

CHAPTER I

INTRODUCTION

This chapter conveys an overview including the background, research questions, research purposes, research significances, research framework, and previous studies.

A. Background

Schools are educational institutions that are formal, non-formal and informal in nature where the establishment of schools is carried out by the state for public and private schools for private schools. The education provided in schools has a function to guarantee individual human beings to be able to go through the stages of development smoothly and optimally through learning conducted in schools. Learning conducted in schools is useful for improving abilities and knowing individual human deficiencies. Character education is an attempt to shape a child's personality physically and spiritually to become a better human being. The character of a good student is a character that shows that he is an educated student. Character is a moral and mental quality of a person whose formation is influenced by innate and environmental factors. The potential for good character must be continuously fostered through the process of socialization and education. This is because education is a means of supporting the formation of the character of each individual. According to Lickona (2006), character education is the conscious effort by schools, families, and communities to help young people understand, care about, and act upon core ethical values. It has many possible uses through conscious effort as the solution to instill character education. The implementation of character education is expected to influence the behavior of students. Based on the statement of Tutkun et al. (2017), character education has an essential role in the education system besides the teacher giving the materials, also instilling character education in the teaching-learning process.

Indonesia has implemented the character education value in the educational system. Character education is a program that has become the primary aspect of the

2013 curriculum, which has been socialized by the government since 2010. Since then, schools must implement this program (Wardani, 2019). Indonesian government determines 18 character values to apply in the education of Indonesia. The character education values that apply in Indonesia consist of religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communication, love and peace, the foundation of reading, environmental awareness, social care, and responsibility (Kemendikbudnas, 2011). Those are character education values that use as the main focus of the Ministry of Education and Culture to fix the quality of education in Indonesia.

Building character education can be integrated into teaching and learning activities and teaching and learning materials. One of the supporting requirements is the textbook. Textbooks can be used as instructional tools to help students learn character education values. In other words, the textbook can also instill specific values or attitudes (including moral values) into students (Setyono & Widodo, 2019). The materials presented in the textbooks are supposed to impact students' characters. A textbook should encourage students to foster character values based on the goals of the National Education System. Cunningsworth (2016) describes a textbook as a source of ideas and activities for learner practice and communicative interaction. The use of textbooks helps the teacher as guidance to deliver the material and add educational value. Additionally, the textbook can be beneficial to use as an instrument of learning. The textbook can be beneficial to use as an instrument of learning due to the textbook's organization being more complex than using the other instrument.

However, based on the researcher's observation, especially in one of a Islamic private school in Bandung, textbooks have been revised to adapt to Curriculum 2013. The government assigns textbooks to be used by Indonesian teachers as their teaching materials and Indonesian students as their learning material. Therefore, this study is conducted to know the eligibility of the textbook issued by the government by analyzing the character education in a senior high school English

textbook. Furthermore, this study take data from an English textbook, “*Bahasa Inggris*”. This book is chosen because the textbook declares in the preface that it is designed on the revised curriculum 2013. It is an integrated English textbook for senior high school, and the course covers four skills: listening, speaking, reading, and writing.

Several researchers have focused on different issues related to character education analysis. The first previous research was conducted by Zein, Sumarsih, and Hartoyo (2020). The study was analyzed in the form of texts from the tenth-grade textbook. Meanwhile, the current research focuses on the state of the image that combine in a text from the twelfth-grade textbook. The second previous research was conducted by Wardani (2019), which examined the character education values presented in the English textbook that focussed on speaking scripts or conversations. Meanwhile, the current research examines using multimodal discourse analysis and using the Systemic Functional Language as a prior in collecting the data through images that combine in a text. Then the third research was conducted by Syahbana (2017), which investigated character education from the tenth-grade textbook and focussed on reading texts. Meanwhile, the current study used the twelfth-grade textbook as a research scope and examined the data through the image that combine in text.

From the explanation above, this study aims to find out the proportion of character education in a senior high school English textbook and how it is integrated into its materials.

B. Research Question

Based on the background above, this investigation can be formulated by the questions as follow:

1. What are the types of character education found in the textbook entitled “*Bahasa Inggris*” used by the twelfth grade of senior high school in Indonesia?

2. How does the teacher perceive character education integration values in the “*Bahasa Inggris*” textbook?

C. Research Purposes

Related to the previous problem statements, the purposes of this research are as follows:

1. To identify the types of character education found in the textbook “*Bahasa Inggris*” used by the twelfth grade of senior high school in Indonesia.
2. To figure out how does the teacher perceive character education integration values in the “*Bahasa Inggris*” textbook.

D. Research Significances

This study is expected to provide theoretical and practical significances.

1. Theoretically

This study is intended as a reference for English teachers to determine the proportion of character education in this book.

2. Practically,

For the teacher by knowing the character education combined in the textbook, English teachers can deliver those characters to the students appropriately. They can also be more selective in choosing a textbook with attention to the combined character.

For English textbook authors and publishers, the results of this research can be used as additional information in writing or publishing English textbooks based on Curriculum 2013, especially for senior high schools.

Finally, for future researchers, these findings could also be used as a reference or information for further research on the same issue.

E. Research Scope

This research analyzes the English textbook used by students in XII grade of senior high school entitled “*Bahasa Inggris*” This book was chosen because related

books are often used in learning activities at the high school level. The book also includes various character education by the 2013 curriculum.

F. Conceptual Framework

The Indonesian government recognizes that education is one of the vital elements in upholding national construction and identity as a developing nation. The Indonesian government, particularly the National Education Department, has created an English proficiency level mentioned in the curriculum as the norm for the teaching and learning process and is centered on character education for all students.

The 2013 curriculum—known as an integrated curriculum—has been unveiled by the Ministry of Education. English will be required as a subject for both teachers and students to master in the 2013 curriculum, according to recent information. The 21st-century learning approach will be introduced in the 2013 curricula. It involves modifying learning objectives such that students no longer receive knowledge from professors but acquire it autonomously from various sources. Poerwati (2013) mentioned that the orientation of the 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. Muslich (2011) assumes that an integrated curriculum based on character education aimed to transform and develop the characters, such as physical aspects, emotional, social, creative, spiritual, and student intellectual in an optimal manner.

Here are the eighteen values of character as the substance to apply character education based on Kemendiknas (the Ministry of Education) 2010: Religious, Honest, Tolerance, Discipline, Work hard, Creative, Independent, Democratic, Curiosity, Spirit of Nationality, Patriotism, Appreciation, Communicative, Love of peace, Joy of reading, Environmental Care, Social Care, and Responsibility. English is essential as an international language. The Indonesian government supports English as the primary foreign language taught in the school. For this reason, the government should make an EFL as a material to preserve character education values.

Hence, English textbooks take on a vital role in language classes. In terms of the process of selecting learning materials, various textbooks have a particular

influence. In Indonesia, some influential factors may be involved in the process of choosing a textbook. It was discovered that the topic in the textbook reflects the aspect of character education stated in the national character and cultural education. More specifically, the “*Bahasa Inggris*” textbook was intentionally made by the government to adjust to the 2013 curriculum and distributed to all schools in Indonesia. Also, this book is a compulsory handbook for teachers and students in schools.

In the other hand, Culture and society are produced through interactions between people, objects, and environments. Within these interactions it has become clear that the modes of spoken and written language are only some of a diverse range of modes involved in producing meaning and experience. As topics of study, the modes of spoken and written language have been joined by modes like gesture, gaze, composition, and layout. Multimodal discourse analysis names a range of approaches to studying social interaction and meaning as multimodal. That is, produced with and through multiple modes. However, multimodal discourse analysis is not about identifying and studying modes as isolated but rather about understanding the world as multimodal.

With the development of technology, multimodality has become a new trend and has increased the frequency with which text and visual pictures are used in language textbooks. The presence of visual imagery has been found to be a helpful step for learners. Multimodality is an analytical process uses several semiotic modes (Kress & van Leeuwen, 2001b). Modes of visual text consist of image, gesture, gaze, postures, etc. (Nguyen, 2011). It combines linguistics analysis tools and step such as SFL with analytical tools to understand images (Hermawan, 2013). According to Kress & van Leeuwen (2006a), the three language metafunctions to interpret visual texts include representational metafunction, interactional metafunction, and compositional metafunction.

G. Literature Review

Qualitative research requires a lot of opinions as a reference to the problem that occurred in the previous issue. The result of the previous research is a useful reference for consideration in this study.

The First was conducted by Wardani (2019), which examined what character education values presented in the English textbook through speaking scripts published by the Ministry of Education and Culture of the Republic of Indonesia for grade 12. The type of this research is content analysis. The data source of this research is the English textbook for grade 12 SMA/SMK. Fourteen speaking scripts in this textbook were analyzed using content analysis to find what values were inserted. The finding shows that 17 characters of education values were presented in the English textbook entitled "*Bahasa Inggris*".

The second research was conducted by Zein, Sumarsih, and Hartoyo (2019) that understand the specific parts related to the research focus intensively, marking certain parts related to the research focus, making a description of the data, and inserting the data into the table. The subjects were ten texts in an English textbook entitled "*Bahasa Inggris*" Untuk SMA/MA/SMK/MAK Kelas X. The objects were the 18 characters described by Kemendiknas. The results showed two points of findings discussed in this research. Related to the occurrence of characters, the hard work character was the most dominant character found in the texts with 8 data or (19.04%).

The Third research was conducted by Syahbana (2017), who analyzed what values existed in reading texts and how reading texts reflected the values. This study used descriptive qualitative to analyze the findings. Based on the result, the author found 13 values inserted in 17 reading texts, but the rest were not. Besides, there were several ways of reading texts to reflect values.

The fourth research was conducted in East Gojjam by Birhan, Shiferaw, Amsalu, Tamiru, and Tiruye (2021), the objective of this study was to explore the contents of moral and character education for children and the pedagogy employed by parents and teachers to teach character and moral education for children. Specifically, the study intends to explore the themes of moral and character

education and investigate the extent to which fairy tales and story books are employed as sources for teaching moral and character education to pre-primary and primary school children, The study also intended to explore the themes of moral and character education. This study used a mixed design that was employed to conduct the study since the objectives of the study demand both qualitative and quantitative data. Both quantitative and qualitative data were gathered simultaneously in the selected schools.

The fifth was conducted by Salbego et al., (2015) to explore the use of multimodality to read and interpret visual texts accompanied by verbal text in three English textbooks for beginner series in Brazil and used in several language schools. The use of multimodality, thus, is to scaffold students' learning through the use of images and to make the students aware that images can be seen as a valid tool in EFL teaching and learning. From each book, they select one image to be analyzed in the context of visual social semiotics. The authors first select an image consisting of a conversation between three people and draw an interpretation of the image. The next image follows the same combination of the earlier image consisting of a conversation between two people. The last image portrays three integrated photos and a written matching activity in two columns. They were analyzed based on their meta-functions of language.

Thus, this research is different from the previous study. The previous study focuses on the textbook analysis entitled "When English Rings a Bell", while this research focuses on the textbook analysis entitled "*Bahasa Inggris*". This research focuses on the character education that found in image of the textbook and uses a multimodal discourse analysis and focuses in interactional multifunction as a prior in collecting the data. This current study also focuses on examining the texts found in a textbook, and, and how the teacher in school integrated character education to the twelfth grade.