

# CHAPTER 1

## INTRODUCTION

### **1.1 Background of the Study**

As one of the key learning resources for language learning, English Language Teaching (ELT) textbook has an enormous impact on efficient language learning. Ariyan and Pavlova (2019) state that an English language textbook, as a model of the actual educational system, serves as the course syllabus; gives confidence and a sense of accomplishment in students; and implements the key principles of language education. The importance of textbooks in language learning was also confirmed by Richard (2019) as he mentions that textbook is an important component in language programs, as it serves as the primary source of language information (language input) for both language acquisition and classroom practice. The significance of textbooks in education cannot be denied, as they serve as the primary instructional tool within a curriculum, upon which its effectiveness heavily relies.

In Indonesian educational context, the curriculum currently in use, known as the 2013 curriculum, is capable of being considered both a manifestation and reaction to the phenomenon of globalization, while also serving as a representation of national priorities (Puad & Ashton, 2023). Furthermore, it is worth noting that the 2013 curriculum in Indonesia places a significant emphasis on the promotion of national interests, which are firmly ingrained in religious and moral values. This is aligned with the Indonesian people's identity with approximately 87.2% of the population in this country, which consists of 270 million people, profess to the Islamic faith, and religious minority groups are present as well within the nation (Hefner, 2021). This affects to the presence of Islamic school curriculum which has been being a phenomenon in Indonesian educational system (Lubis, 2018), where the curriculum of Islamic school is based on Islamic values with distinctive characteristics. In order to achieve the curriculum's purpose, Widodo, et. al. (2018) note that it is essential to decide a

textbook source that not only focuses on language and communicative skills, but also embeds value in it. Darmayenti, et. al. (2021) also states that the development of religious characters and local wisdom in an English textbook is an attempt to increase students' English competence without neglecting their religious beliefs and culture in English communication.

Considering the significant role of textbooks, the analysis of textbook is a crucial quality control measurement for ensuring its quality (Vitta, 2019). Additionally, numbers of investigation have been conducted in analyzing ELT textbooks. Parlindungan, et. al. (2018) conduct a study of how Indonesian cultural variety and which cultures are represented in middle school English textbooks. The findings of the study emphasize the significance of more prominently representing the variety of Indonesian local culture, particularly that of minority groups. Another work is from Ayu (2020), investigating whether English textbooks are contextualized sufficiently to aid students' English learning and communication. The findings demonstrate that textbook subjects, texts, and exercises are decontextualized in terms of authenticity, communication levels, diversity, and cultural representation. Turnip and Yanto (2021) examine the importance of peace in the national ELT textbook which was approved by the Indonesian Ministry of Education and Culture. The findings show that there are three major sources of peace value: inner peace (developing learner self-concept), social peace (tolerance with differences), and peace with nature (environmental stewardship). According to the findings of this Critical Discourse Analysis (CDA) study, social practice can be detected through language. In newest study, Rafelina and Hermawan (2022) explore the ideational meanings of multimodal texts presented in an EFL textbook by using the theory of the Systemic Functional Multimodal Discourse Analysis (SF-MDA). The results of this study demonstrate that the presentation of multimodal texts in an EFL textbook is significant to the teaching and learning activity for junior high school students.

Even though there has been much research investigating ELT textbooks from various perspectives and investigative foci, little attention is addressed to scrutinize Islamic values in selected chapters of an ELT textbooks for elementary level of education, particularly in Indonesian EFL context. Therefore, this study aims to fill the void.

## **1.2 Formulation of the Problem**

To attain this objective, the following guiding questions were formulated: What are Islamic values represented multimodally from a selected chapter of an Indonesian ELT textbook for elementary level?

## **1.3 Operational Definition**

The researcher plans to investigate the Islamic values exist in a selected chapter of an Indonesian ELT textbook for elementary level by using the theory of SF-MDA. To avoid any misunderstandings about the terminologies in this study, the researcher has provided the following definitions:

**1.3.1 Islamic Values** : Islamic values refer to the ethical, moral, and spiritual principles derived from the teachings of Islam; the religion founded by the Prophet Muhammad (PBUH). These values are deeply rooted in the Quran (the holy book of Islam) and the Hadith (the sayings and actions of the Prophet Muhammad), and they guide the beliefs, behaviors, and lifestyles of Muslims around the world. Islamic values cover a wide range of aspects, including personal conduct, social interactions, family relationships, justice,

- compassion, honesty, humility, and more.
- 1.4 A Selected Chapter of ELT Textbook** : The corpus that will be used in this research is a series book designed based on the current curriculum (K-13 revised) with the title *Musa Likes Speaking English for Islamic Primary School Grade VI*. The book is provided for Indonesian EFL Islamic elementary school. Each book has eight chapters. As the result of the pre-research analysis, one chapter was chosen as data resource and later to be analyzed. Chapter 1: “Musa is reading at the library” was selected based on the inclusion criteria for Islamic value-based education.
- 1.5 Systemic Functional Multimodal Discourse Analysis** : Systemic Functional Multimodal Discourse Analysis (SF-MDA) is an extension of Systemic Functional Grammar (SFG) that incorporates the analysis of multiple modes of communication, such as language, images, gestures, sounds, and spatial arrangements. It combines the principles of SFG with multimodal analysis to examine how different modes interact and contribute to meaning making in a given discourse. As this study will examine the multimodal texts, the analysis will be divided into two parts: the verbal elements with transitivity system, and the visual elements with the representational function of Visual Grammar by Kress and

Van Leeuwen.

## **1.6 Aim of the Research**

The research seeks to investigate the multimodal representation of Islamic values in a selected chapter of an Indonesian ELT textbook for elementary level.

## **1.7 Significance of the Study**

- 1.5.1 Theoretical Uses** : This study will broaden the body knowledge in the field of ELT material Islamic cultural content and values analysis viewed from multimodal perspectives.
- 1.5.2 Practical Uses** : This research will be able to be implemented as an overview for ELT material designers, teachers, and other stakeholders to create learning materials involving Islamic values.
- 1.5.3 Empirical Uses** : This research will contribute to previously conducted research exploring Islamic cultural literacy in ELT textbooks.