

CHAPTER I INTRODUCTION

This chapter consists of research background, research focus, and scope, research questions, research objectives, research significances, definitions of key terms, and organization of research.

A. Research Background

Character is a very important thing to instill in someone because having good character can create a good society. People need a good personality or character to lead an ethical, productive, and fulfilling life and to build a fair, compassionate, and productive society¹. Family, society, and school can all contribute to the growth of a character. The environment is so important in the process of a person's growth and development of a character, the family, particularly parents, play a critical role in teaching their children about kindness. However, the role of society in a person's character is relatively significant. School is another place location where a person's character might be molded. According to Furkan, education in schools plays a crucial helps a person develop their character through learning and the habit-forming processes in students².

Teaching English is not only a way to learn about the language, but also a way to provide a good character. The use of textbooks is an important aspect of the learning and teaching process. Textbooks are a source of material utilized in the learning process, in which students complete the book's exercises. Tasks performed, the material given, text, dialogue, speech, pictures or photos, and themes per unit are some of the components that can be used to integrate characters in

¹ Arthur James, Kristian Kristjansson, David Walker, Wouter Sanderse, Chantel Jones, "Character Education in UK Schools" (Birmingham, 2015), 4, www.jubileecentre.ac.uk.

² Nurhaeda Gailea, Syafrizal Syafrizal, Yusti Fargianti, Shela Mutiara Perdana, "AN ANALYSIS OF CHARACTER EDUCATION OF ENGLISH TEXTBOOK 'WHEN ENGLISH RINGS A BELL' FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL," *Jurnal Endulingua* 6, no. 1 (December 2019): 52, <https://doi.org/https://doi.org/10.34001/edulingua.v6i1.1095>.

textbooks³. A good textbook matches curriculum goals and students' needs. So, it can be utilized as a tool for instilling values in students through character education.

The researcher used the textbook “Bahasa Inggris Think Globally Act Locally” for the 9th grade of Junior High School, revised 2018 edition. The textbook was developed and published by the Ministry of Education and Culture (*Kemendikbud*).

Character is a set of traits in a person that can make one look different from others. It is the manifestation of certain personality traits known as virtues that influence an individual for habitual paths of behavior, psychological trait, and habits⁴. Character education is a national movement focused on teaching and modeling good character qualities based on universal values to assist young people to become more ethical, responsible, and compassionate⁵. Therefore, character education can be incorporated into learning materials, not only in content but also in the value of character education.

The government's current curriculum is Indonesia's latest curriculum, the 2013 curriculum, which has been defined by the Education Government since July 15th, 2013 to support the quality of the education system. In the 2013 curriculum, character education is the main point emphasized by the government.

A foundation for character education has been established, which is based on 18 cultural and national character values⁶. To meet the needs of their students, schools

³ Fitriana Sulistiyaningrum, “AN ANALYSIS OF CHARACTERS IN THE TEXTS OF AN ENGLISH TEXTBOOK ENTITLED CONTEXTUAL ENGLISH FOR GRADE XI OF SENIOR HIGH SCHOOLS REGULAR PROGRAM” (STATE UNIVERSITY OF YOGYAKARTA, 2015), 3, <https://core.ac.uk/download/pdf/33513477.pdf>.

⁴ Daniel K. Lapsley and Darcia Narvaez, “Character Education,” *Handbook of Child Psychology* 4 (2007): 2, <https://doi.org/10.1002/9780470147658.chpsy0407>.

⁵ Charlie Abourjilie, *Character Education Informational & Guide* (North Carolina: Public Schools of North Carolina, 2002), 2, www.ncpublicschools.org.

⁶ Gailea, Syafrizal Syafrizal, Yusti Fargianti, Shela Mutiara Perdana, “AN ANALYSIS OF CHARACTER EDUCATION OF ENGLISH TEXTBOOK

might add or subtract characters from those 18 characters. Religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness or communication, love of peace, reading interest, environmental awareness, Social care, and responsibility are the 18 characteristics described by Kemendiknas.

The researcher chose to reveal the characters in the English textbook to see if they were combined. The combined character must also be tailored to the student's developmental maturity. As they progress from childhood to adolescence, Junior High School textbooks should instill values that will shape their character. The material in the textbook such as pictures or photos and the themes per unit can be analyzed to see the meaning behind them. Whether they combine characters or not, it is clear from the theme and subject matter.

The researcher is interested in analyzing the contents of an English textbook for Junior High School students. The book's material provides students with information on a variety of examples related to the chapter's topic. It can take the form of certain knowledge and messages that the writer needs to present. Finally, the research aims to analyze the value of character education in an English textbook for the 9th-grade students at Junior High Schools.

B. Research Focus and Scope

The researcher changed into interest by conducting a study on the character education values analysis in an English textbook. The content materials on this English textbook "Bahasa Inggris Globally Act Locally" for the 9th-grade students were the focus of this study. This textbook is a government-produced student book for the 2013 curriculum implementation. In addition, this textbook has not been used as another object of study in analyzing the values of character education. Based on the values in character education provided by the Ministry of National Education (Kemendiknas), the researcher analyzed the contents of the book material as the

'WHEN ENGLISH RINGS A BELL' FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL," 52.

focus of research. The results of observations are given in the form of descriptions because this type of research is qualitative research.

C. Research Questions

This part formulates the questions and problems as follow, based on the above-mentioned research focus:

1. How is the character education values presented in the English textbook entitled “Bahasa Inggris Think Globally Act Locally” for the ninth-grade of Junior High Schools?
2. How are the characters integrated into the materials of the English textbook entitled “Bahasa Inggris Think Globally Act Locally” for the ninth-grade of Junior High Schools?

D. Research Objectives

To the formulated problems above, the objectives of the research are as follows:

1. To identify character education values that can be found in the content materials of the English textbook entitled Bahasa Inggris Think Globally Act Locally, for the ninth-grade of Junior High Schools.
2. To describe the techniques of integrating characters in the materials of English textbook entitled Bahasa Inggris Think Globally Act Locally, for the ninth-grade of Junior High Schools.

E. Research Significances

The result of the research is expected to benefit teachers and students with theoretical and practice levels.

1. Theoretically: this study is expected to improve English learning based on the 2013 curriculum.
2. Practically:
 - a. For English teachers
English teachers can communicate the characters in the textbook to students appropriately if they are familiar with them. They can also choose more textbooks seriously and focus on integrated characters.
 - b. For students in the ninth grade of Junior High School

They can use good character in their daily life and become better people by realizing the characters integrated into the teaching material.

- c. For the authors and publishers of English textbooks
The results of this study can be used as supplementary information in English textbooks published based on the 2013 Curriculum, especially for the ninth grade of Junior High School.
- d. For other researchers conducting related research
Other researchers interested in conducting advanced research or related research can utilize it as a source of information.

F. Definition of Key Terms

According to the research's title, the researcher in accordance with the research's title, the researcher hopes to provide a definition of a key term that will help readers in understanding what the researcher is attempting to explain about the problem mentioned in the study. The key is as follow:

a. The 2013 Curriculum

Rochmawati explains that is the 2013 curriculum is an expansion of the School-based Curriculum (KTSP) in numerous areas, and it is a values based-curriculum focusing on character building⁷. The 2013 curriculum in this study refers to the most recent Indonesian curriculum that emphasizes character building.

b. Material Development

Maroko explains that is material development, which includes materials evaluation, adaptation, design, exploitation, and research, refers to the processes by which materials are created and/or used in language learning⁸.

⁷ Pryla Rochmawati, *English Curriculum and Material Development*, ed. Ahmadi, Ketiga (Ponorogo: STAIN Po PFESS, 2017), 51–52, [http://repository.iainponorogo.ac.id/602/1/Diktat FULL.pdf](http://repository.iainponorogo.ac.id/602/1/Diktat%20FULL.pdf).

⁸ Geoffrey Moku Maroko, "Development of Language Materials for National Development : A Language," *International Journal of Education and Research* 1, no. 7 (2013): 1, <https://www.ijern.com/journal/July-2013/46.pdf>.

c. Textbook

A textbook is a book, including topics and classroom teaching tools, that is used a standard source of knowledge for formal education. In this study, textbooks are tools used as a learning resource for formal education and teaching procedure.

d. Character education

Character education is a joint effort to help people understand, care about and respect basic ethical values⁹. In this study, character education refers to the purpose of nation-building, that is, to cultivate social character into good people.

G. Organization of Research

The organization of this research paper is arranged as follows:

The first chapter is the introduction; introduces the study by giving a description of the research background, research focus, and scope, research questions, research objectives, research significances, the definition of key terms, and organization of research.

The second chapter is the review of related literature that discusses the previous studies from the previous researchers and the theoretical of the character values in the textbook. Some terms are explained in terms of theories. They are the 2013 curriculum, materials development, textbook, character education, and the integration of character education. Each of them is composed of sub-terms, which help us understand the methodology of explanatory research.

The methodology of the research employed in this study is detailed in the third chapter. It is used in this study is divided into sub-sections. Namely: design of research, the object of research, method of collecting data, and method of analyzing data of research.

The fourth chapter is the result of the study that presents the analysis of general description, findings, and discussion about characters' education values in the textbook.

⁹ Abourjilie, *Character Education Informational & Guide*, 3.

The last chapter provides the researcher's conclusion and suggestion of the study about character education values of an English textbook.

