

## CHAPTER I INTRODUCTION

### A. RESEARCH BACKGROUND

Other than knowledge, textbooks are expected to be able to transform life values related to the basic competencies being taught. In Indonesia, a good textbook is a textbook that is declared worthy by the Ministry of Education and Culture to be used in education units.<sup>1</sup> The eligibility is based on several categories determined by BSNP, such as the suitability both of the material description and the curriculum, the accuracy of the material, and the learning support material.<sup>2</sup> To achieve the national education goals, textbooks have an important role. Some of the goals of national education based on the law on the Indonesian National Education System Number 20 of 2003 Article 3 are the mastery of life skills and the formation of good character. Therefore, the Ministry of Education and Culture established eighteen values of character education based on the results of an empirical study conducted by the Curriculum Research and Development Central. These values such as the religiosity, honesty, tolerance, discipline, hard work and the goals of the nation.<sup>3</sup> From these eighteen values, some of them are humanity values. It is hoped that by incorporating these values into learning, national goals can be realized.

It is impossible to imagine how learning activities at school would be carried out without textbooks. Even private schools, it also uses textbooks as a guide in learning. In Indonesia, textbooks are used from elementary school to high school, as the main source of obtaining learning materials. However, what's going to happen if the content in the textbook is not appropriate, or even contains negative things that they have not been able to understand by students? For example, content that contains pornography, bullying, and other social ills. Such as the case found by the Minister of Education and Culture regarding the circulation of books containing pornographic

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<sup>1</sup> Minister of Education and Culture Regulation Number 8 of 2016.

<sup>2</sup> Yulia Kartikasari, et al., "Kelayakan Isi dan Bahasa Pada Buku Teks *Bupena Bahasa Indonesia Kelas VII*," *Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya)* 3, no. 3 (2015): 1-6, retrieved from <http://jurnal.fkip.unila.ac.id/index.php/BINDO1/article/view/9237>.

<sup>3</sup> Yulia Anugrahwati, "The integration of second core competence (KI 2) of curriculum 2013 in English classes," *Journal of English Language Teaching* 4, no. 1 (2015): 1-8, retrieved from: <https://journal.unnes.ac.id/sju/index.php/elt/issue/view/768>.

elements at SDN Polri 4 and SDN Gunung Gede, Bogor City. The book entitled "*Aku Senang Belajar Bahasa Indonesia*" for the fourth grade of elementary school is published by CV Graphia Buana. The book is circulated by the private sector without regard to the eligibility criteria for textbooks set by the BSNP or (*Badan Standar Nasional Pendidikan*).<sup>4</sup> In Indonesia, there are various authors and publishers of EFL textbooks. Thus, it is possible to present material with different language styles between books, so that it will affect students' understanding.

In other hand, the government is very serious in building individual character, it indicates that this case must be resolved immediately. However, seeing the reality in the field, there are still many criminal acts that occur, ranging from teenagers to adults. On average, acts of violence in various regions are dominated by teenagers. Juvenile delinquency has shown a shift in quality, from initially just skipping school, break the rules, to now leading to criminal acts such as theft, rape, and murder.<sup>5</sup> If not addressed immediately, it will certainly have a big impact on the personality of students in the future and will affect the national peace. Thus, character education in Indonesia needs a special attention.

Juvenile delinquency at this time has shown a shift in quality. Such as the case of beatings carried out by junior high school students in Pancur District, Rembang. The incident occurred during a walking competition moment. It is suspected that there was a misunderstanding by the perpetrators of the beating. The perpetrators consisting of seven students ganged up on the victim conjunctly. As a result, the victim suffered serious injuries to the bones of his hand.<sup>6</sup> There was also a recent murder case committed by a student at

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<sup>4</sup> Meina Febriani, and Diyamon Prasandha, "Penguatan Literasi sebagai Strategi Internalisasi Budi Pekerti dalam Pembelajaran Berdasarkan Buku Teks Bahasa Indonesia," (2017): 591-600, doi [https://www.researchgate.net/publication/332671105\\_PENGUATAN\\_LITERASI\\_SEBAGAI\\_STRATEGI\\_INTERNALISASI\\_BUDI\\_PEKERTI\\_DALAM\\_PEMBELAJARAN\\_BERDASARKAN\\_BUKU\\_TEKSA\\_BAHASA\\_INDONESIA](https://www.researchgate.net/publication/332671105_PENGUATAN_LITERASI_SEBAGAI_STRATEGI_INTERNALISASI_BUDI_PEKERTI_DALAM_PEMBELAJARAN_BERDASARKAN_BUKU_TEKSA_BAHASA_INDONESIA).

<sup>5</sup> Nunung Unayah and Muslim Sabarisman. "Fenomena kenakalan remaja dan kriminalitas" *Sosio Informa: Kajian Permasalahan Sosial dan Usaha Kesejahteraan Sosial* 1, no. 2 (2015): 121-140, retrieved from <https://ejournal.kemensos.go.id/index.php/Sosioinforma/article/view/142>.

<sup>6</sup> Muhammad Arifin, "Ini Pemicu Bocah SMP Dikeroyok di Pancur Rembang Hingga Babak Belur" *Katakutip.com*, published on August 8, 2022, retrieved from <https://katakutip.com/ini-pemicu-bocah-smp-dikeroyok-di-pancur-rembang-hingga-babak-belur>.

SMPN 2 Grabag Magelang. The motive for the perpetrator to carry out the heinous act was because the hurt when he was caught stealing the victim's cellphone in class. Even the relevant Education Authorities directly intervened to guard and assist the case.<sup>7</sup> These cases are certainly very inappropriate to do for students. However, there are still many criminal cases committed by students which must be resolved immediately.

The research about character education in English textbooks has been carried out by several previous researchers. Such as the research conducted by Maulana Yusup and Maman Suryaman with the title “A Visual Analysis of Multicultural Values in Junior High School English Textbook”. This study analyzes how multicultural values are in the form of visual contexts depicted in English textbooks.<sup>8</sup> There is also a study conducted by Devi Nur Hayati with the title “Pancasila Values on The English Textbook When English Rings a Bell for Creating Students’ Character”. In this study, researchers try to find out how the values of Pancasila are represented in textbooks, as well as find out what character values are contained in Pancasila.<sup>9</sup>

Third, there is a research entitled “The Analysis of The Culture-Related Contents in an Indonesian English Textbook” which was conducted by Ulya Safira Riadini and Bambang Yudi Cahyono. In their research, they classified written texts containing cultural values and then analyzed.<sup>10</sup> The last, the research conducted by Aprisa Marise Aminingsi with the title “An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled

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<sup>7</sup> Nanda Sagita Ginting, “Cerita Warga Saksikan Tersangka Pembunuhan Siswa SMPN 2 Grabag Magelang Cuci Noda Darah” *TribunJogja.com*, published on August 9, 2022, retrieved from <https://jogja.tribunnews.com/2022/08/09/cerita-warga-saksikan-tersangka-pembunuhan-siswa-smpn-2-grabag-magelang-cuci-noda-darah>.

<sup>8</sup> Maulana Yusup and Maman Suryaman, “a Visual Analysis of Multicultural Values in Junior High School English Textbook,” *Professional Journal of English Education* 4, No. 5 (2021): 847-856, accessed on July 19, 2022, retrieved from <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/7501>.

<sup>9</sup> Devi Nur Hayati, “Pancasila Values on The English Textbook When English Rings A Bell for Creating Students' Character,” (Thesis, IAIN Kudus, 2021).

<sup>10</sup> Ulya Safira Riadini and Bambang Yudi Cahyono, “The Analysis of the Culture-Related Contents in an Indonesian English Textbook,” *Indonesian Journal of English Language Teaching and Applied Linguistics* 5, no. 2 (2021): 285-295, retrieved from <https://eric.ed.gov/?id=EJ1297205>.

'When English Rings The Bell (Revised 2016)' Used by Secondary Schools in Bengkulu". The study was conducted with the aim knowing what kinds character values are presented in English textbooks. For the results, the value of discipline is the value with the highest displayed level, with a percentage of 6.39%, and the value of patriotism is the value with the lowest displayed level with a percentage of 0.06%.<sup>11</sup>

From the several studies above, the researcher wants to conduct the same study, analyzing textbooks on character education. To fill the gap from previous studies, the researcher wants to take different topic and book, they are the values of humanity on EFL textbook entitled "Bahasa Inggris Think Globally Act Locally" For IX Grade. Seeing the number of criminal acts that have occurred, the inculcation of human values really needs to be emphasized to produce a generation with good character. Not all English textbooks can be categorized as good teaching materials. It was shown that the tasks and activities of the two ways that were evaluated.<sup>12</sup> In Indonesia, textbooks have been reviewed by The Ministry of Education and Culture based on the 2013 curriculum that is common at all levels of education, with each level dealing with a different problem. The researcher uses descriptive qualitative method with library research approach. The purpose of this study is to determine the extent to which character values, especially humanity values, are instilled in English textbooks.

Based on the above statement, the researcher chooses a textbook entitled "Bahasa Inggris Think Globally Act Locally" For IX Grade. The reason why the researcher chose the English textbook as the object is because it is published by the Ministry of Education and Culture of the Republic of Indonesia and used by many students in this country. Based in those reasons, the researcher wants to conduct a research entitled "AN ANALYSIS OF HUMANITY VALUES IN EFL TEXTBOOK 'BAHASA INGGRIS THINK GLOBALLY ACT LOCALLY' FOR IX GRADE OF JUNIOR HIGH SCHOOL".

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<sup>11</sup> Aprisa Marise Aminingsi, "An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings The Bell (Revised 2016)," *Jadila: Journal of Development and Innovation in Language and Literature Education* 2, no. 1 (2021): 19-24, retrieved from <https://ejournal.karinosseff.org/index.php/jadila/article/view/170>.

<sup>12</sup> Maha Shuayb, "Human Rights and Peace Education in The Lebanese Civics Textbooks," *Research tin Comparative and International Education* 10, no. 1 (2015): 135-50, retrieved from <https://doi.org/10.1177/1745499914567823>.

## **B. RESEARCH FOCUS AND SCOPE**

The focus of this research is to examine the humanity values contained in high schools' textbooks entitled "Bahasa Inggris Think Globally Act Locally" for IX Graders, which can be in the form of texts and images.

## **C. RESEARCH QUESTION**

Based on the background of the research problem above, the formulation of this research is how are humanity values depicted in EFL textbooks "Think Globally Act Locally" for IX Grade published by The Ministry of Education and Culture?

## **D. RESEARCH OBJECTIVES**

The aim of this analysis is to demonstrate the various types of common humanity values in order to see how they are depicted in the textbooks. Besides, how distributes humanity values in the textbooks issued by the Ministry of Education and Culture? This case is so important to do and to see whether the English textbooks published by the Education and Culture Office are in accordance with the government's decision on character building in the 2013 curriculum.

## **E. RESEARCH SIGNIFICANCES**

There are two contributions of research:

1. The results of this study contribute to the knowledge of readers that the value of humanity is one of the big problems that must be resolved first in order to create a better understanding, both to humans and a better social life.
2. The result of these, the researcher hopes that these humanity values can become a reference for textbooks so that humanity needs to be disseminated and can be understood by students as an implementation and as part of a character-building program in the 2013 curriculum.

## **F. DEFINITION OF KEY TERMS**

This study will discuss the analysis of humanity values in English textbook for high school in form of character education in 2013 curriculum. So, this research does not become very broad the limitations are as follows.

### **1. Value**

Value is something abstract, can be seen from the behavior of someone who has a relationship with facts, actions, norms,

morals, and beliefs.<sup>13</sup> Values are things that guide human life interacting with others, whether the action is right or wrong, good or bad, and detrimental to others or not. The values must be positive to form better human behavior.

## 2. Humanity

In the KBBI or (*Kamus Besar Bahasa Indonesia*), humanity comes from the word “human” which is a creature created by God who is very noble from other living things. Humanity is a homonym, because its meanings have the same spelling and pronunciation, but different meanings.<sup>14</sup> So it can be concluded that humanity is human nature or can be interpreted humanly.

## 3. Character Education

Character Education is a deliberate (conscious) effort to realize policy, namely the quality of humanity that is good objectively, not only good for individuals but also society as a whole.<sup>15</sup>

## G. ORGANIZATION OF PAPER

The preparation of this research is divided into several chapters so that readers can easily understand, the results of the research in depth such as:

### CHAPTER I: BACKGROUND OF THE RESEARCH

This chapter contains background issues, research focus, problem formulation, research objectives, research benefits, and discussion systematics.

### CHAPTER II: REVIEW OF LITERATED LITERATURE

This chapter contains of three sub-chapters, namely the first contains a theoretical basis and a description of the theory, the second contains previous research, and the last sub-chapter contains a framework of thinking.

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<sup>13</sup> Ade Imelda Frimayanti, “Implementasi Pendidikan Nilai dalam Pendidikan Agama Islam,” *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 8, no. 2 (2017): 240, retrieved from <http://ejournal.radenintan.ac.id/index.php/tadzkiyyah/article/view/2128>.

<sup>14</sup> KBBI, “3 Arti Kemanusiaan di Kamus Besar Bahasa Indonesia,” retrieved from <http://kbbi.lektur.id/kemanusiaan>.

<sup>15</sup> Thomas Lickona, *Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian yang Baik, Integritas dan Kebijakan Penting Lainnya*, (Jakarta: PT Bumi Aksara, 2015), 6, accessed on from <https://books.google.co.id/books?id=iMhuEAAAQBAJ>.

**CHAPTER III: RESEARCH METHOD**

This chapter consist of six sub-chapters covering data for textbook analysis, type of research, research subject, data source, data collection techniques, and data analysis technique.

**CHAPTER IV: FINDING AND DISCUSSION**

This chapter contains the result of research which includes a description of the object of research, data analysis, and discussion of research result.

**CHAPTER V: CONCLUSION AND SUGGESTION**

This chapter contains the conclusion from the research results, suggestions, then ends with a closing.

