

# CHAPTER I

## INTRODUCTION

This chapter provides an overview of the study. The elaboration focuses on the background of the research, research questions, objectives of the study, significance of the study, scope of the study, clarification of key terms, and organization of the thesis.

### 1.1 The Background of the Study

The nation's character development has not been carried out optimally even though it has been carried out through various efforts (Budimansyah, Ruyadi, & Rusmana, 2010). This is marked by the emergence of bad characters that are considered prevalent in this country which are manifested in various deviations such as corruption, intolerance, free sex, and violence (Kesuma, Triatna, & Permana, 2011). Based on this information, we have no choice but to strengthen our national commitment to character education (Budimansyah, Ruyadi, & Rusmana, 2010).

One of the ways to strengthen students' character education is by prioritizing character education programs by the Indonesian government in the field of education (Darsono, 2015). Integrating or combining character education in many aspects of human life especially in the field of education is a good effort to develop the young generation with good morals and character. As a result, all teaching and learning activities in Indonesia must refer to the implementation of character education. Moreover, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has been developing the character of the nation's successors since 2016 and nailed down the strengthening character education (PPK) campaign.

As stated in Chapter 3 of the National Education System Regulation No. 20/2003, the goal of national education is to cultivate competence and character to establish a comprehensible national life. As a result, character education must be provided to the Indonesian from an early age and it is preferable to emphasize character education in its content. Berkowitz (2002) defines character as the unique combination of psychological traits influencing an individual's capacity and inclination to behave morally. A person's character consists of qualities that guide

their decisions towards ethical actions or abstaining from unethical ones. Likewise, Kilpatrick (1992) argues the failure of individuals to behave morally despite knowing what is right or good (moral knowing) can be attributed to the lack of proper training in doing good (moral doing). Building on this notion, the effectiveness of character education hinges on the integration of knowing, loving, and actively practicing the principles taught within character education implementation.

Related to character education, according to the guidelines published by the Indonesian government (Kemendikbudristek, 2011), character education encompasses 18 values derived from an empirical study conducted by the Center for Curriculum. These values are drawn from various sources, including religion, Pancasila, culture, and the objectives of national education. The identified values encompass religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, democratic principles, curiosity, patriotism, nationalism, respect for achievements and supportiveness, friendliness and communicativeness, pacifism (peace-loving), love for reading, environmental awareness, social awareness, and responsibility. Besides the character values proposed by Kemendikbudristek, McElmeel (2002), an expert in character education, suggests seventeen character traits that encompass caring, curiosity, confidence, courage, flexibility, friendship, humility, humor, goal-setting, initiative, patience, perseverance, integrity, positive attitude, optimism, hopefulness, self-discipline, and problem-solving.

Lickona (1999) defines character education as the cultivation of virtue. The cultivation of virtue in the students can be done through the teaching and learning process. Character education in teaching English as a foreign language (EFL) is incorporated throughout the planning, teaching, learning, as well as evaluation stages by nurturing fundamental virtues (Hutami, 2013). The comprehensive integration of character education in these stages aims to cultivate not only language proficiency but also a well-rounded, morally responsible individual.

Talking about teaching language, the 2013 curriculum incorporates the Systemic Functional Linguistics (SFL) and genre-based approach as its primary learning models. The 2013 curriculum emphasizes text-based teaching and learning through a genre-based approach, hence it is sometimes referred to as a Text-based

Curriculum as well (Atmazaki, 2013). To fully apply the Curriculum of 2013, the government provides instructors with curriculum-based textbooks.

Literature or language acquisition, as recommended by several character education advocates such as Thomas Lickona, William Bennet, and Kevin Ryan, is one of the primary instruments for discussing character ideals (Stedje, 2010). As a result, textbooks in English language learning are likely to instill character values by giving specialized reading materials that might contain character values. There are some texts in the textbook which can be used to teach character education. There are thirteen genres, according to Gerot and Wignell (1995), each of which has distinctive social purposes, generic structures and lexico-grammatical characteristics. Spoof, report, recount, narrative, descriptive, debate, explanation, hortatory exposition, analytical exposition, news item, anecdote, procedure, and review are a few of them.

According to Richards (2007), a genre-based approach or text-based instruction is an approach that emphasizes the importance of mastering various types of texts to develop communicative competence. By focusing on various text genres and their effective use, learners enhance their language skills and understanding of communication in real-life contexts. Halliday and Hasan (1976), as cited in Emilia (2014) define a text as an instance of language, conveyed through any medium, that is comprehensible to individuals familiar with the language. Texts do not stand alone; they should be viewed in a larger surrounding frame or context (Gerot & Wignell, 1994). Further, Gerot and Wignell (1994) explain the context-text connection with a proposition: all meaning is situated in the context of the situation and the context of culture. It implies that there are two different types of contexts, situational context and cultural context.

Character and moral values could be clarified as a semantic conceptual group inside the Appraisal system and are connected to the larger social environment (Feng, 2017). The appraisal system is a system of attitude developed by Martin and White (2005). According to Feng (2017), this system comprises three categories of values: 1) emotional response values (Affect), 2) socially assessed values influencing human behavior (Judgement), and 3) values related to the aesthetic qualities of objects and entities (Appreciation). The framework of

Judgement is the main focus of this research since this research focuses on social values.

Good moral values or virtues are the forming of good character (Mitchell, 2015). Moral values can be found in the literature. Students can find moral value in the texts, such as; in narrative text, recount text, and dialogue. The value of the texts can be used as a lesson to understand virtues.

Virtues are the embodiment of good character. Nurturing virtues, particularly prudence, which involves discerning what to pursue and what to avoid, contributes to the development of a sound character (Mitchell, 2015). Therefore, a text containing good character values can be used as an example by the reader so that it can affect the character of the reader. For instance; the narrative text about “Malin Kundang” has a moral value that we must respect our mother, otherwise, we will be cursed to stone. This story can be used to tell the students what to seek or do (respect our mother) and what to avoid (rude to our mother).

Numerous research studies have explored the portrayal of character values within texts or genres in the context of English Language Teaching (ELT). Several researchers researched on the representation of character values found in textbooks since an English textbook contains many genre texts inside (Shallabas, 2013; Rukmayadi, 2016; Septrisna, Nurbaiti, & Syafitri, 2019). Incorporating character values into the English textbook poses several challenges for teachers during the language learning process.

According to reviews of character education conducted by language educators and researchers, there are some difficulties faced by English teachers, first is the challenge of aligning the character education values with the available teaching materials can be a complex task for educators, the next challenge is the variety of learner characteristics, and another problem is on the methods for incorporating different characters into English lessons (Collins & Henjum, 1999; Sugirin, 2011, and Pratiwi, 2018).

From several relevant research mentioned above, the similarity between the previous research and this proposed research is that both of them try to investigate the character values represented inside the texts. However, the contrast is that those previous researches only analyzed the character values represented in the textbooks,

whereas this research examines both the character values and the strategy used to incorporate them in the EFL textbook.

Another relevant research is the research conducted by Marzuki (2012). He has researched the incorporation of character education into the teaching and learning process within educational institutions. He shows the integration of character education in teaching and learning, starting from planning, and implementation, until evaluation. The pre-eminence of his research is that it highlights the main character values that the students should have as the result of the character education process i.e. honesty (conscience management), intelligence (intellectual management), sternness (physical exercise), and care (sense and intent management). However, his research examines the general integration of character education in the learning stages, whereas this proposed research specifically discusses character values in the EFL textbooks.

From the preceding explanations and several previous studies, the current research aims to examine the character values inside the English textbook for Senior High School Grade X based on the Curriculum of 2013. The analysis focuses on the EFL textbook which is officially approved and standardized by the Indonesian government through the Ministry of education, culture, research, and technology for nationwide use. This particular textbook is selected due to its potential to complement the objectives of curriculum 2013, which emphasizes the importance of cultivating both soft skills and hard skills, with a particular focus on character development.

This research focuses on grade X since based on cognitive development theory (Piaget, 1987), children at mid-adolescent age (approximately 15 years old) are at the peak of moral development. In Indonesia, grade X students are typically 15 years old. Moreover, character education has a stronger impact on high school students than younger students since the fact that high school students face a wider array of possible moral decisions where character education might be very beneficial (Jeynes, 2017). In addition, based on the researcher's literature review, it is found that the textbook for grade X has more texts which also consist of more estimated character values than the textbook from grades XI and XII. In grade X, there are 35 texts, in grade XI, there are 14 texts, and in grade XII, there are 16

texts. Therefore, the researcher decided to choose the textbook from grade X due to the number of texts in grade X is richer than in the other grades. It is estimated that there will be more character values inside it. Therefore, the researcher needs to analyze the character values in the English textbook for Senior High School Grade X and how the characters are integrated into the English textbook for Senior High School Grade X.

In conclusion, this research highlights the pressing need to cultivate strong character values in response to societal challenges, addressing the emergence of undesirable behaviors. The Indonesian government's character education programs underscore the importance of integrating character values into education. This study centers on character values within the EFL textbook for Grade X. The character values that are used as a reference are the character values proposed by Peterson and Seligman (2004).

The research aims to uncover character values present in the Grade X EFL textbook and explore their integration strategies. It's limited to Grade X EFL textbooks approved by the Indonesian government. Notably, the researcher's rationale for focusing on Grade X is expounded, as it aligns with mid-adolescent cognitive development and presents a wealth of character-rich texts.

## **1.2 The Research Question of the Study**

1. What character values are manifested in the EFL textbook for Senior High School Grade X?
2. How are the character values integrated into the EFL textbook for Senior High School Grade X?

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

Derived from the research questions, the objectives of this research can be delineated as follows;

1. To investigate what character values manifested in the EFL textbook for Senior High School Grade X.
2. To describe the strategy in integrating character values in the EFL textbook for Senior High School Grade X.

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

The result of the study will hopefully be useful for:

a. Theoretical Significance

Theoretically, this study provides a new understanding of the character values which are integrated into the EFL textbook and contribute to the study of character education.

b. Practical Significance

By conducting this research, it is recommended that the authors of EFL textbooks proactively integrate more pertinent materials that embody character education values.

c. Professional Significance

The research hopefully could give the enrichment of knowledge for the teachers about how to analyze the texts within the course material to determine the values they contain.

### **1.5 The Scope of the Study**

This research is centered on character values manifested in the EFL textbook. Moreover, this study also identified the strategy for integrating character values in the EFL textbook. The textbooks under investigation are specifically designed for senior high school grade X and are officially approved and standardized by the Indonesian government through the ministry of education, culture, research, and technology for nationwide use in EFL classrooms.

### **1.6 Clarification of Key Terms**

To prevent any misinterpretation and misunderstanding of essential terms, the following definitions are provided.

a) Cultivation

Cultivation is the process of refining or developing a skill, ability, or characteristic. This research focuses on the cultivation of character values through texts in the textbook.

b) Character

Character is an individual's characteristics that represent in the form of traits, personality, attitude, and behavior that is expressed in everyday life and influences them to behave morally.

c) Character Education

Character Education is the deliberate effort by all stakeholders to make students have good character values. It focuses on fostering the development of students' positive character traits, values and virtues. This research focuses on the integration of character education in the textbook.

d) Character Values

Character values encompass the psychological attributes that influence a person's moral behavior, guiding them to virtuous actions and ethical choices. These values, formed through habits, decisions, and attitudes, reflect moral excellence even in unobserved situations (Stedje, 2010). This research focuses on the 24 character values proposed by Peterson & Seligman (2004), those character values are creativity, curiosity, open-mindedness, love of learning, perspective, bravery, perseverance, honesty, kindness, love, social intelligence, citizenship, social responsibility, leadership, teamwork, forgiveness, prudence, humility and modesty, self-regulation, appreciation of beauty and excellence, humor, gratitude, hope, and religiousness.

e) EFL (English as A Foreign Language)

EFL is an acronym for English as a Foreign Language, concerns with the instruction and acquisition of the English language within a non-English speaking environment where English does not serve as the primary or secondary language of communication. For this research, the term EFL will be utilized to encompass Indonesian students who engage in English language learning, taking into account the fact that English is considered a foreign language in Indonesia.

f) Textbook

Books made and published for educational purposes or any book used as a helpful tool in the classroom. The book analyzed in this study is an English textbook for senior high school grade X, which is published by the Center for Curriculum and Books, Balitbang, ministry of education, culture, research, and technology. The title of this textbook is Bahasa Inggris Kelas X. The authors of this textbook are Utami Widiati, Zuliati Rohmah, and



Furaidah. The choice of the EFL textbook for senior high school Grade X stems from multiple factors. The researcher focuses on this grade due to mid-adolescents' peak moral development, aligning with cognitive theory (Piaget, 1987). Grade X students in Indonesia, around 15 years old, are at this stage. Notably, character education significantly impacts high school students, facing diverse moral choices (Jeynes, 2017). Additionally, based on the literature review, the Grade X textbook contains more texts with estimated character values than its Grade XI and XII counterparts. With 35 texts, it offers richer potential for character value analysis. This decision aims to scrutinize how character values are integrated into the English textbook for Senior High School Grade X.

### **1.7 Organization of the Thesis**

The current thesis comprises five chapters, namely Introduction, a Review of related literature, a Research Method, Findings and Discussion, Conclusion and Suggestions. Each chapter covers distinct topics and provides specific discussions. It is also structured in a systematic way that the readers can follow the discussion easily. Here is the explanation of each chapter in this thesis;

Chapter I serves as the introduction to the thesis, encompassing various elements such as the overall study background, research questions, research objectives, research significance, scope, key term definitions, and the structure of the paper.

Chapter II provides an extensive review of related literature, encompassing some discussions on previous studies conducted by other researchers, key terms essential to the theoretical background supporting the research, and the theoretical framework of the present study. The chapter includes relevant literature used to bolster the current research's foundation and analysis.

Chapter III deals with the methods of investigation in accordance with the research design, the research location, data collection, data sources, the research instrument employed for data collection, the step-by-step procedure for data collection, and the methodology adopted for data analysis.

Chapter IV covers the presentation of the research's findings and subsequent discussions based on these findings. This chapter primarily aims to provide answers to the two research questions posed in this research.

Chapter V offers some conclusions and suggestions. This chapter presents the conclusion of this research, several suggestions, practical implications, and the limitation of this research.

