

## CHAPTER II INTRODUCTION

### A. Theoretical Description

#### 1. Social value

##### a. Definition of Social value

Social values are values held by a society, regarding what is considered good and what is considered bad by society. Public, for example, helping people have good values, bad values. The function of social values in society is widespread. Among them values can provide a set of tools to direct society in thinking and behaving. In addition, it is also work as the final determinant of humans in fulfilling social roles. A person may be inspired by social values to fulfill expectations according to his role

From the definition of social value itself, there are several opinions from experts. Social values are values held by a society regarding what is considered good and what is considered bad by society. Value is a type of belief within the scope of the system belief in which a person acts or avoids an action, or regarding something that is appropriate or inappropriate to do.<sup>1</sup> Values are goals you want to achieve. This value are determined based on the size, standards, assumptions, and beliefs held by the community in a certain cultural environment about what is worthy, noble, and good, functionally useful for the benefit of living together.<sup>2</sup>

Social values are the basis for society to determine what is right and important, have its own characteristics and encourage individuals to act according to applicable norms.<sup>3</sup> This values called social value are not simply acquired when

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<sup>1</sup> Oktaviyanti Itsna, Sutarto Joko, and atmaja tri Hamdan, "Implementasi Nilai-Nilai Sosial Dalam Membentuk Perilaku Sosial Siswa Sd," *Journal of Primary Education* 5, no. 2 (2016): 113–19.

<sup>2</sup> A N Azizah, T Trisharsiwi, and ..., "Peran Guru Dalam Implementasi Nilai-Nilai Sosial Melalui Pembelajaran Tematik Siswa Kelas Iv Sd Wirokerten," ... Seminar Nasional PGSD ..., no. April (2019): 47–52, <https://jurnal.ustjogja.ac.id/index.php/snpgsd/article/view/4706>.

<sup>3</sup> A N Azizah, T Trisharsiwi, and ..., "Peran Guru Dalam Implementasi Nilai-Nilai Sosial Melalui Pembelajaran Tematik Siswa Kelas Iv Sd Wirokerten," ... Seminar Nasional PGSD ..., no. April (2019): 47–52, <https://jurnal.ustjogja.ac.id/index.php/snpgsd/article/view/4706>.

he is born, however with the value system taught by parents to their children with adjustments here and there<sup>4</sup>. Every individual when he grows up needs a system which regulates or a kind of direction to act in order to develop a good personality in socializing and interacting with the community.

The following are some of the characteristics of social values, namely as follows:

- 1) Value is created socially, in the sense that value is the result of a collective agreement of a society to meet human needs and achieve certain goals
- 2) Values have a broad scope, including ways of behaving, customs/habits, and culture
- 3) Social values are passed down or across generations through social interaction over a relatively long time span
- 4) Social values are not static, in the sense that over time values can shift, change, and be abandoned.
- 5) Social values vary between communities due to differences in cultural systems
- 6) Social values are binding on individuals/groups in a society.<sup>5</sup>

#### **b. Function of social values**

In simple terms, social value can be interpreted as something good, desired, expected and considered important by public. These things become a reference for citizens in society Act. So, social values direct human action. Social values is anything that society appreciates for having functional usability for the development of everyday human life.<sup>6</sup> From the several definitions above, social values can be interpreted as a value held by students about what is considered good and what is considered bad by the teacher.

Social values are often the basis of life by the participants students in determining attitudes in everyday life, also become the value of human life in interacting with other humans. So that social values are not simply obtained when he was born, but with the value system taught by parents to

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<sup>4</sup> Elizabeth K. Nottingham, "Agama dan Masyarakat", (Jakarta: PT Raja Grafindo Persada, 1994), h.45

<sup>5</sup> "Nilai Sosial - Pengertian, Ciri-Ciri, Fungsi, Macam-Macam, Contoh," accessed September 14, 2022, <https://www.studiobelajar.com/nilai-sosial/>.

<sup>6</sup> Hendropuspito, *Sosiologi Agama*, (Yogyakarta: Kanisius, 2000), 26.

their children with their adjustments to each individual as they grow up requires a system that regulates or some kind of direction to act in order to foster a good personality in associating and interacting with teachers or the community.

**c. Social Value and its characteristics**

Social value is an awareness that is relatively sustainable, presenting emotionally to a certain aspect, be it objects, ideas, or individuals. According to Young, social value is an abstract assumption about something that is true and important. Woods, in addition definition social value as a general and durable guideline that leads to the behavior of everyday life. From these three definitions, it can be concluded that social value is a value that becomes a guideline and reference for a society or individual in their behavior.

Zubaedi put forward 3 sub-values contained in social values. Namely loves (affection), responsibility (responsibility), and life harmony (harmony of life).<sup>7</sup>

- 2) Loves
  - b) Service
  - c) Mutual help
  - d) Kinship
  - e) Loyalty
  - f) Concern
- 3) Responsibility
  - b) A sense of belonging
  - c) Discipline
  - d) Empathy
- 4) Life harmony
  - a) Justice
  - b) Tolerance
  - c) Cooperation

In this theory, researchers will use social values such as mutual help, kinship, caring, discipline, empathy, tolerance, and cooperation. This is because social values are closely related to living together. The values mentioned by the researcher are values that are very relevant to social life.

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<sup>7</sup> Zubaedi, *Pendidikan Berbasis Masyarakat*, (Yogyakarta: Pustaka Pelajar, 2005), hlm 13.

## 2. Textbook

### a. Definition of textbooks

There are numerous definitions from textbooks. To put it briefly, textbooks are books that are meant to be read by students or the general public and contain information. Textbooks are books that are formally used to learn subjects or courses at school or college, according to Ratih.<sup>8</sup> Textbooks are used by one or more students to learn material that is relevant to their course work. The material that is covered in each textbook varies. Another way to categorize textbooks is by age. Textbooks can be read by anyone, regardless of age. Children's textbooks differ from adult textbooks, for instance. As a result, novels on engaging textbook subjects are accessible to all readers.

As textbooks are defined above, it is evident that they include instructional materials that are customized to meet the needs of students as well as resources to help them reach learning objectives. Ratih claims that textbooks are in-depth works in certain subjects, typically prepared by subject-matter specialists in line with the learning objectives and furnished with suitable and user-friendly learning resources, executed by users at universities or schools.

A textbook is a type of text, a book for use in educational courses.<sup>9</sup> A textbook is one of the teaching materials used for learning. Textbooks are usually neatly arranged and very dense. Besides The ministry also provides English textbooks for both teachers and students students.<sup>10</sup> This implies that government-mandated instruction regarding the learning process is a definite requirement for all students who own textbooks. When it comes to language instruction,

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<sup>8</sup> Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 11

<sup>9</sup> Ni'mal Fuyudloturromaniyyah, *A Textbook Analysis: An In-Depth Analysis of Activities in Scientetific Approach's Perspective in an ILF Textbook for Seventh Grade*, (Bandung: Departmen of English Education, Indonesia University of Education, 2015) p. 52

<sup>10</sup> Ni'mal Fuyudloturromaniyyah, *A Textbook Analysis: An In-Depth Analysis of Activities in Scientetific Approach's Perspective in an ILF Textbook for Seventh Grade*, (Bandung: Departmen of English Education, Indonesia University of Education, 2015) p. 51

textbooks are seen as an essential resource for foreigners learning a language.<sup>11</sup>

Textbooks have so many functions. Textbook functions include are as follows.

- 1) Personalize the Rules  
Textbooks give students the freedom to learn at their own speed, partially based on their areas of interest, and with assistance in customizing their education.
- 2) Instruction Organization  
Textbooks support students' argumentative skills by offering questions, experiences, and pertinent activities. Written textbooks are a crucial component of classroom engagement and are assessed for their ability to present novel ideas or expand on previously taught material.
- 3) Contributing Tutorials  
Textbooks are frequently used by teachers to help students improve their reading skills, assess information, and identify issues.
- 4) Improvement of Teaching  
It is also believed that textbook reading helps teachers become more proficient educators.

**b. The function of Textbook**

For both instructors and students, high-quality textbooks are crucial. Here is a guide for educators to use in every lesson. Many chapters make up the textbook. All levels and kinds of language proficiency will be covered in each chapter. This will make it easier for teachers and students to concentrate on the content they will either arrange or win. The book offers students a quick rundown of what to expect in the next subject instead of giving teachers an outline for them to complete activities tailored to each topic. It can also be used as a practical reference.

Textbooks can serve as a kind of teacher preparation in certain situations because they offer fresh approaches to format and organization that educators can utilize. Regardless of the input from teachers, this textbook gives students methods to communicate in a language they can use at their own discretion.

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<sup>11</sup> Naji Meidani, *Analysis of English Language Textbooks in the Light of English as an International Language (EIL): A Comparative Study*, (Iran: Ferdowsi University of Mashhad, 2012) p. 84

As a resource for the goals of meeting student needs, several role play textbooks that can function as in ELT as follows:

- 1) The source of the presentation content (oral and written)
- 2) The source of practice and communication activities for students
- 3) Tools for studying reference materials related to pronunciation, grammar, and vocabulary, etc.
- 4) Stimulus and sources of thought for classroom language activities.
- 5) Hunger syllabus (reflects predetermined learning objectives).
- 6) Resources for self-employment or independent entry.
- 7) Support inexperienced teachers who are insecure.<sup>12</sup>

### c. Purpose of Textbook

In teaching English, textbooks usually have several objectives: (a) sources of presentation material (oral/written), (b) sources of learning practices and communicative interaction activities, (c) reference sources, (d) syllabus, (e) sources resources for independent learning and (f) support for less experienced teachers.<sup>13</sup>

ELT textbooks are one of the main factors influencing students' English performance. The content of English textbooks influences what teachers teach and what students learn. It should not be too advanced or too simple, nor should it contain local cultural taboos. Content must be what students can associate before teachers can associate it understand it. It doesn't matter. Then, textbooks are considered as important element in teaching English.<sup>14</sup>

Textbooks are regarded as the foundation of any educational system because they serve as the primary source of guidance for both teachers and students. They influence the teaching and learning process in the classroom and help design systems for student assessment and evaluation. In the meanwhile, standard books written by experts in specific

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<sup>12</sup> Anita Novita Sari, An Analysis of Textbook Entitled “*Headline English*” Published by Srikandi Empat of Seventh Grade of Junior High School, (Lampung: Raden Intan State Islamic University of Lampung, 2019), p. 38

<sup>13</sup> Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 7

<sup>14</sup> Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 8

fields serve as textbooks. In that instance, schools and colleges can offer supporting programs for instructional purposes and objectives that are outfitted with features that make it simple and easy for the user to understand.

### **3. Content's Viability based on BSNP (Badan Standar Nasional Pendidikan)**

There needed to be a government policy on student books because textbooks were a key strategic tool for improving education. BSNP has thus published textbooks that are in line with the most recent curriculum standards in its assessment and evaluation of them. BSNP codes and designs the title in a qualitative manner. Content feasibility, linguistic feasibility, and assessment tool comprise the three main components of evaluation. When describing the tools utilized to assess the junior high school English textbooks, content feasibility is taken into consideration. These tools comprise:

#### **a. The compatibility of materials with core competency (KI) and basic competency (KD).**

##### **1) Material Completeness**

The textbook for this section must include texts (interpersonal, transactional, and functional texts) that are frequently used in English communication, or at the very least require students to be familiar with them. In order for students to comprehend and generate spoken and written phrases in interpersonal or pedagogical communication, the text needs to be appropriate for their class. It also needs to have functional elements that support context and other features (like religious and aesthetic values) that the students will find acceptable. within the framework.

##### **2) Depth of material**

Basically, a textbook must meet specific requirements in order to be considered feasible. First, exposure (paparan): textbooks have to include exploratory content, which calls for a variety of textual styles that relate to students' everyday lives, particularly with regard to the information they are conveying. Information can also take the shape of a positive social or spiritual outlook that is connected to the introduction of the text. The second is retention of text formation (Retensi pembentukan teks), which states that in order for students to comprehend the significance of text

structure, language features, and element ordering as a social function, new elements must be added to textbooks. Production (Produksi) is the last one. Textbooks should be able to inspire and direct students to produce spoken or written texts that are contextually relevant, taking into account the pertinent text forms, social, and spiritual elements.<sup>15</sup>

**b. The accuracy of materials**

1) Social function

Students are required to apply this standard as a way to explore the textbooks they are currently studying. Therefore, textbook content such as narration, narrative, procedures, descriptions, news, discussion, and reporting must be able to assist students in implementing social, trade, and communication functions based on pertinent functional textbooks.<sup>16</sup>

2) Generic Structure

According to this standard, when introducing material, textbooks must adopt a systematic mindset. It follows that it is expected of students to be able to reason methodically in daily situations. These activities can take the form of proactive communication activities like asking questions and giving information, just like in interpersonal and transactional texts.<sup>17</sup>

3) Linguistic Feature

Textbooks are supposed to guide and supply students with appropriate and pertinent language elements in this linguistic function. Students will be able to realize every aspect of social functioning by actively communicating using high-quality language functions in appropriate contexts.<sup>18</sup>

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<sup>15</sup> Rezu betri, Content Analysis of English Textbook Entitled “*Talk Active*” Used by *The Senior High School (Student’s Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 30

<sup>16</sup> Rezu betri, Content Analysis of English Textbook Entitled “*Talk Active*” Used by *The Senior High School (Student’s Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 31

<sup>17</sup> Rezu betri, Content Analysis of English Textbook Entitled “*Talk Active*” Used by *The Senior High School (Student’s Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 31

<sup>18</sup> Rezu betri, Content Analysis of English Textbook Entitled “*Talk Active*” Used by *The Senior High School (Student’s Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 31



### c. Supporting Materials

The supporting materials, which must contain three elements that serve as the standard of application for this book, should be examined in the next assessment of English books. These include the development of diversity insight, life skill development, and sources that are current and relevant.<sup>19</sup>

#### 1) Up to Datedness and Relevance Sources

Every instructional resource in a textbook, including text, tables, attachments, drawings, and more, has to have text that is pertinent to and updated with the subjects covered.

#### 2) Development of Life Skills

Content encouraging students to develop life skills must be included in the textbook's learning materials. There may be stronger and weaker points to any personal skill. In social skills, students learn to appropriately and correctly rely on their surroundings. Academic proficiency, information utilization, sound decision-making, and problem-solving techniques. In addition to vocational skills that can motivate students to advance their capacities for future career advancement.

#### 3) Diverse perspectives

A good textbook should also contain materials that inspire students to create their own understandings of diversity. This is another useful tool. Respecting cultural diversity, for instance, being aware of cultural development, utilizing local knowledge, and developing cultural love while fully appreciating ethnicity and culture.

### 4. Character Education in Curriculum 2013

#### a. The Definition of Character Education Revised Edition

On the basis of UU RI No. 20 of 2003: 2 education is a conscious and organized effort to create a learning atmosphere and learning process so that students actively develop their potential from within themselves to have self-control, spiritual religious strength, personality, intelligence, noble character and the skills they need, society, and country.

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<sup>19</sup> Rezu betri, Content Analysis of English Textbook Entitled "*Talk Active*" Used by The Senior High School (*Student's Book*), (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 31

The term character education is still very rarely interpreted specifically in Indonesia. Indeed, many Indonesians misinterpret the meaning of "character education". Character education is often interpreted as a subject of Citizenship Education (PPKn), subjects of character education, moral education which is the responsibility of the family, and so on. While all of these meanings are inaccurate, they do emerge and occupy the minds of many parents, teachers, and the general public.

**b. Character education in curriculum 2013**

The 2013 curriculum places more emphasis on attitudes, skills and knowledge competencies. Teachers are required to seek as much knowledge as possible, because at this time it is very easy for students to find various information through technological and information developments. So if there is no supervision and assistance, it is feared that students will learn the negative things they get. This is in line with the goals of national education based on the law on the Indonesian National Education System Number 20 of 2003 Article 3 namely mastering life skills and building good character. Therefore, the Ministry of Education and Culture established eighteen character education values based on the results of an empirical study conducted by the Center for Curriculum Research and Development. These values include religiosity, honesty, tolerance, discipline, hard work and national ideals.<sup>20</sup>

**5. CDA (Critical Discourse Analysis)**

Critical discourse analysis or critical discourse analysis (CDA) is a method of text analysis that seeks to reveal the contents of texts not only from the aspect of textuality, but also from other things that organize the production of the text, such as context, intertextuality, relations with power, and social aspects. Critical discourse analysis approaches discourse as a socio-cultural practice. Symptoms, events, activities, actions, even aspects of social cognitive psychology that live and occur in social reality are represented in discourse.

The CDA method or Critical Discourse Analysis is an analytical approach used to study the relationship between

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<sup>20</sup> Agustien, H. I. R. And Anugrahwati, Y. *The integration of second core competence (KI2) of curriculum 2013 in English classes. Journal of English Language Teaching, 4(1).* (2015).

language, power and ideology in social and political discourse. This method aims to reveal how language is used to shape public opinion, strengthen the hegemony of certain groups, and create social injustice. In the CDA method, the researcher will conduct a critical analysis of the text by using a certain framework of understanding such as feminism or racism. Researchers will also highlight important elements such as sentence structure, choice of words and other rhetorical strategies that can be used as study material. In general, this approach is widely used in various fields of social science including gender studies, media studies and organizational studies because the method is flexible and can be applied in various contexts.<sup>21</sup>

Critical Discourse Analysis (CDA) is more effective in framing the hidden values of an image. The study of critical discourse analysis (CDA) has drawn many academics from other disciplines, including those who work in the media, journals, and textbooks. Numerous textual elements, including pronouns, stereotypical roles, names for men or women, images, pronouns, social actor behavior, and other elements, have been examined in the past.<sup>22</sup> With an emphasis on how dominance, social inequality, and authority are created, preserved, replicated, and opposed in writing and speech, CDA is an integrated theoretical perspective that investigates the relationship between power and discourse.<sup>23</sup> A philosophy or belief that may or may not exist in the real world is defined using vocabulary.

On the one hand, CDA extensively researches and tries to explain the dialectical relationship between semiotics (including language) and other facets of social practice.<sup>24</sup> The CDA serves as a roadmap for scholarly research on hegemony, ideologies, and power dynamics.<sup>25</sup> The CDA needs to focus on

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<sup>21</sup> Wodak, R., & Meyer, M. (2013). *Methods of critical discourse analysis* (2nd ed.). London: Sage Publications Ltd.

<sup>22</sup> Saeed Esmaeili and Ali Arabmofrad, -A Critical Discourse Analysis of Family and Friends Textbooks: Representation of Genderism. *International Journal of Applied Linguistics and English Literature* 4, no. 4 (2015): 55.

<sup>23</sup> Franck Amoussou and Ayodele A Allagbe, -Principles, Theories and Approaches to Critical Discourse Analysis, *International Journal on Studies in English Language and Literature* 6, no. 1 (2018): 11-18.

<sup>24</sup> Norman Fairclough, (To Appear in: R. Wodak & M. Meyer Eds. *Methods in Critical Discourse Analysis* 2,1 2008, 1-28

<sup>25</sup> Maryam Beiki and Neda Gharaguzlu, *The Analysis of Iranian English School Text Book: A CDA Study Based on Norman Faircloughs 2001 Modell* 4, no. 1 (2017): 55–67.

linguistic variables since they provide clues about social issues. CDA is defined as a method of linking social actors and social contexts in a document. CDA is a technique for studying how debate shapes politics, identities, and social experiences.<sup>26</sup> Using CDA, one may examine how argument affects politics, identities, and social interactions. Because CDA investigates and analyzes the impact of social interactions and develops a normative framework from which such relationships can be critiqued in terms of their propensity to bring about social change, it is crucial. CDA provides a theory of the relationship between social practice and discourse structure, as well as several approaches and procedures for evaluating language use or meaning output that is concretely contextualized. One useful method for analyzing the textbook is to use critical discourse analysis (CDA) to reveal the hidden and unclear connections between discourse, the philosophy that informs it, and social practice.

## **B. Theoretical Framework**

This research focuses on social values in the contents of the English textbook "pathway to English". This research only focuses on the social values contained in this book, especially on mutual help, kinship, caring, discipline, empathy, tolerance, and cooperation. And are presented in the form of words, symbols, dialogues, examples, and photos. One of the reasons for choosing this book is because this book is still relevant and still in use today and in accordance with the revised 2013 curriculum. And therefore the researcher tries to examine the textbook entitled Pathway To English in terms of social values, and wants to know the form of application of social values in the book.

## **C. Review Of Previous Study**

Previous study is research that has been done by previous researchers. This research will be a guideline for researchers in conducting this research. The following are some previous studies in the form of journals and theses regarding research conducted by researchers:

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<sup>26</sup> Selda Unvar and Ali Rahimi, A Critical Discourse Analysis of Discursive Structures in a Political Text, *International Journal of Science and Advanced Technology* 3, no. 3 (2013): 12- 20, 61 Faiz Sathi Abdullah, Mass Media Discourse: A Critical Analysis Research Agenda. *Pertanika Journal of Social Science and Humanities* 22, no. February (2014): 1-16.

The first is from journal of education research with the title Analyzing the Teacher's Central Role in Effort to Realize Quality Character Education by Ruty Jacoba Kapoh, Petrus Jacob Pattiasina, Merlyn Rutumalessy Marlen Wariunsora ,Novita Tabelessy , I Gusti Ngurah Santika. This study aims to determine the role of the central role in efforts to realize quality character education and literature review. The method used in this research is qualitative. The data collection techniques used were literature study and documentation. The results obtained were then analyzed descriptively. The results of this study show that the central role of teachers in realizing quality character education is done through learning. In learning activities, teachers act as models and role models for their students. The central role of teachers as models and role models can be seen from learning in which they internalize and insert character values in students, such as: honesty, humility, openness, willingness to learn, discipline, responsibility, and fairness.<sup>27</sup>

Second, Journal of Applied Developmental Psychology With the title Perceived norms and social values to capture school culture in elementary and middle school by Adriana Galván, Agnieszka Spatzier, and Jaana Juvonen. The current study was designed to gain insights into shifting school culture by examining perceived peer group norms and social values across elementary and middle school grades. Perceived norms were assessed by asking participants to estimate how many grade mates were academically engaged, disengaged, and antisocial. To capture social values, peer nominations were used to assess “coolness” associated with these behaviors. Perceived norms became gradually more negative from fall to spring and across grades four to eight. Whereas academic engagement was socially valued in elementary school, negative social and academic behaviors were valued in middle school. Additionally, improved social status was associated with increased academic engagement in fifth grade, disengagement in seventh and eighth grades, and antisocial behavior in sixth grade. The findings suggest that differences between elementary and middle school cultural norms and values may shed light on negative behavior changes associated with the transition to middle school.<sup>28</sup>

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<sup>27</sup> Jacoba Kapoh Ruty, Jacob Pattiasina Petrus, Rutumalessy Merlyn, Wariunsora marlen, Tabelessy Novita, Ngurah Santika I Gusti. *Journal of Education Research*, 4(2), 2023, Pages 452-459

<sup>28</sup> Galván Adriana, Spatzier Agnieszka, Juvonen Jaana, Perceived norms and social values to capture school culture in elementary and middle school, *Journal of Applied Developmental Psychology* 32 (2011) 346–353.

Third, research conducted by Devi Nur Hayati with the title "Pancasila Values in English Textbooks When English Rings the Bell for creating Students". In this study, researchers examined how Pancasila values were applied in textbooks, and found out what character values contained in Pancasila. The results of the research conclusions show that the English Textbook "When English Rings a Bell" for VII grade contains the values of the fifth precept of Pancasila. The similarity of this research with the research that will be conducted by researchers using the CDA analysis method. And the topic that will be discussed is what sets it apart. The topic used by previous researchers was about Pancasila values, while the author took the topic about social values.<sup>29</sup>

Fourth, from Ratnasari's research in 2016, the 2013 Curriculum Analysis for grade X SMA was published by Erlangga with the title "Pathway To English". The researcher analyzed the relationship with the material contained in the book with the 2013 English standard curriculum in the cognitive and psychomotor fields. He applied a qualitative descriptive research method designed in the study room. The results show that the material in the textbook "Pathway To English" is cognitively relevant to the domain included in the 2013 English Proficiency Standards. From the table analysis, the researcher found that all of the material is a subability related to basic abilities. And while the researcher found that the material in the book was relevant to the psychomotor domain of standard English language skills in the 2013 Curriculum. Among the twelve tables used to analyze basic empathy skills, there were also those that did not match the psychomotor sub-abilities, namely two tables showing that the material in this textbook is inappropriate.<sup>30</sup>

The last Research conducted by Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo (2018) entitled "An Analysis of English Textbook Relevance to the English Curriculum 2013". In this research, it was found that the English textbooks used in grade X of Sintang Vocational High School could be applied to the 2013 English curriculum used today. It has included every requirement set by the Ministry of Education and Culture (2013), which has provided the four English language skills, the two key forms of language needed to learn English, character values, a scientific approach and students'

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<sup>29</sup> Hayati, Devi Nur. "Pancasila Values on The English Textbook When English Rings A Bell for Creating Students' Character." ( IAIN Kudus, 2021)

<sup>30</sup> Ratnasari's , *The 2013 Curriculum Analysis for grade X SMA was published by Erlangga with the title "Pathway To English"*. 2016.

cultural awareness. And the results from teacher interviews or document checklists show a very good correlation between textbooks and 2013 English curriculum materials.<sup>31</sup>

From the several studies above, the researcher wants to conduct research that is almost the same as some of these studies, namely analyzing textbooks in character education, with a different topic, namely social values, with the title "An Analysis Of Social Values In An English Textbook Entitled Pathway To English By Theresia Sudarwati", by looking at various events or incidents that seem to have ignored existing social values such as serious acts of delinquency committed by school children such as brawls, fights and other delinquency. Therefore, social values are very much needed for the formation of character from an early age, including in learning at school. The purpose of this research is to find out how far character values, especially social values, are instilled in English textbooks.

**Tabel 2.1 REVIEW OF PREVIOUS STUDY**

No.	Name and title	Research result	Difference
1	2	3	4
1	Journal by Ruty Jacoba Kapoh, Petrus Jacob Pattiasina, Merlyn Rutumalessy Marlen Wariunsora ,Novita Tabelessy , I Gusti Ngurah Santika journal of education research with the title Analyzing the Teacher's Central Role in Effort to Realize Quality Character	The results of this study show that the central role of teachers in realizing quality character education is done through learning. In learning activities, teachers act as models and role models for their students. The central role of teachers as models and role models can be seen from learning in which they internalize and insert character	This study aims to determine the role of the central role in efforts to realize quality character education and literature review. The method used in this research is qualitative. The data collection techniques used were literature study and documentation. The results obtained were then analyzed descriptively

<sup>31</sup> Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo, "An Analysis of English Textbook Relevance to the 2013 English Curriculum", *Journal of English Educational Study 1*, no.1 (2018)

	Education	values in students, such as: honesty, humility, openness, willingness to learn, discipline, responsibility, and fairness.	
2	Journal by Adriana Galván, Agnieszka Spatzier, and Jaana Juvonen, Journal of Applied Developmental Psychology With the title Perceived norms and social values to capture school culture in elementary and middle school	The current study was designed to gain insights into shifting school culture by examining perceived peer group norms and social values across elementary and middle school grades.	The results of this study suggest that differences between the cultural norms and values of primary school and junior high school may explain the negative behavioral changes associated with the transition to junior high school.
3	By Devi Nur Hayati with the title "Pancasila Values in English Textbooks When English Rings the Bell to for creating Students"	The research findings indicate that the seventh-grade English textbook "When English Rings a Bell" incorporates the values of Pancasila's fifth precept.	This study aims to find out what the values of the five Pancasila precepts are contained in English Textbooks "When English Rings a Bell and their application.



4	Ratnasari's research in 2016, the 2013 Curriculum Analysis for grade X SMA was published by Erlangga entitled "Pathway To English"	From the table analysis, the researcher found that all of the material is a subability related to basic abilities. And while the researcher found that the material in the book was relevant to the psychomotor domain of standard English language skills in the 2013 Curriculum	In this study the author aims to determine the basic values and abilities contained in the 2013 curriculum contained in the textbook namely "Pathway To English"
5	By Yokie Prasetya Dharma and Thomas Joni Verawanto (2018) entitled "An Analysis of English Textbook Relevance to the English Curriculum 2013"	The results of research is with all teacher interviews or document checklists show a very good correlation between textbooks and 2013 English curriculum materials.	In this research the writer tries to examine the feasibility of this textbook to be applied in the 2013 curriculum, whether this textbook contains character values, a scientific approach, and students' awareness of culture

