

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: character building, values of character building, 2013 curriculum and values of character building, and textbook/English textbook.

A. Character Building

Character based on Foester in Soetarjo (2012: 77) is something that qualified ones. Character become identities, 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.

Foester also said that there are four characteristics of character education. *First*, the regularity of interior where every action is measured base on values. Value becomes normative foundation of actions. *Second*, coherence that gives braveness makes the one holding the firmly in principle. Coherence is the foundation that build believes each others.

Without coherence, credibility will destroy. *Third*, autonomy, it means someone internalize the values from the outer become self value by making free decision without compulsion. *Fourth*, dependability and loyalty. Dependability is someone capacity to face what they regard as good. Loyalty is the foundation for respecting to the chosen commitment.

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 prevailing 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. The same result of the research is also cited by the research that is done by Harvard University of US (Muslich: 2011).

B. Values of character Building

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.

Inculcation approach is an approach that give emphasize in social values to the student. Based on this approach, the aim of values education is received of social values by student and the change of social values that is not suitable with social values they want (Superka: 1976). Other approach that often be used is values analysis approach. These approaches gives emphasize in the development of student skill to think logic, by analyze the problem that correlate with social values. There are two main goals of moral education based on this approach. First, help the student to use the skill of thinking logic and scientism found to analyze social problems that correlate with moral values. Second, help student use rational and analytical process of thinking in concluding the concept about their values. Based on this approach, there are six step of values analysis that needs to be attended in character education process.

Step of values analysis	Problem solving assignment
Identify and explain the value	Reducing the different understanding about value

Collecting the correlate fact	Reducing the different of correlate fact
Examine the truth of the correlate fact	Reducing the different of the truth of correlate fact
Explain the correlation between some fact	Reducing the different of correlation between some fact
Concluding temporary the dividing moral	Reducing the different in dividing moral temporary
Examine the moral principle that is used in making divide	Reducing the different in examining moral principle that is received

Hill in Muslich (2012) assume that character determines someone's private thoughts and someone's action done. Good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation. Based on that statement, as in Character counts! Coalition (a project of the Joseph institute of Ethics), there are six pillars of character. The six pillar of character can be mentioned below:

- a. Trustworthines
- b. Fairness
- c. Caring
- d. Respect
- e. Citizenship

f. Responsibility

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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. In case of emphasizing character education, Pusat Kurikulum on *Pengembangan dan Pendidikan Budaya & Karakter Bangsa: Pedoman Sekolah* year 2009 identified eighteen values that sources from religion, Pancasila, culture, and the goal of national education (Puskurbuk: 2011). The eighteen character values are mentioned below:

- 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

C. 2013 Curriculum and values of character building

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) 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.

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There are 18 (eighteen) values that is developed in character

education based on Kemendiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013). The eighteen character values can be explained below:

1. Religious

Religious is act and attitude in doing religion theory of each person's belief, tolerance with other religion devotion, and life together with other people religion.

2. Honestly

Act that is based on efforts for making her/his self become believable person on words, act, and work.

3. Tolerance

Act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person.

4. Discipline

The act, that indicating acts orderly and faithful to the several certainties and rules.

5. Work hard

Act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible.

6. Creative

Think and doing something to produce manner and new result from something they had posed.

7. Autonomy

Act and attitude that is not dependent on other person in finishing

assignments.

8. Democratic

Way of thinking, attitude, and act that giving the same appraisal between right and obligation of his self and others.

9. Willingness

Act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard.

10. Nation mentality

Way of thinking, act, and concept that put the interest his nation and state above his own interest and groups.

11. Love fatherland

Way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture, economy, and politic of the nation.

12. Respect to the achievement

Act and attitude that push his self to produce something that useful to the society and he also admit other person's success.

13. Communicative/friendship

Act that show happy talking, communicate, and work together with others.

14. Peaceful

Attitude, words, and act that make others feel interest and save of his come.

15. Fond of reading

Habitual of giving times to read several literature that give good deeds for his self.

16. Cares of environment

Act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened.

17. Social cares

Act and attitude that always want to give helps to others and society that need some help.

18. Responsible

Act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God.

D. Textbook/English Textbook

English language teaching (ELT) textbooks play a very important role in language classrooms. Immanuel (2012:5) states that textbooks are key component in most language program. In some situations, they serve as the basis for many language inputs that learner receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in.

The choice of language teaching materials can determine the quality of learning-teaching procedure. As part of the material used in the language classroom, the textbook can often play a crucial role in students' success of failure (Makundan: 2011). So, it needs more attention for

developing material in the textbook. Parel and Jain mention the criteria of good textbook such as:

- a. The book should be according the individual difference of students
- b. The book should be according the objectives of teaching English
- c. The subject matter should be well graded
- d. Exercise work and practical work should be given at the end of the chapter
- e. It must develop moral qualities in the students
- f. There should be not very costly
- g. The paper be qualitative
- h. The cover should be attractive and qualitative.