**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Indonesia is a nation that has rich of culture and local wisdom. In the case, main value that must be emphasized among social order, that is humans’ character. The instilling of character values from an early age to the young generation is very important. Therefore, it is necessary to do effort by parents, society, and school especially in the scope of education to instill and develop human's character. [[1]](#footnote-1)

In family, parents as the prominent factor in building children’s character have an important role in instilling character values to the children because parents are the first education for children. Society is the educational institution for children after family. Society has responsibility to build up and influence character education, because of society is a place where one interacts. School is an educational institution that not only teaches science that is cognitive, but it also must teach and instill character values, because schools have a great role and influence in children's character education.

Nowadays, Indonesia is facing many problems regarding poor behavior and derivation of morality and character as an effect of globalization, such as cybercrime, drug abuse, bullying, free sex, corruption and so on.[[2]](#footnote-2) In the education field, especially in school, the existence of students’ misbehavior like the bad attitude, indiscipline, bullying, and so on becomes the big problem. In accordance with this matter, education takes the important role in instilling character values, building and developing good character.

Good character becomes one of the goals of national education. The function of national education is to developingpotential of learners to be human beings who believe and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen as well to be responsible.[[3]](#footnote-3)Character education integrates positive values into each aspect of school activities and it can be applied in pedagogical aspect. Therefore, the process of building character should integrate with pedagogical aspect. Education can be the best problem solving in the crisis human’s character and culture.

In order to achieve the goal, in 2013, the ministry change KTSP to the 2013 curriculum that is known as integrated curriculum and the character education as the main point emphasized in this curriculum. The Ministry of Education and Culture revised the 2013 curriculum and the reorganization or transformation of Indonesia's national education by replacing the character as the spirit or the deepest dimension of national education alongside the intellectuality that reflected in the competence. So that the formation of strong character-strong and high competence, generated by good education, and overcome and meet the various needs, challenges, and new demands.[[4]](#footnote-4)

In the 2013 curriculum, character education values can integrate in teaching and learning every study, including English study. English as International language is very important to learn. The Ministry of Education and Culture makes English as the main foreign language taught in school. In reconstructing lesson plan, the teacher must also include character education in it. So, character values can be implemented in English teaching and learning process. Character education can be integrated in the learning materials so that when the teacher teaches the material to the students, it is not only the material itself that is conveyed, but also the character education values as well. One of learning material is coursebook.

Coursebook, as one of instructional materials, used in the teaching and learning process and the best coursebook is a resource achieving aims and objectives that have already been set in terms of students’ needs to do activities in the process of teaching and learning.

In education, coursebook holds important role. For students, the coursebook is one of the sources of information and an effective tool to increase their experiences. For teachers, the material presented in coursebooks may be used as consideration in teaching. For example, as the materials chosen and compiled with material from other sources. An English coursebook, as one of instructional materials in English learning process, has an essential role in English as a foreign language (EFL) classroom.

Character values can be integrated in the material components contained in English coursebook such as reading text, dialogue text, pictures or images, tasks to do activities, themes per unit, and others.

Because character education become one of objectives in education system that the researcher indeed to identify what character education values are represented in an English coursebook entitled “Bright 1” at grade VII of junior high school.

Additionally, this study aims to describe how character education values represented in an English coursebook entitled “Bright 1” at grade VII of junior high school. Hence, the research conducts a research about **Character Education Values on English Coursebook “BRIGHT 1”** (A Content Analysis English Coursebook at Grade VII of Junior High School). The coursebook is selected based on the latest curriculum, which is *kurikulum 2013 yang disempurnakan (Revisi 2016).* The activities in this book is vary. In this book, students work in pairs, groups or individually, the grammar needed in conversation and writing, and self-reflection on learning progress.Therefore, this research is very interesting to be conducted.

1. **Focus of the Study**

The study focused on character education values that are represented in an English coursebook integrated the 2013 curriculum. The researcher limits the character education values by selecting thirteen-character education valuesbeing the source of data that researcher wants to identify in the selecting coursebook that published by Erlangga. The English coursebook that is analyzed entitled “Bright 1” based on *Kurrikulum 2013 yang disempurnakan (Revisi 2016)* for Junior High School on grade VII.

1. **Statements of the Problem**

Concerning with the background of study, the research question was formed to examine the character education values that exist in texts of coursebook as follows:

1. What character education values are represented in English coursebook entitled “Bright 1” for Junior High School on grade VII?
2. How are character education values represented in English coursebook entitled “Bright 1” for Junior High School on grade VII?
3. **The Aims** **of the Study**

Referring mentioned research problems above, the objectives of this research are present systematically as follow:

1. Toidentify character education values represented in English coursebook entitled “Bright 1” for Junior High School on grade VII.
2. Todescribe character education values represented in English coursebook entitled “Bright 1” for Junior High School on grade VII.
3. **Significances of the Study**

Theoretically, the results of this study are expected to provide benefits in the development of basic ideas about the educational needs of characters in the book text lessons. As a practical, this research can be used as a means development of teaching materials for teachers and coursebook text writers.

The result of the study also will be useful for the researcher itself, she gets and practically increasing knowledge about analysis of coursebook and understand the character education values in the 2013 curriculum that are integrated into the English coursebook.

1. **The Organization of Paper**

To make a good paper, it is have to be organized systematically.

This paper is organized into five chapters. First, an introduction is organized in chapter 1 that background of the study, focus of the study, statements of the problems, the aims of the study, significances of the study, and organization of paper.

Chapter 2 discusses literature review which contain the concept of (1) character education values (2) the 2013 curriculum, (3) Character in the 2013 Curriculum (4) coursebook, (5) Content Analysis, and (6) Previous Related Studies on Character Education Values in English Coursebook.

Research methodology is the third chapter that is discussed in this paper. It contains objective of the research, method of the research, instrument of the research, technique of data collecting, and technique of data analysis.

Chapter 4 presents finding and discussion about what character education values are represent on English coursebook entitled “Bright 1” at grade VII of junior high school.

The final chapter, Chapter 5 contains conclusions, implications and suggestions.

1. Fajar Soniawan and Nur Chakim, “Character Education Analysis of 2013 Curriculum English Coursebook”, State University of Surabaya, Vol. 01 No. 1 (2012), 2. [↑](#footnote-ref-1)
2. Annysa Dwi Cahyani, “Character Education Content in English Coursebook Entitled “English in Focus”, State University of Malang (2013), 1. [↑](#footnote-ref-2)
3. Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Dasar dan Menengah, Undang-Undang Republik Indonesia No.20 Tahun 2003 Bab 3 tentang Sistem Pendidikan Nasional (Jakarta: Departemen Pendidikan Nasional, 2003), 3. [↑](#footnote-ref-3)
4. Kementrian Pendidikan dan Kebudayaan RI, *Konsep dan Pedoman: Penguatan Pendidikan Karakter Tingkat Sekolah Dasar dan Sekolah Menengah Pertama* (Jakarta: Kementrian Pendidikan dan Kebudayaan RI, 2016), 3. [↑](#footnote-ref-4)