

## **Chapter I**

### **Introduction**

Chapter one of the study discusses some topics, namely the background of the study, the problem statement, the objectives of the study, the significance of the study, scope and limitation of the study, theoretical framework, definition of the key terms, and the organization of the thesis.

#### **1.1 Background of the Study**

Indonesia is an archipelago in Southeast Asia that has a diversity of tribes, customs, religions, and cultures. Indonesia is derived from the word "*Indus*" which means "*Indian*" and "*Nesos*" which has the meaning "*Island*". Indonesia has four pillars including Pancasila, UUD 1945 (the 1945 Constitution), NKRI or the Republic of Indonesia, and Bhineka Tunggal Ika (Unity in Diversity), which those four pillars of the constituent elements of the national independence of Indonesia. The four pillars as well as a reference for the life of the nation.

However, in this study the writer makes limitation to discuss one of the four pillars of the nation, Pancasila. Pancasila is the foundation of the Indonesian state. In addition Pancasila is as a way of life of the Indonesian nation that has five principles with different meanings of values in its each principle. Then, the values that have already contained in each principle of Pancasila will be analyzed by the writer in the reading text contained in the course book "Advanced Learning English 1 for the 1<sup>st</sup> Grade of Senior High

School Students of Senior High School", whether the learning materials, especially in reading text materials in the course book contains the ideological values based on Pancasila that will bring the users into nationalism or not.

Thus, the successors of the nation, especially the students who use this book can apply the Pancasila values based on five principles of Pancasila in social life. Here, the writer determines whether the reading materials in the English course book entitled "Advanced Learning English 1 Course Book for the First Grade Students of Senior High School" has already presented the Pancasila values based on five Pancasila or not. In addition, the students do not only read and understand the contents of the reading text that has given, but it is better if the readers, especially students who use this book are able to understand and apply the Pancasila values based on five principles Pancasila in their daily life.

Actually, value is one of the most important things for the students, especially for the first grade of Senior High School students. The writer thinks that the first grade of Senior High School is the beginner level so that they are still childish. They will grow up to be more mature. That is why as the beginner of Senior High School level, the materials especially in reading materials should contain the Pancasila values of five principles of Pancasila in order to make them to be good person who care of the nation and the state of Indonesia.

They can build their characteristics not only from their parents, friends, or environment but also from the education when they get

the lesson in school, for example from the reading text on their course book. Through the reading text on the course book, the students do not only get the knowledge but also there are Pancasila values based on five principles of Pancasila that the students can take. It means, besides they study the materials from the book, they can learn about the values which can bring them to be a good citizen with a good behavior based on Pancasila as the foundation. The writer decides to choose this title because of those reasons.

Through this study, the writer identifies the Pancasila values based on five principles Pancasila delivered in reading text on “Advanced Learning English 1 Course Book for the 1<sup>st</sup> Grade Students of Senior High School”, and how those values delivered so that can be accepted by the students. Hopefully, because of this study the writer can make the students to be a good individual with good moral and can be useful for other people, especially for their country of Indonesia.

Actually, the writer shows that the reading texts on Advanced Learning English 1 course book has Pancasila values that can be got by the students. The students do not only read the text but they can learn about Pancasila values, so that they can apply in their social environment. It means, reading texts on Advanced Learning English 1 course book can help the students to be the one who respect with their country. They will be a good future for (the country) Indonesia.

Nowadays, based on the writer’s experience there are some students who can not understand the five principles of Pancasila.

Even, they can not mention those five principles correctly. Sometimes, in wrong order or sometimes they forget. From this situation, the writer feels sad. That is why, the writer decides to choose this title in order to help the students to be more respect with the basic ideology of the country Indonesia, that is Pancasila. It is one of the most important things to do as Indonesian.

Then, the writer chooses to analyze the course book because it is as a media to learn. The students need coursebook as their media in teaching and learning process. Actually a good course book can be a good mediator either for teacher or students. Besides, it can be the direction in teaching and learning process so that the teachers do not feel difficult in searching the material and the students can learn easily from that media.

It can be the source to find the materials to support the teaching learning process. Course book contains many kinds of materials which includes four skills (listening, speaking, reading, and writing) such as reading texts, stories, dialogue, pictures, song lyrics, student assignments, and so on. Through those materials the students can learn English well. The course book gives guidance either the teacher or the students in teaching and learning activity.

Through this study, the writer decides to choose the Advanced Learning English 1 course book for the 1st grade of Senior high school because there are reading texts in every unit or chapter on the book. This course book has four units with some reading texts in each unit or chapter. It is very useful and important thing so that can

help the writer finds the data easier. Before, the writer has already checked some other English course books but there is no reading text in every unit or chapter of the book.

Besides, the 1<sup>st</sup> grade of Senior High School is a basic level. That is why the writer chooses the 1<sup>st</sup> graders. The students will go on the next level which will bring them into higher level. Through this study, the writer wants the students, especially in using this course book have already had good preparation to be better individual. Then, another reason the writer chooses Senior High School level because the reading materials are better than elementary school or Junior High school. Either in elementary school or Junior High School, the reading materials still simple and it is difficult to be analyzed by the writer.

## **1.2 Statement of the Problems**

Based on the background of the study described above, the statement of the problem in this study is prescribed as follow:

- What Pancasila values in the 1<sup>st</sup> principle of Pancasila are found in the reading texts on Advanced Learning English 1 course book for the 1st grade students of Senior High School?
- What Pancasila values in the 2<sup>nd</sup> principle of Pancasila are found in the reading texts on Advanced Learning English 1 course book for the 1st grade students of Senior High School?

- What Pancasila values in the 3<sup>rd</sup> principle of Pancasila are found in the reading texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School?
- What Pancasila values in the 4<sup>th</sup> principle of Pancasila are found in the reading texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School?
- What Pancasila values in the 5<sup>th</sup> principle of Pancasila are found in the reading texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School?

### **1.3 Objectives of the Study**

Related to the research questions above, this study conducted to identify (1) Pancasila values in the 1<sup>st</sup> principle of Pancasila found in the reading texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School, (2) Pancasila values in the 2<sup>nd</sup> principle of Pancasila found in the reading texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School, (3) Pancasila values in the 3<sup>rd</sup> principle of Pancasila found in the reading texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School, (4) Pancasila values in the 4<sup>th</sup> principle of Pancasila found in the reading texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School, and (5) Pancasila values in the 5<sup>th</sup> principle of Pancasila found in the reading

texts on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School.

#### **1.4 Significance of the Study**

This study is expected to give contribution to the English teachers and the students of the 1<sup>st</sup> grade of Senior High School, especially in using this book. Then, this study is expected that when the students read the reading texts on “Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School”, the students are able to take and get the point of the Pancasila values based on five principles of Pancasila on that reading text so that the students do not only read but also can understand the message delivered on it.

The result of this study provides information which can be transformed to improve the students’ understanding in the reading skills. Besides, this study also provides a good message or values that can help the students to apply the Pancasila values of five principles of Pancasila delivered in the reading text on Advanced Learning English 1 course book for the 1<sup>st</sup> grade students of Senior High School in their lives.

#### **1.5 Scope and Limitation of the Study**

The writer limits the study to identify Pancasila values based on five principles of Pancasila found in the reading texts for each unit on “Advanced Learning English 1 Course Book for the 1<sup>st</sup> Grade of senior High School Students”. It can be the verbal data, for example the sentences of the reading texts and non-verbal data, for example

the pictures. However, in this study the writer does not use the non-verbal data because the picture is just a few.

### **1.6 Theoretical Framework**

Related to the topic of the study, the writer uses some theories underlying this research. They are as follow: (1) theory of Pancasila values, (2) theory of value, (3) theory of reading. Those theories will support the discussion about “Pancasila Values in the five principles of Pancasila delivered in reading text on “Advanced Learning English 1 Course Book for the 1<sup>st</sup> Grade of Senior High School Students”.

### **1.7 Definition of Key Terms**

To avoid misunderstanding that might happen when reading this paper, the writer provides some definition of key terms as follows:

#### **a. Ideology**

Ideology comes from two words, “ideo” which means the ideals and “logos” which means science, knowledge, and the understanding and ideology can be interpreted as a science or knowledge or the understanding of the ideals (Hasan 2002: 11).

#### **b. Pancasila**

Pancasila as the basic ideology of the Republic of Indonesia is often referred to as the basic philosophy of the state or the state ideology (Hasan 2002: 15).



### **c. Value**

Value is about good or bad which comes in mind that serve to encourage and direct the attitudes and behavior of humans (Syarbaini 2003: 32).

## **1.8 Organization of the Thesis**

This thesis consists of five chapters. Chapter I deals with the background of the study, the statement of the problem, the objectives of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, the definition of key terms, and ends with the organization of the thesis. Chapter II consists of the review of the theories used in the study, the basic theories as well as the review related literature. Chapter III delivers the methodology of the study, including the research design, the data source, the instrument, the procedure of collecting data, the data analysis technique. Chapter IV literally shows the findings and the discussion of the study. Chapter V presents the conclusion of the study and the suggestion.