

## **CHAPTER I**

### **INTRODUCTION**

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

#### **A. Background of the Research**

Globalization that happens now days may bring Indonesian culture degraded. Numerous social issues, anyway occurs in Indonesia. For example, slaughtering, assaulting, premarital sex, abortion, drug abuse, even criminal act that done by the kids. As the greatest populace nation on the world, Indonesia needs extraordinary number of human sources with great quality as the main support in country building. Some solutions and alternatives are proposed such as making guideline and strengthening law enforcement. Since the curriculum become the heart of education, it is better to give more attention to educational values and national character in it. It is referenced 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 qualities education to the country age appears to be significant. Qualities education will enable the student to acknowledge, experience, and put it in a necessary way to their life (Dani, 2014). Qualities education secured character, values, norm, and ethics. Character is the aftereffect of internal

character. Inward character dependent on moral values (Muslich, 2011). As the God creation that have right of free, in moral human have opportunity to pick the worth and standard become an orientation of act and act to their life with others. So, it is very clear the correlation between character, values, norm and moral. The values were taken 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 realized 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 through 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 research to be mastered by both teachers and students. 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 21st era. It includes 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 Poarwati (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 (2012) 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 hard work, 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 cover 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 Indonesian was 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 of apply nation character building based on Kamadiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013):

- a. Religious
- b. Honesty
- c. Tolerance
- d. Discipline
- e. Hard work
- f. Creative
- g. Autonomy
- h. Democratic
- i. Willingness
- j. National mentality
- k. Love motherland
- l. Appreciate achievement
- m. Communicative
- n. Peaceful
- o. Fond of read
- p. Cares of environment
- q. Social cares
- r. Responsible

English is very important as a world language. Indonesian government support English as the main of foreign language taught in the school. For this reason, the government should use EFL material as one way to preserve character building values. Allwright in Kitao (1997) argues that materials should teach student to learn, that they would be resource book for ideas and activities for

instruction/learning, and that they would give teachers rationales for what they do. From allwright point of view, textbook are too inflexible to be used directly 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 gave 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 rational character and cultural education (2010). More specially, this research aimed to analyze whether the reading text and activity reflect the character building values by practicing in the classroom. Begin from this prior research; it is very important so see more to the new development by analyzing the textbook itself.

One of the concerns was given to early education programs. Issuing some decrees No. 22 year 2006 concerning the standards of contents and No. 23 year 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 research intended to identify how character building values that is represent in eighteen character building represented the material in English textbook for senior high school. So the researcher needs to conduct a research entitled "**Character building values**

**represented in English lesson book 6 for senior high school"** .The selecting book is textbook designed by team of syllabus KMI "Darussalam" Indonesia. This book is selected because used in addition book at several school to emphasize balancing competence of soft skill and hard skill in case of 2013 curriculum. So, the researcher needs to analyze this book.

### **B. The Research Problem**

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

1. What character building values appear in English lesson book 6 for senior high school?
2. How are character building values represented in English lesson book 6 for senior high school?

### **C. The Objective of the Research**

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

1. To find out character building values appear in English lesson book 6 for senior high school
2. To find out character building values represented in English lesson book 6 for senior high school

### **D. The Significance of the Research**

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

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

#### **E. The Scope and Limitation of the Research**

The research 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 team of syllabus Darussalam. The book that is analyzed entitled "English lesson book 6" on third grade of senior high school.

#### **F. The Definition of Key Terms**

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



### 1. Character

Character is reliable inner disposition to respond to situation in a morally good way.

### 2. Character building

Character building is something that qualified ones. Character become identities, distinctive feature, constant characteristic, that contend contingent experience that is always change. Character building of students in each educational environment means the efforts made by the institution in the context of the formation of the character of students.

### 3. Character building values

Character building instruction is the push to grow of and grow great qualities to the kid dependent on the win moral.

### 4. Textbook

Texts are some of 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, forms, and chart to essays and manuals and books. Textbook are one type of text, a book for use in an educational curriculum.

### 5. 2013 Curriculum

Curriculum is the achievement of balancing competence between attitude, skill, and knowledge. In this curriculum include the concept of integrated curriculum.