THE VALUES OF CHARACTER EDUCATION INTERNALIZED IN THE TEXTS OF ENGLISH TEXTBOOK FOR TWELFTH   GRADE ENTITLED "BAHASA INGGRIS SMA/MA/SMK"

THESIS

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ABSTRACT

Indonesia is in a state of emergency and on the verge of collapse in character education. Just as KPAI has handled 1885 cases in the first semester of 2018. As a basis for the assumption that character education is something that is currently emphasized of education in Indonesia. Internalization the values of character education through English textbooks is an important effort that can be used for teachers by Ministry of Education and Culture. This textbook is learning materials that describes the minimum effort that students make to achieve the expected competencies. It is better to the authors and teachers to check the distribution of character values in Kemendikbud Textbooks to support the development of students character education and national education goals.

This research aims to find out the values of character education and its internalization in English Textbook for Twelfth Grade entitled Bahasa Inggris SMA/MA/SMK.   The researcher utilized the content analysis method and a qualitative data approach since the data formed of the texts in English textbook. This research applied content analysis techniques by Ary, et al included specifying, selecting, formulating, deciding, analyzing the data, explaining, writing the summary result, and drawing the conclusion based on data analysis.

The result presented that the values of character education in English textbook for twelfth grade entitled Bahasa Inggris SMA/MA/SMK obtained 12 of 18 characters by Ministry of Education and Culture. The values are socially aware, communicative, responsibility, curiosity, independent, disciplined, hard working, care for environment, democratic, creative, tolerant and nationality. Furthermore, the values are internalized in English textbook implicitly and explicitly.

Keywords: *Values, Character Education, Kemendikbud, English Textbook.*

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CHAPTER I
INTRODUCTION

A. Background of Study

Nowadays, many troubles happen in society, such as a moral decline in society. One of them is corruption, disputes, drugs abuses, sexual assaults, and cybercrimes. According to The Indonesia Central Bureau for Statistics reports that every year almost increased. These problems appear to cause bad attitude and character in society. More than that, several students in our society exist deviant behavior and cyberbullying. Students have time another name is adolescence has is puberty[1].

In theory, according to Nucci and Weber interpret that moral development and character formation as reflected in Kohlberg's theory which states that information, socialization, and contextualization are things that influence the moral world in which people behave in life. Based on Daily Monitors on July 25, 2017, there is a fact that the moral degradation in Uganda has reached an unsettling level. Almost affect aspects of life. To provide appropriate recommendations to overcome this moral decline, proper analysis is also needed. Fewest of the parents, thinkers, and practitioners of education realize that children are born into this world powerless and certainly need help and care from older adults. More precisely, children need to be educated on how to live in harmony in society. In it is a mission, historically the school is as a place to develop young people both in moral and intellectual policies. Such as honesty, respect for parents, and responsibility. In this phase, they try to found their identity. With the right guidance, the adolescent could avoid sexual encounters, drug use, behavioral disorder and irresponsible. So, it is important to teachers to help students through this line to guide their character in education[2].

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[1] Putri Ayu Imayatul Utami. "*An Analysis of Character Values in The Texts of English Textbook Entitles Pathway To English for grade XI of Senior High School.*" FTIK, UIN Raden Intan Lampung. 2020. p. 1.

[2] Pratama Lysa Hapsary. "*Character Education Values in Reading Section of E-English Textbook for Senior High School Students Grade XI*". Journal of English Language Teaching 2 (1) (2013).

A report shows in India that few people are truly skeptical about the existence of values of life and education. Therefore, thinkers in India ranging from the Vedas caste down can find eternal abode for the values in the heart of so-called Higher Reality. Meanwhile, anxiety about values in society today is very visible in education. This is a problem for teachers, students, curriculum, etc. There are some fundamental problems about the values that are impacted in the field education, namely related to the existence of values itself which are still doubted by thinkers. Especially in the west, about whether something like that value exist and is real. One of them responded that such a thing is just a sentimental expression or an emotional expression that has no cognitive value. While others added another response that value is an abstraction of human thought. They doubt whether value can be conveyed or realized[3]. While some argue that character education is a domain for families, it is clear that not all children who walk through the doors of school have a supportive family share. Thus actually through character education adolescent can learn the values, attitudes, and skills needed to direct life effectively[4].

Character education is a component of education that must be developed for the education quality of Indonesia. The important goal of Character education is to create students that have good behavior and noble character. According to, Skaggs and Bodenhorn in Agboola state that "the main principle of good character is respect, truth, fairness, and responsibility"[5]. So, to resolve the problems, there is a need to increase good character to students, so they able to avoid things that unwelcome in behavior and act match with norms and values. In the part of teaching and learning materials, the teaching and learning process of English in Indonesia hangs on the textbook. The textbook is the basis of learning materials that use to support learning and

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[3] Siddheshwar Rameshwar Bhatt. *"Philosophical Foundation of Education."* New Delhi: Springer Nature Pte Ltd. 2018. p. 33.
[4] Babette Marisa Protz. "*Character Education in Front: Content Analysis of Character Education in to Education Textbook."* The University of North Carolina at Charlotte, 2013. p.3.
[5] Alex Agboola. "*Bring Character Education into a Classroom".* European Journal of Educational Research, Vol 1 No. 2, 2012. p. 163.

teaching as Harmer's state that, the important aspect of textbook are used by the teacher to connect with the content that will they learn. This shows that learning materials such as textbook also have a critical task to support the Character values of students cause teaching and learning English is a lot hanging on the use of the textbook. Therefore, the researcher is interested in Character values in the text of the English Textbook.

According to S. N. Saraf about Education in Human Values: Plan of Action that has been experimented with succeed and involved. Taking into consideration the well-known evolution of stages namely from childhood to adolescence, keeping in view the ages, abilities, and aptitude abilities. One of integrated, direct and indirect, formal and informal methods have been developed over the years which have a direct impact on the programs, is where have a brief presentation is made on the theme and content of great literature and books[6].

B. Research Question

1. What are the values of character education internalized in the texts of English Textbook for Twelfth Grade Entitled *Bahasa Inggris SMA/MA/SMK*?

2. How the values of character of education internalized in the texts of English Textbook for Twelfth Grade Entitled *Bahasa Inggris SMA/MA/SMK*?

C. Objectives and Significance of The Research

1. The objectives of this research are:

   a. To find out what the values of character education are internalized in English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK*.

   b. To find out how the values of character education internalized in English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK*.

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[6] Lok Sevak Sangh. "*Education for Values, Character and Integiry for Students, their Teachers and Parents.*" Delhi: Transparacy International India. P. 78.

2. The significance's of this research

There are two kinds of significance's of this research as follow:

a. Theoretical significance's

Theoretical significance's of this research are:

1) The researcher expects this research can be useful to improve and evaluate knowledge in English textbook about literature research.

2) The researcher expects this research can be used as a reference for further researchers.

b. Practical significance's

Practical significance's of this research are:

1) For English teachers

The result of this research are expected to teachers can imply the values of character education information from this English textbook for their students, to increase students character values awareness. Beside, it increase the awareness and sensitivity of English teachers to the values represented in their English textbook so that these teachers will become agents who increase character values competence for their students.

2) For researcher

This research provides new knowledge and information on the subject of character values, which helps in determining the proportion of values of character education that submitted by the Ministry of Education and Culture in the textbook.

D. Conceptual Definition

The definition of the key term is important to give a guideline of the research will be conducted. Related to this research, there are two key terms to guide the conduct of this research. Those are:

1. English Textbook

A textbook is a book that used as standard researches of formal information that learn about a subject and instrument of learning

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materials. It is mean textbook is a tools or media teaching and learning that generally used in school by teachers and students to support learning activities[7]. According to Brown decide that the most clearest and common materials supported to instruct language is come through textbook[8]. So, English textbook is a media and companion learning resource for students in teaching learning of English lessons.

2. Character Value

Character since in the past has to be special connotation. In other words, when the person considered has a good character as usual to use, they also have some qualities like belief, integrity, and reliability. According to psychologist, character as a measure of the behavior we perceive that is the whole of evaluation from our inward and outward behaviors[9]. Values are connected with belief and human guide and attitudes. Values have three domain in society, especially science content: Values of science, values associated with education and science education[10]. Character value is valuable thing can be obtained from oneself and others.

3. Character Education

Based on the National Commission Character Education of the USA in Berkowitz, character education is approaching accidentally by the school community, society, and parents in bits of help and building youth and children to be principled, caring, and responsible. In other states, that character education is a systematic, planned, and comprehensive approach to teaching moral values. In other name, character education it is mean as a facility in effort teaching students to have good characters[11].

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[7] Alex Agboola. *Bring Character Education Into Classroom.* European Journal of Education Research. Vol. 1, No. 2, 163.

[8] M. Chowdhury.. Emphasizing Morals, Values, Ethics……….., 2016

[9] Op. Cit:163.

[10] Op. Cit.

[11] Putri Ayu Utami. *An Analysis of Character Values in…*…2020.

Character education is an attitude, behavior that instill a good personality in oneself and others.

4. Internalization

Etymologically, internalization shows a process in the Indonesian language, the terminology has a process definition. So that internalization is interpreted as appreciation, deepening, the profound mastery that takes places through guidance, and so on[12]. Internalization is the process of entering a value in a particular subject.

E. Review of Relevant Studies

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following is a comparison of the results of previous research studies.

1. A journal enables "Analysis of Character Education Values in The English Textbook for The Twelfth Grade Senior High School Students Bahasa Inggris SMA/SMK" was written by Elva Ayu Wardani et al in 2019 years. The conclusion of this research is that there are seventeen characters education values presented in this textbook covering socially aware, responsible, discipline, communicative, hardworking, creative, environmentally aware, independent, curious, love of reading, honest, democratic, appreciative, religious, patriotic, and nationalistic. Socially aware is the highest values found from the analysis which is implemented 11 times in 5 speaking scripts. The similarity between this previous research with next research is that it lies in the type of research, namely content analysis, and equally, analyzes the character values of textbook. The difference is next research aims to find how character values internalized in a textbook and other distinguish is the previous research use textbook that was published in 2015 then next research uses a textbook that was published in 2018 and have different pages.

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[12] DEPDIKBUD. 1989.

2. A journal entitled "Internalized of Islamic Values for Students with Special Needs in Special School Education Institutions (SLB)" written by Arif Wahyudi in 2019 years. The objectives of this research was to describe the concepts, constraints, and solutions to the internalization of Islamic religious education for children with special needs at the Extraordinary Middle School Kemala Bhayangkari, Trenggalek, East Java, Indonesia. The result of this research: 1) The concept of internalization starts from learning planning tailored to the situation of students so that they could receive the planting of religious values well. 2) Constraints on internalizing Islamic values for students with special needs (in this case mental retardation) and the psychology of child development in general, not yet available and supporting infrastructure to the fullest. 3) Solution to the internalization of Islamic values for children with special needs: Islamic religious education teachers to always improve the quality of learning and teaching experience consciously and independently through the MGMP forum and also with efforts by the leadership of institutions that always encourage teachers to improve the quality of teachers resources by including in training's or seminars, workshop FGD (forum group discussion), etc. Relating to children with special needs (mental retardation. The similarities of this previous research with next research study about the internalization of character values, but for next research especially to find out internalization of character values in English textbook.

3. A thesis enabled "An Analysis of Characters in The Texts of An English Textbook Entitled Contextual English For Grade XI of Senior High School Regular Program" written by Fitriana Sulistiyaningrum in 2014 years. The objectives of this research are (1) to identify embedded characters that can be found in the texts of an English Textbook Entitled Contextual English For Grade XI of Senior High School Regular Program, and (2) to describe the techniques of integrating characters in the text of an English Textbook Entitled Contextual English For Grade

XI of Senior High School Regular Program. The result of this research that two-point findings discussed. First, all of the 18 characters described by Kemendiknas were found in the texts of an English Textbook Entitled Contextual English For Grade XI of Senior High School Regular Program. Second, there were two techniques found in the text, namely explicit and implicit techniques. The similarities of this previous research with next research is an analysis of character values in the textbook, but in different subject that textbook in next research is entitled Bahasa Inggirs for Twelfth grade SMA/MA/SMK.

4. A thesis entitled "An Analysis of Character Education Values in The 2013 Curriculum English Textbook of the Tenth Grade Students" was written by Mutiara Zein et al in 2012 years which analyzed character values in an English Textbook. The purpose of this research is to know the analysis of text in an English tectbook entitled Bahasa Inggris Untuk SMA/MA/SMK/MAK kelas X. The result of this result is after analyzing the data from those 18 characters. Hard work character is the most dominant with a percentage of 19.04. Meanwhile, democracy and love to read characters stand in the lowest position with 0. the similarities of this previous research with next research are analysis of English textbooks for senior high school but in different levels actually for twelfth grade.

Based on the result of the researches above, can be concluded that there are several similarities to this research including the same as discussing character values internalized of text in the textbook. While the difference is from the result which is only one research that shows textbooks that have 18 character values of education. Other researches show there are some characters more dominant of 18 character values of education.

F. Research Methodology

1. Type of the research

This study was conducted in Indonesia context where English is used as a foreign language instead of additional or second language. The

object of this research was an English textbook which was expected to have the values of character educational internalized because the book is provided by the Ministry of Education and Culture of Republic Indonesia for the implementation of the 2013 Curriculum.

The textbook has 176 pages and eleven chapters. The title of the English textbook is *Bahasa Inggris SMA/MA/SMK* published in 2018 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. This textbook os for Twelfth Grade Senior High School Students written by Utami Widiati, et al and edited by Rasti Setya Anggraini. In this research, the researcher will use a a qualitative method of content analysis in the EFL English textbook produced by the Indonesian Ministry of Education and Culture. This textbook is analyzed by based on its content analysis to examine what are the values of character education and its internalization in the textbook. This research will conduct the qualitative research use descriptive analysis.

2. Sources of data

    a. Primary sources

        Primary source means data source that directly provides to the researcher. The primary data sources in this research is obtained from English textbook.

    b. Secondary sources

        Secondary source means data source that indirectly provides to the researcher. The secondary data sources in this research is obtained from Journals or Articles about the values of character education.

3. Techniques of data collection

    The researcher reviews the documents as a source of data used to complete the research, both in the form of written text and picture that provide information for the research process to utilize character values material in these book. Documentation is a set of documents provided on

paper, or on digital media which is used as the data of the research such as books, pictures, journals, and articles that related to this research[13].

A careful and thorough reading of texts in English textbook entitled *Bahasa Inggris SMA/MA/SMK* for twelfth grade was done in order to know the research data that are absolutely necessary to answer the research questions. Some activities were taken in the following steps.

a. Reading carefully the texts in English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK* in order to obtain valid information regarding to the research question.

b. Understanding specific parts related to the focus of the research intensively so that to find the data are valid according to the research questions.

c. Marking certain parts in the texts that related to the research questions. This step aimed to interpret the data obtained from reading activities of the text in English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK*.

d. Making a description of the data. This steps aimed to obtain data based on the research focus. The description of the data was accompanied by a coding process at certain parts in texts of English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK* related to the research focus. It was inserted into the table of data.

4. Techniques of data analysis

In this part, the researcher analyzed the collected data by using content analysis. This is a type of analyzing materials to know the phenomenon by studying certain documents. This type of analysis answer the characteristic of reflected material which consist of written or visual documents. This research analyzed the texts, dialogue conversation of speaking script and reading text in the textbook in relation to the values

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[13] Sugiyono. "*Metode Penelitian: Kuantitatif, kualitatif, dan R&D*. Bandung: Penerbit Alfabeta, 2017. p. 240

of character education internalized suggested by Ministry of Education and Culture of Republic Indonesia.

The first stage of procedure of analyzed the data were based on Ary's stages are specifying the phenomenon to be investigated who is the researcher analyzed the values of character education. Second, the media from the observation that to be made exactly the media for the analysis was an English Textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK* published by Ministry of Education and Culture of Indonesia. Third, formulating exhaustive and mutually exclusive coding categories its mean that the researcher used the instrument to analyzed the English textbook. Then, deciding on the sampling plan to be used which is the researcher prefer the focused on the contents of textbook such as dialogue conversation of speaking script and reading text from English textbook. Subsequently, analyzing the data with applying the instrument that has been established its validity and reliability. The last is explaining the conclusion based on data analysis[14].

5. Data display

The purpose of data display is to give the description about the next plan that should be done by researcher after the research data was found, the data is analyzed to find what are the values represented and internalized in the textbook discussed. Data display can be displayed in some ways such as tables, charts, relation of some categories, and descriptive analysis.

6. Verification

Verification is deciding the validity and accuracy of something. It is needed to be done in order to check whether the evidence that support the research valid however, the conclusion will depend on the evidence that researcher found in the EFL textbook.

7. Research Instrument

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[14] Donald Ary, et al. "*Introduction to Research of Education*". Canada: Wadsworth Cengage Learning. P. 285.

There were two kinds of instrument used in this research. The primary instrument was the researcher. As the first instrument, the researcher maintained the data, starting from the data collection until the data report. At the same time as the researcher who designed, collected, analyzed, interpreted the data, and also reported the results of the research.

The secondary instrument was also used in this study. It was the data sheet which can be used to help the researcher in identifying and analyzing the data.

The format of data sheet appropriate with the technique of analysis by Ary's stages using coding was adapted from previous research by Fitriyana is presented as the following.

Table.1: **The Data Sheet of the Data Findings of the Values of Character Education and Its Internalized in the Texts of English Textbook for Twelfth Grade entitled *Bahasa Inggris SMA/MA/SMK***

Code	Data	18 Characters	Techniques	
			E	I

G. Graduating Paper Outline

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I contains and introduction which consist of the background of study, research questions, significance's of research, conceptual definitions, review of relevant studies, research methods and structure of the research.

Chapter II contains the theories of The Values of Character Education Internalized in English Textbook for Twelfth Grade entitled *Bahasa Inggris SMA/MA/SMK*. Which is consist of foe sub sections, those are English Textbook, Character Values, Character Education, and Internalization.

Chapter III contains the research method. This chapter deals with the research design, subject of the study, object of the study, techniques of collecting data, techniques of analyzing data, and verification.

Chapter IV present the results of the research which consist of the general description of the research question there are what the values of character in English Textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK* and what the values of character education internalized in English Textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK*.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the researcher concludes and suggest related to the research.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the findings and discussion of the analysis in the English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK* especially in speaking script and reading texts, there are two conclusion that can be drawn in this research. They are the values of character education and it internalization in the speaking script and reading texts of English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK*.

Related to the first objective of this research, the values that was found in the speaking script and reading texts of English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK* cover 12 of 18 characters described by Kemendikbud. Those characters are caring or socially aware, communicative, responsibility, curious, independent, disciplined, hardworking, care for environment, democratic, creative, tolerant, and nationality. The characters that was not represented in the speaking script are love peace, reading interest, appreciative, religiousness, and honesty. From those 12 characters, socially aware values is the most dominant with represented 7 time in the   texts.

Meanwhile, responsibility was represented 5 times. In the next position is curious and hard working which is represented in 3 times in the texts. Furthermore, disciplined, democratic, and creative was represented 2 times in texts. The lowest values that was found are independent, tolerant, and nationality which represented in one time in the texts. The other values that was found in the speaking script and reading text is such as courage and confident values. The dominance of socially aware implies that the authors want to raise the student's society of students to each other.

Actually, the whole of the conversation in the speaking script and reading texts cover more communicate values than other, thus this book was made to improve students learn with communicative study. Actually, the speaking script such dialogue and conversation in this book is only provided into two

chapter exactly in Chapter I and II and result 10 dialogues of speaking script. Meanwhile, for the reading text has provided into six Chapter there are Chapter 2, 4, 5, ,6, 7, and 9 and result 6 reading texts.

Furthermore, this research also studied the values of character education was internalized in English textbook for twelfth grade entitled *Bahasa Inggris SMA/MA/SMK*. Then, based on the result of chapter IV this textbook was internalized the values of character education implicitly and explicitly techniques. The internalization technique of values implicitly is more dominant in the speaking script and reading text of this book.

This is in accordance with the development of the student's power of reason and power of thought who are able to think critically. At this stage, the students have been able to think critically and to understand the implied meaning. In addition, the students have been able to solve the problem logically by involving various related problems. This showed that the authors seem to pay attention to the cognitive and affective aspects of the students. From the speaking script that was found 12 values of character education which is 10 was implicitly and 2 values is explicitly. Meanwhile from the reading text was found 10 values of character education which is 7 was implicitly and 3 values is explicitly.

The values was internalized implicitly in speaking script are caring or socially aware, communicative, responsibility, curious, independent, disciplined, democratic, creative, tolerant, and nationality. Meanwhile, that was internalized explicitly are hardworking and care for environment. Then, the values was internalized implicitly in reading text are socially aware, curious, hard working, responsibility, democratic, creative, and disciplined. Beside, that was internalized explicitly are curiosity, responsibility, and car for environment.

From the explanation above. It can be concluded that the English Textbook *Bahasa Inggris SMA/MA/SMK* for twelfth grade is appropriate as the teaching material to develop character education values to the students especially in the speaking script. But, it is not too perfect when become good

textbook or teaching material , because the result of analysis found there are 12 character of 18 character education values that should be included in the textbook based on the 2013 Curriculum. By implementing character education values,the students will be trained at least in learning English to be known and practiced as well as become the identity as characterized students.

B. **Suggestion**

Based on the conclusions, the researcher proposes some suggestions a follow.

1. For principals, supervisors, and head of education: They should pay attention to the circulation of textbooks used in schools. It is intended to support the internalized values of character education development in all subject, especially English. Furthermore, they should pay attention to the all of educational components to support the implementation of character education.

2. For teacher who use English textbooks: The teacher should be able to raise or deliver the values of character education in the material or daily activity. Teachers can apply contextual and cooperative learning so that these character can be internalized optimally. Teachers should be more selected in choosing books or instructional materials and activities, thus they were expected that all of the values of character education is already exist in the textbook for the application in the classroom.

3. For the authors: should be more careful in typing the function of language so that to avoid typing errors, because those book was expected that the user got the information from the textbook not only to support the success of students to communicate, but also has a strong positive characters. The authors should give addition the values of character education that more complete, in other hand is all of 18 character education by Ministry Education and Culture are presented in this textbook.

4. For other researchers who want to conduct relevant research: This research is only focused on analyzing the speaking script of one English textbook of curriculum 2013. it will be better if other researchers who want conduct relevant study can analyze other textbooks for the same or different grades and also analyze the implementation of the character in the teaching learning process. They can make this study as additional information pr reference.

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