

CHAPTER 1

INTRODUCTION

This study is intended to find out what character education values are manifested in the EFL textbooks of high school, and how the textbook promotes the manifestation of character values in the EFL textbooks. This chapter illustrates the background of the study, research problem, the purpose of the study, and the significance of the research.

1.1 Background of the Study

Many social problems that happen in Indonesian society, such as crimes, human right violations, injustice, corruption, and other problems seem to force all elements of the society to find the solutions. Some solutions and alternatives are proposed such as making regulation and strengthening law enforcement. Moreover, Indonesian government echoes a program called “Mental Revolution” as an attempt to eradicate the moral problems that happen in the society. Consequently, the program leads the process of education to emphasize more on character building. It is in line with the purpose of national education that the goal of national education is to develop ability and build character in order to create an intelligible national life (National Education System Regulation No. 20/2003 chapter 3).

Since the curriculum become the heart of education, it is better to give more attention to character education in its content. Character is defined as the culmination of habits, resulting from ethical choices, behaviors, and attitudes an individual makes, and is the “moral excellence” an individual exhibits when no one is watching (Stedje, 2010). Lickona (1991) simplifies the definition as “knowing the good, desiring the good, and doing the good”. Related to character education, government also issued a fundamental program in education to solve the problem by putting character education in the top priority of 8 missions of National Development Program. The government believes, by immersing character values in education, Indonesians will possess desirable character. The character will create bond among Indonesians and become tremendous power to build the nation (State Secretary of Republic of Indonesia, 2007).

As a solution to support the character education program, Curriculum of 2013 is recently used to emphasize more on character education. In order to implement the Curriculum of 2013 properly, the government equip teachers with textbooks based on the curriculum. Textbooks are considered important for Indonesia’s education because as suggested by Francis (1995) that textbooks have several functions in helping teachers, such as providing ready-made learning materials and assuring quality lesson plans. For the students, as continued by Francis (1995), textbooks offer ample assistance for their learning, such as helping them to focus and strengthening

their retention through patterns or structure provided. Therefore, textbooks are considered effective as a tool for implementing character values.

As suggested by many character education proponents such as Thomas Lickona, William Bennet, and Kevin Ryan, literature or language learning is one of the main tools to discuss character values (Stedje, 2010). Therefore, textbooks in English language learning are likely to infuse character values by providing specific reading materials and activities that can carry character values. The reading materials can be equipped by layout, pictures, graphs, and charts, and other graphic element, and also the task following the materials.

A growing body of studies regarding character education through textbooks has been conducted. One of the studies, conducted by Hardiani (2013), revealed that character values contained in narrative texts in the EFL textbooks were proven to be successful to assist the students to develop their own character values through the moral message of the texts. Therefore, the manifestation of character values in EFL textbooks is considered crucial in steering students for developing their character values. Another study conducted by Solihan (2013) showed that an English textbook entitled “Look Ahead 2” was ample in providing students with character values through its materials and activities. The characters represented in the textbook are such as environmental respect, social respect, responsibility, love reading, honesty, curiosity, and self-discipline. The analysis in the study included macro and micro analysis of the book, including all the reading materials, namely the text elements and

graphic elements (layout, pictures, graphs, and charts), and the task following the reading materials.

In accordance with explanation above, this present study is aimed to investigate what character values manifested and how the values promoted in the EFL textbooks based on Curriculum of 2013. The EFL textbooks investigated are the textbooks for senior high school class XI. The textbooks are standardized and publicized by Indonesian government through ministry of education to be used nationally. These books are selected because the textbooks are considered as the textbooks that may support the curriculum 2013 to emphasize on balancing competence of soft skill and hard skill, especially on character building. Therefore, the researcher needs to analyze these books.

1.2 Research Questions

This study is geared toward answering the following research questions.

1. What character values are manifested in the EFL Textbooks?
2. How are the character values promoted in the EFL Textbooks?

1.3 Aims of the Study

Based on the research questions formulated above, the study is aimed to find out:

1. What character values manifested in the teaching material of EFL textbook.
2. How the character values are promoted in the EFL Textbooks.

1.4 Scope of the Study

Since the scope of the issue is very wide, the study investigates only character values which are manifested and promoted in the EFL senior high school textbooks class XI (semester 1 and semester 2). The textbooks investigated are standardized and publicized by Indonesian government through ministry of education to be used nationally in classroom teaching and learning.

1.5 Significance of the Study

This study provides information on what character education values which are manifested in the EFL high school textbook class XI, and how character education values are manifested or promoted in the textbook. Theoretically, the study may give information about character education values and how to manifest them in EFL textbooks. The study also may give positive contribution to inform character values manifestation in textbooks and practically encourage the author of EFL textbooks to incorporate more relevant materials containing character education values. In addition, it may encourage other researchers to follow up and develop the study further.

1.6 Clarification of Key Terms

- **Character:** a particular combination of qualities in a person or place that makes different from others (Cambridge Advanced Learner's Dictionary)
- **Values :** defined standards that people use to decide what is desirable, good, beautiful, and that serve as broad guidelines for social living. People use values to make choices about how to live (Macionis, 2012).

- **Textbooks:** books made and published for educational purpose or even any book used as a help tool in the classroom. The term textbook may also be linked to an even broader and more commonly-used term teaching media, which includes other teaching material as well (Johnsen 2001: 50; Elomaa 2009: 18)
- **EFL:** English as Foreign Language
- **EFL Textbooks:** refers to English textbooks for high school class XI which is learnt at the classroom situation which are published by Indonesian Government to be used nationally.

1.7 The Organization of the Thesis

The thesis is organized into five chapters, i.e. Introduction, Review of Related Literature, Research Method, Findings as well as Discussion, and Conclusion. Each chapter presents a different topic and it goes into more detail of subchapter with their specific discussions in such traceable way that the readers will be able to follow the discussion easily. The following description is a detailed content of every chapter.

Chapter I, the introduction, includes the background of the study, the research problem, the purpose of the study, the limitation of the problems, the significances of the study, the definition of the key terms, and the organization of the thesis.

Chapter II, the Review of the Literature primarily presents the Character, Character Education, Character Values, Implementation of Character Education,

Benefits of Character Education, Curriculum of 2013 and Character Values, Textbooks, The definition of Textbooks in English as a Foreign Language (EFL) Learning, Approach in Textbooks/Material Development, Effectiveness of EFL Textbooks in manifesting Character Values, and Previous Studies.

Chapter III, Research Methodology presents the research design, data collection, data analysis, and data presentation.

Chapter IV provides the data presentation and analysis, the findings, and discussions.

Chapter V includes the conclusions and recommendations. This chapter presents a brief description of the background of the study, the research question, the main finding of the study, and some recommendations.