

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, research questions, and the purpose of the study. The background of the study explains several definitions of the main topic in this research. Research questions are the questions based on the research and finding the answers is the purpose of this book.

#### **1.1. Background of the Study**

Character building has been an important part of student's education in school. According to Fitri (2012:156), character building can be integrated into student's learning on each learning subject. Every aspect of character building in a learning book can affect how students respond to the study material.

Character building is not only about academic content. According to Elkind and Sweet (2004), in addition to academic content, students practice valuable practical skills like organizing, collaborating, and problem solving. And they exercise such important character virtues as showing respect, taking responsibility, empathy, cooperation, citizenship, and persistence. The materials prepared by the textbooks and how character building values delivered to the students through those textbooks and the materials provided within is a key factor on character education in Indonesia.

Education has had two primary goals: to educate people intellectually and to teach them to be morally good. The founding fathers of the United States believed that democracy had a need for character education because the people

must develop democratic virtues (Lickona, 1992). These virtues included respect for individual rights, respect for law, participation in public life voluntarily, and a concern for the common good of the country.

Historically, the Bible was the source in public schools for moral instruction. When differences arose over which Bible to use, the McGuffey Reader was introduced as a way to teach the virtues of honesty, hard work, thriftiness, kindness, patriotism, and courage (Lickona, 1993). Character education remained a part of public education until the 1960s through stories and teacher example. Historically, the Bible was the source in public schools for moral instruction. When differences arose over which Bible to use, the McGuffey Reader was introduced as a way to teach the virtues of honesty, hard work, thriftiness, kindness, patriotism, and courage (Lickona, 1993). Character education remained a part of public education until the 1960s through stories, teacher example, and discipline.

According to Field (1996), in the 1960s and 1970s character education changed dramatically when value clarification, moral dilemma discussions, and decision-making processes replaced the traditional emphasis on learning right from wrong and acting right. These programs failed to distinguish between the personal preferences of students and true moral values. Today, with the increased problems that society faces, more traditional character education is becoming commonplace in public schools (Lickona, 1995). This research is focusing on character building of creativity, one of the eighteen characters of character building mentioned in the curriculum for Indonesian schools. This research also

aims to find out how much the book follows the curriculum in introducing character building through creativity and in what form each chapter of the book enhance student's creativity.

In Indonesia, BSE or Electronic School Book is introduced in 2008. Bambang Sudibyo, the Indonesian Minister of Education in 2008 said that BSE is a program designed to lower the prices put by the publishers by buying the copyrights to many school textbooks. He hopes that with this program the students will not be burdened with the prices of the book.

The researcher wants to find out whether this program that was started in 2008 give attention to the content of the books which copyrights bought by the Ministry of Education and whether the books accommodate the character building of creativity in the curriculum. The researcher chose the textbook "When English Rings A Bell. Grade VII. Edisi Revisi 2017" as the textbook used in this research. The reason the researcher choose grade VII is based on the study by George Land (1967) about the test of creativity on children and based on that study, approximately 42% of children aged 10 – 15 have a tendency to be creative.

This study uses the five discovery skills of innovation as the indicator of creativity to find out whether the book accommodates the character building of creativity and how the book accommodates the skills and creativity. The term "accommodate" in this research refers to how the book implement creativity implicitly through the five discovery skills by using the instructions in the activities.

## **1.2. Research Questions**

- a. Is character building values of creativity accommodated through the five discovery skills in the textbook?
- b. How many activities accommodate character building of creativity in the textbook and how it is accommodated?

## **1.3. Purpose of the Study**

This research focuses on finding out whether English textbooks for Junior High School in Indonesia implement character building elements and how much those books accommodate the curriculum. The main purpose of this research is to be able to identify and understand character building of creativity in the textbook “When English Rings a Bell. Kelas VII. Edisi Revisi 2017” resulting in a clear way on how character building of creativity is accommodated in the textbook. The researcher has divided the main purpose into two sub-purposes in order to be able to get a more detailed results, those sub-purposes are:

- a. To find out if character building of creativity is accommodated through the five discovery skills in the textbook.
- b. To find out how many activities accommodated character building of creativity and how it is accommodated in the textbook.

#### **1.4. Scope of the Study**

This study focuses on finding character building values of creativity found in English textbook “When English Rings a Bell. Kelas VII. Edisi Revisi 2017” for Junior High School grade VII. This research also aims to know in what way character building of creativity is implemented in the textbook. This scope of this research covers the all the activities in textbook that potentially accommodates character building of creativity.

#### **1.5. Significance of the Study**

The English textbook used by the researcher is a BSE textbook (Electronic Based Books) provided by the government and used in public schools in Indonesia and the results of the study provide a better understanding on how character building of creativity is accommodated through English textbook for Junior High School students and how There are two significances that can be taken from the result of this research.

The first significance is that the result can find out the flaw of the textbook in terms of developing student’s creativity and help teachers to accommodate the flaws so that they can develop and provide study tasks that cover what the textbook lacks or not provide. The second significance is that this research aims to help teachers have a more detailed understanding about character building of creativity accommodated in the textbook so that the teachers can guide the students in the study process to get a better focus on a topic in the books that relates to one of the character building of creativity that is accommodated in the

textbook. This result of this research give the students or teachers insight on whether the book in the BSE program pay attention to its content and quality.