Research Objectives

Based on research problems mentioned above, this research is particularly aimed to find out:

1. To examine the visual representation of Islamic values in EFL textbook entitled "*English for Nusantara*" for eighth grade students of junior high school.
2. To examine the textual representation of Islamic values in EFL textbook entitled "*English for Nusantara*" for eighth grade students of junior high school.

E. Research Significances

The result of this research is expected to give significant contribution to teachers and students both theoretically and practically which are as follows:

1) Theoretical Significance

The findings of this research are expected to provide beneficial information related to Critical Discourse Analysis of Islamic values in EFL textbooks.

2) Practical Significance

a. For Teachers

The results of this research are expected to assist teacher in selecting English textbooks which represent Islamic values in order to be applied in Islamic environmental class.

b. For School Principals and Supervisors

This research can be the source for school principals and supervisors to consider which textbook to use at school.

c. For EFL Textbook researchers

The results of this research are expected to give insight for EFL textbook researchers to enclose Islamic values in the EFL textbook.

d. For Education Officials

The result of this research can be considered in creating new policies regarding EFL textbook arrangement particularly for Islamic environmental schools.

e. For Other Researchers

This research can be used as a text mentor for other researchers who are interested in conducting similar research.

3) Pedagogical Significance

The findings of this research can be used to develop new rules about EFL textbook organization, notably for Islamic environmental schools. In addition, this research also aimed to aid teachers in selecting English textbooks that represent Islamic values for use in Islamic environmental classes.

F. Definition of Key Terms

To avoid misinterpretation related to research findings, the researcher would like to explain some key terms used in this research.

1. Critical Discourse Analysis

Critical Discourse Analysis is a discourse analysis that studies the way individuals and institutions use languages to present the social, cultural, and economic circumstances in written and spoken texts.¹¹

2. Islamic Values

Values are fundamental beliefs that guides our attitude, it describes the personal qualities to embody our actions; the manner in how we treat ourselves and others. Values show whether something is right or wrong and may or may not be considered moral. Islamic values are the values which enshrined in the Qur'an and spread by Prophet Muhammad.¹²

3. Textbook

A textbook is a written source of information which specifically designed for students on a particular subject or field of study that is developed based on a syllabus to meet specific quality and learning requirements.¹³

4. EFL (English Foreign Language)

EFL or English Foreign Language defined as English taught in a non-English-speaking country. EFL's target audience includes countries where English is not the primary or official language, such as China, Japan, and South Korea.¹⁴

G. Organization of Thesis

The organization of this thesis as follows:

1. The Complementary Page

This section presents some parts which are: cover, approval page, declaration, abstract, motto, dedication page, acknowledgements, preface, contents' table, tables' list, and appendices' list.

¹¹ Fairclough, *Language and Power*, (London: Longman, 1989)

¹² Ardani, M., *Akhlak tasawuf, nilai-nilai akhlak & Budi Pekerti dalam Ibadat & Tasawuf*. (Jakarta: CV. Karya Mulia, 2005), p 70.

¹³ UNESCO

¹⁴ Peng Si, "A Study of the Differences between EFL and ESL for English Classroom Teaching in China", *IRA International Journal of Education and Multidisciplinary Studies*, Vol. 15 No. 1, (2019), p. 34

2. The Body

The body of this thesis is divided into five chapters, which include:

a.) Chapter I – Introduction

This chapter presents the foundation of the research which describes about research background, research focus and scope, research problems, research objectives, research significances, definition of key terms and the organization of thesis.

b.) Chapter II – Review of Related Literature

It covers theories related to the topic of the research in order to maintain the validity and reliability.

c.) Chapter III – Research Methodology

This chapter presents the method used to conduct this research which consists of research method, research setting, research participants, instruments and data collection technique, research data validity, data analysis technique, and research ethical considerations.

d.) Chapter IV – Findings and Discussion

This chapter displays an overview of the research objectives, description of the research data, analysis of the research data, and the results of the analysis.

e.) Chapter V – Conclusion and Suggestion

The end of this paper contains what can be concluded from this research as well as suggestions which shortly described based on the conclusion.