

## Developing English Textbook based on Intercultural Approach and Character Education at the Tenth Grade Students of SMA in Purworejo Regency

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### ABSTRACT

This research was conducted with the purpose: to develop the materials of textbook based on intercultural approach and character education as a guideline in learning English for senior high school class X in Purworejo regency; to determine the validity of the development of textbooks. The method used in this research is R and D. Based on the findings it can be concluded that English book published by the government in 2014 requires improvement in terms of 1) the current topic which are very important because the topics are most needed by the students as information directly from the book contained current trends. 2) Insight of diversity means that the knowledge, experience and discourse reflected in the texts contained insight of diversity including the target language. The material contained in this book will be developed based on the intercultural approach, meaning that based on the findings and goals to be achieved in this study, the findings of the field study is appropriate. 3) Relationship with social emotional material students need to be improved.

**Keywords:** Textbooks, English, intercultural approach, character education

## 1 INTRODUCTION

English is the first foreign language in Indonesia which becomes a compulsory subject for students of Junior high school to universities. In line with the development of globalization era English is very important to be mastered since many people learn English for various intentions. They try to understand some English texts, for having interview, even for studying abroad, they need to master English either written or oral. Observing the importance of English in any sphere of life, the government must be able to change the paradigm of educational system in Indonesia.

The change of basic paradigm in the national education system happened in 2009s, the minister of education want to have a focus in the national education which is known as character education. The government has made character education as the priority program in the national development. The education which is based on culture and nation character is attached to the curriculum and syllabus, the teachers find it is difficult to understand the meaning of the characters. It must be applied in the lesson plan.

Character is someone's personality which is formed as the result of integration of understanding, the behaviour to the value and the daily attitude. Character implies a standard of moral which involved a value consideration (Hurlock in Kesuma 2012: 24).

Character education is an education to form an individual's personality through the character education in which the result can be seen in the good attitude, honesty, responsibility, appreciate others' right and work hard (Thomas Lickona in Gunawan, 2012: 23) The characters' value intended is the personality or character which can be reached in teaching-learning process. There are some important things in teaching learning process. They are input, process and output. In the process of teaching learning the teacher needs to use method and media. One of the important media is textbook.

Based on *Direktorat Pendidikan Menengah Umum* (in Muslich, 2010:50) a *textbook is sekumpulan tulisan yang dibuat secara sistematis berisi tentang suatu materi*

*pelajaran tertentu, yang disiapkan oleh pengarangnya dengan menggunakan acuan kurikulum yang berlaku.* While Richards and Schmidt (2010: 175) say that textbook is a book contained certain subject which is used to teach or study in school or universities.

English textbook has some special characteristics in which covers some limitations which relates to how to use the language, the function of the language, and condition of the society. The choice of materials and the appropriate technique can make the students interesting. When the teacher finds some inappropriate material which is not in line with the students' need the teacher must develop the material to make it suited to the students' need. The teacher then has to select, adapt and develop the materials. Actually a teacher must decide on the materials needed, students' activities and the strategy he must apply in teaching learning process. The policy of teaching English must be in line with the availability of English textbook which fulfill students' need and the curriculum. Besides the intercultural approach is needed to enrich the teachers' knowledge in English teaching learning.

The concept of "inter-cultural" is need to be conceived as independent of both their native culture and the new culture. While, the concept of teaching is helping someone to learn, guiding, providing with the knowledge, and giving instructions. Teaching intercultural is helping the students to understand their own culture and have respect with other cultures because in fact there is an influence from other cultures.

Soler (2007:62) claims that we are so familiar with our own culture that we do not even realize it is there and, inevitably, it influences our expectations when we establish contact with people belonging to a different culture.

## 2 METHODS

This study uses R and D Method based on Richey (2007: 7). It is divided into 3 steps, they are exploring (research), developing (design and development) and evaluation (design research). This study analyses the exploring stage and the developing stage is still on the process. So the researcher only discuss on the exploring or preliminary study. The subjects of the research are the tenth grade students of SMAN 5 and SMAN 5 in Purworejo Regency. There are 160 students and 5 teachers. The main instrument is the researcher herself and the supporting instrument is questionnaire for students and for teachers.

## 3 RESULTS

### A. Preliminary Study

In a preliminary study, there are several steps that must be done, they are:

#### 1. Literature Study

The literature study has been done since the proposal in this case the researcher collected various books and sources which are relevant to the topics discussed. The books were very helpful as the basic resource of theories so in discussing the topic the researcher can give clearer and focused discussion.

#### a. A field study on the books used

- 1). The findings based on English books for class X in 1st semester 2014 published by *Kemendikbud*

After doing some research the researchers presented a field study on textbooks used. The Textbook which was analyzed was an English textbook for the first semester of class X in SMAN 5 and SMAN 7 Purworejo. The book was published by Kemendikbud 2014. The research findings will be described as follows:

a) The results of the students' Questionnaire

In this section the researcher presents the results of a questionnaire given to the students in grade X SMAN 5 and SMA N 7 Purworejo.

Table 1. The subjects of the research

SMA	Science class	Social class
SMAN 5	32	64
SMAN 7	32	32
SUM	64	96
<b>TOTAL</b>	160	

The subjects are students of SMAN 5 and SMAN 7. Both of them are state senior high school. The schools implement 2013 curriculum. They are students majoring in science 64 and in social 96.

Table 2. The result of students' questionnaire

No	The questions	No of item	Agree		Disagree	
			Number	Percentage	Number	Percentage
1.	The conformity between the content and the core competencies	1	143	95.33	7	4.67
2.	The materials represent social function	2	125	84.46	23	15.54
3.	The aspects and meaning structure described clearly	3	111	75.00	37	25.00
4.	Linguistic feature is well-defined	4	110	73.33	40	26.67
5.	The topics in the materials are trend topics	5	47	31.76	101	68.24
6.	The materials include developing life skills	6	98	68.06	46	31.94
7.	the insight of diversity is well described	7	78	51.66	73	48.34
8.	The materials are suited to the development level of students' cognitive	8	137	82.33	29	17.47
9.	The materials are suited to the students' social emotional level	9	82	56.55	63	43.45
10.	The message in the material is clearly-read	10	103	69.13	46	30.87
11.	Use appropriate language	11	137	92.57	11	7.43
12.	Good management of chapters	12	122	81.88	27	18.12

13.	Interconnectedness of chapters and sub chapters	13	129	87.76	18	12.24
14	Good performance in presenting the materials	14	133	89.26	16	10.47
15.	The contents of the chapters are in balance	15	137	93.20	10	6.80
16.	The focus is the students' need	16	105	70.47	44	29.53
17.	The materials lead the students' idea, creativity and critical thinking	17	115	77.18	34	22.82
18.	The materials enable the students to learn	18	96	64.43	53	35.57
19.	The materials enable the students to have self evaluation	19	99	66.4	50	33.56
20.	There are introduction, content and closing	20	127	86.39	20	13.61
<b>Total number</b>			<b>2234</b>	<b>74.92</b>	<b>748</b>	<b>25.08</b>

#### b) The results of the teachers' questionnaire

Teachers' questionnaires are filled out by five teachers who teach in the tenth grade science and social studies. Three teachers are from SMAN 7, they are Dr. Nikmah Nurbaity, M.Pd., Agus Setiyono, M.Pd. and Drs. Moersito. Meanwhile, two other teachers came from SMAN 5 namely Heru, M.Pd. and Bambang, M.Pd.

From the results of the questionnaire teachers can be described as follows:

#### Feasibility contents:

- 1) Core competencies and basic competencies are implied
- 2) Social functions has not yet written
- 3) It needs updating

#### Feasibility of Language

- 1) The material is already relevant to the students need
- 2) Message communication is understood
- 3) It meets the elements of coherence and cohesion

#### Eligibility of the Presentation

- 1) Presentation system has been coherent and balanced
- 2) Lack of critical thinking skills
- 3) Presentation of introduction, contents and closing are complete

From the summary of the teachers' questionnaire described above it can be seen that the contents of the feasibility of the contents are adequate but core competencies and basic competencies are still implied while for social functions has not been written completely. From the side of the topic shows that the topic still needs updating means that the topic should be adjusted to the current circumstances.

In terms of the feasibility of the language it is proved that the material was relevant to learners. Communication message has been understood and already meet the elements of coherence and cohesion. This indicates that the English books for Class X the first semester is deserved to be used.

In terms of the presentation there are some teachers' opinion as respondents that the system presentation is coherent and balanced, it has not yet presented skills of critical thinking and the presentation in terms of introduction, contents and closing is complete.

## 4 DISCUSSION

### A. The description and the analysis of the results

#### 1. The results of the students' questionnaire

Based on the above table can be drawn that the questions in the questionnaire about the instrument ratings book filled out by the students by answering agree and disagree more dominant on the answers agree, however, if we look right, there are three questions that are more likely to provide input into the development of the material that is about current topics they agree to answer a number of 47 (31.76%) and disagree 101 (68.24%) and the second of the insights of diversity in the material, those who answered agree is 78 (51.66%) and disagree is 73 (48.34%) it was almost equal, the third on a question about the content of the material is in conformity with the social emotional development of students who answered agree is 82 (56.55%) and disagree is 65 (43.45%).

Seeing the first question, namely number of items 5 (topics contained in the materials are current topics) it is clear that those who answer disagree are more than who answered agree, the second question ie number of items 7 (Development of insights diversity is already imprinted in the material), insight into the diversity in this case includes not only insight into the cultures that exist in Indonesia but also the cultures of the target language that is English so this insight also includes students' horizons about English culture as the target language. The answer of agree and disagree was no significant difference, it was almost the same, the third question, number of items 9 (Fill material according to the social emotional level of the students) students who agree is more than those who was disagree but the difference was only 3.10%.

Based on the findings of the students' questionnaire it can be concluded that the English book for tenth grade semester 1 published by the government in 2014 requires an improvement in the current topic, insight into the diversity and about the relationship of social emotional material with students. Current topics are very important because the topics are most needed by students as their information directly from the book what are the current trends. It is considered very important for the students so that the students get inspiration from books and then interpret it in the form of tasks by the teacher.

Insights of diversity means that the knowledge, experience and discourse reflected in the texts contained in the book because the English books here related to diversity also on the diversity of the target language. In accordance with the title of this study that the material contained in this book will be developed based on the intercultural approach, meaning that based on the findings and goals to be achieved in this study, the findings of the field study is appropriate.

Linkages with social emotional material students which need to be improved. It may also be associated with the development of educational materials based on the character suited to the problems raised in this research.

### B. The results of Teachers' questionnaire

From the summary of the teachers' questionnaire above it can be described that from the questionnaire evaluation the feasibility of the contents are adequate but the core

competencies and basic competencies are still implied while social function is not completely written. From the side of the topic it shows that the topic still needs updating means that the topic should be adjusted to the current circumstances.

In terms of feasibility of language it is proved that the material was relevant to learners,, communication message has been understood and already meet the elements of coherence and cohesion. This indicates that the English books for Class X 1st semester is deserved to be used.

In terms of presentation of the opinion there are some teachers as respondents that the system of presentation is already coherent and balanced, lack of skills of critical thinking and in terms of the presentation the introduction, contents and closing is complete.

## **5 CONCLUSIONS**

In the English book published by the government in 2014 requires improvements in: Current topics, insights about the relevance of diversity and social emotional material with students.

Current topics are very important because the topics are most needed by students as the information directly from the book what are the current trends. It is considered very important for the students so that the students get inspiration from books and then interpret it in the form of tasks by the teacher.

Insights of diversity means that the knowledge, experience and discourse reflected in the texts contained in the book because the English books here related to diversity also on the diversity of the target language. In accordance with the title of this study that the material contained in this book will be developed based on the intercultural approach, meaning that based on the findings and goals to be achieved in this study, the findings of the field study is appropriate.

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