

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, the purposes of the research, significances of the research, scope/limitation of the research, rationale of the research and the last one is previous researches on textbooks analysis

A. BACKGROUND

Globalization that happens nowadays might bring Indonesian society to forget education of its national character. This phenomenon will be seen from how young Indonesian generations are now imitating even duplicating what western countries did to their generation, and it is dangerous to the original character of a young generation of Indonesia. Indonesia as the fifth biggest population country in the world needs a great number of human resources with good quality as the main supports in national development. Some solution and alternatives are proposed such as making regulation and strengthening law enforcement through education and changes in every aspect of Indonesian's lives.

In order to support and increase the quality of education in Indonesia gradually, the government of Indonesia focuses on the existence of the 2013 Curriculum which is defined by the government to support the quality of education system since July 15th, 2013. Within the 2013 curriculum, the Minister of

Education focuses on enhancing the quality of education through character education.

Berkowitz (2004) defines character education as a concept to develop a moral consciousness which emerges from psychological, social learning and cognitive development frameworks to build students' characters. Character education covered character, values, norm, and morals. There are some characteristics in the 2013 curriculum which are related to character education; "Build students' personalities." (Minister of National Education, 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, culture, and national education goals, namely: religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, appreciation, /communicative, love of peace, joy of reading, environmental care, social care and responsibility.

The 18 values were designed apparently in the English textbooks. Therefore, those values can integrate with the character education. Puskurbuk (2004) says by reflecting the 18 values of character education in the textbooks; it helps students to produce the way of thinking, attitude, and action that indicates to culture and society.

Most of the teaching-learning processes are still depending on the use of the 2013 curriculum-based textbooks, and they are considered as an excellent choice to commence the 2013 curriculum regulation to students and teachers. The 2013 curriculum-based textbook is the concrete guidance for students and teachers to comprehend the character education that is expected to be applied by students in their lives. The emerged of textbooks will potentially access students and teachers to the activity which may happen in the classroom.

A textbook is an important tool in language classrooms in all types of educational institutions such as state schools, colleges, and language schools all over the world (Raheleh Hashemi, Massoud Rahimpour, 2011). Choosing an appropriate textbook is important because classroom teachers spend much time using textbooks in class. (Miekley, 2015). There will be a textbook analyzed in this research to determine whether the character education apply in the 2013 curriculum textbook

The previous study by Syahbana & Pratama (2017) gave an example;

Table 1.1
(Character education Honest)

Name of Value	Total	Example
Honest	2	I would like to say sorry because you have waited for my reply for a long time. I was very busy.

In this study conducted by Syahbanan and Pratana were focused on “honest” value as one of the 18 values of character education that based on the 2013 curriculum goals.

Another previous research by Kamaruddin (2012) said that character education is important for the growth of a human individual as a whole and should be done early. Culture or cultures that exist in institutions, schools, colleges, and others were instrumental in establishing good moral values among the academic community and its employees. Therefore, educational institutions have a duty and responsibility to conduct moral education for the students and also build a community’s culture for moral values.

Different from the previous study, this research focuses on the character education that is found in the textbook and uses the content analysis approach. However, being the students who have a smart brain, good behavior, and a good attitude in acting at their social lives are not easy at all. The problem is how the student can learn the character education effectively from the textbook and how a teacher applies the appropriate strategies to teach about character education and can influence the student to be a better person.

From the explanation above, this study will be analyzing the textbook and how accurate the character education can integrate with the 2013 curriculum. This paper entitled

**“AN ANALYSIS OF CHARACTER EDUCATION IN THE
“BAHASA INGGRIS” TEXTBOOK FOR THE TENTH SENIOR HIGH
SCHOOL.”**

B. RESEARCH QUESTIONS

Based on the background above, this investigation can be formulated by the questions as follows:

1. What are character educations represented in the sentence(s) of the 2013 curriculum English textbook entitled “*Bahasa Inggris*” for the tenth grade of senior high school?
2. How does the teacher integrate the “*Bahasa Inggris*” textbook’s character education value into the student?

C. RESEARCH PURPOSES

In accordance with the main problems above, the purposes of the research are:

1. To analyze the character education value which represented in the sentence(s) of 2013 curriculum English textbook entitled “*Bahasa Inggris*” for the tenth grade of senior high school.
2. To find out how does the teacher integrate the “*Bahasa Inggris*” textbook’s character education value into the student

D. SIGNIFICANCES OF THE RESEARCH

This research has two significances includes theoretical and practical. Theoretically, this research can become a reference for other researchers who will conduct the relevant study. Practically, this research gives significance to the school and teacher who used 2013 curriculum English textbook entitled “*Bahasa Inggris*” for the tenth grader for Senior High School, to implement the character education to the student.

E. SCOPE AND LIMITATION

Due to limited time, this research will only focus on chapter 1 to chapter 2 to make it as a sample from the entire 15 chapter that available in this book. Emmel (2013) stated that sampling strategies in study cases are used to make how the relation between ideas and evidence worked out, and how it is not the size of a sample that matters, but how cases are used to interpret and explain that counts.

F. RATIONALE OF RESEARCH

As a developing country, the Indonesian government realizes that education is one of the fundamental keys in maintaining national building and identity. The Indonesian government especially the National Education Department has developed an English standard competence which is stated in the curriculum as the standard of teaching and learning process that is focused on the character education for all students.

The ministry of education has introduced the 2013 curriculum that is known as an integrated curriculum. Recently, the fact shows that the 2013 curriculum use English as the compulsory study to be mastered by both teachers and student. The 2013 curriculum is planned to overview the learning model of the 21st era. It includes the change of learning goals from the learner is given knowledge by the teachers become the learners get the knowledge from the various source by themselves (independently).

Poerwati (2013) mentioned that the orientation of the 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. Muslich (2011) assumes that integrated curriculum based on character education aimed to transform and develop the characters, such as developing physical aspect, emotional, social, creativity, spiritual, and student intellectual in an optimal manner.

Here are the eighteen values of character as the substance to apply character education based on Kemendiknas (the Ministry of Education) 2010; Religious, Honest, Tolerance, Discipline, Work hard, Creative, Independent, Democratic, Curiosity, Spirit of Nationality, Patriotism, Appreciation, Communicative, Love of peace, Joy of reading, Environmental Care, Social Care, and Responsibility.

English is essential as an international language. Indonesian government supports English as the primary foreign language taught in the school. For this reason, the government should make an EFL as a material to preserve character education values.

Hence, English textbooks take on a vital role in language classes. In the term of the process of selecting learning materials, various textbooks give particular influence. In Indonesia, some influential factors may involve in the process of choosing a textbook. It discovered that topic in the textbook reflects the aspect of character education stated in the national character and cultural education. More specifically, “*Bahasa Inggris*” textbook was intentionally made by the government to adjust to the 2013 curriculum and distributed to all schools in Indonesia. Also, this book is a compulsory handbook for teachers and students in schools.

From the explanation above, this study aimed to analyze whether the character education values in “*Bahasa Inggris*” textbooks can integrate well.

G. PREVIOUS RESEARCHES ON TEXTBOOK ANALYSIS

Qualitative research requires a lot of opinions as a reference to the problem that occurred in the previous issue. The result of the previous research is a useful reference for consideration in this study.

The first is Rahayu (2017) The study focused on character education in “*When English Rings a Bell*” textbooks. The study analyzed qualitatively and reported descriptively. The document analysis procedure is according Ary et al. the stages are; (1) Organizing and Familiarizing (2) Coding and Reducting (3) Interpreting and Representing.

The second is from Ganalakhsmi (2015) The study shows that the school has an inevitable and definite role to play in providing moral education in a

multicultural society. However, this role has constantly evolved the manner in which moral education was carried out previously no longer caters to the expectations and aspirations of all stakeholders.

The third is Fitriyani (2013) the study is about the textbook analysis that focused on the thematic code on every chapter in the English textbook entitled "*When English Rings a Bell*". This study used the qualitative method for analyzing the textbook, and thematic coding covers the research. Thematic Coding is categorizing segments of qualitative data into meaningful things.

The fourth is Kamaruddin (2012) character education is important for the growth of a human individual as a whole and should be done early. It is important for an educational institution to pay attention to the character development of the student, not only the needs of the academic competence so that graduates become those who are prepared academically and good character.

The fifth is Maslahah (2015) A content analysis of "*When English Rings a Bell*" an English textbook for Junior High School Based on Scientific Approach 2013 Curriculum. According to percentage classification, the application in the scientific approach, the textbook achieve the level "good" In detail; chapter I gain 40%, chapter III achieve 80%, chapter IV reach 40% chapter IX get 100%.

Thus, this research is different from the previous study. The previous study focuses on the textbook analysis entitled "*When English rings a bell*", while this research focuses on textbook analysis entitled "*Bahasa Inggris*". This research focuses on the character education that is found in the textbook and uses the

content analysis approach, and how does teacher in school integrated the character education to the tenth class student of Karya Budi Senior High School.





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UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG