Education Values In Reading Text "Bahasa Inggris" Textbook Of Senior High School

Riny Dwitya Sani, Herfyna Asty, Dian Mega Putri
Program Studi Pendidikan Bahasa Inggris Universitas PGRI Sumatera Barat
Email : rinydwityasani@gmail.com,

Abstract
This research aims to find the most dominant character education values in reading texts in "English" student books based on the provisions of the Ministry of Education and Culture of the Republic of Indonesia, namely religious values, nationalism, independence, cooperation and integrity. This research is a qualitative descriptive research because the data collected is in the form of words and sentences. The author uses the "English" textbook as a data source and uses a checklist table to collect data, then the data is analyzed to obtain research results. The researcher analyzes the value of character education but only focuses on In the reading texts, there are those that have monologue texts, the researchers found sentences that contain educational character values. The research results show that there are sentences where the most dominant educational character values in this book can be found, namely the value of nationalism and the value of independence.

Keywords: *"English" Student Book, Value of Character Education*

INTRODUCTION

One of the learning media that has an important role is textbooks. Textbooks are one of the most accessible sources of learning information for students and support the learning process. Therefore, it is very important to evaluate the contents of the book to find out the quality, there is not only from an academic point of view but also from a moral value perspective according to the demands of the 2013 curriculum. Based on previous research, there are still character education values that are not included in textbooks. This research is to find out how the writer incorporates the five character values into textbooks. From previous research on grade eleventh and twelfth of Senior High School showed the results that not all character education values are implicitly included in textbook.

Character can form a person to have a good personality, have a sense of responsibility, honesty, be wise in acting, and be able to respect others. Suyanto (Atika et al., 2019) argues that character is the characteristic of a person in thinking and behaving to live together in a family, community and state environment.

Forming a good character must go through a process, formed from the family environment to the school environment. Character education is done by getting used to it, one of which is getting used to reading (Musbikin, 2021). Reading can enrich knowledge, broaden insight, develop science and the world. Students who like to read will have a lot of vocabulary, while students who rarely read books will have a tendency to say inpolite words in their daily lives. But growing students' interest in reading is not easy, one way for students to read books is to use textbooks that also contain character education in it. For students textbook is a tool that can improve their experience and the source to get information. (Wardani et al., 2019) claims that character education values can be entered in the elements of schools such as lesson plan,media and materials.

Textbooks that are commonly used in Senior High Schools in Indonesia are "Bahasa Inggris" published by the Ministry of Education and Culture of the Republic of Indonesia. The textbook contains a collection of material which is divided according to four skills that must be taught to students, namely reading, writing, listening, and speaking. Reading comprehention the texts is important to increase students knowledge. Besides get knowledge from their teacher, students can get more materials and knowledge after reading text because almost of material is contained in the reading text.

RESEARCH METHOD

Lickona in (Damariswara, 2021) stated character education is a deliberate effort to make a human being to understand ethical and moral values. It means that character education programs are formed to introduce the value of a good life to the younger generation consciously in order to form a personality that can be imitated so that the life of the nation is filled by people with character.

According to Siswanto in (Jazadi, 2015) Character education is an intentional effort to support people in understanding, fostering, and act on essential moral principles. Character education is a action to created so that the younger generation has behavior according to norms and avoids bad behavior which will certainly damage the future of students.

Based on (Adams, 2011) Character education is a national action aims to establish schools that maintain morality, responsibility, and care for the next generation by teaching and modeling good moral behavior with an emphasis on universal values. Character education is applied nationwide in schools to create a generation of moral and responsible individuals and care about the surrounding social life with a focus on the value of life.

In conclusion, character education can be interpreted as a human effort in shaping the characteristics and behavior of the younger generation that are more characterized according to the prevailing norms of life that are applied in the education process in schools.

Character education is an important thing in order to create a generation with good behavior and a better future for the country. The future of the country is determined by the young generation who will become leaders in the future. The younger generation is not only have good in academic values but also character values.

Ramli in (Setiyono & Fawzia, 2021) claimed character education inculcate moral values in students and as a result educate them about these values and act on them. It means, character education is taught so that students are familiar with these moral values so that students are accustomed to practicing the moral values in real life.

Cunningsworth in (Ayu & Indrawati, 2019) said textbooks as a source of material presentation, a source of students conducting training in honing skills, writing, listening and speaking. Textbooks are good resource as the guide for teachers to present materials and media that are most widely used to practice empathy skills learned in English lesson, namely reading, speaking, writing and listening.

Textbooks also the main source that can provide knowledge and information to students independently, simply and in an organized manner (Ahour and Ahmadi, 2012). Textbooks are one of the easiest learning media to use and get. The most crucial utility of the textbook is to motivate students to learn new knowledge and get information from the material.

Textbooks are a connection between curriculum, teachers and students. Most researchers agree that textbooks have the most important and dominant role in the learning process, especially in countries where textbooks are the main source of reference in schools (Jazadi, 2015).

Brown in (Ahmadi & Derakhshan, 2016) stated that textbook have some benefits they are as language sources, support students to learning material, motivation, stimulation, and references of the material that will be teach by teacher. One of the most essential resources are textbooks used to achieve the purpose of the course depending on the learner's needs (Ahmadi & Derakhshan, 2016).

Grabe & Stoller in (Christianto, 2019) mention that reading has six different purposes: reading to get information, reading to learn (remembering and understanding information), reading to compare information (integrating information obtained), reading to use information (to make a decision) and reading for comprehension (general purpose reading).

Reading activities can be used for various purposes, namely to get new information or knowledge and to learn by understanding the text being read. This is very useful for students

to increase their knowledge.Reading is a source of knowledge to support the learning process (Yusuf et al., 2018). Students who are diligent in reading will easily understand the material. Through reading a text, students can catch conclusions and moral values contained in a text. It can conclude that reading is the activity to gain knowledge and understand the information that has been read. By reading a text, people more easily understand the subject matter and can learn many things that are useful in everyday life.

This research aims to analyze the character education value in the reading text. In this research,researcher used qualitative research according to the research purpose, the researcher decided to choose document or content analysis method.

Content analysis is a method that applied to identify specific characteristics of text or images (Ary et al., 2010). The material that can be analyzed in content analysis is in the form of textbooks, newspapers, letters, diaries, films, reports and other documents (Ary et al., 2010). This study aimed to investigate the value of character education in the English textbook for the tenth grade of senior high school, so research technique is content analysis.

FINDING AND DISCUSSION

The objective of this study is to find the most dominant character education values implied in the reading texts in the "Bahasa Inggris" textbook for grade tenth Senior High School.The researcher only focuses on reading texts totaling ten texts.This research is based on five character education values that have been determined by the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, the outcome of this study have implied all the character education values that have been determined by The Ministry of Education and Culture of Republic Indonesia, while the most dominant character education values are the nationalism and independence values.

1V.CONCLUSION

This research was to find the most dominant character education value found in the reading text of "Bahasa Inggris" textbook tenth grade of Senior High School. Based on the research analysis of character education values in "Bahasa Inggris" textbooks tenth grade of Senior High School, the researcher concluded that the reading text in this book has implied education values set by the Ministry of Education and Culture of the Republic of Indonesia, namely religious values, nationalism, independence, cooperation, and integrity value.

Based on the findings of research data and discussion on chapter four, from whole of texts reading texts, researcher found sentences containing religious values, nationalism and independence have the same number of sentences, sentences containing the value of cooperation and sentences that have the value of integrity. Based on the result of the research, the researcher found that there are two most dominant character education values in the reading text "Bahasa Inggris" textbook of Senior High School, nar   ationalism and independent value. Rese   concluded that the Ministry of Education and Culture of the Republic of Indonesia still prioritizes the value of nationalism and independent values.

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