

CHAPTER I

INTRODUCTION

A. Background Of The Research

Character is very important to everyone because with good character can be a good person and make a better society. Personalities can be ingrained in families, communities, and schools. Families, especially parents, play an important role in teaching their children the character they need to be. Since the environment is very important in the process of human growth and development, society also plays a big role in shaping a person's personality. School is another place where a person can form character. Education in schools also has a big contribution in forming a person's character through the learning process and habitforming processes in students (Furkan, 2013: 82). Because of that, the government feels the need to embed character through learning activities in the school.

The Government changed the curriculum from the School Curriculum (KTSP) to the 2013 Curriculum, and in the 2013 Curriculum, the Government emphasizes character education as its main focus. The Ministry of Education and Culture (Kemendik Bud) is integrating character education into the existing curriculum through character education reinforcement activities. Character development should be integrated into all subjects, including English. Teaching English should

provide not only knowledge of the language, but also character input. According to Nurhayati (2014) English teacher do not only teach the language components separately, but also teach the students about skill of life and characters. One of the important points here is the tutorial used. Textbooks are the source of material used in the learning process by which students perform the actions contained in the book.

In theory, course readings are created from a composed educational programs. Educational programs moreover guides the assessment of reading material. Tornroos (2004) utilized the term “latent curriculum” to depict the part of reading material and other educating materials within the classroom in light of a composed educational modules. The part of these course readings speaks to an halfway step between the planning (archived) educational programs and the executed educational modules. There's a developing intrigued within the quality of course readings around the world. Based on Service of Instruction Indonesia, says in case in Indonesia “18” Character Values, what this character must be include in a reading material:

1. Religiousness
2. Honesty
3. Tolerance
4. Discipline
5. Perseverance
6. Creativity
7. Independence
8. Democracy
9. Curiosity
10. Nationalism
11. Patriotism
12. Appreciation
13. Friendliness/communicatio
14. Love of Peace
15. Reading intrigued
16. Environmental mindfulness
17. Social mindfulness
18. Responsibility.

“When English Rings a Bell” may be a reading material understudies utilized at seventh review of junior high school in Indonesia, in which this

book is composed by, Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah. And distributed by kemendikbud on 2017 and this books still utilized until this year, and Service of Instruction Indonesia says this course readings still as a recommends book to utilized in 2022. According to Nurhayati et. al (2018) stated that mastering reading skill is important thing because reading skill help the English students to comprehend information about the general knowledge. and this reading material has made for preparing the students for more dynamic and creative within the lesson by assignment within the reading material, additionally the sentence in this course reading so straightforward and simple to get it with clear instruction in each movement.

There are few researches which discuss about analyzing character education values in English textbook. Soniawan (2012) conducted a research by analysing character education values in the English textbook especially on reading materials for the eleventh grade senior high school students. His research found that, among the 18 character education values, democratic is absence in the reading materials. Syahbana & Prtama (2017) analysed a textbook; Kreatif (Kreasi Belajar Siswa Aktif) especially in reading materials for the tenth grade students published by Viva Pakarindo. His research found that the reading materials in the text- book do not contain religious, democratic, environment aware, creative and fond of reading values. Rohmah (2018) conducted a research by analysing character education values in the textbook entitled “Buku Bahasa Inggris SMA/SMK”

especially in reading materials for the Tenth Grade students published by The Ministry of Education and Culture of Republic Indonesia. Her research found that the reading materials in the textbook do not include environment aware, independent, democratic and fond of reading.

Each research showed that the textbooks from different publishers that have been evaluated are suitable for the students' needs covering the values of character education provided by the government, but there are not all 18 values covered in the textbook. It means that further research needs to be done. To fill the gap, this research analysis of character values an English textbook used for seventh grade students entitled when english ring a bell learners to find out what character education values covered in it to support what the government has said that the implementation of character education should be applied continually. It is based on "Panduan Pelaksanaan Pendidikan Karakter" saying that character education should be implemented at schools explicitly, objectively, honestly, and continuously (Kementerian Pendidikan dan Kebudayaan, 2010).

Based on some previous research, can It was concluded that the study of character values analyses on books Students have already done. So they can be used as reference and referral material for future research. The results obtained will differences in each study. Therefore, a study was conducted with the title **AN ANALYSIS OF CHARACTER VALUES IN ENGLISH TEXTBOOK FOR SEVENTH GRADE STUDENTS ENTITLED WHEN ENGLISH RINGS A BELL.**

B. Statement of Research Problem

From the discussion above, the research problem of this research is about character values in the English textbook published by Kementerian Pendidikan dan Kebudayaan Indonesia for the First grade of junior high school. Then, the researcher will formulate the research question related to the problem in this research. The questions are: How are character values presented in the English textbook "When English Rings a Bell"?

C. Objective of the Research

Based on the research problems described above on the background, this study aims to answer both research questions regarding character values contained in an English textbook entitled "When English Rings a Bell".

D. Significance of the Research

The results of this study are expected to contribute to learning English at school, especially in determining the right textbooks that have character values in them. In addition, this research is expected to help teachers understand the character values of a textbook.

E. Scope and Limitation of the Research

This study focuses on the character values presented in English textbooks in schools. So that the research does not widen, the researcher limits it to only 18 character values and is used as a source of data which will later be used as an analysis in English textbooks. In this study the book used is a book entitled "when English rings a bell".

F. Definition of the Key Term

In order to clarify the key term used in this study, some definitions are put forward.

1. Character Values

The value of the symbol is a major focus of the 2013 curriculum. This means that Indonesia's government wants to realize the character of its students. According to Bülach and Butler (2002), personality values are called personality traits, and behaviors are reflected in personality. This represents a character that corresponds to human beliefs and behaviors. This also applies to a person's qualities, including relationships, behaviors, motivations, and skills. The core of the 2013 curriculum was to instill character and belief in students by introducing character values into curriculum areas. rain.

2. Textbook

According to Rahimi & Hasani (2012), textbooks are a major component of language programs. Nashriyah et al. (2020) states that the length of classroom books for textbooks is approximately 70 - 95%. This means that textbooks are an important resource for improving students' abilities in teaching and learning activities. In accordance with the Indonesian Ministry of Education and Culture Ordinance, textbooks are functional and teaching materials used for student achievement in the academic field. basic abilities.