

CHAPTER I

INTRODUCTION

This chapter presents a description of the study. In this chapter, the background of the study and formulation of the problem will be explored to provide insight into the context and urgency of the issue under study. Following this, operational definitions, the aim of the research and its significance will be discussed, thus clarifying the research objectives and the benefits derived from this study.

A. Background of the Study

Social values are principles, perspectives, or standards that are considered good, right, and important by a society in interacting and living with each other. The presence of social values in junior high school textbooks is important to support character development (Arfani et al., 2022). The first year of secondary school is a crucial transition period from primary to secondary education level, where many students face challenges in adapting socially and academically. This issue reflects the need to strengthen students' social competence early on, as strong social skills have been shown to significantly support educational adjustment. This was evidenced by Devi et al. (2024) whose research found that there is a significant positive correlation between strong social skills and successful educational adjustment, which highlights the importance of developing social competence in the high school environment. With its crucial role as a learning resource, ELT textbooks usually use more than one mode of communication to convey messages, including written text, images, layout, color, and other visual elements. Through its diverse presentation, ELT textbooks not only convey language material but also become a medium for shaping students' character, such as an independent attitude in understanding material critically and a spirit of cooperation through cooperation in learning activities, in accordance with the values carried in the Emancipated Curriculum (Pratiyaksi et al., 2024).

In line with the Emancipated Curriculum, which emphasizes the development of the *Profil Pelajar Pancasila*, this study also considers the relevance of social values to the character outcomes promoted by the curriculum. Zubaedi's (2005) classification is appropriate to this study because the three categories of social values, namely love and affection, responsibility, and harmony of life, closely correspond to key dimensions of the *Profil Pelajar Pancasila*. Love and Affection reflect traits related to *Berakhlak Mulia* through kinship, concern, and care for others; Responsibility aligns with the goals of *Mandiri* through discipline and ownership; and Harmony of Life is related to the values of *Gotong Royong* through cooperation and tolerance. Therefore, even though the classification originates from a different framework, it captures the essential social behaviors and character traits that the Merdeka Curriculum aims to cultivate, ensuring coherence between the theoretical foundation and the curriculum context of the textbook analyzed. The involvement of social values in education plays an important role in shaping morals, mentality, and culture (Pitsoe & Mahlangu, 2014). This character formation is carried out through educational institutions, and teachers also have an important role in making it happen. As an intermediary between teacher and student teaching materials, textbooks act as the main learning resource that contains various materials adapted to the applicable curriculum. According to Baloch & Khatoon (2019), there are many reasons for using textbooks in the teaching and learning process: they provide organized teaching and systematic units of work, they guide teachers and students on the content that must be taught and learned, also help interested parties (teachers and students). Thus, textbooks not only serve as a guide in learning but also become an important tool to support students during this transition, helping them develop the social and academic skills necessary for success at the secondary education level. To understand how textbooks support this process, it is important to look at both the text and the visual elements. Multimodal Discourse Analysis (MDA) helps analyze how language, image, and layout work together to show social values. This method is useful for exploring how textbooks shape students' understanding of social interactions and behaviors during a stage of development.

Several studies discussed this issue. Dionisius & Sundari (2023) attempted to describe the educational and social values in English textbooks by analyzing evidence from texts or manuscripts contained in learning materials. The results show that English textbooks have a significant influence on conveying values. Lestari et al. (2024) analyzed the representation of peace values from one of the Emancipated Curriculum (Kurikulum Merdeka) textbooks using content analysis. The results show that the implications of peace values were well contained in the textbook. Salih & Zafer (2017) investigated the perception of social values among middle school students on several variables using a quantitative research design. The results showed that middle school students had positive perceptions of social values at the "strongly agree" level.

However, there is still little attention regarding visual and textual analysis of social values in seventh-grade ELT books. Therefore, this research tries to fill this gap by analyzing the data using a qualitative method with MDA (Multimodal Discourse Analysis).

B. Formulation of the Problem

How are social values represented in the seventh-grade junior high school ELT textbook?

C. Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1. Social Value

Social values are norms, principles, or beliefs that are considered important by society and function as a guide in social behavior. In this research, social values include the values of love or affection (devotion, help, family, loyalty, and care), responsibility (ownership, discipline, and

empathy), and harmony in life (justice, tolerance, cooperation, and democracy).

2. ELT Textbook

English textbooks are learning resources that are generally used at various levels of education in every school as teachers' companions in the teaching process. The ELT textbook that will be used in this study is the book "English for Nusantara" for grade VII of junior high school/MTs, which uses the Emancipated Curriculum (*Merdeka Kurikulum*). This book was first published in 2022 by the Center for Curriculum and Books, Educational Standards, Curriculum, and Assessment Agency, under the Ministry of Education, Culture, Research, and Technology. This book was written by a team of writers, including Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, and Aji Jehan Fe. In this research, the analysis focuses on Chapter 3 "Home Sweet Home" and Chapter 4 "My School Activities", as both chapters provide rich multimodality.

3. Multimodal Discourse Analysis

Multimodal Discourse Analysis (MDA) is an analysis method that combines various modes of communication, such as text, visuals, and layout, to understand how certain social meanings and values are used. In this research, visual grammar theory and transitivity are used as tools for the analysis.

D. Aim of the Study

This research aims to examine how social values are represented in seventh-grade ELT textbooks for SMP English for Nusantara.

E. Significances of the Study

This study focuses on examining how social values are represented in the ELT Textbook "English for Nusantara" used by junior high school (SMP) grade VII students using a multimodal discourse analysis (MDA) framework. This study has the potential to make important contributions in several aspects, including:

1. Theoretical use

Theoretically, this research is expected to expand understanding regarding the construction and representation of social values in teaching materials, especially in the context of English education. This research adds new insights to the theory that links education to the formation of students' social character through textbooks. In addition, this research can contribute to the study of multimodal discourse, especially how visual, linguistic, and graphic elements work together in conveying social messages in textbooks. Thus, it is hoped that the results of this research can enrich the literature on the relationship between education, social values, and multimodal media use.

2. Practical use

This research has important practical implications for textbook developers and authors, as well as for educators. The findings from this research can be a guide in designing textbooks that are more sensitive to the social values that you want to convey to students. Textbook authors can use the results of this research to better understand how multimodal elements can be utilized effectively in conveying social messages, such as the values of tolerance, justice, cooperation, and diversity. For educators, this study provides a deeper understanding of how social values are represented through text and images in English textbooks. The findings can help teachers select and utilize textbooks that align with the goals of character education and students' social development. Furthermore, by understanding

the representation of values such as love and affection, responsibility, and harmony of life, teachers can more consciously integrate these values into classroom activities and discussions, so that English learning focuses not only on linguistic aspects but also contributes to students' character development.

3. Empirical use

From an empirical perspective, this research contributes by presenting an in-depth analysis of how social values are introduced in English textbooks for the seventh grade of junior high school. This focus provides specific insight into the early stages of secondary education, which is often a crucial period in the formation of students' character. This analysis can provide a basis for further research comparing the presentation of social values at different educational levels, or in diverse cultural and geographical contexts. Thus, this research can be an important reference for cross-cultural or cross-curriculum studies related to the integration of social values in education