

NATIONALITY VALUE DEPICTED IN WHEN ENGLISH RINGS A BELL TEXTBOOK: CONTENT ANALYSIS

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Abstract: In recent years, there has been a growing interest in the integration of moral values into language textbook. This study aims to investigate the value nationality values in *When English Rings a Bell* (revised 2017) textbook for eighth-grade of Junior High School based on the curriculum 2013 that the Ministry of Education and culture published. This research used the content analysis method to analyse the value nationality in the textbook, and the interviews to gain the English teachers' perceptions on the value nationality values and how it applies to “*When English Rings a Bell*” (revised 2017) textbook to strengthen the result of research. The findings show that the most dominant percentage of value nationality values based on the seven indicators are related to being love of Indonesia which found (43%), followed by the willingness to sacrifice after the country (27%), pride of the motley culture (11%), receive the complex (7%), proud of being Indonesian (5%), prioritizing public interest (5%). In contrast, the least percentage was the values of heroes (0%). Those values depicted in “*When English Rings a Bell*” textbook are socioculturally ingrained in Indonesian culture and appropriate to be implemented for eighth-grade Junior High School students in the teaching-learning process because it has value nationality values in each chapter which correlate to the curriculum 2013.

Keywords – Value Nationality, Curriculum 2013, English Textbook, Content analysis, Junior High School

INTRODUCTION

A textbook is critical in teaching-learning process and it acts as teachers' partner to cultivate moral values in students (Johansson *et al.*, 2011; Tse & Zang, 2017). Text books has discourse quality (Prastyo, 2008). Each institution and school use it as a learning source and a guidance to get knowledge and information to the particular course. It can also be a pedagogical resource for teachers to build and develop students' moral sensitivity and behaviour (Jie & Desheng, 2004). Brown (Wardani, 2020) emphasizes that the most obvious and most common form of learning material to support teaching-learning process is textbook. It shows that textbooks can teach content, skills, and moral values.

Textbooks as one of media and source of the teaching learning contains systematic arrangement of materials with good explanation and complete assessment. It contains an appropriate method for students' learning achievement and supportive exercises (Sukmawijaya *et al.*, 2020). The general valueistic of textbook are: it suit the needed, interest and abilities of the students, suit the teacher and meet the need of the official public teaching syllabus or examination (Brown, H. D., 1994)

Dealing with the significance of textbook in teaching-learning process, the instructor ought to select proper textbook based on the current curriculum implemented by the government. In 2013, Indonesia changed the educational modules from KTSP 2016 to educational programs 2013 (K13). This curriculum aims to accentuate building students moral values. It comprises 18 value values: religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationality, patriotism appreciation, communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. Nowadays, the values of value nationality in Indonesia have decreased. As published by Kompas research and development in 14-15 August 2007 that 65.9% of respondents' proud to an Indonesian. That number had decreased drastically since 2002, when the data showed that 93.5% were proud to be Indonesian. Indonesia has a slump in nationality signs, partly caused by the external culture mastered in Indonesia (Suwandi, I. K., & Sari, I. P., 2017). It matters because of lack of investment and education value, so Education should significantly strengthen value nationality.

There are numerous English textbooks available in Indonesia written by the experts particularly in the field of foreign language education. One of the English textbooks used in English teaching and learning is "When English Rings a Bell." It is published by the Ministry of Education and Culture of Indonesia based on the curriculum 2013 which was revised in 2017. That textbook is a guidebook for teachers and students in English learning that consists of suitable material and exercises. The teacher usually uses another book to support students' exercise vocabulary, but that textbook is their main book.

Junior High Schools in Bojonegoro and Tuban use the "When English Rings a Bell" textbook as students' guidebook and material in teaching learning. Sometimes they also use another textbook to support and cover up the weakness of the textbook. Because only some textbooks are understandable, other textbooks that support the "When English Rings a Bell" textbook are vocabulary, and grammatical exercises book.

This study aims to analyse the nationality value depicted in "When English Rings a Bell" textbook. The researcher considers that this is an important topic to be discussed since value nationality is crucial aspects to instil in students moral value. The main use of the textbook is to strengthen and influence students' value, especially their value nationality. According to Canh, L. V. (2018), books can influence the development of interests, social attitudes, emotions, and reasoning students. So the teaching material is a vital component in successful teaching learning, especially for their value—one of the value values to become one of the Ministry's priority values (Elmiana, D. S., 2019). It can be implemented in learning activities that need curriculum, materials, method, media that can guide the students learning. (Cunningsworth, A., 1995)

Thus, the researcher has discussed some phenomenon that indicated the importance of students' value nationality to be taught to the students and the significance of the textbook for them. Based on the explanation and problem above the researcher is interested to analyse how the value nationality value depicted in "When English Rings a Bell" English Textbook for eighth grade of Junior High School.

METHOD

The researcher used a qualitative research method by using content analysis. Qualitative research seeks to understand a phenomenon by focusing on the total pictures rather than breaking them down into variables (Latief, M. A., 2014). It is emphasized in the process of the research rather than the outcome.

Content analysis is one of the types of analyzing data in qualitative research. The word content refers to what is contained in a message, while analysis goes to explain the content of that message (Mustapha & Ebomoyi, 2019). This study aimed to analyze the Value Nationality of the "When English Rings a Bell" textbook for eighth-grade junior high school concerned with a curriculum used.

Dealing with the object of the research, the researcher analyzed an English textbook titled When English Rings A Bell (Revised 2017) for eight grade students. It is used by a junior high school in SMPN 5 Bojonegoro and SMP Plus Al Ishlah Tuban. Kemendikbud of Indonesia publishes the textbook. That textbook consists of 234 pages and 13 chapters. The researcher analyzed all of the pages in every chapter of the textbook.

In this study, the researcher analyzed the data by using an interactive model from Miles and Huberman (1994:12), which isolates the examination exercise into a few parts specifically: data collection, data reduction, presentation of data, and drawing conclusions or verification information.

The researcher used some research instruments for collecting the data: A rubric/ analysis checklist, an interview, and a reflective journal. It means the researcher must apprehend the research method, and it will support by an instrument rubric for a checklist analysing the textbook based on Suwandi (Suwandi, I. K., & Sari, I. P., 2017). It has seven indicators : (1) pride in being the Indonesian nation, (2) love of homeland and nation, (3) willingness to sacrifice after the nation, (4) receiving the complex, (5) pride in the motley culture, (6) appreciate the value of heroes, (7) Prioritizing public interest.

Conclusion may not show up until information collection is over, depending on the estimate of the corpus of field notes, the coding, capacity, and recovery strategies utilized and based on information decrease bolstered by solid proof that underpins the other

arrange of information collection that tried for their validity such as interview, reflective journal, and comparative data.

Interview

Interview was conducted in two schools of different areas (regencies). It will take in SMP plus Al Ishlah Soko Tuban and SMPN 5 Bojonegoro. The interview will discuss the curriculum 2013 revised, the importance of value education, value Nationality in the "When English Rings A Bell" textbook and the user base on value Nationality.

Reflective Journal

The English teacher will do the reflective journal to complete the data in triangulation for validity. It will be written about the teacher's experience in the teaching-learning process based on the When English Rings a Bell textbook and value nationality.

Documentation

Documentation is used in this study as a way to collect the data. Documentation comes from the word document (Arikunto et al., 2014). It means identifying something in written form, such as textbooks, documents, magazines, and daily notes. Having the indicators shown above gives the researcher a valid data finding. The instrument data is also called a checklist, so a checklist table will collect the data at every point based on the instrument value nationality in the textbook.

The conclusion is confirmed as the analyst continues, and confirmation may be as brief as a brief moment of thought crossing the analyst's mind during writing, with a brief outing back to the field note.

FINDINGS AND DISCUSSIONS

Findings

In this study, the data analysis was collected through a checklist to answer the research question, "how are the value nationality values applied in when English rings a bell textbook" by the checklist of analysis consist of several aspects of value nationality based on the curriculum 2013 revised. They are proud of being an Indonesian nation, love of homeland and nation, be willing to sacrifice after the nation, receive the complex, are proud of the motley culture, appreciate the value of heroes, and prioritize public interest. Instead of the checklist, the researcher also collected the data from interviews and

reflective journals gathered from the English teachers. The interview aimed to find in-depth information about their experience and how teachers use the book. In comparison, the reflective journal aimed to get in-depth information and experiences on teaching students by applying and using the book.

The researcher also used relevant documents such as lesson plans and syllabi commonly used by teachers in teaching and learning. Third, the researcher takes the data from relevant documents consisting of lesson plans and syllabi teachers used. The data acquired from the checklist is described in the following table, which the scoring of the checklist statement (1= proud of being the Indonesian nation, 2= love of homeland and nation, 3= being willing to sacrifice after the nation, 4= receive the complex, 5= proud of the motley culture, 6= appreciate the value of heroes, 7= Prioritizing public interest). The data checklist is found as follows in table 4.1

Table 4.1 Analysis Checklist Sheet of Value Nationality Values on When English Rings A Bell Textbook Grade VIII

Chapter	7 Indicators of Value Nationality							Total	Percentage %
	1	2	3	4	5	6	7		
Chapter 1		2	1					3	7%
Chapter 2			1					1	2%
Chapter 3	2	2						4	9%
Chapter 4		1						1	2%
Chapter 5		1						1	2%
Chapter 6		1	1					2	5%
Chapter 7		1	1					2	5%
Chapter 8		5	6	1	1		1	14	32%
Chapter 9		2	1		2			5	11%
Chapter 10		1	1	1	2			5	11%
Chapter 11		1					1	2	5%
Chapter 12		2						2	5%
Chapter 13				1				1	2%
Page				217.					
Total	2	19	12	3	5	0	2	43	100%
%	5%	43%	27%	7%	11%	0%	5%	43	100%

Value nationality values are found in the "When English Rings a Bell" textbook for the eighth grade of junior high school. From the information over, most of the value values appear that most of them are being a love of homeland, and the nation found 44% of the

shortcoming of the value values was an appreciation of the values of heroes, and it found 0%. The examination checklist, moreover, shows that value nationality values were found in each chapter, but they had distinctive capacities. The most elevated value nationality values were found in chapter eight, which had a 32% esteem. Furthermore, the shortcoming appeared in chapters 2, 4, 5, and 13, which had 2% value values. In this chapter, the value's nationality values will appear in the checklist examination and be portrayed by illustrating the information.

Discussions

The study was conducted to analyze the value nationality values in an English textbook for the eighth grade of Junior high school entitled "when English rings a bell (Revised 2017)" by using methodology content analysis, and it helped by indicators of nationality from (Suwandi, I. K., &Sari, I. P., 2017). Data analysis and validity data such as interviews and relative journals found that value values are shown in the textbook. However, it needs the teacher's support to deliver to the student. Compared to other values in curriculum 2013, value nationality has a lower score than others. The analysis checklist showed that the most dominant percentage of value nationality values among the seven indicators are related to love of homeland and nation. There was a small amount of appreciation for the values of heroes.

The result of this research is almost the same as the previous study. When English Rings, a Bell textbook from the eighth grade of junior high school, covers around 74.19 % of materials relevant to the cognitive domain and can fulfill the social functions of the ideal materials intended to be achieved by the students (Adi, 2019). It carries this result of the study in which the when English rings a bell textbook correlate to the curriculum 2013 revised.

This study was done to know how value nationality values apply to When English rings a bell textbook for strength or build value nationality to eight grade students in junior high school. Wardani, in Value Building Values In English Textbook, states that the dominant values imply that the author wants to raise the autonomy and the student's cognitive, affective, and psychomotor balance. So, it is suitable for this study that the occurrence of value nationality values can help to build or strengthen value nationality in the student by the student's affective and psychomotor (E.P Wardani, 2020).

In general, the result of nationality value in this research and other research has the same capacity, but specifically; this research found more than the other research, which caused the analyzed instrument to be different. Other researchers use general instruments by curriculum 2013 rules, but in this research, the researcher uses a specific instrument to analyze the value's nationality specifically.

Criteria of a good textbook that correlates with today's curriculum in Indonesia, when English rings a bell textbook for junior high school, is proportional enough because it contains almost the whole communicative function that most students need to cover communicative competence through it. So it is suitable to be analyzed to know more about it as the student needs (E. P. Wardani, 2020).

From the explanation above, it is clear that when English rings a bell textbook is good. For this reason, it is clear why the when English rings a bell (revised 2017) textbook for eighth-grade junior high school used by the school in SMP plus Al Ishlah Tuban and SMPN 5 Bojonegoro and is published by the Ministry of Education and culture of Indonesia are highly dominated by education value values. It also caused value nationality, as one of them analyzed in this study which is very needed to raise the autonomy and the student's balance of cognitive, affective, and psychomotor in this era and for our good nation's future.

CONCLUSIONS AND SUGGESTION

The data finding and discussion said that this research shows that the most dominant percentage of value nationality values based on the seven indicators are related to Love of homeland and nation which was found (43%). It is followed by the willingness to sacrifice after the nation (27%), pride in the motley culture (11%), receiving the complex (7%), pride in being the Indonesian nation (5%), and Prioritizing public interest (5%). The weakness is appreciated by the values of heroes (0%).

Moreover, it also has good criteria of a good textbook that correlate with today's curriculum in Indonesia as Fitriani (2013) indicated that when English rings a bell textbook for junior high school is proportional enough because it contains almost the whole communicative function that most students are needed to cover the communicative competence through it. So it is suitable to be analyzed to know more about it as the student needs.

From the explanation above, it is clear that when English rings a bell textbook is good. For this reason, it is clear why the when English rings a bell (revised 2017) textbook for eighth-grade junior high school used by the school in SMP plus Al Ishlah Tuban and SMPN 5 Bojonegoro and published by the Ministry education and culture of Indonesia is highly dominated by education value values. It also caused value nationality, as one of them analyzed in this study which is very needed to raise the autonomy and the student's balance of cognitive, affective, and psychomotor in this era and for our good nation's future.

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