CHAPTER I
INTRODUCTION

A. Research Background

Textbooks have long been the tools most frequently used at all levels as teaching materials in school education. Textbooks provide the main teaching material and serve as guidelines for daily practice for teachers in delivering learning material to students.[1] Textbooks provide students with access to knowledge, and students can learn the knowledge and skills that they have access to it.[2] In general, textbooks contain teaching materials or learning texts about a particular field of research. The textbook contains learning materials equipped with practice questions that can be used as a guide for educators and students. Textbooks are usually referred to as reliable and trusted supporting materials that provide a deeper understanding of critical concepts in the subject matter.[3] Textbooks serve as the main essence of an educational program. They are an important and inseparable part of the lives of teachers and students.[4] Students and teachers jointly find additional resources from textbooks that enrich and enhance their knowledge. In the midst of many textbooks available, the textbooks provided by the government are the most widely used in schools, because these textbooks have

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[1] Nigel Harwood, "What Can We Learn from Mainstream Education Textbook Research?," *RELC Journal* 48, no. 2 (2017): 264-277, https://doi.org/10.1177/0033688216645472.

[2] Rupendra Joshi and Megh Raj Dangal, "Dynamism of Availability and Use of Textbooks: A Hermeneutic Phenomenological Research of School Education in Nepal," *Journal of Educational Sciences* 4, no. 4 (2020): 917-929, https://doi.org/10.31258/jes.4.4.p.917-929.

[3] Bruce Allen Knight, "Teachers' Use of Textbooks in the Digital Age," *Cogent Education* 2, no. 1 (2015): 1–10, https://doi.org/10.1080/2331186X.2015.1015812.

[4] Sahib Khatoon and Fatima Baloch, "National Curriculum and Textbooks: An Evaluation of English Textbook for Class X by Sindh Textbook Board, Jamshoro," *Journal of Literature, Languages and Linguistics* 52, no. 2 August (2019): 4-14, https://doi.org/10.7176/jlll/52-02.

certainly been designed as best as possible by the government to make the next generation of intelligent and characterful nations according to the goals of education in Indonesia.

Even though there are currently many modern media created to support teachers and students in the teaching and learning process such as LCD projectors, tape recorders, videos, and e-books, there are still many schools in Indonesia that buy and use printed textbooks as media and references.[5] A possible reason is that the price of the printed textbook is cheaper. Apart from that, some remote and isolated schools still have difficulty reaching modern media. The teachers relies on textbooks for preparation, teaching, and practice in the learning process.[6] Course books have gradually become the most widely used tools for language teaching because textbooks are an unavoidable element of the curriculum as they define the content and the scope for syllabus items.[7] In Indonesia, the use of textbooks is still the choice of teachers in schools because textbooks published by the government provide a lot of conveniences for teachers to deliver lessons to students. The textbooks also help teachers not to spend a lot of time selecting, adopting, or even adapting material for students in the class. Because the textbook surely already contains material that can help realize the goals of education in Indonesia.

Textbooks cannot be separated from the world of education. As a media and learning resource, Textbooks can transform knowledge and life values related to the basic competencies that will be taught in schools. Textbooks play an

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[5] Rani Arbaati, "An Analysis on English Text Book Entitled Bahasa Inggris ' When English Rings a Bell ' for the Eighth Year Student of Junior High School Based on the 2013 Curriculum,"(Thesis, Muhammadiyah University of Surakarta, 2015), 2.

[6] Ljerka Jukić Matić and Dubravka Glasnović Gracin, "Das Schulbuch Als Artefakt in Der Klasse: Eine Studie Vor Dem Hintergrund Des Soziodidaktischen Tetraeders," *Journal Fur Mathematik-Didaktik* 37, no. 2 (2016): 349–74, https://doi.org/10.1007/s13138-016-0091-7.

[7] Ulas Kayapinar, "Coursebook Evaluation by English Teachers," *Journal of Inonu University Faculty of Education* 10, no. 1 (2009): 69–78, https://doi.org/10.17679/iuefd.96476.

important role in the teaching and learning process.[8] The textbooks are an almost universal element in all forms of learning and teaching. All schools, teachers and students use textbooks. Some people say that the textbook can standardize the content of instruction and control the quality of teaching and learning across the country. Textbooks are an important resource for the teacher in assisting student to learn. They are foundation of school instruction and the primary source of information for student and teacher. They serve as one of the main instrument for shaping knowledge, attitudes and principles of students.[9] It because textbooks contain knowledge and information that is very worthwhile for students. For students, textbooks have a very intense role, so they can manipulate their way of thinking. In short, the importance of textbooks can be conceived as a play tool provided by the school that allows students to accumulate knowledge and practice the skills they want to learn.[10] Hence textbooks are still quite capable of contributing and having a good role in learning.

The government instructs teachers to add character education as a value in the teaching and learning process. Character education can also be integrated into learning materials according to the existing curriculum in Indonesia. Character education can also be implemented in learning materials so that when the teacher teaches the material to

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[8] Trisha Afrin Hossain, "A Research on the Role of Textbooks in Second Language Acquisition," *Department of English and Humanities*,(Thesis, BRAC University, April 2016). 1.

[9] Van Van Hoang, "The Role of Textbooks in the Implementation of the National Project " Teaching and Learning Foreign Languages in the National Education System , Period 2008-2020 "," no. November 2019, Journal of Foreign Language Studies 30, no 3 (2020): 75-89, https://www.researchgate.net/publication/337158667_The_Role_of_Text books_in_the_Implementation_of_the_National_Project_Teaching_and_ Learning_Foreign_Languages_in_the_National_Education_System_Perio d_2008-2020.

[10] Moftah Ahmed Saad Mohamed, "The Role of English Language Textbooks in the Reproduction of Racism [PP: 95-108]," *International Journal of English Language and Translation Studies* 3 (2015): 95–108, http://dx.doi.org/10.5281/zenodo.15908.

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students, the teacher can implement the values of character education to students.[11] This is done because the condition of students in Indonesia is very concerning, where there are still many students who commit dishonesty academic, such as cheating, unauthorized collaboration, and plagiarism.[12] Due to advances in information and communication technology, particularly the Internet, academic dishonesty among students has become a serious problem worldwide. Academic dishonesty is a deliberate attempt to falsify or tamper with data, information, records, or other material relevant to student participation in any course, laboratory, or other academic exercises, this explains that academic dishonesty includes fraudulent acts intended to gain unfair academic advantage.[13] Based on the nature of the action, cheating in examinations and plagiarism can be categorized as academic dishonesty.[14] Students commit academic dishonesty such as cheating for various reasons, for example, peer pressure, lack of preparedness, unrealistic expectations, and emphasis on success.[15] One of the causes of these problems is that the integrity of the students is starting to fade. They do something

[11] Pratama Lysa Hapsari, "Character Education Values In Reading Section Of E- English Textbook For Senior High School Students Grade Xi," *Journal of English Language Teaching* 2, no. 1 (2013): 1–6, http://journal.unnes.ac.id/sju/index.php/elt.

[12] Sutarimah Ampuni et al., "Academic Dishonesty in Indonesian College Students: An Investigation from a Moral Psychology Perspective," *Journal of Academic Ethics* 18, no. 4 (2020): 395–417, https://doi.org/10.1007/s10805-019-09352-2.

[13] Sitali Wamundila Akakandelwa, Priti Jain, "Academic Dishonesty: A Comparative Study of Students of Library and Information Science in Botswana and Zambia," *Journal of Information Ethics 22(2):141-154*, (2013), 1–21, doi: 10.3172/JIE.22.2.137.

[14] Mebratu Mulatu Bachore, "The Nature , Causes and Practices of Academic Dishonesty / Cheating in Higher Education : The Case of Hawassa University" *Journal Education nad Practice*7, no. 19 (2016): 14–20, https://eric.ed.gov/?id=EJ1109249.

[15] Narendra Kumar Rustagi, "Students Perceptions Of Cheating And Plagiarism In Higher Institutions," *Journal of College Teaching And Learning*, No. 11, Vol. 7, November (2010): 59-68, https://doi.org/10.19030/tlc.v7i11.253.

unfair to gain academic advantage and begin to disregard their own integrity.

Research on integrity or the value of honesty has been carried out by some researchers before. Research conducted by Fitriah M. Suud about educational honesty stages implementation in an Indonesian school, explains how the implementation of honesty in school.[16] Moreover, research on textbooks about character education has also been carried out a lot. The research conducted by Nurhaeda Gailea on analysis of character education of English textbook for the eighth grade of junior high school, explains the analysis of how character education is represented in the textbook.[17] The next is the research conducted by Elva Ayu entitled "Analysis of character education values in the English textbook for the twelfth grade senior high school student". This research examines what character education values are presented in the 12th grade English textbook published by the Ministry of Education and Culture of the Republic of Indonesia. The results showed that there were 17 values of character education presented in the textbook.[18] Furthermore, there is also research from Dio Resta that explains the character education depicted in English textbooks for seventh, eighth, and ninth graders of Junior High School published by The Ministry of Education and Culture in Rejang Lebong.[19] The

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[16] Fitriah M. Suud, Abd Madjid, and Sutrisno, "The Study of Educational Honesty Stages Implementation in an Indonesian School," *Humanities and Social Sciences Reviews* 7, no. 4 (2019): 502–10, https://doi.org/10.18510/hssr.2019.7467.

[17] Nurhaeda Gailea et al., "An Analysis of Character Education of English Textbook ' When English Rings a Bell ' For Eighth Grade of Junior High School", *Jurnal Edulingua* 6, no. 1 (2019): 52-56, https://doi.org/10.34001/edulingua.v7i2.

[18] Wiwiek Eko B. Elva Ayu Wardani, Zakiyah Tasnim, "Analysis Of Character Education Values In The English Textbook For The Twelfth Grade Senior High School Students: Bahasa Inggris Sma/Smk," *Journal of Character Education* Volume 4 no 2, (2019), 231–244, https://doi.org/10.21831/jpk.v9i2.26416.

[19] Dio Resta, Rita Inderawati, and Machdalena Vianty, "Portraying Character Education in Junior High School Textbooks of the 2013

research conducted by the researcher is different from those carried out by previous researchers in which they explain the implementation of honesty in schools and analyse the overall character education represented in the textbook.

The studies above offers useful information about character education contained in textbooks. Because the studies still discusses character education in general. As a result, the researcher wants to focus more on this research on revealing the value of integrity character education contained in junior high school textbooks. To fill the gap in previous studies, this research aims to complete the gap in previous studies which still discuss the overall value of character education in the textbooks. In this research, researcher focused more on the analysis of the integrity values in EFL textbooks for junior high school. It is very important for teachers and students to know the problems around character education, especially in the character of integrity. Because nowadays many people in academia commit academic dishonesty, they do something illegal to achieve their goals in the academic sphere, such as cheating and plagiarism. So with this research, students and teachers are aware of the value of honesty and integrity contained in textbooks which they use every day as a learning medium. Thus students are not only provided with competence and knowledge but also provided with character education that can make their life better and morally. In this case it is explained that textbooks are not only expected to convey subject knowledge, but also as a medium for conveying universal values and other specificities.[20] In other words, the function of the textbook is not only as a tool for teaching material but also contains many values in it.

Curriculum" *Journal of English Language Studies* Volume 3 Number 2 (2018) 245-258, https://doi.org/10.30870/jels.v3i2.3079.

[20] Mehari Yimulaw Gebregeorgis, "Peace Values in Language Textbooks: The Case of English for Ethiopia Student Textbook," *Journal of Peace Education* 14, no. 1 (2017): 54–68, https://doi.org/10.1080/17400201.2016.1228526.

B. Research Focus

The research focus of the research entitled **"THE PORTRAIT OF INTEGRITY ON INDONESIAN JUNIOR HIGH SCHOOL EFL TEXTBOOKS"** is to examine the integrity values contained in junior high school textbooks, which can be in the form of texts and images

C. Research Question

Based on the background of the research problem above, the formulation of the problems to be discussed in this research are:

1. In what ways are the integrity values represented in the junior high school EFL textbooks?
2. How does the integrity value compare between the EFL textbooks for grades VII, VIII, and IX of the 2013 curriculum published by the Ministry of Education and Culture?
3. What integrity values often appear in the Indonesian junior high school EFL textbooks?

D. Research Objective

The objective of this research is to:

1. To reveal in what ways are the integrity values is represented in EFL textbooks for junior high schools.
2. To describe how does the integrity value compare between the EFL textbooks for grades VII, VIII, and IX of the 2013 curriculum published by the Ministry of Education and Culture?
3. To know what integrity values often appear in the Indonesian junior high school EFL textbooks?

E. Research Significances

The results of this research are expected to provide benefits to schools and junior high school teachers who use the textbook as a guide in the learning process and teach educational character values, especially related to integrity value. and can give contribute knowledge to readers that the value of integrity character is one of the big problems that must be resolved first in order to create a better understanding, both for students, teachers and people in academia. Besides

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that, the results of this research are also expected to be understood by students, teachers and academias as an implementation and as part of the character building program in the 2013 curriculum. Because the formation of good character is one of the goals of the education curriculum in Indonesia.

F. Organization of Thesis

The researcher arranges this research into five chapters. These followings are how it is organized.

CHAPTER I : INTRODUCTION

This chapter contains the research background, the research focus, the research question, the research objective, the research significance, and the organization of thesis.

CHAPTER II : REVIEW OF RELATED
LITERATURE REVIEW

In this chapter reviews the literature related to the area of the research. It consists of four parts. First, it discussed character education in the Indonesian curriculum, the using of EFL textbooks in Indonesia, textbook as a value laden resource, integrity and critical discourse analysis. The second is the theoretical framework. The third is the review of previous study and the last is research context.

CHAPTER III : RESEARCH METHODOLOGY

This chapter special explain the method of the research. It contains the data for textbook analysis, and type of research, research subject, data sources, data collection techniques, and data analysis techniques

CHAPTER IV : RESEARCH FINDING AND
DISCUSSION

This chapter contains the finding and discussion of the research. Overview of the research object, research data description, and research data analysis.

CHAPTER V : CONCLUSSION AND
RECOMMENDATIONS

This is the end part of the research. This chapter contains the conclusions and recommendations.