

CHAPTER I INTRODUCTION

The first chapter outlines the background, research questions, research aims, research significance, research scope, and conceptual framework.

A. Background of the Study

The textbook is a quite crucial thing in the teaching-learning activity that educators particularly teachers, require to teach the students. Teachers use textbooks to teach English in English teaching activities because, according to Hutchinson and Torres (1994), the textbook is an essential and nearly universal component of English language teaching activity, teachers use textbooks to teach English.

The government developed the Merdeka Curriculum (*Kurikulum Merdeka*), which incorporates Pancasila Student Profile (*Profil Pelajar Pancasila*) values and character-building principles to counteract the learning loss that followed the pandemic and improve student character-building to prevent criminality and dangerous threats from students. During the pandemic, students still went out to play, some of them even participated in wild races, drinking parties, and free sex. This is due to the impact of ineffective online learning, online learning makes them ignore their assignments, sometimes they don't even do their assignments. Students are lazy to study and if they study, they only rely on Google rather than books.

The goals of the Pancasila Students Profile (PSP) are incorporated into the educational system to shape the future leaders of the country into individuals with Pancasila character. English textbook of *Merdeka Belajar* provides the material to make the students learn with students' creativity based on any skills in every lesson of the material and contains Indonesian values to make the students have skills and good character.

PSP aims to build students to be competent, have character, and behavior in accordance with the values of Pancasila. According to the Ministry of Education and Culture in 2020, the PSP includes key characteristics such as 1) having faith and piety towards God Almighty and noble behavior; 2) having a broad perspective and appreciating global diversity; 3) being able to work well together; 4) being creative; 5) being able to think critically; and 6) being independent. Srirahmawati and Hunaifi (2022) emphasized that key characteristics can be applied in the classroom through the teaching-learning process or by forming habits in the school environment.

The PSP values focus on related external factors such as the context of life and the challenges the Indonesian nation faces in the twenty-first century as a result of the Industrial Revolution 4.0, as well as related internal factors such as national identity, ideology, and ideals of Indonesia (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022). Students are expected to be able to strengthen their moral values and establish stronger connections to good behavior through the use of the PSP (Amalia, Artharina, & Kiswoyo, 2022).

Images and photos are part of our reality, and children tend to prefer reading books with images and photos. By looking at Images, book readers will more easily explore and even be able to imagine more deeply. As stated by Peeck (1993), Images in learning materials can play an important role in motivating students to read the included text. Images not only attract students' attention but also encourage them to conduct a more in-depth analysis of the textual information depicted. In addition, Images can aid in the clarification and comprehension of complex material. According to the theory proposed by Sadoski and Paivio, the use of Images, by combining verbal and nonverbal codes, also contributes to the improved ability to recall the content of the illustrated text.

The Pathway to English book was chosen because it has many advantages and is also quite popular in Indonesia. This book has also used the latest curriculum (Merdeka Curriculum). This book has elements of six language skills: Listening, Speaking, Reading, Writing, Viewing, and Presenting. The

book also supports the objectives of their curriculum as it includes values, Cultural Awareness, How to Say It, Critical thinking tasks, and mini projects. One of the advantages of this book is that equipped with a QR code that contains audio listening content. In this book, some Images and texts can be used as research instruments.

This research tries to explore the representation of the PSP in the book entitled *Pathway to English*. The aim is to examine the characteristics of the PSP are integrated in English textbooks and investigate how the characteristics of the PSP are integrated in the *Pathway to English* textbook.

B. Research Questions

The research questions are formulated as follows:

1. What are the kinds of PSP characteristics evident in *Pathway to English* textbooks?
2. How are the PSP characteristics represented in *Pathway to English* textbooks?

C. Research Purposes

The purpose of this research is formulated as follows:

1. To identify the kinds of PSP characteristics evident represented in *Pathway to English* textbooks
2. To discover the representation of PSP characteristics in *Pathway to English* textbooks.

D. Research Significance

Theoretically, this research is expected to develop previous studies on Pancasila values and the authors of *Pathway to English* textbooks. Also, this research is expected to be a useful source for other researchers to conduct further research on the PSP. Practically, this research hopes to motivate teachers to better integrate the characteristics of the PSP into learning content, especially in English textbooks. It aims to make teacher pay more attention to this aspect in

designing relevant teaching materials, as well as improving their ability to teach these characteristics, following the demands of the 21st century.

E. Research Scope

The research subject is an English textbook entitled *Pathway to English for 10th Grade at Senior High School* written by Th. M. Sudarwati & Eudia Grace and published in 2022 by Erlangga. This book is the latest release and has also been intended for the independent curriculum. The limitation of the research is only focuses on the Images and text to discover the representation of the PSP in the textbook.

F. Conceptual Framework

The Pancasila Student Profile, as an integral part of the vision and mission of the Ministry of Education and Culture, is required to be adopted by educational institutions. The aim is to form students who have Pancasila character, which includes belief and devotion to God Almighty, moral behavior, critical thinking skills, nationalist views, cooperation, independence, and creativity. This profile is designed as a tool to articulate the goals and vision of education more affordably and understandably for all parties involved in education (Nurun Alanur, Amus, and Tadulako:2022). The PSP is the character and ability that each student develops and lives through school culture, intracurricular, co-curricular, and extracurricular learning (Rahayuningsih, 2022). The application of the characteristics of the PSP is not only carried out in the learning process in class but also in other extracurricular activities. That way, students will get used to the development carried out and it is hoped that later students will develop following the norms and values of the PSP itself.

The Multimodal Analysis approach is a new area of study in the field of discourse analysis, which aims to examine texts that have been integrated with visual elements such as images, colors, symbols, and various other semiotic sources (Permata Yanda, 2018). Kress (2011) states that in Multimodal Analysis, there are various textual 'threads' that are abundant and physically very different,

including elements such as gestures, speech, images (static or dynamic), text, and music (which can be found in websites or movies).

Researchers believe that the combination of text and images can support learning and deepen understanding and the problem-solving process for students. Koć-Januchta, et al. (2017) found that combining text and images or text and animation resulted in better learning outcomes than using text alone. However, simply combining text and images does not guarantee better learning outcomes. The effectiveness of such combinations is heavily influenced by factors such as visualization style, learning task type, number of referential relationships between text and images, and learner characteristics.

A textbook, according to the Oxford Learner's Dictionary, is "a book that teaches a specific subject and is primarily used in schools and colleges." Meanwhile, Cunningsworth (1995) defines textbooks as books used in schools to help students learn. Islam, M (2013) stated that the existence of textbooks is important in aiding the learning-teaching process. The textbook Path Way to English for 10th grade at senior high school published in 2022 by Erlangga is a textbook that was released by following the new curriculum, which is the independent curriculum. Of course, in the book, the material and character development that follows the independent curriculum have been prepared. Researchers hope that this textbook contains the characteristics of PSP which are represented in the Images and text.

G. Previous Study

Previously, several studies have been conducted to reveal the values of the Pancasila Student Profile. A study conducted by Jamaludin et.al (2022) aimed to outline the core values of Pancasila students through a series of 3rd campus teaching activities in 2022. The study illustrates how the ideals of the PSP were applied through reciprocal cooperation, literacy, and numeracy activities. Islamic board schools frequently have flag ceremonies, offer religious teaching, and offer extracurricular activities.

Another study, conducted by Kahfi (2022), aims to determine whether the PSP program's integration into the independent curriculum influences how students develop their character in classrooms. This study discovered that the PSP was not implemented as effectively as it could have been because of a variety of obstacles, including limited time informed by educators, limited time for teaching and learning activities, little lesson substance, and limited knowledge.

On the other hand, a study by Hartanto et al (2022) investigated the incorporation of the PSP in digital learning resources for junior high school students in their study. Their findings show that the digital learning resources are in line with the principles of the PSP, making it an appropriate choice to support English language teaching at the junior high school level in Indonesia.

The last previous study was conducted by Indrayani, Rina. (2018). her research focuses on the representation of a photo of an artist from Korea, namely G-Dragon, taken from an Instagram account. The findings are that the first image also presents how the represented participants match each other to convey meaning while the second image shows how participants represent their meaning through symbolic values. The former image is meant to show strength, affection, and intimacy. Meanwhile, the latter image shows disengagement.

Based on the review, some studies integrated PSP characteristics into learning materials. Thus, investigating PSP characteristics in English textbooks as learning materials will assist teachers in making their learning materials more relevant, particularly for High School students implementing the Merdeka Curriculum. However, this study finds out how the characteristics of PSP are represented in English textbooks, particularly for High School students. The current study will thus bridge the gap by analyzing the characteristics of PSP implemented in the English textbook entitled Pathway to English using the framework of PSP proposed by the Ministry of Education and Culture.