

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

#### **A. Character**

Thomas Lickona said that character is "A reliable inner disposition to respond to situations in a morally good way." Then he added, "So conceived character has three interrelated parts: moral knowing, moral feeling, and moral behavior" (Lickona,1991: 51). According to Lickona, noble character includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge, attitudes, and motivations, and behavior and skills.

From the explanation above it is understood that the character is identical to the character, so the character of the values of universal human behavior that covers all human activities, both in order to relate with God, with himself, with others, as well as with the environment, which manifests itself in the mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. From this emerged the concept of character education concept character.

## **B. Character Building**

Character building is something that qualified ones Foester in Soetarjo (2012; 77). 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 one. For example hard work, never give up, honest, simple and others. Within character, individual quality is measured. 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. Values become 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 other. Without coherence, credibility will destroy. *Third*, autonomy, is 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 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, honesty, citizenship, self-discipline, caring, and perseverance. He also argued that if these nine principles of value can be internalized by 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 intelligence. The same result of the research is also cited by the research that is done by Harvard University of US (Muslich: 2011).

## **B. Character Building Values**

Educational values will help the student realize, experience, and put it in an integral manner to their life (Deni, 2014). Educational values cover character, values, norms, and morals. Character is the result of inner character. Inner character is based on moral (Muslich, 2011). As the God-creation that has the right of free will, in moral humans have freedom to choose the value and norm to become an orientation of action and behavior to their life together with others. So, it is very clear the correlation between character, values, norms, and moral. The values taken are higher values, glorious, noble, holy, and honest. The norm taken gets close to the God. Moral gives direction, consideration, and demand to act responsibly as well as value, norm, and moral.

Hill in Muslich (2012) assumed that character determines someone's private thoughts and someone's actions. Good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation. Based on the 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 motivated below:

- a. Trustworthiness
- 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 value 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. Hard work
- f. Creative
- g. Autonomy
- h. Democratic
- i. Willingness
- j. Nation mentality
- k. Love motherland
- l. Appreciate achievement
- m. Communicative
- n. Peaceful
- o. Fond of read
- p. Cares of environment
- q. Social cares
- r. Responsible

### **C. 2013 Curriculum and character building values**

Poerwati (2013) mentioned that 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 modal of curriculum that integrating skills, themes, concept, and topics in the form of: single disciplines, across several disciplines, and within an across learners. Are 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 Kamadiknas (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

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

3. Tolerance

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

4. Discipline

Discipline is act that indicating acts orderly and faithful to the several certainties and rules.

5. Hard work

Hard work is act that indicating seriously effort in overcomes studies and assignment obstacles, and finishing assignment as good as possible.

6. Creative

Creative is thinking and doing something to produce manner and new result from something they had posed.

7. Autonomy

Autonomy is act and attitude that is not dependent on other person in finishing assignments.

8. Democratic

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

9. Willingness

Willingness is act and attitude that always makes serious efforts to know deeply of something are learned, seen, and heard.

10. Nation mentality

Nation mentality is way of thinking, attitudes, and act, show; loyalty, cares, and high appreciation to the language, physical environment, social, cultures, economy, and politic of the nation.



11. Love motherland

Love motherland is way of thinking, attitudes, and acts, show; loyalty, cares, and high appreciation to the language, physical environment, social culture, economy, and politic of the nation.

12. Appreciate achievement

Appreciate achievement is 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

Communicative/friendship is act that shows happy talking, communicate, and work together with others.

14. Peaceful

Peaceful is attitude, words, and act that make others feel interest and save of his come.

15. Fond of reading

Fond of reading is habitual of giving times to read several literatures that give good deeds for his self.

16. Cares of environment

Cares of environment is 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

Social cares is act and attitude that always want to give helps to others and society that need some helps.

#### 18. Responsible

Responsible is 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 classroom. Immanuel (2012:5) states that textbook 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 student's success of failure (Makundan: 2011). So, it needs attention for developing materials in the textbook.

Parel and Join 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