

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Character building, that is now becoming an important issue for schools, is one of the important aspects to build students' character in schools. The need of values clarification to the nation is very important. Values education will help students realize, experience, and put all integral manners to their life. Values education covers character, values, norm, and morals. Daniel Goleman in Soetarjo (2012; 79) mentions that character education is a value education that covers nine principles of values such as; responsibility, respect, fairness, courage, honesty, citizenship, self discipline, caring, and perseverance. He also argues that if these nine principles of value can be applied to students, they can build a 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. In Indonesia, the values that give a special character are taken from the values of Pancasila such as; religious, humanism, nationalism, democratic, and social justice. Poerwati (2013) argues that character building can be done by making students accustomed with moral values and make them habitual with nation character. Here are the eighteen values of character as the substance to apply nation character building based on Kemendiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013) : religious, honesty, tolerance, discipline, hard work, creativity, autonomy, democracy, curiosity, nationalism

spirit, love of the homeland, appreciate achievements, communicativeness, peacefulness, fondness of reading, environmental concern, social care, responsibility.

Furthermore, many children spend most of their time at school where they learn and get knowledge. These students are developing mentally, physically, socially, emotionally from teachers, school counselors, other students, and the important one is textbooks. In education, textbooks are important because they can determine not only what will be taught but also how it will be taught. Immanuel (2012:5) states that textbooks are a key component in most language programs. A textbook takes a very important role in language classes. In the term of process of selecting learning materials, textbooks in this case, give particular influence. Textbooks handle very significant roles in language teaching.

Language is beneficial to teach good characters by using good words and expressing the words in a good way. Since English is a compulsory subject that is taught from secondary to university levels, it is important to apply character education in its teaching and learning process. It is expected that the values of character and culture in Indonesia are reflected from the English textbooks that students use in the class. A course book, as one of instructional materials, is a suitable resource in achieving aims and objectives that have already been set in terms of students needs (Cunningsworth, 1995:7). The teacher can select appropriate materials in a course book which is suitable for his students' needs or develop his own materials. After knowing that character building is very important to be integrated with education, in this study the researcher would

integrate character building with language teaching especially in teaching learning material.

This study was intended to identify what character building values and how character building values that were represented in eighteen values of character represented in *When English Rings a Bell* Grade VIII English Textbook. So, the researcher conducted a research entitled “Representation of Character-building Values in *When English Rings a Bell* Grade VIII English Textbook”. This book was selected because this book was prepared by the government to implement 2013 Curriculum. This book had been compiled and analyzed by various stakeholders under the coordination of the Ministry of Education and Culture. This book was also used in the early stage of the implementation of Curriculum 2013. The researcher chose grade VIII English textbook because *high school period coincides with adolescence. Adolescence is a time which takes much attention because of their special characteristics and role that deceive in the individuals' lives in a society (Syamsu Yusuf:2004). The average age of grade VIII students is 13-14 years old which means this age is in the span of adolescence. According to Sri Rumini (1995), the characteristics of early adolescence are in the situation of sensitive feelings and emotions which are unstable, and the mental condition, especially the thinking ability which starts to be perfect or critical and can make an abstraction. Therefore, it was crucial to research the selected book to see whether the book had values of character which are important to the development of grade VIII students.*

1.2. Statements of Problem

In line with the background above and the definition of character building, the study aimed at exploring the representation of character-building values in *When English Rings a Bell* grade VIII English textbook. The study tried to answer the following questions:

1. What character values are delivered in the *When English Rings a Bell* Grade VIII English Textbook?
2. How are the values delivered in the *When English Rings a Bell* Grade VIII English Textbook?

1.3. The Objectives of the Study

The study aimed at exploring:

1. To identify character values that are delivered in the *When English Rings a Bell* Grade VIII English Textbook.
2. To identify how eighteen values of character delivered in the *When English Rings a Bell* Grade VIII English Textbook.

1.4. Theoretical Framework

This study is based on the eighteen values of character as the substance to apply nation character building based on Kemendiknas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013): religious, honesty, tolerance, discipline, hard work, creativity, autonomy, democracy, curiosity, nationalism spirit, love of the homeland, appreciate achievements, communicativeness, peacefulness, fondness of reading, environmental concern, social care, responsibility.

1.5. The Significance of the Study

1. The results of the study is used to guide material developers or textbook writers to include character-building values to be integrated into the materials and to improve the content of English textbooks that should include values of character.
2. The result of the study is useful for the researcher herself; she can practically increase her own understanding about the content analysis of textbook development.
3. The result of the study helps English teachers to add more character building values to their teaching.
4. The result of the study will is useful for the readers to get more theoretical understanding about the character building values represented in *When English Rings a Bell* Grade VIII English Textbook.

1.6. The Scope of the Study

This study was a descriptive qualitative analysis. The study focused on the eighteen values of character that are represented in *When English Rings a Bell* grade VIII English Textbook. The researcher limited the character-building values by selecting eighteen values of character that were being the source of data that researcher identified.

1.7. Definition of Key terms

1. Character building

Character building education is the effort to sprout of and develop good values to the child based on the moral prevailing (Deni: 2014).

2. Values education

Values education that covers character, values, norm, and morals helps students realize, experience, and put it in an integral manner to their life (Deni, 2014).

3. Textbook

Texts are any of a wide variety of types of genres of linguistic forms. Texts can be spoken or written. Among written texts, the range of possibilities extends from labels and forms and chart to essays and manuals and books. Textbooks are one type of texts, a book for use in an educational curriculum.