

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, limitation of the study, problem statement, the objective of the study, and the benefit of the study.

A. Background of the Study

Most of the school students in Indonesia today have very apprehensive. Juvenile delinquency, drug use, and free sex are a source of problems that never finished. This condition inevitably makes many people pessimistic about Indonesia's future (detik, sindonews, and cnn; Idi & Sahrodi, 2017).

In Indonesia, moral education in the schools have not received serious attention (Nawawi, 2010). Leading priority is always related to science. A good mark is still excellent for maintaining the good name of the school in the surrounding environment and parents. In fact, education to strengthen morals is no less important. Because of good morality, it will create characters for the identity of a nation.

Japan for example. Being well-known for being on time, discipline, and even mutual respect is the identity of the citizens of the rising sun country. Moral education that was introduced early became the key. Starting from cleaning classes, bathrooms, serving in the school canteen carried out by the students themselves. Thus, each individual can feel the difficulty of the job and really appreciate every effort that is done, both by himself and others. Even the education system in Japan knows no exams up to junior high schools (Budiman, 2017).

Meanwhile, the government through the Ministry of Education and Culture never seemed to pay attention to the problem. The focus which is always a discussion in the field of education is only a matter of new curriculum and national examinations. If looking back, curriculum issues are never ending. Almost every year there is always a new curriculum that is considered to improve the quality of education in Indonesia.

The current curriculum focuses only on competency, assessment, student thinking skills, and learning methods. Funny thing is, in the curriculum that is being implemented now, every teacher in the school is given the freedom to judge social aspects as such as cheating. Then the assessment was returned to the Religion teacher and PPKN. It can be concluded that moral education is only the task of the Religion teacher and PPKN (Iskarim, 2016).

1. The Notion of Moral

Moral is a custom or habit carried out by someone to their environment. This meaning is taken from the etymological moral itself, which comes from the word "mos". Whereas in general, moral is the ethics of life that are carried out to maintain social order in society. According to Kohlberg (1981) in general there are two characteristics of moral values, namely good moral values and bad moral values. Good moral value is a value associated with the suitability of the expectations and goals of human life in carrying out it can be viewed from the social rules of society. Very real, what's wrong and good. For example, by helping others who need each other.

To realize good morals this can be done through education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by them. Thus, moral education is a real effort to shape the morality of students into a generation of people who fear God Almighty and are moral.

2. Moral Education in Indonesia

In Indonesia, moral education has always been synonymous with *Pancasila* and religion. The introduction is only limited to the theory. There is no practice. In fact, if there is a direct application and becomes a habit, it will be more effective especially if it is done early in the school

environment for school is an environment where individuals learn to socialize with in a wider scope (Iskarim, 2016).

The reality that exists today, moral education is always associated with violations of rules at school. If it violates it means being punished. So that moral learning in school is always portrayed with something dark and evil. Even though moral education in schools should be taught in a finer way, such as learning mutual respect. Having students from various ethnicities, religions, races, even countries, it is best to be used as capital to appreciate how the differences exist.

The lack of results from moral education taught in schools can be easily found in everyday life. It is not uncommon to see news in the mass media, many criminal cases where the perpetrators are underage students. Starting from brawls, the use of prohibited substances, so that not a few underage students netted raids at low class hotels in school hours (Idi & Sahrodi, 2017).

The existence of sanctions does not seem deterrent. Sanctions have been given, but there are still people who repeat them. This is because the handling provided is not in accordance with the existing corridor. So that it does not improve the situation, but it seems to make it even worse. Rub salt into the wound.

Looking at the reality, it is very possible that crimes committed by underage students will increase sharply in the future. Dare to protect properly and instill moral values contained in the religion and *Pancasila* is the key. This is not only the responsibility of the government, but all elements of society. Moral education is the capital of every person to live their lives in society.

3. Moral Value in ELT Textbooks

Moral dimensions of language education have been broaden by applied linguists and english language educators (Johnstoon 2003, Shaaban 2005). Besides, Johnston disputes that English Language

Teaching (ELT) is "profoundly a moral undertaking" (Johnston, 20013:18). He enhances that the moral dimension of ELT can achieve a better world and a better learning. EFL or ESL teachers play the role as moral agents and continue communicative competence to their students since 1990's (Brown 1997; Shabaan 2005; Stempelski 1993). The use of instructional materials and resources that are useful, attractive, and interesting to the learners is a moral values that can be incorporated into ESL and/or EFL lesson (Pereira, 1993).

Nevertheless, scholars (e.g., Johnston et al. 1998, p. 164) indicates that the moral dimension is usually represented implicitly in English Language Teaching. Johnston (2003) recognizes that the there is a difficult moral dilemma faced by the teachers, specifically in many Asian contexts. They have to finish the textbook according to the mandated syllabus while moral values may be implicitly presented in the textbook. In fact, it is very rare of the literature on how moral values are presented in either locally or internationally produced ELT/ESL textbook.

English language textbook author writes the literature based on the mandated syllabus. He writes four materials in the ELT textbook; i.e listening materials, writing materials, speaking materials, and reading materials. Some materials may contain both implicit and explicit moral values. The most common implicit and explicit moral values appear in the reading materials. It is the teacher's mission to reveal and convey both implicit and explicit moral values to their students, so that they can be more humane and achieve a better learning to face any kind of obstacles.

Based on the explanantion above, the researcher depicts moral values in English textbooks used in senior high school in Indonesia. Although there are several studies on moral values that are contained in English textbooks, most researchers study them on intercultural communication, culture, cultural vocabulary, social values, curriculum artifact and critical pedagogy. Meanwhile, this research is focused on moral values by using Halliday's theory of text, discourse and context and refers to ideational meaning approach through reading materials contained

in the textbooks. Besides Halliday, this study also uses 18 values set by the Ministry of Education and Culture. As it is known, English language textbook's author writes the literature based on the mandated syllabus. He writes four materials in the ELT textbook; i.e listening materials, writing materials, speaking materials, and reading materials. Some materials may contain both implicit and explicit moral values. The most common implicit and explicit moral values appear in the reading materials. It is the teacher's mission to reveal and convey both implicit and explicit moral values to their students, so that they can be more humane and achieve a better learning to face any kind of obstacles.

B. Limitation of Study

Based on the background of the study, the researcher limits the problem and only focus on the representation of moral values in the reading materials in the Indonesian ELT textbooks entitled *Contextual English* for senior high school based on Halliday's theory of text, discourse, and context which refer to ideational meaning.

C. Problem Statement

1. How are moral values represented in words in the reading materials within the *Contextual English* textbooks for Indonesian senior high school students?
2. From the perspective of teachers, how do the students respond to the representation of moral values in the reading materials in the *Contextual English* textbooks?

D. Objective of Study

Regarding the problem statements above, this study attaches to 3 objective of the study. They are :

1. To describe moral values represented in words in the reading materials within the *Contextual English* textbooks for Indonesian senior high school students.
2. To describe the students' response of moral values in the reading materials in the ELT textbooks adequate to develop students' critical thinking so that

they can perceive of moral issues from their life situation, and then reflect and act on them.

E. Benefit of the Study

There are two kinds of benefits in this study, the first is theoretical benefit and the second one is practical benefit.

1. Theoretical benefit

The result of this study is expected to provide a new contribution and information to the larger body of knowledge, particularly the moral values analysis on ELT textbook.

2. Practical benefit

This study is expected to specifically stipulate the students in critical thinking and generally to the teachers, authors and also government (decision maker of curriculum) on moral values should be reflected in the ELT senior high school textbooks.