CHAPTER I
INTRODUCTION

A. Research background

Education pursuits to broaden the capacity of students to grow to be people who believe and are pious, have noble character, healthy, knowledgeable, capable, innovative, independent, and become democratic and responsible citizens. However, education in Indonesia at this time has not fully answered this problem. In other words, education in Indonesia has not been fully able to form a young generation of superior and character. The superiority of the younger generation can be formed through a series of efforts to improve student achievement, while the character of students can be formed through moral examples obtained in teaching and learning activities in which there is character education. Through character education, it is hoped that a transformation will occur that can grow and develop positive characters, as well as change unfavorable characters.[1]

In fact, moral education has actually existed in the world of Indonesian education for a long time. However, now days there are always some problems regarding the morals of teenagers or students around us. Therefore it is necessary for us teachers or prospective teachers to introduce moral values to students or teenagers around us in order to prevent more and more moral degradation, as we have seen in various media such as cases of bullying, motorcycle gangs, drug abuse and of course there are many more. As recently happened in the city of Yogyakarta, there is the term *klithih* which in Javanese means traveling. The term then shifted "*peyorasi*" to become a term for the phenomenon of bullying perpetrated by a person or group of young people aged 14-19 years who are students.[2] The *klithih* perpetrators will target the target who is a competing school student and when the road is quiet, the perpetrator starts to physically bully, sometimes the perpetrator also confiscates

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[1] Bambang Samsul Arifin, Rusdiana, *Manajemen pendidikan karakter,* (Bandung: CV.Pustaka Setia,2019) p. 22

[2] Kumparan,*Sejarah klithih di yogyakarta*, accessed 14 agustus 2021, https://kumparan.com/kumparannews/sejarah-klitih-di-yogyakarta

his property. There were even victims who died due to severe physical torture.[3]

Teaching and learning proccess need teaching material. Teaching materials are very crucial for teachers and students for guiding and supporting the teaching and learning process. Teaching English is a system that requires excellent effort from all individuals. The teaching materials are usually indexed in textbooks owned by teachers and students and are used in every meeting according to the subject teaching and learning activities. Textbooks are one of the most important elements in the final process for curriculum goals and objectives.[4] Textbooks cannot be separated from the world of education. As a media and learning resource, textbooks can transform knowledge and moral value related to the basic compentencies to be able to thauht in teaching and learning process. Textbook can play an imporatant position inside the teaching and learning process.[5] Not only do textbook serve as sources of learning and teaching, but textbook also can be agent of instilling particular values/attitudes (moral values) in students.[6] English textbook for Indonesian students should contain language materials that represent not only lexical and grammatical aspects of language but also ideological values, such as moral values.

In Indonesia, students should learn the ideological values as stated in the five basic principles or Pancasila; just and civilized humanity. Therefore, it is important to select the appropriate learning materials which are suitable for the goal and objectives of teaching and learning process. One of the goals of learning is to educating generation to be well-behaved generations. As stated in Law Number 20 of 2003 concerning national education, it is stated in article 3 that: "*the purpose of national education is to create the potential of students to*

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[3] Tirto.id, *Klithih,kenakalan remaja yang terkadang berujung maut* accesed 14 agustus 2021, https://tirto.id/klitih-kenakalan-remaja-yang-terkadang-berujung-maut-dbsk

[4] Thotapally Anjaneyulu, *A Critical Analysis of the English Language Text Books in Andhra Pradesh India*, (Andhra Pradesh: University of Hyderabad, Gachibowli, Hyderabad, 2014) p. 814

[5] Trisha Afrin Hossain, "A research on the Role of textbooks in Second Language Acquisition",(Thesis, BRAC University, April 2016). p.1

[6] Orton, J, *Culture and English materials. In H. P. Widodo & L. Savova (Eds.), The Lincom guide to ELT materials design and development: Theory and practice* (Lincom Europa, 2010) p. 215– 228

become individuals with good character and have high morals.[7]

Considering the importance of moral education as mentioned above, the Government of the Republic of Indonesia additionally sees that the essence of moral education to be rebirthed and re-implemented in the country's education system. The Ministry of Education of the Republic of Indonesia is introducing a new curriculum called Curriculum 2013. These program pursuits to provide students with a greater exciting learning experience. This program aims to educate graduates with well-rounded and knowledge of traditional subjects, as well as high moral and ethical standards.

For the reasons above, the researcher analyze the textbook entitled "buku interaktif bahasa Inggris untuk SMA" published by Intan Pariwara for knowing what moral values embodied on this textbook. Based on that explanation, the researcher was interested research under the title **"Moral values representation in Indonesian EFL textbook for senior high school"**

B. Research Focus And Scope

The research focus of the research **"MORAL VALUES REPRESENTATION IN INDONESIAN EFL TEXTBOOK FOR SENIOR HIGH SCHOOL"** is to examine the moral values contained in senior high school textbooks, which can be in the form of verbal or visual materials.

C. Research Question

The objective of this research is to investigate what and how moral values are contained in an EFL textbook. The textbook analyzed is that for senior high school grade X students in Indonesia. Therefore, the writer formulates the research question as follow:

1. What are the categories of moral values embodied in the Indonesian EFL textbook for senior high school grade X?
2. How were moral values in the Indonesian EFL textbook for senior high school grade X presented?

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[7] Referensi ham DPR RI, "undang-undang nomer 20 tahun 2003 tentang system pendidikan nasional", Accessed 5 july 2021. https://referensi.elsam.or.id/2014/11/uu-nomor-20-tahun-2003-tentang-sistem-pendidikan-nasional/

D. Research Objective

This research aims to analyze an EFL textbook used for senior high school published by Intan Pariwara. The analysis uses approach to find categories of moral values and how moral values represented written and visual in English book at the Indonesian EFL textbook for senior high school grade X.[8] It is found out expected to contain a more comprehensive explanation of the moral values constructed in the textbook.

E. Research Significances

The result of this research is predicted to provide recommendation to the English teachers and students to use proper and right material of English textbooks. More specifically, the significance of this research may be visible both practically and anemically as observe:

1. For instance: as input for applying more intense moral values in teaching and learning activities
2. For students: as information to improve behavior and learn more about moral values
3. For teachers: give some information about moral values. It is hoped that new knowledge, education and experiences can be found that are useful for forming a moral generation
4. Future research: it will be precise reference with researcher who desires to carry out the same studies in different aspects from this study.

F. Definition Of Key Terms

Researchers use the following terms to avoid misunderstanding when interpreting the meaning of the terms in this thesis.

1. Textbook

    Textbook are media or gaining knowledge of sources that are based at the curriculum foundation utilized by one writer or a group of writers and used in school. Textbooks are books which are used formally to study subjects or courses at school or college.[9] In this research, the subjects were EFL text book for senior high school published by Intan Pariwara.

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[9] Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 11

2. Moral values

The term "Moral values" can be interpreted as a useful and desirable quality in the form of human activity that is judged to be good/bad, right/wrong behavior in dealing with other people.

3. Content analysis

Content analysis defined the process of summarizing and reporting written data-the main contents of data and their message.[10] Besides, it also may be defined as an analysis of the text or visual contents of some material. In this research, content analysis is a method and data collection technique used to summarize and analyze the English textbook.

G. Organization of thesis

Systematic thesis of writing is framework in writing a thesis. The systematics of the thesis is also the basis for showing the sections in the thesis. In the preparation of this thesis consist of 5 chapters, namely:

First, load the beginning or formality of the information includes: Cover/Tittle Page, Approval Pages, Statement of Work's Originality/ Declaration, Abstract, *Abstrak*, Motto, Dedication Page, Acknowledgements, Preface, Table of contents and list of abbreviations/Tables/ Figures/Illustrations/Appendices.

Second, load the core consist of five chapters includes:

CHAPTER I : INTRODUCTION

The chapter consist of Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research Significances, Definition of Keyterm and Organization of Thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE REVIEW

In this chapter reviews the literature related to the area of the research. It consist of four parts. First, it discussed moral in Indonesian curriculum, the using of EFL textbook as a moral value resource, and critical discourse analysis. The second is theorical framework. The third is the review of previous study.

CHAPTER III : RESEARCH METHODOLOGY

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[10] Linda Rahmawati, *A Content Analysis of the English Textbook "Primary English as a Second Language",* (Surabaya: Sunan Ampel State Islamic University, 2018) p. 5

This chapter discussed about Research method. It contains the data for textbook analysis, Research Method, Research Subject, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique and Research Ethical Considerations.

CHAPTER IV : RESEARCH METHODOLOGY

This chapter is the main discussion of this research, namely Research Finding Discussion consist of Research Result and Discussion.

CHAPTER   V   :   CONCLUSION   AND RECOMMENDATIONS

The last part of the thesis. This chapter contains the conclusion and the recommendation of research.

Third, the final of thesis is References, Appendices and Curriculum Vitae. All of this thesis is written sequentially and coherently in accordance with the applicable guidelines in qualitative research.

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