

CHAPTER I

INTRODUCTION

This chapter encompasses the background of the study, the formulation of its research questions, the objectives it aims to achieve, the significance it holds, the scope of its inquiry, and the definitions of key terms relevant to the topic.

1.1 Background of the Study

Textbooks are one of the most important resources that students use to learn English. Textbooks are essential to the educational process since they make it easier to teach a variety of courses, including English. English language instruction is incorporated into a well organized educational system from elementary school through high school and college. English textbooks provide useful information on the cultures of English-speaking nations in addition to grammar and vocabulary.

However, vocabulary lists and grammar rules are not the only things included in English textbooks. They are intended to foster the development of the four fundamental language skills speaking, listening, reading, and writing while also delivering moral lessons via a variety of text formats. These consist of procedural texts, explanations, narrative texts, and descriptive passages each has an own method of conveying ideas and information.

Beyond language development, textbooks contribute to shaping students' thinking, character, and values. Of particular interest in this study is the representation of moral values, especially those related to nature, given the increasing urgency of global environmental challenges. By integrating environmental awareness into language learning materials, English textbooks can make learning more meaningful and encourage students to care about nature and take responsible action

Given the numerous worldwide Environmental problems including pollution, biodiversity loss, climate change, and the depletion of natural resources, it is more important than ever to import moral ideals relating to nature. These issues not only harm the environment but also endanger the quality of human life [1]. As a result, nations all around the world, including Indonesia, have demonstrated a

greater dedication to solving environmental issues. For example, as part of its environmental conservation efforts, the Indonesian government has set a goal to reduce marine plastic trash by 70% by 2025 [2]. This demonstrates how crucial environmental education is for fostering ecological consciousness and public morals.

The integration of character education that includes environmental values is crucial, especially given the increasing frequency of natural disasters driven by climate change and pollution. Education functions not only as a medium for knowledge transfer but also as a means to develop socially and environmentally responsible individuals. Therefore, this research aims to support the development of a curriculum that is more responsive to sustainability issues.

In the educational context, English textbooks play a significant role in conveying moral values, including responsibility toward nature [3]. Teachers also have a crucial responsibility in promoting these values through classroom instruction and interaction [4]. By modeling ethical behavior and cultivating positive relationships, teachers serve as role models who guide students both academically and morally. Textbooks, therefore, can support teachers in fulfilling their dual responsibility of delivering educational content and instilling values. English textbooks serve as structured educational resources that guide learning, particularly in school and university settings [5].

Although English textbooks used in secondary schools in Indonesia should ideally integrate moral values related to the environment in every teaching material, Previous studies By (Iroh Magfiroh et al.,2021) explores the use of Appraisal Theory (Martin & White, 2005) in analyzing attitudes in narrative texts found in 11th grade English textbooks. Conducted by (M.A. Silmi et al,2023) investigates how moral values are embedded in both visual and verbal elements of an EFL textbook for senior high school students. By (Ihsan Tanama Sitio et,al,. 2023) examines the intersection of linguistics, visual representation, and moral education in primary school EFL textbooks in Indonesia. Conducted by (Hasna S.Y et al.,2024) explores how moral values are represented through sayings in international English textbooks for Indonesian primary school students (grades 2 and 6). By Sahlan (Tampubolon and Usman Sidabutar,.,2022) investigates how moral values

are integrated into English Language Teaching (ELT) textbooks for vocational high school students (grades X, XI,XII). While these studies have contributed valuable insights into the presence of moral values in educational texts, most focus on general moral and social values such as responsibility, kindness, or perseverance without emphasizing ecological ethics or environmental responsibility.

Therefore, this study aims to explore moral values towards nature in English textbooks through the lens of Appraisal Theory, offering a more focused analysis on environmental ethics. The Appraisal framework, developed by Martin and White (2005), is employed to examine how language in English textbooks evaluates and constructs moral relationships between humans and nature. This research specifically focuses on three key components of appraisal: Attitude (including Affect, Judgment, and Appreciation), Engagement, and Graduation.

The study determines how moral ideals associated with sustainability and environmental awareness are portrayed and how they affect students' viewpoints by examining these linguistic components. Therefore, appraisal theory is a useful tool for revealing the deeper moral and ideological messages found in English textbooks, particularly when it comes to environmental responsibility.

This study intends to offer suggestions for educators, textbook authors, and legislators in creating resources that are more successful in promoting ecological awareness and moral responsibility among students by thoroughly examining the moral values pertaining to nature in English textbooks. Future generations are expected to take proactive steps in conservation efforts in addition to understanding the significance of preserving the environment with the right educational approach.

In light of this, it becomes essential to examine how English textbooks convey moral values specifically related to nature, considering the increasing urgency of environmental challenges. Although previous studies have contributed valuable insights into general moral values, there is still a lack of focused analysis on ecological ethics. Therefore, this research aims to identify moral values towards nature and analyze how these values are represented linguistically through the Appraisal system. This serves as a foundation for formulating the research questions of the study.

1.2 Formulation of the Study

Based on the background described above, the researcher formulated the following research questions:

1. What moral values towards nature are found in English textbooks?
2. How are these values conveyed through the Appraisal system?

1.3 The Purpose of the Study

In relation to the problem statements, the objectives of this study are as follows:

1. To identify and analyze the moral values towards nature that are presented in the texts of English textbooks.
2. To examine the use of Appraisal Theory in conveying moral values related to nature through language in the textbooks.

1.4 Significance of the Study

This research holds significance in the field of education and offers several contributions:

1. For teachers

This study provides valuable insights into how English textbooks can serve as tools for character education, particularly in promoting environmental ethics and moral responsibility towards nature.

2. For students :

The findings of this research are expected to enhance students' understanding, attitudes, and responses toward environmental issues through the moral values embedded in textbook materials.

3. For textbook writers and publishers:

By understanding how moral values are expressed through language, textbook developers can create more effective educational content that aligns with modern educational objectives, including sustainability and ecological awareness.

1.5 Scope of the Study

This study focuses on examining moral values related to nature as presented in English textbooks, using the Language Appraisal framework from Systemic Functional Linguistics (SFL). The analysis is limited to the textual content, particularly reading passages, and does not include visual materials or activities. The

aim is to identify and categorize values related to environmental awareness, sustainability, and ethical responsibility. Using the three subcategories of Appraisal Theory Attitude, Engagement, and Graduation this study explores how evaluative language, authorial stance, and linguistic intensity influence students' perceptions of nature. The research employs qualitative discourse analysis to systematically analyze selected excerpts from the textbooks. It does not involve any surveys, interviews, or external feedback from teachers or students. Instead, the study emphasizes how language in textbooks can play a significant role in fostering environmental awareness and moral responsibility among learners.

1.6 Definition of Key Terms

1. Moral Value:

Moral values refer to principles or standards of behavior that help individuals distinguish between right and wrong according to societal norms. Derived from the concepts of "morals" (teachings about good and bad behavior) and "values" (beliefs about what is important in life), moral values guide personal behavior and ethical decision making.

2. Textbook :

A textbook is a structured educational resource, usually written by experts in a specific field, designed to support the teaching and learning process. Textbooks present material systematically to facilitate students' understanding of key concepts and promote effective knowledge acquisition in the classroom.

3. Nature Empathy :

Empathy for nature is the ability to emotionally connect with, understand, and appreciate the natural environment. This includes recognizing nature's intrinsic value, a sense of responsibility for its preservation, and behaviors that contribute to environmental sustainability and ecological balance.

4. Language Appraisal :

Language Assessment is an analytical framework derived from Systemic Functional Linguistics (SFL). This framework focuses on how language is used to express emotions, judgments, and evaluations. It consists of three

main components: Attitude (how feelings, values, and judgments are conveyed), Engagement (how the writer includes or excludes alternative voices and perspectives), and Graduation (how the intensity or force of a statement is increased or amplified).