

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the overview of the present study. The discussion deals with the background of the study, research questions, aims, scope and significance of the research, clarification of terms, also the organization of the paper.

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

Values education or character building is one of the priorities in Indonesia education (Fahmy, Bachtiar, Rahim, & Malik, 2015; Rokhman, Syaifudin & Yuliati, 2014). The current education obliges the teacher to inculcate in the students with positive character and good behavior. With abundant information coming from all over the world through technology, a teacher is urged to balance the students' personal quality and ICT literacy (Suherdi, 2017). Currently, Indonesia is at the point where economic growth being considered by other countries as promising. This is an opportunity for Indonesia to prepare its future generation by incorporating national character building in education sectors (Rokhman, Syaifudin & Yuliati, 2014). Nationalism ideas or thoughts of a nation are transmitted in the form of national values (Winarno & Muchtarom, 2017).

Borrowing the former Minister of National Education, Muhammad Nuh's statement, there are eighteen values necessary to be taught to strengthen national character education. The list includes religious value, honesty, tolerance to diversity, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationality, love homeland, rewarding achievement, friendly or communicative, love of peace, joy at reading, environmental concern, social concern, and responsibility. Those values are adopted and adapted from religion, national ideology, cultures which then formulated into national education aims (Fahmy, Bachtiar, Rahim, & Malik, 2015). These values are emphasized to create future good model citizens and overcome the systematic social problems in Indonesia.

Indonesian youth are facing the crisis of complex problems such as the crash with western cultural values, religious fanaticism, selfishness, and corruption such as bribery, embezzlement, nepotism, and so on (Sihombing, 2014). A survey related to corruption as part of someone's dignity and integrity perception scale indicated that Indonesian youth could not define the meaning of integrity but they know its examples (Sihombing, 2018).

Textbooks are a means of teaching values media. Values are based on the crystallization of social system and transmitted to the younger generation through education. Through the content of textbooks by which students are exposed to learn about new values (Guthrie, 1983; Padem, 2013). Textbooks are used as media to achieve educational goals. They are designed and constructed based upon their intended learners. Textbooks convey national values, cultural values, and common universal values (Marinkovic & Eric, 2014, Padem, 2013). Selecting textbooks that meet the requirements of the target learners is important since the roles of textbooks in teaching language learning are as significant as the teacher itself (Hashemi & Borhani, 2015; Padem, 2017).

The spirit of nationality is one of the values promoted by the Indonesian Ministry of Education and Culture. Nationalism values serve as a representation of values contained in *Pancasila*. They are the character values that recently being reinforced by the Indonesian government (Agustyaningrum, Herman, Waluyo, & Sumarwati, 2018). Many previous studies to nationalism values were conducted to overcome the declined of the majority of young people's attitude (Agustyaningrum et al., 2018; Ismawati & Wartyo, 2016). As an example is the use of authentic material for teaching nationalism values. Various works are colored by nationalism values such as Nh. Dini novels which promoted nationalism attitudes such as love toward homeland, willingness to sacrifice, and keep the heritage of Indonesian culture (Agustyaningrum et al., 2018). These values are in line with Koentjaraningrat's definition of nationalism. Nationalism is defined as a feeling of love, allegiance, loyalty toward motherland and frees the country from foreign power/supremacy (Koenjaraningrat, 1993).

The roles of English textbooks in teaching nationalism values are illustrated in many cases. Textbooks are used to convey message of national consciousness (Jerdee, 2010). In Japan, initially English textbooks were used to be a tool to speed up modernization and as the pendulum swing, it went to the extreme case of isolation during the world war II. The radical nationalism led the Japan textbooks to exclude western values and gave supremacy to its local values. After world war II, Japan tried to be neutral and used balanced content of multicultural values (Hino, 1988). Although another article said that Japan is not quite neutral in presenting its ideology in a textbook such as how Japan downplayed its role in world war II in its historical discourse (Barnard, 2004). In the Indonesian context, the exclusion of western culture big C culture and little c culture also became a controversy, a content analysis of many English textbooks used in Indonesia has found that some textbooks tried to separate the local content and the western or Anglo-American, UK values. The content is overwhelming with Indonesian values (Stockton, 2018).

Character building is placed as the top priority in the 2013 curriculum which comes with a set of standards of values, textbooks as one of the mass means of teaching values are used to transmit national values. One of the national values is nationalism values. From recent previous research, every country has its definition of nationalism values and Indonesia has a set of nationalism values to be embedded in senior high school English textbooks and English classroom. The textbooks evaluation and analysis, as well as the implementation of nationalism values in English teaching and learning process are rarely been explored in the Indonesian context, though. Some works analyze nationalism values as a subtheme and not under its own umbrella. Other works are mostly investigating the nationalism values in literature works (movies, novels, poems, etc) which can be categorized as authentic material. Considering the importance of nationalism values in teaching and learning English, this research is conducted to fulfill this gap.

## 1.2 Research Questions

Referring back to the title of the research “ Exploring the Nationalism Values in Senior High School English Textbooks”, the research questions are:

1. How are nationalism values represented in Senior High School English Textbooks?
2. How are the nation and national narratives used by teachers to transfer and negotiate nationalism values in English Classroom?
3. How do students’ English vlogs reflect and reproduce nationalism values?

## 1.3 Aims of the Research

The research is aimed at investigating how the nationalism values are represented in senior high school English textbooks, how nation and national narratives are used by teachers to transfer and negotiate the nationalism values in English classroom, and how students reflect and reproduce nationalism values in their vlogs.

## 1.4 Scope of the Research

This research investigates the nationalism values in senior high school grade X that was obtained from several sources. They are senior high school English textbooks, classroom observation, and students’ English vlogs. the textbooks analysed are *Pathway to English* and *Bahasa Inggris*. Both textbooks were selected to be the representation of senior high school English textbooks based on certain criteria. First, the textbooks are suitable for the current curriculum or K13. Those textbooks are compiled to develop attitudes, knowledge, and communicative skills through a variety of engaging active learning experiences. Second is the richness of multimodalities of textbooks. The modes used are images, writing, layout, and typography. Third, the textbooks were used by the teachers in teaching and learning process in Salatiga schools in Indonesia. Forth, the textbooks provide some suitable chapters for teaching nationalism values in the Indonesian context. The classroom observation was held in *SMA Pertiwi* and *SMA Nusantara* to investigate how the nation and national narratives are transferred and negotiated in English classroom. Lastly, the

students' English vlogs were collected to find out how nationalism values are reflected and reproduced.

### **1.5 Significance of the Research**

Theoretically, this research is expected to enrich the understanding of nationalism values in English as a Foreign Language Textbooks particularly in the Indonesian context. It is expected to give some suggestions and recommendations for related studies such as textbook revision, the pedagogical aspect, and its implication.

Practically, it is expected to provide teachers a guideline on how to teach English using textbooks and vlogs especially in speaking skill to promote nationalism values. Teachers are supposed to be able to selectively choose the appropriate method in teaching speaking. Moreover, how nationalism values are embedded in the classroom setting need to be investigated.

Related to the policymakers, this research is expected to contribute in the implementation of nationalism values in senior high school particularly the textbook curriculum and content. Publishers are expected to improve the textbooks content and the technology. Education policymakers are expected to include the students circumstances as a consideration in the making of the textbooks content and the issues related to nationalism values in curriculum.

### **1.6 Clasification of Terms**

#### **a. Nationalism values**

Nationalism means a process of nation creation, a sentiment or awareness as a nation, a nation and national symbolism, and a social and political struggle. The definition of nationalism in this research covers banal nationalism and hot nationalism. Banal nationalism is an ideology habits which exists in daily life as a 'flagging' or 'reminder' of nationhood (Billig, 1995, p.38). It is a repetition of complex beliefs, assumptions, habits, representations and practices. The banal

flaggings remain in the background that can be waved anytime as a reminder. The examples of banal nationalism are the flag, national anthems, national holiday, map, territory, landscape, cityscapes, attitude, etc. Those reminders of the nation are what Guilliver (2011) called as ‘banal flaggings’ or in this research are termed as flags or flaggings (p.122). On the other hand, hot nationalism is the more passionate and exotic one. It is the sentiments of patriotic emotion, a force and the struggle of citizens for territory, unity, and independence.

#### b. Textbooks

Textbooks are commercial textbooks in teaching language which serving inputs and language practices for the students. Textbooks are social, cultural and curriculum artifacts that convey certain ideologies and legitimize particular types of knowledge. It is laden with cultural and moral values to create critical learners.

#### c. Students’ English Vlogs

Vlogs refer to video blogs which are published by an individual or group (videoblogger), created and published as a means of communicating ideas through interactive channel. The definition of vlogs in this research refers to students’ English vlogs established by students in group to communicate their nationalism ideas through YouTube channel.

#### d. Speaking skills

Speaking skills are important, complex and dynamic skills to communicate, produce, receive, process information and express message involving simultaneous process by employing many components. It involves cognitive, physical, socio cultural aspects, while activating the knowledge and skills at the same time to express spoken language. Speaking employs many components such as pronunciation, grammar, vocabulary, and fluency to be activated.

## 1.7 The Organization of the Paper

The paper is organized into chapters as follows:

1. Chapter I outlines the background, research questions, the aims of the research, its scope, significance of the research, clarification of terms, and the organization of the paper.
2. Chapter II presents the literature related to values in education, nationalism values, nationalism in education, textbook evaluation in Indonesia, the roles of textbooks in teaching English, textbooks as ideology driven force, nationalism values in Indonesia English textbooks, and speaking through vlog.
3. Chapter III covers the methodology.
4. Chapter IV elaborates the findings and discussion.
5. Chapter V comprises the conclusions, implications, limitation of the study, and recommendations of the research.

## 1.8 Concluding Remarks

This chapter explains the background of the study, research questions, aims of the research, scope of the research, significance of the research, classification of terms, lastly, the organization of the paper. The next chapter discusses the literature review.