

# AN ANALYSIS OF LISTENING MATERIALS BASED ON THE NATIONAL CHARACTER BUILDING FOR THE SEVENTH YEAR STUDENTS OF JUNIOR HIGH SCHOOL

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## *Abstract*

*This research was intended to analyze the listening materials based on the National Character Building for the seventh year students of junior high school. The problems discussed in this research were how the character values of National Character Building are available in the listening materials of the English textbook, what kinds of character values are covered by listening material in the English textbook, and to what extent are the character values in National Character Building available in the listening materials of the English textbook. The design of this research was content analysis. From the research result, among 18 character values in National Character Building, the listening materials of the English textbook "Interactive English" for the seventh year students of junior high school contained 14 character values, and there were 4 character values not available. The listening materials of the English textbook "Interactive English" contained 77.8% character values in National Character Building, and 22.2% is unavailable. Although some character values in National Character Building are unavailable, the listening materials of the English textbook can be used as a guidance and source to implement the character education for junior high school because the available ones are still dominant.*

**Keywords:** *Character values, English textbook, Listening materials, National Character Building*

## INTRODUCTION

Character building is considered important nationally and is a major issue in education. It is very important as part of an effort to build the nation's character which is also called National Character Building. Through National Character Building, junior high school students are expected to be able to independently increase and use their knowledge to study and internalize character values. In line with the Decree Number 20 of 2003 Chapter 3 previously stated, teachers are expected to develop students' character values through teaching materials containing 18 character values. Accordingly, *Kementerian Pendidikan Nasional/Kemendiknas* (The Ministry of National Education) 2010 Chapter 18 states that: "The development of cultural education and nation's character is integrated with the subject matter of each subject" (Kemendiknas, 2010:18).

A textbook is used by teachers as guidance to enable them to systematically present materials in teaching learning process. However, there is no perfect textbook that can completely fulfill various students' needs. As Savignon (1983:138) says that "there is no such things as an ideal textbook". Although most textbooks are presented interestingly in terms of colors, pictures, paper quality, they

do not guarantee that these will be valuable enough if they lack standard character values.

Every English textbook surely consists of four language skills: *listening, speaking, reading* and *writing*. Listening skill can gain sense of values. According to Trionfero (2005), listening skill can gain sense of values such as respect they learned from listening to their teachers, the rules of the school they learned from listening to the principal, the responsibility they learned from listening to their parents. He also says that throughout this process, students are unknowingly and effectively reinforcing the key components of Character Education (Trionfero, 2005). It can be concluded that listening material is core material that should be learned by students to learn character values. In relation to this, in order to reinforce the key component of character education, analysis of listening materials based on the National Character Building is very important.

It is reasonable to analyze the listening materials to reveal what character values in the National Character Building are available in the English textbook chosen.

The objective of this research are: to reveal how the National Character Building are available in the listening materials of the English textbook "Interactive English", to describe the kinds of character values which are covered in listening materials in the English textbook "Interactive

English” for the seventh year students in junior high school, and to analyze the availability the National Character Building in the listening materials of the English textbook “Interactive English”.

According to Hasan *et al* (2010:3), character is a disposition, behaviour, moral, or someone’s personality that is formed from internalization result of various kinds of goodness is used as a base for perspective thinking, has a certain attitude and action. The word “goodness” means the implementation result of moral education process. From the character building process trough the cultivation of virtue, strong and independent character will be formed. A person who has a strong character can be seen as foundation to do a good interaction with other people, in order that interaction process will grow strong community and nation’s character.

Character education is generally defined as anything from “values clarification,” worth for citizenship and moral guidance, which further it specifically refers to a specific style of moral teaching (Kohn, 1997). Character building is the best way to teach values and to form students’ character, because the character education is an umbrella term generally used to describe the teaching of children in a manner that will help them to develop personal and social being (Zubaedi, 2011:390).

The National Character building refers to an effort or program of an education system to build the nation’s character as stated in the National Education System Decree Number 20 of 2003 Chapter 3. In line with Character-based Integrated Curriculum, the government launched the 18 character values. They are: (1) *religious*, (2) *honest*, (3) *tolerant*, (4) *discipline*, (5) *hard working*, (6) *creative*, (7) *independent*, (8) *democratic*, (9) *inquisitive*, (10) *nationalistic*, (11) *patriotic*, (12) *appreciative*, (13) *friendly/communicative*, (14) *peace-loving*, (15) *keen on reading*, (16) *care toward environment*, (17) *concern with others*, and (18) *responsible*. These eighteen character values are chosen as the main character values taken from Government Regulation No. 23 Year 2006 on Graduate Competence Standards and No. 22 Year 2006 on Competence Standards/Basic Competence (Kemendiknas, 2010).

Muljono (2010:7-8) states that there are several criteria for a good book. First, a textbook minimally refers to the targets that should be achieved by the learners. In this case, they are based on the competence standard and the basic competence. Second, a textbook contains information, messages, and knowledge as outlined in the written form that can be communicated to the readers logically and easy to be accepted in accordance with the stages of the readers’ cognitive development. Third, a textbook contains concepts presented in an interesting, interactive way and is able to encourage the process of critical thinking, being creative, being innovative, and deep thinking, and meta-cognition and self evaluation. Thus, a textbook should pay attention to the presentation of components, containing the presentation techniques, the presentation of supporting materials, and the presentation of supportive learning. Fourth, a textbook is physically

presented in the form of an attractive appearance and describes typical textbook, easy to read and use, and possess physical quality of book.

Cunningworth (1995) in Richards (2001:251), summarizes the role of materials (particularly course books) in language teaching as: First, a resource for presentation materials spoken and written. Second, a source of activities for learners’ practice and communicative interaction. Third, a reference source for learners on grammar, vocabulary, pronunciation, and so on. Fourth, a source of stimulation and ideas for classroom activities. Fifth, a syllabus (where they reflect learning objectives that have already been determined). Sixth, a support for less experienced teachers who have yet to gain confidence.

### Research Design

The purpose of this research was to analyze the listening materials to reveal what character values in the National Character Building are available in the English textbook chosen by applying content analysis. The reason of this research was that the English textbook “Interactive English” published by Yudhistira for the seventh year students of junior high school was claimed by the authors that all fourteen units of this book cover four skills, including listening skill, which is graded and related to real life situations.

Documentation was used to investigate written document such as notes, transcripts, books, magazines, newspaper (Arikunto, 1998:236). In this research, the researcher chose documentation as the data collection method. There were two kinds of documentations used, ie: the English textbook entitled “Interactive English” for the seventh year students for junior high school and National Character Building for junior high school. By using the first document, the researcher found the relevance of listening materials to the National Character Building. By using the National Character Building, the researcher measured how to reveal National Character Building available in the listening materials of the English textbook.

The first step in collecting the data was reading. In this case, the researcher read the listening materials and also listening script presented in the English Textbook and 18 character values in the National Character Building. In reading the listening materials, the researcher focused on the listening text or scripts presented in the textbook. In reading the National Character Building, the researcher focused on the 18 character values. From these reading, the researcher found out what the character value based on the National Character Building in the *Pengembangan Pendidikan Budaya dan Karakter Bangsa* revealed in listening materials in the English textbook. The second step was collecting the data by applying classification column. For example, if the instruction, content and listening script of listening materials contained the description of the character value of friendly/communicative, so the character value of friendly/communicative would be revealed (Kemendiknas, 2010). The next step was describing the result of the collected data counted by using classification of

score levels. The criteria of the score levels are; very high (81% - 100%), high (61% - <80%), quite high (41% - <60%), less high (21% - <40%) and very low (0% - <20%).

### Research Finding and Discussion

Based on the result of the analysis, it could be drawn that not all of character values in National Character Building are available in the listening materials of the English textbook "Interactive English". The availability of character values in listening materials of the English textbook "Interactive English". The availability of character value in listening materials considered as 3 aspects, *instruction*, *content*, and *listening script*. Among the 18 character values in National Character Building, the fourteen available character values are *honest*, *tolerance*, *discipline*, *hardworking*, *creative*, *independent*, *democratic*, *inquisitive*, *appreciative*, *friendly/communicative*, *peace-loving*, *keen on reading*, *concern with others*, and *responsible*. The four unavailable character values are *religious*, *nationalistic*, *appreciative*, and *care toward environment*.

The listening materials in the English textbook "Interactive English" contain 14 kinds of character values from 18 character values stated in National Character Building. Based on the research result, the listening materials contained 77.8% character values based on the National Character Building, and it can be said that the availability the character values in National Character Building in the listening materials of the English textbook "Interactive English" are High in interval (61% - <80%). As stated by Kemendiknas (2010) about character values in National Character Building, it means that the English textbook can be used as a source and guidance in the character education, for the seventh year students of junior high school, especially in listening skill, because among 18 character values, 14 are available, and it can be said that the available ones are still dominant. However, there were also some character values unavailable in the listening materials of the English textbook, they are *religious*, *nationalistic*, *patriotic*, and *care toward environment*. Therefore, the character values in National Character Building not really available in listening materials of the English textbook, it may be found in other textbook and other sources.

As stated by Kohn (1997), character education is generally defined as anything from "values clarification," worth for citizenship and moral guidance, which further it specifically refers to a specific style of moral teaching. Among 18 character values, listening materials of the English textbook "Interactive English" published by Yudhistira in 2009 contain 14 character values, so the listening materials of the English textbook can be used to moral guidance in specific style of moral teaching, because the availability are still dominant.

Based on the criteria of a good textbook (Muljono, 2010:7-8), the English textbook "Interactive English" comply with some criteria. First, the materials in this textbook refers to the targets that should be achieved by the

learners. In this case, the character values stated in National Character Building are highly available in the listening materials in the English textbook "Interactive English", it is appropriate to an effort to build the nation's character. Second this textbook contains information, messages, and knowledge as outlined in the written form that can be communicated to the readers logically and easy to be accepted in accordance with the stages of the readers cognitive development. In this case the message is character values stated in National Character Building. Third, a textbook contains concepts presented in an interesting, interactive and is able to encourage the process of critical thinking, creative, being innovative, and depth of thinking, and meta-cognition and self evaluation. In this case, textbook is physically presented in the form of an attractive and colorful appearance completed by pictures.

Based on the role of a textbook as stated by Cunningsworth (1995), the English textbook comply with some criteria, first, a resource for presentation materials spoken and written. In this case in English textbook "Interactive English" contains listening skill and also listening script to the learners. Second, a source of activities for learner practice and communicative interaction. In this case, the English textbook "Interactive English" contain listening materials and listening script that can be source to direct practice and communicative interaction between teacher and all learners. Third, a reference source for learners on grammar, vocabulary, pronunciation, and so on. In this case the English textbook "Interactive English" also can be a reference source for character education. Fourth, a syllabus (where they reflect learning objectives that have already been determined). In this case, the English textbook reflect the learning objective to character education.

### Conclusion and Suggestion

The character values can be reveal if the instruction, content and listening script contains the description of character values in National Character Building itself. Among 18 character values in National Character Building, there are 14 character values available, they are, *honest*, *tolerance*, *discipline*, *hardworking*, *independent*, *democratic*, *inquisitive*, *appreciative*, *friendly/communicative*, *peace-loving*, *keen on reading*, *concern with others*, and *responsible*. The listening materials of the English textbook "Interactive English" published by Yudhistira in 2009 contains 77.8% character values in the National Character Building. It can be said that the listening materials of the English textbook can be a source, reference, and guidance to implement and reinforce the key component of character education, because the availability are still dominant. In the listening materials of the English textbook, there are 4 of 18 character values were unavailable, with the percentage of 22.2%, they are *religious*, *nationalistic*, *patriotic*, and *care toward environment*. It means that those character values in National Character Building not really available in listening materials of the English textbook. Relation to this, in order that can raise implementation and reinforce the key

component of character education being optimal, suggestion for the teacher should be considered to solve how to reveal the character values in National Character Building that unavailable.

The English teachers can use the listening materials of the English textbook "Interactive English" published by Yudhistira for the seventh year students of junior high school to reinforce key component of character education and to achieve the goal of character education as stated in National Education System in conducting the teaching learning process. Nevertheless, they should find other character values which are not revealed in the English textbook "Interactive English" published by Yudhistira for the seventh grade students of junior high school in other English textbook or sources. They are also suggested to vary the activities in teaching learning process that can produce the character values which are not revealed.

It is also suggested that future researchers who are interested in similar study investigate other elements about the National Character Building, so that they will have wider scope of the subject of the study. The other researchers are suggested to conduct a further research that focused on analyzing the other English textbook for a certain level published by a certain publisher based on character education standard in curriculum applied currently and use the results of this research and as additional information.

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