

THE ANALYSIS OF ENGLISH READING TEXTS BASED ON NATIONAL CHARACTER AND CULTURAL EDUCATION ON COURSE BOOK FOR THE TENTH GRADE AT THE STATE OF SENIOR HIGH SCHOOL IN PAMEKASAN

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Abstract:

This study is based on the phenomenon around us that has many inappropriate contents of books especially in reading texts. Whereas, there is regulation from the government which should insert the value of National Character and Cultural Education as character building in all elements of education. The author took the course book that was widely used by many English teachers at the state of Senior High School in Pamekasan, totally nine schools. Then, descriptive qualitative was used as research design. The purposes analyzed what values were existed in reading texts and how reading texts had reflected the values. Furthermore, this study used descriptive qualitative to analyze the findings. Based on the result, the author found 13 values which were inserted in 17 reading texts, but the rests were not; besides, there were several ways of reading texts to reflect values.

Key Words:

Content Analysis, Reading Texts, National Character and Cultural Education, and Course Book

A. Introduction

Recently, all of the elements in education are shocked to the phenomenon which relates to the inappropriate content of books especially in reading texts. For example, the instruction for describing actress blue film's picture in student worksheet for Junior High School¹ and then, the reading

text talking about intimacy adult with the title, "Anak Gembala dan Induk Serigala" in a textbook for sixth grade in elementary school.² In the process of education, it does not only give knowledge but also give values like character education to the students. There are many problems in this country

¹ "Buku LKS SMP Mojokerto Bergambar Artis Porno - Kompas.com," accessed April 25, 2017,

<http://bola.kompas.com/read/2012/09/20/15514844/buku.lks.smp.mojokerto.bergambar.artis.porno>.

² "Beredar Buku Pelajaran SD Berbau Porno | Republika.co.id," accessed April 25, 2017, <http://www.republika.co.id/berita/koran/news-update/13/07/10/mpq3lg-beredar-buku>.

especially related to the decadence students' moral. On the other side, education is an alternative way for decreasing the problems because it is a tool for creating a new generation based on UU No. 20 of 2003 on National Education System.³

The phenomenon above is interesting because the book used was expected to implement the values based on the guidance book, "*Pengembangan Pendidikan Budaya dan Karakter: Pedoman Sekolah. 2010*" from Ministry of Education and Culture to do a socialization process what the schools should do. The government instructs the element of education to insert the character education as values in teaching learning process including the books used. Then, there are eighteen values that become regulation from Ministry of Education and Culture to insert in the process of education. As details, the values were derived from religion, Pancasila, culture, and national education goals (dikmen.kemdiknas.go.id): the eighteen values are: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard-Working, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) Spirit of Nationality, (11) Patriotic, (12) Respect for the Achievement, (13) Friendly/Communicative, (14) Peace-loving, (15) Love to Read, (16)

³ Haryanto, "Pendidikan Karakter Menurut Ki Hadjar Dewantara," 2012, 1–2, <http://staffnew.uny.ac.id/upload/131656343/penelitian/PENDIDIKAN+KARAKTER+MENURUT+KI+HAJAR+DEWANTORO.pdf>.

Environmental Care, (17) Social Care, and (18) Responsibility.

To create a course book, there are many points which should become consideration. For example, the author should arrange the material based on the curriculum, then, another point is implementing the values as what government instruct. Also, it also should be related to the market demand to make it interesting for teachers and suitable with the students' need. So that, the content of books is an important thing to be a selling point. Moreover, those can give an effect for the students indirectly as like reading text which is read by the students, and then, it can give an effect based on the content because of their imagination.

Talking about student worksheet as one kind of course book, it is an important thing in teaching learning process as source or media to teach and learn. There are many reasons from English teachers why they use this book. The first, it has a short explanation with many exercises to be practiced by the students to sharp their English mastery. The second, it is cheap. And the last, this book is an alternative book that is also based on the curriculum. Besides, Kayapinar states that course book is an unavoidable element of the curriculum because it specifies content and defines coverage for syllabus items.⁴

⁴ Ulaş Kayapınar, "Coursebook Evaluation by English Teachers," 2009, 1, <http://193.140.142.206:8080/xmlui/handle/11616/4301>.

Based on the explanation above, every book should reflect those values either explicitly or implicitly, even in the student worksheet as the course book. It is my reason that make me interested in analyzing the content of English book especially in reading texts. Then, the book is taken from the course book that is widely used by many English teachers for the tenth grade at the state of Senior High School in Pamekasan. Besides, descriptive qualitative is used as method for determining the result of finding and clarifying more details in describing the meaning of the data presented.

To conduct this study, I took several other studies which were from the different grades as the previous study. The first, the thesis from Agung Swasono TP from Sebelas Maret University of Surakarta, he focused on finding out whether the textbook used at Junior High School that was "English in Focus" develops the communicative exercises and materials proposed by the experts of CLT.⁵ The second one, is from Ida Puji Lestari, State University of Malang in 2002, she focused on seeing whether the topics in the two textbooks for grade seven and eight used by SMPN 1 Malang reflect the aspects of the character education stated in the National

⁵ Agung Swasono Teguh Prakoso, "A Content Analysis on "English in Focus", an English Text Book for the Grade VII Junior High School" (Thesis, Sebelas Maret University of Surakarta, 2010).

Character and Cultural Education.⁶ And the last, this was a dissertation that focused on knowing detail the quality of textbooks which was recommended by Department of National Education. Then, the results were found many variation mistakes, for example, the using of words, the grammatical error, until the error to identify the type of texts.⁷

Furthermore, the uniqueness of this study is in analyzing of English book which is different from others because of different levels. For example, the students in the Junior High School are targeted to achieve functional levels for knowing how to do communication to solve the problem in every day. Besides, the students in the Senior High School are expected to achieve an informational level for preparing them to the next level of education in the university. Also, the English book is gotten from nine states of Senior High School in Pamekasan to choose the book which can give the effect for many English teachers. And then, the student worksheet consists of a statement that the material is created based on curriculum and laded character education. Therefore, it can be the

⁶ Ida Puji Lestari, "Character Building in Junior High School English Language Textbooks: A Content Analysis. (Thesis)," *DISERTASI dan TESIS Program Pascasarjana UM* 0, no. 0 (May 22, 2012), <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/19288>.

⁷ Dwi Rukmini and others, "The Rhetorical Development Realizations of the Reading Texts in the Senior High School English Textbooks" (Thesis, Universitas Negeri Semarang, 2007).

reason of conducting this study in order to know what values were existed in reading texts and how reading texts had reflected the values based on the theory used.

B. Literature Review

Talking about teaching learning process, it needs media to convey the knowledge and also character to the students. Of course, course book is one kind of media that is used by the teachers. It has gradually becomes the most pervasive tool for language instruction. In addition, course book is an unavoidable element of the curriculum because it specifies content and defines coverage for syllabus items.⁸

Several criteria to choose an appropriate course book are: those should correspond to the students' need, reflect the learners to make a language, have a clear role as a support for learning, and take account of students' need as learners and should facilitate their learning process.⁹

The content of books especially in student worksheet has various elements. It can be text and also picture. The texts presented is not only spoken text, but also written text. Those might be in the form labels and charts to essays, manuals, and books by range of

possibilities extends.¹⁰ Of course, texts will be identical with reading materials. There are also criteria for choosing good reading text for students based on Christine Nuttal's (Cited in Brown) statement such as suitability of content, exploitability, readability.¹¹ In a short, it is an important point as determination to be paid attention by the teachers.

In presenting the texts, the author of books should pretend what message would like to be conveyed for readers. Related to the message, it is able to have relationship to the character education. This is chance for the author to follow the instruction of government in inserting the values. Then, these are the eighteen-character education mentioned as the instruction.¹²

Name of Values	Description
Religious	This value means attitudes and behaviors related with obedient in carrying out the teachings of their religion, tolerant for implementation of worship of other religions, and alive in harmony with other religions.

⁸ Kayapınar, "Coursebook Evaluation by English Teachers," 69.

⁹ Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001), 258.

¹⁰ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (New York: Longman, 2001), 193.

¹¹ Ibid., 356.

¹² Pusat Kurikulum, 2010, 9-10.

Honest	This value means the behavior based on an attempt to make themselves as someone who is always trustworthy in saying, acting, and working.	Democratic	This value means the way of thinking and acting like judging the same rights and obligations between ourselves and others.
Tolerance	This value means the attitudes and actions that respect and accept the differences in religion, race, ethnicity, opinions, attitudes, and actions which differ from the others.	Curiosity	This value means the attitudes and actions are always working to find more depth and breadth about something that is learned, seen, and heard.
Discipline	This value means the attitude is as measuring to indicate orderly behavior and complying the various rules and regulations.	Spirit of Nationality	This value means the way of thinking, acting, and having a knowledge that puts the interests of the nation is above self-interest and group
Hard-working	This value means the behavior for doing effort seriously such as in solving any problem of learning and tasking. Then, it is also related to do any assignment as well as possible.	Patriotic	This value means the way of thinking, acting, and doing is in showing the loyalty, taking care, and respecting to the language, physical area, social, culture, economic, and politic of nation.
Creative	This value means thinking and doing something to result or to create new method or new finding from something that have been owned.	Respect for the Achievement	This value means the attitudes and actions are in encouraging the others to produce something useful for society, recognizing and respecting the success of others.
Independent	This value means attitudes and behaviors are not easy to depend on others in completing tasks.	Friendly/ Communicative	This value means the attitude is in showing happiness in talking, communicating, and cooperating to other people.

Peace-loving	This value means the attitude and behavior is a cause other people feel happy and safe because of us.
Love to Read	This value means the habits take time to read the various readings that give virtue to the others.
Environmental Care	This value means the attitudes and actions are always working to prevent damage to the surrounding natural environment, and developing an action to resolve the natural damage that has occurred.
Social Care	This value means the attitudes and actions have always wanted to help other people and communities in need.
Responsibility	This value means the attitude and behavior of a person is in showing the duties and obligations what should a person do to ourselves, community, environment (natural, social and cultural), country and God Almighty.

It can be inferred that those values should be implemented in each level of education. The purposes of them are expected to decrease the problems related to the decadence students' moral. Also, there are three main

purposes mentioned such as development the personal behavior, reparation and filtering another culture which is inappropriate with those values. In short, the basic of values are as the development from vision of life or Indonesia's ideology, religion, culture, and values that is formulated in national education goals.

C. Method

This study analyzed reading texts based on the theory; therefore, the present study employed a descriptive qualitative. Then, the data were described in descriptive form without any statistical process. According to Cohen et al. Qualitative data analysis relates to the organizing, counting, and explaining the data which would like to be analysed.¹³ The author selected one English book that was most widely used by many English teachers at all state of Senior High School of Pamekasan which was entitled, "*Kreatif (Kreasi Belajar Siswa Aktif): Bahasa Inggris SMA/MA Kelas*" as the main source of data. And then, observation and interview were applied to get the data.

In this research, *Kreatif* book which is published by *Viva Pakarindo* was chosen as the main source. This book has been subscribed by many English teachers in Pamekasan. Although, this book is not as a

¹³ Louis Cohen, Lawrence Manion, and Keith R. B. Morrison, *Research Methods in Education* (New York: Routledge, 2007), 461.

compulsory book, however the result of this study can give benefit for many people around us especially English teachers.

This book consists of five units which provide many reading texts that contain 17 reading texts with various types. After that, the reading texts were analyzed to identify the aspect of character building values either it is existed, reflected or not. Also, the author also effort to read some book that related to the topic as content analysis and guidance book from Ministry of Education and Culture.

Talking about the instrument, this study used a theory which was explained in the guidance book from Ministry of Education and Culture to make a great description of the data. The government has given detail information as an indicator of each value. As a simple, the description of each 18 values as mentioned in literature review becomes a theory. Therefore, it can help the author in collecting the data.

Data analysis involved reviewing the data while they were collected to synthesize and made sense out of what observed was. In this case, seven steps of data analysis provided by Creswell were applied.¹⁴ They were (1) preparing and organizing the data, (2) exploring and coding the data in the statement of

¹⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (New York: SAGE, 2014).

text which were claimed has meaning a value, (3) coding to build description and themes in order to separate the data whether the text was sentence or paragraph, (4) representing and reporting qualitative findings after finishing a code statement, (5) interpreting the findings based on the theory, (6) validating the accuracy of findings, and (7) drawing the conclusion based on the result and making suggestion.

D. Findings & Discussion

The results of data analysis are presented and discussed in this section to answer the questions of this study.

1. The values' existence in the reading texts of course book

In this course book, there are many kinds of reading texts that contain many values. The table below is some proofs of results based on the theory of description each value. Then, there are several values which contain one or more, until amount to zero. These are the data from 17 reading texts which are taken

Name of Value	Total	The example*
Religious	0	-
Honest	2	I would like to say sorry because you have waited for my reply for a long time. I was very busy.

Tolerance	3	My English teacher loved my unusual accent and used to make me read aloud, while the rest of the class tittered, much to my embarrassment.
Discipline	2	Reception to follow. Suit coat required.
Creative	0	-
Independent	2	Once there was a poor girl who lived with her mother. They had nothing to eat. One day, the girl went into the woods to find something.
Democratic	0	-
Curiosity	2	In the morning, the farmer told his wife about his dream. They wanted to prove it. Then the farmer caressed the statue's head slowly.

Spirit of Nationality	1	In December 2006, I went to Doha to participate in the 2006 Asian Games, taking part in the Beach Volleyball Championship.
Patriotic	2	I delighted that my two daughters love Ireland and keep alive the traditions by doing Irish dancing and learning Irish songs.
Respect for the Achievement	4	Nothing was easy. My partner, Clara, my coach, King, and I were aiming to get into the top 8 at the Asian Games.
Friendly/ Communicative	16	I really enjoyed my holiday because it was fun experience.
Peace-loving	1	Please come, you will enjoy your time here.
Love to	0	-
Environmental Care	0	-

Social Care	4	Two weeks ago, I went to take a stroll with my new friends. They guided me to visit some interesting places in Solo.
Responsibility	5	He is from West Cork and we travel back every year to visit his mother, who retired there after spending 45 years in London.
(*)the author just gives one datum as example		

From eighteen values, it is found that there were 50 data of 17 reading texts as total number showing the educational values based on the theory. Then those data are classified by using table and diagram such as arranging from the highest to the smallest rate of each value. As in table above, we can see that the value of *friendly/communicative* are the highest rate and *religious, creative, democratic, love to read, and environmental care* are the smallest rate values.

Through this research, there is an interesting finding that there are several values which dominated more than the other values in course book. Previously, the author has shown that the materials of this book are created based on curriculum and laded

character education. In fact, the author just made the domination of *friendly/communicative* values and *hard-working* value. It can be assumed that the expectation is related to how the students are able to show the happiness in talking, communicating, and doing cooperation to other people. And also, focusing is on how the book can give the influence that the students do effort seriously in solving any problem of learning.

In contrary, there are several points including love reading and religious which are not mentioned in the course book. Whereas, our country has problem with reading habit. Even, Pamekasan is well known as "Gerbang Salam". Two points are important thing to be thought by the authors' book because those can be a selling point to make it more interesting. How the teachers will buy the course book if two important points above are omitted. Thus, it is also recommended to the author to make clear evaluation to this book again.

Determining the finding is based on the description each value as the theory. After showing the finding, those data are explained and described. Every value has different description. To make it clear of how the values are existed in the course book, these are shown as details:

Honest: *I would like to say sorry because you have waited for my reply for a long time. I was very busy.*

The expressions above contain *honest* value. In this reading text, Ratih tries to reply Lili's letter because she has already been long time for replying the letter. Sure, it could make Lili waiting for the reply. Then, it gives the indication that they are getting along each other. Ratih would like say sorry because she cannot reply the Lili's letter. Actually, Lili has waited her replying but Ratih is very busy that make her need a long time for replying the letter. She tries to say a real condition like a fact because there is activity which makes her busy for several days. The statement shows that Ratih tries to make Lili believe in her because there is activity which makes Ratih cannot reply the letter as fast as possible. It is related to the theory above because Ratih attempts for telling the real conditions and makes Lili believe or trust in her saying by her explanation.

Discipline: *Reception to follow. Suit coat required.*

It has a meaning of discipline value. Actually, it is same with the previous point because it is formal invitation. There is indication that tells the requirements to follow the event. The hosts ask to the inviters to wear suit coat as dress code. It means that

there are rules and regulations in event marriage of Tania Stephanie Smith and Dylan Keith Sanders. The word "required" is the point of this value to show discipline. As the explanation above, it is a formal invitation. It means the participant should follow the rule at the letter. The participant should follow that one because of suit coat required. It is same with the explanation of the theory of discipline value.

In short, the authors' book has to be responsible to mention the values in the books. Those values can help the students to learn not only knowledge but also character for them. Of course, it is expected to create a new generation who can change and develop this country. Then, the values will have a big portion to be mentioned whether it is implicitly or explicitly especially in the reading texts. For the next section, it will explain more about how the way of reading texts reflected the values of National Character and Cultural Education.

2. The Way of Reading Texts to Reflect the Values

From the result, there are 58 texts like sentence and paragraph as the research data. Then, the way of reading texts is reflected the values by implicit meaning. More explanation as detail, it is on the next point. In this study, the course book contains the

values in five units that are taken by the author. The table below, the author shows that in each reading text contain a different value whether it is one or more value based on the result in order to arrange the finding to the specific reading text in the main source of data, “*Kreatif (Kreasi Belajar Siswa Aktif): Bahasa Inggris SMA/MA Kelas*”:

KINDS OF TEXTS	THE VALUES
Text 1: Recount	Peace-loving, Hard-working & Friendly/Communicative.
Text 2: Recount	Responsibility (2), Tolerance (2), Friendly/Communicative, Hard-working, Independent & Patriotic.
Text 3: Recount	Spirit of Nationality, Hard-working (4), Respect for the Achievement (2) & Responsibility.
Text 4: Letter	Friendly/Communicative (2), Social Care & Patriotic.
Text 5: Memo	Responsibility.
Text 6: Letter	Friendly/Communicative (2), Honest & Respect for the Achievement.
Text 7: Opening to Introduce Someone	Respect for the Achievement & Friendly/Communicative.

Text 8: Postcard	Honest & Friendly/Communicative.
Text 9: Memo	Responsibility.
Text 10: Letter	Friendly/Communicative (2) & Social Care.
Text 11: Formal Invitation	Friendly/Communicative & Discipline.
Text 12: Formal Invitation	Friendly/Communicative (2).
Text 13: Informal Invitation	Friendly/Communicative
Text 14: Informal Invitation	Friendly/Communicative
Text 15: Formal Invitation	Friendly/Communicative & Discipline
Text 16: Narrative	Tolerance.
Text 17: Narrative	Hard-working, Independent, Curiosity (2) & Social Care.

There are several ways of the reading texts to reflect the values except implicitly which are discussed below:

Text 1. Recount

Peace-loving: The reading text reflected a value as a paragraph, positioned in the beginning of the reading text, have a function as orientation.

Text 5. Memo

Responsibility: The way of reading text is reflected a value by having type as a paragraph, and having position in the whole part.

Text 17. Narrative

Hard-working: The data of this reading text is reflected a value by having type as a sentence, having position in the beginning of the first paragraph, and having function as a part of orientation.

In this point, the reading texts reflect the value implicit meaning. It is seen from the plot line of reading text conflict. In this study, I use texts as the finding from reading text. Then, those do not have an influence from the other thing because the authors' book has a power to implement what values are to be. Thus, the authors' style really determines how the values are reflected.

Therefore, the authors' book has several ways to reflect the values such as using implicit meaning, having position and function in the reading text. Those are shown in the examples above.

E. Conclusion

From the explanation above, there are several points that become the focus point of this study. The values of National Character and Cultural Education is problem solving from the government especially Ministry of Education and Culture to decrease the problem of culture and character in our country. It is not only able to be a problem solving but also able to be an

alternative way for help this country to escape from all things as barriers. Thus, there is a regulation from the government to insert in the process of education which is a tool for creating a great young generation.

On the other hand, there are many phenomena that show a misleading in education field especially inappropriate content of English book. That is why the author conducts this study that focuses on the English book used by many English teachers at the state of senior high school in Pamekasan. Although, there is no appropriate content but it is able to be paid attention for all elements of education based on the findings and discussions, the conclusions are:

1. The values' existence in the reading texts of course book

There are 13 values are existed in the reading texts and the rests of the values are not. And then, the values from *friendly/communicative* values to *religious, creative, democratic, love to read, and environmental care* is rated from the highest to the smallest rate values.

2. The way of reading texts to reflect the values

The description how reading texts are reflected the values are showed by implicit meaning in every text as a finding of data. Those are seen from the plot line of reading text conflict.

Then, the author finds several ways of the reading texts to reflect the values by implicit meaning, taking the position like in the beginning/ middle/ end of reading texts, or having function as generic structure of reading texts because there are many kinds of reading texts as limitation in student work sheet like monolog texts (recount, etc.) and functional texts (memo, etc.).

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