CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the literature review or theory of the research. It is consist of six subchapters those are textbooks, textbooks analysis, objectives of the study, significance of the study, limitation of the study, and definition of key term.

A. **Textbooks**

Textbooks has an important position in the learning process. The textbook guides the course of teaching and learning activities, with the textbook the teacher and students understand the material clearly. Especially if it contains of the character education in the material. not only mastered on material but also the character of students will also be formed. According to Brown (2001) Textbooks are one type of text, a book for use in an educational curriculum. So, it will already guide the teaching and learning activities because the textbook includes an educational curriculum.

Sheldon (1988, p. 237) argues that textbooks symbolize "The visible heart of any ELT program" and they offer significant advantages for both students and teachers. In his view, students' opinion is that published materials (textbooks) are more trusted than home-produced photocopied teachers' resources, which are regarded as less valid. Their view is based on the fact that textbooks are written by eminent experts in the field of language teaching. The effects of using a particular textbook,

therefore, depend not only on its promoted approaches and methods and its content, but also on the expectations of the learners and the general view of textbooks in the learners' culture.

Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured programme and it guides students and teachers to follow the steps taken in previous lessons.

A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education.

In Cunningsworth's view (1995,p.7) defined textbooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. They should not determine the aims themselves or become the aims. Textbooks have multiple roles in ELT and can serve as:

- a reference source for students.
- a valuable resource for presentation material.

- an effective resource for self-directed learning and self-access work.

- a syllabus.

- a source of ideas and activities for learner practice and communicative interaction in the classroom.

- a support for less experienced teachers to practice and guide students' confidence.

Based on some experts who defined a textbooks, the point of textbooks is for direction and handle the learning activities to students and teacher so the learning process will go well.

B. Textbooks Analysis

Analysis of textbook has many benefit for us. Especially, for the teacher to choose the textbook to set learning and teaching process. Analysis of textbook refers to evaluate and review contains of textbook. So, we can know the quality of the textbook. Textbooks analysis can be defined as a thorough investigation of textbooks using some kind of consistent evaluation procedure to identify the particular strengths and shortcomings in textbooks already in use (Sheldon, 1988, in Lawrence, 2011). Also, the information obtained from the analysis of textbook is absolutely importance not only for understanding the merits and appropriateness of the current textbook but also for the effectiveness of language teaching in general (Kayaoğlu, 2011).

Textbook evaluation has become a necessary practice in the field of teaching, seeking to assist in the choice of the best suitable book for a specific context. The term "evaluation" generally applies to the process of making a value judgment. According to Hutchinson and Waters (1987), "Evaluation is the matter of judging the fitness of a something for a particular purpose". In education, the term "evaluation" is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. It is a sophisticated concept which includes the phases of selecting the information, analyzing, transferring, using and making a decision on the quality of the curriculum.

The pre-use or predictive evaluation (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), helps in defining which materials are best suited to the teaching purposes and learner's needs prior to implementation. Littlejohn (1998) observes that textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context. Whether they truly develop autonomy, or they truly involve problem solving and if they indeed are learner centered. Therefore, in this study, the core of systematic textbook evaluation is to examine how well a pre-use textbook matches the needs of a learning program and how much appropriate the activities are. Needs analysis has been done prior to textbook evaluation. So, the textbooks analysis is important, to know the quality of the good materials and moral values that presented in the textbooks.

C. Character Education

Character education can make the students has good character. So, not only understand the materials but also learn about how to act the good social behavior. According to Larry & Darcia (2008, p.80) defined the Character education is ultimately about what kind of person a child will grow up to be and the early Greek idea of character suggests that moral goodness is essentially a prediction of persons and not acts. It also implies that this goodness of persons is not automatic, but must be acquired and cultivated.

Character education is inherently a multi-disciplinary struggle, which requires its adherents and critics to ask divergent questions and employ disparate methods in approaching the subject. Socrates, the tutor of Plato, taught that virtue is knowledge of the good and he made a sharp distinction between those who are good and those who are not. Socrates' educational goal was to encourage people to think philosophically, and his method in teaching was to question his students about the very language and definitions they were using.

Character education is a national movement creating schools that build an ethics, responsible and caring young people by modelling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts and states to instil in their students important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others. Good

characters cannot be formed automatically, but are formed time by time with several process. (Aynur, 2011, p.23)

D. The Goals and Benefits of Character Education

Based on Puskurbuk (2011) stated that character education aims to develop the values that build the nation's character, namely Pancasila, including:

1. Developing the potential of students to be good hearted, good thinking, and have good behavior.

2. Building a nation characterized by Pancasila.

3. Develop the potential of citizens to have an attitude of confidence, pride in their nation and country and love for humanity.

In this below, there are the benefits of character education according to Aynur (2011, p.23):

1. Helps students to develop important human qualities such as justice, diligence, compassion, respect, and courage, and to understand why it is important to live by them.

2. It promotes character development through the exploration of ethical issues across the curriculum.

3. It develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.

4. It teaches how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear, and violence, and are more conducive to learning.

5. It not only cultivates minds, it nurtures hearts.

6. It is critical for successful schools. It helps children understand the importance of virtues that create a caring and safe school environment.

7. It also teaches children the principles of how they can become successful and productive citizens. Without proper values of a caring citizenry, society would crumble. It is imperative for the well-being of our society, that children be taught universal values.

8. It creates an integrated culture of character that supports and challenges students and adults to strive for excellence.

9. It creates schools where children feel safe because they are in an atmosphere that values respect, responsibility and compassion—not because a guard or metal detector is posted at the door.

10. It teaches adults and students to understand, engage in, care about, and act on core ethical values such as respect, justice, citizenship, fairness, and responsibility for self and others in school and as part of a larger community.

E. Proponents of Character Education

a. Parent

Parent are the primary and most important moral educators of their children, but the school has a role to play, parents and school collaborate to working out in this effort. Public schools should develop character education programs in close partnership with parents and community.

b. Schools

To be effective, school-based character education programs need broad support from all stakeholders in the community educators, parents, community leaders, youth service groups, businesses and faith and charitable groups. Even though the students longer study in the school than in the home. The school also need cooperate with another proponent so the goals will achieved well.

c. Teacher

Teachers act as caregivers, models and mentors, treating students with love and respect, setting a good example, supporting pro-social behavior and correcting hurtful actions. The teacher creates a moral community, helping students respect and care about each other and feel valued within the group, and a democratic classroom environment, where students are involved in decision-making.

Teachers practice moral discipline, using the creation and application of rules as opportunities to foster moral reasoning, self-control and a respect for others, and teaching values through the curriculum by using academic subjects as vehicles for examining ethical values. They use cooperative learning to teach children to work together, and they help develop their students' academic responsibility and regard for the value of learning and work. They encourage moral reflection through reading, writing, discussion, decision-making

exercises and debate, and they teach conflict resolution to help students learn to resolve conflicts in fair, non-violent ways.

F. Classroom Activities

In classroom practice, a comprehensive approach to character building calls upon the individual teacher to:

1. Act as a caregiver, model, and mentor: Treat students with love and respect, setting a good example, supporting pro-social behavior, and correcting hurtful actions through one-on-one guidance and whole-class discussion.

2. Create a moral community: Help students know each other as persons, respect and care about each other, and feel valued membership in, and responsibility to, the group.

3. Practice moral discipline: Use the creation and enforcement of rules as opportunities to foster moral reasoning, voluntary compliance with rules, and a generalized respect for others.

4. Create a democratic classroom environment: Involve students in collaborative decision-making and shared responsibility for making the classroom a good place to be and learn.

5. Teach character through the curriculum: Use the ethically rich content of academic subjects (such as literature, history, and science) as a vehicle for studying the virtues; ensure that the sex, drugs, and alcohol education programs promote self-control and other high character standards taught

elsewhere in the curriculum (e.g., Napier, 1996, and National Guidelines for Sexuality and Character Education, 1996).

G. Components of Values of Character Education Based on Kemendiknas

Start in 2011 school year, all levels of education in Indonesia should insert this characters education in the education process. There are 18 values based on *Kemendiknas*:

1. Religious

   Submissive attitude and behavior to carry out teachings of his religion, tolerant with another religion, get along well with another followers of religion.

2. Honest

   Behavior that is based on efforts to make himself as a person who can always be trusted in words, actions and work.

3. Tolerance

   Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes and actions who are different from him.

4. Discipline

   Actions that show orderly behavior and comply with the rules and regulations.

5. Hard work

   Do a job in totality and seriously.

6. Creative

   Think and do something to create new result from something that has been achieved.

7. Independent

   Attitudes and behaviors that do not depend on others.

8. Democratic

   The way of thinking, behaving, and acting that assess the same rights and obligations with others.

9. Curiosity

   Attitudes and actions that always strive to find out more deeply and broadly from something that is learned, seen, and heard.

10. Nationality

    Nationalism is described as the value deemed as the one that is the most universal and legitimate that belongs to the social/political life of today (Anderson, 2006).

11. Patriotism

    Orwell (1945) makes an explanation regarding patriotism saying that it is a belonging to a specific place and way of life that are believed to be the best part of the world without a wish of pushing other people.

12. Achievement Orientation

    Attitudes and actions that drive us to produce something useful for society, and acknowledge, and respect to the successful of others.

13. Friendship or Communication

       Can build good communicate and relationship with others.

14. Love of Peace

       Attitudes, words and actions that cause other people feel happy and secure in their presence. Where the attitudes, words and actions are integrated into one.

15. Fondness for reading

       The habit of providing time to read various readings that benefit for us.

16. Environment awareness

       Attitudes and actions that always try to prevent damage to the natural environment and try to fix it. This is the important things to remind, because the students often interaction with their society.

17. Social care

       Attitudes and actions that always want for giving help to others and people who need.

18. Responsibility

       Awareness in doing the task and obligation.

There are 18 character education values according to *Kemendikbud*. Evidently, not only Kemendikbud that say 18 character education values but also another experts. It makes strong study. The Character Education Action Plan 2010 stipulates 18 character values that students need to achieve in schools in Indonesia. Hambali (2015) groups them into four sets of characters:

religiosity, nationalism, productivity, and creativity. The last two characters, in our view, relate to the development of students' intellectuality, which is linked to learning outcomes. The latest policy on character education, PPK, is an extension of the earlier policy, and is still based upon Ki Hadjar Dewantara's principles. The 18 character values are adopted and grouped into five aspects: religiosity, integrity, nationalism, independence, and mutual cooperation.

H. Previous Study

Some researchers have observed about analysis textbooks. There are 3 researchers that will support this research. Those are written by Rahayu (2017), Amrina (2018), and Ariesinta (2016)

Rahayu (2017) conducted the research on "Character Education Analysis of English Textbook When English Ring the Bell for the Seventh Grade of Junior High School". The objective of this study is to analyze the character education values which represented in sentence(s) of 2013 curriculum English textbook entitled "When English Rings a Bell" which emphasized by the government and to know how the textbook integrate character education value into its material. The result of this research is each chapter has one or two character education values that emphasize and it is related to the theme of each chapter.

Amrina (2018) wrote about "An Analysis of *Bahasa Inggris* Textbook Used in the Second Grade of Senior High School". The purpose of this study is to find whether or not the materials provided in the English

textbook *"Bahasa Inggris"* designed for the second grade of Senior high school compatible with the curriculum 2013. This study uses descriptive qualitative approach. The researcher concluded *"Bahasa Inggris"* textbook is good to be used for second grade of senior high schools that have started using curriculum 2013. This book fulfilled all the core competence and basic competence of curriculum 2013. It also applied the student-centered teaching method which is the main concern in curriculum 2013.

Ariesinta (2016) conducted on "An Analysis of Character Education in the 2013 Curriculum English Textbook of the Seventh Grade Students". This research belongs to qualitative study and document analysis study. The textbook is going to be evaluated by the researcher. The result is the textbook assessed 18 character education that divided in some chapter.

Considering the research above, all of the result of the character education analysis in the textbook are presented a quite all of the 18 component of character education based on *Kemendiknas*. So, the writer will conduct this research to know and demonstrate that the *Bahasa Inggris textbook for SMA/MA/SMK.MAK Grade XI* presented character education values. Researcher conducted the research under the title "Analysis on Character Education Value Found in Textbook of *Bahasa Inggris textbook for SMA/MA/SMK.MAK Grade XI"*.