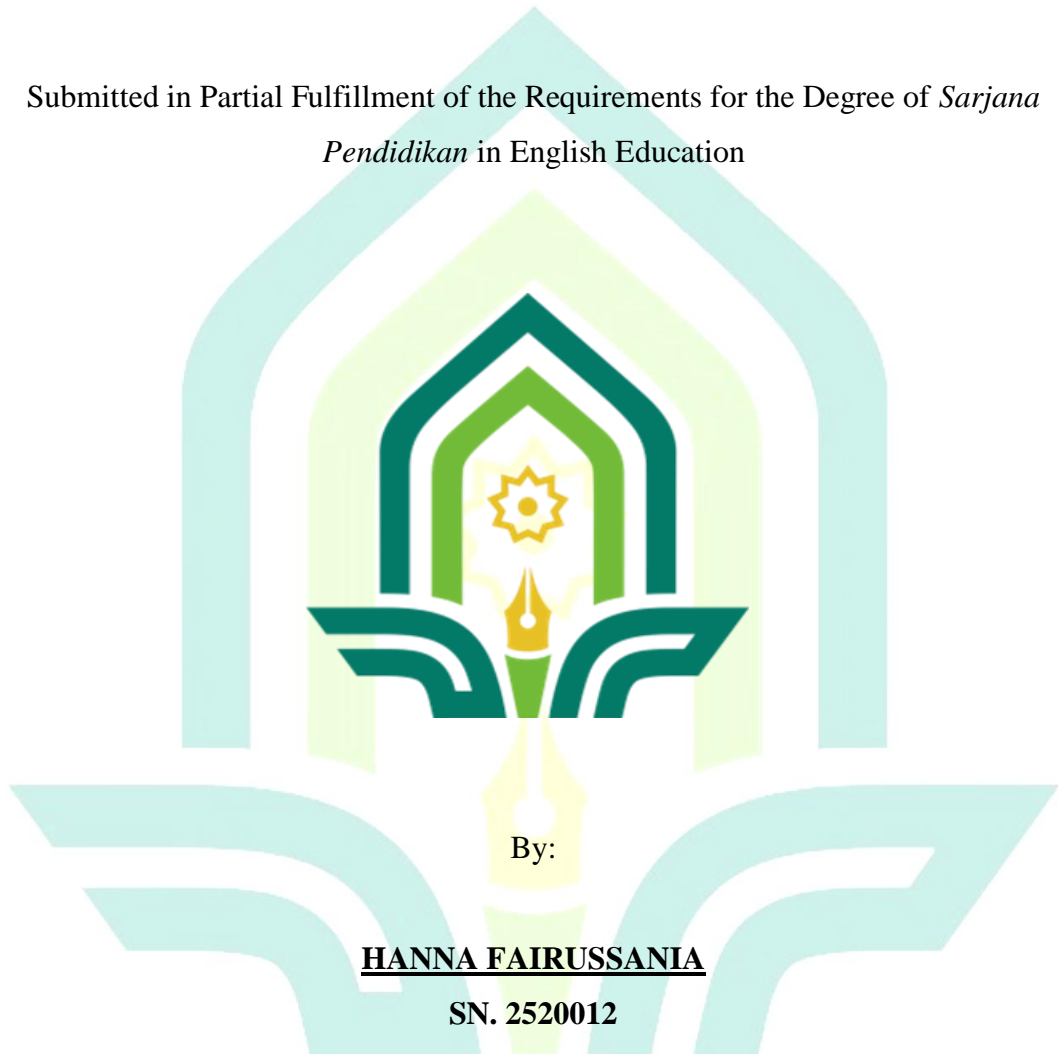


**THE REPRESENTATION OF PANCASILA STUDENT PROFILE  
VALUES IN ELT TEXTBOOK FOR JUNIOR HIGH SCHOOL  
GRADERS “ENGLISH FOR NUSANTARA”: A VISUAL  
GRAMMAR ANALYSIS**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana  
Pendidikan* in English Education



By:

**HANNA FAIRUSSANIA**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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2024**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

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Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“THE REPRESENTATION OF PANCASILA STUDENT PROFILE VALUES IN ELT TEXTBOOK FOR JUNIOR HIGH SCHOOL GRADERS “ENGLISH FOR NUSANTARA”: A VISUAL GRAMMAR ANALYSIS”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan. Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 5 Juli 2024

Yang membuat pernyataan



**Hanna Fairussania**

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*Assalamu 'alaikum, Wr. Wb.*

Setelah melakukan penelitian, bimbingan, dan koreksi naskah skripsi saudara:

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NIM : 2520012

Program Studi : Tadris Bahasa Inggris

Judul : **The Representation of Pancasila Student Profile Values in ELT Textbook for Junior High School Graders “English for Nusantara”: A Visual Grammar Analysis**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

*Wssalamu 'alaikum, Wr. Wb.*

Pekalongan, 5 Juli 2024

Pembimbing



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NIM : 2520012  
TITLE : **The Representation of Pancasila Student Profile Values in ELT Textbook for Junior High School Graders "English for Nusantara": A Visual Grammar Analysis**

Has been examined and approved by the panel of examiners on Tuesday, 16<sup>th</sup> July 2024 as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner 1

Examiner 2

**Fachri Ali, M.Pd.**

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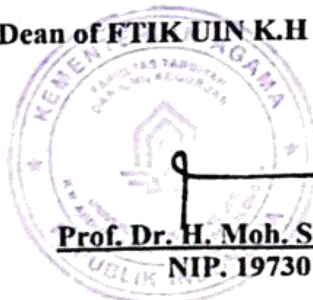
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## **MOTTO**

Adventure is waiting for us, so let's try harder!

The world is screwed but we keep moving and smiling.



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## ABSTRAK

*Pendidikan moral memiliki peran penting dalam perkembangan siswa secara menyeluruh, membimbing mereka untuk menjadi individu yang bertanggung jawab secara moral dalam masyarakat. Pendidikan moral bisa diajarkan melalui apa saja, termasuk melalui textbook. Buku teks ini, "English for Nusantara", digunakan secara luas pada pembelajaran Bahasa Inggris di Indonesia. Tujuan dari penelitian ini adalah untuk meneliti representasi nilai-nilai moral sebagai pendidikan karakter yang dijelaskan dalam buku teks bahasa Inggris yang berjudul "English for Nusantara" yang dirancang untuk Sekolah Menengah Pertama kelas 7 yang dikembangkan oleh Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek) pada tahun 2022, berdasarkan prinsip dan tujuan pembelajaran yang tercantum dalam Kurikulum Merdeka yang mendorong pembentukan karakter siswa sesuai dengan 6 nilai utama dari Profil Siswa Pancasila. Peneliti menganalisis representasi pendidikan moral dalam buku teks pelajaran Bahasa Inggris untuk Kelas 7 SMP ini dengan menggunakan analisis teori tata bahasa visual dari Kress dan van Leeuwen (2006). Berdasarkan hasil yang telah dipaparkan, dapat disimpulkan bahwa buku teks "English for Nusantara" merepresentasikan semua nilai Profil Mahasiswa Pancasila dalam komponen-komponennya dengan sebaik-baiknya. Temuan representasi 6 nilai-nilai Profil Pelajar Pancasila melalui tata bahasa visual (visual-verbal text) tersaji dengan baik dalam buku teks terpilih. Nilai yang paling dominan adalah 1) Ketuhanan Yang Maha Esa dan berakhlak mulia (23,21%), 2) keberagaman global (21,43%), 3) berpikir kritis (19,64%), 4) kemandirian (12,5%), 5) kreativitas (12,5%), dan 6) kerja sama (10,71%). Oleh karena itu, materi dalam buku ini dapat digunakan sebagai strategi untuk mempromosikan pendidikan moral dan sebagai contoh bagi siswa untuk belajar dan menjadi agen moral dalam kehidupan sehari-hari.*

**Kata kunci:** Pendidikan Moral, Analisis Tata Bahasa Visual, Buku Teks Bahasa Inggris



## ABSTRACT

Moral education has a vital role in the holistic development of students, guiding them to become morally responsible individuals within a society. Moral education can be taught through anything, including through textbooks. This textbook, "English for Nusantara," is widely used in Indonesian English Language Teaching (ELT) classrooms. This study aims to examine the representation of moral education described in English textbooks entitled "English for Nusantara" designed for 7<sup>th</sup> grade Junior High Schools developed by The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022, based on the principles and learning objectives as stated in Merdeka Curriculum which fosters students' character building following the 6 main values of Pancasila Student Profile. The researcher analyzed the representation of moral education within the selected ELT textbooks, employing Kress and van Leeuwen's (2006) visual grammar theory. Based on the result that has been presented, it concluded that the "English for Nusantara" textbook represents all of the Pancasila Student Profile values within its components as well as possible. The finding of the representation of 6 the dominance values of the Pancasila student profiles through visual grammar (visual-verbal text) is well presented in the selected textbook. The most dominant value is 1). belief, having faith in God Almighty, and having noble character (23,21%), 2). global diversity (21,43%), 3). critical thinking (19,64%), 4). independence (12,5%), 5). creativity (12,5%), and 6). cooperation (10,71%). Therefore, the materials in the book can be used as a strategy to promote moral education and as examples for the students to learn and become moral agents in their daily lives.

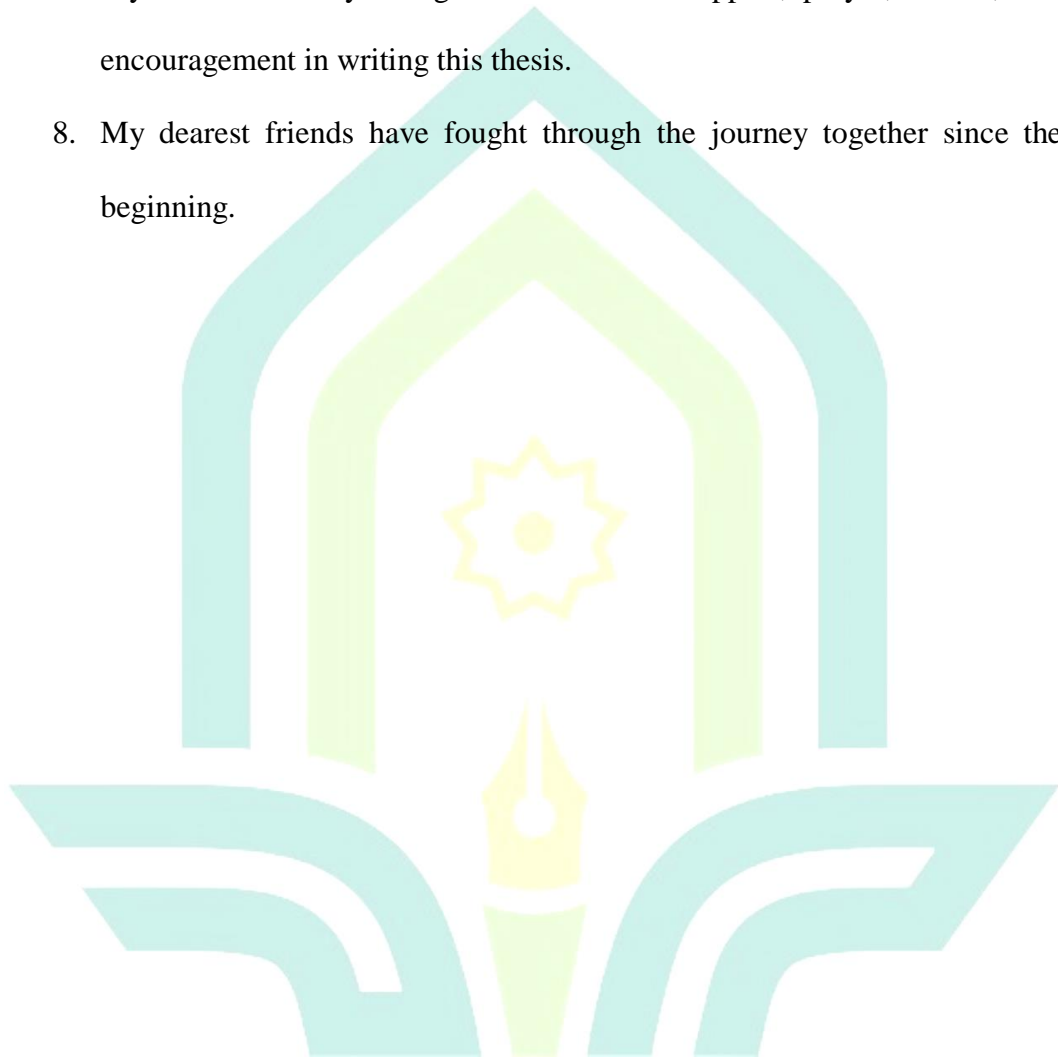
**Keywords:** Moral Education, Visual Grammar Analysis, English Textbook

## PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience that the writing process of my thesis entitled “Moral Education Representation of ELT Textbook for Junior High School Grades *English for Nusantara: A Critical Discourse Analysis*” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Degree of Sarjana Pendidikan. This study can be accomplished because of the support from kind-hearted people. Therefore, on this occasion, I would like to express my sincere gratitude to the following:

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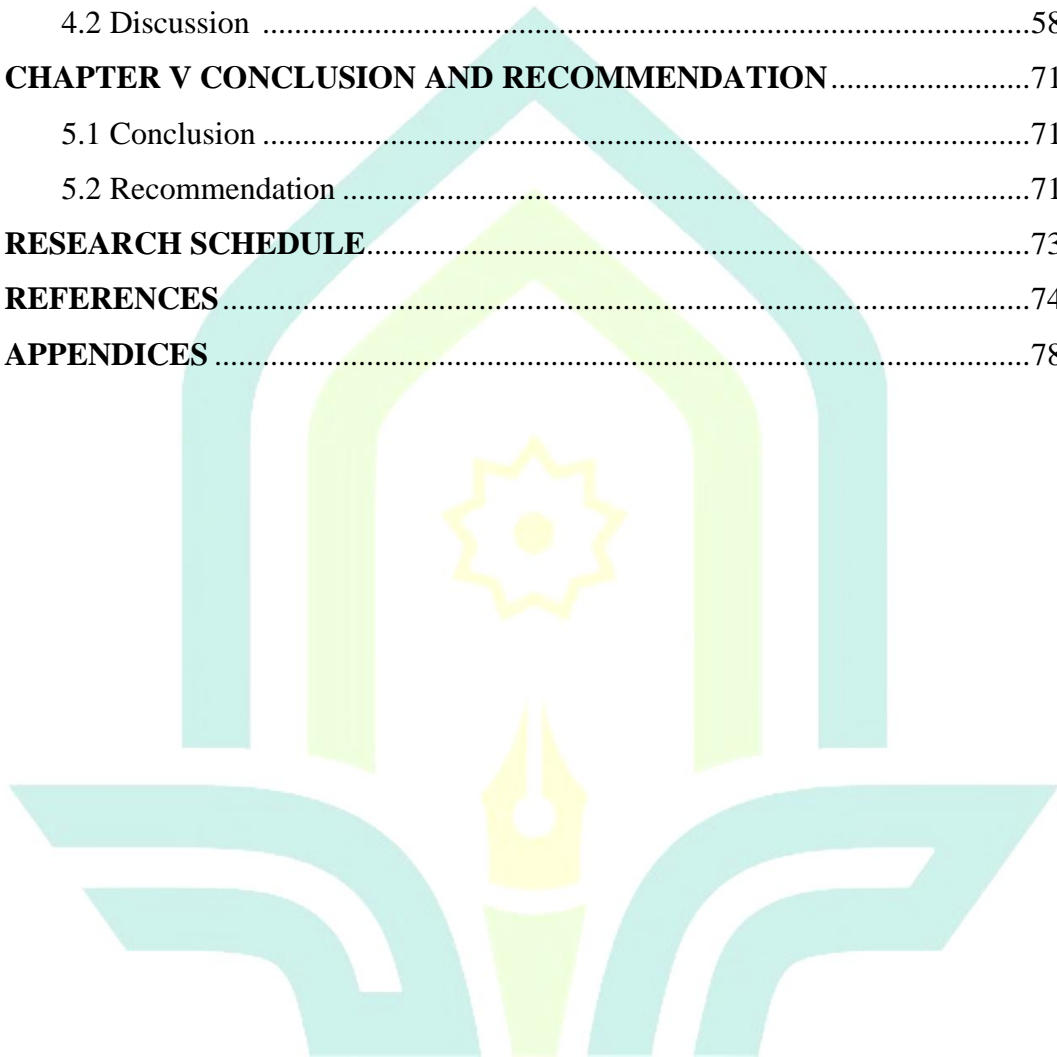
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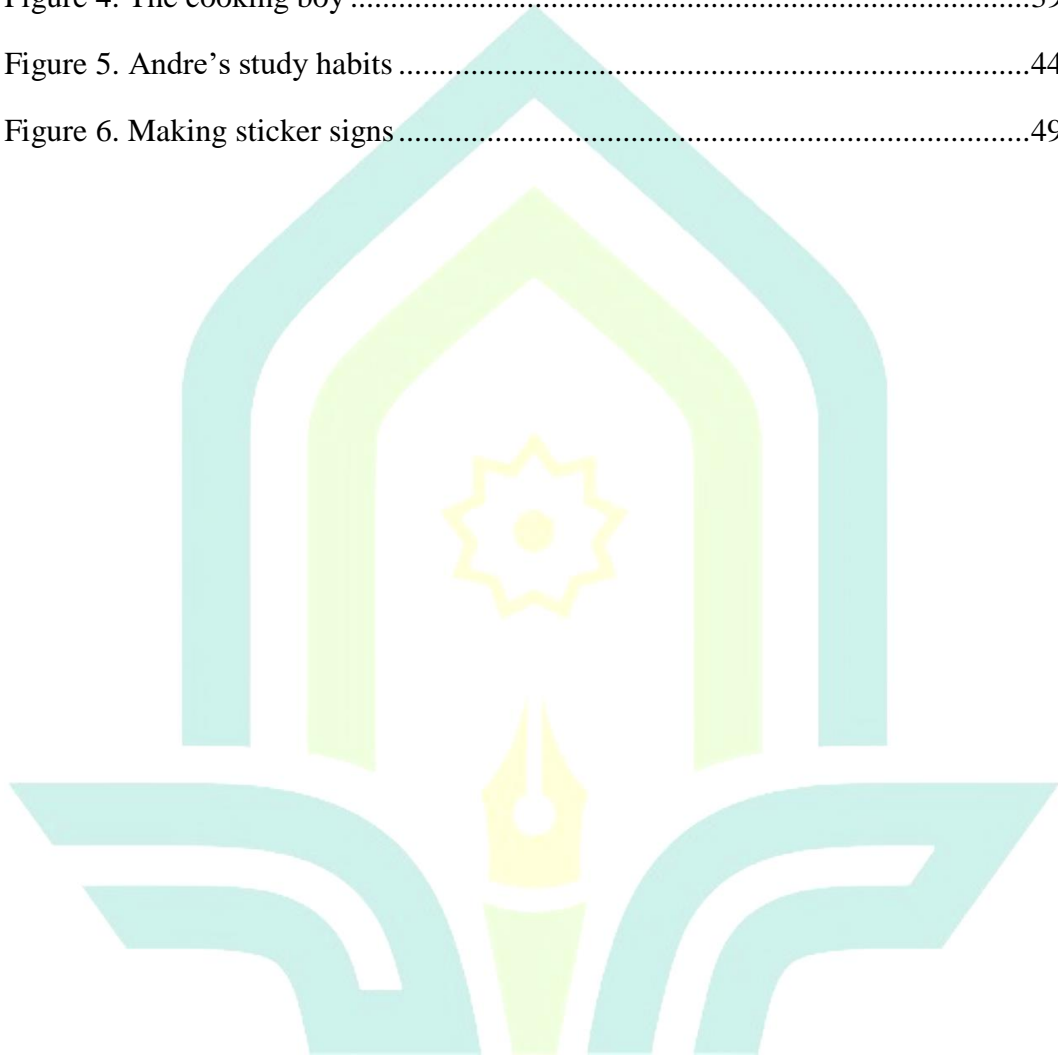


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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Moral education in English Language Teaching (ELT) textbooks has gained attention due to the recognized importance of nurturing students' moral values. Over the past fifteen years, educators and teachers have become increasingly interested in including moral values in the classroom (Puspitasari et al., 2021). This is because integrating moral education in ELT textbooks helped students develop their language skills, shape their character, and instill moral values (Carr, 2003). The infusion of moral education in ELT textbooks can contribute to the student's overall growth as responsible individuals who are aware of their social responsibilities, and it plays a crucial part in motivating them to act as moral agents (Thongrin, 2018). By socializing them through various moral encounters, educators can better prepare students to become moral agents when encountering social issues like bullying, interethnic intolerance, cultural stereotyping, and much more. As a result, instructors and textbooks serve as intermediaries that help students build moral standards, and guide them to become moral agents (Johansson et al., 2011).

To support students in becoming moral agents, the Merdeka Curriculum encourages them to be more responsible individuals in their learning (Sherly et al., 2021). They are invited to consider the ethical consequences of their actions and decisions and understand the impact of



their actions on themselves, others, and the environment (Ainia, 2020). The Merdeka Curriculum was released by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022, emphasizing the Pancasila Student Profile competencies. It was implemented and based on the development of student profiles so that they live with the soul and values contained in the Pancasila precepts (Hamzah et al., 2022).

Each curriculum has different regulations to achieve the learning objectives, including textbooks (Jie & Desheng, 2004). Textbook is one of the key factors in an effective learning process because it is not only a source of information, but also a guide in curriculum structure and teaching methods (Vojír & Rusek, 2019). The "English for Nusantara" textbook has been widely used in various educational institutions, becoming the main reference in English Language Teaching (Handayani, 2023). So, to promote the successful cultivation of the Pancasila Student Profile in the Merdeka Curriculum, the government released a textbook entitled "English for Nusantara" for Junior High School Grades.

The government published English textbooks for grades 7 and 8 with the same title, but this time the researcher only focused on analyzing the textbook for Grade 7 because it is adapted to the characteristics of students as teenagers transition from elementary to high school levels, it also represents various visual and verbal texts. Therefore, this book follows the research objective to analyze what moral education values of the Pancasila Student Profile are represented through visual grammar in this textbook.

## **1.2 Limitation of the Problem**

Based on the research topic, this study examined the moral education values of the Pancasila Student Profile which is visually and verbally represented in the textbook entitled "English for Nusantara" for Grade 7<sup>th</sup> Junior High School through visual grammar. This study focused on pictures and texts (visual and verbal) that represent the values of the Pancasila student profile as a moral education indicator. The researcher employed a qualitative method using a visual grammar theory by Kress and van Leeuwen (2006), implementing three parameters, i.e., representational, interactional, and compositional parameters.

## **1.3 Formulation of the Problem**

This study attempted to answer one question. It required the response to, "What moral education values of the Pancasila Student Profile are represented through visual grammar in the textbook entitled "English for Nusantara" for 7th grade of Junior High School?" The answer to the investigational question is expected to reveal empirical evidence on how language textbooks canalize moral values from a discursive standpoint.

## **1.4 Operational Definition**

1. Visual Grammar Analysis: An analytical approach aimed at deconstructing and comprehending the nuanced language of visual communication (Fernandez, 2003). It entails meticulously examining various visual elements, principles, and techniques employed in crafting

visual compositions. Visual grammar analysis explores the underlying grammar of images, graphics, and other visual media (Kress & van Leeuwen, 2006).

2. Pancasila Student Profile: Merdeka Curriculum is formulated by the character education term called Pancasila Students Profile (Profil Pelajar Pancasila). Pancasila is pointed out since it is found as a national identity that always goes along Indonesians' culture (Lubis, 2023). Initiated and prepared by Kemendikbudristek, the Pancasila Student Profile is a form of support for the vision and mission to advance Indonesia (Khoirina et al., 2022).
3. Textbook: One of the primary learning resources used in academics (Harwood, 2005). The contribution of textbooks has been highly valued by educators, who have emphasized the importance of visual elements and graphic schemes in textbooks, serving both practical and aesthetic elements that can make teaching more attractive (Kiss & Weninger, 2017). For this study, the researcher analyzed "English for Nusantara" for 7<sup>th</sup> Junior High School Grade published by Kemendikbudristek in 2022. The selected textbook was authored by a team of ELT textbooks in Indonesia and it contains 5 chapters and 264 pages under decree number 56/M/2022 (Syahid et al., 2024).

### **1.5 Aims of the Study**

This study aimed to describe what moral education values of the six Pancasila Student Profiles are represented through visual grammar in the

"English for Nusantara" textbook for 7<sup>th</sup> grade of Junior High School through visual grammar analysis theory by Kress and van Leeuwen (2006).

### **1.6 Significance of the Study**

1. Theoretical: This study used visual grammar analysis as the theoretical framework adopting Kress and van Leeuwen's (2006) to clarify visual and verbal representations of moral values. The researcher explored the concepts of the theory based on the 6 moral education values of the Pancasila Student Profile in the Merdeka Curriculum created by The Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in 2022.
2. Empirical: This study offered a perspective on what moral education values of the Pancasila Student Profile are visually and verbally represented in the textbook entitled "English for Nusantara" for Grade 7<sup>th</sup> grade through visual grammar. This empirical evidence can be used for further research and analysis in similar contexts.
3. Practical: This study informed the readers about the values of moral education that reflect 6 characters of Pancasila Student Profile in the textbook through visual and verbal texts. The findings can be used to enhance the quality of ELT textbooks, especially in Indonesia.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

After doing the research, the researcher figured out that all of Pancasila's Student Profile appeared in the selected textbook entitled "English for Nusantara". The finding of the data analysis of values is facilitated through two categories; verbal and visual representation. The Pancasila Student Profile such as Belief, having faith in God Almighty and having noble character, Global Diversity, Cooperation, Independence, Critical Thinking, and Creativity are well presented in the textbook both verbally and visually e.g. picture, illustrated dialog, and text. Based on the result that has been presented, it concluded that the "English for Nusantara" textbook represents all of the Pancasila Student Profile values within its components as well as possible. Therefore, the materials in the book can be used as a strategy to promote moral education and as examples for the students to learn and become moral agents in their daily lives.

#### **5.2 Recommendation**

1. For teachers:

Teachers must be more creative when presenting lessons that instill moral principles in pupils so they can learn and realize them in their daily activities.

2. For readers:

As a guide for selecting a specific textbook to use, this research

should provide a deeper theoretical understanding and insight regarding the character-building qualities portrayed in English textbooks.

3. For the next researchers:

To uncover elements that have not been uncovered in this research, the next researcher should carry out more, related research on character development in the field of education. Finally, there will be additional significant findings that can support studies on character development.

4. For the next English textbook author

The authors of the upcoming textbooks should pay close attention to the content and resources used when creating them, particularly to how well the content fits with the principles of character development outlined by The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2022. Therefore, all the 6 Pancasila Student Profile value should be covered in the upcoming English textbooks.

## Research Schedule

| No | Activities                          | May.<br>2023 | Apr.<br>2024 | May<br>2024 | June<br>2024 | July<br>2024 |
|----|-------------------------------------|--------------|--------------|-------------|--------------|--------------|
| 1. | Submission of research topic        |              |              |             |              |              |
| 2. | Research topic approval             |              |              |             |              |              |
| 3. | Writing research proposal           |              |              |             |              |              |
| 4. | Proposal approval                   |              |              |             |              |              |
| 5. | Seminar proposal examination        |              |              |             |              |              |
| 6. | Conducting and writing the research |              |              |             |              |              |
| 7. | Estimation of thesis examination    |              |              |             |              |              |

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