

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English has been one of the most taught foreign languages in Indonesian formal school. Its urgency had been justified by many programs and plans carry out by the national education department. Despite the banishment of international standardized school throughout the national, English subject still remains intact as one of national curriculum. To fulfill the needs of learning English, there are various textbooks available for the use of both teacher and student.

Textbook is one of most important media for teacher as well as student. With the aid of textbook, teacher could plan teaching material systematically and efficiently as textbook provides aim and goal for each lesson. The teacher could prepare and develop learning materials and class activities effectively. As for student, textbook can help them as reference in learning so that they're able to learn outside the school session.

The important of textbook in teaching and learning process makes it crucial for the teacher to select appropriate textbook for student as there are various English books published by many publishing companies. The teacher needs to be careful in choosing the appropriate one. The content has to be in conformity with the current curriculum as well as the aim and goal for students to achieve.

Recently, the curriculum has been changed to curriculum 2013. This curriculum has significant difference from the previous KTSP (School Level based Curriculum) there are increases in classroom session but decreases in basic competence or KD. Because the learning session is more to student centered, learning session requires more time as student needs to practice in inquiring, associating, delivering, and communicating (Kemetrian dan Kebudayaan 2013). Moreover, the content of curriculum 2013 focuses more in developing student's skill in communication and using English or in order word productive skill as they will learn to use the knowledge in daily life.

In addition to the importance of textbook as a source of learning, textbook also has a very important role to shape character of students through materials or text lessons that are able to grow or develop the character of students to be better. Globalization that is happen nowadays might bring Indonesian society forget education of nation character. Many social problems, however, happens in Indonesia. For example immoral case such as killing, raping, free sex, abortion, drug, even criminal act that is done by children. As the fifth biggest population country in the world, Indonesia needs great number of human resources with good quality as the main support in nation building. Some solution and alternatives are proposed such as making regulation and strengthening law enforcement. Since the curriculum become the heart of education, it is better to give more attention to values education national character in it. It is mentioned in National Education System No. 20/2003 chapter 3, that the function of national education is develop ability and build character in order to create an intelligible national life.

The need of values education to the nation generation seems very important. Values education will help the student realize, experience, and put it in an integral manner to their life (Deni, 2014). Values education covered character, values, norm, and morals. Character is the result of inner character. Inner character based on moral (Muslih, 2011). As the God creation that have right of free, in moral human have freedom to choose the value and norm become an orientation of act and behave to their life together with others. So, it is very clear the correlation between character, values, norm and moral. The value taken is higher value, glorious, noble, holy, and honest. The norm taken gets close to the God. Moral gives direction, consideration, and demand to act responsibility as well as value, the chosen norm. Furthermore, learning character is also learning value, norm, and moral.

Allah SWT said in Surah Al-Isra: 23

وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا ۚ إِنَّمَا يَبْتَلِيَنَّ عَنْدَكَ الْكَبِيرَ

أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُلْ هُمَا أَفٍّ وَلَا تَنْهَرُهُمَا وَقُلْ لَهُمَا قَوْلًا كَرِيمًا ﴿٢٣﴾

In this verse, Allah SWT suggests to applies both parents, and not just to both parents but to everyone. By the character education child will learn a lot about good character and that is make they to be child with good character such as; social care, tolerance, discipline, national mentally, creative, work hard, etc.

The Ministry of Education has recently introduced 2013 curriculum that is known as integrated curriculum. In this day fact shows that 2013 curriculum use English as the compulsory study to be mastered by both teachers and student. As the developing of information technology and communication, English is the main language of international communication. 2013 curriculum is planned to overview model of 21st era. It includes the change of learning goal from the learner get the knowledge from the various sources. Poerwati (2013) mentioned that the orientation of 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. In this curriculum include the concept of integrated curriculum.

Fogarty in Poerwati (2013) explains that integrated curriculum is a model of curriculum that integrating skills, themes, concept, and topics in the form of: single disciplines, across several disciplines, and within and across learners. As in Fogarty concept of integrated curriculum, can conclude that there are inter discipline of knowledge. Marten in Poerwati (2013) also stated that moral education and science education are mutually relevant, both developing virtues and proposition knowledge as moral decision making is developed with science without indoctrination. Muslich (2011) assume that integrated curriculum based on character building aimed to transform the whole man that have character, such as developing physical aspect, emotional, social, creativity, spiritual, and student intellectual in an optimal manner. From the statement above it is very clear that both morals education as in character building and science education correlate each other.

These are some previous study that related to this research: Fitriani (2014), she did an analysis of textbook for seventh graders of Junior High School entitle “When English Rings a Bell”. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. Thematic Coding to Covers the research. Thematic coding refers to any method of categorizing segments of qualitative data into meaningful things. The research showed that from the sides of communicative function of the nine integrated standard, the Textbook was proportion enough because it contained almost the whole communicative competence through it. If we compare the research by Fitriani with the one conducted by me, there are some similarities and differences. The similarities are the object of the study and research method. Here, we analyzed textbook with the same title, “When English Rings a Bell” for seventh graders student with qualitative research method. The different are, although has the same title, but the book that is analyzed by me is the book “When English Rings a Bell (2017 revision) while she analyzed book “When English Rings a Bell” (2014 Revision). Whereas both of us used the qualitative research method in our research, but researcher analyzed the Completeness materials and Character Content based on 2013 Curriculum in the book “When English Rings a Bell “(2017 Revision). While, Fitriani used Thematic Coding to evaluate the whole book.

Salsabila (2014) conducted a transitivity analysis of 2013 Curriculum textbook entitle “Bahasa Inggris When English Rings the Bell”. The objective of this research was to describe Process Types, Participant Functions, and

Circumstantial Elements of Transitivity Analysis that characterize in English Text of an English textbook entitle “Bahasa Inggris “When English Rings the Bell”. This research used qualitative method. This research has similarities with the one that is conducted by me. The similarities are bot of them has same research object and method. The object of both researches were 2013 curriculum textbook entitle “When English Rings a Bell”. The method used by both the researchers was descriptive qualitative method. However, there is a difference between those researchers. The research made by Salsabila had objective to describe Process Types, Participant Functions, and Circumstantial Elements of Transitivity Analysis that characterize in English Text written of the book. Whereas the one that conducted by me had objective to describe the completeness materials and Character Content with the Core and Basic Competence in 2013 Curriculum.

Character based on Foester in Soetarjo (2012:77) is something that qualified ones. Character become identity, distinctive feature, constant characteristic, that contend contingent experience that is always change. So, is set of values that become habitual life and become constant characteristic inside that ones. For example hard work, never give up, honest, simple, and others. Within character, individual quality is measured. Whereas, the aim of character education is materialized essential unity of subject with behavior and attitude/value of life that is possessed.

As long as the truth of Daniel Goleman argumentation about nine principles of value, through Indonesian nation, the values that give special character of Indonesia is taken from the values of Pancasila such as: religious,

humanism, nationalism, democratic, and social justice. Poerwati (2013) argued that nation character building can be done by make them habitual with nation character. Here are the eighteen values of character as the substance to apply nation character building based on Kemendinas (the ministry of national education) year 2010 on page 9-10 (Suyadi: 2013), (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) work hard, (6) creative, (7) autonomy, (8) democratic, (9) willingness, (10) nation mentally, (11) love fatherland, (12) respect with achievement, (13) communicative/friendship, (14) peaceful, (15) fond of read, (16) care of natural surrounding, (17) social care, (18) responsibility.

English is very important as a world language. Indonesian government support English as the main foreign language taught in the school. For this reason, the government should make use of EFL material as one way to preserve character building values. Allwright in Kitao (1997) argues that materials should teach student to learn, that they should be resource book for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright point of view, textbook are too inflexible to be used directly instructional material. Textbook therefore take on a very important role in language classes.

In the term of process of selection learning materials, textbook in this case, various consideration are gives particular influence. In Indonesia, some influential factors many involve in the process of selecting textbook. Prior studies (Lestari, 2012) discovered that topic in the textbook reflect the aspect of character building stated in the national character and cultural education (2010). More specially, this

study aimed to analyze whether the reading text and activity reflect the character building values by practicing in the classroom. Begin from this Prior studied, it is very important so see more to the new development by analyzing the textbook itself.

Based on the explanation above the researcher interested to conduct a research in a book entitled **“WHEN ENGLISH RINGS A BELL (2017 REVISION) FOR JUNIOR HIGH SCHOOL STUDENT YEAR VII”**. In this study the researcher wanted to know how the completeness and character content that presented in it book based on 2013 curriculum. Why researcher chose this book as the subject of research because of this book is the latest revision book from Indonesian government, although this book is published by the ministry of education of Indonesia no one can guarantee that the book compatible with 2013 Curriculum. This research uses seventh grade students because students in this age or grade have already passed their Primary School where students will experience their adolescence (Khamdiyah, 2013, p.26-27). She also adds that starting of age thirteen, the adolescence have some changes in attitude, thought, feeling, and behavior pattern of the children. This period of life is essential as seventh grade kids transform and begin the transition period. It is the time when they find their identity, have the changeable emotion, and think more logically and critically. Nikuwati (2015) argues that seventh grade of Junior High School students may be so curious about many things around them regardless of benefit and loss of their attitude (p. 22). Hence, by integrating Character Education into each learning



subject, It will protect the young generation especially seven grade students against the adverse environmental effect.

## **B. Problem Statement**

By conducting this research, the writer wants to investigate the problem which is formulated as follow:

1. How is the completeness of the material in book When English Rings A Bell (2017 Revision) For Junior High School Students Year VII Based on 2013 Curriculum?
2. What are character contents presented in book When English Rings A Bell (2017 Revision) for Junior High School Students Year VII based on 2013 Curriculum

## **C. Objective of research**

The objective of this research is to find out and describe the completeness of the material and character contents in book “When English Rings A Bell (2017 Revision) for Junior High School Students Year VII based on 2013 Curriculum

## **D. Significance of Study**

The result of this research is expected to have advantages, such as:

- a. The study can provide information and input in selecting textbooks that meet the content standards of 2013 Curriculum, the learning process can run well and successfully as expected.
- b. The result of this research can be used as reference in teaching characters content in English classrooms, especially for teaching Junior High School Students Years VII.
- c. In order that the school funds will actually use property in the purchase of textbooks in school, so there is no mistake in school.
- d. The result of this research is expected to give valuable information about character contents which are presented in book “When English Rings A Bell (2017 Revision)” an English Course for Junior High School Students Year VII, especially in texts.
- e. In order a concern for private publishers to be more careful in drafting and writing text books in accordance with the applicable curriculum. And then if an error is found in the text book, publishers are expected to re-edit the text book
- f. The result of this research can be used as reference for publisher to integrate more character contents in book When English Rings A Bell (2017 Revision) Course for Junior High School Students Year VIII.
- g. The result of this research can be used as useful information to conduct further research on similar object or other subjects.

### **E. Definition Of Key Terms**

To avoid misunderstanding in understanding the title above, the writer needs to clarify some terms in the title above:

1. Character building values

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

2. Completeness of material covers 3 text that is function text, interpersonal text and transaction text.

3. Textbook

Textbook is a learning instrument that commonly used in schools and colleges to support a teaching program. (Buckingham in Tarigan, 1986: 11)

4. 2013 Curriculum

Poerwati (2013) mentioned that the orientation of 2013 curriculum is the achievement of balancing competence between attitude, skill, and knowledge. In this curriculum include the concept of integrated curriculum.