

CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of study, statements of research problem, objective of the research, significance of the research, limitation of the research, definition of the key terms, and organization of the study.

A. Background of the research

Globalization that is happen nowadays might brings Indonesian society forget education of our nation character. Many social problems, however, happens in Indonesia. For example immoral case such as killing, raping, free sex, abortion, drug, even criminal act that is done by children. As the fifth biggest population country in the world, Indonesia needs great number of human resources with good quality as the main support in nation building. Some solution and alternatives are proposed such as making regulation and strengthening law enforcement. Since the curriculum become the heart of education, it is better to give more attention to values education and national character in it. It is mentioned in National Education System No. 20/2003 chapter 3, that the function of national education is to develop ability and build character in order to create an intelligible national life.

The need of values education to the nation generation seems very important. Values education will help the student realize, experience, and put it in an integral manner to their life (Deni, 2014). Values education covered character, values, norm, and morals. Character is the result of inner character.

Inner character based on moral (Muslih, 2011). As the God creation that have right of free, in moral human have freedom to choose the value and norm become an orientation of act and behave to their life together with others. So, it is very clear the correlation between character, values, norm and moral. The value taken is higher value, glorious, noble, holy, and honest. The norm taken gets close to the God. Moral gives direction, consideration, and demand to act responsibility as well as value, the chosen norm. Furthermore, learning character is also learning value, norm, and moral.

As a developing country, Indonesian government realizes that the education is one of the fundamental keys in maintaining nation building and identity. The government has been trying to develop the educational segment trough various policies (Hermawan, 2012). The Indonesian government especially the National education department has developed an English standard competence which is stated in curriculum as the standard of teaching and learning process. As cited in PP no 19/2005 about Standard of National Education, Chapter 1 section 1 subsection 1; curriculum is a set of program and arrangement of a goal, content, learning material, and process to achieve the certain aim of education. In this case, curriculum is developed base on the National Education goals and learner's need.

The ministry of education has recently introduced 2013 curriculum that is known as integrated curriculum. In this day fact shows that 2013 curriculum use English as the compulsory study to be mastered by both teachers and student. As the development of information technology and communication, English is the main language of international communication. 2013 curriculum

is planned to overview learning model of 21th era. It include the change of learning goal from the learner is giving knowledge become the learner get the knowledge from the various source. Poerwati (2013) mentioned that the orientation of 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. In this curriculum include the concept of integrated curriculum.

Fogarty in Poerwati (2013) explains that integrated curriculum is a model of curriculum that integrating skills, themes, concept, and topics in the form of: single disciplines, across several disciplines, and within and across learners. As in Fogarty concept of integrated curriculum, can conclude that there are inter discipline of knowledge. Marten in Poerwati (2013) also stated that moral education and science education are mutually relevant, both developing virtues and propositional knowledge as moral decision making is developed with science without indoctrination. Muslich (2011) assume that integrated curriculum based on character building aimed to transform the whole man that have character, such as developing physical aspect, emotional, social, creativity, spiritual, and student intellectual in an optimal manner. From the statement above it is very clear that both morals education as in character building and science education correlate each other.

Character based on Foester in Soetarjo (2012: 77) is something that qualified ones. Character become identity, distinctive feature, constant characteristic, that contend contingent experience that is always change. So, character is set of values that become habitual life and become constant characteristic inside the ones. For example work hard, never give up, honest,

simple, and others. Within character, individual quality is measured. Whereas, the aim of character education is materialized essential unity of the subject with behaviorism and attitude/value of life that is possessed.

Character building is the effort to help soul development of the children in the matter of inner self and outer world. Character building education is the effort to sprout of and develop good values to the child based on the prevail moral (Deni: 2014). Daniel Goleman in Soetarjo (2012; 79) mention that character education is value education, that covers nine principles of value such as; responsibility, respect, fairness, courage, honestly, citizenship, self discipline, caring, and perseverance. He also argues that if this nine principles of value can be internalize to the student, it can build good character. Based on his research, the success of individual life is 80% established by his character, and only 20% is established by his intellectual intelligent.

As long as the truth of Daniel Goleman argumentation about nine principles of value, trough Indonesian nation, the values that give special character of Indonesia is taken from the values of Pancasila such as; religious, humanism, nationalism, democratic, and social justice. Poerwati (2013) argued that nation character building can be done by making student accustomed with moral values and make them habitual with nation character. Here are the eighteen values of character as the substance to apply nation character building based on Kemendiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013):

a. Religious

- b. Honestly
- c. Tolerance
- d. Discipline
- e. Work hard
- f. Creative
- g. Autonomy
- h. Democratic
- i. Willingness
- j. Nation mentality
- k. Love fatherland
- l. Bear mutual respect with achievement
- m. Communicative
- n. Peaceful
- o. Fond of read
- p. Cares of natural surrounding
- q. Social cares
- r. Responsible

English is very important as a world language. Indonesian government support English as the main foreign language taught in the school. For this reason, the government should make use of EFL material as one way to preserve character building values. Allwright in Kitao (1997) argues that materials should teach student to learn, that they should be resource book for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright point of view, textbook are too

inflexible to be used directly as instructional material. Textbook therefore take on a very important role in language classes.

In the term of process of selecting learning materials, textbooks in this case, various consideration are gives particular influence. In Indonesia, some influential factors may involve in the process of selecting textbook. Prior studies (Lestari, 2012) discovered that topic in the textbook reflect the aspect of character building stated in the national character and cultural education (2010). More specifically, this study aimed to analyze whether the reading text and activity reflect the character building values by practicing in the classroom. Begin from this prior study; it is very important so see more to the new development by analyzing the textbook itself.

One of the concerns is given to early education programs. Issuing some decrees No. 22 year 2006 concerning the standards of contents and No. 23 years 2006 concerning the standard of graduate competence, the minister of National Education sets the guideline for standardized learning material development. Those actions are parts of the efforts taken by government in a hope to improve the standard of national education, to be the high quality. (Hermawan, 2012)

Based on the explanation above, this study intended to identify how character building values that is represent in eighteen character building represented the material in English textbook for junior high school. So, the researcher wants to conduct a research entitled “**Character building values represented in English Textbook for Junior High School**”. The selecting book is text book designed by government to implement 2013 curriculum.

This book is selected because it is the new textbook development that include integrated curriculum, in this case 2013 curriculum that emphasized on balancing competence of soft skill and hard skill. So, the researcher needs to analyze this book.

B. Statement of Research Problems

On the basis of the background of the study, the research problems can be formulated as follows:

1. What character building values appear in English textbook for Junior High School?
2. How are character building values represented in English textbook for Junior High School?

C. Objectives of the research

Based on the problem of the research, the objectives of the research are presented below:

1. To analyze character building values appear in English textbook for Junior High School
2. To analyze the character building values represented in English textbook for Junior High School

D. Significances of the research

This study is expected to guide materials developers or textbook writers to identify character building values to be integrated into the materials.

The result of study will be useful for the researcher itself, other researcher and the reader theoretically and practically field. For the researcher itself, she can practically increase more knowledge about the content analysis of textbook development. For other researcher, they can develop the weakness of the previous study and try to analyze something different from previous study. For the reader, the researcher hopes that the research will give more theoretically understanding about the character building values represented in English textbook.

E. Scope and Limitation of Study

The study focused on the character building value that is represented in English textbook in the terms of the English material in Indonesian criteria and aspect of values appeared in 2013 curriculum. The researcher limits the character building values by selecting eighteen character building values being the source of data that researcher wants to identify in the selecting textbook that is developed by the government. The book that is analyzed entitled “Bahasa Inggris; when English rings the bell” on first grade of junior high school.

F. Definition of the Key Terms

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

1. Character building values

Character building education is the effort to sprout of and develop good values to the child based on the prevail moral (Deni: 2014).

2. Textbook

Texts are any of a wide variety of types of genres of linguistic forms. Text can be spoken or written. Among written texts, the range of possibilities extends from labels and forms and chart to essays and manuals and books. Textbooks are one type of text, a book for use in an educational curriculum.

3. 2013 Curriculum

Poerwati (2013) mentioned that the orientation of 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. In this curriculum include the concept of integrated curriculum.

G. Organization of the Study

To make a good thesis, it needs to be arranged systematically. The organization of the thesis covers the following chapters.

Chapter I: Introduction

It consists of: background of the study, formulation of the research problems, and purpose of the study, significant of the study, definition of the key terms and organization of the study.

Chapter II: Review of Related Literature

It consists of review some theories related to the use of textbook as teaching media, local culture and visual material.

Chapter III: Research Method

It consists of: research design, data and data source, data collection, credibility and dependability, data analysis and interpretation

Chapter IV: Finding and Analysis

This chapter presents the finding of library research which is then analyzed by using theory that has been reviewed in chapter 2.

Chapter V: Conclusion and Suggestion

This last chapter presents two sub chapters:

A. Conclusion

The researcher systematically describe about the summary of the research representing the answer of the research problem.

B. Suggestion

In accordance to the limitation of the research, the researcher gives suggestion and recommendation to the other people in interested in the topic being analyzed.