

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, the purposes of the study, the significance of the study, and the scope of study. The background of the study will provide context to the information discussed throughout the research paper. Research questions are the questions based on the research. The purpose of the study illustrates what the study will do, which should reflect the statement of the problem. The significance of the study provides details to the reader on how the study will contribute such as what the study will contribute and who will benefit from it. The scope of the study defines clearly the extent of content that will be covered by the means of the research.

1.1 Background of the Study

These days, people are anxious and concerned about the phenomenon of moral degradation that is occurring in the community and in an increasingly diverse government. As an example, juvenile delinquency happens around us, especially in big cities. This problem is caused by several things. One of them is the lack of character education. Character education has become an important issue in the world of education lately. Education plays a serious role in overcoming this issue by integrating character-building. In this context, Nuh (2010) (as cited in Aqib, 2011) states that a person's character is created by his education. Therefore, character education is required. Character determines the existence of a nation (Ratih, 2017). Only a country with a strong character is able

to create a country of dignified and respected by other countries. Being a nation of character is the desire of all nations (Purnomo, 2014). According to Aslamiyah (2012), it is very useful to instill a good personality in each person, because with a good personality, he will become a good individual and create better citizens. A person's personality can be embedded in citizens, families, and schools. Citizens have a big function in making a person's personality because the area is very much needed in the process of making a person's personality. Family, especially parents, also has a meaningful function in educating their children about the personality that must be owned. School is another place where a person can build his personality. Furkan (2013) suggests that learning in schools has also contributed greatly to make a person's personality through the educational process and the process of forming habits for students. Therefore, the government needs to instill personality through educational activities in schools.

Character-building now has become one of the national educational purposes in Indonesia. It has been stated in the regulation of *Sistem Pendidikan Nasional (SISDIKNAS)* no. 20 year 2003 which states that:

“Tujuan pendidikan nasional adalah mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.”

Character education within the 2013 curriculum becomes a major role. The existence of character education in the 2013 curriculum, it is expected to have a lot of positive impact on students. The 2013 curriculum is more emphasized on competencies in thinking based on attitudes, skills, and knowledge (Kurniasih and

Sani, 2014: 7). Therefore, this 2013 curriculum, character education does not only exist in the curriculum but is also included or applied in learning in order that students not only know, but may be applied in their daily life so they are aware of the importance of character education.

Next, building students' character is also reiterated in the Presidential Regulation No. 87/2017, the reinforcing character education called Penguatan Pendidikan Karakter (PPK) is the education movement which is part of the educational unit to affirm the character of students by the harmonization of educational unit, family, and society as national movement of mental revolution. There are three targets to improve character education on the basis of Presidential Rule No. 87/2017; 1) create and train students as gold generation in 2045 with *Pancasila* values and character education as the basis for the future, 2) establish a national education forum on the basis of formal, informal, and non-formal education, 3) revitalize and improve the capacity and expertise of educator, educational staff, student, society, and family environment through the implementing of PPK.

In the educational field, all the people should prepare how to build the character of students successfully. Based on the policy of the National Education of Indonesia (2003), the aim of education is to develop a student's intelligence, creativity, independence, religiosity, responsibility, and good character. Therefore, the process of building character cannot be taught as a separate subject in school independently but integrated with the pedagogical aspect. However, there are some character-building activities to build up character for the broader purpose such as promoting positive youth development or preventing certain negative

behaviors (Battistich et al, 2000). Education can be the best solution to the crisis of humans' character and culture. Character education is carried out through a variety of media, including covering family and education. Besides learning activities at school, character education is also included in teaching material.

Implementation of learning activities, teaching materials are arranged in textbooks that function to facilitate teachers and students in the learning process.

Permendiknas No. 2 of 2008 Pasal 1 states that:

“Buku teks adalah buku referensi wajib yang digunakan di satuan pendidikan dasar dan menengah atau perguruan tinggi yang berisi materi pembelajaran dalam rangka meningkatkan keimanan, ketaqwaan, akhlak dan kepribadian yang luhur, penguasaan ilmu pengetahuan dan teknologi, peningkatan kepekaan dan kemampuan estetika, peningkatan kemampuan kinestetik dan kesehatan yang tersusun sesuai dengan standar pendidikan nasional.”

A textbook is a companion book in the teaching and learning process, so textbooks must not be separated from the applicable curriculum. Textbooks are a further elaboration of the curriculum and need to be organized and written systematically and completely to achieve core competencies and basic competencies of the subjects. Therefore, good textbooks must be in accordance with the curriculum, so that the textbooks used for student learning the material must be in accordance with core competencies (KI) and basic competencies (KD).

As one of the sources of learning in the classroom, a textbook serves as a media that helps teachers in managing a teaching and learning process. Therefore, preparing the teaching materials for every class will not take much time. Additionally, Cunningsworth (1995) mentioned that the utilization of textbooks is helpful because most of the goals have been prepared in a set of practices. A

textbook is not only useful for teachers in terms of helping them to organize the materials, and achieve the teaching objectives but also a textbook helps students to achieve their learning needs. Therefore, textbooks must cover all aspects, especially in character education.

The importance of textbooks cannot be debated. Harmer (2007: 182) states that almost all teachers around the world use textbooks to assist students, provide structure and direction for teachers in teaching. Cunningsworth (1995: 7) said textbooks should be seen as a source in achieving general goals and specific learning goals that have been set in accordance with the requirements of students. Textbooks also communicate social and cultural values, both directly and indirectly. This is what is called the "hidden curriculum" which is part of the educating program, but it is not stated and not shown. According to Cunningsworth (1995: 91), it can be in the form of expressions of attitudes and values that are consciously carried out, but still affect the content and impression of teaching material and actually on the curriculum as a whole.

The preparation of textbooks needs to pay attention to the value of character education in it. By reading textbooks that contain the values of character education, it will make students more dignified. As stated Muslich (2010: 56) that the role of textbooks for students will affect their personality, even though the effect is not the same between students with one another. By reading textbooks, students will be motivated to think and act positively, for example solving problems raised in textbooks, making suggested observations in textbooks or conducting training instructed in textbooks. With this constructive impulsive, destructive impulsive will be reduced or obstructed.

There are several values within the 2013 Curriculum which are related to character education which can build a student's personality. The Ministry of National Education Curriculum Center (2010) also states that in order to take further and strengthen the implementation of character education in Indonesia's educational system, then it comprises 18 values of character education. The values are derived from religion Pancasila (national ideology), culture, and national education goals, namely: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care, and responsibility. According to Amelia (2014), the 18 values apparently designed in the English Textbook; therefore, those values are often integrated with the character education (Amalia, 2014). By reflecting the 18 values of character education within the textbook, this helps the students easily be expected to be able to produce the way of thinking, attitude, and action that lead to Pancasila, culture, and society even in small communities such as friends, neighbors, school, and family (Puskurbuk, 2010).

There are few researchers which discussed analyzing character-building in English textbook. Syahbana (2017) conducted a research by analyzing coursebook; Kreatif (Kreasi Belajar Siswa Aktif) for the tenth grade and the publisher is Viva Pakarindo. Based on his research, the coursebook showed that thirteen values were inserted in the reading texts. They are honesty, discipline, independence, curiosity, tolerance, nationalism, patriotic, achievement appreciation, friendly/communicative. The values which are not inserted are religious, creative, democratic, environmental care, and love to read.

Soniawan (2012) conducted research of analysis character education values in the textbook “Bahasa Inggris” for eleventh graders found that the textbook contains seventeen values from eighteen values, those are honesty, nationalism, reading interest, hard work, religiosity, social awareness, responsibility, peace loving, achievement appreciation, curiosity, tolerance, friendly/communicative, independence, creativity, environmental awareness, and discipline. One value that is not available in the textbook is democracy.

Another relevant study is conducted by Istandy (2019), character education analysis of an English textbook entitled *Pathway to English* for Senior High School grade XI general Programme. The unit of analysis was 12 chapters. The total number of values that mentioned in the textbook was 17 characters. The value that did not find in the textbook is democracy. Reading interest value was the most dominant character found in the textbook and the lowest amount of values in the textbook were environmental awareness, discipline, appreciation of achievement, and patriotism. Meanwhile, the implicit technique was more dominant in the textbook.

Each research above showed that the textbook which comes from the different publisher is suitable for the students’ needs covered the values of character education provided by the government but not all the values covered in the textbook. Based on *Panduan Pelaksanaan Pendidikan Karakter* (2017), character education should be implemented in the school and the classroom transparently, objective, honestly, and continually. Therefore, the researcher is interested in studying the analysis of character-building values in English

textbook in order to support what the government said that the use of character-building values should be applied in the classroom.

The present study tries to investigate what character-building values are presented in the English textbook entitled *Bahasa Inggris* for grade X and how they are developed into materials in the English textbook entitled *Bahasa Inggris* for grade X. The reason of the researcher chose grade X according to Adnamazida (2013) is because Senior High School students are in transitional period from adolescence to adulthood. They are no longer like a child, they start trying to find an identity, and they like to try new things. This is where a character is needed, so that they are not affected by negative things. The textbook is selected to be analyzed because it is the official 2013 curriculum English textbook which is provided by the Ministry of Education and Culture. Besides, this book has not been used as the object of another study in analyzing character-building values. The researcher used eighteen character-building values based on the Ministry of National Education (2010); religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care, and responsibility.

1.2 Research Questions

Based on the background of the study above, the research questions of this research formulated as follows:

1. What character-building values are presented in the English textbook entitled *Bahasa Inggris* for Grade X?

2. How they are developed into materials in the English textbook entitled *Bahasa Inggris* for Grade X?

1.3 The Aims of the Study

Based on the research questions above, the aims of the study are presented below:

1. To investigate what character-building values are presented in the English textbook entitled *Bahasa Inggris* for Grade X.
2. To investigate how they are developed into materials in the English textbook entitled *Bahasa Inggris* for Grade X.

1.4 Significance of the Study

Hopefully the results of this study can be useful for English teachers. By understanding the characters that are integrated in the textbook, English teachers can appropriately give these characters to students. They can also be more selective to choose a textbook or a learning method with attention to the integrated character. Second, for the students of Grade X. By realizing the characters integrated in the textbook, they can apply good characters in their daily life and become a better person. Third, for the English textbooks' authors and publishers. The result of this research can be used as additional in writing or publishing English textbook based on Curriculum 2013 especially for grade X.

1.5 Scope of the Study

The study focuses on investigating what character-building values are presented in the English textbook entitled *Bahasa Inggris* for grade X and how

they are developed into materials in the English textbook entitled *Bahasa Inggris* for grade X. The scope of this study covers all the sentences that potentially presented character-building values.

