

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



**Presented to English Education Study Program, State Institute on Islamic
Studies Purwokerto as a Partial Fulfillment of the Requirements for
Belowgraduate Degree in English Education**

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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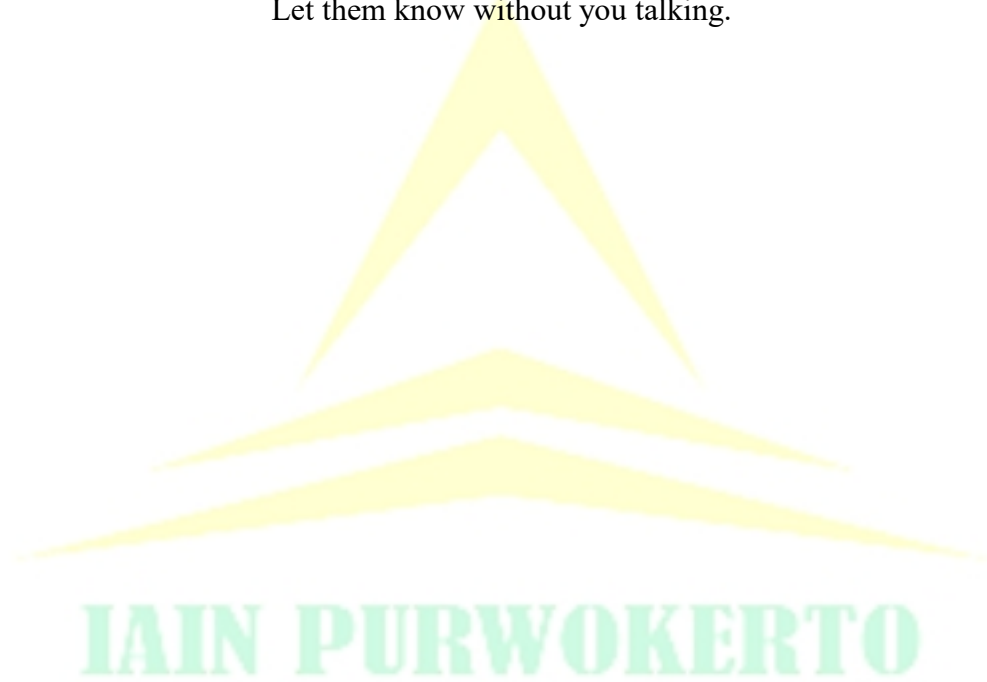
MOTTO

Do good indiscriminately.

But, do not expect everyone to be good

Don't show is you know everything,

Let them know without you talking.



DEDICATION

I dedicate this thesis to:

My beloved parents, brother and sisters

My Almamater, IAIN Purwokerto

My beloved friends

All the readers of this thesis



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All praises and thanks to Allah SWT, the Lord of universe, who has given strength and guidance, so that the thesis entitled The Values of Character Education Internalized in English Textbook for Twelfth Grade entitled *Bahasa Inggris SMA/MA/SMK* can be completed. Sholawat may always be devoted to Prophet Muhammad SAW who always become a role model for all humans in the world.

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Purwokerto, 28th June 2021



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

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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 puberty¹.

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 education².

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 realized³. 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 effectively⁴.

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

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 books⁶.

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*.

⁶ Lok Sevak Sangh. "Education for Values, Character and Integrity for Students, their Teachers and Parents." Delhi: Transparency International India. P. 78.

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

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 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 activities⁷. According to Brown decide that the most clearest and common materials supported to instruct language is come through textbook⁸. 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 behaviors⁹. 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 education¹⁰. Character value is valuable thing can be obtained from oneself and others.

3. Character Education

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.

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 characters¹¹. 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 on¹². 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

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

¹² DEPDIBUD. 1989.

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.

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 entitled “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 Inggris 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 is 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 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 research¹³.

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

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

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 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 analysis¹⁴.

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.

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

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

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*

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.

IAIN PURWOKERTO

CHAPTER II

LITERATURE REVIEW

A. Character Values

1. Definition of Character Values

According to Swami Budhanada, the character is a metaphor called a light that emits its rays when the sunsets. Character is a source of strength to rise even when suffering in battle. Character is the truth of a person's reputation; when character and reputation combine, that person can be said to be in an ideal state. In Greek, the term "character" means shaping one's way of life in the world. The character is defined as a quality or feature by a person, or a thing is distinguished from another based on collectivization of a person's mental and moral qualities or race whole. In this case, the character is related to value. The overall true and acceptable 'value' is one because it can produce healthy behavior for practitioners and those who practice it.

2. Significance of Values

The Oxford dictionary defines the term "Value" into three points, namely: a) the value of something related to money, b) the quality of being valuable or essential, and c) beliefs about what is right and wrong and what is essential in life. Values have different assumptions and meanings depending on one's perspective and in which subject area it is used. A "value" can also be defined based on its source, namely as spiritual, moral, material, cultural, intellectual, aesthetic, economic, political, social, and personal values¹⁵.

3. The type of Values

A value is a quality that benefits oneself and others, which can be given when obtained and obtained when given. The following are some of the types of values.

¹⁵ Lok Sevak Sangh. *Education for Values Character and Integrity for Students, their Teachers and Parents.* Delhi: Transparency International India. P. 36.

a) Habituated Values

1. Honesty

Honesty is applied to other people and with honesty towards other individuals, with institutions, society, and of course, with oneself. Inner strength and confidence cultivated by demanding honesty will result in good behavior and demanding trust and integrity.

2. Courage

The courage is to try the good and the hard. It is a strength to keep oneself from being influenced by the crowd. Dare to say no if it is wrong and means it in influencing good things. The courage is to be true to beliefs and follow good impulses even when they are not attractive or uncomfortable. Courage to be an outgoing and friendly person.

3. Peace ability

In applying the values of serenity and peace, the tendency is to be accommodating rather than argumentative. Many understandings suggest that differences are seldom resolved through conflict, and other assumptions also suggest that cruelty in a person is an indication of trouble or insecurity for them. The ability to understand how others feel is more important than merely responding to their condition.

4. Self-Reliance and Potential

Humans are born into the world with the gift of potential and independence, which contains aspects such as individuality, awareness, development of gifts, and uniqueness, and is required to be responsible for one's actions—overcoming problems in the absence of a tendency to blame others for the difficulties experienced.

5. Self- Discipline and Moderation

Discipline can be seen from a physical, mental, and financial perspective. Moderation in speaking, eating, and exercising can control one's appetite and understand the limits of body and mind and avoid danger from an extreme and imbalanced point of view, and the ability to balance one's self-discipline with spontaneity.

6. Fidelity and Chastity

In terms of loyalty and chastity, it can be seen in domestic life. The value and security of fidelity are in the marriage relationship and restrictions and boundaries before marriage. It takes a commitment that goes along with marriage and other relationships—how to withstand long-term consequences such as cheating. Loyalty and chastity is a significant value that every individual must-have.

b) Given Values

1. Loyalty and Dependability

Loyalty can be implemented in the family, employer, country, school, and other organizations and institutions for which commitments are made. There is also a need for support, services, and contributions. Always uphold and consistency in doing what has been said.

2. Respect

Respect for the life they have, respect for parents, ancestors, elders, the universe, beliefs, and others' rights. Manners and manners are also included in the attitude of respect. Respect the reader and others and avoid criticizing the reader.

3. Love

Concern for fellow individuals and concern for individuals who are weak or are in a downturn. To overcome this need to

grow a sense of love. Love for friends, neighbors, even enemies and a lifelong commitment of love prioritized for the family.

4. Unselfishness and Sensitivity

Becoming a better person can be done by not being someone self-centered and selfless. Learning to feel what others feel, empathy, tolerance, and brotherhood, as well as sensitivity to others' needs and situations. Sensitivity and empathy are essential values, but these two things are usually associated with the maturity process. Cultivating the awareness that being nice and showing more concern for others is impressive than just being a demanding and robust person. There are still many tendencies of people who prefer to understand rather than face. Gentleness should take precedence over those who are younger or weaker—the ability to make and maintain friendships by always providing help and joy.

5. Justice and Mercy

The application of the values of justice and compassion can be in obedience to the law, justice in work, and play. Examples include understanding the consequences of nature and the laws of the harvest. An understanding of mercy and forgiveness and, of course, an understanding of the uselessness of harboring a grudge¹⁶.

Character values are one of the educational purposes stated in the 2013 curriculum. Each purpose reflects the instructional materials—presented student home activities as a model to develop character values. Integration character values in learning should be applied in daily life. Character values in education have been published which the third millennium. It replayed again due to morality problems in this nation; it hopes all learning processes must be related to character

¹⁶ Lok Sevak Sangh. *Education for Values Character and Integrity for Students, their Teachers and Parents.* Delhi: Transparency International India. P. 39-42.

values or moral education. The most crucial main point in character education stated in 2013 curriculum as known a core competence, the government highlighted into 18 values in national character education, as follow religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, caring, curiosity, nationality, peace, appreciative, communicative, peace of welfare, joy for reading, care for the environment, and responsibility.¹⁷.

Table 2. **Characters and description by Ministry of Education and Culture**

CHARACTERS	DESCRIPTIONS
Religiousness	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of their religions, and live in harmony with other religions.
Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, action, and employment.
Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
Discipline	Actions indicating orderly and obedient behavior on various rules and regulations.
Hard working	Behaviors that indicate an earnest effort to overcome barrier in learning and assignments, as well as completing the task as well as possible
Creativity	Thinking and doing something to generate new method or result of something that has been owned.
Independence	Attitudes and behaviors that are not easy to depend on others to complete tasks.
Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others.
Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.

¹⁷ Belisario. "The Development of English Reading Materials Integrated into Character Values on English Subject through Scientific Approach at Grade XI of M.A. KM.M Padang Panjang." *KnE Social Science, The First ELEHIC Volume 2019*.

Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group.
Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
Appreciation	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other peoples success.
Friendliness/communication	Actions showed pleasure in speaking, associate and cooperate with others.
Love of peace	Attitudes, words, and actions that make other people feel happy and safe over the presence of him.
Reading interest	Habits to make time to read the various readings that give him the benefit.
Environmental awareness	Attitudes and actions which seeks to prevent damage to surrounding natural environment and develop efforts to repair the environmental damage that has occurred.
Social awareness	Attitudes and actions that always want to help other people and communities in need.
Responsibility	Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.

B. Character Education

1. Definitions of Character Education

Hoge's definition of character education is a strategy to position students to become good citizens in the future. Besides, students must be given guidance, instruction, and direction on setting the desired behavior. On the other hand, character education is believed to be continuous with specific methods used by students to be guided in different perspectives or to train maturity when involved in challenging conditions. U.S. Department of Education clearly defined character education as

“an explicit learning process from which students in a school community understand, accept, and act on ethical values such as respect for others, justice, civic virtue and citizenship, and responsibility for self and others.”

An essential goal for these values is to reduce deviant behavior and increase linkage with academics in school.¹⁸ Character education is one of the efforts deliberately made to instill virtue. At the same time, virtue is a good objective of human qualities, such as commitment to facts, wisdom, courage, persistence, self-control, compassion, and honesty. Meanwhile, the underlying virtues are human nature and experience, where they provide a standard for interpreting good character. Virtue is suitable for individuals because they are required to lead a fulfilling life. To increasing good character, character education must be comprehensive, by directly utilizing every process of school life as an opportunity to develop a good character.¹⁹

2. The Benefit of Implementation of Character Education

Character education has the primary purpose of providing good character examples for students. According to several research results, the positive impact of the character education application program in schools, an increase in academic achievement, and a reduction in the number of students scoring or dropping out of school. The development of student potential makes character education programs an essential part of the curriculum to date. William et al. present a report obtained through interviews and questionnaires. Participants in the character education program gain valuable learning experiences with an ethical foundation, experiences, and intellectual character, but also throughout their lives, these experiences continue to spread.

According to Romanowski, there are several helpful suggestions for the application of character education:

- 1) The participation of teachers in the planned program will increase the faculty's support and commitment and increase the program's effectiveness.

¹⁸ Alex Agboola. "Bring Character Education into Classroom." *EUROPEAN JOURNAL OF EDUCATIONAL RESEARCH* Vol. 1, No. 2, 164.

¹⁹ Thomas Lickona. "Religion and Character Education." *The Phi Delta Kappan*, Vol. 81, No. 1 (Sep. 1999), pp. 21-24, 26-27.

- 2) The curriculum must be related to aspects of students' lives and test them intellectually, socially, and emotionally.
- 3) Supportive administration and teachers are given sufficient space to carry out pedagogy that was flexible in a particular character.
- 4) The program is implemented by involving students effectively by conducting class discussions.
- 5) The school's duty and responsibilities are to establish an environment that strengthens the good sides of student learning and behavior so that students can also practice the good values that they learn from the character education program.²⁰.

As in general, in character education, there is a problem. The gap that occurs in society is visible in the problem of youth. Here are ten trends in moral problems or decline that are troubling young people, according to T. Lickona, most of which arise nationally :

1. Rising youth violence
2. Increasing dishonesty (lying, cheating, and stealing)
3. More incredible disrespect for parents, teachers, and other legitimate authority figures
4. Increasing peer cruelty
5. A rise in ignoring
6. The deterioration of language
7. A decline in the work ethic
8. Increasing off-center, accompanied by declining personal and civic responsibility
9. A surge of self-destructive behavior is such as premature sexual activity, substance abuse, and suicide.

²⁰ Alex Agboola. "Bring Character Education into Classroom." *EUROPEAN JOURNAL OF EDUCATIONAL RESEARCH* Vol. 1, No. 2, p. 166.

10. Growing ethical illiteracy, including ignorance of moral knowledge as essential as the Golden Rule and the tendency to engage in behavior injurious to self or others without thinking it wrong²¹.

3. The Principles of Character Education

Character education is like a broad tent, encapsulating various approaches to cultivating good character. However, the character education partnership, which the Council serves, has attempted to provide some general pointers for increasing schools seeking character education programs. Although there is undoubtedly no written sheet for effective character education, it is assumed that some critical basic principles guide the field. The education partnership offers 11 principles as criteria for schools and other groups to take advantage of and launch character education efforts and evaluate existing educational programs and materials. Circulation of this principle to school personnel and other educational institutions began in March 1995. However, has no feedback to what extent this has proven useful in shaping and assessing programs.

1. Character Education Promotes Core Ethical Values as the Basis of Good Character.
2. "Character" must be Comprehensively Defined to Include Thinking, Feeling, and Behaviour.
3. Compelling Character that Requires an Intentional, Protective, and Comprehensive Approach that Promotes the Core Values in All Phases of School Life.
4. The School Must Be a Caring Community.
5. To Develop Character, Students Need Opportunities for Moral Action.
6. Effective Character Education Includes a Meaningful and Challenging Academic Curriculum that Respects all Learners and Helps Them Succeed.

²¹ Thomas Lickona. "*Eleven Principles of Effective Character Education.*", Journal of Moral Education, Vol. 25, No. 1, 1996. p. 94.

7. Character Education Should Strive to Develop Students' Intrinsic Motivation.
 8. The School Staff Must Become a Learning and Moral Community in which All Share Responsibility for Character Education and Attempt to Adhere to the Same Core Values Guide the Education of Students.
 9. Character Education Requires Moral Leadership from Both Staff and Students.
 10. The School Must Recruit Parents and Community Members as Full Partners in the Character-building Effort.
 11. Evaluation of Character Education Should Assess the Character of the School, the School Staff's Functioning as Character Educators and Extent to which Students Manifest Good Character²².
4. The Goals of Character Educations

According to Thomas Lickona stated that character education has three-goal, good people, good schools, and a good society.

The first goal explains that we all want good character to become real human beings. We need strength, heart, mind, and desire to be able to live and work. The second goal is that we need character education to have an excellent educational institution or school. Schools are more conducive and practical for teaching and learning if they can be caring, polite, and driven to have a community purposes.

The third goal is to emphasize that character education is very influential on the task of moral development in society. Social problems are dishonesty, greed, violence, family strife, the increasing number of children living in poverty, and disrespect for life.²³

C. Textbook

1. The Definition of Textbook

²² Thomas Lickona. "Eleven Principles of Effective Character Education.", *Journal of Moral Education*, Vol. 25, No. 1, 1996. p. 95-99.

²³ Thomas Lickona."Character Education: Seven Crucial Issues, *Action in Teacher Education*" 1999, 20:4, 77-84.

Based on the statements of Ravitch and Valverde et .al, the textbook was essential media. The critical point of textbooks is shaped by students, teachers, and families' perspectives regarding school learning. A textbook is a book written for teaching and learning. Furthermore, according to Venezky, textbooks have one curriculum guideline setting, an infinite number of textbooks can be built. The textbook is the closet point that students have to work on from the curriculum, and the purpose of the textbook is to provide convenience for students learning. Textbooks are structured to translate curriculum policy abstractions into dealing that teachers and students can perform. They are intended as conveyors of media between curriculum policymakers and teachers who provide learning in the classroom. the mediation roles of countries differ according to specifications, education systems, and classroom conditions²⁴.

2. The Role of Textbook in Education

According to Gelfman, Podstrigic, and Losinskaya, the role of textbooks varies significantly from one teacher to another and the class. However, the experts above provide an outline for the critical role of textbooks:

- a. To provide teaching and encouragement to students to build new knowledge.
- b. To provide a balance of detailed and precise information.
- c. To provide logical and consistent systems.
- d. To show new questions.
- e. To present active, creative, and multifaceted information to students.²⁵.

According to Cunningsworth, four guidelines serve as the basis for selection criteria in textbooks:

²⁴ Lisa Okeeffe. "A Framework for Textbook Analysis." *Int. Rev. Cont. Lear. Res.* 2, No. 1, 1-13 (2013)

²⁵ Op.,cit. 2

- a) Textbooks must match with the objectives of the language program and must suit the needs of the learner;
- b) Textbooks should be selected to help students use language effectively for their purposes;
- c) Textbooks must facilitate the learning process without imposing 'rigid' learning methods;
- d) The textbook must be an intermediary between students and the target language to support the learning process.²⁶.

3. The Important of Textbooks Analysis

According to experts, using textbooks is the same as blogs, as is written practice. The word textbook appeared around the 1830s. Then the textbook sequence is as follows:

- a. Present a rule
- b. Provide an example that uses the rule
- c. Exercise for students to apply the rule
- d. Formal proof of the rule

According to some figures, a textbook's educational value is significant because it is based on textbook analysis going back to 900 AD when experts count words and ideas in a text. A textbook is also something students will read every day and find messages, whether small or large, will be open to interpretation by young people's impressionable minds. The experts also explained that there is a process of development, editing, and publishing in the textbook stage that does not have to involve many people. According to Mikk, in his thought, the working group for making textbooks must consist of subject specialists, teachers, educational psychologists, illustrators, and SMS specialists so that all considerations are achieved. A good textbook needs to consider the content or content, elements of motivation, value-forming aspects, illustrations, accessibility, study guides, Etc.

²⁶ Alan Cunningsworth, Choosing ..., Page15-17.

Meanwhile, according to Vygotsky, in his thinking about the proximal development zone, he identified the need for textbooks to direct students to such zones, where there is optimal learning. With the influence of student progress, it is considered overwhelmed by complex and too easy tasks. In this case, the motivation for students in need of textbooks is regional. Research can help ensure textbooks are focused on achieving such goals.²⁷ The important of analyzing character educational values in the textbook is there may be a lack of character education at home and the inconsistency could deter the work of character education at school. So, based on cases in a schools use prepackaged program such as CHARACTERPLUS, Character Counts and An Ethics Curriculum for Children. These programs identify key traits and have pre-developed lessons or books to teach students about various traits²⁸.

4. The Uses of Textbooks

Several figures and educators commented that it is necessary to complement textbooks with appropriate material to meet specific students' needs. Textbooks provide useful material for students and teachers but would be better if not owned by them. According to Alan Cunningsworth, textbooks are one of the best learning resources to achieve the goals and objectives set in this case are students. Meanwhile, other thinkers commented that evaluating and complementing teaching materials is a critical professional activity for EFL teachers and needs to be continuously developed.²⁹

One of the keys to implementing the 2013 Curriculum, namely and learning resources, means that the existence of textbooks as a learning resource is an important aspect that must be considered to implement the 2013 Curriculum implementation. Thus, it can be realized that current textbooks are still used. Although not many have it, learning resources

²⁷ Lisa Okeeffe. "A Framework for Textbook Analysis." *Int. Rev. Cont. Lear. Res.* 2, No. 1, 1-13 (2013).

²⁸ Courtney Tyra. "Bringing Books to Life: Teaching Character Education through Children's Literature." *St. Mary's Collage of Maryland*. P. 4.

²⁹ Angeliki Constantinou Charalambous, "The Role and Use of Course Books in EFL," 2011

that are very important for students, especially schools outside the city, rural areas, and remote areas. Furthermore, Mulyasa added that in implementing the 2013 Curriculum, the government had prepared several books that must be prepared for students to study, including teacher handbooks and student guides. With this, the selection of books must prioritize textbooks that are directly related to specific competency texts. Whereas in the selection of other books such as complimentary books, it must be guided by educational validation or recommendations, as well as other considerations which, of course, do not burden the parents of students³⁰.



³⁰ Fitriana Sulistiyaningrum. "AN ANALYSIS OF CHARACTERS IN THE TEXTS OF AN ENGLISH TEXTBOOK ENTITLED CONTEXTUAL ENGLISH FOR GRADE XI OF SENIOR HIGH SCHOOLS REGULAR PROGRAM," 2015. p. 15.

CHAPTER III

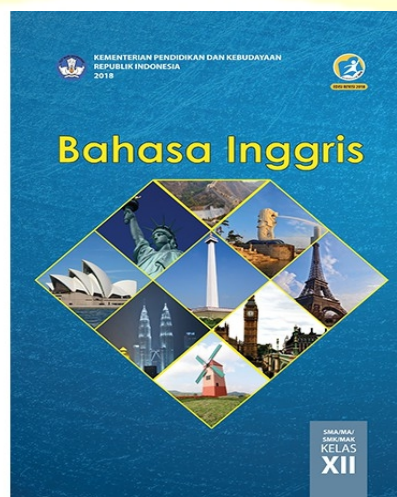
PROFILE OF THE TEXTBOOK

A. Identify The Textbook

1. Textbook Identity

This research discusses an English textbook for Senior High School students in grade XII entitled "Bahasa Inggris," published by the Ministry of Education and Culture in Jakarta. This book has been publishing in two copies: the first print in 2013 and the revised edition in 2018. The government prepared this Textbook in the context of implementing the 2013 curriculum. There are two versions of the Textbook: teachers' book and students book, but this study only focuses on analyzing the students' books.

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2. The objective of The Textbook

Textbooks in Indonesia act as learning materials widely used in informal learning environments, especially in English subjects. English Textbook published by the Ministry of Education and Culture plays an essential role in supporting English subject teaching and learning. According to the Ministry of Education and Culture, the English Textbook for XII Grade Students of Senior High School is preparing to build students' attitudes, knowledge, and communication learning. In addition to the purpose of this book, it also has general principles that have been referred to in the development of this book, namely students learning foreign languages need language input in the form of vocabulary and grammar, require practice and repetition for vocabulary and grammar retention, and require providing as many opportunities as possible to use the language actively³¹. Besides, according to Douglas E. Lawson, in primary teaching at the secondary level, educational experts indicate a general agreement to stimulate the mind, teach expression terms and linguistic standards, and instill cooperative habits and learned principles. In foreign language learning, learning resources is need, namely textbooks that have been selected and have several objectives such as having a good language structure, sentences, use of nouns, phrases, part of speech, use of pronouns, verbs, adjectives, adverbs, and then another part of speech.³²

3. Position of The Textbook

According to government regulation Number 19 of 2005 article 43 paragraph 5 in testing the quality of textbooks, important aspects such as content, language, and graphic presentation must be considered. So that when the textbook is used it does not meet the criteria, it will cause concern if the students' understanding will be different from the content

³¹ Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris SMA/MA/SMK/MAK Kelas XII (Buku Siswa), Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018, page. iii

³² Douglas E Lawson. "The Content of Elementary Language Textbooks: Objectives, Grade Placement, and Drill Frequency," Vol. 12, No. 5 (MAY 1935), pp. 120-122, 144

of the textbook. Textbook can provide learning motivation for students' in various subjects. As Permendiknas Number 2 of 2008 article 1 paragraph 3 state:

“Textbooks are mandatory reference books for use in units primary and secondary education or tertiary education that contains material learning in the context of increasing faith, piety, morals noble and personality, mastery of science and technology, increased sensitivity and aesthetic ability, increased ability ability kinesthetic, and health compiled based on national standards education”.

Definition of textbook as quoted above, determines the position of textbook as mandatory reference book³³.

The Textbook's position in the learning process contains the Regulation of Minister of National Education number 11 of 2005 in article 2 verses 1-3. the regulation is:

- a. Textbooks are mandatory references by teachers and students in the learning process.
- b. In addition to the textbooks referred to in paragraph (1), teachers use educators' manuals and can use enrichment books and reference books in the learning process.
- c. To increase the students' knowledge and insight, the teacher can encourage students to read enrichment books and reference books.

The regulation explains that Textbook in the learning process uses mandatory guidelines for teachers and students supported by other sources such as enrichment book and reference book. Therefore Textbook are considered the primary learning resource. As the leading learning resource, choosing a textbook must pay attention to the student's needs to match the desired skills.

B. Structure of The Textbook

Textbook Bahasa Inggris for twelfth Grade Students of Senior High School consist of 184 pages. There are eleven chapter contained in this

³³Reni Nurdaeni. “ANALISIS BUKU TEKS PELAJARAN BAHASA INGGRIS BERDASARKAN STANDAR PENULISAN BUKU TEKS PELAJARAN”. p. 4.

textbook for first and second semesters. Each chapter has a specific theme. The distribution can be seen below:

List of chapters, topics, and text structures of the textbook entitled Bahasa Inggris twelfth Grade

CHAPTER	TOPIC	TEXT STRUCTURE
1	May I Help You?	Conversation
2	Why Don't You Visit Seattle?	Conversation (conditional statements)
3	Creating Captions	Various (Giving information through pictures, photos, tables, graphics, charts)
4	Do You Know How To Apply for a Job?	Letter head, date, address of receiver, salutation, body, closing, signature, name of applicant
5	Who Was Involved	Head;ones, summary of events (who,what, where, why, etc.), quotes
6	Online School Registration	Lead, events, quotes
7	It's Garbage In, Art Works Out	Lead, events, quotes
8	How To Make	Steps in using technological products
9	Do It Carefully!	Tips in doing something (goal, materials, steps)
10	How to Use Photoshop?	Steps in using technological products
11	Let's Make a Better World for All	Songs

In this textbook, there are various learning materials arranged according to the theme in each chapter. This book's contents present in several sections: vocabulary builder and exercise, grammar review, pronunciation practice, reading comprehension, text structure, speaking, and writing. Vocabulary builders provide to enrich students' vocabulary. It means that students can obtain the new word from the reading text, which consider. After students get a new vocabulary, they directly pronounce these words with intonation, emphasis, and correct pronunciation exercises, either alone or together with friends. After this section implement, students directly read the text as a whole. In reading sections, students practice understanding and absorbing information in the text. The existence of an understanding section also helps

students to explore the contents of a text. There is also a text structure section to help students organize a text to fit the rules. Then, after understanding the text's content and structure, students are invited to find and use vocabulary that has been previously learning in the reading text. Students can convey messages by applying vocabulary, grammar, and steps preview learned in speaking and writing. In this book, there are also quotes from significant figures that contain learning motivation for students.

C. Type of Research

This research is included in the type of literature research or library research. While the method is called content analysis. Content analysis is a research method aimed at written or visual material that aims to identify the characteristic of the object. The object being researched or analyzed can be in the form of newspapers, television programs, speeches, advertisements, music compositions, web pages, textbooks, as well as various types of documents³⁴. Content analysis is also useful for checking styles and patterns in a document such as the analysis conducted by Stemler and Bebell which analyzes the content of a school's mission statement whether it is actually held or not³⁵.

Following are some of the objectives of content analysis in educational research:

1. To identify an idea or thought, presumption or problem in a textbook.
2. To analyze the various types of errors that occur in students' writing skills. Examples such as spelling and grammatical errors.
3. To give a description and interpretation of a practice or application that applies. Can be in the form of text or media publication.
4. To identify the difficulty level of material in a textbook or other learning resource.

³⁴ Donald Ary. *Introduction to Research in Education*. Wadsworth, Cengage Learning, 2010. p. 457.

³⁵ Steve Stemler. *An Overview of Content Analysis*. Practical Assessment, Research, and Evaluation: Vol. 7, 2000. p. 1

5. To search for a relative interest in a particular topic. For example analyzing the scope of content in an educational textbooks³⁶.

This research is study about character values in the textbook. This research included in qualitative content analysis where the result of the research are presented in the form of descriptive analysis. As for data collection, it is taken from the primary resource, the textbook entitled 'Bahasa Inggris'. the data is taken through the content in the textbook such as speaking script, dialogue and conversation, reading text, and story illustration. As for the steps in analyzing the data by Ary's are carried out in several steps, namely specifying, selecting, formulating, deciding, and explaining of the data.

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The Title of Books and Year of Published (Last 10 Years)

³⁶ Opcit, 458

- 1) Bahasa Inggris Kelas X and Kelas XII untuk Kurikulum 2013. 2014-2015. Kemendikbud; Jakarta.
- 2) Integrating Environmental Education into A Genre-Based EFL Writing Class. *English Teaching Forum*, 52 (4): 20-27. ISSN 1559-6621 (online).
- 3) Pembelajaran Menulis Bahasa Inggris: Prinsip-prinsip Dasar dan Contoh Pelaksanaannya, 2013. Banyumedia Publishing: ISBN 978-602-284-002-2.
- 4) C-Smile, COCA, and BNC: A Focus on Amplifiers and Adjective Collocations. 2014. *the Southeast Asian Journal of English Language Studies*, 21 (2): 73-87.
- 5) Teacher Professional Education in Indonesia Programs. In Richmond Stroupe and Kelly Kimura. (Eds.). *Integration and the Role of English Language Teaching (Special Edition)* (pages 121-148). Phnom Penh: IDP Education (Cambodia) Ltd.

The Title of Research and Year of Published (Last 10 Years)

- 1) Implementasi Pembelajaran Membaca Menulis Terpadu melalui Buddy Journals untuk Meningkatkan Kemampuan Menulis Mahasiswa Jurusan Sastra Inggris (Ketua); Faculty of Literature State University of Malang.; 2008
 - 2) Pengembangan Paket Bahan Otodidak untuk Publikasi Internasional (Ketua); Penelitian Strategis Nasional, DP2M DIKTI; 2009-2010.
 - 3) Pembangunan dan Analisis Korpus Digital Wacana Akademik: Menuju Civitas Akademika yang handal (Anggota); Penelitian Unggulan PT, DP2M DIKTI; 2013-2014.
 - 4) Pengembangan Peta Kurikulum Program Studi Pendidikan Bahasa Inggris Berstandar AUN-QA (ASEAN University Network Quality Assurance) dan Berbasis KKNI (Ketua); Penelitian Unggulan PT, DP2M Kemenristek DIKTI; 2015-2016.
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- 2) 2014- Now : Teacher Trainer and Consultant, innovative Learning Center.
- 3) 2010- Now : Teacher Trainer, the British Council.
- 4) 2008-2010 : Master Trainer, LAPIS-ELTJS

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- 1) Non Title: Human Resource Management (H.H. Humphrey Fellowship Program), University of Minnesota, AS (2011-2012).
- 2) Non Title: In-Service Certificate in English Language Teaching (ICELT), ESOL Examination, University of Cambridge (Jul-Dec 2007).
- 3) S3: Department of English Education, State University of Malang (2001-2006).
- 4) S2: Department of English Education, IKIP MALANG (1996-1999).
- 5) S1: Department of English Education, IKIP MALANG (1991-1996).

The Tittle of Books and Year of Published (Last 10 Years)

- 1) Fun Activities: Cara Asik Belajar Bahasa Asing (2013).
- 2) Language Games: Belajar Bahasa Asing dengan Gembira (2012)
- 3) Teaching English Joyfully (2012).
- 4) Setting Up Your Classroom Lay Out. Dalam A.K. Hakim dan Syaifuddin (Eds), Serba-serbi Pengajaran Bahasa: Buku 2. (pp. 23-36). (2010).
- 5) Kiat Sukses Meningkatkan Skor dalam Tes Proficiency (2008).

- 6) Bermain Bersama Batita: Cara Efektif Mengembangkan Kemampuan Bahasa dan Komunikasi (2008).
- 7) Menanamkan Kemampuan bahasa dan komunikasi (usia 13-24 bulan) (2007).
- 8) English for Islamic Studies (2006).
- 9) Guide for the English Teachers at Islamic Institutes (2006).

The Title of Research and Year of Published (Last 10 Years)

- 1) African American English (AAE) and Slang Used by Jim and Huck Finn in The Adventures of Huckleberry Finn (2014).
- 2) Mitigated Disagreements Among Indonesian Doctorate Students in an Academic Setting, (2012).
- 3) Promoting Harmony During Disagreements; A Portrait of Adult Discussions in the Indonesian Context (2012).
- 4) Incorporating Islamic Messages in The English Teaching in The Indonesian Context (2012).
- 5) Responses to Disagreements in Academic Discussions (2012).
- 6) A Speech Act Analysis of Jane Eyre (2011).
- 7) English Language Training for Islamic Schools (ELTIS): Trainees' Outlook (2010).

JEquality Issues in ELTIS Training Materials. (2009).

- 1) English Language Training for Islamic Schools (ELTIS) (2007).
- 2) Verbal Disagreeing Strategies and Responses in The Doctorate Classroom Discussion Context at The State University of Malang (2006).

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- 1) S3: Department of English Education, State University of Malang.
- 2) S2: Educational Theories and Practices, Ohio State University.
- 3) S1: Department of English Education

The Title of Books and Year of Published (Last 10 Years)

- 1) Buku Teks Pelajaran Bahasa Inggris untuk SMA kelas 10 dan 12.

The Title of Research and Year of Published (Last 10 Years)

- 1) The Teaching of English Preparing Students for English National Examination: A Wash-back Study.
- 2) She has been involved several times in helping UNICEF and USAID develop capital for teacher training and teacher training and has been a national instructor for the 2013 curriculum.



IAIN PURWOKERTO

CHAPTER IV
INTERNALIZATION OF CHARACTER EDUCATIONAL VALUES IN
ENGLISH TEXTBOOK FOR TWELFTH GRADE ENTITLED *BAHASA*
INGGRIS SMA/MA/SMK

A. The Values of Character Education in English Textbook for Twelfth Grade Entitled ‘Bahasa Inggris SMA/MA/SMK/’

This section contains the finding and discussion of the research. It is about the availability of character education values in the text of English textbook for twelfth grade entitled Bahasa Inggris SMA/MA/SMK/MAK based on the 2013 Curriculum suggested by the Ministry of Education and Culture. The focus of this research is the text of textbooks such as speaking scripts and reading texts.

1. Character Educational Values in Speaking script

The first ChapterChapter has the social function of asking for and giving service. In this ChapterChapter has four dialogues of the speaking script. Here is the dialogue.

Instruction:

Read the dialogues. Pay attention to the italicized expression.

Dialog 1

dr. Nahda :	You look terrible. <i>What can I do for</i>	<i>you?</i>
Fafa :	I can't go to school today.	
dr. Nahda :	Oh, I am sorry to hear that. <i>What's the</i>	<i>problem?</i>
Fafa :	My stomach hurts terribly. I think I	have a fever as well.
dr. Nahda :	Okay, let me check your stomach. (The	doctor puts the stethoscope
in Fafa's	belly and strikes it lightly). <i>Does it hurt</i>	<i>here?</i>
Fafa :	Yes, that's really terrible.	
dr. Nahda :	<i>Alright then, I'll give you prescription.</i>	<i>You have to take the pills</i>
	<i>three time a</i>	<i>day, okay?</i>
Fafa :	Okay, doctor.	
dr. Nahda :	Good. Get well soon, Fafa. Bye.	
Fafa :	Thanks a lot. Bye, doctor.	

Chapter 1. page 4

From dialogue one, the authors present dialogue that discusses a patient who asks helps from the doctor about his terrible. The authors want to tell the students that the doctor professionally should help the patient. From the dr. Nahda's statement *"What can I do for you?"*, dr. Nahda shows the action that tends to assist the other people who need help. It means that dr. Nahda statements contain caring or socially aware value and represent one of the indicators of socially aware value that is doing activities for helping others. The second conversation that was found shows the situation from dr. Nahda statements *"does it hurt here?"* and *"thanks a lot."* it means that dr. Nahda able to communicate with good language to the patients and others. The last is the authors present the conversation as dr. Nahda's statements, *"Alright then, I'll give you prescription. You have to take the pills three time a day,okay?"* it can be seen that the authors want to tell that as the doctor they have to do their duties and obligation. In the conversation, dr. Nahda, as the doctor, does his duties to help the patient give a prescription for the terrible. It can be seen on dr. Nahda's statement, *"I'll give you a prescription."* also represents one of the indicators of responsible values that is doing the duties and obligation.

Instruction:

Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching her bringing a suitcase.

Dialogue 2	
Tania : Hello, Sir. May I help you?	Where's your destination?
Stranger : Yes. I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?	
Tania : Yes. This is Arjosari bus station. It here to Jakarta.	takes about 22 hours from
Chapter 1, page 5	

From dialogue two, the authors present the speaking script discussing two people as a stranger and Tania as an agent of the bus station. In this book, the authors want to show that we should give help who need it as a human. The conversation showed that Tania was offering help to the stranger. Tania's statement, *"May I help you?"* means that Tania's statements contain caring/socially aware values. The second from dialogue 2 shows that the stranger significantly communicates with the information that was giving by Tania. From the stranger statements *"Yes"* from this statement, Tania can communicate with the stranger with good language as an agent of the bus station. Then, dialogue two also presents the situation as Tania statements, *"Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta."* The author wants to tell that as the agent of bus station they have to do their job with complete duties. In the conversation, Tania, as the bus station agent, does her duties to help the stranger that will go to Jakarta by giving some information. From this case, it can be concluded that this statement contains responsibility values.

Dialogue 3

- Dhea : Have you heard that the due date for the final project is extended?
- Riza : No, **is it true?**
- Dhea : Yes, it will be due next month.
- Riza : That's wonderful I haven't even started yet.
- Dhea : **Would you need my help?**
- Riza : **No, thanks. I'll do it as soon as possible.** I know that you're as busy as I am.
- Dhea : **Okay.** Just let me know if you need my help.

Chapter 1, page 5

Dialogue 3 presents the conversation that discusses two students' who discuss their final project. Dhea states Riza, such as *"Have you heard that the due date for the final project is extended?"* from this statement, Dhea asks something important information that gives rise to curiosity to Riza. Such Riza statement, *"No, is it true?"* from this, it can also be seen that Riza wants to know about the truth of the due date for the final project is extended or not. The authors want to tell that as students, they have to find some information in detail. From the conversation, it can be concluded that it contains curious values because the speakers (Riza) want to know about the information when the date of the final project will be due.

In comparison, the information is obtained from her friend (Dhea). From the conversation also present in Dhea's statement, *"would you need my help?"* from this, Dhea could show the attitudes and actions for caring and offering help to her friend. Then, the authors also present the case, such as Riza's statement, *"No, thanks. I'll do it as soon as possible. I know that you're as busy as I am."* this statement is the answer to Dhea statement when she was offering help to Riza. However, according to the Riza statement, it can be seen that Dhea rejected the offering of Riza with the reason that Riza, as a student, will do the final project as soon as possible by herself without asking for help from others. So that, it can be seen that Riza shows independent values. It is the indicators of independent values that are trying to do everything with their abilities.

Dialogue 4

Hamada : My extended family is going to a surprise birthday party for my grandmother next week

Diana : Wow! That sounds great. How old is she?

Hamada : She'll be 74 on August 13.

Diana : Really? I didn't know that she was that old. I thought that she was still around 60. she looks much younger.

Hamada : **Thanks.**

Diana : **What if I help you with the preparation?**

Hamada : Oh, it is very nice of you. But I'm going to do it with my sister. Thanks for the offer.

Diana : Okay, no problem.

The authors present in the speaking script that two students discuss birthday's grandmother. In the conversation, Hamada gives information to Diana about her grandmother's birthday party, and then Diana offering help to Hamada with the preparation. As Hamada said, *"My extended family is going to a surprise birthday party for my grandmother next week."* and then Diana gives respond with the statement, *"What if I help you with the preparation?"* Diana's statements show that she cares for her friend by offering help to prepare the birthday party. It means that it contains caring/socially aware value and represents one of the indicators of socially aware value doing activities for helping others.

The second Chapter has the social function of planning future activities: Giving suggestions, advice, and instructions. This Chapter has six dialogues of the speaking script.

Instruction:

Practice to ask and answer questions.

Still related to the reading text above, play the roles of the speakers in the pictures.

Dialogue 1

- Beni : What is another name for Seattle?
Alex : it is called the Emerald City.
Beni : What can we do at the Bloedel Reserve?
Alex : We can visit seasonal gardens and natural woodlands.

Chapter 2, page 20

The author presents two students whom Beni with the questions want to ask information from Alex from the dialogues. Therefore, with confidence, Alex responds to Beni's questions and gives some information that he asks before. From the dialogue, it can be seen that they give information to each other with good communication. This

conversation indicates that Alex can implement the communicative values.

Instruction:

Practice the dialogue.

Read and practice the dialogues below with your friend. Pay attention to the use of “if” clause.

Dialogue 2

Father : Exam is around the corner.
It's about time to go back to your study.
Son : Okay, Dad.
Father : **If you want to pass the exam, you have to study harder.**
Son : Thanks, Dad.

Chapter 2, page 24

From dialogues 2, the authors present the circumstances about Father and Son, who talk about the final exam. In the first statement, a Father said, “*Exam is around the corner. It's about time to go back to your study.*” it means as a Father he feels he has a responsibility to remind his Son to go back to study, and he also shows that as a student his Son should realize about they due that is study. At the same time, a Son said, “*Okay, Dad.*” it can be seen a Son will do the due as a student and show attitudes disciplined values to his Father. In the dialogues, Father also gives a statement, “*If you want to pass the exam, you have to study hard.*” from this statement, and it can be seen that the Father suggests his Son study harder. It can conclude the statement contains hardworking values. Then, from the instructions also present

statement “*read and practice the dialogue below with your friend.*” it means the instruction want to make students could implement the hardworking values start from play role with others. The authors want to tell that as the students, they have to do their obligation to study, and if they want something, they have to work hard to get what they want.

Instruction:

Practice the dialogue.

Read and practice the dialogues below with your friend. Pay attention the use of “if” clause.

Dialogue 3

Dela : Where can I get
inexpensive good
quality shoes?
Emi : If you want a good
price, why don't you go
to the factory outlet?

Chapter 2. page 25

The authors present the circumstances in the script that discuss two students, Dela and Emi. From Dela's statements, “*Where can I get inexpensive good quality shoes?*” it can be seen is Dela wants to know about the information about a place that can get inexpensive good quality shoes, and she asks her friend Emi. At the same time, Emi said, “*If you want a good price, why don't you go to the factory outlet?*” from Emi's statement, and it can also be seen that she can give suggestions to Dela with goo language in their communication. It can be concluded that it contains a communicative value.

Instruction:

Practice the dialogue.

Read and practice the dialogues below with your friend. Pay attention to the use of “if” clause.

<p>Dialogue 4 Mr. Luqman : If you want to be the chair of OSIS, offer a good program to improve the school environment. Nyoman : Sure, I will.</p> <p>Chapter 2, page 25</p>

From dialogue four, the author presents the situation above that discusses a teacher who suggests his student offer an excellent program to improve the school environment if he wants to be a chair of OSIS. In the dialogue, Mr. Luqman is a teacher, and Nyoman is a student. Mr. Luqman's statement, *"If you want to be the chair of OSIS, offer a good program to improve the school environment."* means Mr. Luqman is expected that Nyoman could offer an excellent program to improve the school environment. The authors also want to tell that offering a good program from the school environment means that he will invite the other students and the teacher to pay attention and keep the school environment clean. From the conversation, it can be concluded that it contains care for environment value because Mr. Luqman's idea is helpful for the school environment, and those ideas represent one of the indicators of care for environment values that is the effort for keeping the environment clean. The conversation also presents the democratic discussion because they discuss first what Nyoman should do before deciding something.

Instruction:

Practice the dialogue.

Read and practice the dialogues below with your friend. Pay attention the use of “if” clause.

Dialogue 5

Mom : **If you don't put some cherries on it, your cake will look pale and dull.**

Etty : **Yes, you're right.** A cherry or two will help with the appearance.

Chapter 2, page 25

From dialogue five, the authors present the conversation that discusses a Mom and a daughter. In the dialogue, Mom said, "*If you don't put some cherries on it, your cake will look pale and dull.*" this statement show Mom suggests to Etty that the cake will be more beautiful with cherries on it. It means that the suggestion is a good idea and contains a creative value. At the same time, Etty also gives respond to her Mom with accepting the advice by said "*Yes, you're right. A cherry or two will help with the appearance.*" it can be seen that Etty give appreciate to other opinion and it can be concluded that the statement contains a tolerant value.

Instruction:

Practice the dialogue.

Read and practice the dialogues below with your friend. Pay attention to the use of "if" clause.

Dialogue 6

Joko : **If I am elected president, I will waive taxes for poor people.**

Edwin : **I wish you all the best.**

Chapter 2, page 25

From dialogue six, the author presents the circumstances that discuss two students Joko and Edwin, who talk about helping poor people by waiving taxes. From Joko's statement, "*If I am elected president, I will waive taxes for poor people.*" it can be seen who is Joko as a student has a future to be president and will waive taxes for poor people. So, it can be concluded that Joko's statement contains nationality and socially aware values. The authors want to tell that the students have to help each other.

The last is from Edwin's statement that *"I wish you all the best."* which shows that he should support and pray his friend with good language as a friend of Joko.

2. Character Educational Values in Reading Texts

This section is finding and discussing the values of character education in reading texts. Here the reading text that was found in the textbook.

Reading text 1

- **Task 1:** Read the text carefully.
- Have you ever heard about Seattle? Do you know what and where Seattle is? What do you expect to see and enjoy there?

Six Things to Do if You Visit Seattle

There are 6 must-have experiences that you should do if you visit Seattle where city and nature come together. If you visit Seattle, arrive with this list in hand and you'll be off to a foolproof start for exploring the Emerald City's most unforgettable sights and sounds. If you visit Seattle, do the following things:

1. Feel the fresh air on your face as you sail to Bainbridge Island on a Washington State Ferry. From the ferry you can enjoy the view of the Seattle skyline. If you want to enjoy



Source: wsdot.wa.gov

Bainbrige Island, stroll around downtown's galleries, boutiques, coffee houses and cafes. Seasonal gardens and natural woodlands at the Boedel Reserve are as the other options.

2. Why don't you tour the Pike Place Market's produce stands to buy something you've never tasted. The Pike Place Market is much more than a farmers' market. Its entire district is full of shopping, attractions and favorite sights. The area is festival of sounds, tastes and smells and it is part of the reason. It's called the 'soul of Seattle'. Unless you have allergic to noises, make sure you take time to spot these beloved icons.



Source: pikemarket.org

3. Book a night at one of the many cozy B & Bs or resorts available throughout the Sun Juan Islands. Cozy bed and breakfasts are the perfect way to enjoy the friendly island culture. If you have enough time, tour the numerous art galleries in Friday Harbor. You can also enjoy naturalist-guided



Source: whitnall.com

4. See exciting and experimental works at Chihuly Garden and Glass. A visit to this site is an opportunity to take full advantage of the location at the Seattle Center, a premier destination for arts, entertainment and leisure activities. If you visit this city, you should explore the Space Needle and Pacific Science Center. Experience Music Project and a variety of cultural activities offered throughout the year.



Source: kementikbud

5. Watch the world's most sophisticated aircraft be built before your eyes at the Boeing factory in Mukilteo. If you are curious to know about it, you should explore the dynamics of flight and experience new aviation innovation. Go behind the scenes at Boeing to watch the very same jets you may one day be a passenger on being assembled.



Source: futureflight.org

Figure 1. Reading text 1

From reading text 1 in Chapter 2, page 19, a text entitled ‘Six Things to Do If You Visit Seattle’ contains six things about what you should do if you visit Seattle. From six things is mentioned, in point four, there is the statement “*you should explore the Space and Pacific Science Center*’. It can be seen the statement show the situation that the students should explore about a place visited, they should want to know the information about the places and get the information from others. Furthermore, the text point of five also presents the statement, “*If you are curious to know about it,*” it is mean the statement shows curious values inside. It can be concluded that these statements above contain curious values.

Reading text 2

D. READING COMPREHENSION

Task 1: Read the text carefully.

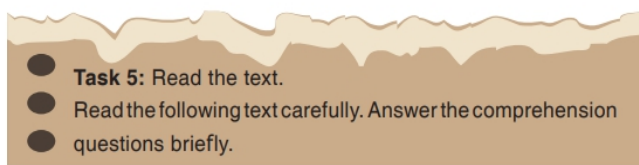
- As you read, try to figure out the answers to the following questions. What is the type of the following text? Why do people write such text? Do you think that someday you will write a text like that? Do you know the names of the parts of the text marked by the numbers and the meaning of the words in italics in the text?

Lilis Handayani Jl. A. Yani 389 Surabaya, 65151 April 19, 2015	(1)
Mr. Frank Peterson, Personnel Manager Jeans and Co. Jl. Raya Pandaan 186 Pandaan Pasuruan, Jawa Timur, 98502	(2)
Dear Mr. Peterson:	(3)
(4) I am writing to you in response to your advertisement for a local branch manager newspaper <i>appeared</i> in the Jawa Pos on Sunday, June 15. As you can see from my <i>enclosed resume</i> , my experience and <i>qualifications</i> match this position's requirements.	
(5) My current position, managing the local branch of a national shoe <i>retailer</i> , has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues <i>in order</i> to meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.	
(6) Thank you for your time and consideration. I <i>look forward</i> to the opportunity to personally discuss why I am particularly <i>suited</i> for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.	
Sincerely,	(7)
Lilis Handayani	

Figure 2. Reading text 2

From reading text 2 Chapter 4, page 50, the author presents a text of the application letter. The application can be found a statement “*has provided the opportunity to work under high-pressure,*” which means in the text the job applicant state he has provided to work under high pressure, and it shows that he has to be a job applicant a hard worker. At the same time, there is a statement that “*In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft’s Office Suite.*” this statement show the responsibilities of job applicant means as manager he could develop his time and do the duties. From the text above, it can be seen that two values can be implemented that are hard-working and responsibilities values.

Reading text 3

A rectangular box with a brown background and a torn paper top edge. It contains three bullet points, each with a black circle icon.

- **Task 5:** Read the text.
- Read the following text carefully. Answer the comprehension
- questions briefly.

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Tenants advised to obey regulations on apartment

Jakarta: A building architect has advised families planning to live in an apartment to study all the relevant regulations prior to moving in to help prevent unexpected security-related occurrences.

"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house," Fendhi Ibhindar said.

"Tenants of an apartment should abide by regulations set by the owner of the high-rise building," he added.

"This is important, especially for a family that has a young child," he was quoted as saying by *okezone.com*.

According to him, the trend of living in an apartment in Jakarta started only 10 years ago. Living in an apartment has increasingly become popular.

"Most of Jakarta's residents are more accustomed to living in a landed house and when they live in an apartment, many are not ready for apartment-living habits and regulations. They have to abandon their mindset of living in a landed-house," he said.

He said that an owner of apartment should also consider aspects of designing and building materials that are safe for children. "The quality of building materials should be prioritized," he said.

"Children's safety should be the main concern with regards to the building materials that are used," he said.

(Adapted from: *The Jakarta Post*, May 9, 2014)

Figure 3. Reading text 3

From the reading text 3 in Chapter 5, page 68, there is a text entitled 'Tenants advised to obey regulations on apartment' where inside of the text in seven paragraphs there is a statement that "*He said that an owner of apartment should also consider aspects of designing and building materials that are safe for children*" it means the text wan to present social aspect. It can be seen from the statement "*safe for children,*" so the text above explains that an apartment owner should consider it safe for children to help so that children's safety if they live in an apartment. From this case can be concluded is the text contain caring or socially aware value.

Reading Text 4

Parents upset, disappointed with online school registration

The Jakarta Post, Jakarta | Headlines | Sat, July 05, 2014, 9:25 AM

Hundreds of parents thronged the Jakarta Education Agency's office in Kuningan, South Jakarta, to report problems with the online school registration system on Friday.

During their visit to the agency's office, the parents expressed their dissatisfaction with the online system, which according to them was disorganized and made it difficult for them to register their children for enrollment in public schools.

Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.

However, he added, his daughter was also turned down after she registered at a different school because her name was still listed for SMKN 47 Jakarta.

"First, my daughter was rejected because of her height, and now due to technical issues, she can't register at any school. I just want to get her into a good school," he said, adding that he hoped the agency could solve the problems as soon as possible.

Nuraisyah Paransa, another parent, also said that she was unable to register her son at any state-run high school due to similar technical problems.

She said that her son was initially accepted at East Jakarta public school through public admission phase. However, he did not re-register with that school as he wanted to shoot for a better state-run school through the local admission phase.

"But the second school rejected him because he had been accepted through the public admission phase. Since my son did not re-register at the first school, now he isn't registered anywhere," she said.

The online registration system has been applied in the capital since 2004. No such problems occurred with the previous registration system.

This year's student admission system has three phases: public admission, where students vie for seats with other students throughout the country; local admission, where students compete with others in the same province; and third admission, where students who did not get accepted during first and second admission resubmit their applications.

Lasro Marbun, head of the Jakarta Education Agency, said that anyone who did not re-register in the public admission phase and was unable to register during local admission or third admission, could register their children at private schools.

"They can then transfer them to a public school in the second semester," he said on Thursday as quoted by *kompas.com*.

However, Rida Afrida, who wanted to register her son at state junior high school SMP 194, did not agree with that idea. According to her, a lot of people have chosen public schools over private schools for financial reasons.

"I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools," she said.

Meanwhile, acting Jakarta governor Basuki Tjahaja Purnama said that the parents should be patient and not panic.

"We had no problems last year. The process might be a little complicated, but there's no reason to panic," the acting governor told reporters at City Hall. (*idb/dwa*)

Figure 4. Reading text 4

From reading text 4 in Chapter 6, page 84, a text or a piece of news about 'Parent upset, disappointed with online school registration' from a whole of text can be found some problems faced by parents about online school registration. Then from several complaints in the text above, there is a statement that "Meanwhile, acting Jakarta governor Basuki Tjahaja Purnama said that the parents should be patient and not panic." it can be

seen from the Jakarta governor statements he advised the parents to stay calm and do not panic to face the problem. It shows that Basuki as governor can give a positive value for parents with democratic ways.

Reading Text 5

- **Task 1:** Read another news.
- Read the following news item of similar topic taken from a newspaper. What do you learn from the text?

Indonesia Opens Regional Recycling Conference

Petrus Riski

February 25, 2014 1:44 PM

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference aimed at increasing **awareness** of waste management for economic and environmental benefits.

Chapter 7

99

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The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, is being attended by 300 participants from nearly 40 Asia and Pacific countries.

The city was chosen to host the event because of its success in managing **municipal** waste through the 3Rs, Reduce, Reuse, and Recycle.

Mayor Tri Rismaharini said waste transportation is expensive and that the best way to address the problem is at its sources, with every **household** involved in recycling activities. "We can see that every year there is a **reduction** in the volume of **trash** that ends up in the **landfills**. When I was the head of Sanitation and Parks, it was 2,300 cubic meters per day. Currently it's 1,200 cubic meters," she explained. "So you can see the **reduction**, which goes to **composting center**, also in the community, and waste management centers."

The mayor said the city also runs a program for children called eco school.

"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.



Attendees at the 3R Forum look at toy motorcycles made from recycled parts, Surabaya, Indonesia. (Petrus Riski/VOA)

The conference will continue until Thursday.

Figure 5. Reading text 5

From the reading text 5 in Chapter 7, page 99, there is a piece of news entitled 'Indonesia Opens Regional Recycling Conference' which contains a statement that "*The city was chosen to host the event because of its success in managing municipal waste through the 3Rs, Reduce, Reuse, and Recycle.*" from the statement show that the city success in managing municipal waste through 3Rs as mentioned before. It can be seen the city already give a good idea to solve the problems exactly in the environment. Then, in other statements

in the last part said that *“The mayor said the city also runs a program for children called eco school.”* it is mean that the text presents the city was preparing about the new program for children, it shows the values as a human we should care to each other and giving help to other that need our help. At the same time, in the last paragraph, there is a statement, *“The school does not only teach about the environment but also introduces environmental-friendly practice,”* it can be seen through this statement explain is the school not always teach environment but introduce the environmental-friendly, so that students could realize how vital environment influence them in teaching-learning. From the finding, it can be concluded is the text contains creativity, socially aware, and care for environmental values.

Reading Text 6

B. READING

- **Task 1:** Observe and compare the text.
- Observe these two texts. In groups, compare them using the questions that follow.
-

TEXT 1



Last Saturday, the 12 grade students went for a trip **to the botanical garden**. Some teachers were also **with us**. We gathered together **in front of the school yard very early in the morning**. It took us **about two hours by bus to get there from our school**.

At the botanical garden, we did several things. First, we bought the entrance ticket. Second, we listened to our teachers' instruction

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about group activities. Next, we divided ourselves into groups based on our personal interests. Then, each group followed the assigned teacher. We spent the rest of the day with our groups doing a lot of activities. It was really a fun day for us.

TEXT 2

Head lice can be treated by wet combing. For it to be effective, wet combing needs to be regular and thorough. These are the steps of wet combing. First, wash the hair using ordinary shampoo and apply plenty of conditioner, before using a wide-toothed comb to straighten and untangle the hair. Second, switch to the louse detection comb. Third, draw the comb down to the ends of the hair with every stroke, and check the comb for lice. Next, remove lice by wiping or rinsing the comb. Then, work methodically through the hair, section by section, so that the whole head is combed through. Finally, rinse out conditioner and repeat the combing procedure. Repeat the procedure on days 5, 9, and 13, so that you clear young lice as they hatch, before they have time to reach maturity.

(Adapted from: www.nhs.uk)

Figure 6. Reading text 6

From reading text 6 in Chapter 9, page 120, there are two texts about procedure text. From text one, there is a statement that "*Second, we listened to our teachers' instruction about group activities.*" this

statement shows as a student they should do the duties such as listening to the teachers' instruction and try to understanding about the point. Meanwhile, in the same statement, there are sentences "*group activities*" it means that the teachers' instruction is to practice the cooperation of students in teaching-learning. It can be seen that hardworking values also present disciplined and responsibilities values inside it.

3. Categorization of Character Educational Values in the Texts

In this section, the researcher discusses the highest values and unavailable values as the highlight from the analysis which is linked to the government, English teacher, and textbook authors role as well as the similar previous study. From the data in speaking scripts and reading texts was found socially aware is the highest value from the analysis which implemented 7 time in each texts. Social awareness is an attitudes and actions that always want to help other people and communities in need³⁷. social values also an important part of community culture, as are the values of caring and protecting vulnerable people or children, and so on³⁸. Appropriate with the theory mentioned, it can be strengthen the analysis of text is contain socially aware value.

The second highest is responsibility value which is found five times in the texts. Based on the data was found is suitable with the definition of responsibility value by the Ministry of Education and Culture that refers to attitudes and behavior of a person to carried out the duties and obligation that should do, for himself, society, environment, the nation, and the Almighty God³⁹. Responsibility is an unique term of humans. Human live in society where they are should be responsible toward every behavior they do in it.

³⁷ KEMENDIKNAS,2010

³⁸ S. Munawaroh. *An Analysis Values Found in The Pirate Fairy Movie....*,2016

³⁹ KEMENDIKNAS, 2010

Responsibility is the result of actions and words carried out in under their authority⁴⁰.

The next position was obtained by curious and hard work values which is each value was found in 3 time in the text. A whole of text that contain curious value have analysis based on the framework of curious value which refers to attitudes and actions that was always working to find out more in depth and extend from something he learned, seen and heard⁴¹. Then, strengthened from other definition the curiosity as a form of innate love for learning and knowledge, without profit and also a desire for information⁴². Meanwhile, the data was found and analyzed is contain hard work value is suitable with the definition by Ministry of Education and Culture which is a behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible⁴³.

Furthermore, the researcher was found disciplined, democratic, and creative values in texts analysis. From the three of values character was found from each texts was in accordance with the theory or definition that underlies these values. First, disciplined values refers to actions indicating orderly and obedient behavior on various rules and regulation⁴⁴. Beside, discipline refers to the systematic instruction given to students by the teachers⁴⁵. Second, democratic value if according to Dewey democracy is a value with the following two meaning: First, democracy is an ideal concept, which on society requires individuals who are educated to

⁴⁰ Fatih Toremeh. *The Responsibility Education of Teacher Candidates*. ERIC, 2011

⁴¹ KEMENDIKNAS, 2010

⁴² Maya Bialik, et al. *Character Education for the 21st Century: what should students learn?*. CCR, 2015. P. 10

⁴³ KEMENDIKNAS, 2010

⁴⁴ KEMENDIKNAS, 2010

⁴⁵ Happy Karlina Marjo. *Challenging Parenting Issues on Developing a Disciplined Character...* Internasional Journal and Innovation, Creativity and Change, Vol 5, Issue 6, 2019. p. 209

understand social duties and responsibilities regarding political life. Secondly, in a democracy, moral values must be applied in the individual's personal life, politics, social life, and educational behavior⁴⁶. The last is creative value was refers to thinking and doing something to generate new method or result of something that has been owned⁴⁷.

The last is the lower values that was found in the texts of English textbook are independent, tolerant, and nationality values. From the data analysis that was found the third values was found one time in each text that was found and analyzed. Then, to strengthen the finding of values character the researcher linked with the theory of each values that was found. First, independent value is a dare to say no of it is wrong and means it in influencing good things⁴⁸. Second, tolerant value is related to the definition that according to Walter, willingness to accept behavior and beliefs which are different from one and other, however you might disagree with or approve them⁴⁹. The last is nationality value that refers to way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group⁵⁰.

According to Ministry of Education and Culture, Communicative value should represented in English textbook because this the important value which is could detected easily by students. The communicative value that was found in the text was connected with the definition that refers to attitudes and actions showed pleasure in speaking, associate and cooperate with others⁵¹.

⁴⁶ Saifullah. *The Internalization of Democratic Values into Education and Their Relevance.....Development*. Advanced Science Letters Vol. 21, Number 7 July, 2015.

⁴⁷ KEMENDIKNAS, 2010

⁴⁸ Lok Sevak Sangh. *"Education for Values Character and Integrity for Students, their Teachers and Parents."* Delhi: Transparency International India. P. 39-42.

⁴⁹ S. Munawaroh. *An Analysis Values Found in The Pirate Fairy Movie....*,2016. p. 16

⁵⁰ KEMENDIKNAS, 2010

⁵¹ KEMENDIKNAS, 2010

It can be seen that the government has an expectation for these values which can give the influence for the students to communicate with good language to each others. Thus, it is important for them to own this value and to get good attitudes. The students are expected to implement this value in their daily lives such as: appreciate other opinion and suggestion and communicate with good language to people in the society.

On the other hand, the values that does not presented in the speaking script are love of peace, joy for reading/reading interest, appreciative, patriotism, religiousness, and honesty. Love of peace value refers to attitudes, speech, and actions that cause other people to feel happy and secure due to one presence⁵². In fact there are many bullying and harassment cases at schools. Reading interest is habits to take time to read the various readings that give him the benefit⁵³. In real life are many problem with reading motivation of students, the authors should insert this value in English textbook, because it will influence the students for increase their reading interest. Appreciative is attitudes and actions that encourage him to produce something useful for society, and recognize and respect other peoples success⁵⁴.

This value should insert in English textbook, because it can be useful to contribute the value in appreciation actions. For example there is students give appreciate to other about the achievement that obtain it. Patriotism refers attitudes ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic, and political nation. This values also need to insert in English textbook. Religiousness is attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the

⁵² KEMENDIKNAS, 2010

⁵³ Ibid.

⁵⁴ Ibid.

practice of other religions, and live in harmony with other religions. For example, the authors can provide speaking script that the situation is discuss about tolerant with other religions.

The last values that was not found in speaking script and reading text is honesty. Honesty is behavior based on an attempt to make himself as one who can always be trusted in words, action, and employment⁵⁵. The author should insert this important value, because it will influence the character of students to be good people and can be a right person with good character. The finding showed the explanation about each value found by the researcher.

Table 3. The Findings of Characters in The Texts

SPEAKING SCRIPTS	READING TEXTS
Socially Aware	Curious
Communicative	Hard working
Responsibility	Responsibility
Curious	Socially Aware
Independent	Democratic
Disciplined	Creative
Hard working	Care for Environment
Care for Environment	Disciplined
Democratic	
Creative	
Tolerant	
Nationality	

B. The Ways of Internalization Character Educational Values in the Texts of English Textbook for Twelfth Grade Entitled ‘Bahasa Inggris SMA/MA/SMK’

⁵⁵ Ibid.

According to Zuchdi et al characters can be internalized directly or indirectly. Because, the techniques of internalization character education are categorized into two forms, namely explicit technique and implicit technique. The explicitly integrating technique aims to make learners more easily understand characters contained in the text of textbook. While implicitly integrating technique aims to train learners logical reason and imagination in order to find and understand the messages if the characters contained in the texts of English textbook⁵⁶.

Then, in this study, the researcher used the indicators of techniques internalization characters education values by the Ministry of Education and Culture to find out the explicitly and implicitly technique internalization character education in the English textbook. According to the Ministry of Education and Culture, there are many ways to internalized the values of character education into their teaching included in textbook. These indicators of techniques internalization the values of character education include (1) expressing the values that insert in the textbook, (2) internalization the values of character to become an integral part of the textbook, (3) using imagery and make contrast with similar events in the lives of students, (4) exchange the bad things into positive, (5) interpreting the values through discussion and mind mapping, (6) using stories to bring the characters, (7) telling the life histories of great men, (8) with songs and music to internalize the values, (9) using role play to portray the stories that contains the values of character, (10) using a various activities such as services, practice field use team or group discussion to bring character of humanity⁵⁷.

1. The Ways of Internalization Character Educational Values in Speaking Script

a. Implicitly

⁵⁶ Fitri Sulistiyaningrum. "AN ANALYSIS OF CHARACTERS IN THE TEXT... 2015. p. 32

⁵⁷Abna Hidayati, "The Development of Character Education Curriculum for an Elementary Student in West Sumatera", International Journal of Education and Research, Vol. 2 No. 6, 2014, p. 190.

The values of character that is internalized implicitly can be found in 10 from a whole speaking script. The whole of speaking script are contains 12 of 18 values of character education by Ministry of Education and Culture. While those characters can be internalized by two ways the implicitly and explicitly. Here the result the values of character education that internalized with implicitly technique.

1. Caring/Socially aware

The whole of speaking script that contains caring or socially aware values that internalized implicitly through these sentences of dialogues:

dr. Nahda : You look terrible. **What can I do for you?**

dr. Nahda : Oh, I am sorry to hear that. **What's the problem?**
Dialogue 1 , chapter 1 page 4

Tania : Hello, Sir. **May I help you?** Where's your destination?
Dilogue 2 , chapter 1 p. 5

Dhea : **Would you need my help?**
Dialogue 3, chapter 1 p. 5

Diana : **What if I help you with the preparation?**
Dialogue 4, chapter 1 p. 6

Joko : If I am elected president, **I will waive taxes for poor people.**
Dialogue 6, chapter 2 p. 26

These sentence show that the authors want to explain a socially aware values in the conversation to offering help to each other. From the conversation show that as a doctor, students, and citizen should have socially aware character. We should offering help to someone that need our helping. This conversation does not say explicitly that the writer is a caring or socially aware person, but it can be found implicitly in those sentences.

2. Communicative

The sentences of speaking script that contain communicative values that internalized implicitly as follow:

dr. Nahda : Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). **Does it hurt here?**

Dialogue 1 , chapter 1 page 4

Stranger : **Yes.** I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?

Dilogue 2 , chapter 1 p. 5

Dhea : **Okay.** Just let me know if you need my help.

Dialogue 3, chapter 1 p. 5

Diana : Really? I didn't know that she was that old. I thought that she was still around 60. she looks much younger.

Hamada : **Thanks.**

Dialogue 4, chapter 1 p. 6

Beni : What is another name for Seattle?

Alex : **it is called the Emerald City.**

Beni : What can we do at the Bloedel Reserve?

Alex : **We can visit seasonal gardens and natural woodlands.**

Dialogue 1, chapter 2 p. 20

Son : **Okay, Dad.**

Father : If you want to pass the exam, you have to study harder.

Son : **Thanks, Dad.**

Dialogue 2, chapter 2 p. 24

Dela : Where can I get inexpensive good quality shoes?

Emi : **If you want a good price, why don't you go to the factory outlet?**

Dialogue 3, chapter 2 p.25

Mom : If you don't put some cherries on it, your cake will look pale and dull.

Etty : **Yes,** you're right. A cherry or two will help with the appearance.

Dialogue 5, chapter 2 p. 25

Edwin : **I wish you all the best.**

Dialogue 6, chapter 2 p. 25

These sentences above show that the writer are communicative people. It can be found from the each sentences of dialogue that they are can be communicate with other people. It is contains the indicators that

as students they can be communicate with good language to others. There are some cases of the dialogue such as communicate with friends, classmates, the stranger, and with parents. From these conversation the author want to make a students implemented the attitudes and action communicative value. This conversation does not served explicitly who's the writer is a communicative people, but it can be found implicitly in those sentences.

3. Responsibility

The sentences of speaking script are contains responsibility values that internalized implicitly as follow:

dr. Nahda : **Alright then, I'll give you prescription. You have to take the pills three time a day, okay?**

Dialogue 1, chapter 1 p. 4

Tania : **Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.**

Dialogue 2, chapter 1 p. 5

Father : Exam is around the corner. **It's about time to go back to your study.**

Son : **Okay, Dad.**

Dialogue 2, chapter 2 p. 24

From the example above is contains responsibility value which is the writer show the situation in the first dialogue there is a doctor and the patient, it can be found that dr. Nahda as a doctor do the duties and obligation to check the condition of patient and give a prescription for the terrible. While, in second conversation the authors present the responsibility value in work situation who's Tania as an agent of bus station should do her job when there is a stranger ask some question the information of it. As the second dialogue, in third dialogue also show the responsibility value in study situation when a Father ask to his Son to go back to study because the exam is around the corner. Also a Son with responsible value said "Okay, Dad" to show to his father that he will do

the duties as a student. These conversation was presented implicitly, because the writer was not show that they were responsibility people.

4. Curious

The whole of speaking script that contains curious values was internalized implicitly through these sentences of each dialogues:

Dhea : Have you heard that the due date for the final project is extended?

Riza : No, **is it true?**

Dialogue 3, chapter 1 p. 5

The sentences above show that the writer are curious people. It can be found from the conversation that Riza as Dhea friends is curious about information that known by Dhea. Riza reassuring with Dhea's statement about the due date of final project will extended. From this situation it can be conclude that Riza as students can be implemented the curious value to know the information from anywhere. Then, the values was not internalized explicitly because the authors want to make a student knowing the values implicitly in order to increased their critical thinking.

5. Independent

The sentences of speaking script was contains independent values that internalized implicitly as follow:

Dhea : Would you need my help?

Riza : **No, thanks. I'll do it as soos as possible.** I know that you're as busy as I am.

Dialogue 3, chapter 1 p. 5

The sentences show that the authors want to explain an independent values in the conversation to show that as a students have to compliment their assignment by their own self without any help from other, because this will training the student to be independent people. In this conversation the independent values was not said explicitly that the writer is independent people, but it can be found implicitly in those sentences.

6. Disciplined

The whole of speaking script that contains disciplined values that internalized implicitly through these sentences of dialogues:

Father : Exam is around the corner. **It's about time to go back** to your study.

Dialogue 2, chapter 2 p.

From the example above is contains disciplined values who is the writer show the situation in conversation as a Father he should show a firm stance and disciplined to his Son to giving know “Its is time to go back” that statements is refer to his Son in order knowing that it is his time to go back to study because the exam is around the corner. From Father statement it can be conclude that it contains disciplined values to practice his Son to become a disciplined student and study diligently. This values was internalized implicitly, it means the writer was not show explicitly that the Father is a disciplined man.

7. Democratic

The sentences of speaking script was contains independent values that internalized implicitly as follow:

Mr. Luqman : If you want to be the chair of OSIS, offer a good program to improve the school environment.

Nyoman : **Sure, I will.**

Dialogue 4, chapter 2 p. 25

From the sentences above is contains democratic values who is the writer served the conversation a teacher and students that discuss about Nyoman plans to be the chair of OSIS, but with his passion of democratic, he talk to the teacher first about his wish it. From those situation can be conclude that Nyoman as a student can implemented the democratic values. In this conversation show the values was internalized implicitly with was not show explicitly that Nyoman is a democratic student.

8. Creative

The whole of speaking script that contains creative values that internalized implicitly through these sentences bellow:

Mom : **If you don't put some cherries on it, your cake will look pale and dull.**

Dialogue 5, chapter 2 p. 25

The sentences above show that the writer are creative people, who is show implicitly in the conversation. The authors present the dialogue who there in a Mom and the daughter that discuss about their cake. In the dialogue a Mom give suggestion to her daughter so that she has to put some cherries on the cake, because if do not put the cherries Mom think that the cake will look pale and dull. It can be concluded the Mom as a mother can implemented the creative values, because she give some idea for cake that made by her daughter so that more decorative and interesting. This values was not internalized explicitly, thus the writer showed a Mom was a creative woman implicitly.

9. Tolerant

The sentences of speaking script that contain communicative values that internalized implicitly as follow:

Etty : **Yes, you're right. A cherry or two will help with the appearance.**

Dialogue 5, chapter 2 p. 25

The sentences above show that the authors want to explain tolerant values in the dialogue to appreciate the opinion or suggestion from others. That values was internalized implicitly to showed that Etty is tolerant people.

10. Nationality

The sentences of speaking script that contain communicative values that internalized implicitly as follow:

Joko : If I am **elected president**, I will waive taxes for poor people.
Dialogue 6, chapter 2 p. 25

From the sentences of dialogue above show that Joko is nationality person. It can be found from his statements if he elected president so he want to be a president and show that he can implemented nationality values. This values also was internalized implicitly because was not show explicitly that Joko is nationality man.

b. Explicitly

The values of character education that was internalized explicitly can be found two of a whole of speaking script. As before already have explain about the result of the values that was internalized implicitly, here the result of the values of character education by Ministry of Education and Culture that internalized explicitly can be found.

1. Hardworking

From the whole of speaking script that contains the values of character education that was internalized explicitly was found hardworking values through this sentences bellow:

Father : **If you want to pass the exam, you have to study harder.**
Dialogue 2, chapter 2 p. 24

The sentence above show that the authors want to explain hardworking values in the dialogue. It is stated explicitly that the Father ask to his Son to study hard if he want to pass the exam.

2. Care for Environment

From the whole of speaking script that contains the values of character education too that was internalized explicitly was found care for environment values through this sentences bellow:

Mr. Luqman : If you want to be the chair of OSIS, **offer a good program to improve the school environment.**

Dialogue 4, chapter 2 p. 25

The sentences above show that the writer is a person that implemented environment awareness. Those sentences contains the values that was internalized explicitly that Mr. Luqman give suggestion to his student that become the chair of OSIS he can offer a good program to improve the school environment.

2. The Ways of Internalization Character Educational Values in Reading Texts

The values of character that are internalized implicitly in English textbook reading texts can be found in 6 from a whole of reading texts. The whole of reading texts are contained 8 of 18 values of character education by the Ministry of Education and Culture. At the same time, those characters can be internalized in two ways the implicitly and explicitly. Here the result of the values of character education that internalized with implicit technique in reading texts.

a. Implicitly

1) Curiosity

The value of curiosity is conveyed in the text of reading text in English textbook as quoted below.

Reading Text 1/Chapter 2/Page. 19

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“you should explore the Space and Pacific Science Center.”

These sentences show that the authors want to explain a curiosity value in the reading text “Six Things to Do if You Visit Seattle.” Based on the text, there was the statement “*you should explore,*” which is show the action to explore something. This text was not said explicitly that a writer is a curious person, but it can be found implicitly in those sentences.

2) Hard Working

Below is a quote that shows the implicitly the character of hard work in reading text.

Reading Text 2/Chapter 4/Page 50.

“,has provided the opportunity to work under high-pressure”

Reading Text 6/Chapter 9/Page 120.

“Second, we listened to our teachers’ instruction about group activities.”

The sentence above shows that the authors want to explain hardworking values in the reading text. It is stated implicitly in **Reading Text 2/Chapter 4/Page 50** that the job applicant must work under high pressure. It means the statement shows hardworking value. At the same time, **Reading Text 6/Chapter 9/Page 120** also stated implicitly that when the student said “*About group activities,*” it means the instruction shows the hardworking value.

3) Responsibility

This value can be proven from the quote below.

Reading Text 6/Chapter 9/Page 120.

“Second, we listened to our teachers’ instruction about group activities.”

The example above contains responsibility value which is the writer show the situation in **Reading Text 6/Chapter 9/Page 120** as quoted “*we listened to our teacher instruction*” it means they were as a students do the duties and obligation in teaching-learning. This

reading text was presented implicitly because the writer did not show that they were responsible people.

4) Socially Aware

Below socially aware value are in the news of text.

Reading Text 3/Chapter 5/Page 69.

“He said that an owner of apartment should also consider aspects of designing and building materials that are safe for children”

Reading Text 5/Chapter 7/Page99.

“The mayor said the city also runs a program for children called eco school.”

The sentence shows the authors want to explain socially aware values in the **Reading Text 3/Chapter 5/Page 69** that show the apartment owner considers designing and building materials safe for children. It means they have the social awareness to saving children. Meanwhile, the **Reading Text 5/Chapter 7/Page99** also has the same theme running a program for children. So, this statement contained socially aware value. This reading text was not said explicitly that the writer is a caring or socially aware person, but it can be found implicitly in those sentences.

5) Democratic

The democratic value conveyed in the news of text can be seen in the quote below.

Reading Text 4/Chapter 6/Page 84.

“Meanwhile, acting Jakarta governor Basuki Tjahaja Purnama said that the parents should be patient and not panic.”

From the sentences above is contains democratic values, which is the writer served in the **Reading Text 4/Chapter 6/Page 84** there was a piece of news from The Jakarta post which is acting of Jakarta Governor Basuki Tjahaja Purnam with wisdom faced the parents so that should be patient and not panic with online school registration of their children. It means Basuki shows democratic value as the head of his region. This reading text shows that the values were internalized implicitly and not explicitly stated that Basuki is a democratic man.

6) Creative

Below is the quotation from the text.

Reading Text 5/Chapter 7/Page 99.

“The city was chosen to host the event because of *its success in managing municipal waste through the 3Rs, Reduce, Reuse, and Recycle.*”

The sentences above show that a writer is a creative person, shown implicitly in the **Reading Text 5/Chapter 7/Page 99**. The authors present the text: the city has the innovation to managing municipal waste through the 3rs Reduce, Reuse, and Recycle. This value was not internalized explicitly. Thus the writer showed the city was a creative tool implicitly.

7) Disciplined

The value of discipline was conveyed in the text as quoted below.

Reading Text 6/Chapter 9/Page 120.

“Second, we listened to our teachers’ instruction about group activities.”

The example above contains disciplined values. The writer shows the situation in **Reading Text 6/Chapter 9/Page 120** a student is listening to their teachers. It can be seen is the student show disciplined value when they do the duties to listen to the teachers in the teaching-learning process. This value was internalized implicitly. It means the writer was not shown explicitly that a student is a disciplined man.

b. Explicitly

1) Curiosity

The curiosity value was conveyed in English textbook explicitly as quoted below.

Reading Text 1/Chapter 2/Page 19.

“If you curious to know about it”,

The sentence above shows that the authors want to explain curiosity value in the **Reading Text 1/Chapter 2/Page 19**. It is stated explicitly that the sentence stated curiously about something.

2) Responsibility

Reading Text 2/Chapter 4/Page 50.

“In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft’s Office Suite.”

The sentence above shows that the authors want to explain responsibility value in the **Reading Text 2/Chapter 4/Page 50**. It stated explicitly who is the person on the text stated has responsibilities value.

3) Care for Environment

Reading Text 5/Chapter 7/Page 99.

“The school does not only teach about the environment but also introduces environmental-friendly practice.”

The sentences above show that a writer is a person that implemented environment awareness. This sentence contains the value that was internalized explicitly, which is that the school introduces environment-friendly practice.



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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 its 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 were 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 were 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 times 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 were found are independent, tolerant, and nationality which represented in one time in the texts. The other values that were 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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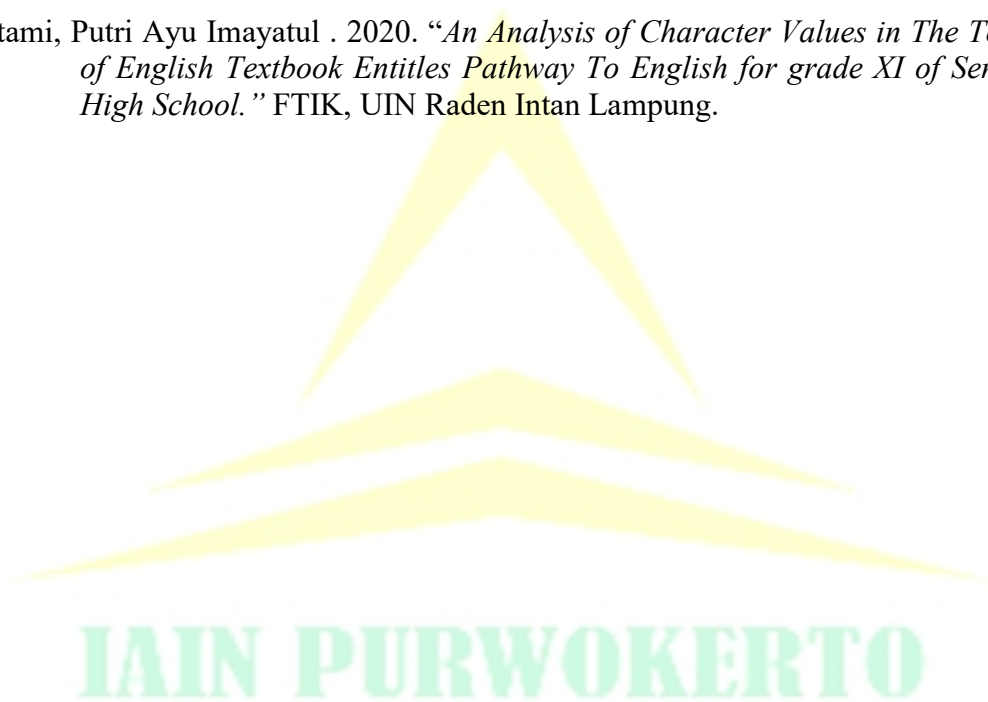
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Appendix 1: The Findings The Values and Internalization of Character Education of The Text in English Textbook for Twelfth Grade entitled Bahasa Inggris SMA/MA/SMK

Note:

E : Explicitly

I : Implicitly

2/Page1

Code:

D1/C1/P5 : Dialogue Chapter 1/ Page 5

RT1/C2/P1 : Reading Text1/ Chapter

Code	Data	The Values of Character	Technique	
			E	I
D1/C1/P4	Dialogue 1 (Offering help/Services)	Socially aware Responsibility Communicative		√ √ √
D2/C1/P4	Dialogue 2 (Offering help/Services)	Socially aware Responsibility		√ √
D3/C1/P5	Dialogue 3 (Offering help/Services)	Curious Socially aware Independent		√ √
D4/C1/P6	Dialogue 4 (Offering help/Services)	Socially aware		√
D1/C2/P20	Dialogue 1 (Why Don't You Visit Seattle?)	Communicative		√
D2/C2/P24	Dialogue 1 Pay attention to the use of "if" clause	Responsibility Disciplined Hard working	√	√ √

D3/C2/P25	Dialogue 2 Pay attention to the use of “if” clause	Communicative		√
D4/C2/25	Dialogue 3 Pay attention to the use of “if” clause	Care for environment Democratic	√	√
D5/C2/P25	Dialogue 4 Pay attention to the use of “if” clause	Creative Tolerant		√ √
D6/C2/P25	Dialogue 5 Pay attention to the use of “if” clause	Nationality Socially aware Communicative		√ √ √
RT1/C2/P19	Task 1: Point 4 “Six Things to Do if You Visit Seattle”	Curious Curious	√	√
RT2/C4/P50	Task 1: Chapter 4 “Do You Know How to Apply for a Job?”	Hard working Responsibilities	√	√
RT3/C5/P68	Task 5: “Tenants advised to obey regulations on apartment”	Socially aware		√
RT4/C6/P84	Task 1: “Parents upset, disappointed with online school registration”	Democratic		√
RT5/C7/P99	Task 1: “Indonesia Opens Regional Recycling Conference”	Creative Socially aware Care for environment	√	√ √

RT6/C9/P120	Task 1: Text 1 “Do It Carefully!”	Hard working Disciplined Responsibility		√ √ √
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